

Florence Nightingale Middle School



Nighthawk Staff Handbook 2025-2026

Vision

***“To create lifelong learners who hold higher education as an achievable goal.*”**

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1. SCHOOL INFORMATION

Florence Nightingale Middle School

3311 N Figueroa Street, Los Angeles, CA 90065 (323) 224-4800

www.nightingalenighthawks.org

VISION:

To create lifelong learners who hold higher education as an achievable goal.

MISSION:

Nightingale Middle School is an exceptional learning center that promotes the intellectual, social, emotional and physical advancement of all its students. Learning and teaching will be supported by a Common Core-based curriculum, which integrates technology, hands-on activities and recognizes and provides for individual differences and interests.

Faculty, students, families and the community are actively involved in creating a safe, trusting, and supportive school environment where students value education and believe they can be successful. Everyone values the individual uniqueness of each individual and develops respect and responsibility towards others, our school, and the community.

School-Wide LEARNER OUTCOMES

	NMS
EFFECTIVE COMMUNICATORS	<ul style="list-style-type: none"> ● Articulate and explain ideas through a variety of modalities, using academic language (i.e., written, visual, oral, and multimedia presentations). ● Self-advocate by asking questions, clarifying and challenging ideas, and seeking support when needed. ● Work collaboratively with peers, listening to and considering others' ideas and synthesizing information. ● Consider role, audience, format and topic when communicating ideas.
CRITICAL THINKERS	<ul style="list-style-type: none"> ● Engage in inquiry and research, using a variety of methods and resources to explore complex issues. ● Analyze, evaluate, synthesize and cite multiple sources to defend and challenge assertions. ● Consider multiple perspectives and demonstrate an understanding of complex issues when proposing ideas and solutions. ● Exercise metacognitive reasoning to monitor learning and progress towards goals.
STUDENTS OF CHARACTER	<ul style="list-style-type: none"> ● Demonstrate empathy, compassion and respect for everyone. ● Embrace the unique strengths and contributions of all individuals. ● Make informed decisions and act responsibly and respectfully towards self and others. ● Make a positive impact by advocating for self and others. ● Build resilience by persevering through academic, technical, and personal challenges.

Administrative Staff Duties & Responsibilities

Taneda Hailey Principal	Tony Tong Assistant Principal	Dr. Julio Hernandez Assistant Principal
<p>SCHOOL VAPA Academy</p> <p>DEPARTMENTS English History</p> <p>OFFICES/STAFF/PROGRAMS</p> <p>School Experience Survey Main Office Parent Center Title I Staff Relations Student Body SSC ELAC LSLC Nighthawk Leadership Team WASC Personnel Assignments & Hiring Donations/Fundraising Volunteer Master Calendar Bell Schedule Attendance-Staff School Budget Community Partnerships District Mandates Curricular Trips Testing Linked Learning EL Programs Library New Teacher Support</p>	<p>SCHOOL MHK Magnet</p> <p>DEPARTMENTS Science P.E. Math</p> <p>OFFICES/STAFF/PROGRAMS</p> <p>PBIS Dean School Climate Advocates Safety Committee Emergency Drills Community Partnerships Supervision Campus Security Cafeteria Beyond the Bell / LACC Facilities: PM & Custodial Staff Technology Uniform Complaint Policy COVID-19 Compliance Safe School Plan Weekly Bulletin Family Handbook Facilities - Williams Compliance Civic Center Permits Title IX Textbook Student body/Leadership District Mandated Modules Legacy Events (5K,FB Carnival)</p>	<p>SCHOOL BET Magnet</p> <p>DEPARTMENTS Electives CTE Special Education</p> <p>OFFICES/STAFF/PROGRAMS</p> <p>Counseling Counselors PSW SSS Counselor Grades Report Cards Master Schedule Special Education / IEPs Bridge Coordinator MCD Clerk Culmination Committee TAs & Paraprofessionals Mental Health Services Homeless Student Support SSPT School Psychologist Transportation MiSiS Opening/Closing Bulletins Health Office Magnet Office Attendance-Students Schoolology Course Syllabi Staff Handbook G.A.T.E./SAS Transportation</p>

Out-of-Classroom Teachers and Counselors Duties & Responsibilities

Ramiro Gutierrez Title I Coordinator	Jeff Valdez Dean of Students	John Valencia Magnet Coordinator	Kristyn Cota Intervention Coordinator Professional Development Lead	Rebecca Hernandez G.A.T.E. Coordinator Independent Studies Coordinator	Leslie Zamora Bridge Coordinator
Master Plan Teaching Assistants Parent Liaison/Parent Center Copy Machines Dual Language Curricular Trips ELPAC Testing SSC & ELAC Title I / EL Accountabilities SPSA NMS Website Connect Ed Master Calendar Textbooks Teacher Supplies Budgets Other Duties as Assigned Hall Passes	Student Discipline Supervision Campus Aides Emergency Drills PBIS Safe School Plan Lunch Reflection See Something, Say- Something Campaign Uniform Policy Lunchtime Reflection After-school Study Hall Saturday Success Academy Tardy Sweep Other Duties as Assigned	Magnet Evaluation Magnet Compliance Magnet Enrollment Culmination School-wide Recruitment School Tours Promotional School Materials (brochure, video) Jaime Escalante Summer Bridge Program Student Recognition Assemblies New Teacher Support Other Duties as Assigned	Data Analysis SBAC Testing Intervention Tutoring Professional Development At-Risk Student Monitoring Other duties as assigned	GATE College/Career Fair Linked Learning Liaison Portfolio in Defense School-wide Showcase EL Support ELPAC Testing support Independent Studies Teacher of Record Other duties as assigned	Coordinate SpEd / 504 programs MCD Compliance IEP Meetings RSP Support Paraprofessional Schedules Re-classification IEP Initial Evaluations Parent Liaison for SpEd/504 students Assessment Plans Transportation Other duties as assigned
Elizabeth Santos Counselor for BET, SDC, STEM	Winsome Villiers Counselor for VAPA, MHK, RSP	Hae Jin Ham Psychiatric Social Worker for Crisis Response	Leslie Olmos School Climate Advocates	Crystal Lares School Climate Advocates	
SSPT Back to School Culmination School-wide Recruitment Student Recognition Assemblies A-G requirements IGP's Student Programming Title IX Other Duties as Assigned	Master Schedule Culmination PSAT Articulation A-G Requirements Parent Conferences School-wide Recruitment Parent Meetings Back to School Open House Student Programming Student Recognition	Risk Assessments Intake for Social-Emotional Referral for Outside Services Liaison for Nonprofit Agencies Crisis Response Team Home Visits Other Duties as Assigned	Parent/Community Resource Outreach Parent Portal Parent Workshop Facilitator Northeast Consortium Campus Clubs Dia Del Niño Other Duties as Assigned	TAP Cards Uniform Support Nighthawks Move PBIS Student Incentives Nighthawk Bills Lunchtime Activities iAttend Support Schoolwide campaigns Other Duties as Assigned	

	Assemblies IGPs Title IX Other Duties as Assigned			
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Professional Development Plan 2025-2026

Mission: To create lifelong learners who hold higher education as an achievable goal.

Vision: Nightingale Middle School is an exceptional learning center that promotes the intellectual, social, emotional and physical advancement of all its students. Learning and teaching will be supported by a Common Core-based curriculum, which integrates technology, hands-on activities and recognizes and provides for individual differences and interests.

Faculty, students, families and the community are actively involved in creating a safe, trusting, and supportive school environment where students value education and believe they can be successful. Everyone values the individual uniqueness of each individual and develops respect and responsibility towards others, our school, and the community.

WHEN: Nightingale faculty meet every Tuesday for professional development (PD).

WHO: Administrators and teacher leaders will collaboratively plan and implement PD.

Administrators: Taneda Hailey (Principal), Tony Tong (Assistant Principal), Dr. Julio Hernandez (Assistant Principal)

Instructional Leadership Team: Taneda Hailey (Principal), Kristyn Cota (Intervention Coordinator), Ramiro Gutierrez (TSP Advisor), Leslie Zamora (Bridge Coordinator), Jonathan Goodnick (English), Jae Lee (Math), Monica Lu (Science), Robert Elsinger (History), Jose Medina (Electives), Maria Molina (Kinesiology),

Pathway Leadership Team: Taneda Hailey (Principal), Andrew Wyant (VAPA), Monica Lu (S.T.E.M.), Brenda Anguiano (M.H.K.), Jalina Chatzipatsios & Jannete Valdez (B.E.T)

WHY: We want all students to be effective communicators, critical thinkers, and students of character. Administrators and teacher leaders will regularly analyze data to determine areas of where teachers will benefit from professional development to support these schoolwide learner outcomes.

WHAT: The LAUSD Strategic Plan, the LCAP, Teaching and Learning Framework, SPSA Goals, WASC Goals, Schoolwide Learner Outcomes and PBL Focus elements inform our Instructional Goals and describe “what” we want to achieve for 2025-2026.

