



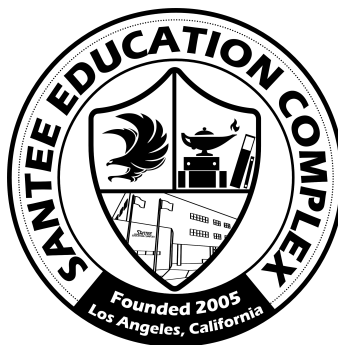
Introduction

Welcome to the Santee High School Faculty and Staff Handbook — your essential companion for navigating our school's policies, procedures, and day-to-day operations.

This handbook was designed with your success in mind. Whether you're new or returning staff, we recognize that even the most dedicated educators can feel overwhelmed by the volume of information required to thrive in a school setting. Our goal is to provide a centralized, easy-to-navigate resource that supports your work, saves time, and sets clear expectations for shared responsibilities.

Inside, you'll find practical guidance on school-based practices, operational procedures, and key expectations, along with direct links to relevant LAUSD bulletins, reference guides, and district policies. From classroom management protocols and attendance procedures to field trip forms and emergency drills — everything you need is right here, in one place.

This guide will be updated as needed, and we encourage you to refer to it regularly. By staying informed, aligned, and connected, we can ensure a safe, supportive, and high-functioning environment for our students and one another.



Santee prepares all students for college and career success in the 21st century by providing diverse and effective academic and extracurricular programs. We work collaboratively in teams to monitor student learning and improve instruction. Santee teachers use common assessments and school-wide literacy strategies to gather data and implement differentiated instruction. We care for and support all students' academic needs through our Enrichment and Intervention program. We provide multiple opportunities for family and community involvement.

Our Vision



Attendance - Staff

ATTENDANCE GUIDANCE AND EXPECTATIONS FOR ALL STAFF

Employees are to maintain regular attendance and avoid absenteeism. Staff attendance goal is 96-100% or 0-7 unprotected absences for C Basis https://www.lausd.org/Page/2205	- Employees at Santee HS must notify the school of an absence or when you are going to be late to work. Email nancy.ramosleon@lausd.net or call 213-763-1000 - When absent full day employees must request sub in subfinder in addition to notifying the school.
Employees who use illness and personal necessity leaves for unauthorized reasons are in violation of District policy and related laws. Failure to comply with this policy can result in appropriate disciplinary action, up to and including termination.	Absence certification form is due prior to or the day an employee returns from the absence. Failure to turn in your absence certification form will result in UNPAID time.
Employees to comply with legal restrictions, LAUSD policy and procedures, and the respective collective bargaining rules regarding reporting of absence and providing appropriate documentation https://www.lausd.org/Page/15764	Click here for more information regarding absences/leaves for certificated non-administrative staff
Employees are required to submit documentation after two absences. Absences without documentation will be unpaid until documentation is received. If you have chronic absences, documentation will be required for every absence. This does not include FMLA or other protected absences.	Click here for more information regarding attendance policy for Special Education Paraprofessionals.
Seek solutions to issues that may affect your ability to maintain regular attendance. Click here for the Reasonable Accommodations website.	Monitor your attendance in the Employee Self Service Portal. Click here to access the Portal. Click here to view the guide for accessing the Employee Self Service, if needed.
Understand the impact your absence has on the people at work and students at LAUSD. Click here to view the <i>Employee Attendance Management Video</i>.	Click here for more information Pupil free days, shortened days and minimum days expectations (updated 8/26/26)
The Absence Management Unit provides comprehensive advisement and support to District staff about protected leaves, including the Family Medical Leave Act (FMLA), California Family Rights Act (CFRA), Pregnancy Disability Leave (PDL), Paid Parental Leave (PPL), Bereavement, Reproductive Loss Leave, Protected Personal Necessity, Kin Care, and Military Disability Leave. In addition to providing advice relating to protected leaves, Absence Management manages the District's Staff Attendance and Donations for Catastrophic Illness (DCI) Programs.	

Per the District: Administrators are to explain and insist upon regular attendance, maintain accurate employee attendance records, monitor employee attendance, provide performance feedback to employees,

and enforce all employee attendance policies and standards through employee performance evaluations, informal or formal conferences, and/or discipline processes.

SIGN IN/OUT PROCEDURES FOR CERTIFICATED STAFF

All staff members shall, upon each arrival to and departure from their assigned work location, enter their initials on their District issued timecard. LAUSD Sign In and Sign Out Guidance	Teachers shall have the following on site obligations of five minutes before the instructional day and two minutes after the instruction day. At Santee High School, this means you should be signed-in by 8:25 a.m. and signed out no sooner than 3:27 p.m.
Do not sign-in and sign-out at the same time.	Sign-in books will be removed from the counter/table at 8:26 a.m. Certificated staff who arrive late MUST sign-in the Late Log at the Main Office.
Do not sign in and then drive your vehicle to park in one of our parking lots. Once you have signed in you are officially at work.	For every six (6) minutes of accumulated late time one tenth (.1) of an hour may be reported as unpaid.
Teachers who need to leave campus and will not be returning for the remainder of the day MUST notify the administrator for approval. The timecard will be made available for sign-out. The SAA/Office Manager will note the time of sign-out.	The Main Office is officially open from 7:30 a.m. to 4:30 p.m. Corrections to the time reported such as class coverage, illness, personal necessity, bereavement, unpaid, etc. will be recorded on the timecard by the SAA, an administrator, or back up time reporter.
Staff members are to review the hours recorded and sign the line at the end of the timecard indicating the time reported is correct. Any discrepancies should be reported to the SAA the workday following the issuance of the salary warrant.	Failure to sign a timecard to verify the accuracy of your salary warrant or to remit a "REQUEST FOR PAYROLL ADJUSTMENT" form will result in a delay of payment. It is imperative that staff members comply with this timeline in order to receive an adjustment salary warrant.

SIGN IN/OUT PROCEDURES FOR CLASSIFIED STAFF

All staff members shall, upon each arrival to and departure from their assigned work location, enter their initials on their District issued timecard.	Sign-in books will be removed from the counter/table at 8:26 a.m. Classified staff who are late or arrive and begin work after this time will request the sign in book from the SAA.
Do not sign-in and sign-out at the same time.	Record your start time and end time accurately on your timecard.
Do not sign in and then drive your vehicle to park in one of our parking lots. Once you have signed in you are officially at work.	The Main Office is officially open from 7:00 a.m. to 4:30 p.m. Corrections to the time reported such as class coverage, illness, personal necessity, bereavement, unpaid, etc. will be recorded on the timecard by the SAA, an administrator, or back up time reporter.

- Staff members are to review the hours recorded and sign the line at the end of the timecard indicating the time reported is correct. Any discrepancies should be reported to the SAA the workday following the issuance of the salary warrant.

- Failure to sign a timecard to verify the accuracy of your salary warrant or to remit a "REQUEST FOR PAYROLL ADJUSTMENT" form will result in a delay of payment. It is imperative that staff members comply with this timeline in order to receive an adjustment salary warrant. Unresolved issues should be discussed with an administrator.

ATTENDANCE: SPECIAL EDUCATION ASSISTANTS & TRAINEES

- Special Education Paraprofessionals shall obtain their work schedule, including hours of assignment, break & meal periods, from their supervisor or administrator.

- Special Education Paraprofessionals shall be responsible for following district and school site procedures regarding absence reporting.

- Special Education Paraprofessionals who support moderate to severe programs or students with significant health or behavioral needs may be required to adhere to special absence reporting requirements.

- Special Education Assistants and Trainees contact SmartFind Express at 1-866-477-3233 or <https://cslausd.eschoolsolutions.com> as directed by the school administrator or designee.

- Health Care Assistants report absences by logging on to <https://bit.ly/HCAAbsenceReporting> and completing absence and assignment information.

- All Special Education Paraprofessionals, including Health Care Assistants, must contact their school sites to report an absence by emailing Ms. Olivares (ago3389@lausd.net) and Mrs. Stemncok (ginger.stemncok@lausd.net) if they are going to be absent. A job number may be required.

- Unless an emergency situation dictates otherwise, messages may not be left by third parties (i.e., friends, relatives, etc.) or left with co-workers unless the immediate supervisor has designated that individual to receive absence notifications. During emergencies, employees must follow the notification procedures in accordance with the Unit B Collective Bargaining Agreement as soon as reasonably possible.

- Special Education Paraprofessionals are required to turn in absence certification forms prior to or on the day of their return.

- However, the administrator may require employees to provide additional documentation at any time.

- Advance notification should be provided in accordance with the contract for various absences, such as appointments, military leave, vacation request, jury duty, subpoenaed court appearance.

- All employees are required to submit a signed attending physician's statement or appropriate health form to their administrator after the fifth consecutive absence.

ATTENDANCE: OTHER CLASSIFIED POSITIONS

Classified Employee Handbook:

<https://drive.google.com/file/d/1VklFAT0psrvqnYoT5-LZigZm5gehMWuU/view?usp=sharing>

SUBSTITUTE REQUEST PROCEDURES

Teachers who will be absent must notify the Substitute Office no later than 7:00 a.m. and the Main Office no later than 8:00 a.m. on the day of absence. Classified staff must notify the Main Office by 7:30 a.m. on the day of absence.

If the absence is for one day, teachers will notify the Main Office that they will return the following day, and their substitute will be released. If the absence is for multiple days, teachers will notify the Main Office that their absence will continue, and an attempt will be made to hold over the substitute for continued coverage. If teachers do NOT notify the Main Office of their return the following day, their substitute will automatically be released.

The SmartFind Express has a 24-hour recording service. The phone number is (877) 528-7378. Your PIN number is your employee number. When you call be prepared to review personal information and give the following information:

Date(s) of absence

Beginning Time & End Time

For District Support: Call 213-241-6117 or email: subdesk@lausd.net

Follow the prompts and/or refer to your "employee Instruction sheet." Always wait for the JOB NUMBER before disconnecting or the absence may not be recorded. Santee's Main Office is open to receive notification of absence calls after 7:00 a.m. The school phone number is (323). Do Not Forget to provide the Main Office with the JOB NUMBER at the time of your call.

