



# **Edison High School**

**Faculty Handbook**

**2021-2022**



**One Tiger, Many Stripes**



## Principal's Letter

It is with great optimism I look forward to the 2021-2022 school year. I'm sure you would agree there were lessons learned from last year's experience. Moving forward into the new year, we are more enlightened and wiser. Under the distance learning model, we were driven to utilize technology for planning, lesson delivery, and student engagement. Student engagement continues as a focal point with an emphasis of moving from simply having students participating, to investing and driving students to own their learning and critical thinking process.

In 2020, it became very apparent that students who have traditionally struggled in school continued to have learning gaps. In addition, building healthy trusting relationships along with addressing the social emotional welfare of students became more significant than ever before. Therefore, the methods and practices must concentrate on meeting the needs of the whole child-the course we will take into 2021-2022.

Our experience with the WASC Self-Study validated what we already knew and underscored the work that lies ahead of us. The Commission granted a six-year accreditation status with a Two-day Mid-cycle Visit, through June 30, 2027, an outcome deemed most favorable for high school accreditation. The self-study identified areas of focus:

- Develop and Implement Schoolwide Interventions
- Develop and Implement MTSS (academic, behavioral, emotional)
- Design system of support for reduction of D/F

The WASC Self-Study and the goals created in the SPSA direct our work in 2021-2022. More than ever before, collaboration, teamwork, planning and consistent communication are essential for fostering the results that impact student learning.

I look forward to continuing to build our collective capacity in creating effective learning opportunities that impact student learning at a high level. Moreover, we will remain focused on working collaboratively in professional learning teams. This is where experience, insights, learning and instructional strategies are shared with colleagues for the purpose of building our collective efficacy on behalf of all students. The research regarding collective teacher efficacy is strong. According to Educational Researcher John Hattie, collective teacher efficacy has an effect size of 1.57 ranking it as the number one factor influencing student achievement (Hattie, 2016). In other words, YOUR TEAM MATTERS and has a monumental impact on student learning.

Please familiarize yourself with the content of this faculty handbook as it provides valuable information regarding expectations, operations, policies, processes, important dates for instructional activities, professional expectations and other relevant information about Edison High School.

Respectfully,

Joey L. Munoz



## Edison's School Outcomes

### WE ARE EDISON TIGERS!

**MISSION:** *We believe Edison students will learn in a safe and empowering environment, and take ownership of their social and academic growth, in order to continue developing as active and productive members of our ever-changing world.*

**We Think:** Tigers will exhibit intellectual curiosity, critical thinking and problem solving by accessing appropriate tools, persevering through tasks, synthesizing information, providing sound evidence, and skillfully revising our work

**We Act:** demonstrating global citizenship by actively participating in the four A's: academics, arts, athletics, and activities

**We Know:** demonstrating high achievement of content knowledge at rigorous and challenging levels while pursuing academic and career goals by being able to locate, synthesize, critique, and use knowledge to generate artifacts

**We Grow:** Tigers will exhibit self-awareness, grit, and ownership of learning by mastering the competencies of Think, Act, and Know to achieve post-secondary goals.



## Edison Regional Focus

**Vision:** All students are empowered with the skills to demonstrate academic excellence to be college and career ready graduates.

**Mission:** The Edison Region is committed to collaborative relationships, diversity, equity, and social justice. We will deliver academic excellence and develop social emotional success through a culturally proficient environment.

**Motto:** One Tiger, Many Stripes

### Objectives 2021-2022

Strengthen core academic and social emotional instruction that occurs in all classrooms in the Edison Region to meet the needs of the whole child via a multi-tiered system of support.

- Plan and Implement Effective Instruction Using a Shared Vision of Instruction (IPG – Tenets 1,2,3)
- SEL competencies will be integrated into ALL instruction.
- Develop and sustain the three Big Ideas of a PLC: Culture of Learning, Collaboration and Results Oriented.

### Regional Principals' Smart Goals

- **Climate & Culture** - By the end of 2021-2022 school year, the Edison region will develop a climate and culture that reinforces SEL skills and establishes powerful relationships in order to facilitate and nurture collaboration for both students and adults.
  - Increase SEL Survey **Participation** rates, **Connection to Adult** rates and **Sense of Belonging** rates by 10% for 2021-2022 as measured by the annual SEL survey.
- **Academic** - By the end of the 2021-2022 school year, the Edison region will have a 5% increase of students meeting/exceeding standards in ELA and Math from first diagnostic to last diagnostic as measured by i-Ready. In Elementary Schools – Edison Math Regional Focus on Mathematics 3<sup>rd</sup> – 6<sup>th</sup> / Foundational Skills K – 2. In H. S.- English Language Learners and SPED students; all 9<sup>th</sup> and 10<sup>th</sup> graders)
- **Professional Learning Communities/Teams** - By the end of the 2021-2022 school year, the Edison region will have increased the effectiveness of Professional Learning Communities/Teams as evidenced by growth on the PLC Rubric of Implementation.

### CAASPP Goals (Regional)

- 50% proficiency in ELA
- 40% proficiency in Math



## WASC Schoolwide Strengths and Growth Areas for Continuous Improvement

### Schoolwide Areas of Strength:

- All stakeholders are committed to the success of all students at Edison High School
- A wide variety of courses and curricular pathways to meet the needs of all students
- Many opportunities for professional learning and collaboration
- A wide variety of activities and athletics for all students

### Schoolwide Areas of Growth:

- **CSLN #1:** Data examined by staff from the CAASPP, PSAT and SAT, indicate a need for Edison staff to develop and implement a schoolwide, intentional system of academic intervention for all students with a focus on content literacy and an emphasis on supporting underperforming student subgroups.
- **CSLN #2:** Data from climate surveys and CA Dashboard metrics indicate a need for Edison staff to design and implement a schoolwide, structured multi-tiered system of support (MTSS) for the academic, behavioral and emotional needs of all students in order to create the best possible school environment for academic achievement and a strong sense of community for all students.
- **CSLN #3:** Data from the College/Career Indicator report, as well as site grade distribution data, indicate a need for Edison staff to design and implement intentional, targeted strategies to support students who are in danger of failing one or more courses in order to ensure that all students are college and career ready when they graduate.



## 2021-2022 SPSA Goals and Actions

<b>Goal 1: Improve Academic Performance at Challenging Levels</b>
<b>Action 1</b>
<i>Edison will provide an MTSS three-tiered approach to literacy support for students. Tier One will include a focus on increasing common core disciplinary literacy skills in every classroom through professional learning and school-wide literacy initiatives. Tier Two will provide opportunities for strategic grouping, technology resources to support struggling students, PLUS, and co-teaching in the targeted core classes. Tier 3 will include teacher tutoring services, access to technology resources for remediation, PLUS support in the targeted classroom and student groups, and strategic deployment. Supports will center on good first instruction, professional learning, professional collaboration, backwards planning with common formative assessments, common grading practices, and performance tasks, tutorials, and other interventions.</i>
<b>Action 2</b>
<i>WASC Critical Area of Need: Edison will build a MTSS three-tiered approach to math support for all students. Tier One will include a focus on common core math skills in every math classroom through professional learning and collaboration. Tier Two will incorporate opportunities for strategic grouping, reteaching, utilizing technology resources for struggling students, PLUS teacher support, and co-teaching. Tier 3 will include teacher tutoring services, technology resources to support remediation, strategic PLUS teacher support for Tier 3 students, and deployment. Supports will center on good first instruction, professional learning, professional collaboration, backwards planning with common formative assessments, common grading practices, and performance tasks, tutorials, and other interventions.</i>
<b>Action 3</b>
<i>As noted in Edison's WASC Visiting Committee Report, data from the College/Career Indicator report as well as site grade distribution, indicates a need for Edison staff to design and implement intentional and targeted strategies to support students who are in danger of failing one or more courses in order to ensure that all students are college and career ready. Additionally, Edison High School will support students to earn passing grades through a system of monitoring, goal setting, recognizing achievement, in-classroom assistance in challenging courses, tutorial opportunities, guidance, classroom engagement, and response to intervention.</i>
<b>Action 4</b>
<i>Edison High School is committed to providing 100% of its students an opportunity to graduate on time while meeting A-G requirements. Edison High School will work to implement a comprehensive program to increase the number of contacts that counselors have with students, to ensure they are well informed of graduation requirements, A-G requirements, and all post-secondary options. Tier 1 will include all students having access to A-G courses and counselor oversight. Tier 2 will include increased counselor sessions and tutorials for those who are struggling in A-G courses. Tier 3 will include intensive counseling sessions that are one-on-one.</i>
<b>Action 5</b>
<i>Edison will improve English Learner re-designation rates by providing a three-tiered supports to English Learners that build literacy skills in alignment with the Common Core State Standards for ELD and ELA Literacy. Tier 1 will include staff providing instruction in all curricular areas that require students to engage in complex text, writing on a regular basis, and engaging in academic discourse. Staff will be able to identify EL students and students will be appropriately scheduled and grouped. Professional Learning Teams will incorporate unit plans that detail EL high leverage strategies. Tier 2 supports include reteaching strategies to target students who struggle in initial assessments. Additional supports include English Learner conferences for teacher PL, and individual and group chats based on performance levels of the ELPAC exam, Interim exam, and the number of D/Fs at all grading periods. Tier 3 supports include an English Language Support team providing targeted academic assistance during the After School Program.</i>
<b>Goal 2: Expand Student Centered and Real-World Learning Experiences</b>
<b>Action 1</b>
<i>Edison High School will engage in career and workplace preparation that includes increasing the amount of students who have met the following criteria: successful completion of A-G courses, completion of Pathway course work, increased number of students who have met the criteria for the Seal of Biliteracy, students who have received a score of 3 or higher on two AP exams. College and Career Readiness will be evidenced by the number and percentage of students who are identified as prepared on the California School Dashboard; thereby, expanding the amount of post-secondary options upon graduation.</i>
<b>Action 2</b>
<i>Edison High School is committed to increasing CTE enrollment by providing students with an increased number of Career Technical Education courses. Data shows that students fair better in post-secondary schooling if options are available to them that piques their interest. Edison High School is committed to recruiting and training teachers in high demand industry sectors such as Engineering and Design, Health Science and Medical Technology, Information Technology and Art Media and Entertainment.</i>
<b>Action 3</b>
<i>Edison High School will provide a response to intervention approach for student support in order to retain students in AP courses. Tier 1 services will include curriculum that is designed to focus on the AP course and exam. All AP course syllabi</i>



will be approved by the College Board. In all AP courses, students will learn skills and content specific to the course to help them access the AP exam, and teachers will collaboratively develop common frequent assessments aligned to the exam. Tier 2 services will include after-school tutorials, lunchtime tutorials, and study sessions provided to students to prepare for and to practice skills needed to be successful on the exam. Tier 3 services

**Goal 3: Increase Student Engagement in Their School and Community**

**Action 1**

ASC Critical Area of Need: Data from Climate and Culture Surveys, CA Dashboard, and school site data of suspensions and misbehaviors, indicate a need for Edison Staff to design and implement a schoolwide, structured multi-tiered system of support (MTSS) for the academic, behavioral and emotional needs of all students in order to create the best possible school environment for academic achievement and a strong sense of community for all students. Edison High School will develop its multi-tiered system of escalated behavioral and social-emotional supports for students as a way of improving overall suspension rates and for those who are disproportionately suspended. Tier 1 services will focus on the school-wide implementation of Tiered Behaviors and classroom behavior supports as well as the continued development and implementation of social-emotional initiatives developed through EHS' Climate and Culture team along with the curriculum developed for Class Meetings known as WEACTION lessons. Through the use of data and teacher input, students in need of Tier 2 and 3 supports will receive escalated, targeted interventions with the emphasis on mediating behavior and the restoration of the learning process and environment. Edison is also committed to expanding its mentoring platforms to include more students.

**Action 2**

Edison High School recognizes that attendance is a critical component of student success. In the 2021-2022 academic school year, Edison High will continue to develop a unified multi-tiered system of interventions for attendance. These tiered systems of support for attendance will include Tier 1 ensuring that all teachers are taking accurate attendance. Tier 2 and Tier 3 supports include providing a full-time school Child Welfare Attendance Specialist who will extend targeted interventions for those who are identified as chronically absent. Additionally, the school will continue to fund key attendance programs and activities such as after school attendance meetings that provide parents with pivotal information regarding attendance and strategies to support the improvement of attendance.

**Action 3**

Edison High School is committed to providing all students with a multitude of opportunities to engage in arts, activities, and athletics. Edison High School will work to implement a comprehensive program to increase the number of students participating in after school and extra-curricular activities such as: athletics, clubs, academic competitions, intra-murals activities, theater, Link Crew, music/band, leadership, service projects, field trips, and other school-wide activities (i.e. homecoming, dances, rallies, assemblies)

**Goal 4: Increase Recruitment and Retention of Staff Reflecting on the Diversity of our Community**

**Action 1**

Edison High School recognizes the importance of recruiting and retaining staff members that reflect the diversity of our community. As such, Edison is committed to continuing professional learning centered on Cultural Proficiency and Cultural Responsive teaching practices. Edison also understands the critical role our community plays in shaping our school and will provide more inclusive opportunities for community members through school outreach experiences.