PROBLEM OF PRACTICE & THEORY OF ACTION	TLF FOCUS ELEMENTS
<p>Problem of Practice: Although teachers provide students with opportunities to read texts across all content areas, students lack the stamina to read these texts independently and demonstrate a lack of understanding of the deeper meaning and nuances of these complex texts. As a result, opportunities for extended student discourse with reasoning are limited, and students are not regularly engaging in deeper academic conversations that support conceptual understanding.</p> <p>Theory of Action ELA/Literacy: If teachers use data to implement the Three Reads Protocol to build student reading stamina and move their understanding of the text from recall to strategic thinking and reasoning use purposeful teacher questioning that promote</p>	<p>TEACHING & LEARNING FRAMEWORK</p> <p>1.e.4 Analysis and Use of Assessment Data for Planning</p> <p>3.b.2 Discussion Techniques and Student Participation</p> <p>3.c.1 Standards-based Projects,</p>

<p>extended reasoning and student discourse, then students will have more frequent and meaningful opportunities to articulate their thinking, engage with diverse perspectives, and deepen their understanding of content.</p> <p>Theory of Action Math/Numeracy: When the principal and the ILT provides professional development support for a data informed instructional cycle that includes opportunities for teachers to understand the grade level math Common Core State Standards and also provides supports for student to solve real world complex math problems, then teachers will be able to plan and implement standards-aligned authentic tasks so that students can carry the cognitive load to improve achievement.</p>	<p>Activities, and Assignments</p>
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SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)	WASC GOALS & VISITING COMMITTEE RECOMMENDATIONS
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<p>ELA and Math proficiency for all.</p> <p>ELA Measurable Improvement Objectives by June 2026</p> <ul style="list-style-type: none"> By June 2026, our students with disabilities that meet/exceed the standard in ELA will increase by 5% from 8.6% to 13.6% as measured by the SBA. By June 2026, the overall distance from standard (DFS) on the Smarter Balance English Language Arts Assessment for all students in grades 6th-8th at Nightingale Middle School will improve by 10 points or higher, increasing from -27.4 to -17.4, as measured by the Whole Child Database. <p>MATH Measurable Improvement Objectives by June 2026</p> <ul style="list-style-type: none"> To address our orange band on the CA Dashboard in Math, by June 2026 our students with disabilities meeting or exceeding the math standards in the Smarter Balance Mathematics Assessment will increase by 5% from 4.6% to 9.6% as measured by the Whole Child database. By June 2026, the percentage of all 6-8 grade students meeting or exceeding the Smarter Balance Mathematics Assessment will increase by 10 points or more from -73.4 points below standard to -63.4 points below standard as measured by the School Targets Dashboard. <p>Other Academic Content Measurable Improvement Objective by June 2026</p> <ul style="list-style-type: none"> By June 2026, the percentage of students earning a passing mark of a “C” or better in their Social Science course will increase by 5% from 82.3% to 87.3%. <p>English Learners Measurable Improvement Objective by June 2026</p> <ul style="list-style-type: none"> To address our red performance band in ELA, by June 2026, our English Learners meeting or exceeding the ELA standards, will increase 10% from 0% to 10% as indicated in the Whole Child Database. By June 2026, the percentage of English Learners achieving a grade of C or higher in their English class 	<p>Use data-driven instruction to improve student achievement for all students at Nightingale Middle School by using formative assessments to assess student learning and revise instruction.</p> <p>Improve student engagement to provide an equitable program for all students at Nightingale Middle School by developing interdisciplinary project-based lessons (PBL) and career-focused pathways.</p> <p>Provide training and resources to better support an effective social-emotional program for Nightingale students, teachers, and staff.</p> <p>Develop opportunities to observe professionals both inside and outside of Nightingale who share the same focus to gain new ideas and best practices.</p>
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will increase by 10%, from 68% to 78%, as recorded in the Whole Child Database.

Graduation/College & Career Improvement Objective by June of 2026

- By December 2025, the percentage of all students with a "C" or better in all of their courses will increase by 7% from 58.8% to 65.8% as indicated in the Whole Child School View Secondary Academic Marks Report.
- By June 2026, 70% of students will earn a "C" or better in all of their courses as indicated in the Whole Child School View Secondary Academic Marks Report.

Engagement & Collaboration Improvement Objective by June of 2026

- By June 2026, the percentage of students who have at least one parent registered on the parent portal will increase 3% from 90% to 93%.
- By June 2026, the percentage of parents who state, "This school offers extra academic support for my child" in both ELA and Math on the school experience survey will increase by 5% from 86% to 91% as measured by the 2025-2026 school experience survey.

Joy & Wellness Improvement Objective by June of 2026

- By June 2026, chronic absenteeism of all students will decrease by 5% from 20.6% to 15.6%.

PBL FOCUS ELEMENTS

Key Knowledge, Understanding & Success Skills: The project is focused on teaching students key knowledge and understanding derived from standards, and success skills including critical thinking/problem solving, collaboration, and self-management.

Challenging Problem or Question: The project is based on a meaningful problem to solve or a question to answer, at the appropriate level of challenge for students, which is operationalized by an open-ended, engaging driving question.

Sustained Inquiry: The project involves an active, in-depth process over time, in which students generate questions, find and use resources, ask further questions, and develop their own answers.

Authentic Task and/or Product: The project has a real-world context, uses real-world processes, tools, and quality standards, makes a real impact, and/or is connected to students' own concerns, interests, and identities.

Communicators

- Articulate and explain ideas through a variety of modalities, using academic language (i.e., written, visual, oral, and multimedia presentations).
- Self-advocate by asking questions, clarifying and challenging ideas, and seeking support when needed.
- Work collaboratively with peers, listening to and considering others' ideas and synthesizing information.
- Consider role, audience, format and topic when communicating ideas.

Critical Thinkers

- Engage in inquiry and research, using a variety of methods and resources to explore complex issues.
- Analyze, evaluate, synthesize and cite multiple sources to defend and challenge assertions.
- Consider multiple perspectives and demonstrate an understanding of complex issues when proposing ideas and solutions.
- Exercise metacognitive reasoning to monitor learning and progress towards goals.

Students of Character

- Demonstrate empathy, compassion and respect for everyone.
- Embrace the unique strengths and contributions of all individuals.
- Make informed decisions and act responsibly and respectfully towards self and others.
- Make a positive impact by advocating for self and others.
- Build resilience by persevering through academic, technical, and personal challenges.

HOW:



The instructional plan utilizes the California content standards and the CA ELD standards requires that teachers come together to construct or deconstruct standards, lessons, units, and assessments, including English Language Proficiency Assessment for (ELPAC), IReady, etc. Regular planning time should be scheduled for the review of student results from formative assessments for the purpose of planning instructional delivery.

- **Plan:** Teachers work collaboratively to plan curricular units, lessons, and instructional strategies, including integrated ELD and CLR strategies, designed to meet the needs of all students. Deliberate planning during regularly scheduled teacher collaboration meetings is essential to ensuring positive academic outcomes for all students.
- **Do:** Teachers implement the planned curricular unit and/or lesson. During lesson delivery, a cycle of constant refinement should be employed to provide entry points for all learners. As educators engage in the Teaching and Learning Process, peer observations are encouraged for the purpose of providing feedback, support and to inform future practice.

Study: Teachers work collaboratively to examine the implementation of the units and/or lesson. This reflection includes analysis of student work and learning results in relation to the standards, as well as the degree to which the strategies were implemented as planned. Teachers use formal and informal data to assess what they have learned during lesson delivery, and reflection to inform their practice, curricular design, and the tools utilized for planning. The following Protocol for Examining Data can be utilized to guide school teams through data discussions.