ABSENCE CERTIFICATION FORMS:

ILLNESS FORM

NON-ILLNESS FORM

CLASS PERIOD(S) COVERAGE FOR TEACHERS

Teachers who need to leave campus early must complete an Absence Certification form in order to be compensated. These forms are available in the Main Office and are linked above. Most importantly, an administrator must approve the class coverage or leave. See your designated administrator.

Class coverage is assigned on an equitable rotational basis. Each teacher is expected to cover classes as needed. Teachers should never leave campus during their conference periods. All teachers are expected to report to I.E.P. meetings when scheduled and arrive on time.

- Teachers may request a specific colleague to cover a class *but may not schedule/arrange for the coverage* as this may result in non-payment for the covering teacher. Furthermore the SAA and office staff need to be

aware of all coverage as they are scheduling for multiple classes and reasons.

STUDENT ATTENDANCE

1. Student attendance is important for success in school. Let children know it is important to be at school, on time, everyday. Please let us know if you have a student with excessive absences and tardiness. We will continue to make home visits this year.
2. Students who have good attendance will be rewarded at school assemblies.
3. Absences must be verified with a note or telephone call from a parent or guardian only.
4. If a parent/guardian has not sent a note explaining a reason for an absence and phone calls home have been unsuccessful, please send home the school's "attendance verification" for parent/guardian to fill out and return. These forms can be found in the main office. Readmit students (Absences less than 5 consecutive days.)
5. If you discover that emergency and home phone numbers are disconnected, please send home a new emergency card, which can be found in the main office.
6. All tardies are to be recorded in MISIS. Please mark the time the student arrived according to the clock. On the paper attendance rosters, please mark tardies as we have done in the past.
7. Please remember that the Connect-Ed phone system will also generate calls home for tardy and absent students.
8. Mark (.) for students that are present, (-) for students that are absent and (t) for students that are tardy.

TIME REPORTING/ PAYROLL

1. All Time Cards are located in the Main office.
2. If you foresee having to leave early, you will need to complete a leave early request signed by your department administrator. Once approved, you will notify the SAA to provide coverage if needed.
3. Illness/non-illness forms are located in the Main Office and must be completed and submitted upon your return to work. Failure to submit forms before payroll cut-off may result in unpaid time.
4. ALL X-time/Z-time (ex: tutoring, meetings, PD's, any Saturday events) must be approved by the Principal.
 - a. NO EXCEPTIONS
5. If your purple sheet does not include an administrator signature, it will not be accepted.
6. OFF-CYCLES are only for emergency purposes and must be approved by an administrator.
7. Purple sheets should be submitted within the time reporting month. November time should be submitted by the last day in November not in January.
8. Leave of Absences will be directed to SAA.
9. If you need clarification or guidance with filling out forms, please see our SAA, Ms. Soto.

Below are payroll forms for your reference:

 Meeting Template (1) -Please use it for ALL meetings.

Link to LAUSD Payroll website
(illness, non-illness forms are available)

<https://www.lausd.org/Page/1083>



Attendance - Classroom

Accurate and Timely Attendance Procedures

Let's work together to ensure student attendance is managed with accuracy and urgency.

Accurate and timely attendance reporting is a contractual obligation and a critical component of daily operations. Submitting attendance each period—within the first 10 minutes—ensures we can account for every student and avoid disruptions that affect the main office, counselors, and district compliance.

Why It Matters

- District Monitoring: LAUSD actively monitors attendance data. Inaccurate or missing submissions may trigger audits or compliance concerns.
- Student Safety: Accurate records ensure student accountability, especially during emergencies or investigations.
- Operational Efficiency: Timely reporting allows office staff to perform required verifications, absence follow-ups, and state reporting with minimal delays.

Expectations

- Submit attendance within the first 10 minutes of each period using MiSiS.
- Do not leave campus at the end of the day without submitting all attendance for all periods.
- If MiSiS is down, use a printed 5-column roster to record attendance. This is also required for emergency situations.
- Teachers are advised to run and maintain a printed 5-column roster weekly as a backup and for emergency preparedness.

Accountability and Support

- Failure to meet attendance submission expectations may result in individual follow-up. Our goal is to identify challenges and provide necessary support.
- Occasional technical difficulties are understandable, but habitual noncompliance will be addressed through informal or formal conferencing when deemed necessary.

Discrepancy Reports

- Attendance discrepancy reports will be placed in teacher mailboxes daily.
- Reports must be reviewed and returned to the Attendance Office or the PSA immediately.



Behavior

SANTEE PROGRESSIVE BEHAVIOR RESPONSE PLAN

TEACHER-LED AND COLLABORATIVE TEAM RESPONSE

Use for low level recurring behaviors. Respond to student behavior, document it, and progress to the next level if behavior(s) persist.

LEVEL 1 CORRECT AND CONNECT

WHEN: First occurrence of a low-level classroom behavior.

ACCOUNTABILITY: Reteach the expectation; contact the parent; assign a lunch reflection when appropriate; record the teacher action.

SUPPORT & INTERVENTION: Use proximity, redirection, or a seat change; maintain 3 praises to 1 correction; hold a brief student conference; use a reflection activity; create or revisit a classroom agreement.

LEVEL 3 REPEATED BEHAVIOR

WHEN: Behavior continues, appears across settings, or repeatedly disrupts learning.

ACCOUNTABILITY: Assign multiple lunch or after-school detentions; document in MiSIS; coordinated with Assigned Intervention Lead.

SUPPORT & INTERVENTION: Review attendance, grades, and prior incidents; consider a daily progress report; use a relevant restorative activity, letter of apology, reparations, or supervised community service when permitted.

LEVEL 2 INCREASED ACCOUNTABILITY

WHEN: Behavior repeats after Level 1 support.

ACCOUNTABILITY: Contact the parent; assign after-school detention; document the response in MiSIS.

SUPPORT & INTERVENTION: Review the classroom agreement; identify and practice a replacement behavior; set a short-term goal; use a consistent reward-and-consequence system; add tutoring or academic support when work avoidance is a factor.

LEVEL 4 FORMAL INTERVENTION

WHEN: Prior responses have not changed the behavior.

ACCOUNTABILITY: Hold a parent-student-school conference; establish a behavior or attendance contract; set a formal review date.

SUPPORT & INTERVENTION: Assign a trusted adult; begin Check-In/Check-Out; refer for counseling, restorative support, intervention groups, attendance support, or other school-based services.

LEVEL 5 TIER 2 INTENSIVE SUPPORT

WHEN: Behavior is chronic, pervasive, escalating, or significantly affects learning or campus operations.

ACCOUNTABILITY: Conduct an administrative review and parent conference; assign additional consequences consistent with district policy; complete all required documentation.

SUPPORT & INTERVENTION: Refer to SSPT/CARE; develop an Individual Behavior Response Plan; consider counseling, mentoring, attendance intervention, home visit, schedule or program review, agency support, or individualized Tier 3 services.

RESPONSIBILITY AT EACH LEVEL

TEACHER	INTERVENTION COORDINATOR MS. GUZMAN	DEAN MS. JOHNSON	ADMINISTRATOR GINGER STEMNOCK
Implement, document, contact the parent, and refer when behavior continues.	Coordinate the response and verify communication, action, and follow-up.	Review patterns, coordinate Tier 2 and restorative supports, and monitor progress.	Address serious or escalating behavior and actions requiring administrative authority.

We may move through the levels when a Level 1 quickly escalates to a level 4 or 5. Escalation occurs when safety is affected, behavior intensifies, behaviors occur across settings, response to behavior is completely ineffective, or learning is significantly impacted for others.



Bell Schedule



Santee Education Complex

2026-2027 BELL SCHEDULES / 2026-2027 HORARIOS ESCOLARES



All students must arrive by 8:25 a.m. and be in class by 8:30 a.m. The Student Store opens at 7:30 a.m. Breakfast is served in class at 8:30 a.m.

Todos los estudiantes deben llegar a las 8:25 a. m. y estar en clase a las 8:30 a. m. La Tienda Estudiantil abre a las 7:30 a. m. El desayuno se sirve en el aula a las 8:30 a. m.

Gates Open at 7:30 am / Apertura de puertas: 7:30 am

Regular Day / Dia Normal Monday, Wednesday, Thursday, Friday Lunes, Miercoles, Jueves, Viernes

Period	Mins	Start Time	End Time
Homeroom	31	8:30 am	9:01 am
Period 1	53	9:06 am	9:59 am
Period 2	53	10:04 am	10:57 am
Period 3	53	11:02 am	11:55 am
Lunch	36	11:55 am	12:31 pm
Period 4	53	12:36 pm	1:29 pm
Period 5	53	1:34 pm	2:27 pm
Period 6	53	2:32 pm	3:25 pm

Tuesday Schedule / Horario de los Martes

Shortened School Day After Parent Conference Nights /
jornada escolar reducida tras las conferencias con padres

Period	Mins	Start Time	End Time
Period 1	58	8:30 am	9:28 am
Period 2	47	9:33 am	10:20 am
Period 3	47	10:25 am	11:12 am
Period 4	47	11:17 am	12:04 pm
Lunch	36	12:04 pm	12:40 pm
Period 5	47	12:44 pm	1:32 pm
Period 6	47	1:37 pm	2:24 pm

Assembly Schedule / Horario de Asamblea Especial October 9th 2026 & January 13th - 15th, 2027

Period	Mins	Start Time	End Time
Period 1	48	8:30 am	9:18 am
Homeroom	61	9:23 am	10:24 am
Period 2	48	10:29 am	11:17 am
Period 3	48	11:22 am	12:10 pm
Lunch	48	12:10 pm	12:46 pm
Period 4	36	12:51 pm	1:39 pm
Period 5	48	1:44 pm	2:32 pm
Period 6	48	2:37 pm	3:25 pm

Minimum Day Schedule / Dia de Horario Reducido December 18th, 2026 & June 3rd & 4th, 2027

Period	Mins	Start Time	End Time
Period 1	39	8:30 am	9:09 am
Period 2	39	9:14 am	9:53 am
Period 3	39	9:58 am	10:37 am
Lunch	30	10:37 am	11:07 pm
Period 4	39	11:12 am	11:51 am
Period 5	39	11:56 am	12:35 pm
Period 6	39	12:40 pm	1:19 pm

Key Dates/ Fechas Importantes:

8/12/2026- First Day of School
8/13/2026- Picture Day
8/27/2026- Back to School Night, 5-7pm
9/4-9/7/2026- Labor Day, No School
9/10/2026- 5 Week Grades
9/21/2026- No School
9/24/2026- Make Up Picture Day

10/22/2026- Family Teacher Conference
11/5/2026- 15 Week Grades Due
11/11/2026- Veteran's Day, No School
11/23-11/27/2026- Thanksgiving Break
12/17/2026- Semester 1 Grades Due
12/21-1/8/27- Winter Break
1/11/2027- First Day of 2nd Semester

1/18/2026- MLK Day, No School
2/25/2027- Spring Family Teacher Conference
3/18/2027- 10 Week Grades Due
3/22-3/26/2027- Spring Break
4/15/2027- Open House
4/29/2027- 15 Week Grades Due
5/31/2027- Memorial Day, No School

6/3/2027- Semester 2 Grades Due

6/4/2027- Last Day of School



BIC - Breakfast in the Classroom

BREAKFAST IN THE CLASSROOM

B.I.C.

