

TEACHER HANDBOOK



2024-25

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MISSION & BELIEFS

District Mission Statement and Goals



VISION

All students will be college, career community ready and prepared to compete in a global economy.

MISSION

"Educating Minds, Inspiring Futures"

GOALS

Achieve academic excellence and meet the needs of all students in a safe and supportive environment.

Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.

Create efficient and effective systems that are innovative, accountable, and proactive.

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Core Beliefs

Cutler-Orosi Joint Unified School District is proud of the progress we have made in the past few years as we work towards being a results-oriented professional learning community. Teachers, classified staff, students, and parents work in a partnership to provide all students a quality education in a safe, supportive, and disciplined environment, preparing them to become responsible citizens in a culturally diverse society.

We believe...

- Every student can learn.
- Student educational needs should be at the forefront of all decisions impacting the work of the school.
- Positive relationships and mutual respect among and between students and staff enhance student achievement and create a safe and supportive school climate.
- Every child and adult deserves to be treated with dignity and respect at all times.
- Students and staff are responsible for their actions, and they will be held accountable for their choices.

About this Handbook

This handbook is provided to assist teachers in dealing with the day-to-day operations of the school. It is not intended to be all-encompassing and there will be many things which occur that are not covered in this handbook. However, it is crucial that all teachers read this handbook thoroughly and become familiar with its contents. You will be asked to sign a **Statement of Acknowledgement** that you have indeed received this handbook and are familiar with its contents. This handbook is also posted on the district website at www.cojusd.org .

It is likely that as events occur over the course of the school year that additions to the handbook will become necessary. It is also likely that many of the policies and procedures that are set forth in the handbook will change over time. Pay particular attention to the wording of policies. **Statements such as “teachers must”, “teachers are required to”, or “teachers will” indicate actions that are mandatory.** This is a quick reference guide. As with all things, when you have questions or concerns, you should always check with the principal or an assistant principal/ learning director for clarification.

Please note that updated versions of all District charts and forms included in this handbook can be viewed online through www.cojusd.org , and are displayed here only as samples. Also note that some electronic links, although lengthy, provide a direct connection to information that may otherwise be difficult to find. Viewing the Handbook electronically will be the best way to access that information.

This Handbook has been proofread for errors; however, as with any document, there may still be punctuation and/or grammatical errors. If you find any, please email the correction(s) to the Assistant Superintendent. Our standard of excellence applies to district documents, as well as to school-wide, and we appreciate your input.

Expectations for Staff Behavior

1. Provide a safe, orderly, and caring classroom environment.
2. Plan, organize, and implement best teaching practices conducive to student learning.
3. Be on time arriving at school, meetings, collaboration sessions and to assigned student supervision duty. The teacher workday is seven and one-half hours per day. The exact beginning and ending time is determined by each site.
4. Maintain student and staff safety by standing in the classroom doorway during the passing periods. All staff members must work together to ensure safety and maintain order.
5. Establish two-way communication with families about student progress and discipline issues.
6. Treat students, staff, and parents with dignity and respect at all times. At no time should teachers use excessively loud voices, sarcasm, or name calling toward students, parents, or other staff members.
7. Utilize common sense and good judgment when coming into physical contact with students. Under no circumstances should teachers engage in horseplay or rough-housing with students.
8. Maintain a positive attitude. A negative attitude is the result of a conscious choice to be negative. Do not infect others with your negative attitude if you choose to be negative.
9. Follow the provisions of the COUTA Agreement, COJUSD Board Policies, the Parent and Student Handbook, and the Personnel Manual. All of these documents are on the district's web page: www.cojUSD.org.
10. Follow the Standards for the Teaching Profession which can be found at: https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/2024-cstp.pdf?sfvrsn=62eb3cb1_9

TEACHER ATTENDANCE

Work Day

The **Collective Bargaining Agreement** states that COJUSD teachers are expected to work a seven and one-half hour schedule. The specific 7 ½ hour work schedule for teachers is set depending on local site decisions and transportation issues. In accordance with this provision, teachers at your school will be at their workstation by the time specified by your site principal.

- The only exceptions to these beginning and ending times are in the case of foggy days (teachers are required to be at school and in their classrooms at 9:25 am on foggy days) and on the short days before Thanksgiving, Christmas, and Spring Break when teachers are allowed to leave after student dismissal.
- Other “short days” are designated to give teachers an opportunity to accomplish tasks which cannot be done while students are in attendance, such as Parent Teacher Conference days.

Permission to leave campus early must be approved by the school principal or in his/her absence, an assistant principal or learning director. Teachers are not to leave campus during collaboration time on Wednesday without express permission from the school principal or in his/her absence, an assistant principal or learning director. Teachers are expected to be at collaboration meetings.

Attendance and Absences (Absence Management System)

Good teacher attendance is vital to the smooth operation of any school. Research shows that three (3) days of instruction are affected by one (1) day of a teacher's absence. If a teacher must be absent from school for any reason, it is his/her responsibility to enter their absence on Absence Management BEFORE 6:45 am. Absence Management will NOT allow employees to enter absences made AFTER that time. If Absence Management does NOT give the teacher a confirmation number, (s)he did not enter their absence correctly.

Make sure you have emergency lesson plans on file according to your site policy. Your emergency plans should include a schedule of your classes, seating charts, procedures for taking attendance, etc. Develop your substitute plan as though you were entering the classroom for the first time. See the “Substitute Folder” section in this handbook.

You need to make plans ahead of time if you know that you will be absent for personal, in-service, jury duty, or other approved leaves; however, you still need to enter an absence on Absence Management. Teachers should try to schedule dental/doctor appointments outside the school day when possible. If you need coverage for a partial day, it is your responsibility to arrange for coverage.

The following procedures will be used for covering of classes in emergency cases, such as when a teacher is late or needs to leave campus for emergency, etc. Available substitutes will be used whenever possible. An administrator will notify available teachers who can cover the class. For grades K – 6, if no teachers are available, the office will divide the students throughout the department or grade level.

Teachers who leave for a portion of their work day are still required to enter the absence in Absence Management.

Sick Leave

Each teacher is entitled to 10 days of sick leave per school year with unused leave accumulating from year to year. The District may require a physician’s verification of illness if a teacher has been on sick leave for more than three (3) consecutive days or in cases where the District suspects abuse of sick leave. However, the employee is to obtain prior approval from his/her supervisor prior to leaving campus. *The Absence Management System does not require prior approval for sick leave.*

Personal Necessity (PN) Leave

Each teacher is entitled to use up to 7 days of their paid sick leave each year for personal necessity. Article 11.7.2 of the **Collective Bargaining Agreement** states, “Purposes and/or reasons for which personal necessity leave may be used include, but are not limited to: death or serious illness of a member of the immediate family; accident involving personal property or the personal property of an immediate family member; an illness or an unusual circumstance involving the teacher or a member of their immediate family which cannot be expected to disregard during assigned work hours; to appear in court as a litigant or witness; attendance at District approved workshops or conferences for which no release time was provided.”

ADVANCE PERMISSION MUST BE SECURED FOR THE USE OF PERSONAL NECESSITY LEAVE AT LEAST TWO DAYS PRIOR TO THE DAY UPON WHICH THE TEACHER IS TO BE ABSENT UNLESS AN EMERGENCY PROHIBITS SUCH NOTICE. Failure to secure advance approval of PN Leave from the principal will result in the leave being denied. **PN Leave may not be taken on the day immediately before or after a District vacation (i.e., winter or spring break) or a 3-day weekend (i.e., Washington’s Birthday).** PN Leave will not be approved for political activities or demonstrations, vacations, recreation, civic organization activities, or job hunting.

It is imperative that all certificated employees thoroughly understand what is expected of them with regard to following proper procedures when requesting and taking a full or partial day of PN Leave. **Note:** Absence Management does require prior approval before taking Personal Necessity leaves.

Teacher Responsibilities:

- Any teacher desiring to take PN leave **must secure approval from the principal** at least 2 days prior to the day upon which the teacher will be absent unless an emergency prohibits such notice. This will be done by submitting your absence via Absence Management at least **2 days before** the date of the leave.

- If the teacher will be absent for a period of time which is long enough to warrant a substitute teacher, the teacher is responsible for requesting the substitute on Frontline.
- If the leave will be for a partial day, the teacher should make arrangements as per the site policy. If no other teachers volunteer to supervise the students, it is the responsibility of the teacher to request a substitute. Classified employees will not be utilized for this sort of coverage except in extreme emergencies.

Articles 9.7 and 9.8 of the **Collective Bargaining Agreement** set forth the policy for compensating teachers who are required to substitute for other teachers during their prep time during an emergency.

All Other Leaves

Procedures and guidelines for taking Maternity Leave, Childcare Leave and Adoption Leave, Extended Illness Leave, Health Leave of Absence, Bereavement Leave, Jury Leave & Court Appearance, and Association Leave can be found in the **Collective Bargaining Agreement**, Article 11. Many other leaves require prior approval in Absence Management.

TEACHER SUPERVISION DUTY, ADJUNCT DUTIES AND REQUIREMENTS

Attendance at Meetings and Adjunct Duties

All teachers are expected to attend scheduled meetings unless granted approval in advance by the principal. Promptness is essential to the success of these meetings and all teachers are expected to be seated with any materials that you were instructed to bring at the scheduled start time of each meeting. Staff is expected to be fully engaged during collaboration/meetings; therefore, such activities as knitting, reading the newspaper, and/or grading student work, etc., are not acceptable and are not permitted.

In accordance with the **Collective Bargaining Agreement**, notice is hereby given to all teachers of adjunct duties assignments. Adjunct duties are those duties beyond the work day which require supervising and providing leadership in pupil organizations and activities or parent-teacher partnership such as, but not limited to: field trips, back-to-school nights, graduation/promotion, outdoor education, open house, IEP meetings, parent club, teacher conferences, progress report card night, supervision of dances, sponsorship of clubs, homecoming activities, and supervision of athletic events. These duties must be student supervision oriented. If an unforeseen circumstance arises and a teacher cannot be at the previously assigned duty, teachers must:

- Notify an Assistant Principal/Learning Director or Principal
- At OHS, Notify the Activities Director
- Find another teacher willing to substitute the assignment

Student Tutorial Logs

All teachers shall submit a tutorial log to their site administrator on the last working day of the month. This log shall include the date and signature of each student who received tutoring services during the month. Tutoring may occur before school, at lunch, and/or after school. There is no mandate as to the number of students serviced. There is no additional pay for this time beyond the addition to the salary schedule. This time does not interfere with after school supplemental contracts. (COUTA Contract 20.1.3)

All OHS teachers will sign up for three (3) adjunct duties for the academic year. These duties will be scheduled throughout the fall, winter and spring sports activities. Assignments to adjunct duties will include such activities as supervision at athletic events, dances and/or homecoming events. The Activities Director will provide a list

of ALL activities that require supervision at the beginning of the academic year. Adjunct responsibilities will be posted in the Staff Lounge and email reminders will be sent for the current calendar month.

At all schools, attendance at Back-to-School Night, Open House, Progress Report Night, and Teacher Parent Conferences is **REQUIRED** unless specific prior approval is given to miss the meeting/event. The District shall schedule these adjunct responsibilities as far in advance as possible, so that the teacher may plan his/her instructional preparation and off duty obligations to accommodate adjunct duties. **Adjunct duty activities which require participation of all teachers at a site shall be provided to teachers at the beginning of the academic year.**

Teacher Duty and Duty Roster

Teachers may be assigned to supervise students either before school, during student lunch, recess periods, and after school. It is the teacher's responsibility to ensure that (s)he is at the assigned place of duty at the required time. Teachers are responsible for the safety of students in the area in which they are scheduled to stand duty, whether the teacher is there or not. The teacher exposes him/herself, the school, and the District to liability issues when (s)he fails to show up for or fails to schedule a replacement for the assigned duty.

If a teacher is absent (s)he should include any scheduled duties on the lesson plan and when requesting a sub on Absence Management. If teacher requests Personal Necessity Leave on a day(s) when (s)he is scheduled to stand duty, the teacher is responsible for securing a replacement or ensuring that the substitute teacher is aware of the duty.

Teachers assigned bus duty will direct students to line up single file while waiting for the bus to arrive. Once the bus arrives, students should be allowed to load 5 students at a time to eliminate pushing, running, and cutting in line. Some grade levels have greater numbers of required duties or larger numbers of duty assignments; in some cases, not all teachers have been assigned a duty, while others in a different grade level may have been assigned multiple duties. This is unavoidable and is a result of the teacher's assignment. If teachers wish to trade duties, a notice should be sent to the principal via e-mail prior to the time the duty is to begin.

Passing Time, Supervision of Students, Tardies

For the security and safety of students, when the bell rings to signal the end of a period, teachers should monitor students as follows:

- Not excuse students until the bell rings.
- Stand at their doorways.
- Ensure that students are making every effort to get to class on time.
- Resume class immediately at the ringing of the second bell.
- Mark any student entering late as tardy and assign appropriate school consequences.

Students' excessive tardiness will result in:

- Notification of parents/guardians
- Assignment to Saturday School
- Possible referral to Student Attendance Review Board (SARB)

Teachers must comply with the following supervision guidelines:

- Be at the assigned location and at the scheduled time
- Promenade around the assigned area to ensure complete supervision
- Ensure students remain in authorized areas of campus

- Contact the office if assistance is needed.

Rallies and Assemblies

All faculty members are expected to supervise all rallies and/or assemblies. The Board of Trustees believes that assemblies and special events should promote a positive school climate. Rallies and Assemblies should be designed to emphasize cooperation and similarities among students rather than competition and differences between students of diverse backgrounds. In addition, showcasing student achievement in academics, athletics, music, art, drama, or other such activities can provide many students with self-esteem and an incentive to be in school.

The Principal or designee shall ensure that the speakers and community resources featured in school assemblies and special events are carefully selected and balanced. Prospective speakers shall agree that they will present material of educational relevance that is appropriate to the maturity of the audience, with no statements that are obscene, vulgar or that incite violence. Assemblies may express seasonal themes that are not religious in nature.

The Principal or designee shall schedule rallies and special events so as to minimize disruptions and meet the requirements of law and negotiated agreements. The Principal or designee may limit the number of such events whenever they encroach upon or do not support the instructional program.

Rally/Assembly Procedures

Teachers are responsible for assisting with rallies/assemblies by doing the following:

- Teachers must walk their class to the rallies/assemblies in a straight and orderly line. Teachers will walk at the back of their line and ensure that their students enter the rally/assembly location in an orderly manner.
- Upon entering the event location, teachers will be responsible for students under their supervision.
- When the rally/assembly is over, teachers will supervise students as they exit.
- Teachers should go over these procedures with students prior to going to the rally/assembly.

Substitute (Guest Teacher) Folder

Each teacher is required to maintain a substitute (guest teacher) folder in the event of an unexpected or planned absence as per site procedures.

Classroom Environment and Safety

Teachers should take an active role in general housekeeping duties in their classrooms. The room environment may well be a reflection of an attitude toward learning. The room should be well maintained, presenting a pleasing, welcoming, and safe environment. On the first day of school, teachers are expected to review with students their role in cooperating with the cleanliness of the classroom:

- Students should not be dismissed from any class until they have picked up excess paper/trash from the floor. Chairs and desks should be left in an orderly fashion.
- The **last** students of the day should:
 - Remove debris and objects from the classroom sink
 - Align furniture
 - Stack chairs

Before leaving their room for the day, teachers will:

- close windows
- turn off classroom lights
- turn off all electronic equipment
- lock the door

Students who abuse school property (writing on walls, desks, etc.) should be assigned an appropriate consequence (cleaning the walls, desks, etc., after class). Habitual offenders should be referred to an administrator.

Fire code regulations prohibit flammable objects from covering more than 50% of classroom walls. Paper is to be a minimum of 18" from the ceiling and 18" from the floor and cannot cover windows, electrical outlets, light switches, electrical panels, or safety equipment. Electrical cords cannot be within 24" of sinks. Photos printed on photographic paper release toxic chemicals when they burn and must not cover walls, windows or doors.

Furniture and stored items must not block access to fire extinguishers, electrical panels, or evacuation routes and the evacuation map must be posted prominently near the door of each classroom. Classrooms must be kept neat with floor area free of boxes and any material that poses potential hazards. Boxes may not be stacked high on cabinets (above head level), etc., unless they are secured for earthquake safety purposes.

All teachers will participate in District mandated safety trainings.

Textbooks

Each teacher is responsible for the textbooks issued to him/her, just as students are accountable for the textbooks they are issued. Teachers who sign out books or videos from the library will ensure their safekeeping and be responsible for lost items.

Inventory

All teachers are expected to keep an updated inventory of all furniture, computers, and AV equipment in their classroom. Furniture, computers, or AV equipment shall not be moved from classrooms without the approval of an administrator. An accurate inventory of each room must be maintained, updated, and submitted to the Assistant Principal/Principal annually by each teacher prior to departing for the summer. See ***Inventory Form*** in the Appendix.

Travel & Conference

Meals may be reimbursed (breakfast, lunch, dinner); this is only allowed if the conference does not provide meals. If a meal is provided and the staff member chooses not to eat the meal, then the meal they purchase is their own financial responsibility and will not be reimbursed. Snacks and alcohol will not be reimbursed. Meals will not be reimbursed if the staff member is headed to or returning home from a conference within 60 miles of their home/COJUSD. Tips cannot exceed 20%. If you are using a district vehicle you may not be reimbursed for mileage. When checking out a district vehicle make sure to request the gas card for any fuel purchases if you will be traveling a far distance and will need gas. All ORIGINAL/ITEMIZED receipts will need to be turned in, along with any names of staff that the receipt covered. A copy of the conference registration will need to be included with the reimbursement form.

Reimbursement

If you want to be reimbursed for items you purchased for your classroom, the itemized receipt(s) must show the shipping address is a COJUSD address. We cannot reimburse anyone for items shipped to their home address. All reimbursement must have prior approval from site administrator. All food items purchased MUST be allowable based on the nutritional guidelines and approved with Jody Rush, Food Service Director.

Professional Dress

Teachers are expected to set an example for our students. At the minimum, teachers and staff should adhere to the student dress code outlined in the ***Parent and Student Handbook***. When accompanying students to water parks, etc., female staff should wear one-piece swimwear. Staff should consider safety when selecting footwear, understanding that backless and/or high heel shoes may contribute to unsafe situations that could incur injury.

Board Policy 4119.22 states: *“The Board of Education believes that appropriate dress and grooming by district employees contribute to a productive learning environment and model positive behavior. During school hours and at school activities, employees shall maintain professional standards of dress and grooming that demonstrate their high regard for education, present an image consistent with their job responsibilities and assignment, and not endanger the health or safety of employees or students.*

All employees shall be held to the same standard unless their assignment provides for modified dress as approved by their supervisor.”

TEACHER EVALUATION AND SUPPORT

The Personnel Office will provide principals with a list of teachers who are to be evaluated each year. The list will indicate the status of each teacher (temporary, probationary, permanent). The principal may add teachers' names to the list if (s)he feels that the individuals need to be evaluated. While principals are personally responsible for evaluating all employees, the Assistant Principals/Learning Directors may assist them. Administrators may be accompanied by an external consultant for the observations. Forms to be used in each step of the evaluation process are included in the Appendix. The timeline below ensures proper personnel operations and adheres to the contractual timelines:

All Temporary and Probationary Teachers, Cycle 1 Classroom Observation

When notified that they will be evaluated, the teachers will arrange with the school secretary or office assistant to schedule a date for the first formal observation of a lesson. The first observation of probationary/temporary employees must be completed no later than the last workday in October, and the second observation no later than the third Friday after winter break.

Once the first cycle is completed for all Temporary/Probationary teachers, Cycle 2 begins for the same teachers. Teachers are responsible for scheduling all meetings and observations with the school secretary. It is highly recommended that observations be scheduled as early in the cycle as possible to ensure that the teacher gets the dates (s)he wants. The longer the teacher waits to schedule the observations, the less likely it will be that (s)he gets the desired dates.

For example, Mr. XYZ would like the principal to observe a lesson he will be teaching on September 14th. He meets with the secretary and checks to see if the principal is free on that date and time. Once he is scheduled for the observation on that date, he asks the secretary to schedule a pre- observation meeting on September 9th and a post observation meeting on 21st (both are within 5 working days of the actual observation of the lesson).

Tenured Teachers

Teachers scheduled to be evaluated must meet with the administrator assigned to conduct their observations between August 12 and the third Friday in April.

- The pre-observation conference should be within 5 days of the actual observation.
- Once the observation is completed, the post observation meeting is to be conducted within 5 days.
- There is only one required formal observation every two (2) years; however, a teacher may request an additional observation if (s)he feels the first one was not adequate.
- Evaluations shall be based upon direct observation or evidence that can be clearly substantiated.

Department Leads/Grade Level Lead Teachers

Instructional Coaches will serve as grade level or departmental leads as a function of their position. School principals may select additional teachers to facilitate team collaboration and fulfill the duties of department lead or grade level lead where there is not an Instructional Coach assigned.

Instructional Coaches

The Instructional Coach supports a team of teachers (aligned by grade level, content area, or other relevant grouping based on school need) in developing their ability to effectively deliver instruction and increase student outcomes; focuses on each teacher's professional goals by providing 1-on-1 support through regular cycles of observation and coaching, as well as facilitating collaborative time for the team of teachers. All teachers work with Instructional Coaches to support high-quality instruction.

Professional Learning

When scheduled during the contracted day, teachers may be expected to attend and participate in professional learning workshops which may include, but are not limited to, the following:

- Professional education conferences or committee meetings.
- Courses offered by institutions of higher education.
- Workshops offered by the COJUSD, County or State Office of Education.
- Small – group activities.
- Self – directed learning.
- Observations of other schools.
- Follow – up activities that help staff implement newly acquired skills.

CLASSROOM INSTRUCTION

Lesson Plans

All teachers must evaluate students' learning strengths and weaknesses, adapt teaching methods accordingly, and provide assistance or attention during and after school hours. It is important that teachers determine and implement teaching methods that are appropriate to the students' needs, capabilities, and subject matter. All teachers must follow the district's core curriculum and teach the curriculum as prescribed with fidelity in collaboration with other grade level/subject matter colleagues.

All staff should maintain lesson plans as required by the Site Administrator. Lesson plans should be consistent with the learning focused components of the lesson and should contain essential questions, objectives, activities, and procedures, materials/resources, time, evaluation/systematic review, and homework assignments, if applicable. **TEACHERS SHOULD NOT FORGET TO INCLUDE ANY DUTY TO WHICH (S)HE IS ASSIGNED FOR THAT WEEK.**

The lesson format should address the following “*Pre-Observation Questions*”

- What is the learning objective for this lesson?
- What instructional strategy(ies) will be used to ensure the probability of students meet the learning objective?
- What type(s) of guided and independent practice will be used during the lesson?
- At the conclusion of the lesson, how will the teacher determine if students met or exceeded lesson objectives?
- What will the teacher do differently for the students that did not meet the lesson objective?