- **ACT:** Teachers adjust lessons to meet student needs

Tentative (Work in Progress)

Professional Development Schedule		*12 required modules delivered by 2/28 12 district determined/ 7 choice board	
Date	Group	Focus	Lead
August 12, 2025	ILT Meeting		Cota/Hailey
August 19, 2025	Faculty Meeting	Module 1: Using Data to Guide Plan-Do-Study-Act Cycles of Improvement	
August 25, 2025	ILT Meeting		Cota/Hailey
*August 26, 2025	Faculty Meeting	Continue Module 1: Using Data to Guide Plan-Do-Study-Act Cycles of Improvement ESS Module: Creating Welcoming EnvironC	Mr. Tong
September 2, 2025	Department Meeting	Module 5: Backwards Planning: Starting with the End in Mind Module	Department Leads
*September 9, 2025	Faculty Meeting	Module 3: Elegance of 12 Suite of Strategies for English Learners *ELD Roster Review with Schoolwide Data	Mr. Gutierrez
September 15, 2025	ILT Meeting		Cota/Hailey
September 16, 2025	Department Meeting	PDSA Cycle 1: Overview	Department Leads

September 30, 2025	Faculty Meeting	PDSA Cycle 1: Common Lesson Plans Due	Department Leads
October 7, 2025	Pathway Meeting	Data Dive: WASC Review	Pathway Leads
*October 14, 2025	Faculty Meeting	Module 2: Supporting Struggling Readers in All Content Areas ESS Module: Suicide Awareness & Prevention	Mr. Tong
*October 20, 2025	ILT Meeting		Cota/Hailey
October 21, 2025	Department Meeting:	Module 7: Uncovering Student Understanding: Analyzing Student Work to Inform Instruction	Department Leads
*October 28, 2025	Faculty Meeting	Integrating Social Emotional Support Student Well- Being & Academic Success ESS Module: Substance Use Awareness/Fentanyl	Counseling Mr. Tong
November 3, 2025	ILT Meeting		Cota/Hailey
November 4, 2025	Department Meeting	PDSA Cycle 1: Prepare for Celebration of Learning	Department Leads
November 18, 2025	Faculty Meeting	ESS Module: De-escalation & Restorative Practices	Mr. Valdez
December 2, 2025	Pathway Meeting		
*December 9, 2025	Department Meeting Faculty Meeting	Gallery Walk: Celebration of Learning PDSA Cycle 1	Department Leads
December 16, 2025	Faculty Meeting		
*January 13, 2026	Department Meeting		Department Leads
January 16, 2026	ILT Meeting		Cota/Hailey
January 20, 2026	Pathway Meeting		

*January 27, 2026		Collaborative Planning to Align Instruction Backwards Planning for Meaningful & Effective Instruction	
February 2, 2026	ILT Meeting		Cota/Hailey
February 3, 2026	Department Meeting		Department Leads
*February 10, 2026	Department Meeting Faculty Meeting	Engaging Every Learner: Strategies to Increase Active Student Involvement	Department Leads
February 17, 2026	Pathway Meeting		Pathway Leads
*February 24, 2026	Department Meeting Faculty	Small Group Instruction for Targeted Student Success	Department Leads
March 2, 2026	ILT Meeting		Cota/Hailey
March 3, 2026	Department Meeting		Department Leads
*March 10, 2026	Faculty Meeting	SBA Summative Training	
March 17, 2026	Pathway Meeting		Pathway Leads
*March 24, 2026	Faculty Meeting	Module 10: High Leverage Strategies for Mastering Learning Target in Content Areas	
	Spring Break March 30-April 3, 2026		
April 6, 2026	ILT Meeting		Cota/Hailey
April 7, 2026	Department Meeting		Department Leads
*April 14, 2026	Faculty Meeting	Module 6: High Leverage Strategies for Persuasive/Argumentative Writing	
April 21, 2026	Pathway Meeting		Pathway Leads
*April 28, 2026	Faculty		

	Meeting		
May 5, 2026	Pathway Meeting		Pathway Leads
*May 12, 2026	Faculty Meeting Pathway Meeting	MODULE	Pathway Leads
May 19, 2026	Department Meeting		Department Leads
*May 26, 2026	Faculty Meeting Department Meeting	MODULE	Department Leads
June 2, 2026	Department Meeting		Department Leads
*June 9, 2026	Faculty Meeting		
June 12, 2026	ILT Meeting		Cota/Hailey

Other PD Topics:

- Leveraging Small Group Instruction to Support Student Achievement

Resources from Linked Learning

- [Updated Hyperdoc for PBL resources](#)
- [Differentiation strategies for PBL + Differentiation for Gifted Learners](#)
- Template for PBL Planning (aligned to PBL Design Rubric)
 - Consider [PBL Assessment Map \(PAM\)](#) and/or [Project Planner from PBL Works](#)
- [Launch Event Resource Bank](#)
- [Discussion Techniques](#) (Kagan, Socratic seminar)

Main Office Reminders

TEACHERS' DAILY HOURS

- Teachers are required to be present, signed-in, and at their work station no later than 7:55 a.m. (**5 minutes before the instructional period begins**). Classrooms need to be opened by the ringing of the first bell.
- The school day ends at 3:10 pm for teachers.

SIGN IN / SIGN OUT PROCEDURES

- Please **sign in when you arrive to work** each day "**BEFORE**" you go to your classroom, even if you are late. (Your class will be covered so there is no reason **not** to sign in first.) Please keep your time card neat by only using the top square to sign in and the bottom square to sign out. If you need to leave during the school day, please notify the Main Office and sign out/in on your time card.

REMINDERS FROM THE MAIN OFFICE

- Out of consideration for your co-workers and students, please **call the Main Office if you know you are going to arrive late**. We need to cover your classroom as soon as possible. If you continue to be late, you will be counseled by an administrator and your time may be docked.
- **When you are absent, please use [SUBFINDER](#) to request a substitute** and call the Main Office at (323) 224-4801 with the job number.
- **When you are absent**, you need to fill out the [Blue Absence Form - CERTIFICATION REQUEST OF ABSENCE FORM](#). **This form must be filled out and on file with administrator approval before payroll is due or your time may be reported unpaid.** (This form is double-sided: illness and non--illness) Please place all [blue](#) forms in Angie's mailbox, not on her desk.
- **If you need to leave early** for any reason, please contact the Administrator for your Pathway (listed in the Administrator Chart above) and the Main Office as soon as possible. Teachers are responsible for finding their coverage and completing the **Request for Class Coverage/Request to Leave Campus** form. Teachers must sign-out before they leave campus and turn in a [blue CERTIFICATION REQUEST OF ABSENCE FORM](#) when they return.
- Out of consideration for your substitute, please make sure you have an **EMERGENCY LESSON PLAN on file in the Main Office** and the materials needed for the lesson in your classroom.
- Please fill out the yellow **Request for Class Coverage/Request to Leave Campus** form if you plan on attending a conference, field trip, or an off-site professional development. Make sure to include your substitute's information. **This form must be signed by an administrator with a pre-approved funding source at least two (2) days BEFORE you attend the activity**
- **REQUEST FOR PAYMENT OF ADDITIONAL HOURS WORKED: A *Request for Additional Hours Form* must be completed and pre-approved by an administrator before working.** No hours will be processed for payment without the proper prior approval.
- If you need a key please fill out a **KEY REQUEST** form and have it approved by an administrator. Please place this form in Angie's mailbox.
- If you need any forms please look in the [RED FOLDER BOX](#) located in the main office, under the flag.



Los Angeles Unified School District Employee Attendance Policy

While the vast majority of employees have a strong commitment to their work and excellent attendance, it is also clear that unnecessary absenteeism has a negative impact upon student achievement due to interruption of the continuity of instruction, and results in reduced productivity, loss of service, and significant costs to the Los Angeles Unified School District (“LAUSD”). The LAUSD Board of Education expects:

- Employees to maintain regular attendance and avoid absenteeism;
- Employees to work every hour that they are assigned;
- Employees to be at their work stations on time every working day;
- Employees to comply with legal restrictions, LAUSD policy and procedures, and the respective collective bargaining rules regarding reporting of absence and providing appropriate documentation;
- Supervisors 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 and discipline processes.
- The District will make every attempt to avoid scheduling activities that contribute to staff absenteeism.

LAUSD seeks to assist administrators and supervisors to efficiently manage attendance, improve employee effectiveness through reduced absenteeism, and guide employees in appropriate use of illness and personal necessity time. Illness leaves are provided to ease the financial burden on employees who are unavoidably required to be absent from duty due to legitimate illness, injury, or personal necessity. Personal necessity leaves are provided for only eleven specific causes. 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.

96% attendance is equivalent to about:

- 10 unprotected absences for A Basis
- 9 unprotected absences for E Basis
- 8 unprotected absences for B Basis
- 7 unprotected absences for C Basis

Attendance Formula: *Worked Hours/Workable Hours - Protected hours*

Workable Hours: *The number of days you are scheduled to work each year (refer to your Basis Calendar) X number of hours you are scheduled to work each day minus Paid Time Off.*

Paid Time Off: *Paid Time Off includes hours for Vacation, Holidays, Annual Physical and Bereavement.*

Protected Hours: *Protected hours are absences from work that are protected by State and/or Federal statutes. These statutes include: Family and Medical Leave Act (FMLA); California Family Rights Act (CFRA); Pregnancy Disability Leave (PDL); Paid Parental Leave (PPL); Jury Duty; Kin Care; and Personal Necessity (School Activities, Religious holidays, and some Court appearances).*

Questions about your Attendance Rate? Contact staffattendance@lausd.net





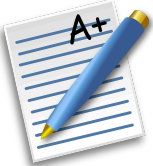
LAUSD Employee Attendance Policy


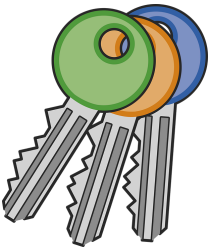


**The District’s goal is for every employee to be at work 100% of the time.
The target attendance rate for each employee is 96% or higher.**