**Action 2**

Edison High School understands the value of engaging teachers with high quality professional learning that contributes to teacher development. Teachers will be provided opportunities to attend content area professional conferences, Advanced Placement workshops, ELL professional learning and PLC workshops. On-site Professional Learning Teams will also be supported through planning days and additional professional learning. There will be an emphasis on New Teacher support by providing monthly professional learning and regular meetings with Edison's Instructional Coach. Edison also recognizes that a strong staff culture is critical for teacher recruitment and retention and as such will routinize staff culture building activities such as celebrations, opportunities for teacher voice, and staff SEL opportunities.

**Goal 5: Increase Inclusive Opportunities for Families to Engage in their Students' Education.**

**Action 1**

Understanding that parents and guardians are important partners in the education of all children, Edison High School will further develop its parent engagement model so that there is an increase in the amount of parent involvement at school; thereby, increasing the graduation rate. This model will ensure that parents and guardians are equipped with strategies to better support the academic and social-emotional needs of their students while providing valuable input through feedback loops and decision-making processes for the betterment of all students. Edison High School will also implement a comprehensive parent communication and outreach program to develop greater parent attendance at school sponsored events, resulting in increased parent involvement. A Home School Liaison, School Child and Welfare Assistant, and a Bilingual Resource Counseling Assistant will support this action.



## Professional Learning and Instructional Leadership

**Collective Purpose:** As instructional leaders of Edison High School, we will continue to promote a collaborative, data-driven, progressive teaching and learning community that strengthens our collective instructional capacity to improve student learning experiences and student efficacy.

### Definition of Professional Learning Communities

The PLC process engages practitioners in learning together or learning by doing. The PLC process is grounded in a solid foundation of common purpose, shared vision, collective agreements and goals that shape the culture of the school. There are six characteristics of high performing PLCs as described by Rick DuFour and his colleagues Rebecca DuFour, Robert Eaker and Tom Many (2010):

1. **Shared mission** (purpose), **vision** (clear direction), **values** (collective commitments), and **goals** (indicators, timelines, and targets) which are all **focused on student learning**
2. A **collaborative culture** with a focus on learning
3. **Collective inquiry** into **best practice** and current **reality**
4. **Action** orientation or “**learning by doing**”
5. A commitment to **continuous improvement**
6. A **results orientation**

DuFour & Fullan, “Cultures Built to Last” Systemic PLCs at Work 2013 (p.14)

Along with the six characteristics, Richard DuFour asserts there are three “Big Ideas” that drive the work of highly effective PLCs. First, is A Focus on Learning. This is the assurance that all schools have a fundamental purpose to ensure all students learn at a high level. Second, educators must commit to Work Collaboratively in teams and take collective responsibility for the success of each student. Lastly, is Results Orientation. Individuals, teams and the school seek relevant data and information and use the information to promote continuous improvement.

DuFour, DuFour, Eaker, Many & Mattos. Learning by Doing, 2016 (p11-12)



## Professional Learning Communities/Teams at Edison

### ✓ All Teachers:

- Professional Learning Communities/Teams—The impact on student achievement is a direct result of the instructional decisions made by teachers in the PLCs. It is in this space that teachers engage in collaboration to identify essential standards, create common formative assessments, analyze student work, plan and implement interventions/enrichment based on student results and student learning needs. The four grounding questions along with a system of continuous improvement are at the heart of all PLCs.

### The Four Grounding Questions:

- What do we expect students to learn?
- How do we know students are learning it?
- How do we respond when students do not learn?
- How do we respond when students have already learned?

### Things to Consider for Professional Learning Communities/Teams:

- Engage in healthy collaboration and debate.
- Incorporate Scope and Sequence, Curriculum Frameworks, Content Standards, and Common Core State Standards to drive instructional decision making. Know the essential standards.
- Implement frequent common formative assessments based on student performance data.
- Engage in ongoing data analysis (student work, CFA data, etc.) utilizing protocols to improve instruction and/or adjust as necessary using Multi-Tiered System of Supports (MTSS).
- Implement the Cycle of Continuous Improvement (Plan for Action, Implement of Strategies, Assessment, Analysis, Reflection).
- Incorporate literacy skill development in lesson activities.
- Establish group norms, learn to care and recognize everyone's input.
- Develop an agenda for every meeting & distribute minutes to all members and Vice Principals.
- Utilize Microsoft Teams as an online interactive platform where the work produced from the team (CFAs, Essential Standards Unpacking, Units of Curriculum, Interventions, Student Work, Rubrics, Agendas, etc.)



- **Departments** engage in collaboration around a common problem of practice specific to their department or school wide. Through regular established meetings, departments spend some time focused on establishing SMART Goals that address the problem of practice identified by colleagues within their respective departments. Time in department meetings are also devoted to dealing with department business. Department meetings also serve as an avenue to disseminate school-wide communication.

Things to consider:

- D/Fs within subject areas
- Grading policy/practices
- Literacy
- Plan intervention/enrichment activities
- Develop systemic intervention/enrichment opportunities for students

✓ **Lead Teachers:**

- **Climate and Culture Lead Teachers:**
  - Provide professional learning on: Social Emotional Learning (SEL), levels of discipline, restorative practices, building effective classroom environments and building school culture.
  - Implements MTSS for all students.
  - Promotes self-awareness, self-efficacy, self-confidence and student voice.
  - Create and plan positive learning experiences.
- **Department Chairs** coordinate and support their department members on various items including curriculum, instruction, materials/resources, and school-wide communication. Department Chairs collaborate with administration in the decision-making process regarding departmental and school-wide policy. For **WASC**, Department chairs will act as Homegroup facilitators.
- **Instructional Leadership Team (ILT)** will focus on professional learning as it relates to building instructional capacity within Professional Learning Communities at the site and regionally in support of maximizing student learning. In collaborative settings, the ILT makes key decisions, utilizing data, regarding our school's instructional practices that ultimately impact instruction and increases student achievement. Duties of ILT are:
  - Lead and support the work of Professional Learning Teams.
  - Model collaboration, reflection, teamwork, leadership, courage, trust, responsibility, data analysis, goal setting, and professionalism.
  - Plan professional development.
  - Support the regional focus.
  - Oversee the team's work on Microsoft Teams which includes uploading agendas, minutes, SMART goals, and data analysis protocols, etc.
- **School Building Committee** promotes and maintains unity and harmony between unit members and administrators. The primary function of the SBC is to discuss school issues, and concerns and/or questions.



## Edison High School's Leadership Teams

<p style="text-align: center;"><b>Instructional Leadership Team</b> Admin Lead: Joey Munoz, Principal</p> <p>Elia Banuelos (ELA 9)                      Gabriela Ibarra (LOTE)          Sabrina White (ELA 10)                      Katherine Cozad (VAPA)          Jaclyn Smith (ELA 11)                      Shane Riddle (PE)          Derek Huang(Alg.)          Amber Curtis (Geo.)          Ryan Martens (Alg. 2)          Open (10<sup>th</sup> H/SS)          Open, (11<sup>th</sup> H/SS)          Lauren Beal (12<sup>th</sup> H/SS)          Arthur Mosqueda (Bio.)          Jennifer Click (Chem.)          Karen Polnitz (LOTE)          Wendy Martin (Adv. Math)</p>	<p style="text-align: center;"><b>Climate and Culture Team</b> Admin Lead: VP Martin Lewis</p> <p>Cedric Ayers (RP Counselor)                      Phil Krumpe (SPED)          Steven Popenoe (Science)                      Abigail Cabrales (VAPA)          Kimberly Jackson (Counselor)                      Natalie Driggers (CCD)          Robert Cook (Soc. Science)                      Hector Verduzco (AD)          Open (Math)                      Open (Classified)          Yazmin Haynes (RP Asst.)                      Karen Polnitz (For Lang)          Breanne Sciacca (ELA)                      Angelica Arreola (SSW)          Susan Mahackian (PE)                      Karla Juarez (Proj. Acc. SW)          TJ Wilkins (RP TSA)                      Elbria Wooley (School Psych.)</p>
<p style="text-align: center;"><b>Department Chair</b> Admin Lead: Laurinda Blanco</p> <p>Phillip Krumpe (SPED)          Lauren Lawless (Biological Science)          Wendy Martin (Math)          Michele Mazzei (Fine Arts)          Sara Meadows (Physical Science)          David Wisar (ELA)          Nicole Jennison (Social Science)          Cliff Rold (PE)          Lori Pieper (Foreign Language)          Jamie Vargas (CTE)</p>	<p style="text-align: center;"><b>WASC Leadership Team</b> Admin Lead: Laurinda Blanco</p> <p>Janina Schulz, Co-Chair          Stefani Williams, Co-Chair          Laurinda Blanco, VP          Lauren Beal, Organization          Sara Meadows, Curriculum          John Berg, Instruction          Gabriela Ibarra, Instruction          Jennifer Click, Assessment          Ana Elias-Morales,              Assessment          Kristie Leyba, School Culture          Raul Osuna, School Culture</p>
<p style="text-align: center;"><b>School Building Committee</b></p> <p>SBC Chairperson Patricia Renfro          Joey L. Munoz          Mathew Ethen          Philip Krumpe          Andra Linder          Thomas Williams          Laurinda Blanco</p>	<p style="text-align: center;"><b>FTA Representative</b></p> <p>Matthew Ethen          Nicole Jennison          Andra Linder          Dorie Sexton          Stefani Williams</p>



## Professional Learning and Meeting Days 2021-2022

<p><b>WE ACT Class Meeting Days</b> <b>4<sup>th</sup> Period</b> September 3<sup>rd</sup> October 1<sup>st</sup> October 29<sup>th</sup> December 3<sup>rd</sup> February 18<sup>th</sup> April 1<sup>st</sup> May 6<sup>th</sup> June 3<sup>rd</sup></p>	<p><b>Buyback &amp; Institute Day</b> 8:00 – 3:00 August 9<sup>th</sup> August 10<sup>th</sup> (Institute Day) August 11<sup>th</sup> (Institute Day) September 20<sup>th</sup> January 10<sup>th</sup> February 28<sup>th</sup> March 21<sup>st</sup></p>
<p><b>Instructional Leadership Team<sup>^</sup></b> <b>Tuesday, 3:30-5:00 pm</b> August 31<sup>st</sup> September 28<sup>th</sup> October 26<sup>th</sup> November 16<sup>th</sup> January 25<sup>th</sup> February 22<sup>nd</sup> March 22<sup>nd</sup> April 26<sup>th</sup> May 24<sup>th</sup></p>	<p><b>All Staff Professional Learning</b> <b>Wednesdays, 3:20-4:00</b> August 25<sup>th</sup> October 20 (C&amp;C All Staff) December 8<sup>th</sup> January 26 (C&amp;C All Staff) March 9<sup>th</sup> April 20<sup>th</sup> May 25<sup>th</sup></p>
<p><b>Department Chairs<sup>^</sup></b> <b>Tuesday, 3:30-5:00 pm</b> August 24<sup>th</sup> September 21<sup>st</sup> October 19<sup>th</sup> December 7<sup>th</sup> January 18<sup>th</sup> February 15<sup>th</sup> March 15<sup>th</sup> April 19<sup>th</sup> May 17<sup>th</sup></p>	<p><b>Climate and Culture Leads Meetings<sup>^</sup></b> <b>Tuesday, 3:30-5:00</b> August 17<sup>th</sup> September 14<sup>th</sup> October 5<sup>th</sup> November 9<sup>th</sup> January 11<sup>th</sup> February 8<sup>th</sup> March 8<sup>th</sup> April 5<sup>th</sup> May 10<sup>th</sup></p>



**August  
2021**

**Edison High School**  
**Back to School Month, International Peace Month,**  
**National Wellness Month**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
<b>1</b>	<b>2</b> Link Crew Training	<b>3</b> Link Crew Training	<b>4 (A-L)</b> Freshmen Orientation 8:30am-12:30pm Schedule Distribution 10 <sup>th</sup> -12 <sup>th</sup> Late Night Registration 4:00-7:00pm	<b>5 (M-Z)</b> Freshmen Orientation 8:30am-12:30pm Schedule Distribution 10 <sup>th</sup> -12 <sup>th</sup>	<b>6</b>	<b>7</b>
<b>8</b>	<b>9</b> Buyback	<b>10</b> Institute Day  Late Night Registration 4:00-7:00pm	<b>11</b> Institute Day	<b>12</b> Welcome Week Activities  First Day  Minimum Schedule 8:00am Start	<b>13</b> Welcome Week Activities  Minimum Schedule 8:00am Start	<b>14</b>
<b>15</b>	<b>16</b> Welcome Week Activities  iReady Diagnostic	<b>17</b> Welcome Week Activities  C&C Leads  iReady Diagnostic	<b>18</b> Welcome Week Activities  iReady Diagnostic	<b>19</b> Welcome Week Activities  Free Sports Physicals (Cafeteria) 3:45-7:30pm iReady Diagnostic	<b>20</b> Welcome Week Activities  Rally Schedule  Football Scrimmage 6:30pm iReady Diagnostic	<b>21</b>
<b>22</b>	<b>23</b>  NIC Huddle Biomed Mentor Training  iReady Diagnostic	<b>24</b>  Dept. Chairs  iReady Diagnostic	<b>25</b>  All Staff Virtual PL (1)  iReady Diagnostic	<b>26</b>  Class Change Deadline  2:30-5pm Biomed Pathway Kickoff on the Amphitheatre  iReady Diagnostic	<b>27</b>  PLT Cross Country @ Sierra Pacific 10:00am B & G Water Polo Central @ Edison 4:30 Football Pre-Game Meal 3:30-5:00pm - Cafeteria Football: Edison @Bakersfield Christian  iReady Diagnostic	<b>28</b>
<b>29</b>	<b>30</b>  iReady Diagnostic	<b>31</b>  ILT  B & G Water Polo Fresno High @ Edison  iReady Diagnostic				