Homework Policy

The best learning occurs when students consistently practice or study classroom assignments in an atmosphere that is conducive to good concentration. Homework, being an integral part of the overall learning process, must enhance and be consistent with in-class activities. In assigning homework, consider the following:

- Homework may take on any form that can be shown by the teacher as an aid to learning.
- Homework may or may not count for grade credit, but it should always be explained and monitored by the teacher to encourage good study habits.
- Homework should never be used as punishment or as "busy" work, but some courses may require more homework than others.
- Cheating on homework assignments should result in the same corrective action as other cheating offenses.
- If students are missing homework assignments because of excused absences, they will have the opportunity to make up assignments and receive full credit for work satisfactorily completed within a reasonable period of time (Education Code 48205).
- Students will not be prohibited from entering classrooms because they failed to complete homework; neither will they be “benched” during recess.
- Students who miss schoolwork because of unexcused absences may be given the opportunity to make up missed work for full or reduced credit.
- Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure.
- For the student who habitually fails to turn in homework, the teacher should:
 - Contact the parent.
 - Refer to the site administrator.

Teachers are asked to consider the reality of what their students face on a day-to-day basis with regard to homework. Many students are either homeless, live in crowded conditions, or have situations at home that make it extremely difficult to complete assignments. Teachers should not make homework a major portion (more than 10%) of any student’s overall grade or use incomplete homework as a reason for student discipline. Teachers must get to know their students and their home environment and find ways for them to complete the work on campus.

Religious Instruction

In order to respect each student's individual right to freedom of religious practice, religious indoctrination is clearly forbidden in public schools. Instruction about religion shall not promote or denigrate the beliefs or customs of any particular religion or sect, nor should a preference be shown for one religious viewpoint over another. Staff members must be highly sensitive to their obligation not to interfere with the religious development of any student in whatever tradition the student embraces.

While teaching about religious holidays is a permissible part of the educational program, celebrating religious holidays is **not allowed** in the public schools. School-sponsored programs shall not be, nor have the effect of being, religiously oriented or a religious celebration. School and classroom decorations may express seasonal themes that are not religious in nature.

Bulletin Boards

Bulletin boards in the classroom serve as teaching aids. They should be used extensively and updated regularly. They also provide opportunities for teachers to display student work. Student work must be current and exemplars of excellence.

Classroom Interruptions

The Board of Education expects that all staff members will establish "improving student achievement" as their daily goal. To that purpose, the instructional time should be planned to improve student learning. The district requires that class time be "uninterrupted instructional time." Teachers are asked not to disturb another teacher's class unless it is an emergency. Students may be contacted during breaks or during lunch if a teacher needs to speak with them.

Non-School Owned AV Materials (Music CDs, Documentaries, Movies, & DVDs)

Teachers are allowed to show documentaries that relate to the standard of study and/or the course of study that are part of the school library or the TCOE ERS Portal. Teachers must adhere to copyright laws.

All other audio and video materials that are not part of the Board approved curriculum must be included in each teacher's lesson plans and be approved by a school administrator **prior** to showing/playing for students. Teachers must submit a request to the principal when planning to use such materials. The following are the procedures for requesting the use of audio/video materials not part of Board approved curriculum:

- Complete "**Audio-Visual Approval Form**".
- Submit form to Learning Director or Assistant Principal one week in advance
- The administrator will return the form the following day

Mandated Tests

No field trip or event shall be scheduled during CAASPP, ELPAC, Benchmark testing, or final exams. If conflicts arise, the teacher must see the Principal. Students are not to be excused from the room during the exam period except in the case of an emergency. Security of these exams is very important and teachers will be responsible for the safeguarding of all testing materials in their possession. A testing calendar will be published and distributed during the first week of school. Exceptions to this schedule must be approved by the Principal well in advance. Additionally, no teacher-made test should conflict with the schedule of the administration of any standardized test.

Cheating

We must teach students that cheating is not in their best interest and that cheating will not be tolerated. The following list represents forms of cheating that must be addressed:

- Taking information of any form into a test situation for the purpose of responding to test items or for assisting others in answering test questions.
- Plagiarism.
- Copying assignments, including homework or other work which will be assigned a grade.
- Giving or taking of information concerning a test after one individual has taken a test and the same test is to be given to another group of students.
- Talking during test situations or exchanging information during a test.
- Using any electronic device to store test information or to transfer information.

When substantial proof has been obtained that a student or group of students has been involved in cheating, the student(s) will receive a zero on the assignment/test and parents will be contacted by the teacher. Repeated incidents of cheating will be referred to the administration.

Reports of Pupil Progress/Student Grades/Parent-Teacher Conferences

In order to eliminate confusion and difficulties at progress report and report card time, teachers will:

- Provide parents and students with a clear explanation of course grading policies and expectations as near to the start of the course as possible.
- Be prompt in providing student grade/behavior reports to the parent.
- Be prompt in providing students with quality homework when they are ill, on independent study, or absent for suspension. It is not appropriate for a teacher to say the student can “catch up” when (s)he returns to school.
- At secondary schools (grades 6 – 12), provide regularly scheduled progress reports to be sent to parents at least at the midpoint of each semester.
- Be prompt in responding to a parent’s request for a conference or for information regarding the student.
- Clearly indicate if a student is at risk of failing and notify the parents immediately.
- Give clear procedures for making up missed assignments or for raising the grade to a passing mark.
- Remember that any student who has an IEP or who is enrolled in Inside, may have a modified test.

The optimal time for giving parents an outline of the teacher’s grading policies and expectations would be during Back-to-School Night, but notices may be sent home as well. If a teacher has an emergency and cannot attend the scheduled Back to School Night and/or Parent Conference, (s)he must notify the Principal so that an explanation can be given to parents regarding the missing teacher.

Each school site shall make available to parents/guardians and others, upon request, a copy of the prospectus for each course, including the titles, descriptions and instructional aims of the course. (Education Code 49091.14). Therefore, each teacher should have a copy of the standards to be covered during a particular class.

Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher **must** arrange a conference with the student’s parent/guardian or send the parent/guardian a written report. (Education Code 49067)

No grade of a student participating in a physical education class may be adversely affected due to the fact that the student, because of circumstances beyond his/her control, does not wear standardized physical education apparel. (Education Code 49066)

Student performance in high school physical education courses shall be based upon evaluation of the student's individual progress, attainment of goals in each instructional area, tests designed to determine skill and knowledge, and physical performance tests.

Teachers who withhold class credit because of excessive unexcused absences shall so inform the student **and parents/guardians** at the beginning of the semester. If a student receives a failing grade because of unexcused absences, the student's record shall specify that the grade was assigned because of excessive unexcused absences. (Education Code 49067)

If a student is on a Section 504 Plan or an Individualized Education Plan (IEP) teachers must exercise caution when assigning grades. Any teacher who assigns a 504 or IEP student a grade of D or F in secondary schools or a 1 or 2 in elementary schools must be able to prove each of the following or (s)he risks having an appeal panel overturn their grades:

- a. The teacher must prove that (s)he followed the IEP or 504 Plan to the letter, providing all accommodations exactly as laid out in the document.
- b. The teacher must be able to prove that the failing grade was **not** due to the student's disability. *For example, a student on an IEP for a reading disability receives an F in Science. The teacher reports that the student did not complete several assignments and failed each test she took. The review panel overturns the grade because the tests were from the grade level text which is written at an 8th grade level, when the student reads at only a 2nd grade level. The teacher did not make appropriate accommodations for the student on the tests; therefore, the score the student received on the tests cannot count toward her grade.*
- c. The teacher must be able to provide verification that (s)he has met with the parents and/or a representative of the Special Education department when the mid-semester progress report indicates potential failing grades by the student.

Any teacher assigning a non-passing grade (a "D" or "F" in secondary schools or a 1 or 2 in elementary schools is considered non-passing) to a special education student must notify the principal and set up a meeting to review the grade prior to its being posted in AERIES. It is the teacher's responsibility to schedule this meeting far enough in advance of the report card window that a meeting can be scheduled. When in doubt about proper grading of special education students, the teacher should contact the principal or a teacher in the Special Education department

STUDENT-RELATED ISSUES

Confiscating Items from Students

There are some things which a student must not bring to school because they are dangerous to the student and to others. In addition, there are things which interfere with the right of others to learn and must not be brought to school. Some of these things include: fireworks, firecrackers, stink bombs, lighters, matches, handcuffs, chains, pills and medications, pets, MP3 players, iPods, and other electronic devices. In addition, the student may not bring pocket knives, toys, games (including cards, marbles, and dice), sunflower seeds, tobacco products, water guns and water balloons, guns, look-alike guns, pepper spray, live ammunition, laser pointers or any other dangerous objects as defined by the school principal. Dangerous or illegal items will be confiscated. **The school district is not responsible for the loss of personal items brought to school.** Cell phones must be turned off during class (Excerpt from Parent and Student Handbook).

District policy is very clear on what can and cannot be brought to school by students. However, the policy leaves the consequences up to the Principal when a student violates this policy up to the site principal. Here is how staff members are expected to correctly handle situations requiring confiscation of personal property;

- All dangerous items must be confiscated and the office contacted immediately.
- If a student has a cell phone, portable electronic game, or other item that the teacher feels is not dangerous and the student has it out during class time, the teacher should first warn him/her to put it away and then on the 2nd offense confiscate the item. HOWEVER, once the teacher confiscates the item, (s)he must take every precaution to protect the item from being lost, stolen, or damaged. Failure to protect the personal property of another which the teacher has confiscated makes the teacher responsible for the item. If the teacher is not willing to accept this responsibility, (s)he should NOT CONFISCATE THE ITEM. Once the teacher has confiscated the item, it is recommended that (s)he place the item in a desk or file cabinet drawer that can be locked until (s)he can turn the item into the office. The teacher should secure and label the item and take it to the office (do not send it via another student) as soon as possible.
- All DANGEROUS items MUST be confiscated and the office contacted immediately.
- Teachers should address these rules in their classroom rules and procedures.

Parties/Receptions

The Principal must give prior approval for any kind of party, reception, etc. given during school hours. There are strict rules governing types of food and drink allowed on the school campus. Teacher must utilize the **Activity Request** form. If an elementary teacher wishes to eat lunch in his/her room with students, food services personnel should be notified and the teacher should walk with students to the cafeteria and then walk back to the classroom with them. In secondary schools, classroom parties are not to be held during instructional time except for the last day of school. No home baked good are allowed for classroom or school parties or events.

Mandatory Child Abuse/Neglect Reporting Protocol

The California Child Abuse Reporting Law is found in Penal Code Sections 11165-11174.3. As a "Mandated Reporter" all teachers must become familiar with the reporting requirements as they are set forth in the Penal Code (PC). Under this law, when the victim is a child (a person under the age of 18), the following types of abuse MUST BE REPORTED:

- a. Physical injury inflicted by other than accidental means.
- b. Sexual abuse which includes sexual assault and providing pornography to minors.
- c. Willful cruelty or unjustified punishment.
- d. Unlawful corporal punishment or injury resulting in a traumatic condition.
- e. Neglect of a child to include acts of omission harming or threatening a child's health.

The report must be made to the county welfare department by phone immediately **(1-800-331-1585)** and a written report (**Suspected Child Abuse Form**), which is available in your school's office, must be submitted within 36 hours and then mailed to:

**Child Welfare Services
PO BOX 671
Visalia, CA 93279**

The Suspected Child Abuse Form can be obtained from the Principal's Secretary. Liability for failure to report by a Mandated Reporter is a misdemeanor punishable by up to 6 months in jail and/or a \$1000 fine. Educators risk losing their credential for failing to report as well as the possibility of being found civilly liable for damages if the child is further victimized. The teacher should contact the principal for assistance with reporting or when in doubt. **However, the rule is: When in doubt, report! Reporting to the principal does not release the teacher from the legal duty to report!**

Classroom Management Plan

The Revised CA Teaching Standards are attached in the Appendix. Please note that Standard 2 addresses a teacher's responsibility for "Creating and maintaining effective environments for student learning." Some key elements of Standard 2 of the CSTP are:

1. Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully;
 - a. Model and promote fairness, equity, and respect
 - b. Help all student accept and respect diversity
 - c. Engage students in shared problem-solving and conflict resolution
 - d. Provide learning opportunities that encourage student-to-student communication with empathy and understanding
 - e. Develop students' leadership skills and provide opportunities to apply them
 - f. Create a classroom culture where students feel a sense of responsibility to and for one another
 - g. Help students to appreciate their own identities and to view themselves as valued contributors to society
 - h. Develop activities that support positive interactions among students
2. Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students;
 - a. Arrange and adapt classroom seating to accommodate individual and group learning needs
 - b. Establish a stimulating, curriculum-rich learning environment that supports content learning and academic vocabulary development
 - c. Ensure that students develop an appreciation of diversity
 - d. Provide students access to resources, technologies, and comfortable workspaces
 - e. Create an environment that promotes optimal learning for each student
 - f. Construct an equitable learning environment for all students
3. Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
 - a. Arrange the learning environment to facilitate positive and productive classroom interactions
 - b. Encourage, support, and recognize the achievements and contributions of all students
 - c. Encourage students to take risks and to express thoughtful and respectful opinions related to the topic or subject of discussion
 - d. Foster the development of each student's self-esteem
 - e. Create a safe, accessible learning environment for all students
 - f. Discourage any type of horseplay among students and never engage in horseplay with student(s).
4. Creating a rigorous learning environment with high expectations and appropriate support for all students
 - a. Establish a productive, achievement-oriented climate
 - b. Set high expectations for all students
 - c. Motivate all students to initiate their own learning and strive for challenging learning goals
 - d. Provide all students opportunities to examine and evaluate their own work and to learn from the work of their peers
 - e. Ensure access to challenging and diverse academic content for all students

5. Developing, communicating, and maintaining high standards for individual and group behavior
 - a. Facilitate student participation in classroom decision-making
 - b. Foster and support appropriate student behavior
 - c. Collaborate with students, families, and communities to establish, maintain, and communicate standards for student behavior
 - d. Understand the underlying causes of student behavior, including developmental and individual needs, and utilize that knowledge in support of positive classroom conduct
 - e. Work proactively to prevent and respond quickly to minimize behavioral issues
 - f. Understand and respond to inappropriate behaviors in an efficient, fair, and equitable way
 - g. Help all students learn to take responsibility for their own behavior and actions

6. Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
 - a. Involve all students in the development of classroom procedures and routines
 - b. Help students transition smoothly and efficiently from one instructional activity to the next
 - c. Apply knowledge of students' physical, social, cognitive, and emotional development to ensure that adequate time and support are provided for students to complete learning activities
 - d. Develop daily schedules, timelines, classroom routines, and norms that maximize learning
 - e. Connect district, site, and classroom procedures to promote a climate of fairness and respect for all students
 - f. Adapt routines, procedures, and norms to ensure the success of students with special needs

7. Using instructional time to optimize learning
 - a. Organize instruction to optimize learning time
 - b. Pace instruction to accomplish learning goals
 - c. Re-direct students' off-task behavior to make the most of instructional time
 - d. Adjust instructional time so that all students remain engaged and challenged
 - e. Structure time for both independent and collaborative learning opportunities
 - f. Balance instructional, preparation, administrative, and managerial time

Research has shown that the majority of behavioral issues in the classroom are the result of a lack of effective classroom routines, rules, and procedures. Teachers who have well thought out procedures, routines, and rules not only have better behaved students, but also have higher achieving students. As such, all teachers are expected to:

- Have clearly defined **rules**, **routines**, and **procedures** clearly visible in their classrooms.
- Schedule adequate time over the first few weeks of each semester to teach and re-teach these procedures to students.
- Provide the Principal with a copy of their classroom management plan, to include classroom rules, procedures, and routines.
- Make sure that students and parents have a copy of the classroom management plan; teachers must have evidence that the students and parents have received the plan.

Teachers are expected to handle routine classroom management problems and strive to eliminate conflicts that escalate and end up resulting in much more serious behavior issues than necessary.

For example, a student who reports to class without a pencil is asked where his pencil is. He responds that he doesn't have one and the teacher begins reminding him of the rule/procedure requiring him to have one.

He begins to argue with the teacher and eventually gets disrespectful resulting in an office referral for disrespect. When the student is asked why he is in the office, he says, "I forgot my pencil."

Had the teacher had a procedure in place for students who do not bring a pencil, there would have been no disciplinary problem (i.e., "Students who do not bring a pencil will be required to get one out of the broken pencil can by the pencil sharpener"). Having a procedure in place will often eliminate the possibility of a confrontation that takes away from the lesson and typically results in increasing levels of disciplinary action.

If a teacher would like more ideas about classroom management, (s)he should contact a school coach. Each school has a video on classroom management which the teacher can check out.

Students will not be left unsupervised outside of classrooms for disciplinary action. If it is necessary for a student to be removed from class for a short time for minor issues, the teacher should team with a neighbor who will agree to take the student into his/her room until the situation has diffused. Students cannot be outside of classrooms without a pass for any reason. Parents should be contacted if student behavior in class is continually disruptive or defiant. The first time that the parent hears of this type of behavior should not come from the administrator, but from the teacher.

Teachers who choose not to enlist the help of parents with regard to classroom behavior should not expect site administrators to do so for them. Stages of progressive discipline for students must be documented before the site administrator is involved.

However, the administrative team recognizes the need for teachers to refer students occasionally to the office for crisis discipline issues even though many problems can be prevented through proactive classroom management. When referring students to the office, teachers must provide the office with enough information to effectively deal with the situation. Each school has a **Discipline Referral Form or Assertive Discipline Form** which must accompany the student to the office or (s)he will be returned to class.

Student Attendance Reporting

Teachers have a legal responsibility to maintain accurate, current daily attendance records. It is extremely important that teachers discharge the responsibility efficiently since this report serves as a basis for computing daily attendance figures. It is imperative that teachers enter attendance into the computer system accurately and on time. Teachers are also responsible for the safekeeping of these records. Elementary school teachers record classroom attendance in Aeries within 20 minutes from the start of day. Secondary and Community Day School teachers record classroom attendance within 20 minutes from the start of each class period. The Weekly Verification Form is printed and distributed to all school site teachers on Friday afternoon or Monday morning, after verifying that all teachers have posted attendance. Teachers are required to review, make any modifications necessary, sign (in ink), date the Verification Form and return it to the office by Tuesday afternoon before leaving for the day.

Procedures for Attendance

It is critical that attendance procedures be adhered to and that attendance be submitted to the Attendance Clerk/Secretary when it is due. Recorded phone calls are made to parents of absent students at 10:30 a.m. and 4:00 p.m. from the system administrator. Attendance is reviewed daily by Site Administration and District Administration. Teachers are expected to do the following to ensure accurate school wide attendance:

1. Teachers need to review the Class Absence Listing provided in the attendance office to review all absences from the previous day.
2. Teachers need to ensure they are able to access Aeries. If a teacher cannot access Aeries, please see attendance clerk for printed attendance sheet.
3. Attendance **MUST** be submitted the first 10 minutes of every class period.
4. If a student reports to a class who is not on the attendance roster, please send them to the attendance clerk.
5. Students who were absent from class must bring a note from home or the doctor to clear absence with the Attendance Clerk in the office.

6. All student absence errors or corrections must be submitted **within three days** of the original absence date.
7. Weekly Verification Forms must be signed in blue or black ink and turned in to attendance clerk on Friday.

Tardy Procedures

Students who are late arriving to school or class must be reported as tardy. Excessive tardiness to school will result in notification to the parent/guardian, referral to Saturday School, referral to the School Attendance Counselor or administrator, and possible referral to the Student Attendance Review Board (SARB).

Teachers should not detain students and make them miss all or a portion of another class. If a teacher absolutely must detain a student, the teacher must write the student a note for the next class, explaining fully why that student was detained. **This is to be done only in the case of an extreme emergency.** The following tips will ensure that teachers are correctly submitting attendance:

1. Teachers make sure students are either PRESENT or ABSENT before submitting attendance reports.
2. If a teacher marks a student absent who is actually present, the teacher must go back and make the change on the same day. ALSO if secondary students walk in late after 2nd period the teacher must mark them tardy. Students coming in late in the morning should have a tardy slip from the office for the teacher.
3. Weekly Attendance Reports are due in the office at the end of the day on Friday. If the teacher is absent on Friday, the report is due on Monday. It is the **teacher's responsibility** to print and submit the report to the office even when said teacher is absent.
4. When signing and dating the Weekly Attendance Report, teachers must make sure to sign and date ALL pages with the correct date. Teachers must make certain that his/her signature is legible. Attendance records must be kept forever and it is sometimes difficult to determine who signed the report when a teacher uses a scrawled or scribbled signature.
5. If the teacher cannot print from his/her room, there are options on campus.
6. If a teacher needs help, (s)he should call the office.
7. The District participates in Tulare County Health and Human Services' Emergency Preparedness and Pandemic Alert program. If a teacher knows of a student who has the flu or flu-like symptoms or if the teacher has the flu or flu-like symptoms, the teacher is to notify the office.

Excusing Students from Class & Hall Passes

EXERCISE GOOD JUDGMENT AND REASONABLE CAUTION when temporarily excusing a student from the classroom. When a teacher excuses a student from the classroom for any reason, including using the restroom, the teacher is still responsible for that student even when the student is not in his/her presence.

- Ensure the student has a hall pass which indicates where the student is going.
- Students going to the restroom must have the class restroom pass in their possession and only one student per class will be allowed to go to the restroom at any given time.
- No more than one student at a time should be out of the room at any given time unless requested by the office.

It is against school policy for teachers to leave students unattended if the teacher needs to take an emergency trip to the restroom. If an emergency should arise, notify a neighboring teacher and/or an administrator so that someone can supervise students. Students must not be left alone at any time or for any reason.

Student Dress Code

Each teacher should read and become familiar with the student dress code in the ***Parent and Student Handbook*** and is expected to enforce the policy. As always, if there is any question, the teacher should refer it to an administrator.

Suspicion of Drugs/Alcohol

The teacher must immediately notify an administrator when (s)he suspects a student is in possession of or is under the influence of drugs or alcohol. Some medications cause similar symptoms to those that drugs cause, but it is better to report irregularities in behavior to an administrator or a counselor.