Student Attendance Achievement by Instructional Day

Attendance Achievement by Instructional Day <i>Means having NO MORE THAN 1 absence per 25 DAYS OF INSTRUCTION</i>				
Instructional Day	Date	Chronic <small>less than 91%</small>	Basic <small>92-95%</small>	Excellent <small>96-100%</small>
25	September 17	3 or more	2	0-1
50	October 23	5 or more	3-4	0-2
75	December 5	7 or more	4-6	0-3
100	January 31	9 or more	5-8	0-4
125	March 10	11 or more	6-10	0-5
150	April 22	13 or more	7-12	0-6
175	May 29	15 or more	8-14	0-7
183	June 10	15 or more	8-14	0-7

General School-Wide Information

<p>Classroom Environment</p> 	<p>Teachers are urged to maintain a clean and inviting classroom environment that includes updated displays of current student work.</p> <p>To maintain a clean classroom:</p> <ul style="list-style-type: none"> • Develop a plan that will provide time every day for students to clean up before leaving class. • Limit eating in the classroom, except for Breakfast in the Classroom. • Report any spills promptly. • Discard ALL food or drink or sent back to the cafeteria. To minimize any pests or rodents from coming into classrooms, do not store any food in your classroom. • Appliance (coffee makers, refrigerators, microwave ovens) are not permitted in classrooms.
<p>Classroom Sales</p> 	<p>No student, faculty, or staff member is permitted to conduct any formal or informal fundraising and/or sales is not permitted on campus, in their classroom, or work area. All fundraising activities must be approved in advance by the Financial Manager, and the administration. All prohibited sales items will be confiscated and returned to the parent.</p>
<p>Conference Attendance</p> 	<p>Attendance at conferences, conventions, or special meetings requires compliance with district bulletin BUL-5525.3 and prior administrative approval. Persons wishing to attend a conference must complete a Conference Attendance Request application (available in the Title 1 Office) and receive approval from the principal. Final conference approval requires about 3 weeks.</p>
<p>E-mail</p> 	<p>Employees are to read emails daily, preferably at the beginning of the school day and before leaving campus. Please respond to emails from parents, and administrators within 48 hours.</p>
<p>Roll Book</p> 	<p>Roll books are legal documents that each teacher must maintain according to very specific guidelines, requiring a minimum of one grade per week. Grade books are legal documents of student achievement. They are often targeted for theft or tampering, particularly during the end of the marking period. Lock your grade book, computers, and any valuables in a secure place. Grade books are collected at the end of each semester and stored in the office until taken to District Offices for microfilming.</p>

General Information	
<p>Hall Passes & Restroom Policy</p> 	<p>Students must have a teacher's permission to leave the classroom during instructional time. Every teacher will be assigned a plastic Hall Pass with their room number on it. A One-Way Pass should be used instead of the plastic Hall Pass when it is not expected that the student will return to the sending class. The One-Way Pass should include the student's name, the date, time, destination, and your signature. Office summonses and office referrals are also considered hall passes. <u>Students should be encouraged to remain in class during the first and last 10 minutes of class unless it is an emergency.</u></p> <p>Any student allowed to use the restroom must leave the class with a Hall Pass. Please do not allow more than <u>one student</u> to leave at a time.</p>
<p>Keys</p> 	<p>Keys are the responsibility of the teacher and are retained throughout the school year. All keys are inventoried and returned at the close of the school year. Security of school (personal keys and personal property) should be a prime objective of all school staff.</p> <ol style="list-style-type: none"> 1. Keys should never be given to any student at any time. 2. Keys should not be left lying on desks, cabinets, or in drawers. 3. Keys cannot be duplicated. <p>Lost or missing keys should be reported immediately to the appropriate administrator and School Police. Loss of keys may result in disciplinary action.</p>
<p>Meetings</p> 	<p>Faculty Meetings: Mondays should be kept clear for faculty, department, pathway, or professional development meetings. Refer to the UTLA bargaining agreement.</p> <p>Pathway Team (IT) Meetings: Schools meet to plan interdisciplinary project-based lessons and to focus on pathway events for the upcoming year.</p> <p>Department Meetings provide an opportunity for departments to share concerns and questions with their peers and administration. Location and agendas are developed and facilitated by the department chair, with support from administration.</p>
<p>Master Calendar</p> 	<p>The master calendar listing all major campus activities is drafted early each semester and posted on the Nightingale Website. All activities must have educational value and must be approved by an administrator before their placement on the master calendar.</p> <p>***To assist in planning, a Master Calendar Request form must be obtained by the sponsor from the Main Office and completed to provide advance notice of the activity. It is the sponsor's responsibility, working with the administrator for Student Activities, to ensure proper planning and notification for any activity they conduct.</p>

School Leadership Groups



Instructional Leadership Team (ILT): The ILT is composed of department chairs, pathway leads, coordinators, and administrators. They discuss pertinent topics that relate to instruction and professional development.

Local School Leadership Council (LSLC): The LSLC is chaired by the principal and the UTLA chair. The members are voted in and have representatives from staff, students, and parents. They make recommendations concerning the bell schedule, discipline, and other school-wide initiatives.



School Site Council (SSC): The Nightingale Middle School, School Site Council meets on Tuesday afternoons during the middle of every month [unless otherwise scheduled]. All school Site Council Proposal Forms are due at least 2 school days in advance. Any proposals received after that time will not be added to the agenda but will be discussed at the next month's meeting. School Site Council Proposal Forms can be found in the Title 1 Office. Forward all completed SSC Proposal Forms to the SSC Chairperson. The SSC Coordinator will notify you if your proposal has been approved within 48 hours.

English Learner Advisory Committee (ELAC): The ELAC is comprised of parents of English Learners. They provide written recommendations for the School Site Council concerning attendance and school achievement.

Security

Classroom Security



Teachers should lock their classroom doors whenever they leave the room. Personal property should not be left unattended at any time. **NOTE:** We suggest that purses or other valuables be locked in files or cabinets. Personal property of an instructional nature is not covered by school insurance. Personal property items brought to school for extended use should be registered with the appropriate school administrator. All personal property should be kept secure when not in use. Teachers should turn off all lights when leaving classrooms and doors should be double-checked [give it a tug]. All faculty members are advised to clear the campus by 4:30 pm when the Main Office closes. **Lost or missing keys should be reported immediately to School Police and the appropriate administrator.**

Classroom Break-in



Whenever a break-in is detected, the teacher should notify the Main Office immediately. Please do not enter the classroom or disturb anything in the room until directed to do so by the school police or an administrator. As soon as possible following the break-in, the teacher should take an inventory of any missing items, which should be reported to the School Police for inclusion in their report. Please notify the appropriate administrator before the close of school if broken windows, doors, or other areas needing temporary repairs have not been completed. She will notify the plant manager.

Classroom Supervision



Do not leave students unsupervised at any time. Student-teachers, TAs, and aides may not be left alone to supervise students. The certified staff member is legally liable for student supervision. In case of an emergency, call the Main Office for supervision coverage.



Nightingale Middle School

Nighthawk PRIDE

Nightingale students will learn and adopt these essential character traits as key to their development into successful Nighthawks in life.

- **Perseverance** - persistence in doing something to completion despite difficulties or obstacles.
- **Respect** - due regard for the feelings, wishes, rights, or traditions of others with kindness and compassion.
- **Intelligence** - the ability to acquire and apply knowledge and skills that can develop through hard work, the use of effective strategies, and help from others when needed.
- **Dignity** - the state or quality of being worthy of honor or respect. A sense of pride in oneself; self-respect.
- **Empowerment** - the process of becoming stronger and more confident, especially in controlling one's life and advocating for social justice.

The behavioral expectation for Nightingale students will be guided by...

The 3 B's

Be Safe

- Nightingale is a bully-free campus. Be a buddy, not a bully.
- See Something, Say Something.
- Keep hands to yourself and walk at all times.

Be Respectful

- Always communicate appropriately and respectfully in person and on social media.
- Personal technology is turned off and out of sight during passing periods and class time unless approved by an adult.
- Gum chewing is not allowed anywhere on campus.

Be Responsible

- Students are in uniform/spirit shirt/college shirt all day, every day.
- Everyone will work to maintain a graffiti-free, clean campus.
- Students will arrive to classes on time with all the needed materials.

Revised July 2024

Nightingale Middle School Student Dress Code



RATIONALE: Parents, teachers, and school officials have come to see school uniforms as a positive and creative way to develop school identity, spirit and culture. The benefits of school uniforms include:

- Fostering students with discipline and school spirit/pride;
- Creating a sense of equity among students;
- Helping students focus on their school work; and
- Helping school staff to quickly recognize non-students.

Therefore, Florence Nightingale Middle School has adopted the following dress code for all students:

RED OR WHITE SHIRT WITH KHAKI PANTS OR DARK NAVY BLUE PANTS (No Jeans)

Pants, shorts and skirts should fit properly. Pants and shorts may not be worn below the hips. Shorts and skirts should be no shorter than 3 inches above the knee.