PLT = Professional Learning Team  
 ILT = Instructional Lead Team  
 C&C = Climate and Culture



**September  
2021**

**Edison High School**  
 National Suicide Prevention Month, National Disease  
 Literacy Month, National Sickle Cell Awareness Month,  
 Fall Hat Month

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			<b>1</b>	<b>2</b> Picture Day 10 <sup>th</sup> – 12 <sup>th</sup> B & G Water Polo Golden West @ Edison	<b>3</b> <b>We Act</b> Cross Country - Central Valley Classic @ Woodward 10:30am Football Pre-Game Meal 3:30-5:00pm - Cafeteria Football: Edison @Clovis West- Veteran's	<b>4</b>
<b>5</b>	<b>6</b> <b>Labor Day</b>	<b>7</b>	<b>8</b>	<b>9</b> <b>Back to School Night</b> 5:00-7:30pm Senior Parent Meeting	<b>10</b> <b>No Late Start Schedule</b> Cross Country - Sanger @ Avocado Lake 10:30am Football Pre-Game Meal 3:30-5:00pm - Cafeteria Football: Clovis North @ Edison (Buttville)	<b>11</b>
<b>12</b>	<b>13</b> Regional Lead teacher meeting 4- 5pm (Virtual)	<b>14</b> <b>C&amp;C Leads</b> Town Hall Community Meeting 5:30pm	<b>15</b> <b>Senior Portraits Due</b>	<b>16</b> <b>Mexican Independence</b>	<b>17</b> <b>PLT Senior Sunrise</b> Cross Country - Hanford @ Hickey Park 3:20pm Football Pre-Game Meal 3:30-5:00pm - Cafeteria Football: Edison @Dinuba	<b>18</b>
<b>19</b>	<b>20</b> <b>Buyback</b>	<b>21</b> <b>Dept. Chairs</b>	<b>22</b>	<b>23</b> <b>Youth Court Training</b>	<b>24</b> <b>No Late Start Schedule</b> Cross Country- Clovis West @ Woodward 1:30 Football Pre-Game Meal 3:30-5:00pm - Cafeteria Football: Buchanan @ Edison (McLane)	<b>25</b>
<b>26</b>	<b>27</b> C&C Survey Window	<b>28</b> <b>ILT</b> C&C Survey Window	<b>29</b> C&C Survey Window	<b>30</b> B & G Water Polo Madera South @ Edison C&C Survey Window		



**October  
2021**

**Edison High School**  
Breast Cancer Awareness Month, Down Syndrome  
Awareness Month

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					<b>1</b> We Act	<b>2</b>
<b>3</b>	<b>4</b> Homecoming Week	<b>5</b> Homecoming Week  C&C Leads  C&C Survey Window	<b>6</b> Homecoming Week  C&C Survey Window	<b>7</b> Homecoming Week  C&C Survey Window	<b>8</b> Homecoming Rally Schedule  Quarter 1 Ends  C&C Survey Window	<b>9</b>
<b>10</b>	<b>11</b> Buyback	<b>12</b> Parent/Teacher Conferences  C&C Survey Window	<b>13</b> PSAT/ Senior Meeting Parent/Teacher Conferences  C&C Survey Window	<b>14</b> Parent/Teacher Conferences  C&C Survey Window	<b>15</b> No Late Start Schedule Parent/Teacher Conferences  C&C Survey Window	<b>16</b>
<b>17</b>	<b>18</b> Parent/Teacher Conferences  PLT	<b>19</b> Parent/Teacher Conferences  Picture Retakes  Dept. Chairs	<b>20</b> Parent/Teacher Conferences  All Staff Virtual C&C PL (2)	<b>21</b> Parent/Teacher Conferences	<b>22</b> Parent/Teacher Conferences	<b>23</b>
<b>24</b>	<b>25</b>	<b>26</b>  ILT	<b>27</b>	<b>28</b>	<b>29</b> We Act	<b>30</b>
<b>31</b> Halloween						



**November  
2021**

**Edison High School**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b> PLT	<b>6</b>
<b>7</b>	<b>8</b>	<b>9</b> C&C Leads	<b>10</b>	<b>11</b> Veterans' Day	<b>12</b> No Late Start Schedule PLT	<b>13</b>
<b>14</b>	<b>15</b>	<b>16</b> ILT	<b>17</b>	<b>18</b>	<b>19</b> PLT	<b>20</b>
<b>21</b>	<b>22</b> Give Thanks	<b>23</b> Give Thanks	<b>24</b> Give Thanks	<b>25</b> Give Thanks Thanksgiving Day	<b>26</b> Give Thanks	<b>27</b>
<b>28</b>	<b>29</b> <small>iReady Diagnostic</small>	<b>30</b> <small>iReady Diagnostic</small>				



**December  
2021**

**Edison High School**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			<b>1</b> <small>IReady Diagnostic</small>	<b>2</b> <small>IReady Diagnostic</small>	<b>3</b> <b>We Act Winter Formal?</b> <small>IReady Diagnostic</small>	<b>4</b> <b>Winter Formal?</b>
<b>5</b>	<b>6</b> <small>IReady Diagnostic</small>	<b>7</b> <b>Dept. Chairs</b> <small>IReady Diagnostic</small>	<b>8</b> <b>All Staff Virtual PL (3)</b> <small>IReady Diagnostic</small>	<b>9</b> <small>IReady Diagnostic</small>	<b>10</b> <b>PLT</b>	<b>11</b>
<b>12</b>	<b>13</b> <b>Finals</b> <small>IReady Diagnostic</small>	<b>14</b> <b>Finals</b> <small>IReady Diagnostic</small>	<b>15</b> <b>Finals</b> <small>IReady Diagnostic</small>	<b>16</b> <b>Finals</b> <small>IReady Diagnostic</small>	<b>17</b> <b>Staff Breakfast Semester 2 Ends</b> <small>IReady Diagnostic</small>	<b>18</b>
<b>19</b>	<b>20</b> <b>Winter Break</b>	<b>21</b> <b>Winter Break</b>	<b>22</b> <b>Winter Break</b>	<b>23</b> <b>Winter Break</b>	<b>24</b> <b>Winter Break</b>	<b>25</b> <b>Christmas</b>
<b>26</b>	<b>27</b> <b>Winter Break</b>	<b>28</b> <b>Winter Break</b>	<b>29</b> <b>Winter Break</b>	<b>30</b> <b>Winter Break</b>	<b>31</b> <b>Winter Break</b>	



**January  
2022**

**Edison High School**  
**Slavery and Human Trafficking Prevention Month, Blood  
 Donor Month**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						<b>1</b> New Year's Day
<b>2</b>	<b>3</b> Winter Break	<b>4</b> Winter Break	<b>5</b> Winter Break	<b>6</b> Winter Break	<b>7</b> Winter Break	<b>8</b>
<b>9</b>	<b>10</b> Buyback	<b>11</b> Welcome Week Activities C&C Leads	<b>12</b> Welcome Week Activities	<b>13</b> Welcome Week Activities	<b>14</b> Welcome Week Activities No Late Start Schedule PLT	<b>15</b>
<b>16</b>	<b>17</b> Martin Luther King's Day	<b>18</b> Dept. Chairs	<b>19</b>	<b>20</b>	<b>21</b> No Late Start Schedule PLT	<b>22</b>
<b>23</b>	<b>24</b>	<b>25</b> ILT	<b>26</b> All Staff Virtual C&C PL (4)	<b>27</b>	<b>28</b> PLT	<b>29</b>
<b>30</b>	<b>31</b>					



**February  
2022**

**Edison High School**  
African American History Month, Friendship Month,  
American Heart Month

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b> PLT	<b>5</b>
<b>6</b>	<b>7</b> Abraham Lincoln Day	<b>8</b> C&C Leads	<b>9</b>	<b>10</b>	<b>11</b> No Late Start Schedule PLT	<b>12</b>
<b>13</b>	<b>14</b>	<b>15</b> Dept. Chairs	<b>16</b>	<b>17</b>	<b>18</b> We Act	<b>19</b>
<b>20</b>	<b>21</b> President's Day	<b>22</b> ILT	<b>23</b>	<b>24</b>	<b>25</b> No Late Start Schedule PLT	<b>26</b>
<b>27</b>	<b>28</b> Buyback					



**March  
2022**

**Edison High School**  
**Women's History Appreciation Month, Irish-American  
 Heritage Month, Multiculturalism Celebration**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		<b>1</b>  C&C Survey Window	<b>2</b>  C&C Survey Window	<b>3</b>	<b>4</b>  No Late Start Schedule PLT	<b>5</b>  Sadie Hawkins
<b>6</b>	<b>7</b>  C&C Survey Window	<b>8</b>  CTE Extravaganza C&C Leads C&C Survey Window	<b>9</b>  All Staff Virtual PL (5) C&C Survey Window	<b>10</b>  C&C Survey Window	<b>11</b>  No Late Start Schedule PLT C&C Survey Window	<b>12</b>
<b>13</b>	<b>14</b>  C&C Survey Window	<b>15</b>  Dept. Chairs C&C Survey Window	<b>16</b>  C&C Survey Window	<b>17</b>  C&C Survey Window	<b>18</b>  Quarter 3 Ends Multicultural Rally Schedule	<b>19</b>
<b>20</b>	<b>21</b>  Buyback	<b>22</b>  ILT	<b>23</b>	<b>24</b>	<b>25</b>  No Late Start Schedule PLT	<b>26</b>
<b>27</b>	<b>28</b>  iReady Diagnostic ELPAC, PFT, CAA, CAST Assess.Win.	<b>29</b>  iReady Diagnostic ELPAC, PFT, CAA, CAST Assess.Win.	<b>30</b>  iReady Diagnostic ELPAC, PFT, CAA, CAST Assess.Win.	<b>31</b>  Biomed Health Fair iReady Diagnostic ELPAC, PFT, CAA, CAST Assess.Win.		



**April  
2022**

**Edison High School**  
Sikh Heritage Month,  
Autism Awareness Month, Child Abuse Prevention Month

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					<b>1</b> <b>We Act</b> <small>iReady Diagnostic ELPAC, PFT, CAA, CAST, SBAC Assessment Win.</small>	<b>2</b>
<b>3</b>	<b>4</b> <small>iReady Diagnostic ELPAC, PFT, CAA, CAST Assess.Win.</small>	<b>5</b> <b>C&amp;C Leads</b> <small>iReady Diagnostic ELPAC, PFT, CAA, CAST Assess.Win.</small>	<b>6</b> <small>iReady Diagnostic ELPAC, PFT, CAA, CAST Assess.Win.</small>	<b>7</b> <small>iReady Diagnostic ELPAC, PFT, CAA, CAST Assess.Win.</small>	<b>8</b> <b>PLT</b> <small>iReady Diagnostic ELPAC, PFT, CAA, CAST Assess.Win.</small>	<b>9</b>
<b>10</b>	<b>11</b> <b>Spring Break</b>	<b>12</b> <b>Spring Break</b>	<b>13</b> <b>Spring Break</b>	<b>14</b> <b>Spring Break</b>	<b>15</b> <b>Spring Break</b>	<b>16</b>
<b>17</b> <b>Easter Sunday</b>	<b>18</b> <b>Spring Break</b>	<b>19</b> <b>Dept. Chairs</b> <small>iReady Diagnostic ELPAC, PFT, CAA, CAST Assess.Win.</small>	<b>20</b> <b>All Staff Virtual PL (6)</b> <small>iReady Diagnostic ELPAC, PFT, CAA, CAST Assess.Win.</small>	<b>21</b> <small>iReady Diagnostic ELPAC, PFT, CAA, CAST Assess.Win.</small>	<b>22</b> <b>No Late Start</b> <small>iReady Diagnostic ELPAC, PFT, CAA, CAST, SBAC Assessment Win.</small>	<b>23</b>
<b>24</b>	<b>25</b> <small>ELPAC, PFT, CAA, CAST, Assess.Win.</small>	<b>26</b> <b>SBAC – ELA Block Schedule</b> <b>ILT</b> <small>ELPAC, PFT, CAA, CAST, Assess.Win.</small>	<b>27</b> <b>SBAC – ELA Block Schedule</b> <small>ELPAC, PFT, CAA, CAST, Assess.Win.</small>	<b>28</b> <b>SBAC – ELA Block Schedule</b> <small>ELPAC, PFT, CAA, CAST, Assess.Win.</small>	<b>29</b> <b>No Late Start</b> <b>SBAC – ELA Block Schedule</b> <b>2022 Prom</b> <small>ELPAC, PFT, CAA, CAST, Assess.Win.</small>	<b>30</b>