Confidentiality

Teachers must use good judgment when discussing school business, student behavior or student achievement. No school employee shall reveal personal information concerning any student at any time. Teachers must treat all school documents (admit slips, roll books, discipline referrals, attendance and absentee sheets, report cards, progress reports, court orders, etc.) as confidential. At no time should these documents be accessible to students or unauthorized personnel. Teachers must secure all school related documents in a locking drawer or cabinet when the documents are not in use. Teachers must lock their computers when they are not in the classroom to prohibit students or other unauthorized personnel from accessing files. Teachers may be held liable civilly for the unauthorized disclosure of confidential information when it is in their possession. Remember: No student data may be posted with the student's name or any clearly identifiable label attached!

Community Services Program Referrals

There are several organizations available to support students and their families. Teachers are often the first people to recognize a need or learn of a family situation that is prohibiting a student from performing up to his/her potential. The Family Education Center has many programs that are available to our students and their families. These services range from drug and alcohol counseling, support services for homeless students, adult education classes, pregnant and parenting teens' programs, family counseling, anger management, family legal services, and school readiness programs.

IMPORTANT POLICIES AND NOTICES

Harassment

It is the desire of the Administration to provide district employees with a working environment that is free from harassment. In order to achieve this, it is the policy of the COJUSD Board of Education to prohibit and forbid sexual, racial, religious, and other illegal harassment of all employees and students at all times and during all occasions while at school, in the workplace or at any school event or activity. The District shall not tolerate retaliatory action or behavior against a district employee or other person who complains, testifies, or otherwise participates in the complaint process pursuant to Board policy and administrative regulations.

Any act of harassment of students or employees shall result in prompt and appropriate action, including inappropriate contact with students. The following are the procedures with a complaint:

- The Principal is primarily responsible for the reporting and investigation of all complaints occurring at the school. Assistant Principals, Learning Directors, and other resource personnel such as Social Workers, Counselors, Psychologists may be involved as deemed appropriate to assist in the handling of any specific complaint or investigation.
- Any District employee who feels that (s)he has been harassed or who has knowledge of any instance of harassment by another employee or a student, shall immediately contact his/her immediate supervisor. The employee may bypass his/her supervisor in registering a complaint where the supervisor is the alleged perpetrator of harassment.
- In any situation in which an employee is accused or suspected of harassing a student or another employee, the principal shall report the incident to the appropriate District Administrator. The Superintendent's designee shall investigate, together with the Principal, the complaint(s). In any situation in which a student is accused or suspected of harassing another

student or an employee, the principal shall be primarily responsible for the investigation and shall report to the appropriate Superintendent's designee as outlined below.

- In many cases, the Superintendent's designee will place a teacher on Administrative Leave with pay during the investigation.
- In each case, the investigation will include as detailed an interview with the complainant or suspected victim as is possible under all the circumstances; as detailed an interview of the alleged harasser as is possible under all the circumstances; interviews of sufficient witnesses to satisfy the investigator that the facts have been fully explored and to determine factually what happened; a determination as to whether inappropriate harassment occurred and the appropriate steps, if any, to punish the harasser and protect the victim from continued harassment; and the preparation of an appropriate report in the appropriate format to deal with the issue.
- The investigation will begin as quickly as possible to determine what happened and what steps should be taken.
- In cases to be investigated solely by the Principal, written documentation shall be provided to the Superintendent's designee setting forth the Principal's determination as to what happened, any discipline to be imposed, or any other corrective action to be taken for the protection of the victim. This documentation may be in the form of student discipline form or may be more involved, as appropriate under the particular circumstances of the complaint and investigation.
- All appropriate parties, including the victim and the alleged harasser, shall be notified of the results of the investigation and of the action taken. This may either be done verbally or in writing, depending upon the circumstances and the appropriateness of sharing with the different parties particular actions which may have been taken.



Cutler-Orosi Joint Unified School District
 Title IX Notification
 Sex-Based Discrimination
 (Education Code section 221.6)

"No person...shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Title IX of the Education Amendments of 1972

District's Title IX Coordinator
Sunsie Turnacder Director of Student Services, Categorical Programs, and Accountability 12623 Ave 416 Orosi, CA 93647 (559) 528-6949

Student Rights (Education Code 221.8)

- You have the right to fair and equitable treatment and you shall not be discriminated against based on your sex.
- You have the right to be provided with an equitable opportunity to participate in all academic extracurricular activities, including athletics.
- You have the right to inquire of the athletic director of your school or appropriate District personnel as to the athletic opportunities offered by the school.
- You have the right to apply for athletic scholarships if the District offers any.
- You have the right to receive equitable treatment and benefits in the provision of all of the following related to athletics, if any are provided by the District:
 - Equipment and supplies;
 - Scheduling of games and practices;
 - Transportation and daily allowances;
 - Access to tutoring;
 - Coaching;
 - Locker rooms;
 - Practice and competitive facilities;
 - Medical and training facilities and services; and
 - Publicity.
- You have the right to have access to a sex/gender equity coordinator, referred to as the Title IX Coordinator, to answer questions regarding sex/gender equity laws.
- You have the right to contact the State Department of Education and the California Interscholastic Federation to access information on sex/gender equity laws.
- You have the right to file a confidential discrimination complaint with the United States Department of Education Office for Civil Rights or the California Department of Education if you believe you have been discriminated against or if you believe you have received unequal treatment on the basis of your sex.
- You have the right to pursue civil remedies if you have been discriminated against.
- You have the right to be protected against retaliation if you file a discrimination complaint.

Learn more about your rights under Title IX:

- Visit the [website of the United States Department of Education Office for Civil Rights](#) and this [webpage on sex discrimination](#).
- Review United States Department of Education Office for Civil Rights, Know Your Rights documents:
 - [Title IX prohibits sexual harassment and sexual violence](#)
 - [Title IX requires the District to address sexual violence](#)
 - [Title IX prohibits discrimination against pregnant or parenting individuals](#)
- Visit the website of the California Department of Education Office of Equal Opportunity [HERE](#) and the webpage on Gender Equity/Title IX [HERE](#).

District Responsibility

The District has a responsibility to respond promptly and effectively to sex-based discrimination, including sexual harassment and sexual violence. If the District knows or reasonably should know about sex discrimination, it must take action to eliminate the sex discrimination, prevent its recurrence, and address its effects. The District must resolve complaints of sex discrimination promptly and equitably. Information on filing a complaint alleging sex-based discrimination is below, including contact information for the District's Title IX Coordinator.

How do I file a Title IX Complaint?

Individuals who believe they have been discriminated against in violation of Title IX may file a complaint with the District or the Office of Civil Rights (OCR). If a crime is involved, such as sexual assault, individuals may also file a report with the local police department. A person may pursue one or all of these avenues at the same time. Below is a summary of each process

District Complaint

Title IX complaints may be filed using the District's uniform complaint procedure found within Board Policy 1312.3. Complaint forms can be found at the school site office or district office.

Time Requirement

A complaint with the District must be filed within six months of the discrimination occurring or your awareness of the discrimination (5 CCR 4630(b)). If you have any questions about this time limit, or if you believe your complaint may be outside this time requirement but want to explore other options, please contact the Title IX Coordinator.

Investigation Procedure

Upon receipt of any complaint related to a potential Title IX violation, the District will ensure every allegation is investigated promptly, adequately and impartially. The District will also take steps to protect complainants from retaliation and ensure all parties are treated fairly throughout the District's investigation process. As part of its Title IX obligations, the District also takes steps to prevent recurrence of any sexual violence and remedy discriminatory effects on the complainant and others, as appropriate. The District's procedures for investigating a Title IX complaint can be found within Board Policy 1312.3. Please contact the Title IX Coordinator if you have any questions.

For more information regarding student rights under Title IX, please visit:

[California Department of Education Office for Equal Opportunity](#)

[United States Department of Education Office for Civil Rights](#)

Telephone: 800-421-3481

Email: OCR@ed.gov

Review related District policies and regulations:

- BP 0410
- BP 4030
- AR 4030
- BP 5145.3
- AR 5145.3



**Cutler-Orosi Joint Unified School District
2024-2025 Uniform Complaint Procedures (UCP)
Annual Notice**

The Cutler-Orosi Joint Unified School District annually notifies our students, employees, parents or guardians of its students, the district advisory committee, school advisory committees, appropriate private school officials, and other interested parties of our Uniform Complaint Procedures (UCP) process.

The UCP Annual Notice is available on our website (www.cojusd.org).

The Cutler-Orosi Joint Unified School District is primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP.

Programs and Activities Subject to the UCP

- Accommodations for Pregnant and Parenting Students
- Adult Education Programs
- After School Education and Safety
- Agricultural Career Technical Education
- Career technical and technical education and career technical and technical training programs
- Child Care and Development Programs
- Compensatory Education
- Consolidated Categorical Aid Programs
- Course Periods without Educational Content
- Discrimination, harassment, intimidation, or bullying in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on a person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, physical or mental disability, medical condition, or genetic information; any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55; or based on the person's association with a person or group with one or more of these actual or perceived characteristics
- Discrimination related to the refusal to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code sections 51204.5 and 60040, unless the study of the role and contributions violates Education Code section 51501 or 60044.
- Educational and graduation requirements for pupils in foster care, students experiencing homelessness, students from military families, students formerly in Juvenile Court now enrolled in a school district, students who are migratory, and students participating in a newcomer program.
- Every Student Succeeds Act
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Student Fees
- Reasonable Accommodations to a Lactating Student
- Regional Occupational Centers and Programs
- School plans for student achievement as required for the consolidated application for specified federal and/or state categorical funding
- School site councils as required for the consolidated application for specified federal and/or state categorical funding
- State Preschool
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing
- Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy

And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) or designee deems appropriate.

Filing a UCP Complaint

A UCP complaint, except a complaint alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed no later than one year from the date the alleged violation occurred.

A complaint alleging unlawful discrimination, harassment, intimidation, or bullying must be filed no later than six months from the date the alleged conduct or the date the complainant first obtained knowledge of the facts of the alleged conduct.

For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that was adopted by our agency.

A student enrolled in any of our public schools shall not be required to pay a student fee for participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities.

A student fee or LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complainant provides evidence or information leading to evidence to support the complaint.

Contact Information

Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints:

Sunsie Tumacder, Director of Student Services, Categorical Programs, and Accountability
12623 Ave 416, Orosi, CA 93647 (559) 528-6949 sutumacder@cojusd.org

The above contact is knowledgeable about the laws and programs that they are assigned to investigate in the Cutler-Orosi Joint Unified School District.

Responsibilities of the Cutler-Orosi Joint Unified School District

We shall post a standardized notice, in addition to this notice, with educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district. The notice shall include complaint process information, as applicable.

Complaints will be investigated in accordance with the district's UCP and a written decision will be sent to the complainant within 60 days from the receipt of the complaint, unless this time period is extended by written agreement of the complainant.

The complainant has a right to appeal the district's investigation report to the California Department of Education (CDE) by filing a written appeal, including a copy of the original complaint and the district's decision, within 30 calendar days of receiving the district's decision.

We advise complainants of civil law remedies, including injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

Copies of our UCP procedures shall be available free of charge.

For UCP Complaints Regarding State Preschool Health and Safety Issues

In order to identify appropriate subjects of state preschool health and safety issues pursuant to Section 1596.7925 of the California Health and Safety Code (HSC) a notice shall be posted in each California state preschool program classroom in each school in our agency.

The notice is in addition to this UCP annual notice and addresses parents, guardians, pupils, and teachers of (1) the health and safety requirements under Title 5 of the California Code of Regulations (5 CCR) that apply to California state preschool programs pursuant to HSC Section 1596.7925, and (2) the location at which to obtain a form to file a complaint.

EMPLOYEE NOTIFICATIONS MANDATED AND NON-MANDATED POLICIES AND INFORMATION

State and Federal law require that you be notified on a yearly basis of the following board policies, regulations, exhibits and information that may affect the terms and conditions of your employment. You may view or print a copy of any of the policies, regulations and exhibits online from the District website at www.cojusd.org. If you do not have access to a computer, the District will provide you with access to one. The items listed as "Information" may be found in the Personnel Handbook for Employees.

Title	Policy Number(s)				Policy	Regulation	Exhibit	Information
	Applies to Everyone	Certificated Employees	Classified Employees	Noncertificated Employees				
Nondiscrimination in District Programs and Activities	0410				X			
Complaints Concerning the Schools	1312				X			
Complaints Concerning District Employees	1312.1				X	X		
Uniform Complaint Procedures	1312.3					X		
Williams Uniform Complaint Procedures	1312.4					X	X	
Tobacco-Free Schools	3513.3				X			
Environmental Safety	3514				X	X		
Hazardous Substances	3514.1					X		
Integrated Pest Management	3514.2					X		
Campus Security	3515					X		
Drug and Alcohol Free Workplace	4020				X		X	
Nondiscrimination in Employment	4030				X			
Complaints Concerning Discrimination in Employment	4031					X		
Reasonable Accommodation (ADA)	4032					X		
Employee Use of Technology	4040				X			
Oath Of Affirmation	4112.3	4212.3	4312.3			X	X	
Drug And Alcohol Testing For School Bus Drivers	4112.42	4212.42	4312.42		X	X		
Personnel Files	4112.6	4212.6	4312.6			X		
Employment References	4112.61	4212.61	4312.61			X		
Postretirement Employment	4117.14	4217.14	4317.14			X		X
Sexual Harassment - Personnel	4119.11	4219.11	4119.11		X	X		
Professional Standards	4119.21	4219.21	4319.21		X		X	
Unauthorized Release of Confidential/Privileged Information	4119.23	4219.23	4319.23		X			
Employees with Infectious Disease	4119.41	4219.41	4319.41		X			
Exposure Control Plan for Bloodborne Pathogens	4119.42	4119.42	4319.42		X	X	X	
Universal Precautions	4119.43	4219.43	4319.43		X	X		
Publication Or Creation Of Materials	4132	4232	4332		X			
Soliciting and Selling	4135	4235	4335		X			
Non-school Employment	4136	4236	4336		X			
Health and Welfare Benefits	4154	4254	4354		X			
Employee Safety - (IIPP)	4157	4257	4357		X	X		
Work Related Injuries	4157.1	4257.1	4357.1		X			X
Employee Security	4158	4258	4358		X	X		
Employee Assistance Programs	4159	4259	4359		X			
Family Care and Medical Leave (FMLA/CFRA)	4161.8	4261.8	4361.8			X	X	
Appointments and Conditions of Employment	4112	4212				X		
Promotion/Demotion/Reassignment			4313.2			X		
Child Abuse Reporting Procedures	5141.4				X	X		
Discipline	5144				X			
Sexual Harassment - Students	5145.7				X			
Use of Copyrighted Materials	6162.6				X	X		
Child Abuse Reporting Requirements	X							X
COBRA Notification	X							X
Evaluation Procedures	X							X
Right to Elect STRS Membership	X							X

I acknowledge that I have been notified of the above mandated and non-mandated laws, Board Policies and Regulations as conditions of my employment. I acknowledge that it is my responsibility to read and abide by them.

Printed Name: _____ Signature: _____ Date: _____

FIELD TRIPS/ FUNDRAISING

Field Trip/Extracurricular Activity Policy

The Governing Board sets forth the District Policy on field trips and school-sponsored trips in BP 6153(a). The intent of the school policy is to guide staff in the planning, organizing, and execution of field trips for students. All procedures come directly from Board Policies, Administrative Regulations, the Education Code, and the Associated Student Body (ASB) Accounting Manual. All field trips must be approved by the administration and teachers should NOT mention or plan these activities with students without first obtaining permission/approval.

Determining Factors

In planning school-sponsored trips, teachers need to:

- determine specific educational objectives which relate directly to state and district adopted content standards.
- ensure that all trips provide educational value, relate to grade-level curriculum, and have relevancy to the school-wide action plan.
- decide if the proposed trip is the best way to provide enrichment if the trip is for enrichment purposes.

The site principal will decide if the trip is appropriate during instructional time and if funds are available.

Procedures for Field Trips

Any activity that requires students to leave the campus is considered a field trip. Any student who does not have parent permission to attend must be provided an alternative educational experience. There are to be no field trips during the last two weeks of school.

In order to take students on a field trip, teachers **must** do each of the following:

1. Complete an “**Activity Request**” form and turn it in to principal for approval.
2. Complete a “**Transportation Request Form**” once the trip is approved.
3. Ensure that each student has a signed “**Parent Permission Form.**” Permission by telephone the day of the trip does not take the place of a signed permission slip.
4. Request any funding/checks needed for trip from the school secretary.
5. Solicit parents for chaperones. Verify that they have been finger-printed and cleared by the district office (see secretary for current list of parents cleared by the Dept. of Justice). It is impossible for a volunteer to get the required clearance within one or two days.
6. PLAN AHEAD! Remember, our board policy requires a teacher/chaperone ratio to students of 1:10.
7. Remember: A certificated person **MUST** accompany every field trip in order for the school to collect attendance credit for the students.
8. Remember: All non-certificated personnel, including volunteers, must receive a district-level clearance under AB1025.
9. Complete a “**Field Trip Checklist.**” This must be kept with the teacher requesting the field trip
10. **Submit copies of all permission slips stapled to a copy of the checklist to the office prior to leaving campus.**
11. **Overnight trips follow the same procedures AND must be approved by the Board of Education after they have been approved by the principal. A six-week time span is necessary to ensure this requirement is met.**

Procedures for On-Site Activities

All on-site activities such as students vs. staff athletic events etc., must also be approved by site administration and put on the master calendar. Teachers organizing these events **must**:

1. Complete an “**Activity Request**” form and turn it in to the principal for approval.
2. Provide a detailed list of staff members who will participate and who will supervise students. Timeline for On-Site Activities

The timeline for organizing and planning events is the key for ensuring student safety and maximizing the benefits to students. It is recommended that requests for activities be submitted well in advance of the date of the event. **The “*Activity Request*” form must be submitted to the principal for approval no less than 30 days prior to the proposed date of the event.** Once the event/activity has been approved, the Principal or Activities Director will enter the event on the master calendar pending completion and submission of the activity checklist. **The checklist will be completed by the teacher organizing the event and turned into the Principal or Activities Director no less than 48 hours prior to the event.**

Safety and Accountability of Students

The overriding focus of any student activity or field trip is student and staff safety. Every precaution will be taken by school staff to ensure that each child is accounted for and adequately supervised at all times. A minimum of one certificated staff member will be present on all buses transporting students to and from field trips/events. The teacher will:

- Have a cell phone in his/her possession at all times. If a situation arises, the school or principal should be contacted immediately. If a parent is transporting the child home from a field trip, the parent must first sign the child out with the teacher. A quick note on the back of the permission slip will suffice.
- Be responsible for having in his/her possession permission slips that have student emergency contact information. Students with special needs will likely be accompanied by aides who have been trained to meet the needs of these students. These aides are not chaperones for the other students. Their only responsibility is to the student(s) to whom they are assigned and there must still be a teacher on board the bus in addition to these aides.
- Take attendance, putting a check by each student’s name prior to the bus departing school and then again when loading up to return to the school.
- Use whatever resources are available to conduct a search for a missing student(s). In these cases, the bus driver can supervise the students on the bus as the teacher conducts a search. Under no circumstances should the bus ever leave without every student accounted for and under adult supervision.
- Be responsible for the conduct of students on the bus.
- If the bus is running late, make an attempt to contact as many parents as possible to notify them of the time they should expect their child to return. The school office should also be notified. If the office is closed, the teacher should contact the principal by cellphone.

To be eligible to participate in extracurricular activities, students in grades K – 5 must not have any full 5-day suspension during the previous semester. If the student has multiple suspensions that are less than a full 5-day suspension, then the principal may set a period of ineligibility not less than two weeks or more than one semester. Students in grades 6 – 12 are ineligible for extracurricular activities for 45 school days if they have a full five-day suspension or if they do not meet the following requirements:

- Have satisfactory citizenship, including behavior and attendance
- Have a minimum grade point average of 2.0 on a 4.0 scale.

Funding and Cash Accounting Procedures for Field Trips and Activities

It is essential that all funds collected and expended for the purposes of these events be handled in accordance with District Policy and the ASB Accounting Manual. All funds collected must be accounted for and turned in to the school secretary for deposit into the ASB account for the school. All expenditures will in turn be handled by requesting a student body check from the secretary. It is the responsibility of the requesting teacher to furnish the secretary with the original receipt or invoice. It is recommended that teachers organizing these events refer to the ASB manual and local cash handling policy when dealing with cash. Please note: No student may be charged fees for any trip. If parents are asked to contribute a donation, it is still the responsibility of the teacher to ensure that all students can attend the event. In other words, there must be enough funds raised so that all students are covered, even if all students do not plan to go. If there are not enough funds to cover all students, there will be no field trip even if it has received prior approval!

OHS Cash Accounting Procedures:

Before conducting any fundraising activity for the upcoming school year, the following must be adhered to ensuring that each activity is cost-effective, approved, and accounted for at Orosi High School.

- Request, complete and submit a “**Revenue Potential/Fundraising Form**” to Orosi High School’s ASB Bookkeeper.
- The site ASB bookkeeper must initial the Revenue Potential/Fund Raising form indicating the activity is cost-effective.
- All teachers that will be fundraising must insure that Orosi High School’s Activities Director and IOC has scheduled the fundraising activity with the date, times, and club advisor.
- A representative from all clubs MUST attend the Student Council Meeting to have an activity request approved by Student Council.
- If a purchase order is required for fundraising activity, a “**Purchase Order Form**” must be requested, completed, and submitted to ASB Bookkeeper for check request.
- All purchase order requests must be received by ASB bookkeeper five (5) days prior to the event.
- Club advisor or designee is responsible for ordering and/purchasing items used for fundraising activity.
- All monies collected during Fund Raising activity will be accounted for on “**Activity Collection Report** “. This form along with the revenue will be turned in to ASB bookkeeper no later than 24 hours of event.

Club Sponsorship/Sports Teams Fundraising/Student Groups’ Fundraising

Club sponsorship will be arranged on a voluntary basis and will be assigned early in the year. **All fundraising finances** must be handled through the School Secretary or the ASB Bookkeeper at OHS. No student may be involved in any fundraising effort unless these guidelines are followed:

- Fundraising activities must be pre-approved by the Principal. This includes all sports teams’ and cheerleading teams’ fundraisers.
- Fundraising activities may be conducted only during lunch or after school hours.
- Fundraisers are school-related events and school rules/policies apply. Teachers are required to monitor the behavior of students during such events.
- No fundraising activities are to be conducted without a sponsor present.
- Sale of tickets to concerts, plays, sporting events, or other presentations for which admission is charged, must be conducted before and after school hours and/or during lunch.
- Clubs, which have sales or service projects, must provide an accounting of total sales to the School Secretary or ASB Bookkeeper prior to payment for goods.
- Club dues are set by sponsors, the club, and the Principal. Each student shall receive a receipt.
- School spirit items may be sold on a non-profit basis.
- Sales of food items must follow strict State and Federal guidelines. Be sure to get prior approval before making any commitments. The Director of Food Services can provide assistance.
- All expenditures must receive prior approval from the principal.
- Reimbursement may be made to teachers (sponsors) for “out of pocket” expenses in transacting club business (original receipt required).
- Any club sponsor who collects money should submit the monies to the secretary or ASB Bookkeeper daily. Teachers must not take money home or keep it in a car or classroom.
- No advertisement of a fundraising event may be circulated without the prior approval of the site principal.
- No sports teams may solicit funds from community members/businesses without the fundraising activity being approved by the Athletic Director and proper procedures being followed.
- No teacher may “promise” the students a particular trip unless the teacher is sure that enough money will be raised to cover the cost of all students in that group/class. If there is not enough money to cover all students (even if some students don’t want to attend or if some students may be ineligible), the “promised” trip will not happen.