Students must use a white or red polo shirt, with collar and sleeves, or a regular white or red shirt, also with collar and sleeves. The use of undershirts is strictly limited to white t-shirts. Shirts must also be the appropriate size.

Students can wear jackets, sweaters, or hooded sweatshirts and they must be white, red, dark blue, black, or gray, and free of logos. All Nightingale gear (logos, patches, etc.) are allowed. College or university sweatshirts and jackets are allowed as well.

Students who do not adhere to these rules will be sent to the Parent Center to change and/or call home and ask for a change of clothing.

Uniform Schedule:

- Monday and Tuesday: school uniform
- Wednesday-Friday: Nightingale spirit (school, club, or class) shirts and uniform pants/shorts/skirt.

Not allowed:

- baggy jeans, thigh cut jeans, or split bottom pants
- ripped or torn clothes
- sleeveless shirts under an unbuttoned uniform shirt
- professional sports team attire (i.e. Lakers, Dodgers)
- spaghetti straps or other revealing clothes
- profane graphics and/or language
- images of weapons
- sandals, flip flops, Croc-style clogs

For PE Classes:

- Approved NMS PE shorts and t-shirt (including 5K event shirts).

Additional requirements:

- A PE shirt does not replace the white uniform shirt.
- Jacket/sweatshirt hoods are not to be worn in class.

- Non-Nightingale hats/caps may not be worn on campus.
- Shoes must cover toes and be secured at the heel.
- Uniform Policy is in effect for all curricular excursions held during regular instructional hours.
Teachers are requested to support implementation of the uniform policy

Nightingale Substitute Policy

You can call **SmartFindExpress** to review, create and cancel absences and jobs, and to modify preference lists.

Remember, SmartFindExpress only works from touch-tone telephones!

When reporting an absence, always wait for the Job Number before disconnecting or the absence may not be recorded.

SmartFindExpress Access: (877) 528-7378

(877) LAUSD SUB

SmartFindExpress Website: <https://lausd.eschoolsolutions.com>

Help Desk: (213) 241-6117

Fax: (213) 241-8410

Email: subdesk@lausd.net

- **When you are absent, please call for a substitute**, and call the Main Office, at (323) 224-4801, with the job number. Please leave a message if there is no answer. ***Also, remember you must call Angie Guillen by 2:00 p.m., Main Office if you plan to return the following day. If you do not call by 2:00 p.m., a sub will be requested to cover your classes for the following day.***
- **When you are absent**, you need to fill out a **CERTIFICATION REQUEST OF ABSENCE FORM** (The same way that we require the students to clear their absences, you need to **clear your absence.**) **This form must be completely filled out and on file with administrator approval before payroll is due.** (This form is double-sided: illness and non-illness)

Substitute Teacher's Instructions

The following items will be issued by the Main Office Staff for Substitutes:

- Teacher's schedule, Classroom Key(s), Attendance Password and Code, Class Roster, Progressive Discipline Policy, School Map, Emergency Map and Procedures, MISIS Referral Forms

Please do the following to receive your voucher for payment.

- Take attendance in the first 10 minutes of class.

- ❑ Please return the classroom keys to the Main Office at the end of the day.
- ❑ Fill out a MISIS referral form for each student who is referred to the dean or Main Office.

In case of an emergency or serious discipline referral in the classroom please call the Main Office: Dial “44801” or “44612” on the Cisco phone or use a cell phone to call the Main Office at 323-224-4801.

Quick Reference Guide for Emergencies

Fire: *What to do:*

- Escort class to the PE field.
- Take the Red Emergency Backpack with you.
- Assemble with homeroom in the designated areas.
- Meet homeroom and take roll and complete the *Emergency Status Report*.
- Remain with homeroom throughout the duration of the drill.

Earthquake: *What to do:*

- Conduct Take Cover/Drop Drill.
- Escort class to the PE field.
- Take the Red Emergency Backpack with you.
- Assemble with homeroom in the designated areas.
- Meet homeroom and take roll and complete the *Emergency Status Report*.
- Remain with homeroom throughout the duration of the drill.

Lock Down: *What to do:*

- Lock all doors and windows.
- Close blinds and move away from windows.
- Remain in the classroom until the "All Clear" is signaled.
- No person in or out of the classroom until "All Clear."
- Monitor classroom brown phone and/or cellphone for information.
- Silence all cell phones and instruct everyone to remain quiet.
- Move all individuals away from doors and windows if possible.

2. POLICIES & PROCEDURES

LAUSD Teaching and Learning Framework



Human Resources Division – Educator Development and Support
 333 S Beaudry Ave, 14th Floor
 Los Angeles, CA 90017
 Telephone: (213) 241-3444

Revised July 2023

LAUSD TEACHING AND LEARNING FRAMEWORK Focus Elements for Classroom Teachers (EDST)

STANDARD 1: PLANNING AND PREPARATION	STANDARD 2: CLASSROOM ENVIRONMENT
<p>a. Demonstrating Knowledge of Content and Pedagogy</p> <ol style="list-style-type: none"> 1. Knowledge of Content and the Structure of the Discipline 2. <i>Knowledge of Content-Related Pedagogy</i> <p>b. Demonstrating Knowledge of Students</p> <ol style="list-style-type: none"> 1. <i>Awareness of Students’ Skills, Knowledge, and Language Proficiency</i> 2. Knowledge of How Children, Adolescents, and Adults Learn 3. Knowledge of Students’ Special Needs 4. Knowledge of Students’ Interests and Cultural Heritage <p>c. Establishing Instructional Outcomes</p> <ol style="list-style-type: none"> 1. Value, Sequence, Alignment, and Clarity 2. Suitability for Diverse Learners <p>d. Designing Coherent Instruction</p> <ol style="list-style-type: none"> 1. <i>Standards-Based Learning Activities</i> 2. Instructional Materials, Technology, and Resources 3. Purposeful Instructional Groups 4. Lesson and Unit Structure <p>e. Designing Student Assessment</p> <ol style="list-style-type: none"> 1. Aligns with Instructional Outcomes 2. <i>Planning Assessment Criteria</i> 3. Design of Formative Assessments 4. Analysis and Use of Assessment Data for Planning 	<p>a. Creating an Environment of Respect and Rapport</p> <ol style="list-style-type: none"> 1. Teacher Interaction with Students 2. Student Interactions with One Another 3. <i>Academic Climate</i> <p>b. Establishing a Culture for Learning</p> <ol style="list-style-type: none"> 1. Importance of the Content 2. Expectations for Learning and Achievement 3. Student Ownership of their Work 4. Physical Environment <p>c. Managing Classroom Procedures</p> <ol style="list-style-type: none"> 1. <i>Management of Routines, Procedures, and Transitions</i> 2. Management of Materials and Supplies 3. Performance of Non-Instructional Duties 4. Management of Parent Leaders, other Volunteers and Paraprofessionals <p>d. Managing Student Behavior</p> <ol style="list-style-type: none"> 1. Expectations for Behavior 2. <i>Monitoring and Responding to Student Behavior</i>
STANDARD 5: PROFESSIONAL GROWTH	STANDARD 3: DELIVERY OF INSTRUCTION
<p>a. Reflecting on Practice</p> <ol style="list-style-type: none"> 1. Accurate Reflection 2. <i>Use of Reflection to Inform Future Instruction</i> 3. Selection of Professional Development Based on Reflection and Data 4. Implementation of New Learning from Professional Development <p>b. Participating in a Professional Community</p> <ol style="list-style-type: none"> 1. Relationships with Colleagues 2. <i>Promotes a Culture of Professional Inquiry and Collaboration*</i> 	<p>a. Communicating with Students</p> <ol style="list-style-type: none"> 1. <i>Communicating the Purpose of the Lesson</i> 2. Directions and Procedures 3. Delivery of Content 4. <i>Use of Academic Language</i> <p>b. Using Questioning and Discussion Techniques</p> <ol style="list-style-type: none"> 1. <i>Quality and Purpose of Questions</i> 2. <i>Discussion Techniques and Student Participation</i> <p>c. Structures to Engage Students in Learning</p> <ol style="list-style-type: none"> 1. <i>Standards-Based Projects, Activities, and Assignments</i> 2. <i>Purposeful and Productive Instructional Groups</i> 3. Selection and Use of Available Instructional Materials, Technology, and Resources 4. Structure and Pacing <p>d. Using Assessment in Instruction to Advance Student Learning</p> <ol style="list-style-type: none"> 1. Assessment Criteria 2. Monitoring of Student Learning 3. <i>Feedback to Students</i> 4. Student Self-Assessment and Monitoring of Progress <p>e. Demonstrating Flexibility and Responsiveness</p> <ol style="list-style-type: none"> 1. Responds and Adjusts to Meet Student Needs 2. Persistence
STANDARD 4: ADDITIONAL PROFESSIONAL RESPONSIBILITIES	
<p>a. Maintaining Accurate Records</p> <ol style="list-style-type: none"> 1. Tracks Progress Towards Identified Learning Outcomes 2. Tracks Completion of Student Assignments in Support of Student Learning 3. Manages Non-Instructional Records 4. Submits Records on Time <p>b. Communicating with Families</p> <ol style="list-style-type: none"> 1. Information About the Instructional Program 2. Information About Individual Students 3. <i>Engagement of Families in the Instructional Program*</i> <p>c. Demonstrating Professionalism</p> <ol style="list-style-type: none"> 1. Ethical Conduct and Compliance with School, District, State, and Federal Regulations 2. Advocacy for Students 3. Decision-Making 	

- Highlighted elements are the Focus Elements for the EDST process.
- Highlighted elements are the *unified* Focus Elements for the EDST process.
- Evidence of teacher practice for this element may be collected for Contributions to School Community.