**May  
2022**

**Edison High School**  
**Asian American-Pacific Islander Heritage Month**  
**Mental Health Awareness Month**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
<b>1</b> Teacher Appreciation Week	<b>2</b> Teacher Appreciation Week  ELPAC, PFT, CAA, CAST, Assess.Win.	<b>3</b> Teacher Appreciation Week  ELPAC, PFT, CAA, CAST, Assess.Win.	<b>4</b> Teacher Appreciation Week  ELPAC, PFT, CAA, CAST, Assess.Win..	<b>5</b> Teacher Appreciation Week  Cinco De Mayo  ELPAC, PFT, CAA, CAST, Assess.Win.	<b>6</b> We Act Teacher Appreciation Week  ELPAC, PFT, CAA, CAST, Assess.Win.	<b>7</b> Teacher Appreciation Week
<b>8</b> Mother's Day	<b>9</b> El Reventon Celebration  ELPAC, PFT, CAA, CAST, Assess.Win.	<b>10</b> El Reventon Celebration  C&C Leads  ELPAC, PFT, CAA, CAST, Assess.Win.	<b>11</b> El Reventon Celebration  ELPAC, PFT, CAA, CAST, Assess.Win.	<b>12</b> El Reventon Celebration  ELPAC, PFT, CAA, CAST, Assess.Win.	<b>13</b> El Reventon Celebration  El Reventon Dance  ELPAC, PFT, CAA, CAST, Assess.Win.	<b>14</b>
<b>15</b>	<b>16</b>  ELPAC, PFT, CAA, CAST, Assess.Win.	<b>17</b> SBAC – Math Block Schedule  Dept. Chairs  ELPAC, PFT, CAA, CAST, Assess.Win.	<b>18</b> SBAC – Math Block Schedule  ELPAC, PFT, CAA, CAST, Assess.Win.	<b>19</b> SBAC – Math Block Schedule  Seal of Bilingual Recognition  ELPAC, PFT, CAA, CAST, Assess.Win.	<b>20</b> No Late Start SBAC – Math Block Schedule  PLT  ELPAC, PFT, CAA, CAST, Assess.Win.	<b>21</b>
<b>22</b>	<b>23</b> Baccalaureate  ELPAC, PFT, CAA, CAST, Assess.Win.	<b>24</b> Senior Finals ILT Senior Biomed Medal Ceremony  ELPAC, PFT, CAA, CAST, Assess.Win.	<b>25</b> Senior Finals All Staff Virtual PL (7) Academic Awards Banquet  ELPAC, PFT, CAA, CAST, Assess.Win.	<b>26</b>  ELPAC, PFT, CAA, CAST, Assess.Win.	<b>27</b> PLT CTE Tech Expo Finalize Senior Grades PowderPuff & Senior Sunset  ELPAC, PFT, CAA, CAST, Assess.Win.	<b>28</b>
<b>29</b>	<b>30</b> Memorial Day	<b>31</b> Senior Checkout  ELPAC, PFT, CAA,				



**June  
2022**

**Edison High School**  
 LGBTQ+ Pride Month, Men's Health Month, Flag Day,  
 Juneteenth Holiday

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			<b>1</b> Grad Nite 2022 Coffee Hour  <small>CAA, CAST, Assessment Win.</small>	<b>2</b>   <small>CAA, CAST, Assessment Win.</small>	<b>3</b>  <b>We Act</b>  <small>CAA, CAST, SBAC Assessment Win.</small>	<b>4</b>
<b>5</b>	<b>6</b>  <b>Graduation 4:00pm @ Save Mart Center</b>	<b>7</b>  <b>Finals</b>	<b>8</b>  <b>Finals</b>	<b>9</b>  <b>Finals</b>	<b>10</b>  <b>Semester 2 Ends</b> <b>Last Day</b> <small>Minimum Day</small>	<b>11</b>
<b>12</b>	<b>13</b>  <b>Summer School Meeting</b>	<b>14</b>  <b>Summer School Begins</b>	<b>15</b>  <b>Summer School</b>	<b>16</b>  <b>Summer School</b>	<b>17</b>  <b>Summer School</b>	<b>18</b>
<b>19</b>  <b>Father's Day</b>	<b>20</b>  <b>Summer School</b>	<b>21</b>  <b>Summer School</b>	<b>22</b>  <b>Summer School</b>	<b>23</b>  <b>Summer School</b>	<b>24</b>  <b>Summer School</b>	<b>25</b>
<b>26</b>	<b>27</b>  <b>Summer School</b>	<b>28</b>  <b>Summer School</b>	<b>29</b>  <b>Summer School</b>	<b>30</b>  <b>Summer School</b>		



# Teacher Standards and Instructional Guides

## *California Standards for the Teaching Profession (CSTPs)*

STANDARD ONE	STANDARD TWO
ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING	CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENTS LEARNING
1.1 Using knowledge of students to engage them in learning 1.2 Connecting learning to students’ prior knowledge, backgrounds, life experiences, and interests 1.3 Connecting subject matter to meaningful, real-life contexts 1.4 Using a variety of instructional strategies, resources, and technologies to meet students’ diverse learning needs 1.5 Promoting critical thinking through inquiry, problem solving, and reflection 1.6 Monitoring student learning and adjusting instruction while teaching	2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully. 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students 2.5 Developing, communicating, and maintaining high standards for individual and group behavior 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn 2.7 Using instructional time to optimize learning
STANDARD THREE	STANDARD FOUR
UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING	PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS
3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter 3.3 Organizing curriculum to facilitate student understanding 3.4 Utilizing instructional strategies that are appropriate to the subject matter 3.5 Using and adapting resources, technologies and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students. 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content	4.1 Using knowledge of students’ academic readiness, language proficiency, cultural background, and individual development to plan instruction 4.2 Establishing and articulating goals for student learning 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students
STANDARD FIVE	STANDARD SIX
ASSESSING STUDENTS FOR LEARNING	DEVELOPING AS A PROFESSIONAL EDUCATOR
5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction 5.3 Reviewing data, both individually and with colleagues, to monitor student learning 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction 5.5 Involving all students in self-assessment, goal setting, and monitoring progress 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning 5.7 Using assessment information to share timely and comprehensible feedback with students and their families	6.1 Reflecting on teaching practice in support of student learning 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning 6.4 Working with families to support student learning 6.5 Engaging local communities in support of the instructional program 6.6 Managing professional responsibilities to maintain motivation and commitment to all students 6.7 Demonstrating professional responsibility, integrity, and ethical conduct



## Restorative Practices



Edison High School is a Restorative Practice site, which means that we believe in building positive relationships with students, staff and families as an essential part of our student's academic success. We continue to strive to meet the academic, social emotional, and behavioral needs of all students by using an equity based restorative approach in our daily interactions with students. Restorative Practices consider the impact of behaviors on those who are harmed as well as the individual who inflicts harm. This approach is intended to improve relationships and behaviors for all students, with an emphasis on the whole student. The premise for Restorative Practices is to restore relationships, and effective social norms, when expectations are not met for the offender, the offended, and other individuals impacted by the action. It does not remove consequences or accountability, but rather, focuses on how to reconcile and repair harm, move forward and improve behavior in the future. Teaching our students the life-long skill of how to resolve conflict by using restorative principles fosters an adult skillset long past high school.

### ✓ In the Classroom

Restorative Practices are an expectation at Edison High School. We have high expectations and high support for all students. A Restorative Practice Approach in the classroom strives to demonstrate the **5 Competencies: Social and Emotional Learning: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making**. An example of this Restorative Practice Approach would include efforts to build relationships and rapport student to student, student to staff, and staff to staff. Mutual respect, high expectations with high support, and a community of caring help to improve behavior. The expectation is for classroom expectations and norms to be explicitly communicated and reviewed.



### SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ⇒ IDENTIFYING EMOTIONS
- ⇒ ACCURATE SELF-PERCEPTION
- ⇒ RECOGNIZING STRENGTHS
- ⇒ SELF-CONFIDENCE
- ⇒ SELF-EFFICACY

### SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ⇒ PERSPECTIVE-TAKING
- ⇒ EMPATHY
- ⇒ APPRECIATING DIVERSITY
- ⇒ RESPECT FOR OTHERS

### RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ⇒ IDENTIFYING PROBLEMS
- ⇒ ANALYZING SITUATIONS
- ⇒ SOLVING PROBLEMS
- ⇒ EVALUATING
- ⇒ REFLECTING
- ⇒ ETHICAL RESPONSIBILITY

### SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ⇒ IMPULSE CONTROL
- ⇒ STRESS MANAGEMENT
- ⇒ SELF-DISCIPLINE
- ⇒ SELF-MOTIVATION
- ⇒ GOAL SETTING
- ⇒ ORGANIZATIONAL SKILLS

### RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ⇒ COMMUNICATION
- ⇒ SOCIAL ENGAGEMENT
- ⇒ RELATIONSHIP BUILDING
- ⇒ TEAMWORK



### ✓ Class Meetings

Class meetings are designed to support restorative practices in the classroom and across the school. This time focuses on subject matter of building relationships, effective communication, student interactions, participation, reflection of important relevant topics, in order to prepare students for college and career. These are intended to support classroom climate, not to be isolated events. If you have questions or input about class meetings, please speak with or join our Culture and Climate Team or contact VP Lewis.

### ✓ Reengagement Center Process

In order to support the building and repairing relationships of students and staff, students who are referred to the reengagement center will be given the opportunity to reflect on interactions in order to appropriately re-enter the classroom through the use of a reflection tool. Each student will use this reflection tool as a guide for re-entry into the classroom. When appropriate and agreed upon by both parties, students and teachers will be given the opportunity to meet in a restorative circle in order to repair the relationship and make things as right as possible. We welcome participation and/or feedback. If there are any comments or questions, please see TJ Wilkins, Leslie Kelly, RCA, or VP Lewis. The standard operating procedure for the Reengagement Center follows the referral form on the following pages.



## Social Justice and Cultural Proficiency

As educators, it is important that we no longer view cultural proficiency as simply changing the lens through which we see the world, but there is a greater need to change our vision all together. Our views of the cultures of others should be guided by an increasing awareness of what we don't know and moving in a positive direction to align our values and behaviors in such a way that is inclusive of cultures that are new to us, and different from our own to produce healthy and productive interactions with others. The vision that guides our work should be from the perspective of being instruments for the creation of a socially just democracy that is evident in our interactions with colleagues, students, families, and the community. Cultural proficiency requires that we approach instruction with intentionality revealing our desire to be culturally responsive as life-long learners while effectively serving the educational needs of all cultural groups.



THE CULTURAL PROFICIENCY CONTINUUM: DEPICTING UNHEALTHY AND HEALTHY PRACTICES					
Cultural DISTRACTIVENESS	Cultural INCAPACITY	Cultural BLINDNESS	Cultural PRECOMPETENCE	Cultural COMPETENCE	Cultural PROFICIENCY
COMPLIANCE-BASED TOLERANCE FOR DIVERSITY			TRANSFORMATION FOR EQUITY		
<b>Cultural destructiveness:</b> Seeking to eliminate references to the culture of "others" in all aspects of the school and in relationship with these communities.	<b>Cultural incapacity:</b> Treating "other" communities and seeking to make them appear to be wrong.	<b>Cultural blindness:</b> Pretending not to see or acknowledge the status and culture of marginalized communities and choosing to ignore the experiences of such groups within the school and community.	<b>Cultural precompetence:</b> Increasingly aware of what you and the school don't know about working with marginalized communities. It is at this key level of development that you and the school can move in a positive, constructive direction, or you can wallow, slip, and possibly regress.	<b>Cultural competence:</b> Manifesting your personal values and behaviors and the school's policies and practices in a manner that is inclusive with marginalized cultures and communities that are new or different from you and the school.	<b>Cultural proficiency:</b> Advocating for lifelong learning in order to be increasingly effective in serving the educational needs of the cultural groups served by the school. Holding the vision that you and the school are instruments for creating a socially just democracy.

SOURCE: Adapted from Yonell & Ladson, 2005.



**MULTI-TIERED SYSTEM OF SUPPORT (MTSS)** is an integrated, comprehensive framework that focuses on academic standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social emotional success. The framework ensures equitable access to high-quality general education core instruction, assessment and, as appropriate, targeted and/or intensive intervention matched to student needs. The continuum of supports is reflective of every student's need to have fluid access to inclusive instruction and interventions across three levels of increasing intensity.

### **Tier I Universal (80-85%)**

Effective, standards-based, high quality and culturally relevant instruction by highly qualified teachers for ALL students.