- Parents may be asked for a “donation,” but no student may be denied participation if his/her parent does not provide a donation. There must be enough money raised to cover the participation of all students.
- Any overnight trip must receive Board approval and must be submitted to the site principal for approval at least six weeks in advance of the trip.
- Trips arranged by outside agencies are not school-sponsored and are not under the jurisdiction of the school administration. All arrangements for such trips must be made between the outside agency and the parent. Any advertisement for such trips must indicate that it is not a school-sponsored activity.

No teacher may transport any student in his/her private vehicle. If a teacher is driving students, (s)he must do so in a school vehicle and (s)he must have a DMV report on file with the district.

Booster Clubs and Parent Organizations

Parent organizations/booster clubs are legally separate from the COJUSD. Parent organization/booster clubs are not under the legal control of the COJUSD Superintendent, Governing Board or site administrators.

- Parent organizations/booster club funds are not controlled by District officials or students.
- Parent organizations/booster clubs must **never** commingle their funds with ASB funds. (Do not deposit their funds into District accounts.)
- Parent organizations/booster clubs must not administer or supervise ASB organizations.
- Booster clubs may raise funds and donate those funds to the district or purchase items with their funds for donation or assistance to the District. Once funds are donated to the School/District the funds belong to the site and may not be returned to the boosters or parent organizations (or pay their bills).

Emergency Training and Drills:

All staff members are expected to follow safety procedures during any type of emergency situations. Emergency drills are very important and staff members should ensure that students, as well as they themselves, take the drills seriously.

- Employees must attend the Crisis Response Initial Actions safety training conducted yearly. If you are absent, you should notify your supervisor so that you attend the make-up emergency training session offered by the District.
- Employees must pay close attention to the required on-line safety training as important information is addressed.
- Employees must train students on the safety procedures for the Crisis Response Initial Actions.
- Employees must read and become familiar with the emergency procedures posted in each classroom and familiarize themselves with exit routes for fire and evacuation drills.
- Employees must practice all drills to its fullest as if it were a real emergency.

Classified staff may be assigned to assist teachers or perform other duties as may be needed during the emergency. In a real emergency, school staff become authorized emergency workers and may not be released from work if needed during the emergency situation. The following are specific instructions for potential emergency situations:

Duck and Cover:

To be used as the initial reaction to any sudden event such as gunfire, earthquake, explosion, etc. This action may be followed by “Lock-Down”, “Shelter-In-Place” or “Evacuate Building” actions.

- If inside, duck under furniture and cover head with arms and hands.
- Move quickly away from windows, bookshelves or anything that might fall.

- Remind students not to lie down, they should crouch and remain mobile, if possible under a desk or table.
- If outside, drop to the ground, place head between knees, and cover head with arms and hands.
- Move to a sheltered place when possible, but avoid areas where falling objects may harm you.

Evacuate Building:

To be used in case of fire, gas leak inside the building or chemical release inside the building. In case of a fire, the fire alarm will sound. When the fire alarm sounds all teaching/office activity should stop.

- All personnel should leave the building and remain outside until the drill has ended or the emergency has passed.
- Students should follow designated exit instructions, keep in single file, walk, refrain from talking, and proceed to a distance of approximately 100 feet from the nearest building or to their designated area.
- The teacher should be the last out of the room, take their emergency folder that has their class roster, keys, close and lock the door, and remain with his /her group.
- The teacher will take attendance once the group has reached its proper distance from the building
- The regular class bell is the signal to return to class.

Shelter-In-Place:

To be used in case of an unknown potential dangerous situation near the school (while being investigated by administration and law enforcement). Instruction continues but doors are locked and no one is to exit the classroom. This action may be followed by a “Lock-Down.” In addition, Shelter-In-Place may also be used in case of chemical spill outside, a natural disaster, explosions, or an exterior gas leak.

- If inside, remain inside until further instructions are given.
- If outside, proceed to nearest building and await further instructions to be given.
- If needed, shut down air or heating system. Close doors and windows to protect from outside air.

Lockdown:

To be used in case of an armed intruder/active shooter, dangerous incident near campus or a suspicious person or activity on campus.

- If outside, proceed to nearest building.
- If inside, lock doors and close shades or blinds if possible. Then lie on the floor or seek cover (ballistic capability) behind brick or concrete walls, rows of filled file cabinets, rows of full book shelves and remain quiet.
- Remain in secured room pending further instruction from school official or Sheriff’s Department.

Armed Intruder/Active Shooter:

An Armed Intruder is any suspect who has anything that may be used as a weapon (gun, knife, crowbar, etc.) and is causing death or serious bodily injury. The activity is not contained and there is an immediate risk of further death and serious injury to others.

Even though the school may be in “Lockdown”, you may have to face the active shooter (or other armed intruder) as he/she moves about the campus. When this happens, and you are being directly threatened you, and those immediately around you, must take immediate action to avoid being injured or killed.

Your best options **RUN, HIDE or FIGHT:**

RUN:

IF there is an accessible escape path, attempt to evacuate the premise:

- Have an escape route and plan in mind.
- Evacuate regardless of whether others agree to follow.
- Leave our belongings behind.
- Help others escape, if possible.

- Prevent individuals from entering the area.
- Follow the instructions of any police officers.
- Keep your hands visible at all times.
- Do not attempt to move wounded people.
- Call 9-1-1 when you are safe.

HIDE:

If evacuation is not possible:

- Quickly find a place to hide.
- Be out of the armed intruder's view.
- Try to barricade by using filing cabinets or heavy furniture to block door opening.
- Load furniture with books/heavy items to increase ballistic capabilities.
- Wedge door stop or other item under inward opening door for added security.
- Provide protection if shots are fired in your direction (i.e: an office with a closed and locked door).
- Do not trap yourself or restrict your option for movement.
- If outside, behind vehicles-the motor end or rocks/mounds.

If the armed intruder is in a nearby room or hallway:

- Lock the door.
- If possible, quickly blockade the door with furniture.
- Silence your cell phone and/or pager.
- Silence other sources of noise (i.e., radios, televisions).
- Hide behind large items (i.e. cabinets, desks).
- Remain quiet.

FIGHT:

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter:

- Use improvised weapons (scissors, letter opener, fire extinguisher, belt, mop, or belt buckle).
- Aggressively attack the attacker.
- Throw items or strike the attacker with improvised weapons.
- Yell, Kick, Punch.
- If trapped in a group, work together to neutralize the attacker.
- Be committed...it may save your life or others!

There are drills scheduled for all the various Crisis Response Initial Actions and Armed Intruder throughout the year. An emergency bin is located in each room and is to be opened and used for any emergency that requires a long-term stay in the room.

For emergencies, teachers, the school secretary, custodian, food service worker, transportation personnel, and/or maintenance person must be able to perform specified tasks as outlined in the School Safety Plan. The principal at each site will review these tasks with the identified person who is responsible.

MISCELLANEOUS TIPS

Communication

Routine daily reminders and announcements will be sent to all staff via district e-mail. Teachers should check their email on a regular basis.

Caution about email: Teachers should avoid sending religious-oriented emails because district owned computers are not your personal computers and there is policy regarding separation of church and state. Content with religious overtones needs to be sent from personal computers at home via a personal email account.

Correspondence which contains errors, is poorly worded, or is illegibly written, creates an inappropriate school image. Correspondence sent school-wide or to parents must have the Principal's approval prior to sending out, except for report cards and progress reports. Teachers and sponsors of clubs/organizations must provide the office with a copy of all correspondence that they send home to parents or out to businesses and/or community partners. Clubs or organizations may use the marquee space, where available, to publicize upcoming events as long as the message has been submitted to the School Secretary in a timely manner.

Mail

Mail pertaining to school activities may be placed in school envelopes and placed in the "Outgoing Mail" box in the main office (see the secretary for envelopes). Postage will be paid by the school for official school business. Employees are not to send personal mail in school envelopes or put in the outgoing mailbox unless the mail is in a pre-stamped/personal envelope. Staff mailboxes are located in the staff room. Students are not allowed to check mailboxes for staff under any circumstances.

Parking

The parking lot is to be utilized by staff and visitors for parking. Personal vehicles are not to be driven on campus at times when students are present. All vehicles should be locked and all personal property and valuables safely locked in the trunk or out of sight.

Telephones and Cellular Phones

School telephones are for official school business only. If a teacher must make a school-related long distance call, make it from an Administrative Office and log the call. Teachers are not to allow students to leave during class time to make or receive telephone calls. Teachers should not use cell phones for personal business or send personal text messages during class time or while supervising students.

Tobacco

Cutler-Orosi Joint Unified School District strives to maintain schools that are safe and supportive environments for all students and staff members. All staff are expected to collaborate on maintaining an environment in which everyone feels comfortable and respected. The Board of Education believes that the maintenance of drug, alcohol, and tobacco-free workplaces is essential to school and district operations. All employees and visitors are prohibited from using tobacco products in District vehicles or while on District property. All employees are prohibited from using tobacco products while supervising students for any school-sponsored activities or on campus.

Food and Beverages

Our schools have cafeterias that offer a variety of meals. Teachers and students are encouraged to eat in the cafeteria. Health regulations mandate that only Food Service personnel can go behind the lunch counters during lunch periods. Teachers may eat in the cafeteria, staff room, or in their classrooms. If a teacher wishes to eat lunch in their room with students, they are required to make sure students clean up after themselves. No food shall be left in the rooms or staff refrigerator over the weekend, extended breaks such as Christmas Break, Spring Break, or Summer Vacation.

Visitors/Guest Speakers

Visitors who come to see a particular teacher must have a Visitor's Pass from the office. No student is allowed to bring visitors to school or to invite visitors on campus during the school day. All staff members inviting a guest speaker must:

- Have the guest speaker complete a **"Guest Speaker Request Form"** at least one week prior to the presentation
- Obtain approval by the administration before the guest speaker is scheduled
- Remind the principal prior to the day the speaker will be on campus and give a brief description of the content of the speaker's purpose on campus.
- Teachers must remain with the guest speaker and/or visitors at all times. (AB1025)

Reporting Accidents

A safe working environment is our number one priority. Should an accident or injury occur we want to ensure that our employees receive prompt, effective medical treatment.

What should I do if I am injured on the job?

- Immediately notify your supervisor and report the injury. (Report the injury even if you are not seeking treatment at this time.)
- The supervisor and injured worker are advised to immediately call our injury hotline – Company Nurse at 1-877-518-6702. When prompted, you will indicate your employer as Cutler-Orosi or provide the search code: TUJ01. Note: Contact information is list on the back of your ID badge.
- If medical treatment is needed, you will be directed to the District's Medical Provider by Company Nurse with authorization for treatment.
- Visit the District Office and request to meet with a Workers Compensation (WC) Representative
- Fill out the employee section of the Worker's Compensation Form (DWC-1) that will be provided by your WC representative.
- If medical care is needed and your supervisor is not available, you may also report the injury to the District Office: Belen Lua – (559)528-4763

COMPONENTS OF WORKERS COMPENSATION

- Docked Sick Leave: Once you have exhausted the 60 days of Industrial Leave, your sick time is docked by 1/3rd and 2/3rd of your pay falls under Workers Compensation if you are out on TTD.
- 5 Month (100 days) Differential Leave: Once you have exhausted your sick leave you will begin your entitled 5 Months (100 Days) of differential pay. Differential pay is calculated as your daily rate minus the cost of a sub.
- 39 Month Re-Hire List: Once all leave has been exhausted you will be placed on a re-hire list for up to 39 months.

"Reporting promptly helps prevent problems and delays in receiving benefits, including medical care you may need. If your employer does not learn about your injury within 30 days and this prevents your employer from fully investigating the injury and how you were injured, you could lose your right to receive workers' compensation benefits." (California Department for Industrial Relations).

For more information, go to the CDIR website at: <http://www.dir.ca.gov/dwc/WCFaqIW.html#1>.

Board Policy 4157.1 states: "An employee shall report any work-related injury or illness to his/her supervisor as soon as practical. Upon learning of an injury, a supervisor shall promptly report the incident to the Superintendent or designee." Failure to follow Board Policy in reporting injuries could result in disciplinary action being taken.

Student Injury:

All accidents will be reported immediately to the Secretary. Accident report forms are located in the office. A Teacher should fill out the “**Student Accident Report**” form immediately after the accident. The secretary will submit all accident reports to the principal who will determine what, if any, further action is necessary. Remember that the District carries student accident insurance on all of its’ students. Parents of seriously injured students should be given a form available in the school office.

Emergency Drills

All staff members are expected to follow safety procedures during any type of emergency situations. Emergency drills are very important, and teachers should ensure that their students, as well as they themselves, take the drills seriously.

- Every teacher must have a copy of the District Emergency Procedures posted in the classroom.
- Every teacher must have the evacuation map posted in the classroom.
- Teachers must read and become familiar with these procedures and familiarize themselves with exit routes for fire and evacuation drills posted in their classrooms.
- Teachers are to explain emergency drill procedures on the first day of school and repeat at least monthly.
- During the first week of school, adequate time should be taken in each class to review rules, escape routes, and special procedures.

The following are specific instructions for potential emergency situations:

Fire Drill/Evacuation Procedures

- In case of fire or a fire drill, the fire alarm will sound. When the fire alarm sounds all teaching and office activity should stop.
- All personnel should leave the building and remain outside until the drill has ended or the emergency has passed. Students should follow designated exit instructions, keep in single file, walk, refrain from talking, and proceed to a distance of approximately 100 feet from the nearest building or to their designated area.
- The teacher should be the last person out of the room, take a grade/roll book, keys, close and lock the door and remain with his/her group.
- The teacher will take attendance once the group has reached its proper distance from the building.
- The regular class bell is the signal to return to class.

Other drills will be executed throughout the year. Teachers should follow the directions on the Emergency Procedures Chart on the wall in their classroom. An emergency bin is also located in each room and is to be opened and used for any emergency that requires a long-term stay in the room.

All teachers are expected to finish the online safety training before the first Friday in September.

Copiers

Copiers will not be utilized for non-school related business unless first cleared with the Principal. If there is a problem with the copier, notify the secretary immediately. Do NOT return to your classroom without notifying the office. There is often a lengthy delay in response time for repairs so the sooner a problem gets reported, the sooner all staff can use the machine. Everyone must be accountable for keeping the copier in working order. Students are not allowed to operate copiers at any time in K – 8 grades. At OHS, Teacher Assistants (TAs) may use the copier in the library but are not allowed to operate copiers in the staff work room.

Some schools have designated copiers for teachers. If you have a copier code, safeguard your copy pass code; do not allow others to use your code.

For grades 7 - 12, these rules apply for copies:

- Each teacher will be given one copy pass code for general instruction.
- Each Core Content teacher will be given 2nd copy pass code for supplemental instruction.
- Each copy code will be assigned a certain amount of copies; once a teacher reaches the allocated amount of copies and requests more copies, the teacher will need to schedule a meeting with principal to discuss copy request.
- Teachers should safeguard the copy pass code provided and should do not allow others to use the copy code.

Custodial, Maintenance or Technology Help

Every school has Custodial and Grounds staff on duty during school hours. Administration will make every effort to maintain the general appearance of the school through the efficient use of the custodial staff. A district wide maintenance team rotates among the school sites to do major jobs. The district also has computer and network technicians to maintain district software and hardware.

Teachers should do the following:

- Initiate work order requests to the lead custodian when classrooms have not been properly cleaned.
- Report damaged equipment or technology problems on FMX Service Ticket System (on the website) and to the administration.
- Make sure the room is neat and orderly and that papers and trash are picked up off the floor and placed in trash cans. Desks should be neatly organized and chairs should be stacked or placed on top of desks as appropriate.

Keys

Teachers are responsible for all keys issued to them. Keys are not to be entrusted to students for any reason and are not to be duplicated without permission. When keys are lost, the teacher must contact the office immediately. All keys must be returned to the office at the end of the year unless the teacher accepts responsibility for them in writing. Teachers who are in possession of master keys must take extreme caution with their keys. A lost master key can result in thousands of dollars of expenses for resetting all rooms accessed by the master key.

Gates

All staff members are expected to maintain responsibility for the school site. All staff members who unlock any gate(s) (whether to enter or exit campus) are responsible to lock the gate behind them.

Staff Room Procedures

The staff room is for staff members **only**. Many confidential conversations or important documents may be found in the staff room; therefore, at no time should students be allowed into the staff room unsupervised. The door to the staff room will remain locked at all times to prohibit unauthorized personnel from gaining access to staff mail, school equipment, and personal property kept in the room. Teachers are expected to clean up after themselves after using the staff room, especially when eating or drinking. Teachers are not to rearrange furniture or equipment without first checking with the Lead Custodian. Teachers must not tamper with activity calendars that are posted and must not post items on bulletin boards that could be offensive to others (i.e., political, religious, or controversial).

Facilities/Equipment Use

No staff member may use any school facility (other than working in his/her classroom by him/herself) after school hours without the permission of the district. A "**Facilities Use**" form must be filled out, approved by the site principal, and sent to the District Office for approval before any school facility may be used after school hours for

any single or group activity, including a class activity. In addition, no school furniture or equipment may be taken home for personal use.

No shoes, other than tennis shoes, will be allowed on the gym floors at the middle school and high schools except for infrequent events when the public is invited.

Use of Surveillance Cameras in School and on Buses

The Cutler-Orosi Joint Unified School District Board recognizes its responsibility to promote and foster school safety and to help create a safe and effective learning environment. After having carefully considered and balanced the rights of privacy with the District's duty to promote discipline, health, welfare and safety of staff and students, as well as that of the general public who has occasion to use school facilities, the Board supports and authorizes the use of surveillance cameras in its schools, its buses and on school grounds.

District surveillance cameras will be used in areas deemed appropriate by the Superintendent but will not be used in locations where confidential or private activities/functions are routinely carried out (e.g., bathrooms, locker rooms, changing rooms). Audio and video recordings will be used in District school buses. Audio recordings in other settings shall not be utilized by District officials for surveillance purposes, except that law enforcement officials may use audio recordings in accordance with their official duties and/or as otherwise authorized by law. The equipment and/or recordings may or may not be monitored at any time. It is the responsibility of the bus driver to ensure that the bus camera is in operative order and is operating before leaving on a bus run.

Any recordings taken in school buildings, school buses and on school property, shall be the sole property of the district. All recordings will be secured to avoid tampering and ensure confidentiality in accordance with applicable laws and regulations. Release of such recordings will be made only as permissible pursuant to applicable law.

Appropriate signage will be posted at entrances to the school campus and/or at major entrances into school buildings notifying students, staff and the general public of the district's use of the surveillance cameras. Students and staff will receive additional notification, as appropriate, regarding the use of surveillance cameras in schools, school buses and on school grounds. Such notification may include, but is not limited to, publication in the employee, site, and student handbook.

Student Fights

After the regular school day, if a teacher observes a fight in progress or about to begin in the community, (s)he should call 911.

Classroom Decorations

Paper postings and decorations can increase the risk of fire and entrapment depending on the volume and location of the postings and decorations; therefore, compliance with CCR Title 19 and CCR Title 24 is required. No more than 50 percent of the vertical surfaces of a room should be covered with paper and/or postings, unless the paper has been treated with a fire-retarding chemical. Consideration should be given to limiting the placement of paper and postings on the wall to a level no higher than the teacher can reach when standing on the floor and no lower than his/her knee. Other alternatives include the use of border paper only and eliminate the use of background paper or use fire retardant paper. If fire-retardant paper is chosen, proof should be available on site that the paper has been treated.

Charitable Contributions

Employees may contribute to various charitable organizations, including Community for Youth, which is a local non-profit organization whose mission is to provide recreational and scholastic opportunities to youth in Cutler-Orosi. Employees may donate directly or through payroll deduction.

APPENDIX

Print

SUSPECTED CHILD ABUSE REPORT

Reset Form

To Be Completed by Mandated Child Abuse Reporters
Pursuant to Penal Code Section 11166

CASE NAME: _____

CASE NUMBER: _____

PLEASE PRINT OR TYPE

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY				
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS			Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO		
	REPORTER'S TELEPHONE (DAYTIME) ()		SIGNATURE		TODAY'S DATE				
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY						
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)		ADDRESS		Street	City	Zip	DATE/TIME OF PHONE CALL	
OFFICIAL CONTACTED - TITLE		TELEPHONE ()							
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY		
	ADDRESS			Street	City	Zip	TELEPHONE ()		
	PRESENT LOCATION OF VICTIM			SCHOOL		CLASS	GRADE		
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)			PRIMARY LANGUAGE SPOKEN IN HOME			
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME			TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)				
	RELATIONSHIP TO SUSPECT			PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK			
D. INVOLVED PARTIES	VICTIM'S SIBLINGS								
	1. NAME		BIRTHDATE	SEX	ETHNICITY	3. NAME		BIRTHDATE	SEX
2. _____		4. _____							
D. INVOLVED PARTIES	VICTIM'S PARENTS/GUARDIANS								
	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY		
	ADDRESS			Street	City	Zip	HOME PHONE ()	BUSINESS PHONE ()	
	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY		
ADDRESS			Street	City	Zip	HOME PHONE ()	BUSINESS PHONE ()		
D. INVOLVED PARTIES	SUSPECT								
	SUSPECT'S NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY		
	ADDRESS			Street	City	Zip	TELEPHONE ()		
OTHER RELEVANT INFORMATION									
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____								
	DATE / TIME OF INCIDENT			PLACE OF INCIDENT					
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)								

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation Department; GREEN COPY-District Attorney's Office; YELLOW COPY-Reporting Party

Cutler-Orosi Joint Unified School District

12623 Avenue 416 Orosi, CA 93647

ACTIVITY REQUEST FORM

Teacher _____ Date Submitted ____/____/____

Type of Activity: Fundraiser Field Trip Assembly/Parent Program

Other _____

Does this activity require an overnight stay? YES NO

Please note that any activity requiring an overnight stay **MUST** be Board approved one month in advance!