- 1) BIC is served Monday through Friday.
- 2) An extra 10 minutes is added to period 1 on Tuesdays.
- 3) Class begins promptly at 8:30 a.m.
- 4) There needs to be a process for pick up, distribution, disposal, and drop off.
- 5) All BIC trash needs to be disposed of in the hallway trash can by 8:45AM.
- 6) Food items left or not served to students must be returned to the cafeteria.
- 7) Cafeteria staff will determine if food items not served to students may be donated to an approved non-profit agency.
- 8) **BIC should be no longer than 10 minutes, and this time counts as instructional minutes. 8:30-8:40 AM**

VIDEO: [BIC VIDEO 2022](#)

Need Assistance or have questions?

Jimmy Palencia Gonzalez

Food Services Manager

j.palenciagonzal@lausd.net

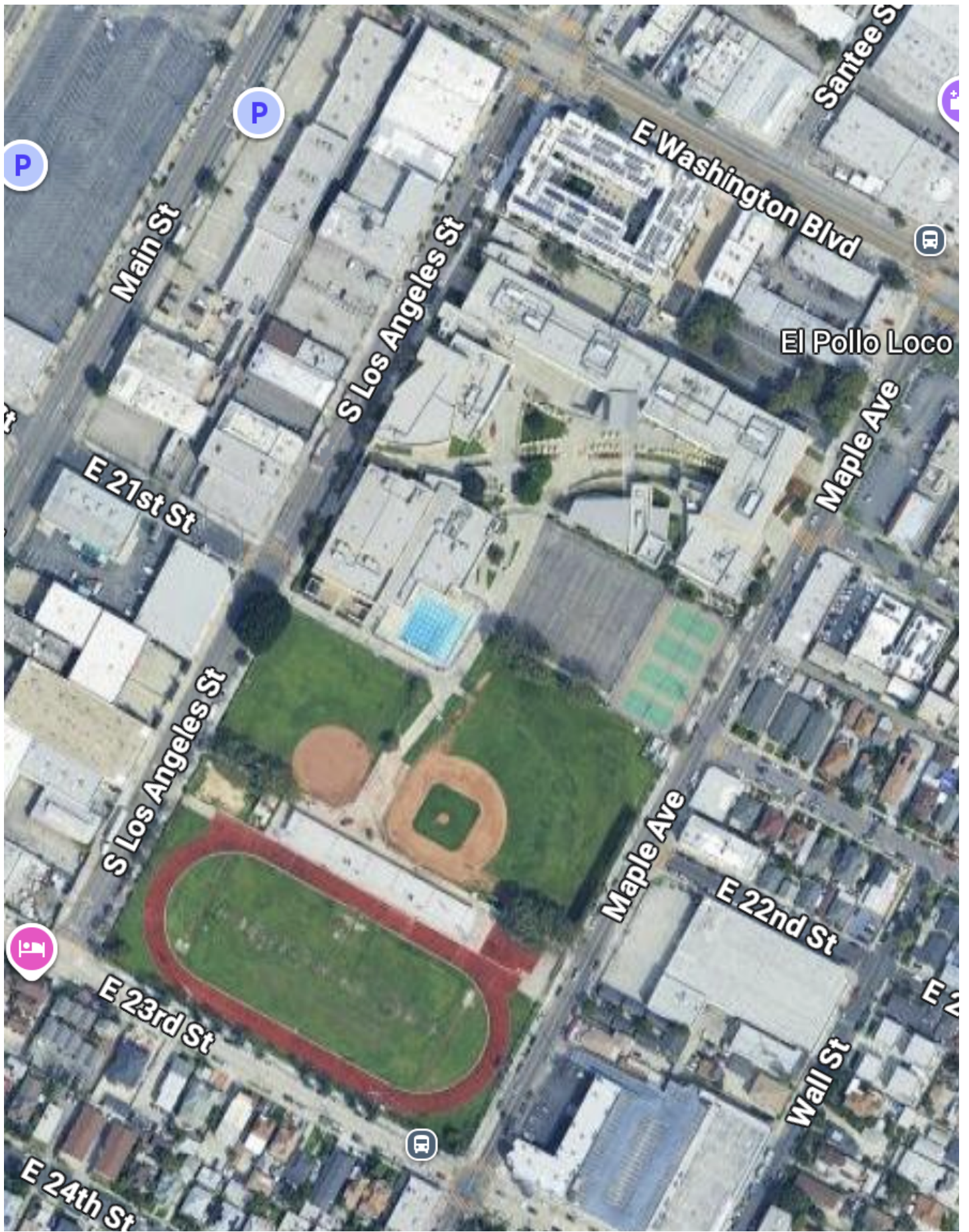
Kellie Pryor

Assistant Principal

krp1760@lausd.net



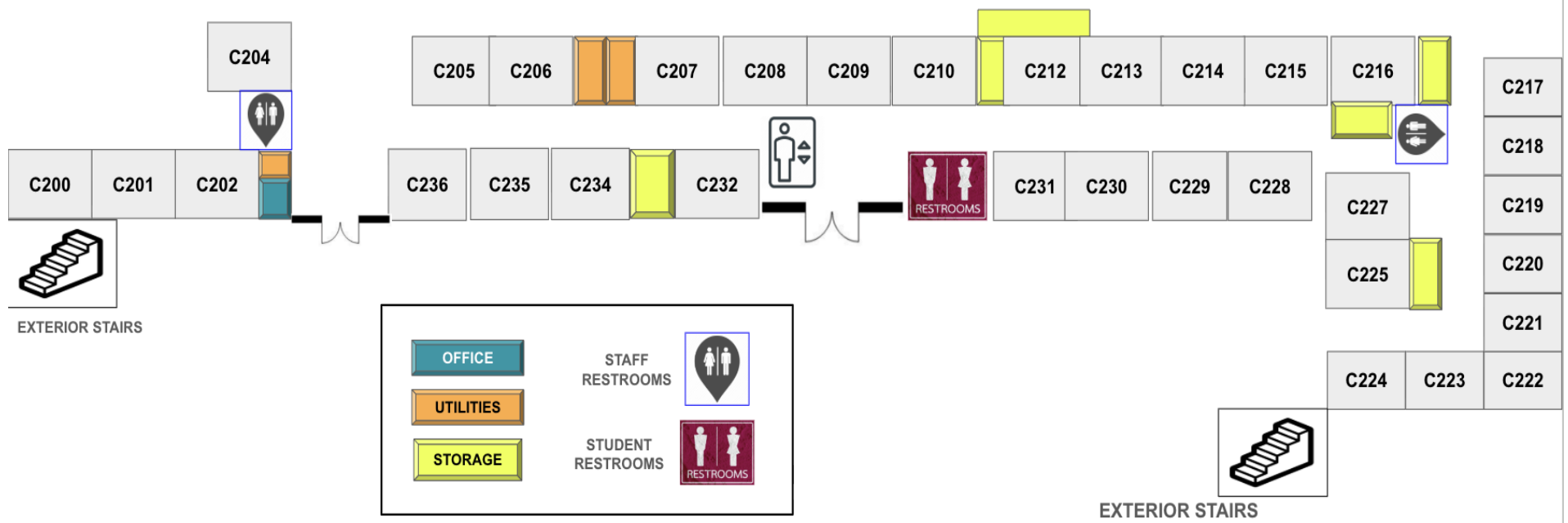
Campus Map



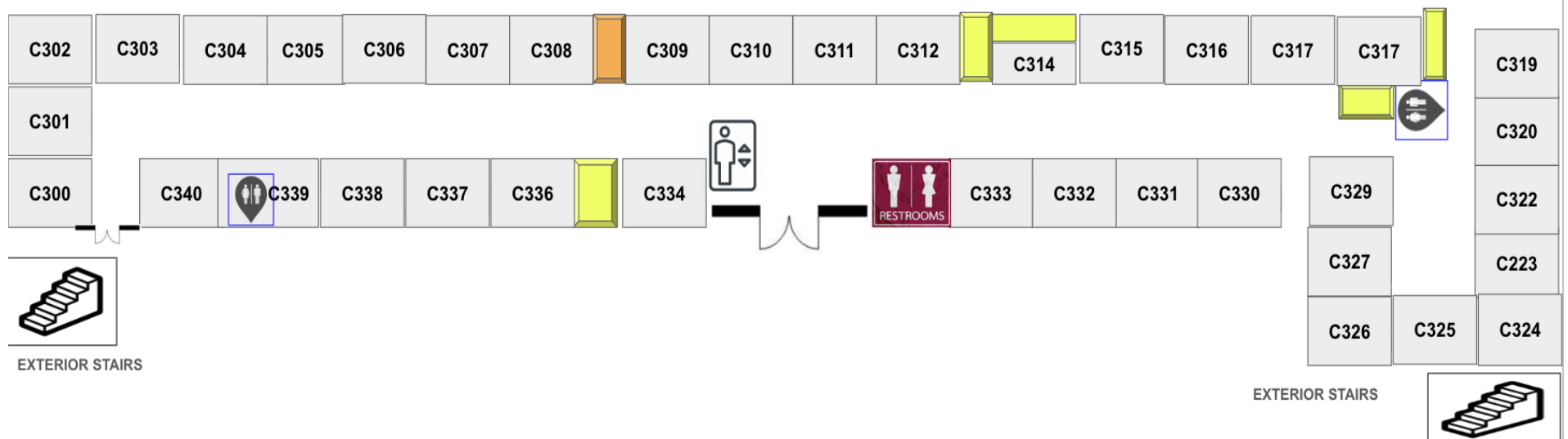
ALL MAPS LINKED [HERE](#)