Components of a Course Syllabus and Roll Book

Course Syllabus

- Teacher Contact Information (Name, Email, School Phone Number, Schoology Website)
- Teacher Office Hours
- Course Description
- Outline of Topics Covered
- Grading Policy, including how you calculate Work Habits and Cooperation
- Classroom Expectations and Progressive Discipline Plan

Roll Book

The following information will be generated by the instructor of the course when submitting the Grade Rollbook Review documents,

Teacher Role and Responsibility

1. Each roll-carrying staff member must keep a Schoology online gradebook for each class taught accessible at <https://lms.lausd.net>.

2. The following requirements must be met:

- a. Assignments, a minimum of one per week for each course
- b. Marks earned by each student on each assignment, minimum one per week.

3. At the conclusion of each semester, roll-carrying personnel shall turn in the Secondary Roll Book to the appropriate administrator (please reference Attachment A for more detail):

- a. Course syllabus
- b. Dates when unsatisfactory progress notifications are sent to parents
- c. Log of parent/guardian contacts (Include Parent Conference Night Sign-In)
- d. Secondary Roll Book Review (Attachment A)
- e. Roll book Certification form (Attachment B), signed and dated by the teacher indicating that all marks are accurate and a true reflection of the students' demonstration of mastery of course standards
- f. Explanation of marks: definition of mark values and weights, criteria for academic marks, work habits and cooperation

[REF - 6294.3: Secondary Official Roll Book](#)

Grading Practices and Procedures

According to LAUSD's [BUL-1353.1](#), grading practices should be aligned to student performance on the California content standards. This is a shift from some traditional practices that base grades on rank, work habits and effort, and assignment completion. Work habits and cooperation, for example, should be assessed separately from academic grades. Please review [BUL-1353.1](#) and the Criterion for Marks (located on the next page and on page 16 of BUL-1353.1). Below are excerpts regarding marking practices.

Section II - Marking Practices

B. Marking practices are to reflect individual student performance and progress toward mastery of the standards. A student's mark may not reflect a comparison of that student's performance with the performance of other students.

C. Standards-based instruction and the concept of mastery of standards leads to a marking system that reflects the notion that all students can learn. This is a shift from a competitive system in which there are few available high grades in each course to a system in which all students are expected to master the content standards.

D. Marks reflect a student's individual achievement toward mastering the standards. At the beginning of the school year, each classroom teacher is to provide students and parents with the course description or syllabus, a list of the standards addressed in the course, and the Criteria for Marks (Attachment A) in the appropriate language.

E. The classroom teacher shall determine the mark given to each student in the class based upon the Criteria for Marks (Attachment A).

G. Academic marks reflect multiple measures of performance and a variety of assignments that demonstrate progress toward and mastery of California content standards.

J. Meaningful homework is an extension of the class work and is aligned to the standards for the course. Homework emphasizes quality rather than quantity and should be reflected in the progress report mark.

K. Marking practices that place a major emphasis only upon specific assessments may minimize the value of daily classroom instruction and experiences, at least insofar as that instruction is reflected in an academic mark.

L. A disproportionate number of Fails or D's for any reporting period or for a single assignment immediately signals the need for revising the instructional program to include in-class and out-of-class interventions. Interventions may include reteaching of specific concepts and skills, individualization of instruction, and selection of varying strategies and techniques to address the learning modalities of students.

This policy notes (pg. 7), "Attendance, work habits, and cooperation may not be used as a part of any rigid formula for assigning subject marks, e.g., a set number of tardies or absences may not result in the automatic lowering of a mark or loss of class credit (California Education Code Section 49607)."

If you are interested in professional development on Mastery Learning & Grading, please contact Ms. Lee at dsl0987@lausd.net. Mastery Learning and Grading is a **growth-mindset approach to K-12 teaching and learning**, based on the expectation that everyone can learn when provided with the right conditions and support.

Criteria for Grades

CRITERIA FOR GRADES

A	Demonstrates an exemplary level of proficiency in course content standards that were explicitly taught.
B	Demonstrates proficiency in course standards that were explicitly taught.
C	Demonstrates near proficiency in course standards that were explicitly taught.
D	Demonstrates limited proficiency in course standards that were explicitly taught.
FAIL	Has <i>not yet</i> demonstrated an understanding of course standards that were explicitly taught.

CRITERIA FOR MARKS

Work habits and cooperation marks are reported at each grading period to provide students and Parents with information about non-academic factors that can impact academic performance. It is important that these factors are reported separately so that academic grades can communicate accurate information about student progress towards proficiency in the Standards.

These marks can also help students to make connections between their academic performance and Social Emotional Learning (SEL) Competencies (e.g., Self-Management, Growth Mindset, etc.)

The following rubrics outline criteria for work habits and cooperation:

WORK HABITS	E	S	U
Effort	Demonstrates exceptional determination in accomplishing tasks and meeting standards.	Demonstrates determination in accomplishing tasks and meeting standards.	Requires frequent reminders and/or support to accomplish tasks and meet standards.
Responsibility	Accepts complete responsibility for personal actions and demonstrates honesty, fairness, and integrity.	Accepts responsibility for personal actions and frequently demonstrates honesty, fairness, and integrity.	Requires support with accepting responsibility for personal actions and demonstrating honesty, fairness, and integrity.
Preparation	Maintains excellent attendance by consistently avoiding unnecessary absences or tardies and demonstrates thorough preparation for class to meet coursework expectations in a timely manner.	Maintains satisfactory attendance by consistently avoiding unnecessary absences or tardies and demonstrates preparation for class to meet coursework expectations in a timely manner.	Requires support to maintain satisfactory attendance, avoid unnecessary absences or tardies, and arrive to class prepared.

Copy request forms

**Florence Nightingale Middle School
Copy Request**

Please submit this form to the Parent Center for service.
Please complete this form thoroughly.

Date Submitted Time Room # Date Needed

Teacher's Name Department

**Copy Services:
Please circle as needed**

Letter size (8.5 x 11) Legal Size (8.5 x 14)
 Collated Single Sided
 Double Sided Staple Top: LEFT RIGHT

Paper Color: WHITE Color: _____

Cardstock (Cover Paper) _____

Number of Copies requested: _____

Book (page numbers): _____

Additional Services:

Laminate: _____

Poster Paper: 17x22 23x31 33x34

Comments: _____

48 HOUR NOTICE REQUIRED

**Florence Nightingale Middle School
Copy Request**

Please submit this form to the Parent Center for service.
Please complete this form thoroughly.

Date Submitted Time Room # Date Needed

Teacher's Name Department

**Copy Services:
Please circle as needed**

Letter size (8.5 x 11) Legal Size (8.5 x 14)
 Collated Single Sided
 Double Sided Staple Top: LEFT RIGHT

Paper Color: WHITE Color: _____

Cardstock (Cover Paper) _____

Number of Copies requested: _____

Book (page numbers): _____

Additional Services:

Laminate: _____

Poster Paper: 17x22 23x31 33x34

Comments: _____

48 HOUR NOTICE REQUIRED

Note: This document can be found on our website, in the Main Office, or in the Parent Center.

Custodial Request Form


Florence Nightingale Middle School REQUEST FOR DATE ON THE MASTER CALENDAR

To request an activity to be placed on the school calendar, please use this [fillable PDF form - Master Calendar Request](#), located on the school website under STAFF → [STAFF FORMS](#). All requests require administrator approval.

Activities affecting the entire school (eg. Schedule changes, school-wide assemblies, etc.) will be placed on the school calendar, but must be approved by the Local School Leadership Council.

Florence Nightingale Middle School REQUEST FOR DATE ON THE MASTER CALENDAR

Activities affecting the entire school (eg. Schedule changes, school-wide assemblies, etc.) will be placed on the calendar, BUT must be approved by the Local School Leadership Council.