Please submit this paperwork at least 6 weeks before the overnight trip.

Grades/Departments/Club/Team Involved: _____

Activity Date ____/____/____ Activity Time ____ to ____ Location _____

Activity Purpose _____

Transportation Needed? YES NO

If "YES" please complete and attach the Transportation Request Form to this Activity Request form.

If transportation is provided by a private vehicle the driver must be registered with the District and meet all requirements of fingerprinting and AB1025.

Name(s) of person(s) driving _____

What is the impact of this activity/trip on instructional time?

How is this activity correlated to the standards or to topics currently under study?

If this is a fundraising activity, explain how and when money will be collected.

Who is responsible for collecting money from fundraisers or for field trip? _____

Remember any field trip must have enough money collected to ensure that all children in the group/club/class can participate whether or not they choose to participate.

Prior to approval of this activity, the Administrator may require input from other staff members to ensure a balance between academic focus and maximization of instructional time. If the request is not approved, the staff should work cooperatively with the Principal to see possible compromises and/or solutions.

Signature of Teacher

Date

Signature of Department Chair/Grade Level Lead
or Activity Director

Date

Signature of Administrator

Date

Approved ____ Rejected ____

Reason for Rejection: _____

Cutler-Orosi Joint Unified School District
12623 Avenue 416 Orosi CA, 93647

Audio-Visual Approval

Teacher _____ Date to be shown ___/___/___ Class _____

Name of Video _____

How Obtained: Purchased Rented TCOE Taped from

Network Program Other (Please explain) _____

Employee must fill out this section:

I understand that I am responsible for the content and that the material complies with the California Education Code. I plan to use the video for "face to face" instruction in my classroom. I have attached a copy of my lesson plan and I consider the video both appropriate and important for the following reasons.

If this program has been recorded off-air, I affirm that it will be erased according to Fair Use Interpretations of the Federal Copyright Regulations, which is after 45 consecutive calendar days.

Signature of Teacher *Date*

Signature of Department Chair/Grade Level Lead *Date*

Signature of Administrator *Date*

Reason for Rejection:

- Not appropriate for this grade level.
- Not Curriculum-based
- Other:

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION (CSTP)

STANDARD ONE:

Engaging & Supporting All Students in Learning

Element 1A: Focus on Students

Element 1B: Knowledge of Students

Element 1C: Student Backgrounds and Family Engagement

Element 1D: Diversity and Equity

STANDARD THREE:

Understanding & Organizing Subject Matter for Student Learning

Element 3A: Knowledge of Subject Matter and Pedagogy

Element 3B: Connecting Subject Matter to Real-World Contexts

Element 3C: Curriculum and Resources for Specific Students and Student Groups

Element 3D: Content and Skills across Subjects

Element 3E: Curriculum Materials and Resources

STANDARD FIVE:

Assessing Students for Learning

Element 5A: Understanding and Using Assessments

Element 5B: Interpreting and Using Assessment Data to Inform Student Learning

Element 5C: Communication of Assessment and Data

Element 5D: Assessment for Continuous Improvement

STANDARD TWO:

Creating & Maintaining Effective Environments for Student Learning

Element 2A: Learning Environment

Element 2B: Student Behavior

Element 2C: Organizational and Resource Management

Element 2D: Including Environment

STANDARD FOUR:

Planning Instruction & Designing Learning Experiences for All Students

Element 4A: Planning Instruction for Student Learning

Element 4B: Designing and Developing Instruction for Student Learning

Element 4C: Facilitating Instruction for Student Learning

Element 4D: Adapting Instruction for Student Learning

STANDARD SIX:

Developing as a Professional Educator

Element 6A: Reflection on Practice

Element 6B: Focused Professional Learning

Element 6C: Collaboration with Colleagues

Element 6D: Collaboration with Families, Guardians, and the Community

Element 6E: Ethical Conduct and Professional Responsibilities

Element 6F: Activating Access and Equity

Element 6G: Personal Growth and Well-Being



Cutler-Orosi Joint Unified School District
 Certificated Teacher Formal Observation Form

Name: _____ Permanent ___ Probation ___ 0 ___ 1 ___ 2 ___ Temporary ___
 School: _____
 Date: _____ Grade Level/ Subject Taught: _____
 Evaluator: _____ Time From: _____ To: _____

Checklist Key:

DN – Did Not Meet NI – Needs Improvement MS – Meets Standards N/A - Not Applicable

1. <i>ENGAGES AND SUPPORTS ALL STUDENTS IN LEARNING</i>	DN	NI	MS	NA
1.1 Uses knowledge of students to engage them in learning				
1.2 Connects learning to students prior knowledge, backgrounds, life experiences, and interests				
1.3 Connects subject matter to meaningful, real-life contexts				
1.4 Uses a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs				
1.5 Promotes critical thinking through inquiry, problem- solving, and reflection				
1.6 Monitors student learning, and adjusts instruction while teaching				

EVIDENCE/COMMENTS

2. <i>CREATES AND MAINTAINS EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</i>	DN	NI	MS	NA
2.1 Promotes social development and responsibility within a caring community where each student is treated fairly and respectfully				
2.2 Creates physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students				
2.3 Establishes and maintains learning environments that are physically, intellectually, and emotionally safe				
2.4 Creates a rigorous learning environment with high expectations				
2.5 Develops, communicates, and maintains high standards for individual and group behavior				
2.6 Employs classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn				
2.7 Uses instructional time to optimize learning				

EVIDENCE/COMMENTS

3. UNDERSTANDS AND ORGANIZES SUBJECT MATTER FOR STUDENT LEARNING	DN	NI	MS	NA
3.1 Demonstrates knowledge of subject matter content and student development.				
3.2 Applies knowledge of student development and proficiencies to ensure understanding of subject matter				
3.3 Organize Curriculum to facilitate student understanding of the subject matter				
3.4 Utilizes instructional strategies that are appropriate to the subject matter				
3.5 Uses and adapts resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all				
3.6 Addresses the needs of English Learners and students with special needs to provide equitable access to the content.				

EVIDENCE/COMMENTS

4. PLANS INSTRUCTION AND DESIGNS LEARNING EXPERIENCES FOR ALL STUDENTS	DN	NI	MS	NA
4.1 Uses knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction.				
4.2 Establishes and articulates goals for student learning.				
4.3 Develops and sequences instructional activities and materials for student learning.				
4.4 Plans Instruction that incorporates appropriate strategies to meet the learning needs of all students.				
4.5 Adapts instructional and curricular materials to meet the assessed learning needs of all students				

EVIDENCE/COMMENTS

5. ASSESS STUDENT LEARNING	DN	NI	MS	NA
5.1 Applies knowledge of the purposes, characteristics, and uses of different types of				
5.2 Collects and analyses assessment data from a variety of sources to inform instruction				
5.3 Reviews data, both individually and with colleagues, to monitor student learning				
5.4 Uses assessment data to establish learning goals and to plan, differentiate, and modify instruction				
5.5 Involves all students in self-assessment, goal-setting, and monitoring progress.				
5.6 Uses available technologies to assist in assessment, analysis, and communication of student learning				
5.7 Uses assessment information to share timely and comprehensive feedback with students and their families				

EVIDENCE/COMMENTS

Commendations:

Recommendations:

Meets District Expectations

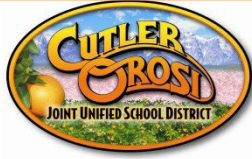
Needs Improvement

Evaluator's Signature _____

Date _____

Teacher's Signature _____

Date _____



**Cutler - Orosi Joint Unified School District
Certificated Personnel Performance Appraisal**

Teacher: _____
 Grade/ Subject: _____
 Department/ Site: _____

Date: _____

Employment Status:	Temporary	Probation 0	Probation I	Probation II	Permanent
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Rating Scale: DN – Did Not Meet Standards NI – Needs Improvement MS – Meets Standards NA – NotApplicable

STANDARD 1: Engaging and Supporting All Students' Learning		DN	NI	MS	NA
1.1 Uses knowledge of students to engage them in learning					
1.2 Connects learning to students prior knowledge, backgrounds, life experiences, and interests					
1.3 Connects subject matter to meaningful, real-life contexts					
1.4 Uses a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs.					
1.5 Promotes critical thinking through inquiry, problem-solving, and reflection					
1.6 Monitors student learning, and adjusts instruction while teaching					
Commendations:	Recommendations:				
STANDARD 2: Creating and Maintaining Effective Learning Environments for Student Learning		DN	NI	MS	NA
1. Promotes social development and responsibility within a caring community where each student is treated fairly and respectfully					
2. Creates physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students					
3. Establishes and maintains learning environments that are physically, intellectually, and emotionally safe					
4. Creates a rigorous learning environment with high expectations					
5. Develops, communicates, and maintains high standards for individual and group behavior					
6. Employs classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn					
7. Uses instructional time to optimize learning					
Commendations:	Recommendations:				

STANDARD 3: Understanding and Organizing Subject Matter for Student Learning		DN	NI	MS	NA
3.1 Demonstrating knowledge of subject matter content and student development					
3.2 Applies knowledge of student development and proficiencies to ensure student understanding of subject matter					
3.3 Organize curriculum to facilitate student understanding of the subject matter					
3.4 Utilizes instructional strategies that are appropriate to the subject matter					
3.5 Uses and adapts resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students					
3.6 Addresses the needs of English Learners and students with special needs to provide equitable access to the content					
Commendations:	Recommendations:				

STANDARD 4: Planning Instruction and Designing Learning Experiences for All Students		DN	NI	MS	NA
4.1 Uses knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction					
4.2 Establishes and articulates goals for student learning					
4.3 Develops and sequences long-term and short-term instructional plans to support student learning					
4.4 Plans instruction that incorporates appropriate strategies to meet the learning needs of all students					
4.5 Adapts instructional plans and curricular materials to meet the assessed learning needs of all students					
Commendations:	Recommendations:				

STANDARD 5: Assessing Student Learning		DN	NI	MS	NA
1. Applies knowledge of the purposes, characteristics, and uses of different types of assessments					
2. Collects and analyses assessment data from a variety of sources to inform instruction					
3. Reviews data, both individually and with colleagues, to monitor student learning					
4. Uses assessment data to establish learning goals and to plan, differentiate, and modify instruction					
5. Involves all students in self-assessment, goal-setting, and monitoring progress					
6. Uses available technologies to assist in assessment, analysis, and communication of student learning					
7. Uses assessment information to share timely and comprehensible feedback with students and their families					
Commendations:	Recommendations:				

STANDARD 6: Developing as a Professional Educator		DN	NI	MS	NA
1. Reflecting on teaching practice in support of student learning					
2. Establishing professional goals and engaging in continuous and purposeful professional growth and development					
3. Collaborating with colleagues and the broader professional community to support teacher and student learning					
4. Working with families to support student learning					
5. Engaging local communities in support of the instructional program					
6. Managing professional responsibilities to maintain motivation and commitment to all students					
7. Demonstrating professional responsibility, integrity, and ethical conduct (Demonstrates professional cooperative relationships with student, staff, parents and community. Completes adjunct duties and meets organizational responsibilities.)					
Commendations:		Recommendations:			

Additional Comments:

Employee's Performance Meets District Standards: Yes Needs Improvement No

Improvement Plan Required

Yes _____ No _____

Evaluator must complete an Improvement Plan for five (5) marks of 7 DN or a Combination of DN and NI.

Teacher's Statement: Signature of employee does not indicate agreement. This evaluation form will be placed in the employee's personnel file. The employee may submit response within 30 days.

Teacher's Signature _____

Date _____

Evaluator's Signature _____

Date _____



Cutler-Orosi Joint Unified School District Pre-Observation Conference Checklist

Topic and Documents to be Discussed		
1	Evaluation procedures as set forth in the COUTA agreement have been explained. (A copy is to be provided to the employee) <u>Notes:</u>	
2	Job responsibilities, including adjunct duties to be performed in the regular assignment have been reviewed. <u>Notes:</u>	
3	The Certificated Evaluation Rubric has been reviewed. This rubric mirrors the California Standards for the Teaching Profession and is provided to the Employee. <u>Notes:</u>	
4	Stull Bill objectives have been established. These goals are set by using the Developing as a Professional Educator/Stull Bill Form and Suggested Questions. <u>Notes:</u>	
5	Pre-Observation Lesson Plan Questions and Lesson Plan discussed. (<i>Emailed prior to pre-conference</i>) <u>Notes:</u>	
6	Formal Observation procedures and forms have been reviewed. <i>(Administration will also visit classrooms and will provide informal feedback).</i> <u>Notes:</u>	
Signature of Evaluator	Signature of Employee	Date



Cutler-Orosi Joint Unified School District
Pre-observation Questions

Teacher Name: _____

Date: _____

1. What is your learning objective/learning target for this lesson?
2. What instructional strategy(ies) will you use to ensure the probability of students meeting your learning objective/learning target?
3. What type(s) of guided, group, and independent practice will you provide students during the lesson?
4. How will you differentiate instruction for English learners and other students with special needs?
5. At the conclusion of the lesson, how will you determine if students met or exceeded lesson objectives/ learning target?



Cutler-Orosi Joint Unified School District
Developing as a Professional Educator - Stull Bill
Indicate the three (3) target areas you will focus on this year:

<ul style="list-style-type: none">1.1 Uses knowledge of student to engage them in learning.1.2 Connects learning to student prior knowledge, backgrounds, life experience, and interests.1.3 Connects subject matter to meaningful, real-life contexts.1.4 Uses a variety of instructional strategies, resources, and technologies to meet students diverse learning needs.1.5 Promotes critical thinking through inquiry, problem-solving, and reflection.1.6 Monitors student learning, and adjusts instruction while teaching.2.4 Creates a rigorous learning environment with high expectations.2.6 Employs classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn.3.5 Uses and adapts resources, technologies, and standards-aligned instructional materials to make subject matter accessible to all students.3.6 Addresses the needs of English Learners and students with special needs to provide equitable access to the content.	<ul style="list-style-type: none">4.2 Establishes and articulates goals for student learning.4.4 Plans instruction that incorporates appropriate strategies to meet the learning needs of all students.5.3 Reviews data, both individually and with colleagues, to monitor student learning.5.4 Uses assessment data to establish learning goals and to plan, differentiate, and modify instruction.5.5 Involves all students in self-assessment, goal-setting, and monitoring progress.5.6 Uses assessment information to share timely and comprehensible feedback with students and their families.5.7 Uses assessment information to share timely and comprehensible feedback with students and their families.6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development.6.7 Demonstrating professional responsibility, integrity, and ethical conduct.
---	--

Goal #1:

Objective: _____

Activities: _____

Assessment / Evidence: _____

Goal #2:

Objective: _____

Activities: _____

Assessment / Evidence: _____

Goal #3:

Objective: _____

Activities: _____

Assessment / Evidence: _____

Teacher Signature: _____

Administrator Signature: _____

Pre-Conference: _____ **Post Conference:** _____



Cutler-Orosi Joint Unified School District Evaluation Rubric

Standard 1: Engaging and Supporting All Students' Learning			
	Unsatisfactory (1)	Needs Improvement (2)	Meets Standards (3)
*1.1 Uses knowledge of students to engage them in learning	The teacher rarely makes attempts to use data about students to engage them in learning.	The teacher makes few attempts to use data about students to engage them in learning.	The teacher uses data from a variety of formal and informal sources to learn about students and guide selection of instructional strategies to meet diverse learning needs.
*1.2 Connects learning to students' prior knowledge, backgrounds, life experiences, and interests	The teacher rarely makes connections between the learning goals and the students' prior knowledge, backgrounds, life experiences, and interests.	The teacher makes some connections between the learning goals and the students' prior knowledge, backgrounds, life experiences, and interests.	The teacher makes substantial connections between the learning goals and the students' prior knowledge, backgrounds, life experiences, and interests.
*1.3 Connects subject matter to meaningful, real-life contexts	The teacher rarely provides learning opportunities for students to connect instruction to meaningful, real-life contexts.	The teacher attempts to provide opportunities for students to make connections to meaningful, real-life contexts.	The teacher regularly integrates connections to meaningful, real-life contexts in planning subject matter instruction and promotes student engagement to subject matter.
*1.4 Uses a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs	The teacher uses instructional strategies, but they lack variety, are poorly implemented, or are inappropriate to the students or to the instructional goals. Few adjustments are made to respond to students' needs. Minimal or no student engagement strategies are used. Minimal or no technology is used to enhance instruction.	The teacher attempts to use a selection of instructional strategies that are mostly appropriate to all students and instructional goals. Strategies may lack variety or may not be responsive to students' needs. There is some use of student engagement strategies. Some technology is used to enhance instruction.	The teacher uses a variety of instructional strategies that are appropriate to all students and the instructional goals. The teacher carries out these strategies thoughtfully, making necessary adjustments to respond to students' needs. There is consistent use of student engagement strategies. Technology is used consistently to enhance instruction.
*1.5 Promotes critical thinking through inquiry, problem-solving, and reflection	The teacher provides few learning opportunities for students to engage in problem solving, analysis, or inquiry within or across subject matter areas. The teacher rarely elicits student questions or comments during a lesson.	The teacher attempts to provide opportunities for students to engage in problem solving within subject matter areas. The teacher provides limited opportunities for students' questions.	The teacher provides frequent opportunities and support for students to engage in problem solving and in critical investigation and analysis of subject matter. The teacher elicits and uses students' questions to support inquiries into content.
*1.6 Monitors student learning, and adjusts instruction while teaching	The teacher makes few attempts to monitor student learning or make adjustments to instruction while teaching	The teacher is aware that students did not understand initial instruction and seeks to clarify instructions and learning activities by restating the information.	The teacher makes ongoing adjustments to instruction or instructional strategies based on observation of student engagement and regularly checks for understanding

Standard 2: Creating and Maintaining Effective Environments for Student Learning

	Unsatisfactory	Needs Improvement	Meets Standards
2.1 Promotes social development and responsibility within a caring community where each student is treated fairly and respectfully	The teacher rarely promotes students' social development, self-esteem, and diversity, and consequently, students rarely demonstrate a sense of responsibility for each other.	The teacher promotes students' respect for each other's differences most of the time, and students work together moderately well. The teacher provides limited opportunities for students to assume responsibility.	The teacher promotes students' respect for each other's differences; the teacher facilitates both independent and collaborative work and assists students in taking responsibility for themselves and their peers.
2.2 Creates physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students	The teacher has created a physical/virtual environment that minimally supports student learning—either individually or in groups. There is little or no evidence that the learning environment reflects diversity. Student interactions with each other are absent or very limited.	The teacher has created a physical/virtual environment that is arranged to facilitate only individual student engagement in learning rather than student interactions. Structures for student interaction are limited. There is little evidence that the learning environment reflects diversity.	The teacher has created a physical/virtual environment that promotes student engagement. Structures for student interaction engage students constructively and productively. Student diversity can be identified in group arrangements.
2.3 Establishes and maintains learning environments that are physically, intellectually, and emotionally safe	The teacher creates or allows a classroom climate where even occasional unfairness or disrespect is evident, either between the teacher and students or among students. Students are unwilling to take risks. The teacher response to inappropriate behaviors is unfair or inequitable. The physical space contains one or more safety hazards, and materials are hard to access when needed.	The teacher establishes a climate of fairness, caring, and respect for most students, but few students take risks, and the teacher does little to encourage risk-taking. For the most part, the pattern of teacher response to inappropriate behavior is fair and equitable. The physical space contains a safety hazard and/or materials are not readily accessible when needed.	The teacher maintains a climate of fairness, caring, and respect. Students take risks and are creative. The pattern of teacher response to inappropriate behavior is fair and equitable. The physical space is hazard-free, and materials are accessible when needed.
*2.4 Creates a rigorous learning environment with high expectations and appropriate support for all students	The teacher does not create a rigorous learning environment with high expectations and appropriate support for all students.	The teacher ocuses the rigor of the learning environment on accuracy of answers and completion of learning tasks. The teacher is aware of the importance of maintaining high expectations for students, but does not consistently hold students to those standards	The teacher holds high expectations for students and facilitates a rigorous learning environment in which students take leadership in learning. The teacher has an understanding of achievement patterns and uses scaffolds to address achievement gaps. Supports students to utilize an extensive repertoire of differentiated strategies (including technologies) to meet high expectations.
2.5 Develops, communicates, and maintains high standards for individual and group behavior	The teacher does not maintain established expectations, rules, and/or consequences for individual or group behavior or students do not adhere to established standards.	The teacher has established standards for individual and group behavior, and the teacher's response to student behavior is inconsistent or lacks established consequences. Reinforcement of standards is inconsistent or focused only on punishment.	The teacher has established, taught, and maintains clear standards for individual and group behavior. The teacher's response to student behavior is appropriate. Reinforcement of standards is consistent using positive reinforcers. The teacher guides and supports students to self-assess, monitor, and set goals for individual and group behavior and participation.

2.6 Employs classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn.	The teacher has not established, or is not practicing, classroom procedures and routines. The teacher does not understand that procedures and routines must be taught and reinforced.	The teacher has established procedures and routines which work moderately well, with little loss of instructional time. The teacher has taught some routines or procedures. Reinforcement of routines and procedures may be inconsistent; inappropriate behavior may not be addressed consistently or may focus only on punishment.	The teacher has taught routines and procedures, which operate efficiently, with no loss of instructional time. Positive behaviors are promoted; inappropriate behaviors are prevented or refocused to lessen disruptions to the learning climate.
2.7 Uses instructional time to optimize learning	The teacher's pacing of learning activities is often too short, rushed, or too long; transitions are time-consuming or confusing, resulting in a loss of instructional time. Classroom management techniques that optimize instructional time are rarely utilized.	The teacher's lesson pacing allows for most students to complete learning activities. Transitions are generally effective. Classroom management techniques that optimize instructional time are not utilized consistently.	The teacher's lesson pacing is appropriate to the activities and provides adequate time for instruction, checking for understanding, completion of learning activities, and closure. Classroom management techniques that optimize instructional time are used consistently.