*The impact of good first teaching in Tier I should result in approximately 80-85% of students achieving mastery at grade level or making adequate growth (core instruction).*

- Design and delivery of instruction is aligned with principles of effective lesson design (i.e. 5 Es, Teaching Learning Cycle, Classroom Foundations) and focused on standards (i.e. grade level, content area, SEL, ELD standards, Graduate Profile).
- Instructional design and delivery are informed by assessment data, monitoring on-going progress (e.g. CFAs, CFUs, Interim).
- Utilization of evidence-based instructional strategies and differentiated academic, behavior and social emotional instruction occurs in real-time to meet the needs of ALL students guided by our Instructional Practice Guide.
- Core academic, behavior and social emotional instruction, differentiation, and acceleration occurs in the classroom, across the grade level, department and school-wide.
- Addressing unfinished learning on grade level or content area standards occurs through differentiated instruction planned, identified and delivered by Professional Learning Communities
- Includes students with disabilities and English Learners who may need additional support to access core.

### **Tier II Targeted (10-15%)**

Targeted interventions that SOME students receive in addition to Tier I instruction.

*Tier II is provided in addition to -not in lieu of- what the student is receiving at Tier I (core plus). Less than 10-15%.*

- Provide focused, targeted interventions, and supplemental supports to a small group of students who share common academic, social emotional, behavioral and/or mental health needs identified through the diagnostic assessments.
- Must be aligned to core instruction, focus on mastery of identified under developed pre-requisite skills, and designed to match the needs of students identified as at risk through diagnostic tools and progress monitoring measures.
- May be provided in or out of the classroom in addition to core instruction, but at greater intensity (more time, narrow focus of instruction/intervention, increased performance feedback) than Tier I.
- Some interventions may be provided by an intervention specialist or certificated personnel.
- Typically short-term in duration (less than 8 weeks). Time in intervention is determined by the student's skill attainment.
- Access to pre-established Tier II intervention occurs within 48 hours of the Targeted Support Team determining need.

### **Tier III Intensive & Individualized (3-5%)**

Intensive instruction and intervention, which is designed to serve only a FEW students based on their individual needs.

*Tier III is provided in addition to -not in lieu of- what the student is receiving at Tier I and Tier II instruction (core plus). Less than 3-5%.*

- Strategies to address academic, linguistic, social emotional, behavioral and/or mental health needs are specific to supporting students who are unresponsive to tier II or require intensive and/or individualized interventions.
- Supplemental, individualized and customized for a very small number of students in a smaller group or individually, and delivered with greater intensity, frequency and duration than Tier II with a narrower focus.
- Interventions are tailored to the student's needs and provided by a highly trained, knowledgeable, and skilled instructor or specialist.
- Strategies are based on individual diagnostic assessments and are longer in duration.
- Students are assessed and progress is monitored more frequently than for students receiving Tier I and/or Tier II supports.
- Students not responsive to Tier III interventions may be considered for additional assessments and responses to determine the possibility of a disability.
- Families are linked to community agencies and resources for planning and support for intensive needs.



## BEHAVIORS REQUIRING TEACHER/ADMINISTRATIVE SUPPORT

No <span style="color: blue;">➔</span> <b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b> <span style="color: blue;">←</span> <b>YES</b>
<p>Handled in the classroom.</p> <p>Documentation in ATLAS is (recommended).</p> <p><b>No Administrative Involvement</b></p>	<p>Student remains in the classroom.</p> <p>Teacher provides intervention.</p> <p>Documentation in ATLAS (required).</p> <p><b>Possible Administrative Involvement</b></p>	<p>Immediate referral to office.</p> <p>Documentation in ATLAS (required).</p> <p>Call for CSA Support (726...)</p> <p><b>Required Administrative Involvement</b></p>
<ul style="list-style-type: none"> <li>• Not Following Instructions</li> <li>• Minor disruption, Blurting Out</li> <li>• Talking Out of Turn</li> <li>• Teasing</li> <li>• Profanity (casual)</li> <li>• Off Task (sleeping, not completing work, coming to class unprepared, doing work from another class)</li> <li>• Disrespect</li> <li>• Not Respecting Others Personal Space [touching (non-sexual)]</li> <li>• Out of Seat (without permission)</li> <li>• Inappropriate Use of Objects (balls, skateboards, rubber bands, etc.)</li> <li>• Not Prepared (No pencil, paper, backpack, notebook etc.)</li> <li>• Unauthorized/Misuse of technology</li> <li>• <b>Not Wearing Personal Protective Equipment (PPE, i.e. face mask) in Buildings</b></li> <li>• Eating/Drinking in Class (without permission)</li> <li>• Selling Food</li> <li>• Leaving Trash</li> </ul>	<ul style="list-style-type: none"> <li>• Chronic Level 1 Behaviors</li> <li>• Chronic Tardiness</li> <li>• Chronic Disruption</li> <li>• Profanity Directed at a Student</li> <li>• Leaving Class Without Permission</li> <li>• Reported or Witnessed Bullying (intentional name calling, teasing, excluding of a targeted person)</li> <li>• <b>Refusing to Wear PPE</b> (i.e. face mask) <b>in Buildings</b></li> <li>• Dress Code Violations (causing a distraction or an unsafe environment [notify administration])</li> <li>• Cheating/Copying</li> </ul> <p><b>*Chronic</b> = exceeds 3 violations with attempted interventions, parent contact and ATLAS documentation</p>	<ul style="list-style-type: none"> <li>• Major Defiance or Disruption</li> <li>• Profanity Directed at Staff</li> <li>• Level 2 of misbehavior where the teacher is unable to correct the behavior in the current setting or has become a safety concern</li> <li>• Verbal Threat and Chronic Level 2 misbehaviors with three attempted interventions within two weeks and ATLAS documentation</li> <li>• Damage to School or Private Property</li> <li>• Possession of Drug Paraphernalia</li> <li>• Use of Tobacco/Alcohol/Controlled Substance</li> <li>• Possession/Distribution/Sale of a Controlled Substance</li> <li>• Possession of Stolen Property</li> <li>• Possession of Weapons including Imitation Firearms</li> <li>• Robbery or Extortion</li> <li>• Obscene Act</li> <li>• Sexual Harassment</li> <li>• Bullying/Cyberbullying</li> <li>• Sexual Assault or Battery</li> <li>• <b>Intentional/Overt Act to Infect Others</b></li> <li>• Injury to Person/Fighting</li> </ul>





## Referral Process

### Re-Engagement Center Process (Level 3 Behaviors only):

1. Student checks in with Counseling Resource Assistant.
2. Student fills out reflection tool.
3. Student meets with Vice Principal.
4. Vice Principal reads form, investigates, and discusses resolution and consequences.
5. Parent Contact is made (preferably with student present).
6. Incident is logged in ATLAS – Teacher may follow up with resolution in ATLAS.
7. Student is to check in with VP and create a plan for re-entry.

### Tardy Policy and 15 Minute Rule

Research shows that students who arrive on time to class prepared to learn perform better in school. The district policy attendance expectation states that attendance needs to be taken within the first 10 minutes of class. This assures safety for all students. Please note that our policy cannot be enforced without diligent attendance taking by all teachers. Tardy Sweeps will continue to be used at a site level, with increasing frequency.

### Tardy to Class

Log tardy students into ATLAS.

Use this opportunity to discuss classroom expectations with tardy students.

After 3rd tardy, contact parent or guardian of student and explain classroom consequences and impact on the student and classroom. It is important to have a tardy policy embedded in the classroom rules so that the tardy sweeps are in addition to consequences and communication provided from the classroom.

### Tardy Sweeps (When Announced)

Tardy sweeps are not intended to replace classroom policies, but rather, to be a support in encouraging all students to be on time to class.

During a tardy sweep the following procedures take place:

- *Teachers lock doors at the sound of the tardy bell.*
- *Campus Personnel sweep tardy students to attendance office.*
- *Students receive a tardy pass from attendance to be admitted to class.*
- *Students are assigned lunch detention or other consequences.*



## 15 Minute Rule

Unless it is an absolute emergency based on teacher discretion, students are NOT allowed out of class during the first or last 15 minutes of class. Outside of these times, students must have a signed pass with destination, time, and date, or they will be escorted back to class:

Restroom Pass

Nurse Pass

Library Pass

Hall Pass: Used for main office, or another classroom

**\*No Shared Common Passes. Please use disposable passes.**

## Dress Code

### EDUCATIONALLY APPROPRIATE DRESS AND APPEARANCE

The Edison High School Dress Code is aligned to Fresno Unified Administrative Regulation (AR) 5132 in the interest of maintaining an appropriate learning environment. The Dress and Appearance Code is gender neutral and applies to all students equally regardless of gender, on campus or at school-sponsored events, and will be enforced consistently and fairly by all staff members of the school.

### GENERAL GUIDELINES FOR DRESS AND APPEARANCE INCLUDE:

1. All students are encouraged to dress in a manner that is appropriate, comfortable, and conducive to an active academic school day.
2. "Clothing" in this dress code includes all accessories, including shoes and backpacks.
3. Clothing and hair styles that impact the health and safety of students and staff are not allowed. Clothing shall not materially interfere with schoolwork, materially disrupt the school environment, or create a safety risk.
- Clothing determined to be gang-related is not allowed. The school collaborates with Law Enforcement agencies to update changes in gang-related and inappropriate apparel. Items below that are prohibited due to this collaboration with law enforcement are marked with an asterisk\*.

### EXAMPLES OF INAPPROPRIATE CLOTHING INCLUDE:

4. Clothing where the buttocks or torso is exposed, i.e., tube tops, half shirts, halters
1. Clothing that is see-through. (clothing must be opaque)
2. Clothing or accessories which show profanity, obscene words or pictures, sexually suggestive statements, or incites to violence
3. Clothing representing gang-related activities
4. Clothing where the entire thigh is exposed, such as micro minis or short shorts.
5. Bathing suits or cut-offs



6. The wearing and carrying of tobacco promotional items, or items promoting controlled substances (drugs) and/or alcohol
7. Clothing where undergarments are exposed
5. Clothing that has text that is libelous, bullying, constitutes harassment or discrimination

#### **ADDITIONALLY:**

6. \*All hats, caps, and other headwear must be either Edison gear or in solid Edison colors: black, gray, gold, yellow, or white. Any hats, caps, or other headwear not meeting these criteria are not to be visible on campus. Hats, caps and hoods must be removed in classrooms and offices.
7. \*Any article of clothing that is 50% or more RED or ROYAL BLUE is not allowed.
8. \*Bandanas are not permitted.
9. \*Articles of clothing depicting Bulldogs or professional team logos, mascots, and professional team names are not permitted. This includes jerseys other than Edison High School team jerseys.
10. Footwear must be worn at school and all school-sponsored events.
11. Some courses may have specific clothing or footwear requirements to ensure the safety of all students in the classroom. Please refer to the course syllabus.
12. Some extracurricular or other school-specific activities may have other requirements, as the standard of dress and appearance policy would not be appropriate for the activity.
13. Students should be able to wear clothing without fear of or actual unnecessary discipline or body shaming.
14. Students should be allowed the opportunity to remedy the violation by changing or making parent contact.

#### **CONSEQUENCES:**

Site Leadership can determine consequences provided they are applied consistently and equitably.

## **General Health Services**

### **COVID-19 SAFETY PROTOCOLS**

Due to the ongoing status of the Coronavirus (COVID-19) variants, we need to continue with our health and safety protocols to minimize the transmission of the virus and its spread. There is a constant need to self-assess, utilize personal protective equipment (PPE), and clean and sanitize hands. Personal disinfectant supplies should not be used in the classroom per district policy. Please use the supplies provided by the school site. If you are in need of sanitation supplies (disinfectant/hand sanitizer), please email [daniel.hernandez@fresnounified.org](mailto:daniel.hernandez@fresnounified.org). Custodial services will sanitize classrooms daily.

### **SELF-ASSESS**

Considering the heightened transmission of Coronavirus (COVID-19), we need every staff member to self-assess their current health status before coming to the school site. If you have fever, body aches, and chills; worsening respiratory symptoms, shortness of breath, cough or sore throat; new loss of taste or smell; and/or have been in contact with someone with a confirmed case of Coronavirus (COVID-19), please do not come to the school site until you have been tested and cleared.



## USE PERSONAL PROTECTIVE EQUIPMENT (Face Mask)

It is the responsibility of every staff member to wear proper Personal Protective Equipment (PPE) for your protection, and the protection of others. This also applies to students and parents to reduce the risk of transmission of Coronavirus (COVID-19). If you are in need of face masks, please contact Rachel Jacinto at [Rachel.Jacinto@fresnounified.org](mailto:Rachel.Jacinto@fresnounified.org).

## WASH and SANITIZE HANDS

Handwashing and the use of hand sanitizer is essential for every staff member to reduce the spread of Coronavirus (COVID-19). This virus has the potential to maintain its viability for an extended period of time on surfaces, which increases the potential for the virus to be spread through touching. Hand-to face, or use of hands when eating, can lead to the transmission of Coronavirus (COVID-19)

## NO ADMIT LIST

Prior to the first class of the day, a **No Admit List** will be emailed to all staff, including substitute teachers. Students on this list are not allowed in the classroom. In the case that a student is on the **No Admit List**, and attempts to enter the classroom, **immediately send the student to the Attendance Window and call the Attendance Clerk** so that the Safety Team can intercept the student. Parents or guardians will be contacted to transport the student home.