Staff Name:	Date:		
Activity:			
Date Requested:	Second Choice (if unavailable):		
Location:	Time:	to:	
Approval of Administrator: 			

EQUIPMENT NEEDED FOR THE EVENT (IF NEEDED, PLEASE SEE CATHY, ROOM 211):

WHITE SCREEN MICROPHONE PROJECTOR LAPTOP

Please return to Mr. Gutierrez, Title I Office

Office Use Only

Florence Nightingale Middle School

To: _____ Date: _____

From: Mr. Gutierrez, Title I Office

RE: Master Calendar Request

- Your activity has been placed on the Master Calendar.
 Your activity has NOT been placed on the Master Calendar because



PROGRESSIVE DISCIPLINE POLICY

Nightingale MS Progressive Discipline Policy

In order to assure maximum student achievement and safety at Nightingale Middle School, due process discipline procedures need to be followed and documented. Please use the following protocol in your discipline practice to ensure our students receive a fair opportunity to be successful and that as a school we maintain consistency. In order to assist, teachers should stand by the doorway during transitional periods to promote student safety and positive behavior. Teachers are expected to also abide by the 10 minute rule of NO HALL PASS schoolwide hall pass policy.

Tier I (Teacher and Staff Interventions and Supports)

Profanity/Inappropriate Language (Not at teacher)	Talking out	Electronic devices
Out of seat	Attendance	Tardiness
Eating	Dress Code Violation	Elopement
	Horseplay (mild)	

Teacher Intervention (please take these measures before sending to a counselor):

A minimum of three intervention strategies need to be documented in MISIS and # 4 below (contact parent) must be included with the documentation of the intervention used that day..

- | | | | |
|-----------------------|--------------------------|---------------------------|------------------------------------|
| 1. Counsel Student | 2. Change Seat | 3. Connect ED | 4. Direct Parent Phone Call |
| 5. Parent Conference | 6. Campus Beautification | 7. Restorative Reflection | 8. Parent to sit in class. |
| 9. Loss of Privileges | 10. Restitution | 11. Verbal Reminder | 12. Reteach Expectation |

Tier II (RJ Teacher/Counselor Interventions and Supports)

All continuous Tier I problems not resolved by the classroom teacher after multiple documented interventions.

Intervention (please take these measures before sending to the RJ Teacher/Counselor).

A minimum of three intervention strategies need to be documented in MISIS and # 2 below (contact parent) must be included.

- | | | | |
|---|------------------------------|----------------------|---------------------------|
| 1. Counsel student | 2. Contact Parent | 3. Parent Conference | 4. Daily Progress Reports |
| 5. Student Contract | 6. Refer to PSA | 7. Refer to SSPT | 8. Restorative Questions |
| 9. Refer to Restorative Justice Teacher | 10. Saturday Success Academy | | |

Tier III (Administrative Interventions and Supports)

Fighting	Harassment	Setting Fireworks/Fire
Weapons & dangerous objects	Bullying	Profanity at Staff
Setting False Alarm	Pornography	Tagging
Drugs/Alcohol	Smoking	Violence
Defiance (i.e. refusal to comply)	Stealing/Robbery/Extortion	Vandalism
Terrorist Threats	Assault/Battery	
Ethnic, religious, racial or sexual slurs		

Child Abuse Reporting Guidelines

Please carefully review the district's [BUL-1347.5 Child Abuse and Neglect Reporting Requirements](#). Below are a few excerpts to provide an overview and child protective agency contact information.

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

Suspected child abuse reports are made only to one child protective agency and the employee has the option of reporting to either [DCFS](#) or local law enforcement (e.g., Los Angeles Police Department). Generally, it is advisable that the report be made to DCFS if the suspected abuse involves inhome perpetrator(s) (e.g., parents, relatives, etc.) and physical, mental, neglect or inadequate supervision child abuse. Generally, it is advisable that the report be made to local law enforcement if the suspected abuse involves an employee perpetrator, non-district contracted employees and volunteers, or moderate to severe physical, mental, sexual, neglect or life threatening situation child abuse.

Also, if directed by DCFS to file with law enforcement, the employee can insist that the report be filed with DCFS or can follow DCFS's suggestion and file with law enforcement. Further, if advised by the agency that there will be no investigation and/or District confirms that the District can initiate an administrative investigation, the mandated reporter must still file the SCAR with the agency.

An employee with knowledge or reasonable suspicion of child abuse must make a SCAR which consists of two steps: (1) making a telephone report of suspected child abuse immediately or as soon as practically possible to a child protective agency; and (2) sending a written SCAR to the agency called within 36 hours of receiving the information. The [SCAR](#) can be found on-line at <https://mandreptla.org/cars.web/CallType> and can be used to assist the reporter in knowing what information to provide when making the telephone report.

The telephone report must be made immediately or as soon as practically possible to:

- DCFS at (800) 540-4000 (24 hours/seven days a week), or to
- LAPD at (213) 486-0530 (7:30 a.m. – 4:30 p.m. – Monday through Friday).

An employee suspecting child abuse or neglect must file the [SCAR](#) with one of the following child protective agencies:

1. DCFS at (800) 540-4000 (24 hours/7 days per week)
2. LAPD at (213) 486-0530 (7:30 a.m. – 4:30 p.m. – Monday through Friday)

The following are NOT child protective agencies and are not authorized to receive SCARs:

- The District's Los Angeles School Police Department (LASPD) and school security officers;
- Site administrator or colleague;
- School medical professionals (e.g., school nurses and doctors).

For more information on reporting guidelines and the [SCAR](#) Form, please read [BUL-1347.5 Child](#)

[Requirements.](#)



Family Medical Leave Act

INTRODUCTION: ATTENDANCE MANAGEMENT and FMLA/CFRA

The Federal Family and Medical Leave Act (“FMLA”) and the California Family Rights Act (“CFRA”) provide eligible employees with up to twelve weeks of protected absence or leave per year when the employee or a covered family member experiences a “serious health condition,” or when an employee requests time to bond with a new child after the child’s birth or the child’s placement through adoption or foster care. In addition, FMLA provides eligible employees with military exigency leave to take up to 12 weeks of leave in a year if the spouse, son, daughter, or parent of the employee is on active duty (or has been notified of an impending call or order for active duty) in the United States Armed Forces in support of a contingency operation. FMLA allows eligible employees to take up to 26 weeks of military caregiver leave in a single 12-month period to care for a spouse, son, daughter, parent or next-of-kin who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness sustained while on active military duty in the United States Armed Forces.

FMLA and CFRA are important because they provide employees with rights of return to the position, accrual of seniority while on paid FMLA/CFRA leave, rights to take FMLA/CFRA absences without being criticized for having taken this time off work, rights to paid health benefits, and the rights to make sure that there is no loss of any employment benefit that accrued prior to the start of the employee’s FMLA/CFRA leave. Just as importantly, employees have these rights even if there is no request for these protections and no mention of FMLA or CFRA. It is the employer’s responsibility to recognize and designate FMLA/CFRA leave.

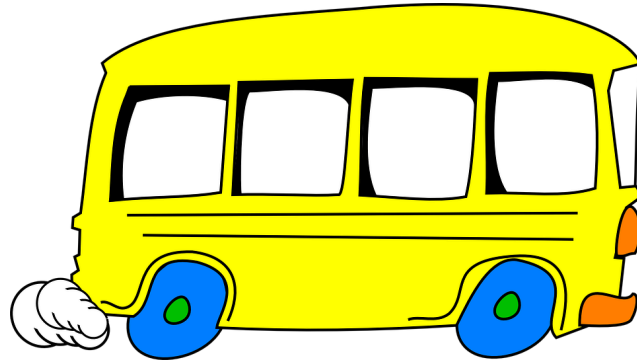
Managers need to be sufficiently knowledgeable to discuss FMLA/CFRA with employees when questions arise about rights regarding absences and leaves, and to inform employees of their FMLA/CFRA obligations. Management should also provide guidance about FMLA/CFRA procedures for employees when they need to take an FMLA/CFRA qualifying absence.

Occasionally a conference or conference memo is needed for an employee with excessive absenteeism. If such a situation arises, it is essential that the manager has a continuing system which is able to recognize all previous FMLA/CFRA and other protected absences. This is because progressive discipline must not be based on FMLA/CFRA or other protected absences.

For more information please visit the LAUSD website for the [Division of Risk Management](#) and review the following:

- [LAUSD BUL 1205.5](#): Family and Medical Leave Act/California Family Rights Act/Pregnancy Disability Leave Policy
- [FMLA-1: Certification by Health Care Provider \(CHP\)](#)

Field Trips



As of July 2021, field trips may resume for the 2021-2022 school year according to the guidelines included within this document. All guidelines are subject to change, based on current guidance from local health officials.