Standard 3: Understanding and Organizing Subject Matter for Student Learning

	Unsatisfactory	Needs Improvement	Meets Standards
3.1 Demonstrates knowledge of subject matter academic content standards	The teacher's working knowledge of subject matter and content standards is inconsistently evident, does not adequately support students' learning, or may not be current. Little or no academic language is taught to students.	The teacher's working knowledge of subject matter and content standards reflects a single perspective, supports some students' learning, and is usually current. Some academic language is taught to students.	The teacher understands the relationship between essential subject matter concepts, academic language, and academic content standards; instruction adheres to content standards, and academic language is overtly taught to students.
3.2 Applies knowledge of student development and proficiencies to ensure student understanding of subject matter	The teacher has basic knowledge of the stages of student development and of students' differences in understanding subject matter.	The teacher adapts instruction in response to knowledge of student development and is becoming aware of students' differences in understanding subject matter. The teacher provides some explicit teaching of essential content vocabulary. The teacher does not consistently explain academic language and vocabulary to support access when students are confused.	The teacher integrates instruction in response to knowledge of student development to meet students' diverse learning needs. The teacher ensures understanding of subject matter including related academic language. The teacher provides explicit teaching of essential vocabulary and academic language in ways that engage students in accessing subject matter.
3.3 Organizes curriculum to facilitate student understanding of the subject matter	The teacher rarely recognizes the need to organize curriculum and consider adjustments to single lessons or a sequence of lessons to support understanding of the subject matter.	The teacher understands the need to organize curriculum and consider adjustments to single lessons or a sequence of lessons to support understanding of the subject matter.	The teacher uses knowledge of curriculum and student readiness to organize and adjust the curriculum to ensure student understanding.
3.4 Utilizes instructional strategies that are appropriate to the subject matter	The teacher rarely uses instructional strategies that are appropriately matched to subject matter content or concepts and rarely encourages students to think critically or to extend their knowledge.	The teacher may use a few instructional strategies to make the content accessible to students and may encourage some students to think critically or to extend their knowledge of subject matter through the use of academic language.	The teacher uses a variety of appropriate instructional strategies to make the content accessible to students, to encourage them to think critically, and to extend their knowledge of subject matter through the use of academic language.

*3.5 Uses and adapts resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students	The teacher rarely uses, or incorrectly uses, instructional materials, resources, and technologies. Materials, resources, and technologies are rarely accessible to all students.	The teacher infrequently uses instructional materials, resources, and technologies to convey key subject matter. Materials, resources, and technologies are accessible to some students.	The teacher uses instructional materials, resources, and technologies to support the curriculum and promote students' understanding of content and concepts. Materials, resources, and technologies are accessible to all students.
*3.6 Addresses the needs of English Learners and students with special needs to provide equitable access to the content	<p>EL: The teacher rarely accesses information on students' primary language and English language proficiencies based on available assessment data.</p> <p>EL: The teacher rarely attempts to scaffold content materials to help English Learners access content.</p> <p>Special Needs: The teacher rarely accesses information about students identified with special needs based on available assessment data.</p>	<p>EL: The teacher is aware of students' primary language and English language proficiencies based on available assessment data.</p> <p>EL: The teacher attempts to scaffold content using visuals, models, and graphic organizers.</p> <p>Special Needs: The teacher is aware of students identified with special needs based on available assessment data; the teacher participates with resource personnel and families during meetings.</p>	<p>EL: The teacher identifies language proficiencies and English Learners' strengths in language and content. The teacher differentiates instruction using one or more components of ELD to support English Learners.</p> <p>EL: The teacher develops and adapts instruction to provide a wide range of scaffolded supports for language and content for the range of English Learners.</p> <p>Special Needs: The teacher utilizes information on students with special needs to assess strengths and competencies and provide challenges, modifications, and accommodations; the teacher communicates regularly with resource personnel and families regarding student progress</p>

Standard 4: Planning Instruction and Designing Learning Experiences for All Students

	Unsatisfactory	Needs Improvement	Meets Standards
4.1 Uses knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction	The teacher's instructional plans rarely match or reflect students' backgrounds, experiences, interests, and developmental needs, and do not support students' learning. The teacher rarely demonstrates an understanding of the impact of bias on learning.	The teacher's instructional plans are partially drawn from information about students' backgrounds, experiences, interests, and developmental needs to support students' learning. The teacher is aware of the impact of bias on learning.	The teacher differentiates instruction to reflect students' backgrounds, experiences, interests, and developmental needs to support students' learning. The teacher examines, and avoids, potential sources of bias and stereotyping when planning lessons.
*4.2 Establishes and articulates goals for student learning	The teacher rarely articulates or shares learning objectives with students.	The teacher shares an objective for <i>skill development only</i> in a single lesson or sequence of lessons with the students.	The teacher establishes and articulates to students clear learning objectives within their lessons.
4.3 Develops and sequences long-term and short-term instructional plans to support student learning	The teacher rarely utilizes available resources for either short- or long-term instructional planning; instructional plans rarely support student learning.	The teacher plans curriculum units to include a series of connected lessons; the teacher utilizes curriculum pacing guides.	The teacher establishes short- and long-term curriculum plans for subject matter concepts in formats that support student learning.

*4.4 Plans instruction that incorporates appropriate strategies to meet the learning needs of all students	The teacher rarely plans instruction that uses strategies to meet the learning needs of all students. The teacher rarely accesses data provided by the site, district, and state to become aware of student learning and language needs.	The teacher plans instruction that uses strategies that meet the learning needs of some students. The teacher attempts to learn about students' diverse learning and language needs beyond basic data.	The teacher incorporates differentiated instructional strategies into ongoing planning that addresses culturally responsive education, students' diverse languages, and learning needs and styles. The teacher uses assessments of students' learning and language needs to plan for differentiated instruction.
4.5 Adapts instructional plans and curricular materials to meet the assessed learning needs of all students	The teacher rarely adapts instructional plans, despite evidence that modifications would improve student learning.	The teacher's modifications to instructional plans address only superficial aspects of the lesson. The teacher may provide alternative activities, but those activities lack differentiation.	The teacher makes adjustments and modifications to differentiate instructional plans. Additional materials are used to support students' diverse learning needs.

Standard 5: Assessing Students for Learning			
	Unsatisfactory	Needs Improvement	Meets Standards
5.1 Applies knowledge of the purposes, characteristics, and uses of different types of assessments	The teacher uses assessments, but they lack variety, are inappropriate for the students, or inappropriate for the instructional goals. Rarely are adjustments made to respond to students' needs.	The teacher begins to use a selection of assessments that are largely appropriate to the students or to the instructional goals; assessments may lack variety or may not be differentiated for students' needs.	The teacher uses a variety of assessments that are appropriate to the students or to the instructional goals; the teacher implements the assessments appropriately, making adjustments to differentiate for the students, as needed.
5.2 Collects and analyzes assessment data from a variety of sources to inform instruction	The teacher rarely uses consistent sources of information to assess student learning; the teacher uses assessment strategies that are not appropriate to students' learning.	The teacher uses one or two sources of information to assess student learning and one or two assessment strategies to understand student progress.	The teacher uses a variety of sources to collect information about student learning and several appropriate assessment strategies to understand student progress.
*5.3 Reviews data, both individually and with colleagues, to monitor student learning	The teacher rarely reviews and monitors assessment data, either individually or with colleagues.	The teacher reviews and monitor assessment data individually but does not collaborate with colleagues; or teacher attends collaboration meetings, but does not participate in data assessment	The teacher reviews and monitors a variety of data on student learning individually and with colleagues to identify trends and patterns among groups of students.
*5.4 Uses assessment data to establish learning goals and to plan, differentiate, and modify instruction	The teacher rarely uses assessment data to establish learning goals or to differentiate and/or modify instruction.	The teacher occasionally uses assessment data to plan for single lessons or a short sequence of lessons.	Uses a broad range of assessment data to set learning goals for content and academic language that are integrated across content standards for individual and groups.
*5.5 Involves all students in self-assessment, goal-setting, and monitoring progress	The teacher rarely encourages students to reflect on, or assess, their own work.	The teacher encourages and guides student reflection during some activities. Limited opportunities are provided for students to discuss work with peers.	The teacher models skills and assessment strategies to help students understand their own work and discuss it with peers. The teacher includes student reflection and self-assessment in most learning activities.
5.6 Uses available technologies to assist in assessment, analysis, and communication of student learning	The teacher rarely uses available technology to record assessments, determine proficiency levels, and communicate about student learning.	The teacher utilizes technology on a limited basis to record assessments, determine proficiency levels, and communicate about student learning.	The teacher uses technology to design and implement assessments, record and analyze results, and communicate about student learning to appropriate audiences.
*5.7 Uses assessment information to share timely and comprehensible feedback with students and their families	The teacher provides some information about student learning and assessment results to students, families, and support personnel, but the information is incomplete, unclear, and/or lacks frequency or timeliness.	The teacher provides some information about student learning and assessment results to students, families, and support personnel to promote understanding and academic progress; information may be reported infrequently or sporadically.	The teacher regularly exchanges information about student learning and assessment results with students, families, and support personnel in ways that improve understanding and encourage academic progress; information is timely and frequent.

Standard 6: Professional Expectations

	No	Yes
6.1 Reflects on teaching practice in support of student learning	The teacher may reflect on specific problems or areas of concern in his or her teaching practice, but rarely uses reflection to assess growth over time or to plan professional development.	The teacher reflects on his/her teaching practice in relation to areas of concern and student learning, assesses growth over time, and uses reflection to plan professional development.
*6.2 Establishes professional goals and engages in continuous and purposeful professional growth and development	The teacher may establish goals but does not engage in continuous purposeful professional growth.	The teacher establishes professional goals aligned to the California STP's and focus areas for COJUSD. The teacher engages in specific professional learning activities for continuous professional growth and development.
6.3 Collaborates with colleagues and the broader professional community to support teacher and student learning	The teacher attends grade level, department, and other required meetings, and collaborations but active participation is rare. The teacher lacks follow-through with agreed-upon responsibilities. The teacher has knowledge of resources at the site and district level but rarely accesses them.	The teacher collaborates with colleagues to improve student learning and reflects on teaching practice at the classroom level. The teacher actively participates in collaborations, grade level, department, and other required meetings. The teacher follows through with agreed-upon responsibilities. The teacher routinely accesses and shares resources at the site and district levels.
6.4 Works with families to support student learning	The teacher does not communicate with parents or families to support student learning.	The teacher communicates with parents on a regular basis to support student learning. The teacher participates in Parent Teacher conferences, parent education, and school functions to promote working with families and mastery of grade level expectations.
6.5 Engaging local communities in support of the instructional program.	The teacher does not engage local community in support of the instructional program.	The teacher utilizes a broad range of neighborhood and community resources to support the instructional program, students and families. The teacher collaborates with community members to increase instructional and learning opportunities for students. Engages students in leadership and service in the community. Incorporates community members into the school learning community.
6.6 Manages professional responsibilities to maintain motivation and commitment to all students	The teacher consistently demonstrates a lack of professionalism, responsibility, integrity, and/or ethical conduct.	The teacher consistently demonstrates professionalism, responsibility, integrity, and ethical conduct.
*6.7 Demonstrates professional responsibility, integrity, and ethical conduct	The teacher has consistent difficulty adhering to rules and regulations.	The teacher consistently follows rules and regulations. Completes adjunct duties according to job assignment. Assists in upholding and enforcing school rules, Board Policies, and federal and state regulations. Maintains records as required by state and federal law, district policy, and administrative regulations in a timely and confidential manner. Adheres to the number of days allotted for absences in the Collective Bargaining Agreement.

Cutler-Orosi Joint Unified School District Application for a Facility Use Permit

Completed applications must be submitted 10 days prior to the first scheduled event.

DIRECTIONS FOR COMPLETING THE APPLICATION FOR A FACILITY USE PERMIT

1. Complete **ALL** areas of the application indicated as "TO BE COMPLETED BY APPLICANT."
2. Obtain approval from the site administrator.
3. Deliver the site approved application, with **ALL** required documents, insurance forms and estimated use fees, to the Director of Facilities at the District Office. Incomplete applications will not be accepted or scheduled.
4. A District approved application will be sent to the applicant. This will serve as the permit.

TO BE COMPLETED BY APPLICANT

Organization:	Non-Profit ID #:
Billing Address:	Telephone:
	Cell Phone:
Authorized Representative:	Email Address:

Site Requested: <input checked="" type="checkbox"/>	Cutler Elementary School	Golden Valley Elementary	Palm Elementary School
	El Monte Middle School	Orosi High School	Lovell High School
	Yettem High School	Family Education Center	District Office

Facilities Requested:

Multi-purpose
 Gym
 Kitchen
 Grounds
 Conference
 Library
 Classroom(s) Rm. #

Dates of Use: <small>Sport leagues must provide a game schedule.</small>	Start Time: <small>This includes the time you want the doors opened and time you will need to set up or prepare food.</small>	Stop Time: <small>This is the time you will leave and the doors will be locked.</small>	Total Hours:	Equipment Requested: <small>Please review the fee schedule for applicable charges. Lights, tables, chairs, PA system, markings on the play fields, podium, kitchen and/or cafeteria, etc.</small>	Person in Charge: <small>Provide name and phone number.</small>

Grounds: Is field use for: games only practices only both other _____

Kitchen/Cafeteria use: Provide name and phone for person in charge of your food preparation if different from above. Name: _____ Phone: _____

Insurance Requirements: The applicant agrees to enforce its indemnity and hold harmless obligations, and obtain and maintain in full force for the duration of this agreement, insurance respective of the use of said facility. Applicant's insurance policy shall be at a minimum, Comprehensive General Liability, with limits no less than \$1 million on a per occurrence basis and \$2 million in the aggregate. Cutler-Orosi Joint Unified School District shall be listed as an Additional Insured endorsed to said policy and such insurance shall be primary. Insurance shall be evidenced by a Certificate of Insurance, with the Additional Insured endorsement attached.

BY SIGNING BELOW, I CERTIFY THAT I HAVE RECEIVED, READ, UNDERSTAND AND AGREE TO ABIDE BY THE APPLICATION PROCEDURES, CONDITIONS OF USE, PROHIBITED ACTIVITIES, FEE SCHEDULE, HOLD HARMLESS AGREEMENT AND INSURANCE REQUIREMENTS. I CERTIFY THAT I HAVE BEEN DULY AUTHORIZED BY THE HEREIN SET FORTH APPLICANT TO ACT IN ITS BEHALF IN SUBMITTING THIS APPLICATION. I ACCEPT RESPONSIBILITY FOR MEETING ALL REQUIREMENTS STATED IN THE DOCUMENTS AND APPLICATION AND FOR PAYING ALL FEES ASSOCIATED WITH THE USE OF SCHOOL FACILITIES. THE ORGANIZATION RECOGNIZES THAT, IN ACCORDANCE WITH ED. CODE 38134, IT IS LIABLE FOR ANY DAMAGE TO SCHOOL FACILITIES OR FOR ANY INJURY TO ANY PERSON DUE TO THE ORGANIZATION'S NEGLIGENCE IN USING THE SCHOOL FACILITIES. (ALL LISTED DOCUMENTS CAN BE FOUND ON AND PRINTED FROM THE DISTRICT WEBSITE AT www.cojusd.org UNDER "FACILITIES" IN THE "DEPARTMENTS" DROPDOWN MENU.)

Print name: _____ Authorized signature: _____ Date: _____

TO BE COMPLETED BY DISTRICT PERSONNEL

SITE ADMINISTRATOR APPROVAL	FEES AND INSURANCE	FACILITIES DIRECTOR APPROVAL
Signature: _____	Estimated fees paid: Yes <input type="checkbox"/> N/A <input type="checkbox"/>	Signature: _____
Print name: _____ Date: _____	Hold Harmless Agreement: Yes <input type="checkbox"/> N/A <input type="checkbox"/>	Print name: _____ Date: _____
	Insurance proof submitted: Yes <input type="checkbox"/> N/A <input type="checkbox"/>	
Copy sent to: Advisor <input type="checkbox"/> Site Administrator <input type="checkbox"/> Site Custodian <input type="checkbox"/> Food Service Director <input type="checkbox"/> Maintenance Director <input type="checkbox"/> Date: _____		

**Cutler-Orosi Joint Unified School District
Facility Use Fee Schedule**

Date: _____

Application Fee - \$10.00 – all users except District/School Related Groups

Cancellations must be made in writing a minimum of five working days prior to the scheduled activity.

Class I	Class II Direct Cost	Class III Fair Market Value
District and School Related Groups	Nonprofit organizations, clubs or associations organized to promote youth and school activities, community sponsored groups and organizations, service groups, adult recreation, church groups and senior activities, etc. (EC 38134)	Nonprofit organizations not organized for youth activities, commercial enterprises, fundraising activities that do not directly benefit Cutler-Orosi JUSD

Facility – Indoor	Class II Rate per hour	Class III Rate per hour	Comments
Standard Room	\$10	\$25	
Specialty Classroom (Computer Lab)	\$25	\$70	Does not include use of equipment. Equipment use (if available) requires permission from teacher and an additional fee
OHS Gym	\$30	\$40	
El Monte Gym	\$35	\$50	
Multi-Use Room	\$20	\$40	All cafeteria/Auditorium/MPR
Library	\$10	\$30	
Board Room	\$10	\$30	Additional Fee for Kitchen
Kitchen (no appliances)	\$10	\$50	+ Additional charge for kitchen worker
Kitchen (w/appliances)	\$20	\$75	+ Additional charge for kitchen worker

Facility – Outdoor	Class II Rate per hour	Class III Rate per hour	Comments
Stadium/Track w/lights	\$50	\$100	No markings on field add \$20.00 for restroom per event
Stadium w/o lights	\$20	\$50	No markings on field add \$20.00 for restroom per event
Play field w/lights	\$17	\$50	No markings on field, goal posts, or restrooms.
Play field w/o lights	\$7	\$7	No markings on field, goal posts, or restrooms.
Tennis court w/lights	\$20	\$50	\$20.00 for restroom per event
Tennis court w/o lights	\$7	\$25	\$20.00 for restroom per event

Sports Complex	Class II Rate per hour	Class III Rate per hour	Comments
Youth Football Stadium	\$30	\$75	No markings on field. Additional \$10.00 for lights, \$20.00 for restroom facility use.
Soccer Field Stadium	\$30	\$75	No markings on field. Additional \$10.00 for lights, \$20.00 for restroom facility use.
Baseball Field	\$10	\$17	No markings on field. Additional \$10.00 for lights, \$20.00 for restroom facility use.
Softball Field	\$10	\$17	No markings on field. Additional \$10.00 for lights, \$20.00 for restroom facility use.
Basketball Court	\$7	\$17	
Shade Cover Structure	\$20	\$50	
Food Concessions Building	\$10	\$50	Cleaning fee may be applied.

Recognized sport leagues using our playgrounds (practice fields) for seasonal use at \$7.00 per practice and non-game events \$10.00 per hour for lights. League must provide schedule for the season and pay in advance.

Personnel Cost	Rate per hour	Rate per hour	Holidays
Custodial Personnel	\$55	\$80	*Pending Available Personnel
Cafeteria Personnel (required w/kitchen use)	\$55	\$80	*Pending Available Personnel
PA System w/Technician	\$50	\$100	*Pending Available Personnel

(Use fee x hours) ↓	(Labor fee x hours) ↓	Application Fee ↓	Misc Fees ↓	Total ↓
_____	_____	_____	_____	_____
+ _____	+ _____	+ _____	+ _____	= _____

Use Fees Paid: Yes No

Practice Use Fees Paid: Yes No

Equipment Fees Paid: Yes No

Labor Fees Paid: Yes No

Lighting Fees Paid: Yes No

Restroom Fee Paid: Yes No

There is a minimum 2-hour rental charge per day for each Facility Use Permit. Additional rental fees will be billed in one-hour increments after the first 2 hours.

There is a minimum 2-hour charge for custodians.

Custodial fees may be waived on weekdays at the discretion of the Superintendent and if the facility is left clean.

Use of the kitchens will require that a food service worker is present and Child Nutrition Services will charge an additional fee.

An extra fee of \$10/hour will be charged to use school instructional or recreational equipment.

Community teams consisting of primarily Cutler-Orosi students which do not charge admission fees will be exempt from fees for practice fields.

Board Approved [Pending]

Cutler-Orosi Joint Unified School District

12623 Avenue 416 Orosi, CA 93647

FIELD TRIP CHECK LIST

Item	Completed?	Date
Transportation Arrangements		
Drivers Approved by District (if not bus driver)		
Administration Approval		
Board Approval (if necessary)		
Parent Permission Slips Collected		
Medical Emergency Information for Each Student		
If a Field trip, Enough Money Raised for All Students in Group/Class to Attend		
Destination Phone Numbers for Emergency Use (see below)		
Field Trip First Aid Kits Checked and Refilled		

First Aid Providers Identified: (1) _____ (2) _____

Chaperones: Add additional chaperones on the back of this form

1. _____

Name
Address
Cell Phone (to be used ontrip)

2. _____

Name
Address
Cell Phone (to be used ontrip)

3. _____

Name
Address
Cell Phone (to be used ontrip)

Local Emergency Telephone Number for Destination Area:

Agency	Phone Number	Agency	Phone Number
Police	/ /	Closest Hospital	/ /
Highway Patrol	/ /	Fire Department	/ /
Park Ranger	/ /	Other:	/ /

Teacher/Club Advisor/Program Manager MUST sign:

I have read the rules and regulations related to field trips which are outlined in the Teachers' Handbook and in District Board Policies. This trip will be conducted with compliance to all such rules and regulations.

Signature of Teacher/Club Advisor/Program Manager Date

Note: Please make copies: One (1) for the school, one (1) for the trip director, and one (1) for the bus driver and/or all other drivers. Before leaving on the trip, ensure that a list of all students actually attending the trip is given to the office, along with the copies of the parent permission slips. If multiple vehicles are being used each driver must have a list of all students who are actually in his/her vehicle, along with a copy of the parent permission slips.

Guest Speaker Request Form

Teacher Requesting Guest Speaker: _____ Name of
Guest Speaker: _____ Date of
Presentation: _____
Topic to be covered: _____

Will materials be used? YES No

Any materials used during presentation MUST be pre-approved by Principal. Approved:

 YES No

Principal's Signature

Date

TEACHER CHECKOUT LIST

Teacher Name: _____ Site: _____ Room: _____

- ___1. Turn in grade book/sheet to the principal/counseling office or electronically filed as required.
- ___2. Turn in signed weekly attendance report.
- ___3. Contact parents concerning failing students.
- ___4. Turn in school keys. An inventory of all school keys must be made. Teachers may retain keys by _____ initialing: I _____ will be responsible for my keys and notify the District if lost or stolen.
- ___5. Turn in requisitions for materials, books and supplies for next year to the office.
- ___6. Turn in a list of lost/damaged books to the office.
- ___7. If involved in ASB, submit class or organizational treasurer's reports and books to the office.
- ___8. Clean your classroom so that desks, counters and floors can be washed and walls painted by the _____ custodial staff over the summer. It is your responsibility to make sure the following is done:
 - ▶ All bulletin boards, tape off walls, countertops and desks are cleared; posters, etc., are taken down.
 - ▶ All desks are cleaned out – take off all stickers, writing, decals, gum, etc.
 - ▶ All boxes and classroom items are to be placed in cabinets or removed from the floor so that it can be cleaned. Textbooks are not included as they will be centralized.
 - ▶ Room left in neat order, ready for inspection.
 - ▶ DO NOT move computers.
- ___9. Remove any personal items such as knick-knacks, plants, computers or printers, etc., from your rooms before leaving for the summer. The District cannot guarantee the security of classrooms and will not assume any responsibility for personal items left in the rooms over the summer. Personal items should be packed and taken home with the teacher.
- ___10. Turn in classroom inventory/equipment list to the office.
- ___11. Submit classroom repair/maintenance requests on FMX- Maintenance / I.T. Support.
- ___12. Have students empty and clean out their PE locker.
- ___13. If you are changing classrooms, box up everything to be moved– clearly label the boxes as follows:
Teacher Name: _____ Room Number: _____
- ___14. Unplug and clean personal equipment in classrooms. (refrigerators, microwaves, etc.) This is your responsibility.
- ___15. Unplug electrical equipment in room. **Clean up computer files by organizing and deleting all unnecessary files. DO Not Move Computers!** These will be moved by the Tech Department.
- ___16. Return library materials.
- ___17. Inform the Business Office if you want to pick up your summer paycheck, otherwise it will be mailed.
- ___18. Sign and return your contract. _____ Contract retained by teacher, will submit no later than June 30th.