 2nd/3rd Floors

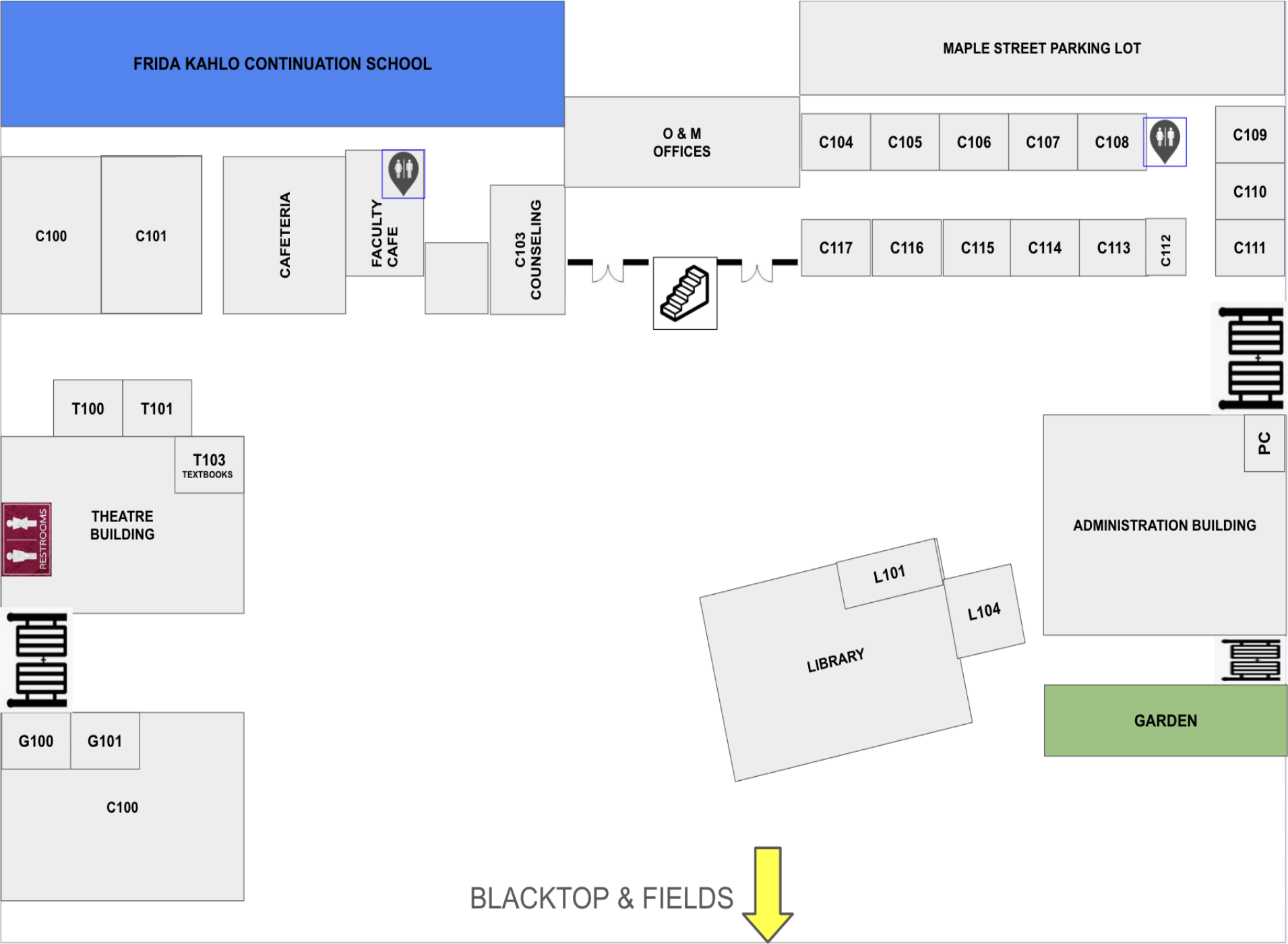
2ND FLOOR



3RD FLOOR

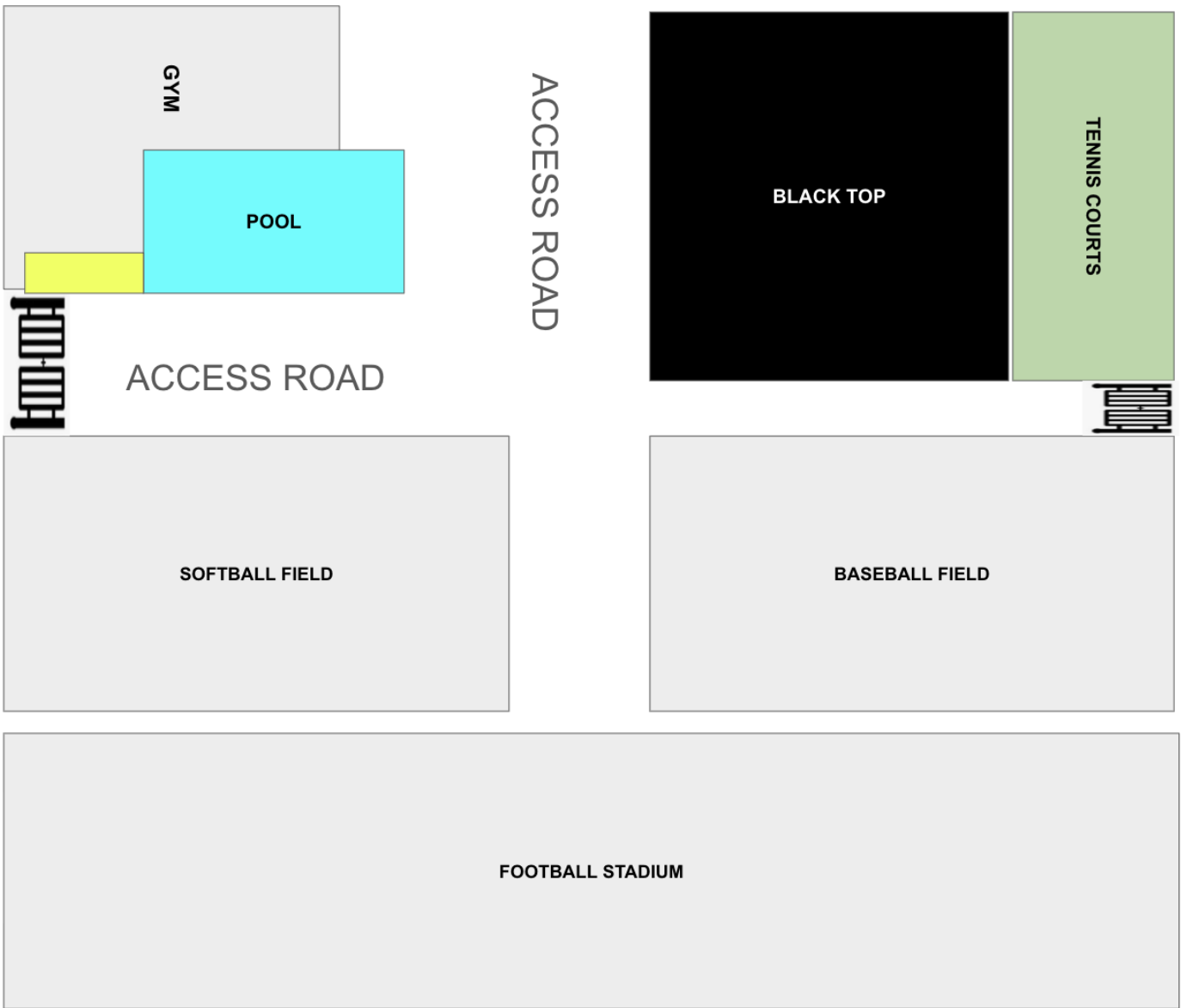


1st Floor & Campus



Fields & Blacktop

SOUTH LOS ANGELES STREET



EAST 23RD STREET

MAPLE AVENUE



Cell Phone Policy

CELL PHONE POLICY

STATE LAW

Assembly Bill 3216, the Phone-Free School Act, requires every school district, charter school and county office of education to adopt a policy limiting or prohibiting the use of smartphones.

DISTRICT POLICY

Supporting Student Mental Health & Smartphone Free School Day

 BUL - 162511.pdf

SANTEE EC HIGH SCHOOL PHONE FREE SCHOOL DAY POLICY

 Phone Free School Day Posting.pdf

- Students are permitted to possess smartphones or electronic signaling devices on campus provided that any such device remains "off" and stored in their backpacks or YONDR pouch.
- The use of smartphones is permitted before arriving on campus and after school dismissal as well as during extracurricular activities outside regular school hours.
- If a student uses a cell phone during the school day the student must lock the phone in the YONDR pouch.
- Campus aides and select staff have an unlocking magnet to support the use of YONDR.
- Refusal to use a YONDR pouch is an automatic referral and confiscation of a phone by Dean or school administration. Only a parent, guardian, or emergency contact can retrieve the phone after school during select times if the phone is confiscated on multiple occasions.
- Repeat offenses will require a school behavior contract.

INFORMING STUDENTS & FAMILIES

- August Orientation
- Welcome Back Assemblies
- Parent Grade Level Meetings
- Enrollment Meetings
- LAUSD Student Handbook
- Staff/family conferences
- Posters/banners

ENSURING COMPLIANCE

- Staff support & training via faculty meetings
- Incentives
- Teacher recognition
- Classroom recognition
- Classroom Agreements
- Behavior contracts
- Confiscation, detention, conference, when required

**"BELL TO BELL, NO CELL"
SO BE AWARE...
IF ITS VISIBLE ITS POUCHABLE!**



Classroom Environment

EXPECTATIONS FOR CLASSROOM ENVIRONMENT

REQUIRED	• Every classroom must be welcoming, clean, and academically engaging. Santee promotes small group seating configurations and requires the use of a S.O.A.R. board in every classroom that is updated daily.
REQUIRED LAUSD POSTINGS	• Title IX • Williams • Bullying & Harassment • Emergency and Evac Materials
COLLEGE KNOWLEDGE	• A-G poster • Information about your own college experience • College memorabilia/swag • Information about the College Center on Campus and related programs
COMMUNITY NEWS	• Club flyers • School or community events • Student recognition
SAFETY & CLEANLINESS	• Most classroom safety violations can be avoided by keeping classrooms clean, neat and well organized. • <i>Microwaves, refrigerators, most appliances, hanging lights, sofas, and rugs are NOT ALLOWED in classrooms.</i> • Do not try and store more materials than your room was designed to safely handle. • Remove all food from classrooms daily. • Do not obstruct aisles or overcrowd corners of the classroom. • Do not try to exceed the capacity of the room's electrical system with plug strips and extension cords. • Ensure all chairs are taken down from desktops. • Click here for LAUSD guidelines on safe classrooms and prohibited items.