NO ADMIT LIST (Send student to Admin North and Notify the Office Manager at Extension 72692 Immediately!)						
Start Date	Student ID	Last Name	First Name	Grade	Group	Additional Information

## Student Health Services

### *Student Emotional Counseling Services*

### Student in Crisis

Call the Vice Principal, School Psychologist, and/or Student Resource Officer if student makes threat of suicide never leave student alone if they make a threat to harm themselves/another student.

- 72682 VP Discipline Office
- 72663 Psychologist, Elbria Wooley
- 74914 (Campus Officer with Fresno P.D.)

Do not put into ATLAS. If you notice a student in crisis after school hours, and you have no one to notify on campus, call the Fresno Police Department non-emergency line and report that you have knowledge of a student in crisis, and are requesting a welfare check. They will ask for student demographic information, please have that ready from ATLAS.



## Student Safety Issues

Never restrain or prevent a student from leaving an area unless they are in danger of immediate bodily harm to self or others. Call Safety CA Line (72656) or Admin South REC (74865) and provide (Name & ID) and/or description of the student. Consider confidential rights of students. Do not put on ATLAS.

Social Worker (74810) offers onsite counseling for students who may need some assistance dealing with emotional issues. Individual and group counseling session referrals are typically made for students that are not in a crisis. The Social Worker should not be used for students in immediate crisis, but if you have a student in need of counseling, please contact a VP.

The Social Worker will call in the student and set up appointment times for them to have one-on-one counseling sessions (lasting 4 – 6 weeks). If you are not sure whether to report, please err on the side of caution. Student health, welfare, and safety are the top priority at Edison; we will do everything we can to ensure the safety of all students.

## Student Health Services

### When to Make a CPS Report

Anytime you receive information—either directly or indirectly—that raises questions about the health and welfare of a child.

- Medical concerns/neglect
- Supervisory neglect
- Parental Discipline
- Emotional/Mental Abuse
- Sexual activity

DO NOT INVESTIGATE! You do not need to “decide” if abuse is occurring or occurred. If you are unsure if the incident is reportable, to be safe, report anyway!! Your career could depend on it.

### Completing the CPS Report

- Retrieve demographic data from the attendance secretary or the student’s emergency card.
- Be sure to write EVERY DETAIL on the form—marks on the child’s body, circumstances surrounding the incident, student’s state of mind, actual phrases/words said by the student, etc.
- Call the CPS Hotline AFTER the form is completed within 24hrs. of incident!!! (559) 255-8320

They will ask you questions regarding the students’ demographics and the incident. Write the name of the dispatcher that took your call on the form. The dispatcher will provide a fax number for you to send the completed form. Retain the completed form for your records.

If you need help, see a VP, the Social Worker, Police Officer, School Psychologist, or School Nurse.



## Nurse Procedures

Send students to the nurse with a pass for minor issues. Never send a student to the nurse who is in danger of passing out or has an existing medical condition that could prohibit them from making it safely to the nurse.

If assistance is needed to transport a student, please call Nurse Coronado @ ext. 74868/72701, or CA line (72656). Health Issues are confidential, including asthma, glasses, pregnancy, HIV. Contact Nurse Imelda Coronado with questions @ x72701.

## Safety Procedures

### Classroom

- If you suspect any safety concerns dealing with student behaviors, i.e. rumors of possible fight, drug activity, etc., call the Reengagement Center at **(ext. 74865)**.
- If you need students picked up due to a violation of level 2 or level 3 offenses, please use the CA line **(ext. 72656)**. Please keep in mind, CAs and administration are out on the grounds supervising before school, during lunch and after school. If no one is at this number, it does automatically transfer to our reengagement center in Admin South where the RCA will answer.
- If you need immediate removal for a violation of level 3 offenses, please use the emergency line **(ext. 74999)**. This will send a different ring to all Admin North staff that we have a major incident that needs immediate attention, such as a physical altercation.

### Keys

- Do not give your keys to students at any time for any reason.
- Keys are expensive to replace.

### Emergency Drills

- **Fire:**
  - Must hold 3 drills per year (1 before/after school, 1 during lunch, 1 during class time)
- **Lockdown:**
  - Must hold 3 drills per year
    - (1 before/after school, 1 during lunch, 1 during class time)
- **PLEASE REMEMBER---all drills are to be taken seriously!**
- **Active Assailant Training** – will be provided at the beginning of the school year. This training will include training in the event of an emergency on campus.

### Lockdown Procedures

Notification of lockdown will be given over the school-wide intercom system. Administration will say, **“This is a lockdown, please take cover in the nearest building.”** This will be followed by sirens. Teachers are to commence lockdown immediately following notification by calmly:

- Check outside your door for students.
  - Sweep them **INSIDE** your room prior to locking your door.
- During passing period, bring as many hallway students into your classroom as you can as quickly as possible.



- If you are outside, go to the nearest room and bring as many outside students into classroom/building as quickly as you can.
- Lock your door.
- Keep all students quiet and away from doors and windows.
  - Ask students to silence their phones.
  - DO NOT OPEN YOUR DOOR UNDER ANY CIRCUMSTANCES!! Staff has keys!
- Check email for updates on incident and listen for announcement. As much information as possible will be shared via email so that staff is aware of the situation and know the information they can share with students.

### Fire Evacuation

- When the alarm sounds, you MUST evacuate buildings immediately.
  - **Do not assume it is a drill!**
  - Utilize the evacuation map to get your students QUICKLY and safely to the practice field areas.
  - Make sure you carry your RED Emergency Folder with you that includes your updated roster inside and take roll when you reach your designated area.
- Monitor your students---hold up appropriate folder:
  - Red Folder= staff or student injuries or missing students.
  - Green Folder=Roll taken, class is accounted for and safe.
  - Administrators and Campus Safety Assistance will check for appropriate folder and help as needed.
- Do not return to class until notified by administration (Bell, bull horn, etc.)

### Great Earthquake Shake Out Drill (October 21, 2021 at 10:19 a.m., subject to change)

- **Inside:** Instruct students to take shelter in pre-approved areas under a heavy piece of furniture, against an inside wall, and stay inside
- **Outdoors:** Instruct students to stay outside and in an open area until shaking stops

### Activities Calendar and Stay Late Procedures

#### Weekly Activities and Athletics Calendar

- An Activities/Club/Athletics Calendar has been developed to assist us in keeping our campus safe and everyone informed of the myriad of activities that take place daily. It will serve as a valuable reference for staff to ensure our students are safe.
- Teaching operation hours is from 7:00am – 5:30pm, Monday-Friday. CAs and at least one Administrator/Counselor is present during this time. If you will be remaining after operation hours, please complete the Activities/Club/Athletics google form that is located on the Edison website under staff only section no later than Friday evening, the week before the event. This includes, but is not limited to the following: sports practices, robotics, drama rehearsal, club meetings, forensics, college counseling meetings, band practice, cheer, etc.



- Off campus coaches without district email access will coordinate with Mr. Verduzco to have their practices and events listed.

### Stay Late Procedures

- CIS will be present on campus from 6pm-9pm, M-F excluding holidays.
- Guards are under site direction – we recommend the following:
  - Guard is available for escort after hours when it is dark. Please call the following number to request an escort (495-3025). This is CIS central dispatch number. You will need to specify your location to them. Please do not walk alone to your car.

### Master Calendar, Facilities, Field Trips, and General Mandates

The Master Calendar is available for all to view on the Edison Website ([edison.fresnounified.org](http://edison.fresnounified.org)). It includes sporting events, extracurricular events, testing dates, and other non-school related functions being held on campus. **If you are requesting use of the school facilities, check the calendar for availability prior to submitting your request.** Please direct any inquiries to VP Lewis. All requests that involve the Master Calendar and Facilities **will be made through the Edison Website**. If you need to request use of Library, please contact Stefani Williams. If you need to request use of the Smart Room, Admin South Conference, or W conference, please contact Alexis Villareal (72657) in the Counseling Office.

- **Master Calendar/Facilities**– To reserve a date and time for an event that requires the use of facilities on campus, please submit your request at least 1 week in advance via website. Go to staff only, master calendar/facilities request and submit your request. Requests will be reviewed every Friday for approval or denial. You will receive an email regarding status.

Please email Plant Coordinator, Daniel Hernandez for the following:

- **Cleaning** - Requests for custodial staff to do extra cleaning in your classroom or other space on campus.
- **Maintenance**– Any activity requiring custodial staff to help with set up or take down. All requests need to be submitted at least 1 week in advance.

### Weekend and Holiday Access

- If you would like to work on weekends or holidays, please notify Rachel Jacinto and Betty Ochoa via email by Thursday, no later than 3:00pm, prior to the weekend you are going to be on campus.
- Please provide the date, room/zone, start and end time and purpose for being on campus.
- Please note, there will be no Air or Heat on during these times.
- If you have a large event, you should fill out the facilities request via Edison website. Heating and air can be requested through that facilities request.
- When you arrive, please call dispatch to notify them that you are on campus so they can turn off the alarm. You must indicate all buildings you will be entering and exiting. (Dial 457-3831)
- When you leave please call dispatch again to inform them that you are leaving, and they will turn the alarm on.
- Campus is closed on some Holidays – No ACCESS will be allowed.



## Extra Pay Contracts – Submitting Timesheets

In accordance with payroll procedures, timesheets must be submitted by the 10<sup>th</sup> of each month if you have any hours to submit. **Timesheets submitted for past months will not be accepted.**

### Field Trip Protocol

#### Step 1: Fill Out Forms

- Fill out forms and **turn in all forms to Kong Yang, our Financial Technician. In the absence of our Financial Technician, you may turn them into Vice Principal Marty Lewis** (see chart below for what forms you need to fill out, Kong has packets available to pick up)
  - If you are taking an **overnight trip**, all forms must be turned in **at least 2 months prior** to your departure date.
- Fill out permission slips (include teacher approval if student will miss any classes).
- Volunteer Chaperones must have cleared fingerprints on file with the district.
- All field trips must be approved by VP Lewis and placed on the master calendar prior to any buses being ordered.
- If you are driving private autos, all drivers must be FUSD employees, or have cleared fingerprints on file with FUSD Human resources... **AND ALL DRIVERS** must fill out the driver form that is attached.

Overnight	Day Trip with Cost	Day Trip Private Auto	Day Trip No cost (walking)
(Turned in at least 2 months prior) <ul style="list-style-type: none"> <li>• FUSD overnight field trip</li> <li>• Edison Field trip request Form</li> <li>• FUSD planning sheet</li> <li>• Parent consent for student to attend</li> <li>• Teacher consent for student to miss school</li> </ul>	(Turned in at least 4 weeks prior) <ul style="list-style-type: none"> <li>• Edison Field trip request form</li> <li>• FUSD Planning Sheet</li> <li>• Parent consent for student to attend</li> <li>• Teacher consent for student to miss school</li> </ul>	(Turned in at least 2 weeks prior) <ul style="list-style-type: none"> <li>• Edison Field trip request form</li> <li>• Edison private auto volunteer form</li> <li>• FUSD certification of Auto Insurance</li> <li>• Parent consent for students to attend</li> <li>• Teacher consent for Student to miss school</li> </ul>	(Turned in at least 2 weeks prior) <ul style="list-style-type: none"> <li>• Edison Field Trip Request form</li> <li>• Parent consent for student to attend</li> <li>• Teacher consent for student to miss school</li> </ul>

#### Step 2: Admin Review

Vice Principal will check the master calendar to make sure field trip does not interfere with important testing or other potential conflicts

- Vice Principal will place field trip on master calendar.
- Vice Principal will return permission slip to Kong Yang (Financial Technician) with his signature that verifies the field trip was approved and Kong Yang will place the approved form with signature in the requesting teacher's mailbox in Admin North.
- Vice Principal will give the other paperwork to an administrative assistant to hold and file by date.



### Step 3: Nurse Clearance

- Provide rosters for students who are attending the field trip to Nurse Coronado at least one week in advance.
- Failure to complete this step will result in the field trip not being cleared by VP Lewis.

### Step 4: Students Fill Out Permission Slips

- Teacher/sponsor of the field trip will make copies of the field trip permission slip (with VP's signature).
- Teacher/sponsor will collect the permission slips and make 2 copies.
  1. Copy to be kept with teacher and students on the trip.
  2. Copy to be given to attendance **with a roster of students** attending the trip for attendance to be cleared.
  3. Originals to be given to Kong to be filed with the other paperwork.
  4. These should be given to Kong at least one day prior to the trip. If you have any questions, please contact VP Lewis.



## Extra-Curricular Supervision Schedule 2021-2022

It is your responsibility to sign up for supervision during your assigned supervision week. The Administrator assigned to you will contact you with supervision details prior to the week of supervision.