SUMMER ADDRESS (if different from that on file at the District office) You must still notify the D.O. in writing. Name: _____

Phone: _____
Street: _____ City: _____ Zip: _____

Principals, please check rooms one-by-one to make sure that teachers have removed all personal items before signing below. Room left in good order and checkout completed: _____

Principal's Signature

Date

CUTLER-OROSI UNIFIED SCHOOL DISTRICT

PARENT PERMISSION FOR STUDENT PARTICIPATION IN OFF-CAMPUS SCHOOL SPONSORED TRIPS

_____ has my permission to attend _____ (Name of Student) _____ (Activity/Event)
which will take place at: _____ Departure Time: _____ Arrival Time: _____

Class or group attending: _____

Date(s) of trip: _____ Teacher or Leader: _____

Type of Transportation: _____

If traveling by automobile, name of driver: _____

1. In case of illness or injury on this trip. I give permission for my child to be treated by a doctor.

2. List any special health needs or medical problems that your child may have.

3. I understand that all students going on this trip will obey the bus driver, teacher, or adult sponsors. I understand that students will go and return from the trip on the transportation provided and that every reasonable caution will be made on this trip. If the trip ends later than the normal closing of the school day, I will be responsible for picking up my child at school.

4. I also understand that if my child does not meet the bus at the right time, the bus will leave my child, and I will be responsible for driving my child home. The district will make every attempt to notify me as soon as possible in the event that my child misses the bus. After that, the district will not be responsible for my child or his/her transportation home. I also understand that my child may be suspended from future field trips, suspended from school, etc., for delaying or missing the bus.

Parent of Guardian Signature

Date

Home Address: _____ Tel _____ Cell _____

Emergency Telephone Number _____ Name _____

DISTRITO ESCOLAR UNIFICADO DE CUTLER-OROSI

PERMISO DE PADRES PARA QUE PARTICIPEN EN VIAJES PATROCINADOS POR LA ESCUELA

_____ tiene mi permiso para participar en (Nombre del Alumno)

_____ que se llevará (Actividad/Evento)

acabo en: _____ Clase o grupo que atenderá: _____

Fecha del viaje: _____ Profesor(a) o Líder: _____

Tipo de transporte: _____ Hora de salida: _____ Hora de regreso: _____

Si viajan por automóvil, nombre del chofer: _____

1. En caso de enfermedad o alguna lastimadura durante este viaje, yo doy mi permiso para que mi hijo(a) sea atendido(a) por un médico.
2. Por favor apunte cualquier necesidad de salud especial o problemas médicos que su hijo(a) tenga:

3. Tengo entendido que todos los estudiantes que van en este viaje obedecerán al chofer del autobús, profesores y otros adultos. Tengo entendido que los estudiantes irán y regresan en transportación provisto por el distrito y se tomará toda precaución razonable en este viaje. Si el viaje termina más tarde de las horas normales del día escolar yo seré responsable de recoger a mi hijo(a) de la escuela.
4. También tengo entendido que si mi hijo(a) no está al tiempo destinado en el autobús, el/ella se quedará en esa destinación, y yo asumiré toda responsabilidad de transportar a mi hijo(a) a la casa. El distrito hará todo intento de notificarme tan pronto como sea posible en caso de que mi hijo(a) se pierda del autobús. Después de esto, el distrito no asumirá responsabilidad futura por mi hijo(a) ni por su transporte a casa. También tengo entendido que mi hijo(a) puede ser expuesto(a) a acción disciplinaria escolar por retrasar o perder el autobús, por ejemplo, suspensión de participar en viajes futuros o suspensión de la escuela, etc.

Padre/Tutor: _____ Firma

Domicilio: _____ Teléfono _____ Fecha
Celular _____

Número de teléfono en caso de emergencia _____ Nombr

FUND-RAISING RECAP

Date / / Organization/Grade _____

Project _____

BEFORE the activity begins, RECORD this basic information:

- | | |
|--|---|
| <p>1. Purchase Cost \$ _____</p> <p>2. No. of Items Purchased _____</p> <p> # _____</p> <p>3. Selling Price of Each \$ _____</p> | <p>For Bookkeeper to Record</p> <p>Check # _____</p> <p>Check</p> |
|--|---|

MULTIPLY #2 BY #3 TO GET:

4. Potential Income \$ _____

BEFORE and **AFTER** the activity, **RECORD** the monies collected:

_____ Sold @ \$ _____ = \$ _____

Receipt # _____

_____ Sold @ \$ _____ = \$ _____

Receipt # _____

_____ Sold @ \$ _____ = \$ _____

Receipt # _____

_____ Sold @ \$ _____ = \$ _____

Receipt # _____

_____ Sold @ \$ _____ = \$ _____

Receipt # _____

Total Income \$ _____

COMPARE #4 to #5. Was enough money collected (#5) to meet you potential income (#4)? If not, explain the differences below. For example: Did some of the items go unsold? If so, these items must be returned to the group's advisor. Did any items get lost or stolen? If so, give a list of the lost or stolen items to the advisor.

Collected (#5) \$ _____ - Potential (#4) \$ _____ = Difference \$ _____

Explanation _____

NET PROFIT RECAP Collected (#5) \$ _____ - Total Expenses \$ _____ = Net Profit \$ _____



Cutler-Orosi Joint Unified School District Food and Beverage Fundraising Approval Form

DO NOT ORDER ANY FOOD OR BEVERAGE PRODUCTS PRIOR TO APPROVAL FROM DIRECTOR OF FOOD SERVICES

Each fundraising event, in which food or beverage items are sold, must complete this form and receive prior approval from the Director of Food Services before proceeding with the fundraising activity.

Please send this document to Jody Rush– Director of Food Services (Fax - (559) 528-2478 or District Mail)

Advisor/contact person: _____ Club/Organization: _____

Phone number: _____ Email: _____

School Classification: Elementary School Middle School High School

School Site: Golden Valley Palm Cutler El Monte Orosi High Alternative Education

WHO is selling the food and/or beverages? _____

TO WHOM is this product being sold? Students Only Community Only Both

WHAT is the food or beverage item(s) being sold? _____

WHEN is the food or beverage item being sold?

Date(s): From: _____ To: _____ **Time:** From: _____ To: _____

WHERE is the item being sold (physical location)? _____

HOW is the product being sold and advertised (check all that apply)?

- Direct
- Door-to-Door
- Flyers
- Sign-Up Sheet
- Posters
- On-Campus
- Off-Campus

Attach a copy of the Nutrition Label for each item being sold.

Comments: _____

Attach Label(s) Here

Final Determination: Sale is Approved Sale is Non-Compliant, Not Approved

Approved by Director of Food Services: _____ Date: _____

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT STUDENT ACCIDENT REPORT FORM

Attach additional pages as necessary to give a complete report

1. Name:		2. Date of accident:		3. Time:	
4. Address:				5. Phone:	
6. Parent / Guardian:		7. Was parent contacted? Yes <input type="checkbox"/> No <input type="checkbox"/> Attempted <input type="checkbox"/>			
		Number of attempts:		Time(s) _____	
8. School:		9. Grade:	10. Age:	11. Gender: Male <input type="checkbox"/> Female <input type="checkbox"/>	
12. Location of accident: School building <input type="checkbox"/> Room _____ School grounds <input type="checkbox"/> School bus <input type="checkbox"/> # _____ OFF School premises AND under school jurisdiction <input type="checkbox"/> Other <input type="checkbox"/> _____					
13. Person in charge when the accident occurred:			14. Present at scene of accident: Yes <input type="checkbox"/> No <input type="checkbox"/>		
15. Witness name:			16. Witness name:		
17. Witness name:			18. Witness name:		

19. NATURE OF INJURY: ✓ <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td><input type="checkbox"/></td><td>Abrasion</td><td><input type="checkbox"/></td><td>Fracture</td></tr> <tr><td><input type="checkbox"/></td><td>Allergic Reaction</td><td><input type="checkbox"/></td><td>Heat Related</td></tr> <tr><td><input type="checkbox"/></td><td>Amputation</td><td><input type="checkbox"/></td><td>Laceration (cut)</td></tr> <tr><td><input type="checkbox"/></td><td>Asphyxiation</td><td><input type="checkbox"/></td><td>Poisoning</td></tr> <tr><td><input type="checkbox"/></td><td>Bite (animal)</td><td><input type="checkbox"/></td><td>Puncture</td></tr> <tr><td><input type="checkbox"/></td><td>Bite (human)</td><td><input type="checkbox"/></td><td>Repetitive Stress</td></tr> <tr><td><input type="checkbox"/></td><td>Bite (insect)</td><td><input type="checkbox"/></td><td>Scald</td></tr> <tr><td><input type="checkbox"/></td><td>Bruise</td><td><input type="checkbox"/></td><td>Scratch</td></tr> <tr><td><input type="checkbox"/></td><td>Burn (scald)</td><td><input type="checkbox"/></td><td>Shock, electrical</td></tr> <tr><td><input type="checkbox"/></td><td>Concussion</td><td><input type="checkbox"/></td><td>Sprain/Strain</td></tr> <tr><td><input type="checkbox"/></td><td>Cut</td><td><input type="checkbox"/></td><td>Splinter</td></tr> <tr><td><input type="checkbox"/></td><td>Dislocation</td><td><input type="checkbox"/></td><td>Strain</td></tr> </table> <p>Other: _____</p>	<input type="checkbox"/>	Abrasion	<input type="checkbox"/>	Fracture	<input type="checkbox"/>	Allergic Reaction	<input type="checkbox"/>	Heat Related	<input type="checkbox"/>	Amputation	<input type="checkbox"/>	Laceration (cut)	<input type="checkbox"/>	Asphyxiation	<input type="checkbox"/>	Poisoning	<input type="checkbox"/>	Bite (animal)	<input type="checkbox"/>	Puncture	<input type="checkbox"/>	Bite (human)	<input type="checkbox"/>	Repetitive Stress	<input type="checkbox"/>	Bite (insect)	<input type="checkbox"/>	Scald	<input type="checkbox"/>	Bruise	<input type="checkbox"/>	Scratch	<input type="checkbox"/>	Burn (scald)	<input type="checkbox"/>	Shock, electrical	<input type="checkbox"/>	Concussion	<input type="checkbox"/>	Sprain/Strain	<input type="checkbox"/>	Cut	<input type="checkbox"/>	Splinter	<input type="checkbox"/>	Dislocation	<input type="checkbox"/>	Strain	20. PART OF BODY INJURED: ✓ <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td><input type="checkbox"/></td><td>Abdomen</td><td><input type="checkbox"/></td><td>Hand</td></tr> <tr><td><input type="checkbox"/></td><td>Ankle</td><td><input type="checkbox"/></td><td>Head</td></tr> <tr><td><input type="checkbox"/></td><td>Back</td><td><input type="checkbox"/></td><td>Knee</td></tr> <tr><td><input type="checkbox"/></td><td>Chest</td><td><input type="checkbox"/></td><td>Leg</td></tr> <tr><td><input type="checkbox"/></td><td>Ear</td><td><input type="checkbox"/></td><td>Mouth</td></tr> <tr><td><input type="checkbox"/></td><td>Elbow</td><td><input type="checkbox"/></td><td>Neck</td></tr> <tr><td><input type="checkbox"/></td><td>Eye</td><td><input type="checkbox"/></td><td>Nose</td></tr> <tr><td><input type="checkbox"/></td><td>Face</td><td><input type="checkbox"/></td><td>Scalp</td></tr> <tr><td><input type="checkbox"/></td><td>Finger</td><td><input type="checkbox"/></td><td>Shoulder</td></tr> <tr><td><input type="checkbox"/></td><td>Foot (toes)</td><td><input type="checkbox"/></td><td>Teeth</td></tr> <tr><td><input type="checkbox"/></td><td>Forearm</td><td><input type="checkbox"/></td><td>Wrist</td></tr> </table> <p style="text-align: center;">INDICATE WHICH SIDE OF THE BODY (IF APPROPRIATE)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td><input type="checkbox"/></td> <td>Left Side of Body</td> <td><input type="checkbox"/></td> <td>Right Side of Body</td> </tr> </table>	<input type="checkbox"/>	Abdomen	<input type="checkbox"/>	Hand	<input type="checkbox"/>	Ankle	<input type="checkbox"/>	Head	<input type="checkbox"/>	Back	<input type="checkbox"/>	Knee	<input type="checkbox"/>	Chest	<input type="checkbox"/>	Leg	<input type="checkbox"/>	Ear	<input type="checkbox"/>	Mouth	<input type="checkbox"/>	Elbow	<input type="checkbox"/>	Neck	<input type="checkbox"/>	Eye	<input type="checkbox"/>	Nose	<input type="checkbox"/>	Face	<input type="checkbox"/>	Scalp	<input type="checkbox"/>	Finger	<input type="checkbox"/>	Shoulder	<input type="checkbox"/>	Foot (toes)	<input type="checkbox"/>	Teeth	<input type="checkbox"/>	Forearm	<input type="checkbox"/>	Wrist	<input type="checkbox"/>	Left Side of Body	<input type="checkbox"/>	Right Side of Body
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21. DESCRIPTION OF ACCIDENT: Please describe how the accident happened. What was the Student doing? List any specific acts individuals or conditions that led to the accident. (include any tools, machinery, or instruments, games or activities involved)	

22. ACTION TAKEN: ✓ First aide administered <input type="checkbox"/> Sent to health office <input type="checkbox"/> Ambulance called <input type="checkbox"/> Sent home <input type="checkbox"/> Back to class <input type="checkbox"/>	
23. Action taken by (please print):	24. Specific action taken:

25. Unsafe mechanical, physical condition or act that contributed to accident:		
26. Corrective action taken or recommended: Yes <input type="checkbox"/> No <input type="checkbox"/>		
27. Report Prepared By: (please print)	28. Title:	29. Date of report:
0. Administrator's signature:	31. Date:	

SCHOOLS OF TULARE COUNTY SUPERVISOR'S FIRST REPORT OF INJURY/ILLNESS/ACCIDENT

(Note: Box Numbers Correspond with 5020 Report)

EMPLOYER/SCHOOL DISTRICT			
1. SCHOOL/SITE NAME & ADDRESS (Number, Street, City, Zip)			1A. SITE PHONE NUMBER
7. EMPLOYEE NAME		8. SOCIAL SECURITY NUMBER	9. DATE OF BIRTH (MM/DD/YYYY)
10. HOME ADDRESS (Number, Street, City, Zip)		10A. PHONE NUMBER	
11. SEX M F	12. Assigned Job Title - (NO Initials, abbreviations or numbers)		
17. DATE OF INJURY OR ONSET OF ILLNESS (MM/DD/YYYY)	18. TIME INJURY/ILLNESS OCCURRED A.M. P.M.	19. TIME EMPLOYEE BEGAN WORK A.M. P.M.	21. UNABLE TO WORK FOR AT LEAST ONE FULL DAY AFTER DATE OF INJURY? YES NO
22. DATE LAST WORKED (MM/DD/YYYY)	23. DATE RETURNED TO WORK (MM/DD/YYYY)	27. DATE OF SUPERVISORS KNOWLEDGE OF INJURY (MM/DD/YYYY)	24. IF STILL OFF WORK, MARK SPACE WITH CHECK MARK
29. SPECIFIC INJURY/ILLNESS AND PART OF BODY AFFECTED, MEDICAL DIAGNOSES IF AVAILABLE, e.g. second degree burns on right arm, tendonitis of left elbow, lead poisoning			
30. LOCATION WHERE EVENT OR EXPOSURE OCCURRED (No., Street, City)			30B. ON EMPLOYER'S PREMISES? YES NO
31. DEPARTMENT WHERE EVENT OR EXPOSURE OCCURRED, e.g. shipping dept., playground, lunchroom, classroom, restrooms, etc.		32. OTHER WORKERS INJURED/ILL IN THIS EVENT? YES NO _____ PERSON	
33. EQUIPMENT, MATERIALS AND/OR CHEMICAL THE EMPLOYEE WAS USING WHEN EVENT OR EXPOSURE OCCURRED, e.g. Kitchen utensils, welding torch, scaffold			
34. SPECIFIC ACTIVITY EMPLOYEE WAS PERFORMING WHEN EVENT OR EXPOSURE OCCURRED e.g., mopping floors, loading food onto truck			
35. HOW INJURY/ILLNESS OCCURRED. DESCRIBE SEQUENCE OF EVENTS, SPECIFY OBJECT OR EXPOSURE WHICH DIRECTLY PRODUCED THE INJURY/ILLNESS e.g. custodian went to inspect overflowing sinks and toilets in the restrooms. He/she slipped on wet floors. As he/she fell, he hit his head on the floor and cut head. (USE SEPARATE SHEET IF NECESSARY).			
DID EMPLOYEE GO TO DOCTOR? YES NO	36. IF YES, NAME AND ADDRESS OF PHYSICIAN/HOSPITAL		36A. PHONE #
SUPERVISOR'S COMMENTS/REQUEST FOR INQUIRY			
1. WERE THERE ANY WITNESSES TO INCIDENT? (Names)		1A. PHONE #	2. DATE DWC-1 GIVEN TO EMPLOYEE (MM/DD/YYYY)
3. WAS FIRST AID ADEQUATE TREATMENT? YES NO	4. DID AN UNSAFE CONDITION CONTRIBUTE TO THE INCIDENT? YES NO	4A. DID AN UNSAFE ACTION CONTRIBUTE TO THE INCIDENT? YES NO	5. IF YES TO 4 OR 4A, PLEASE EXPLAIN:
6. WHAT CORRECTIVE ACTION HAS BEEN TAKEN TO AVOID SIMILAR INCIDENTS?		7. DOES EMPLOYEE HAVE ANY PRE-EXISTING INJURIES OR CONDITIONS? If yes, Explain:	
8. DOES EMPLOYEE HAVE ANY OTHER EMPLOYMENT? (Name & Address of other employer)			
9. COMMENTS			
SIGNATURES REQUIRED			
1. EMPLOYEE SIGNATURE/DATE		2. SUPERVISOR'S SIGNATURE/DATE	
COMPLETE SAME DAY OF INCIDENT		3. PRINT SUPERVISOR'S NAME	

Site Location: Complete Supervisor's Report of Injury, Fax, Followed-Up with Hard Copy to District Office
District Office: Complete 5020 Report Online -FAX THIS FORM TO BUCKMAN-MITCHELL, INC. (KELLY) (559) 741-4437
MAIL TO KEENAN & ASSOCIATES, P.O. BOX 1538, RANCHO CORDOVA, CA 95741



TRANSPORTATION REQUEST

Administration Office—12623 Ave 416, Orosi, CA 93647
 Phone: (559) 528-4763 Fax: (559) 528-3132
www.cojusd.org

SITE SECTION

DAY OF THE TRIP	S	M	T	W	TH	F	S	NUMBER OF STUDENTS ON TRIP _____	
TRIP DATE _____								REQUESTED BY _____	
TYPE OF VEHICLE REQUESTED:	BUS	<input type="checkbox"/> VAN	<input type="checkbox"/> CAR	<input type="checkbox"/>	ACTIVITY _____				
DEPARTURE TIME: _____	AM/PM			RETURN TIME: _____ AM/PM					
DEPART FROM: _____	SITE/PROGRAM TO BE _____								
DESTINATION: _____	CHARGED: _____								
ACCT CODE: _____									
FUND	RESOURCE	PY	GOAL	FUNCTION	OBJECT	SITE	LOCAL	LCAP	MANAGER
A MEAL STOP REQUESTED AT: _____									
SPECIAL INSTRUCTIONS: _____									
TRIP APPROVAL BY SITE/PROGRAM ADMINISTRATOR (signature): _____ DATE: _____									
ABSOLUTELY NO EATING/DRINKING ON THE BUS. CLEATS MAY NOT BE WORN ON THE BUS. BE AT THE SCHOOL 15 MINUTES PRIOR TO DEPARTURE.									

TRANSPORTATION DEPARTMENT SECTION

DRIVER ASSIGNED: _____	BUS ASSIGNED: _____					
DRIVER START TIME: _____	DRIVER STOP TIME: _____ TOTAL TIME: _____					
PASSENGERS HAVE RECEIVED EVACUATION INSTRUCTIONS: (drivers initials) _____						
DEPARTURE LOCATION	TIME	MILEAGE	ARRIVAL LOCATION	TIME	MILEAGE	PASSENGERS
STARTING MILES: _____ ENDING MILES: _____ TOTAL MILES: _____						
TRIP DIRECTIONS: _____						
TRIP COMMENTS: _____						
DRIVER SIGNATURE: _____ DATE: _____						
DATE TRIP REQUEST RECEIVED: _____ CHARGES: _____						
					<input type="checkbox"/> \$0.75 CAR <input type="checkbox"/> \$1.00 VAN MILES	TOTAL COST: _____

DISTRIBUTION: WHITE-TRANSPORTATION YELLOW-BUSINESS OFFICE PINK-SCHOOL SITE OR PROGRAM

YOUR RIGHTS AND OBLIGATIONS AS A PREGNANT EMPLOYEE



Civil Rights Department
STATE OF CALIFORNIA

IF YOU ARE PREGNANT, HAVE A PREGNANCY-RELATED MEDICAL CONDITION, OR ARE RECOVERING FROM CHILDBIRTH, PLEASE READ THIS NOTICE.