Code of Conduct w/Students



CODE OF CONDUCT WITH STUDENTS

A top priority of the District is the safety of our students. All employees, as well as individuals who work with or have contact with students (e.g., volunteers, mentors, coaches, etc.) must be mindful of the distinction between being sensitive to and supportive of students and a possible or perceived breach of responsible, ethical behavior.

While the District encourages the cultivation of positive relationships with students, employees and individuals who work with or have contact with students are expected to use good judgment, maintain professional standards and ethical boundaries, and are cautioned to keep these guidelines in mind and avoid the following when possible, including but not limited to:



Engaging in behaviors either directly or in the presence of a student(s), that are unprofessional, unethical, illegal, immoral, or exploitative.



Meeting individually with a student of any gender behind closed doors or in spaces designated for students only (e.g., restrooms, locker rooms), except for specific school-related purposes (e.g., assessments, counseling, required services, supervision).



Remaining on campus with student(s) after the last administrator leaves the site; there are exceptions, such as afterschool programs, teachers rehearsing with students for a drama/music activity or coaching academic decathlon students, with administrative approval in advance.



Providing preferential treatment and/or giving student(s) gifts, rewards, or incentives that are not school-related and for which it is directly or implicitly suggested that a student(s) is (are) to say or do something in return.



Making gestures, statements, or comments, either directly or in the presence of a student(s), which are not age-appropriate, professional, or which may be considered sexual in nature, profane, obscene, abusive, intimidating, bullying, harassing, discriminatory, or demeaning.



Touching, having physical contact, or requesting the removal of clothing with a student(s) that is not age-appropriate or within the scope of the employee's/individual's professional responsibilities.



Engaging in any conduct that endangers students, inclusive of physical violence or threats of violence.



Using alcohol, or an illegal or unauthorized substance, or possessing or distributing any controlled substance, while in the workplace or at a school-sponsored activity.



Transporting student(s) in a personal vehicle without proper written administrator and parent authorization forms on file in advance for District approved reasons.



Meeting with, taking or accompanying student(s) off campus for activities other than a District-approved school journey, activity, or field trip.



Providing students with, or requesting from students, personal contact information and/or communicating/socializing with student(s), orally, in writing, by phone/email/electronically/webcam, via Internet, social media, or in person for purposes that are not specifically school-related.



Taking pictures or videos of or requesting them from students, except for specific school-related purposes with appropriate approvals.

Even though the intent of the employee/individual may be purely professional, those who engage in any of the above conduct are potentially subjecting themselves to perceptions of impropriety. Any individuals who witness potential boundary violations are advised to report such conduct. The District takes such matters seriously and may be obligated to investigate the allegations, as warranted and/or when law enforcement clearance has been given, and take appropriate administrative corrective/disciplinary action. The District prohibits retaliation against anyone who reports or participates in an investigation of inappropriate conduct.

Individuals who need further information should contact the site administrator or the Educational Equity Compliance Office at (213) 241-7682; EQUITYCOMPLIANCE@LAUSD.NET achieve.lausd.net/eeco

January 2023



Dress Code - Students

SANTEE DRESS CODE POLICY

All students are required to follow the LAUSD Student Dress Code [Bulletin 2549.1] guidelines every day. Students' clothing should be casual and comfortable for the purposes of health and warmth. It is always appropriate for students to present themselves well by dressing in an appropriate manner. Clothing that **distracts from the instructional process** and/or is unsafe, is prohibited. Examples include but are not limited to:

1. Shorts, jeans and skirts must be appropriately sized and free of excessive holes. Torn clothing is up to administrative review. No pajamas are permitted.
2. Safe, closed toed shoes and closed heel shoes must be worn at all times for safety. Slippers are not permitted.
3. No hats or beanie caps may be worn inside of school buildings.
4. No items may be worn that communicate profane, violent, gang related(gang colors, symbols and/or insignias) or obscene messages; or promote the use of alcohol, drugs, or tobacco.
5. No spaghetti strap, strapless, midriff, racerback or low-cut tops. Tank tops are not permitted.
6. Hoods may be worn outside. Hoods are not allowed indoors or in classrooms.
7. No sunglasses in the classroom unless prescribed by a physician.

ADDITIONAL DRESS CODE RULES

- No pajama pants
- No shorts/skirts more than 2 inches above the knee
- No pants that drag
- No sliced seams
- No sagging or low-riding shorts and pants

SHOES, OUTERWEAR, AND ACCESSORIES

- Safe, closed-toed shoes and closed-heel shoes must be worn at all times for safety. Slippers are not permitted. Students must wear CLOSED TOE SHOES
- No open toe/heel shoes
- No flip flops
- No slippers/house shoes



EDST

Completion Dates and Timelines: 2026-2027 School Year

The timelines below indicate the contractual deadlines for certain EDST, EDSNCT, EDSC, and EDSCSP steps (*designated in red*). To support the timely completion of the entire evaluation process, completion dates are also included for all other remaining EDST, EDSNCT, EDSC, and EDSCSP steps.

Month(s)	EDST/EDSNCT/EDSC/EDSCSP Steps	Associated Completion Dates and Deadlines	
August-September	Teacher Self-Assessment	9/3/26 Early Education: 7/24/26	
September	Notification to Teachers Regarding Evaluation Status	Contractual deadline: 9/11/26 (Educators assigned to a school site after 9/11/26 and before 10/2/26 may still be rostered and should be notified. After 10/2/26, permanent teachers may not be evaluated unless they received a BSE in their last evaluation.) Early Education: 7/31/26	
September-October	Initial Planning Sheet (IPS) and Focus Elements Selection	9/18/26 Early Education: 8/7/26	If teacher does not submit IPS, admin will complete for teacher and review with teacher at IPC.
October	Initial Planning Conference	Contractual deadline: 10/2/26 Early Education: 8/21/26	
September-March	Formal Observation Cycle (EDST only) Observation of Practice (EDSNCT, EDSC, EDSCSP)	Contractual deadline: Observation: 2/19/27 Post-conference: Completed no more than 10 working days after the formal observation. (e.g., for a formal observation conducted 2/19/27, post-observation conference must be held by 3/5/27) Share Ratings with Teacher: 3/9/27 (Formal observation ratings should be shared with teachers within 1 to 2 business days of having the post-observation conference) Early Education: Observation: 2/19/27, Post-Conf.: 3/5/27 Share Ratings with Teacher: 3/9/27	
September-March	Growth Plan Visit	Contractually required activity: Recommended due date: 3/19/27 Early Education: 4/16/27	
September-March	Evidence Collection (EDSNCT, EDSC, EDSCSP)	4/16/27	
October-November	EDST Stakeholder Feedback Survey	Administration begins TBD (Results reports released TBD)	
December	Growth Planning: Mid-Year Reflection (EDST only)	12/18/26 Early Education: 12/29/26	
January	Mid-Year Activities (EDSNCT, EDSC, EDSCSP)	1/22/27	
April	Growth Planning: End-of-Year Reflection (EDST only)	4/22/27 Early Education: 4/30/27	
	End-of-Year Activities – Observation of Practice & Evidence Collection Ratings (EDSNCT, EDSC, EDSCSP)	Contractually required: 4/23/27	
May	Final Evaluation Report	Contractual deadline: 5/5/27 Early Education: 5/28/27	

HELPFUL LINKS FOR THE EDUCATOR DEVELOPMENT AND SUPPORT (EDST) PROCESS

Teaching and Learning Framework is a foundational guide used by the Los Angeles Unified School District to define and evaluate effective teaching practices	Teaching and Learning Framework
LAUSD MyPGS (My Professional Growth System) is the official online platform used by the Los Angeles Unified School District to manage staff evaluations and professional growth	Login - MyPGS - Human Resources
EDST Overview - Video	https://fast.wistia.com/embed/medias/us0vaewljr
EDST Protocols document outlines the steps and protocols of the Educator Development and Support: Teachers (EDST) process. EDST includes a series of reflection activities, observations, conferencing opportunities, and professional goal-setting activities, all of which are aimed at helping to identify strengths and opportunities for improving teaching practice.	https://media.edlio.net/2e0a8bf0/2c9e7ccf/639af82a/726f25c070814e46a0576c596281e2a1?_EDST_Observation_Protocols.pdf
Performance Evaluation for UTLA Bargaining Unit Personnel: BUL-5335.10	https://media.edlio.net/2e0a8bf0/2c9e7ccf/639af82a/ffa5190583f74e41ae6ca425756b8688?_BUL-5335-Perf-Eval-UTLA.pdf
Final Evaluation User Guide	https://media.edlio.net/2e0a8bf0/2c9e7ccf/639af82a/8685f2a0657c4ac19a375e6da684161e?_Teacher_FinalEvaluation_Guide.pdf



Emergency Drills

Emergency Drill Procedures

FIRE DRILL

Frequency	Signal	Procedures
FIRST WEEK OF IN-PERSON CLASSES THEN AN ADDITIONAL 1X/SEMESTER AT MINIMUM.	- Signal: Series of 3.5 second pulses of emergency horns. There will also be a PA announcement: "Your attention, please. This is a fire drill. We need to evacuate all buildings when you hear the alarm. Teachers are to take their students and rosters to the Assembly Area and report to their designated section. Students are to remain with their teacher. Teachers need to close the classroom door when all the students have exited. This is a drill."	Fire Evacuation Procedures: 1. When the signal is given, form line(s) outside the classroom 2. Check to see that everyone has exited the classroom. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Take the student roster and close all doors to prevent the spread of smoke or fire. 3. Walk quietly to the Stadium, with the teacher at the rear of the line. 4. Go to the designated section of the field.. 5. Take and report attendance. 6. Wait for the "All-Clear" announcement, then return quietly to classrooms.