TEAM 1-BLANCO/AARON		TEAM 2-LEWIS/KING	
Berg, John Cameron, Paul Enriquez, Humberto Ethen, Matthew Gonzalez, Xochitl Gray, Shariya Linder, Andra Mazzei, Michelle Moua, Cha Olukanni, Femi Perez, Abraham Perez, Sergio Riedel, Mark Solenio, Yadira Thornton, Kyle	<b>Duty Weeks</b> Aug 16 – Aug 20 Sept 27 – Oct 1 Nov 8 – Nov 12 Jan 17 – Jan 21 Feb 28 – Mar 4 Apr 19 – Apr 22 May 30 – Jun 3 <b>Graduation: TBA</b> Vargas, Jaime Wilson, David	Anderson, Dennis Benavidez, Daniela Burkhart, Bobbi Cha, Xiong Driggers, Natalie Fitzpatrick, Kimberly Hau, Kimberly Krumpe, Philip Marhenke, Matthew Meadows, Sara Mendes, Laura Miller, Heather Murray, Jason Popenoe, Steven Ratcliffe, Bruce	<b>Duty Weeks</b> Aug 23 – Aug 27 Oct 4 – Oct 8 Nov 15 – Nov 19 Jan 24 – Jan 28 Mar 7 – Mar 11 Apr 25 – Apr 29 Jun 6 – 10 <b>Graduation: TBA</b> Rosales, Gloria Taylor, Chris Xiong, Pachou
TEAM 3-SOURYASACK/SULCER		TEAM 4-VARGAS/CHANG	
Andersen, Janine Boldt, Nathan Cozad, Katherine Delgado, Candelaria Hinz, Larry Ibarra, Gabriela Lynch, Cynthia Madruaga, Monalyn Mahackian, Susan Martens, Ryan McPhail, Dina Moreno, Daniel Nuzzolese, Brian Racine, Brandon Tarbox, Michelle	<b>Duty Weeks</b> Aug 30 – Sept 3 Oct 11 – Oct 15 Nov 29 – Dec 3 Jan 31 – Feb 4 Mar 14 – Mar 18 May 2 – May 6 <b>Graduation: TBA</b> Torres-Ortiz, Maria Uhlir, Michael Zavala, Stephanie	Banuelos, Elia Cabibi, Sean Charette, Kelly Evans, Matthew Garcia, Edward Huang, Derek Her, Gao Jacquez, Lauren Lawless, Lauren Martin, Wendy Mosqueda, Arthur Nielsen, Alice Polnitz, Karen Renfro, Patricia Rold, Cliff	<b>Duty Weeks</b> Sept 6 – Sept 10 Oct 18 – Oct 22 Dec 6 – Dec 10 Feb 7 – Feb 11 Mar 21 – Mar 25 May 9 – May 13 <b>Graduation: TBA</b> Sexton, Dorie Threlkeld, Roger Wilkins, Timothy
TEAM 5-WILLIAMS/NAVA/LEE		TEAM 6-POTTER/HENDRIX/ACUNA DE HARO	
Aflague, Carissa Ankrum, Bianca Armitage, Dylan Beal, Lauren Cabrales, Abigail Calvillo, Salvador Click, Jennifer Cook, Robert Elias-Morales, Ana Haynes, Catherine Jennison, Nicole Leyba, Kristie Mora, Mikel Sherman, Gerald Vang, Shue	<b>Duty Weeks</b> Sept 13 – Sept 17 Oct 25 – Oct 29 Dec 13 – Dec 17 Feb 14 – Feb 18 Mar 28 – Apr 1 May 16 – May 20 <b>Graduation: TBA</b> Winter, Allison Yang, Cheng	Bolin, Samantha Cavanaugh, Jerilyn Cross, Alana Curtis, Amber Finley, Chris Harris-Lipscomb, Raquel Love, Vicki McFadden, Luke Mrkaich, Gary Osuna, Raul Pieper Torres, Lori Riddle, Shane Santillan, Fernando Smith, Jaclyn Thao, Chong	<b>Duty Weeks</b> Sept 20 – Sept 24 Nov 1 – Nov 5 Jan 10 – Jan 14 Feb 21 – Feb 25 Apr 4 – Apr 8 May 23 – May 27 <b>Graduation: TBA</b> White, Sabrina Wiebe, Kyle



## Supervision Responsibilities

### **GUIDELINES FOR ASSIGNED STAFF DURING SUPERVISION**

1. Be aware of your assigned supervision weeks for the year.
2. Sign up with the team captain when you are notified.
3. Make sure you know what activity you are doing, where you are going, your responsibilities and the time you are to be there.
4. Check in with the team captain at the start of your duty for station location.
5. Supervision of student sections is the major responsibility.
3. Keeping all aisles clear.
4. Band section is reserved for band members only.
5. No smoking is permitted anywhere by anyone.
6. Anyone in possession of, or under the influence of intoxicants, report to police or Administrator on duty. Do not release the students on their own cognizance.
7. Students may not leave the facility (to return) except in case of an emergency or at the discretion of a faculty member on duty. Students who leave without permission must pay upon return.
8. All students and adults (except faculty members who have assigned duties) must be in the bleachers and off the playing area.
9. Teachers should check the restrooms periodically for unacceptable behavior as assigned.
10. Absolutely no one, except team members and managers, is to be allowed to go to the locker rooms.
11. Keep a watchful eye on bleachers for any problems that might occur.
12. Keep an eye on any problems that might develop around the concession stand.
13. Check behind the bleachers from time to time for any problems (at stadiums other than Sunnyside).
14. Absolutely no one except team members, managers, and officials are allowed to enter the locker rooms.

### **DANCE SUPERVISION – GUIDELINES FOR ASSIGNED SUPERVISION STAFF**

1. Be aware of your duty time and place of event.
2. No smoking is permitted anywhere by anyone.
3. Anyone in possession of, or under the influence of intoxicants, report to police or administrator on duty. Do not release the students on their own cognizance.
4. Check in with the supervisor captain at the start of your duty for station location.
5. When duty session is over, please check out with administrator.
6. Students may not leave the facility except in case of emergency at the discretion of a faculty member on duty. Students who leave without permission may not be readmitted.
7. Teachers should check the restrooms periodically for unacceptable behavior.
8. Watch for problems that may occur right after the event as the crowds leave.



## Technology Information

*If students need tech services, please contact Levia Landers and Stefani Williams.*

### Student Technology Use

Technology can be a powerful tool for teachers and students. Please remember that you should be consistent with your technology policy in the classroom and provide rules and parameters. Below is a reminder of the Electronic Device Policy:

- **Electronic Device Policy:** Electronic devices are allowed before school, during lunch, and after school. Students shall not use a cellular phone or other electronic device without direct permission from their teacher (s) during the school day, unless essential to the health of the student. **Students bring these items at their own risk and assume all liability for the devices. Edison High School assumes no liability for broken, lost, or stolen devices.**
- Aligned with Discipline in the Secondary Classroom, it is recommended that there are established routines and procedures in the classroom. Discipline in the Secondary Classroom provides an example of how to manage classroom conversation with “Levels of Conversation” (see page 95). Here is how a teacher has adapted that concept for **Technology Use**:

<b>Level 0</b>	No personal technology
<b>Level 1</b>	Use for educational purpose
<b>Level 2</b>	Only headphones quietly listening to music
<b>Level 3</b>	Unrestricted access (must abide by FUSD Technology Use Policy)



## Family Learning and Technology Support (FLATS)



**FLATS**

FAMILY LEARNING AND TECHNOLOGY SUPPORT

Fresno Unified School District

**(559) 457-3939**  
**MONDAY - FRIDAY**  
**7AM - 4PM**

For quick guides, replacement cost and other information please visit our website

Para guías rápidas, costos de reemplazo y otra información, por favor visite nuestra página web

Thov mus saib peb lub website txog cov lus qhia, tus nqi them yog kxoom ploj thlab lwm yam xav paub ntxiv

[flats.fresnounified.org](http://flats.fresnounified.org)



**LOCATIONS:**  
**UBICACIONES:**  
**COV CHAW NYOB:**

### **Homan Elementary**

Room 3-A, Salón 3-A, Chav 3-A  
1602 W Harvard Ave, Fresno, CA 93705

### **Burroughs Elementary**

Room 30, Salón 30, Chav 30  
166 N Sierra Vista Ave, Fresno, CA 93702

### **Tioga Middle School**

Room 3, Salón 3, Chav 3  
3232 E Fairmont Ave, Fresno, CA 93726

### General Information

- You should have a district computer checked out to you. This computer will travel with you should you leave our site. The district is now tracking these computers, but we are still taking inventory of what is being used at our site.
- All District issued **teacher technology**, contact Stefani Williams.
- All **other technology** checkout, please contact Stefani Williams.

### Technology Support Procedures (formally known as Heat Ticket)

- Emergency issues, i.e. cannot login, call IT Help Desk, ext. 72600
- When you are having trouble with your technology:
  - Type the following in the browser: [go/support](#)
  - Click on: New Ticket
  - Choose a topic: ATLAS, Software, and Computer Support
  - Complete the form

### Fresno Unified Staff Portal

- Start using the Fresno Unified [Staff Portal](#) to access staff links. Make it your homepage - Here's how: [IE](#) | [Chrome](#).
- Use or bookmark the following Go links as they will not appear on the public website in the near future. Type the go link into the address bar of IE or Chrome.
  - [go/staff](#) - Staff Portal
  - [go/ATLAS](#) - Goes to ATLAS
  - [go/lawson](#) - Goes to Lawson
  - [go/iachieve](#) - Goes to iAchieve
  - [go/support](#) - Get tech support
  - [go/sm](#) - Goes to School Messenger
  - [go/jhmb](#) - JHMB Health Connect
  - [go/mail](#) - Check email

Staff not on Office 365 should use [webmail.fresnounified.org](mailto:webmail.fresnounified.org) for email. If you want Office 365, submit a "Heat Ticket". If you have any other questions, please email: VP Rassamichan Souryasack and Stefani Williams.



## Edison High School 2021-22

### Administration—North

Munoz, Joey— Principal  
 Blanco, Laurinda—Vice Principal  
 Lewis, Martin —Vice Principal  
 Williams, Thomas —Vice Principal  
 Souryasack, Rassamichan—Vice Principal  
 Vargas, Ray—Vice Principal

### **DISCIPLINE Office (Admin South)**

### Office Staff – North

Jacinto, Rachel – Office Manager  
 Hernandez, Lisandra – Registrar  
 Finister, Madelyn – Registrar Assistant  
 Yang, Kong – Financial Secretary  
 Aguiniga, Nina—Attendance  
 Arteaga, Jessica – Attendance  
 Ochoa, Betty –Office Assistant  
 Guzman, Abigail—Office Assistant

### Support Staff—North

Coronado, Imelda—Nurse  
 McCallister, Anna – LVN  
 Wright, Sheila – LVN  
 Moua, Mai – Library Tech  
 Williams, Sandra – Child Welfare Att. Specialist  
 Williams, Stefani – Librarian

### Bilingual Support Staff – North

Manzo, Maria – Spanish BRCA

### Activities/Athletics

Verduzco, Hector- Athletic Director (S43)  
 Driggers, Natalie– Campus Culture Director (W105)

### Tactical Team

Hughes, Melody – Fresno PD  
 Lopez, Refugio – Probation Officer

### Plant Coordinator/Maintenance

Hernandez, Daniel

### Campus Assistants – Security Office

### **TEACHER EMERGENCY LINE**

### Phone

72651  
72683  
72652  
72659  
72658  
72679

### 72682

### Phone

72653  
72645  
72766  
72676  
72667  
72668  
72654  
72677

### Phone

72701  
74868  
74868  
72698  
72692  
72750

### Phone

72691

### Phone

72744  
74905

### Phone

74914  
72694

### Phone

72695

72656

74999

### Administration—South Counselors

Potter, Kaysee—Head Counselor  
 Sulcer, Arthur -- 10/12 (A-F)  
 Jackson, Kimberly—9/11 (G-MAN)  
 Chang, Mykou—10/12 (MAO-R)  
 Nava, Denise—10/12 (S-Z)  
 King, Crystal—9/11 (A-F)  
 Beasley, Kejhiana  
 Acuna, Joel—10/12 (G-MAN)  
 Aaron, Elizabeth– 9/11 (MAO-R)  
 Lee, Chong – 9/11 (S-Z)  
 Ronquillo Grisby, Annamarie—Job Developer

### Office Staff

Ochoa, Betty – Office Assistant (Counseling)

### Support Staff –

O’Dell, Troy – Pathway Coordinator  
 Wooley, Elbria– School Psychologist  
 Darrow, Analisa-School Psychologist  
 Arellano, Karina– On site Therapist  
 Areola, Angelica– Social Worker  
 Juarez, Karla– Project Access Social Worker  
 Xiong, Bee – RLE Counselor  
 Elias-Morales, Ana – EL Program Coordinator  
 Schulz, Janina – AP Coordinator

### Restorative Practices Support – South

Ayers, Cedric – RP Counselor  
 Wilkins, TJ – RP TSA  
 Haynes, Yazmin – RCA – Re-Engage Ctr.