YOUR EMPLOYER* HAS AN OBLIGATION TO

- Reasonably accommodate your medical needs related to pregnancy, childbirth, or related conditions (such as temporarily modifying your work duties, providing you with a stool or chair, or allowing more frequent breaks);
- Transfer you to a less strenuous or hazardous position (if one is available) or duties if medically needed because of your pregnancy;
- Provide you with pregnancy disability leave (PDL) of up to four months (the working days you normally would work in one-third of a year or 17 1/3 weeks) and return you to your same job when you are no longer disabled by your pregnancy or, in certain instances, to a comparable job. Taking PDL, however, does not protect you from non-leave related employment actions, such as a layoff;
- Provide a reasonable amount of break time and use of a room or other location in close proximity to the employee's work area to express breast milk in private as set forth in the Labor Code; and
- Never discriminate, harass, or retaliate on the basis of pregnancy.

FOR PREGNANCY DISABILITY LEAVE

- PDL is not for an automatic period of time, but for the period of time that you are disabled by pregnancy, childbirth, or related medical condition. Your health care provider determines how much time you will need.
- Once your employer has been informed that you need to take PDL, your employer must guarantee in writing that you can return to work in your same or a comparable position if you request a written guarantee. Your employer may require you to submit written medical certification from your health care provider substantiating the need for your leave.
- PDL may include, but is not limited to, additional or more frequent breaks, time for prenatal or postnatal medical appointments, and doctor-ordered bed rest, and covers conditions such as severe morning sickness, gestational diabetes, pregnancy-induced hypertension, preeclampsia, recovery from childbirth or loss or end of pregnancy, and/or post-partum depression.
- PDL does not need to be taken all at once but can be taken on an as-needed basis as required by your health care provider, including intermittent leave or a reduced work schedule.
- Your leave will be paid or unpaid depending on your employer's policy for other medical leaves. You may also be eligible for state disability insurance or Paid Family Leave (PFL), administered by the California Employment Development Department.
- At your discretion, you can use any vacation or other paid time off during your PDL.
- Your employer may require or you may choose to use any available sick leave during your PDL.
- Your employer is required to continue your group health coverage during your PDL at the same level and under the same conditions that coverage would have been provided if you had continued in employment continuously for the duration of your leave.
- Taking PDL may impact certain of your benefits and your seniority date; please contact your employer for details.

NOTICE OBLIGATIONS AS AN EMPLOYEE

- Give your employer reasonable notice. To receive reasonable accommodation, obtain a transfer, or take PDL, you must give your employer sufficient notice for your employer to make appropriate plans. Sufficient notice means 30 days advance notice if the need for the reasonable accommodation, transfer, or PDL is foreseeable, or as soon as practicable if the need is an emergency or unforeseeable.
- Provide a written medical certification from your health care provider. Except in a medical emergency where there is no time to obtain it, your employer may require you to supply a written medical certification from your health care provider of the medical need for your reasonable accommodation, transfer or PDL. If the need is an emergency or unforeseeable, you must provide this certification within the time frame your employer requests, unless it is not practicable for you to do so under the circumstances despite your diligent, good faith efforts. Your employer must provide at least 15 calendar days for you to submit the certification. See if your employer has a copy of a medical certification form to give to your health care provider to complete.
- Please note that if you fail to give your employer reasonable advance notice or, if your employer requires it, written medical certification of your medical need, your employer may be justified in delaying your reasonable accommodation, transfer, or PDL.

ADDITIONAL LEAVE UNDER THE CALIFORNIA FAMILY RIGHTS ACT (CFRA)

Under the California Family Rights Act (CFRA), if you have more than 12 months of service with an employer, and have worked at least 1,250 hours in the 12-month period before the date you want to begin your leave, you may have a right to a family care or medical leave (CFRA leave). This leave may be up to 12 workweeks in a 12-month period for the birth, adoption, or foster care placement of your child**, or for your own serious health condition or that of your child, parent***, spouse, domestic partner, grandparent, grandchild, sibling, or someone else related by blood or in family-like relationship with the employee ("designated person"). Employers may pay their employees while taking CFRA leave, but employers are not required to do so, unless the employee is taking accrued paid time-off while on CFRA leave. Employees taking CFRA leave may be eligible for benefits administered by Employment Development Department.

TO FILE A COMPLAINT

Civil Rights Department
calcivilrights.ca.gov/complaintprocess
Toll Free: 800.884.1684 / TTY: 800.700.2320
California Relay Service (711)

Have a disability that requires a reasonable accommodation? CRD can assist you with your complaint.

For translations of this guidance, visit:
www.calcivilrights.ca.gov/posters/required

*PDL, CFRA leave, and anti-discrimination protections apply to employers of 5 or more employees; anti-harassment protections apply to employers of 1 or more.

** "Child" means a biological, adopted, or foster child, a stepchild, a legal ward, or a child of an employee or the employee's domestic partner, or a person to whom the employee stands in loco parentis.

*** "Parent" includes a biological, foster, or adoptive parent, a parent-in-law, a stepparent, a legal guardian, or other person who stood in loco parentis to the employee when the employee was a child.

FAMILY CARE & MEDICAL LEAVE & PREGNANCY DISABILITY LEAVE



Civil Rights
Department
STATE OF CALIFORNIA



Under California law, an employee may have the right to take job-protected leave to care for their own serious health condition or a family member with a serious health condition, or to bond with a new child (via birth, adoption, or foster care). California law also requires employers to provide job-protected leave and accommodations to employees who are disabled by pregnancy, childbirth, or a related medical condition.

Under the California Family Rights Act of 1993 (CFRA), many employees have the right to take job-protected leave, which is leave that will allow them to return to their job or a similar job after their leave ends. This leave may be up to 12 work weeks in a 12-month period for:

- the employee's own serious health condition;
- the serious health condition of a child, spouse, domestic partner, parent, parent-in-law, grandparent, grandchild, sibling, or someone else with a blood or family-like relationship with the employee ("designated person"); or
- the birth, adoption, or foster care placement of a child.

If an employee takes leave for their own or a family member's serious health condition, leave may be taken on an intermittent or reduced work schedule when medically necessary, among other circumstances.

Eligibility. To be eligible for CFRA leave, an employee must have more than 12 months of service with their employer, have worked at least 1,250 hours in the 12-month period before the date they want to begin their leave, and their employer must have five or more employees.

Pay and Benefits During Leave. While the law provides only unpaid leave, some employers pay their employees during CFRA leave. In addition, employees may choose (or employers may require) use of accrued paid leave while taking CFRA leave under certain circumstances. Employees on CFRA leave may also be eligible for benefits administered by the Employment Development Department.

Taking CFRA leave may impact certain employee benefits and seniority date. If employees want more information regarding eligibility for a leave and/or the impact of the leave on seniority and benefits, they should contact their employer.

Pregnancy Disability Leave. Even if an employee is not eligible for CFRA leave, if disabled by pregnancy, childbirth or a related medical condition, the employee is entitled to take a pregnancy disability leave of up to four months, depending on their period(s) of actual disability. If the employee is CFRA-eligible, they have certain rights to take both a pregnancy disability leave and a CFRA leave for reason of the birth of their child.

Reinstatement. Both CFRA leave and pregnancy disability leave contain a guarantee of reinstatement to the same position or, in certain instances, a comparable position at the end of the leave, subject to any defense allowed under the law.

Notice. For foreseeable events (such as the expected birth of a child or a planned medical treatment for the employee or of a family member), the employee must provide, if possible, at least 30 days' advance notice to their employer that they will be taking leave. For events that are unforeseeable, employees should notify their employers, at least verbally, as soon as they learn of the need for the leave. Failure to comply with these notice rules is grounds for, and may result in, deferral of the requested leave until the employee complies with this notice policy.

Certification. Employers may require certification from an employee's health care provider before allowing leave for pregnancy disability or for the employee's own serious health condition. Employers may also require certification from the health care provider of the employee's family member, including a designated person, who has a serious health condition, before granting leave to take care of that family member.

Want to learn more?

Visit: calcivilrights.ca.gov/family-medical-pregnancy-leave/

If you have been subjected to discrimination, harassment, or retaliation at work, or have been improperly denied protected leave, file a complaint with the Civil Rights Department (CRD).

TO FILE A COMPLAINT

Civil Rights Department

calcivilrights.ca.gov/complaintprocess
Toll Free: 800.884.1684 / TTY: 800.700.2320
California Relay Service (711)

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CALIFORNIA LAW PROHIBITS WORKPLACE DISCRIMINATION & HARASSMENT



Civil Rights
Department
STATE OF CALIFORNIA

THE CALIFORNIA FAIR EMPLOYMENT AND HOUSING ACT AND ITS IMPLEMENTING REGULATIONS PROTECT CIVIL RIGHTS AT WORK.

HARASSMENT

1. The law prohibits harassment of employees, applicants, unpaid interns, volunteers, and independent contractors by any person. This includes a prohibition against harassment based on any characteristic listed above, such as sexual harassment, gender harassment, and harassment based on pregnancy, childbirth, breastfeeding, and/or related medical conditions.
2. All employers are required to take reasonable steps to prevent all forms of harassment, as well as provide information to each of their employees on the nature, illegality, and legal remedies that apply to sexual harassment.
3. Employers with five or more employees and public employers must train their employees regarding the prevention of sexual harassment, including harassment based on gender identity, gender expression, and sexual orientation.

DISCRIMINATION/REASONABLE ACCOMMODATIONS

1. California law prohibits employers with five or more employees and public employers from discriminating based on any protected characteristic listed above when making decisions about hiring, promotion, pay, benefits, terms of employment, layoffs, and other aspects of employment.
2. Employers cannot limit or prohibit the use of any language in any workplace unless justified by business necessity. The employer must notify employees of the language restriction and consequences for violation.
3. Employers cannot discriminate against an applicant or employee because they possess a California driver's license or ID issued to an undocumented person.
4. Employers must reasonably accommodate the religious beliefs and practices of an employee, unpaid intern, or job applicant, including the wearing or carrying of religious clothing, jewelry or artifacts, and hairstyles, facial hair, or body hair, which are part of an individual's observance of their religious beliefs.
5. Employers must reasonably accommodate an employee or job applicant with a disability to enable them to perform the essential functions of a job.

ADDITIONAL PROTECTIONS

California law offers additional protections to those who work for employers with five or more employees. Some exceptions may apply. These additional protections include:

1. Specific protections and hiring procedures for people with criminal histories who are looking for employment
2. Protections against discrimination based on an employee or job applicant's use of cannabis off the job and away from the workplace

3. Up to 12 weeks of job-protected leave to eligible employees to care for themselves, a family member (child of any age, spouse, domestic partner, parent, parent-in-law, grandparent, grandchild, sibling) or a designated person (with blood or family-like relationship to employee); to bond with a new child; or for certain military exigencies
4. Up to five days of job-protected bereavement leave within three months of the death of a family member (child, spouse, parent, sibling, grandparent, grandchild, domestic partner, or parent-in-law)
5. Up to four months of job-protected leave to employees disabled because of pregnancy, childbirth, or a related medical condition, as well as the right to reasonable accommodations, on the advice of their health care provider, related to their pregnancy, childbirth, or a related medical condition
6. Up to five days of job-protected leave following a reproductive loss event (failed adoption, failed surrogacy, miscarriage, stillbirth, or unsuccessful assisted reproduction)
7. Protections against retaliation when a person opposes, reports, or assists another person to oppose unlawful discrimination, including filing an internal complaint or a complaint with CRD

REMEDIES/FILING A COMPLAINT

1. The law provides remedies for individuals who experience prohibited discrimination, harassment, or retaliation in the workplace. These remedies can include hiring, front pay, back pay, promotion, reinstatement, cease-and-desist orders, expert witness fees, reasonable attorney's fees and costs, punitive damages, and emotional distress damages.
2. If you believe you have experienced discrimination, harassment, or retaliation, you may file a complaint with CRD. Independent contractors and volunteers: If you believe you have been harassed, you may file a complaint with CRD.
3. Complaints must be filed within three years of the last act of discrimination/harassment/retaliation. For those who are under the age of 18, complaints must be filed within three years after the last act of discrimination/harassment/retaliation or one year after their eighteenth birthday, whichever is later.

If you have been subjected to discrimination, harassment, or retaliation at work, file a complaint with the Civil Rights Department (CRD).

TO FILE A COMPLAINT

Civil Rights Department
calcivilrights.ca.gov/complaintprocess
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California Relay Service (711)

Have a disability that requires a reasonable accommodation? CRD can assist you with your complaint.

The Fair Employment and Housing Act is codified at Government Code sections 12900-12999. The regulations implementing the Act are at Code of Regulations, title 2, division 4.1

Government Code section 12950 and California Code of Regulations, title 2, section 11023, require all employers to post this document. It must be conspicuously posted in hiring offices, on employee bulletin boards, in employment agency waiting rooms, union halls, and other places employees gather. Any employer whose workforce at any facility or establishment consists of more than 10% of non-English speaking persons must also post this notice in the appropriate language or languages.

THE RIGHTS OF EMPLOYEES WHO ARE TRANSGENDER OR GENDER NONCONFORMING



Civil Rights
Department
STATE OF CALIFORNIA

CALIFORNIA LAW PROTECTS TRANSGENDER AND GENDER NONCONFORMING PEOPLE FROM DISCRIMINATION, HARASSMENT, AND RETALIATION AT WORK. THESE PROTECTIONS ARE ENFORCED BY THE CIVIL RIGHTS DEPARTMENT (CRD).

THINGS YOU NEED TO KNOW

1. Does California law protect transgender and gender nonconforming employees from employment discrimination?

Yes. All employees, job applicants, unpaid interns, volunteers, and contractors are protected from discrimination at work when based on a protected characteristic, such as their gender identity, gender expression, sexual orientation, race, or national origin. This means that private employers with five or more employees may not, for example, refuse to hire or promote someone because they identify as – or are perceived to identify as – transgender or non-binary, or because they express their gender in non-stereotypical ways.

Employment discrimination can occur at any time during the hiring or employment process. In addition to refusing to hire or promote someone, unlawful discrimination includes discharging an employee, subjecting them to worse working conditions, or unfairly modifying the terms of their employment because of their gender identity or gender expression.

2. Does California law protect transgender and gender nonconforming employees from harassment at work?

Yes. All employers are prohibited from harassing any employee, intern, volunteer, or contractor because of their gender identity or gender expression. For example, an employer can be liable if co-workers create a hostile work environment – whether in person or virtual – for an employee who is undergoing a gender transition. Similarly, an employer can be liable when customers or other third parties harass an employee because of their gender identity or expression, such as intentionally referring to a gender-nonconforming employee by the wrong pronouns or name.

3. Does California law protect employees who complain about discrimination or harassment in the workplace?

Yes. Employers are prohibited from retaliating against any employee who asserts their right under the law to be free from discrimination or harassment. For example, an employer commits unlawful retaliation when it responds to an employee making a discrimination complaint – to their supervisor, human resources staff, or CRD – by cutting their shifts.

4. If bathrooms, showers, and locker rooms are sex-segregated, can employees choose the one that is most appropriate for them?

Yes. All employees have a right to safe and appropriate restroom and locker room facilities. This includes the right to use a restroom or locker room that corresponds to the employee's gender identity, regardless of the employee's sex assigned at birth. In addition, where possible, an employer should provide an easily accessible, gender-neutral (or "all-gender"), single user facility for use by any employee. The use of single stall restrooms

and other facilities should always be a matter of choice. Employees should never be forced to use one, as a matter of policy or due to harassment.

5. Does an employee have the right to be addressed by the name and pronouns that correspond to their gender identity or gender expression, even if different from their legal name and gender?

Yes. Employees have the right to use and be addressed by the name and pronouns that correspond with their gender identity or gender expression. These are sometimes known as "chosen" or "preferred" names and pronouns. For example, an employee does not need to have legally changed their name or birth certificate, nor have undergone any type of gender transition (such as surgery), to use a name and/or pronouns that correspond with their gender identity or gender expression. An employer may be legally obligated to use an employee's legal name in specific employment records, but when no legal obligation compels the use of a legal name, employers and co-workers must respect an employee's chosen name and pronouns. For example, some businesses utilize software for payroll and other administrative purposes, such as creating work schedules or generating virtual profiles. While it may be appropriate for the business to use a transgender employee's legal name for payroll purposes when legally required, refusing or failing to use that person's chosen name and pronouns, if different from their legal name, on a shift schedule, nametag, instant messaging account, or work ID card could be harassing or discriminatory. CRD recommends that employers take care to ensure that each employee's chosen name and pronouns are respected to the greatest extent allowed by law.

6. Does an employee have the right to dress in a way that corresponds with their gender identity and gender expression?

Yes. An employer who imposes a dress code must enforce it in a non-discriminatory manner. This means that each employee must be allowed to dress in accordance with their gender identity and expression. While an employer may establish a dress code or grooming policy in accord with business necessity, all employees must be held to the same standard, regardless of their gender identity or expression.

7. Can an employer ask an applicant about their sex assigned at birth or gender identity in an interview?

No. Employers may ask non-discriminatory questions, such as inquiring about an applicant's employment history or asking for professional references. But an interviewer should not ask questions designed to detect a person's gender identity or gender transition history such as asking about why the person changed their name. Employers should also not ask questions about a person's body or whether they plan to have surgery.

Want to learn more?

Visit: <https://bit.ly/3hTG1E0>

TO FILE A COMPLAINT

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CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT CALENDAR SCHOOL YEAR 2024-2025

“Educating Minds, Inspiring Futures”

July 2024						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4H	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024 (14)						
Su	Mo	Tu	We	Th	Fr	Sa
				1NT	2NT	3
4	5NT	6NT	7NT	8T+	9T⊙	10
11	12T⊙	13	14S	15	16	17
18	19	20	21S	22	23	24
25	26^	27#	28S	29	30	31

Superintendent's Welcome Back Breakfast: 8
Student First Day of School: 13

September 2024 (20)						
Su	Mo	Tu	We	Th	Fr	Sa
1	2H	3	4S	5	6	7
8	9	10	11S	12+	13	14
15	16^	17#	18S	19	20	21
22	23	24	25S	26	27	28
29	30					

October 2024 (23)						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2S	3	4	5
6	7	8	9S	10+	11Q	12
13	14	15	16S	17	18	19
20	21^	22#	23S	24	25	26
27	28	29	30S	31 TH		

EMMS Report Card Night: 15 OHS Report Card Night: 16
Alt. Ed. Report Card Night: 17

November 2024 (14)						
Su	Mo	Tu	We	Th	Fr	Sa
					1PD	2
3	4	5	6S	7	8	9
10	11H	12P	13S	14P+	15P	16
17	18P^	19P	20S	21	22^	23
24	25	26	27	28H	29H	30

PD for TK-12 with additional hour of extended PL: 1
Elementary Parent/Teacher Conferences: 12, 14-19
Minimum Day Grades TK-12: 22

December 2024 (15)						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4S	5	6	7
8	9	10#	11S	12+	13	14
15	16	17	18S	19	20Q^	21
22	23	24H	25H	26	27	28
29	30	31H				

OHS Finals Minimum Days: 17, 19-20 OHS Finals: 18
Minimum Days Grades TK-12: 20

January 2025 (14)						
Su	Mo	Tu	We	Th	Fr	Sa
			1H	2	3	4
5	6	7	8	9⊙	10⊙	11
12	13	14	15S	16+	17	18
19	20H	21	22S	23	24	25
26	27^	28#	29S	30	31	

February 2025 (18)						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5S	6	7	8
9	10H	11	12S	13+	14	15
16	17H	18	19S	20	21	22
23	24^	25#	26S	27	28 TH	

March 2025 (21)						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5S	6	7	8
9	10P	11P	12S	13P+	14P⊙	15
16	17	18	19S	20	21	22
23	24^	25#	26S	27	28	29
30	31					

Elementary Parent/Teacher Conferences: 10-11, 13-14
EMMS Report Card Night: 18
OHS Report Card Night: 19
Alt. Ed. Report Card Night: 20

April 2025 (16)						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2S	3	4	5
6	7	8	9S	10+	11^	12
13	14	15	16	17	18H	19
20	21	22	23S	24+	25	26
27	28	29	30S			

Minimum Day Grades TK-12: 11

May 2025 (21)						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7S	8+	9	10
11	12	13	14S	15	16	17
18	19	20	21S	22	23	24
25	26H	27	28S	29	30	31

June 2025 (4)						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5 TH	6T	7
8	9	10	11	12+	13	14
15	16	17	18+	19H	20	21
22	23	24	25	26	27	28
29	30					

OHS Finals Minimum Days: 2-5 Minimum Days Grades TK-12: 5

Legend		District Holidays	Dates to Remember	Test Dates
 	Holiday/No School	July 4 - Independence Day	First Day of School: Aug. 13	OHS Fall Finals: Dec 17-20
 	Regular School Days	September 2 - Labor Day	TK-5 Parent/Teacher Conferences: Nov 12, 14-19	OHS Spring Finals: June 2-5
 	NT New Teacher Institute	November 11 - Veteran's Day	Mar. 10-11, 13-14	ELPAC: Feb 3 - March 31
 	PD Professional Development	November 28-29 - Thanksgiving	EMMS Report Card Nights: Oct. 15, March 18	CAASPP Window: March 1 - May 30
 	T Teacher Duty	December 24 - Christmas Eve	OHS Report Card Nights: Oct. 16, March 19	
 	S Late Start - TK-8 start at 9:30 OHS/Alt. Ed. start at 9:25	December 25 - Christmas Day	Lovell Report Card Nights: Oct. 17, March 20	
 	* Minimum Day	December 31 - New Year's Eve	CDS Report Card Nights: Oct. 17, March 20	
 	P TK-5 Parent/Teacher Conferences Minimum Day	January 1 - New Year's Day	EI Monte 8 th Grade Promotion Celebration: June 3	
 	+ Board Meetings (Jan-June Pending Board Approval)	January 20 - Martin Luther King Day	Alt. Ed. Graduation: June 4	
 	# Extended Day PL (TK-5)	February 10 - Lincoln's Birthday Observed	OHS Graduation: June 5	
 	^ Extended Day PL (6-12)	February 17 - President's Day		
 	⊙ Classified PD (Potential)	April 18 - Good Friday		
 	Summer Non-Work Days	May 25 - Memorial Day		
		June 19 - Juneteenth		
		NOTE: Minimum days will switch to a normal release time, if on foggy day schedule		
			TK-5 Trimesters Tri 1: Aug. 13 - Oct. 31 Tri 2: Nov. 4 - Feb. 28 Tri 3: March 3 - June 5	6-12 Semesters S1/Q1: Aug. 13 - Oct. 11 S1/Q2: Oct. 14 - Dec. 20 S2/Q3: Jan 13 - March 14 S2/Q4: March 17 - June 5
				STUDENT DAYS 180
				TEACHER DAYS 185
				Summer School begins: June 10
				Board Approved: 01/18/2024