LOCKDOWN

Frequency	Signal	Procedures
1X/SEMESTER WITHIN THE FIRST 30 DAYS OF STUDENT IN-PERSON CLASSES AT MINIMUM.	- Signal: The signal for the drill is the following PA announcement: "Your attention, please. This is a drill. There is a threat to your safety near the school and we are implementing a lockdown. For everyone's protection, all students should go to the nearest classroom. Teachers are to lock classroom doors and keep all students inside until further notice. You should be in a protected position, away from doors/windows and anything that can hurt you. Do not open the door until notified by an administrator or law enforcement. If outside, proceed to the nearest building or classroom. Hold this	Lockdown Procedures: 1. All classes will remain in their rooms. 2. Direct any students in hallways or outdoors into the nearest classroom. 3. Physical education classes will proceed into the gym, auditorium, or multi-purpose room. 4. Move students to the most protected areas in the room and lock the door. 5. Have students face away from windows. 6. Close and lock all doors and windows. 7. Turn off lights, power equipment, appliances, and silence cell phones. 8. Take and report attendance, as possible. Teachers are to account for any students with a cognitive disability who may not have understood the directions.

Emergency Drill Procedures

position until you are given further instructions. This is a drill."

9. Remain in the secure room until further instructions are received from official sources.

EARTHQUAKE

Frequency	Signal	Procedures
1X/MONTH OF IN-PERSON CLASSES AT MINIMUM. GREAT SHAKE OUT 10/2026	• Signal: The signal for the drill is the following PA announcement: • "Your attention, please. This is a drill. As you are aware, we are experiencing some seismic activity. For everyone's protection, all students should follow drop, cover, and hold on procedures, which means you should be in a protected position under a table or desk, away from windows and anything that could fall and hurt you. Hold this position until the shaking stops or you are given further instructions. This is a drill."	Indoor Earthquake Procedures: 1. Drop to knees, facing away from windows. 2. Get under desks or tables and hold on to the furniture where possible. 3. Fold body onto the floor with arms close to knees. 4. Place the head as far as is possible between knees and grasp the furniture legs. 5. Stay in this position until the shaking stops. 6. Evacuate using the safest route or evacuation routes practiced during the fire drill and follow the evacuation procedures listed above. Teachers are to account for any students with a cognitive disability who may not have understood the directions.

SHELTER IN PLACE

Frequency	Signal	Procedures
ORAL REVIEW OR DRILL 1X/SEMESTER OF IN-PERSON CLASSES AT MINIMUM.	• Signal: The signal for the drill is the following PA announcement: • "Your attention, please. This is a drill. We are implementing a Shelter in Place, due to an outdoor environmental hazard. Students and staff are to remain inside the building away from the outside air with windows and doors securely closed and heating and air conditioning units turned off. Please cover any cracks under the door or around the windows with towels. Cover any vents to the outside. All students and staff who are outdoors are to immediately move to the	Shelter in Place Procedures: 1. All classes will remain in their rooms. 2. Direct any students in hallways into the nearest classroom. 3. Physical education classes or other classes meeting outdoors will proceed into the gym, auditorium, or multi-purpose room. 4. Have students face away from windows. 5. Close all doors/windows and move students away from any sources of outside air. 6. Turn off the HVAC units/systems. 7. Cover any vents or holes with posters, paper, or plastic. Use wet paper towels to fill gaps under doors or windows. 8. Turn off gas, lights, power equipment, and appliances. 9. Take and report attendance, as possible. Teachers are to

Emergency Drill Procedures

protection of a room indoors. As soon as we have further information, we will share it with you. This is a drill."

account for any students with a cognitive disability who may not have understood the directions.
10. Remain in a protected area until further instructions are received from official sources.



Emergency Lesson Plans

EMERGENCY LESSON PLANS

Emergency lesson plans are crucial for maintaining a consistent and productive learning environment during unexpected teacher absences. They ensure that learning continues with minimal disruption, keep students engaged, and provide substitutes with the necessary resources to manage the classroom effectively.

- Create fun and engaging educational activities that are NOT just busywork.
- Include a full lesson plan laid out for the substitute.
- Keep the lesson simple enough that anyone could pick it up and use it right away.
- Do not create lessons that rely upon Chromebooks! Less screen time can be a good thing and it helps with loss prevention.
- Need an example or extra guidance on how to make a Sub-Binder:
<https://youtu.be/SX6GWf8BnJU?si=ETWvrSyNkSy1VPQT>

The school provides the following to every substitute teacher:

- General welcome
- Bell schedules
- Campus map
- List of important extensions
- Emergency drill information
- IEP information in Alt. Curriculum classrooms

Your sub-binder remains in the classroom and should include the following items:

- Seating charts
- Classroom rules/expectations
- Emergency lesson plan (hard copy)
- Student activity
- Early finisher/extension activity
- Incentives/kim bucks/coupons
- Sub Feedback/[End of Day](#) Sub Notes
- Restroom pass



Events

EVENTS/SPECIAL ACTIVITIES CHECKLIST 2026-2027

SANTEE EDUCATION COMPLEX

☐	Complete the Event Request Form 15 days before your event/special activity.
☐	Meet with Ginger Stemnock to: ☐ Receive approval for event and advertising (flyers) ☐ Receive directions/guidance on how to work with Risk Finance ☐ Receive directions/guidance on how to attain a Civic Permit ☐ Receive directions/guidance on fundraising/sale of items during event (Admin, Leadership, and Ms. Ma)
☐	Gather the following documentation to submit with your application: ☐ Flyer advertising event (png and pdf) ☐ Detailed agenda for event/Event itinerary and/or List of activities ☐ Vendor Information (for each vendor, if applicable) ☐ Name of vendor ☐ Description of activities/services provided ☐ Vendor E-mail ☐ Vendor Phone Number ☐ Vendor Certificate of Insurance (COI) ☐ List of Participants ☐ Clean Up Crew
☐	☐ Complete and submit the Facilities Form at least one week before your event/special activity.
☐	Secure supervision for the event: ☐ Campus Aide ☐ Administration ☐ School Police (if needed) ☐ Safe Passage ☐ Volunteer Staff
☐	Identify restrooms to use.
☐	If students are missing classes due to attending the event, please email a list of students with IDs to Main Office staff to clear attendance.
☐	Two Days before your event send an e-mail to Ms. Ginger Stemnock, and Mr. Mayorga to confirm set up request or any set up request changes (if needed)
☐	Clean-up event space, take down flyers, posters, etc.



Field Trips

Quick Reference for Field Trips 2026-2027

Santee High School

REQUIRED TASKS

☐	Email to Mrs. Stemnock ginger.stemnock@lausd.net with date, location, number of students, and rationale for field trip. We recommend you do this 6 weeks prior to the desired trip date for local trips and 5 months prior for overnight or out of state trips
☐	Request a Field Trip with LAUSD minimum of 6 weeks in advance . https://riskfinance.lausd.org/apps/pages/fieldtripresources
☐	Update student attendee list. Any student not on the list may not attend the trip even if a field trip slip is submitted. Staff can not modify the list once within the 7- day window of the trip.
☐	Make sure every student attending the trip has completed and turned in the required Health Form. This form must <u>only be done once a year</u> . Forms are linked → English Health Form or Spanish Health Form.
☐	Any non-LAUSD employee chaperones <u>must be pre-approved volunteers</u> . All volunteers apply online: https://volunteerapp.lausd.net/Default?ReturnUrl=%2f
☐	Distribute field trip permission slips to all students to attain parental/guardian permission as well as attain period by period approval of teachers. Parents/guardians can also approve of trips through the Parent Portal. Please be advised the new Field Trip System <u>does not allow modifications 7 days before the field trip date</u>.
☐	Request BIC and/or lunch from the Cafeteria Manager at least two weeks in advance. Then follow up the day prior to the trip to confirm quantities. Request for Field Trip Meals
☐	Create a Google sheet with a list of attendee names and district ids. Share doc with Mrs. Stemnock ginger.stemnock@lausd.net and grade level teachers whose classes are impacted by the trip.
☐	Detach top half of field trip permission slip and turn in to the Main Office prior to your departure, then take attendance.
☐	If your field trip is coming back after 9pm or is scheduled on a weekend, please meet with Administration to arrange for pick up of a parking lot key.
☐	Pick up an emergency kit from the nurse to take with you.

RESOURCES

Using the New Field Trip Portal Video	https://www.lausd.net/cdg/live/FieldTripApp/App/story.html
How to Request an Non-Athletic Field Trip Job Aid	 How to Request a Non-Athletic Field Trip JOB AID UPD...
Required Field Trip Documents	 Field Trips Documents Updated 10.14.24.pdf



Graduation Requirements

LAUSD Graduation Requirements

LAUSD has set the graduation requirements to include "A-G" course sequence that aligns with the minimum "A-G" course sequence requirements for CSU's and UC's. Students must earn 210 credits to graduate. Semester courses earn 5 credits. Yearlong courses earn 10 credits.

Minimum Course Requirements

Subject	Years	Non-negotiable requirements			
History/Social Sciences	3 years	1 Year World History		1 Year U.S. History	1 Sem. Government 1 Sem. Economics
English	4 years	9th Grade ELA	10th Grade ELA	11th Grade ELA	12th Grade ELA
Mathematics	3 years	Algebra 1 in middle school does not count for graduation (Class of 2023+). Students must take 3 years of math in grades 9–11.			
Laboratory Science	2 years	1 Year Physical Science		1 Year Biological Science	
Language Other Than English	2 years	2 years of the same language required. Proficiency may be demonstrated via course or exam.			
Visual & Performing Arts	1 year	Must be 1 year (two semesters) in the same discipline.			
College Preparatory Elective	1 year	May not be an introductory or level 1 course.			
Physical Education	2 years	1 year of Advanced PE 1AB		1 Year of Advanced PE 2AB	
		School-sponsored, CIF-sanctioned, interscholastic competitive athletics may be considered for PE graduation credit.			
Health	1 Semester				
Ethnic Studies	1 Semester	Will be required beginning with the graduating class of 2027.			