A field trip is an extension of the learning that occurs in the regular curriculum. To that end, any field trip must directly represent the instructional achievement goals of the day-to-day instructional planning in the classroom, or of the social, emotional, behavioral, and cultural achievement goals of the classroom and school. To meet these learning objectives, it is important that the field trip is carefully planned, and that the field trip plan ensures that the learning occurs in a safe and well supervised environment. As schools resume field trips, it is recommended that schools consider options such as virtual field trips when in person field trips are not available. [Click here for a list of virtual field trips.](#)

Schools should continue to use [L.A. Unified Field Trip Handbook](#) (REF. 2111.1) when planning field trips. A list of approved sites is included. Educators making arrangements to visit field trip sites are to make contact in advance to understand current policy and any restrictions. Regardless of mask and safety policies at venues, L.A. Unified staff and students must abide by safety measures issued by the District for the health and safety of all students.

The school will be responsible for ensuring instructional activities are available for students whose parents do not approve their children attending an off-site field trip, including any available related virtual field trips.

Transportation

The District has resumed 100% percent capacity on school buses. Schools are advised to arrange bus transportation for student trips with the District's Transportation Services Division.

To schedule your field trip online, it must meet the following requirements:

- The trip takes place Monday through Friday between 9:00 AM - 2:00 PM.
- Requested at a minimum of 15 calendar days prior to trip date.
- Cafeteria Manager and School Nurse must be advised at least 3 weeks in advance.

For information on trip requests that do not meet the parameters continue to the Alternative to Using the Online Field Trip Request System section. Visit <https://achieve.lausd.net/Page/17177> for additional information.

Public Health Guidance

All field trip sites must comply with applicable state and local public health guidelines. Please note that these guidelines are subject to change.

Things to Remember

- One day Field Trips to pre-approved site require school administrator approval only.
- OVERNIGHT TRIPS, OUT OF STATE TRIPS, and sites not on the pre-approved list require the prior approval of the Local District and Risk Management.
- ALL Overnight field trips to pre-approved sites require approval of Local District and Risk Management.
- Please provide 45 days for evaluation of all NON-ROUTINE, OVERNIGHT or OUT-OF-STATE trips and if possible, 30 days for routine field trips.

Approval Process

1. If you are interested in taking your students on a field trip, please complete this [Field Trip Packet](#).
2. Submit the forms to Ms. Stacy Ferra (Main Office) in a timely manner, ideally a month in advance.



Summary of LAUSD Policy Regarding the Use of Audiovisual Media

(Excerpts from [Bulletin 5210.1](#), Dated August 22, 2016)

It is the [policy of the Los Angeles Unified School District](#) to provide students with appropriate instructional materials that are relevant to the curriculum being studied and appropriate for their age and maturity levels. Because of the widespread use of video, ease of videotaping, and availability of rental videotapes and films, the Board of Education on October 17, 1988, established guidelines for the use of videotapes and films not owned, broadcast, or recommended by the District.

Because of the emergence of new technologies, this policy now applies to the use of filmed programs in any format, including videocassette, 16mm film, DVD, CD-ROM, broadcast television, or streamed file. The term “audiovisual media” is used in this bulletin to refer to all formats. The rating system of the Motion Picture Association of America (MPAA), established in 1968, is the basis for the Board guidelines.

The following guidelines are in effect:

1. Audiovisual media shown at a school must be relevant to the curriculum being studied and appropriate for the age and maturity level of students being taught.
2. Audiovisual media shown at a school must use the established District and State criteria for the evaluation of instructional materials, especially with respect to racial and gender stereotyping and the depiction of violence, even in animation. Refer to California Education Code Sections 60040-60045 and Section 60048 for the law that governs standards for evaluating instructional materials for social content or access the California Department of Education website to review the Standards for Evaluating Instructional Materials for Social Content at:<http://www.cde.ca.gov/ci/cr/cf/lc.asp>
3. Audiovisual media must be consistent with accepted standards of professional responsibility and must not reflect advocacy, personal opinion, bias, or partisanship.
4. Audiovisual media which have not been MPAA rated and are not owned, broadcast, or recommended by the District must be thoroughly reviewed by the instructor prior to their use.
5. **MPAA NC-17-rated** (No children under 17 admitted) audiovisual media, or any unrated material that might fall into this category, shall not be shown in any elementary or secondary school classroom or as part of any District activity involving elementary or secondary school students.
6. **MPAA R-rated** (Restricted, under 17 requires accompanying parent or adult guardian) audiovisual media, or any unrated material that might fall into this category, may be used in high school Grades 9-12 and in middle school Grades 7 and 8 with principal and parent/guardian written approval prior to the scheduled viewing date and must comply with the school’s policy on the evaluation and selection of instructional materials. (See [Attachment A](#) for the prior approval letter for parent/guardian and Attachment B for the prior approval form for the principal. **Note:** The parent/guardian approval letter should include the MPAA rating of the material.) **MPAA R-rated**

audiovisual media may not be shown in elementary schools or in middle school Grade 6.

7. **MPAA PG-13-rated** (Parents strongly cautioned; some materials may be inappropriate for children under 13) audiovisual media, or any unrated material that might fall into this category, may be used in high school Grades 9-12 and in middle school Grades 7 and 8 with [principal and parent/guardian written approval](#) prior to the scheduled viewing date and must comply with the school's policy on the evaluation and selection of instructional materials. MPAA PG-13-rated audiovisual media may not be shown in elementary schools or in middle school Grade 6.
8. **MPAA PG-rated** (Parental guidance suggested; some materials may not be suitable for children) audiovisual media, or any unrated material that might fall into this category, may be used in elementary schools or in middle school grade 6 with the [prior approval of the principal and parent/guardian](#) and must comply with the school's policy on the evaluation and selection of instructional materials.
9. **MPAA G-rated** audiovisual materials may be used in elementary schools with [principal approval](#) and teacher review.
10. If opinions differ over the appropriateness of the materials, the appeal process outlined in Article XXV, Sections 1.0 and 1.2 of the Agreement between the District and UTLA shall be followed. The website for the Motion Picture Association of America (<http://www.mpa.org/>) contains a database of film ratings (<http://www.filmratings.com/>).

When searching for a title, it is important to know as many details about the film as possible, such as producer, production date, and cast, because there are many films with the same title and the MPAA rating may be different for each one. For example, a search for Hamlet yielded five film titles with four different ratings– G, PG, PG-13, and R.

Search results will show the film title, distributor, production date, rating, and the reason for the rating. Many titles also contain a link to further descriptive information that will help identify a film. The MPAA website also provides links to sites about the TV Parental Guidelines, a rating system for all television programs which is modeled after the MPAA ratings. The TV Parental Guidelines may provide additional assistance in determining whether a film is appropriate. However, caution is necessary since the TV Parental Guide rating of a given film will most likely be based on an edited broadcast version and not the original uncut version, which may have received a harsher MPAA rating.

SUMMARY MPAA RATINGS FOR GRADE LEVEL USE

Grade	MPAA Ratings	Comments
6	NC-17, R and PG -13	May not be shown
	PG	Needs Principal and parent/guardian approval
7 & 8	NC-17	May not be shown
	R and PG-13	Needs Principal and parent/guardian approval
	PG	Needs teacher review for appropriateness

The following bulletins related to instructional media can be accessed via the District's e-Library:
[BUL-5208.1](#), Procedures for Reviewing Challenged Materials, Division of Instruction, August 29, 2016.

[BUL-5209.2](#), Criteria for Evaluating Instructional Materials, Division of Instruction, August 22, 2016.

[BUL-714](#), Compliance With the 1976 United States Copyright Law, Information Technology Division, January 8, 2004.

For assistance or further information, please contact: Integrated Library & Textbook Support Services at (213) 241-2733

3. IMPORTANT DISTRICT POLICIES

WE ARE ONE

Board Resolution 034 (November 19, 2024)

- LAUSD is a sanctuary District and safe zone for families threatened by immigration enforcement
- Requires protocols for responding to immigration personnel requests for information about students, families, and staff
- Communications plan and resources will be provided to ensure students feel secure and can thrive academically and emotionally without fear

California Law for Public Schools

- **Non-Discrimination**
 - All students, including those who are undocumented or come from immigrant families, have the right to attend public school, participate in school activities, and receive a quality education without discrimination.
- **Safe School Environment**
 - Schools are generally prohibited from voluntarily granting access to campus by immigration enforcement officers, in the absence of exigent circumstances, a judicial warrant, or a court order. Schools are prohibited from requesting social security numbers or inquiring about the citizenship or immigration status of students or their parents or guardians, unless explicitly required by law.
- **Confidentiality of Student Information**
 - Schools must protect the privacy of their students. Schools are prohibited from sharing personal information about students or their family members for immigration-enforcement purposes without a court order or judicial subpoena.

LAUSD Support Services

School Enrollment and Placement Assessment Centers (SEPA)

- Provides families with enrollment assistance, immunizations, medical and mental health referrals, legal service referrals and health insurance enrollment.
- <http://www.lausd.org/sepcenter>

Extended Support Sites

- Connect students and families to LAUSD programs and community resources
- Located in each Region in high volume areas

We Are One Webpage

- <http://www.lausd.org/WeAreOne>