NON-COURSE REQUIREMENTS

<u>Service Learning Project</u> Must be completed in grades 9-12	Projects address community needs while integrating rigorous academics, fostering both intellectual and personal growth.
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Career Pathway - If school offers CTE/Linked Learning pathways, 9th gr. students assess their interests and choose a career pathway

- During IGP meetings, counselors document students' career pathways and help align them with CTE courses that fulfill the "G" A-G requirement.



Incident Reporting

Incident Reporting Quick Reference

When a Student Reports Harm by an Adult

If a student discloses abuse, neglect, or harm by **any adult**, employees are reminded to follow the requirements outlined in [Bulletin 1347.5 – Child Abuse and Neglect Reporting Requirements](#).

Mandated Reporter Responsibilities

All district employees are **mandated reporters** of suspected child abuse or neglect.

If you have a **reasonable suspicion** that a child has been abused or neglected:

Step 1: Make a telephone report to the appropriate child welfare agency as soon as possible.

DCFS Hotline: (800) 540-4000

Step 2: Complete and submit a **Suspected Child Abuse Report (SCAR)** within **36 hours**, regardless of the agency's response.

SCAR Submission Link: [Report Child Abuse | Los Angeles County Department of Children and Family Services](#)

When a Student Reports Harm or Misconduct by a District Employee

If the report involves **suspected abuse, neglect, or misconduct** by a **district employee** involving a student:

- ✓ **Notify a site administrator immediately by phone call or text.**
- ✓ Reports of suspected abuse, neglect, or misconduct by school employees are reported by administration directly to LAPD.
- ✓ Administration will contact Region Operations.

Administrators may also assist by gathering statements and relevant information;.

If a site administrator is suspected of abuse, neglect, or misconduct, you may report the matter directly to the principal or **Division of School Operations Designee (213) 241-7925**

When an incident involves harassment, workplace violence, threats, or discrimination between students and/or adults (e.g., student-to-student, student-to-adult, or adult-to-student), all employees should:

- ✓ **Notify a site administrator immediately.**
- ✓ If you can not report to an administrator, immediately contact the Equal Opportunity Section who provides guidance on workplace discrimination, harassment, and/or retaliation. **(213) 241-7685**
- ✓ If you can not report to an administrator, immediately contact Office of Student Civil Rights who provides guidance on Title IX policy and the grievance procedure. **(213) 241-7682**

When a Student Reports Harm or Misconduct by a Fellow Student

If a student discloses abuse, neglect, bullying, or harm by **any minor student**, employees are reminded to follow the requirements outlined in [Bullying & Hazing Policy](#), [Title IX Policy Complaint Procedures](#), or [Discipline Foundation Policy](#).

Keys & Campus Access

SCHOOL SITE KEY CONTROL PROCEDURES TO BE FOLLOWED

Policy Bulletin BUL-2374.2 Office of the Chief Operating Officer Page 1 of 5

December 23, 2009 TITLE: School Site Key Control

Mr. Mayorga is responsible for issuing, collecting, and maintaining records of all keys.	All keys must be secured in a locked safe or vault when not in use by authorized staff.
The issuance and receipt of all keys shall be acknowledged in writing.	Keys are never to be kept in classroom or office closets, filing cabinets, in or on desks, or in faculty mail boxes.
Keys are never to be in the possession of students.	Per the principal's direction, master keys ("A" and "K") are issued only to the plant manager and administrators; submasters only to staff with a daily operational need.
Classroom teachers are issued only keys to their room, storeroom, and/or cabinets and are responsible for them. Master keys are not permitted.	The site key administrator will arrange to have all exterior doors of buildings opened and closed as necessary.
Keys issued to substitute teachers and other District employees must be returned daily.	With prior written approval, authorized personnel may be issued only the specific keys needed for weekend or holiday access.
The loss or theft of keys shall be reported.	All keys must be returned to the site key administrator at year-end or upon reassignment.
Staff will be informed that unauthorized possession or duplication of site keys is a misdemeanor (Penal Code 469).	The principal/site administrator shall take whatever action necessary to ensure these procedures are followed.

Campus Access Outside School Hours

Prior administrative approval is required for any staff presence on campus after 6:00 p.m. on weekdays or anytime on weekends.

Security Reminders

To avoid false alarms and unnecessary police responses:	All staff are responsible for campus security. When leaving, please ensure:
Weekends: Submit a request at least 5 working days in advance	Doors and windows are locked
Weekday evenings (after 6:00 p.m.): Submit request at least 1 day in advance	Fans, heaters, lights, and A/C units are off
Submit your request form to the administrator-in-charge. Once approved, a copy will be placed in the Plant Manager's box.	Gates are closed behind you if leaving during school hours

LAUSD Policies

LAUSD Bulletins & Reference Guides

DOCUMENT NAME	LINK TO DOCUMENT
Acceptable Use Policy for ITD VPN Services	 BUL-999.15 Responsible Use Po...
Bullying and Hazing Policy (Student-to-Student)	 BUL 5212.3 Bullying and Hazing...
Child Abuse	 CHILD ABUSE BUL-1347.5 .pdf
Code of Conduct with Students	 BUL-5167.1 Code of Conduct wi...
Discipline Foundation Policy: Multi-Tiered Systems of Support for Behavior and Social-Emotional Well-Being using Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP)	 REF-103629 Discipline Foundati...
Employee Code of Ethics, LAUSD Ethics Office, Dated 08/13/2024	 Employee_Code_of_Ethics_202...
Hate-Motivated Incidents and Crimes – Response and Reporting,	 Hate Crimes Bul 2047.2.pdf
Non-Discrimination And Anti-Harassment (Including Sexual Harassment) Policy and Complaint Procedure, dated January 30, 2019	 2019-BUL-6612.1-CURRENT-No...
Responsible Use Policy	 BUL-999.15 Responsible Use Po...
Sexual Harassment Policy (Employee-toEmployee)	 BULLETIN_1893.1_SEXUAL_HA...
Social Media Policy for Employees	 BUL-5688.2 Social Media for ...
Suicide Prevention, Intervention, and Postvention	 BUL-2637_5 Suicide Prevention_...
Title IX Reference Guide	 REF-103813.0 Title IX Reference...
Uniform Complaint Procedures, UCP	 REF-103784.0 - Uniform Compl...
Williams Complaint Procedure	 BUL-4759.7 - Williams Complain...
Workplace Violence, Bullying and Threats	 BUL-5798.0 Workplace Violence...

Mark Reporting

Dates for Required Grades and Marks in Secondary Schools 2026-2027

A. Grade Reports

1. Grade reports enable students, parents, and staff to identify subject areas where improvement is needed or where progress and academic achievement have occurred. Teachers are responsible for communicating with parents whenever a student's achievement is not commensurate with the course content standards. Counselors have the responsibility to communicate in a timely manner with parents concerning students' progress towards graduation or culmination (see BUL-2537.8, *Individual Graduation Plan (IGP) for All Secondary Students*, dated May 22, 2023)
2. Grades for all students enrolled in a school for 15 or more academic days shall be reported to parents during the four regularly scheduled reporting periods each semester.
3. All secondary schools are required to issue first-, second-, third-, and final-report cards.

GRADES AND MARKS REPORTING DATES 2026-2027

Secondary Schools on a Traditional Two-Semester Schedule

Fall Semester	MiSiS Grades and Marks Reporting Window		
	First Day	Last Day	Back to School Window August 25 -September 18
Progress Report	09/03/2026	09/11/2026	Parent Conference Window October 12 – October 23
Midterm Report	10/01/2026	10/09/2026	
Progress Report	10/29/2026	11/06/2026	
Final Mark Report	12/10/2026	12/18/2026	

Spring Semester	MiSiS Grades and Marks Reporting Window		
	First Day	Last Day	Parent Conference Window February 16 – February 26
Progress Report	02/04/2027	02/12/2027	Open House Window March 08 – May 21
Midterm Report	03/11/2027	03/19/2027	
Progress Report	04/22/2027	04/30/2027	
Final Mark Report	05/17/2027	06/04/2027	



MiSIS Documentation

Why MiSiS Documentation Matters

Accurate documentation in MiSiS is essential to how we advocate for and address Student needs. Recording both Contact Log entries and Intervention entries allows our teams to understand the full story of a Student's experiences, needs, strengths, and support history.

Contact Log Entries

Contact Log entries capture communication with parents, guardians, caregivers, and outside partners, giving us a record of what has been shared, what has been requested, and how families are engaged.

Intervention Log Entries

Intervention Log entries capture the supports provided directly to Students, including academic, behavioral, attendance, and engagement strategies used in class or during school activities.

Together, these records help us:

- demonstrate patterns over time
- track what interventions have already been tried
- prevent gaps in communication

- align supports across general education, SPED, counseling, and admin teams
- advocate for resources and referrals (SST, IEP, counseling, attendance supports)
- ensure families have been informed and included

Consistent MiSiS documentation strengthens our ability to provide timely, coordinated, and effective support for every Student.

When to Use the MiSiS Contact Log

Use the Contact Log to document communication with families or communication about a Student. Examples include:

- Parent contact about grades
- Parent contact about missing assignments
- Communication about behavior concerns
- Positive updates shared with parent
- Parent questions or concerns
- Scheduling or notifying parent of meetings
- Follow-up after an event or incident
- Parent communication about attendance
- Parent communication about Student needs
- In-person or virtual conferences with parent
- Home contact for celebrations or progress updates
- Communication with outside agencies (FERPA-compliant)
- Attempts to contact parent or guardian

When to Use the MiSiS Intervention Log

Use the Intervention Log to document actions taken by staff to support Student learning, behavior, attendance, or engagement. Examples include:

- Classroom redirection or behavior support
- Academic intervention or re-teaching
- Tier 1 or Tier 2 supports
- Tutoring or targeted practice
- Check-ins for engagement or focus
- Positive reinforcement strategies
- Restorative conversations
- Classroom-based behavior plan steps
- Adjusted assignment steps
- Monitoring Student progress
- Organizational or study skill support
- Teacher-student conferences about grades or work completion

Contact Logs

Contact Log Notes Examples

Contact Person	Contact Method
• Parent • Guardian • Caregiver • Relative • Agency Representative • Other	• Phone • Email • Text • In Person • Written Contact • School Event • Other
No Response / Message Left	Positive / Celebratory Updates
• No answer, left message • No answer, will follow up • Left voicemail with details • Left brief text message • Left reminder for callback • Attempted contact, no response	• Student showed strong effort this week • Student completed recent assignments • Student demonstrated improved focus • Student participated well in class • Student engaged positively in activities • Student contributed to group work • Student asked helpful questions • Student showed academic growth • Student maintained positive behavior • Student submitted high-quality work • Student was prepared for class • Student used class time well
Academic Follow-Up	Behavior / Engagement
• Checked in about missing assignments • Reviewed grade progress with Student • Clarified expectations for current task • Provided support for upcoming unit • Encouraged Student to submit work • Discussed steps for grade improvement • Reviewed assessment performance • Supported Student with make-up work plan • Shared update on assignment completion • Addressed concerns about incomplete work • Provided reminders about deadlines	• Discussed concerns about engagement • Reinforced classroom expectations • Noted off-task behavior and redirection • Collaborated on strategies for focus • Reviewed classroom norms • Provided behavior reminder • Supported Student during class activity • Observed improved self-management • Encouraged consistent participation • Addressed class behavior concerns diplomatically
Parent / Guardian Communication	School Events / Logistics
• Provided parent with grade update • Shared attendance concerns • Notified parent of missing work • Shared positive progress • Discussed parent concerns • Confirmed information provided by parent • Collaborated with parent on plan	• Shared upcoming school event details • Provided testing schedule • Reminded parent about field trip • Shared schedule change information • Provided project or assignment timeline • Sent reminder about school requirement • Communicated campus updates

Contact Log Notes Examples

- Provided parent with resource information

Supports / Interventions

- Provided additional check-ins
- Reviewed accommodations with Student
- Implemented class support strategies
- Followed up on previous intervention
- Supported Student with organization
- Referred Student to school resources
- Coordinated with teacher about support
- Noted positive response to support plan

Interventions

Intervention Log Notes Examples

Accurate MiSiS Intervention entries help us identify needs, monitor progress, and coordinate academic, behavioral, attendance, and wellness supports across Santee. Use these options to record the actions you take with students. All notes must be factual, neutral, and FERPA compliant.

ACADEMIC INTERVENTIONS	BEHAVIOR & ENGAGEMENT INTERVENTIONS
• Provided re-teaching of key concept • Offered guided practice with feedback • Provided small-group or 1:1 support • Checked in about missing work • Supported Student with organization • Reviewed expectations for assignment • Provided scaffolded steps for task completion • Offered extended time for classwork • Gave structured note-taking guidance • Reviewed grade progress • Supported Student with make-up work plan	• Provided behavior redirection • Reviewed classroom expectations • Offered positive reinforcement • Conducted restorative conversation • Completed engagement/focus check-in • Supported Student during transitions • Reinforced routines for participation • Provided self-management prompts • Helped Student problem-solve class issue • Encouraged consistent participation
ATTENDANCE & PARTICIPATION INTERVENTIONS	SOCIAL-EMOTIONAL & WELLNESS INTERVENTIONS
• Discussed attendance concerns • Reviewed impact of absences on progress • Created plan for catching up • Conducted check-in after absence or tardy • Provided reminders about attendance expectations	• Conducted wellness check-in • Provided space for Student to share concerns • Discussed coping strategies for class • Guided Student through conflict resolution steps • Encouraged connection to campus supports
CLASSROOM SUPPORT STRATEGIES	CONFERENCES & MEETINGS
• Adjusted seating or classroom routine • Gave step-by-step guidance for task initiation • Provided visual or verbal cues • Chunked directions for clarity • Helped Student prioritize tasks • Implemented strategy from behavior plan	• Held teacher-Student progress conference • Reviewed grade standing and next steps • Held brief conference regarding behavior concern • Created success plan with Student • Confirmed expectations and follow-up
SCHOOL-BASED REFERRALS	COMMUNITY-BASED REFERRALS
(Use when selecting School-Based Referral in MiSiS) • Referred Student to academic support • Referred Student to counseling • Referred Student to tutor or intervention program • Notified counselor of concern • Recommended wellness check with support team	• Shared community academic supports • Shared family support resources • Recommended community enrichment programs

Passes & Summons

SCHOOLWIDE PASSES & SUMMONS

Restroom Pass

Each teacher and office receives a blue restroom pass. Students are asked to use the nearest open restroom on the corresponding floor of their class or activity.

Passes may not be used in the first or last ten minutes of class periods.



Health Office Pass

Students are to use the district created Office Referral Form for the Health Office. These will be provided at the beginning of the year in your mailboxes. When you need them replenished you can email the Nurse.

OFFICE REFERRAL FORM	
NAME: _____	
DATE: _____	
☐ Principal ☐ Asst. Principal ☐ Clerk ☐ Nurse	
Reason for referral: ☐ Absence ☐ Information needed ☐ Behavior ☐ Tardy ☐ Other ☐ Health ☐ Other	
Explanation of referral: _____	

CHIEF OF POLICE (FOR APPROVAL) _____ CHIEF OF POLICE (FOR APPROVAL) _____	
CHIEF OF POLICE (FOR APPROVAL) _____ CHIEF OF POLICE (FOR APPROVAL) _____	
ACTION TAKEN BY REFERRER: _____ _____ _____	
THIS OFFICE: _____ SAN ANGELES UNIFIED SCHOOL DISTRICT	

Office Summons

MiSIS Summonses may be generated by offices or coordinators. Before distribution, they must receive administrative approval and be added to the internal master calendar to notify supervision staff and the safety team. Some students may be given a LAUSD Office Summons.

OFFICE SUMMONS	
Room: _____	
Please report to me: at once _____ at _____ o'clock during _____ period at close of _____ period Signature _____ Office _____	
Date: _____	
Left office at _____ o'clock to return to class.	
Signature _____	
HR	1 2 3 4 5 6 7
Form 344H-40 (REV. 5/08) STK. NO. 9661218701 REPRO	

Hand Written Passes

Please refrain from using a hand written pass.



Social Media

SOCIAL MEDIA

 BUL-5688.2 Social Media for Employees and Associated Persons- 8-1-18.pdf

- All social media postings must be approved by the principal prior to posting.

- Unapproved or inappropriate postings will be reported to the host site and recommended for removal.

- To ensure the safety of our community, do not submit or post confidential or protected information about the District, its students, alumni, or employees.

- Report, as required by law, any information found on a social networking site that falls under the mandatory reporting guidelines.

- Do not use language that could be considered defamatory, obscene, proprietary libelous, or that constitutes an incitement to imminent violence or a true threat.

- Do not post content that is or could be perceived as bullying, discrimination, or harassment in violation of LAUSD policy.

- Exercise caution with regards to exaggeration, colorful language, guesswork, copyrighted materials, legal conclusions, and derogatory remarks or characterizations.

- Consider whether a particular posting puts your professional reputation and effectiveness as a LAUSD employee at risk, or misrepresents the school and/or district.

Responsible Use Policy

https://www.lausd.org/cms/lib/CA01000043/Centricity/Domain/21/BUL-999.15%20Responsible%20Use%20Policy_RUP%202023%20FINALPubAttachments.pdf

Supplies

Staff may request supplies via Google form:

<https://docs.google.com/forms/d/e/1FAIpQLSeODXRerNuPeeucbFZqjb8uQH-Wlqte4XgqgrjyTvXZLjURyg/viewform>

Teacher Expectations



Santee Teacher Expectations

Santee Instructional Vision: At Santee Education Complex, our instructional vision is driven by our unwavering belief that every student—regardless of background, language, or ability—deserves access to high-quality, inclusive learning experiences that prepare them for postsecondary success. Our vision ensures coherence across departments through shared instructional commitments, builds a strong foundation in Tier 1 instruction, embeds culturally responsive practices, and strategically targets support for historically underserved student groups.

Planning & Preparation

- Plan engaging, standards-aligned lessons every day.
- Include learning targets, language objectives, and checks for understanding.
- Differentiate instruction to meet the needs of all learners.
- Collaborate with PLCs to analyze student work and assessment data.
- Maintain current lesson plans and emergency lesson plans.
- Update the SOAR Board daily:
 - S – Standard/Learning Objective
 - O – Language Objective
 - A – Agenda & Assessment
 - R – Reflection, Reteach, or Recap
- Incorporate culturally responsive teaching and meaningful technology.
- Incorporate small group instruction bi-weekly (once trained)

Classroom Environment

- NO Cell Phones
- Establish and maintain a safe, respectful, and positive classroom culture.
- Teach, model, and consistently reinforce classroom expectations.
- Supervise students actively at all times.
- Maintain an organized, clean, and student-centered classroom.
- Build positive relationships with students and families.
- Encourage students to monitor their own academic progress.
- Follow school procedures for behavior, passes, attendance, and student safety.

Instruction

- Bell to Bell
- Deliver cognitive demanding and engaging instruction.
- Promote critical thinking, collaboration, communication, and creativity.
- Use multiple strategies to check for understanding.
- Differentiate instruction based on date and student needs.



Santee Teacher Expectations

- Incorporate academic discourse and student collaboration.
- Use grade-level text and tasks that require cognitive rigor.
- Provide timely feedback that moves learning forward.

Professional Responsibilities

- Check and respond to email daily.
- Take accurate attendance during the first 15 minutes of every class.
- Keep grades updated in MiSiS on a regular basis.
- Communicate with parents regarding student progress.
- Meet all grading and reporting deadlines.
- Attend faculty meetings, PLCs, professional development, IEPs, SSTs, Open House, and Parent Conferences.
- Maintain professionalism in appearance, communication, and interactions.
- Follow all LAUSD policies and school procedures.

Professional Growth

- Participate actively in professional learning and PLCs.
- Reflect on instructional practice and student outcomes.
- Collaborate with colleagues to improve teaching and learning.
- Use student data to adjust instruction and interventions.
- Continue developing instructional practices that increase student achievement.

Every Santee Teacher Commits To:

- Holding high expectations for every student.
- Building positive relationships with students and families.
- Creating engaging, inclusive, and culturally responsive classrooms.
- Working collaboratively with colleagues.
- Supporting the success of all Falcon scholars.
- Modeling professionalism, integrity, and the Falcon Traits every day.