### Instructional Support

FitzPatrick Kimberly – Inst. Coach  
 Thao, Chao – ELA PLUS Teacher  
 Gray, Shariya – Math PLUS Teacher  
 Krumpe, Philip – SPED TSA

### Cafeteria

Whitfield, Danette

### Phone

72664  
72680  
72670  
72660  
72689  
72684  
72657  
72671  
72681  
72661  
72662

### Phone

72657

### Phone

72737  
72663  
72673  
72732  
74810  
72754

### Phone

72732  
72894

### Phone

72672  
72672  
74865

### Phone

72665  
72665  
72894  
72665

### Phone

72735



## Resources and Phone Directory

### **OFFICE and CLASSROOM NEEDS**

Budgets, Ordering, Payroll, Contracts	Rachel Jacinto, Office Mgr	72653
Substitutes and classroom keys	Abigail Guzman	72677
Front Desk	Ms. Oliver	72654
Attendance	Nina Aguiniga and Jessica Arteaga	72667 / 72669
Registrar	Lisandra Hernandez	72745
Nurse	Imelda Coronado	72701
Financial Technician	Kong Yang	72676
Office Assistant (Counseling)	Betty Ochoa	72657
Plant Coordinator/Custodial	Daniel Hernandez	72695
Cafeteria Manager	Danette Whitfield	72735

### **TRANSLATION**

Spanish	Maria Manzo	72691
Hmong	Kong Yang	72676

### **EXTRA CURRICULAR**

Athletics	Hector Verduzco	72744
Campus Culture Director	Natalie Driggers	74905

### **LIBRARY**

Library	Stefani Williams	72698
Technology and Computer issues	Marcel Vang	72710

### **SAFETY**

SRO (Police Officer)	Officer Hughes	74914
Probation Officer	Refugio Lopez	72694
Campus Assistant on Camera		72656



# Campus Map





## Administration Team

<p><b>Martin Lewis—Vice Principal</b>  <a href="mailto:martin.lewis@fresnounified.org">martin.lewis@fresnounified.org</a>  <b>Extension: 72652</b></p> <p><b>Alpha: A – D</b>  <b>Departments: Science/VAPA</b>  <b>Areas of Focus:</b> Budget, CCD, ASB, Master Calendar, Field Trips, Health Services and COVID Protocols</p>	<p><b>Laurinda Blanco – Vice Principal</b>  <a href="mailto:laurinda.blanco@fresnounified.org">laurinda.blanco@fresnounified.org</a>  <b>Extension: 72683</b></p> <p><b>Alpha: N – R</b>  <b>Departments: English/CTE</b>  <b>Areas of Focus:</b> ILT, SSC/SPSA, Counseling/Master Schedule, PLUS-ELA, Testing SBAC ELA, WASC, Professional Learning, Department Chairs, PLUS Teachers, Walkthroughs</p>
<p><b>Rassamichan Souryasack—Vice Principal</b>  <a href="mailto:rassamichan.souryasack@fresnounified.org">rassamichan.souryasack@fresnounified.org</a>  <b>Extension: 72658</b></p> <p><b>Alpha: E – H</b>  <b>Departments: SPED/World Languages</b>  <b>Areas of Focus:</b> ELPAC/i-Ready Diagnostic Assessments, New Teachers/IC, Technology &amp; Library Services, ASP, Office Staff, Site Test Coordinator, ELRT, ELAC</p>	<p><b>Ray Vargas – Vice Principal</b>  <a href="mailto:ray.vargas@fresnounified.org">ray.vargas@fresnounified.org</a>  <b>Extension: 72679</b></p> <p><b>Alpha: S – Z</b>  <b>Departments: History/Social Science</b>  <b>Areas of Focus:</b> Facilities, Alt. Ed, Journalism/Yearbook, Attendance, Safety</p>
<p><b>Thomas Williams—Vice Principal</b>  <a href="mailto:Thomas.Williams2@fresnounified.org">Thomas.Williams2@fresnounified.org</a>  <b>Extension: 72659</b></p> <p><b>Alpha: I – M</b>  <b>Departments: Math/PE</b>  <b>Areas of Focus:</b> Athletics, SBAC Math, Parent Involvement/Home School Liaison, Bell Schedule, <i>Website, Professional Learning, Discipline/Restorative Practice/Safe &amp; Civil</i></p>	<p><b>Troy O’Dell—Pathway Coordinator</b>  <a href="mailto:troy.odell@fresnounified.org">troy.odell@fresnounified.org</a>  <b>Extension: 72737</b></p> <p><b>Areas of Focus:</b> STEM, Career Technical Education CTE; Biomedicine, Computer Science, Engineering, Green Academy, Technical Theater, Kinesiology, Mental Health, Multimedia, Teacher Academy, Pathway Outreach and Community Partnership Development, Regional Articulation, Showcase Events, WBL Opportunities</p>



## Counseling Team

### 9<sup>th</sup>/11<sup>th</sup> Grade Counselors

A - F	Crystal King	<a href="mailto:Gloria.King@fresnounified.org">Gloria.King@fresnounified.org</a>	(559) 457-2684
G - Man	Tyesha Hendrix	<a href="mailto:Tyesha.Hendrix@fresnounified.org">Tyesha.Hendrix@fresnounified.org</a>	(559) 457-2670
Mao - R	Elizabeth Aaron	<a href="mailto:Elizabeth.Mcclurg@fresnounified.org">Elizabeth.Mcclurg@fresnounified.org</a>	(559) 457-2681
S - Z	Chong Lee	<a href="mailto:Chong.Lee@fresnounified.org">Chong.Lee@fresnounified.org</a>	(559) 457-2661

### 10<sup>th</sup>/12<sup>th</sup> Grade Counselors

A - F	Arthur Sulcer	<a href="mailto:Arthur.Sulcer@fresnounified.org">Arthur.Sulcer@fresnounified.org</a>	(559) 457-2680
G - Man	Joel Acuna	<a href="mailto:Joel.AcunaDeHaro@fresnounified.org">Joel.AcunaDeHaro@fresnounified.org</a>	(559) 457-2671
Mao - R	My Kou Chang	<a href="mailto:My.Chang@fresnounified.org">My.Chang@fresnounified.org</a>	(559) 457-2660
S - Z	Denise Nava	<a href="mailto:Denise.Nava@fresnounified.org">Denise.Nava@fresnounified.org</a>	(559) 457-2689

### Additional Staff

Head Counselor	Kaysee Potter	<a href="mailto:Kaysee.Potter@fresnounified.org">Kaysee.Potter@fresnounified.org</a>	(559) 457-2664
Counseling Assistant	Alexis Villarreal	<a href="mailto:Alexis.Marquez@fresnounified.org">Alexis.Marquez@fresnounified.org</a>	(559) 457-2657
Job Developer	Anna Marie Grisby	<a href="mailto:Annamarie.ronquillo@fresnounified.org">Annamarie.ronquillo@fresnounified.org</a>	(559) 457-2662



## Counseling Team

<p><b>Alexis Villarreal- Counseling Assistant</b></p> <p><b>72657</b></p> <p><a href="mailto:Alexis.Marquez@fresnounified.org">Alexis.Marquez@fresnounified.org</a></p> <p>Upward Bound, Driver's Ed, Mailings, Letters/Lamps</p>	<p><b>Anna Marie Ronquillo Grisby- Job Developer</b></p> <p><b>72662</b></p> <p><a href="mailto:AnnaMarie.RonquilloGrisby@fresnounified.org">AnnaMarie.RonquilloGrisby@fresnounified.org</a></p> <p><b>Areas of Focus:</b> Work Permits, Military, College Visits</p>
<p><b>Crystal King- Counselor</b></p> <p><b>72684</b></p> <p><a href="mailto:Gloria.King@fresnounified.org">Gloria.King@fresnounified.org</a></p> <p><b>Grade Level: 9<sup>th</sup>/11<sup>th</sup></b></p> <p><b>Alpha: A-F</b></p> <p><b>Areas of Focus:</b> 504/SST Coordinator, PSAT Lead, FAFSA Support, 10<sup>th</sup> Grade College Visits, Latino College Expo, Website, AP Support</p>	<p><b>Arthur Sulcer-Counselor</b></p> <p><b>72680</b></p> <p><a href="mailto:Arthur.Sulcer@fresnounified.org">Arthur.Sulcer@fresnounified.org</a></p> <p><b>Grade Level: 10<sup>th</sup>/12<sup>th</sup></b></p> <p><b>Alpha: A-F</b></p> <p><b>Areas of Focus:</b> 504/SST Coordinator, School Day SAT Support, Khan Academy/SAT Prep, College Visits, CART Liaison, African American Conference @ Fresno State, NCAA, AP Support</p>
<p><b>Tyesha Hendrix- Counselor</b></p> <p><b>72670</b></p> <p><a href="mailto:Tyesha.Hendrix@fresnounified.org">Tyesha.Hendrix@fresnounified.org</a></p> <p><b>Grade Level: 9<sup>th</sup>/11<sup>th</sup></b></p> <p><b>Alpha: G-MAN</b></p> <p><b>Areas of Focus:</b> 504/SST Coordinator, Black College Expo, College Visits, Student Recognition, YouTube, Senior Awards Banquet Support, Rise-Up Mentoring Program/Collaboration with AAPU for articulation, Climate and Culture</p>	<p><b>Joel Acuna- Counselor</b></p> <p><b>72671</b></p> <p><a href="mailto:Joel.AcunaDeHaro@fresnounified.org">Joel.AcunaDeHaro@fresnounified.org</a></p> <p><b>Grade Level: 10<sup>th</sup>/12<sup>th</sup></b></p> <p><b>Alpha: G-MAN</b></p> <p><b>Areas of Focus:</b> 504/SST Coordinator, School Day SAT Lead, College Visits, UC4U, AP Support, Men's Alliance Support, Climate and Culture</p>
<p><b>Elizabeth Aaron- Counselor</b></p> <p><b>72681</b></p> <p><a href="mailto:Elizabeth.Mcclurg@fresnounified.org">Elizabeth.Mcclurg@fresnounified.org</a></p>	<p><b>My Kou Chang- Counselor</b></p> <p><b>72660</b></p> <p><a href="mailto:My.Chang@fresnounified.org">My.Chang@fresnounified.org</a></p>



<p><b>Grade Level: 9<sup>th</sup>/11<sup>th</sup></b></p> <p><b>Alpha: MAO- R</b></p> <p><b>Areas of Focus:</b> 504/SST Coordinator, Scholarships, Camp Royal, Website/Social Media, College Visits, CTE Career Night, Student Recognition, Senior Awards Banquet Lead, AP Support</p>	<p><b>Grade Level: 10<sup>th</sup>/12<sup>th</sup></b></p> <p><b>Alpha: MAO-R</b></p> <p><b>Areas of Focus:</b>504/SST Coordinator, Main AP Coordinator, College Visits, FCOE College Night</p>
<p><b>Chong Lee- Counselor</b></p> <p><b>72661</b></p> <p><a href="mailto:Chong.Lee@fresnounified.org">Chong.Lee@fresnounified.org</a></p> <p><b>Grade Level: 9<sup>th</sup>/11<sup>th</sup></b></p> <p><b>Alpha: S-Z</b></p> <p>Areas of Focus: 504/SST Coordinator, Steve's Scholars, Lao Conference, College Visits, CAASSP, State Center Community College/ Duel Enrollment, Ram Ready Event, AP Support</p>	<p><b>Denise Nava- Counselor</b></p> <p><b>72689</b></p> <p><a href="mailto:Denise.Nava@fresnounified.org">Denise.Nava@fresnounified.org</a></p> <p><b>Grade Level: 10<sup>th</sup>/12<sup>th</sup></b></p> <p><b>Alpha: S-Z</b></p> <p>Areas of Focus: 504/SST Coordinator, FAFSA Lead, Si Se Puede Conference, Women's Alliance Support, PSAT Support, Seal of Biliteracy, AP Support</p>
<p><b>Kaysee Potter- Head Counselor</b></p> <p><b>72664</b></p> <p><a href="mailto:Kaysee.Potter@fresnounified.org">Kaysee.Potter@fresnounified.org</a></p> <p><b>Areas of Focus:</b> Master Schedule/Registration, 8<sup>th</sup> Grade Parent Nights, Magnet Night, Senior Check Out, A-G/Doorways, Counseling Interns, Counseling Curriculum, Credit Recovery, Counseling School Messenger, Upward Bound, SSD Coordinator, College Night, Progress/Quarter Grade Report Cards, School Profile, Website/Social Media, NIC, COST, Climate and Culture</p>	



## Calling in an Absence

**It is the teacher's responsibility** to call in an absence and arrange a sub through the Smartfinder Substitute System. Please do so with ample time for a sub to accept the job so that we have adequate coverage. As a courtesy, you can call our Office Manager Rachel Jacinto to notify her of your absence. This does not take the place of reporting the absence through the Smartfinder Substitute System.

- Number to the sub line is 264-7642.
- You may also use the Smartfinder website at
- <https://hrsufresnounified.eschoolsolutions.com/logOnInitAction.do>
  - For both systems, your log in is your Employee ID number and your password is the PIN you chose when you went through orientation.

### Preparing for Coverage

- **Substitute Teacher On-the-Job Packet UPDATED\***
- **Lesson plans** – placed on desk in plain view
  - Included with your lesson plans:
    - Classroom roster with seating charts
    - Classroom Rules and Procedures
    - Neighboring Teachers
    - Student Helpers
    - Emergency Lesson Plan

**\*Note:** updated version(s) of the Substitute Teacher On-the-Job Packet emailed to Rachel Jacinto.

### Professional Development Absence

Follow the same process to arrange a substitute using the assigned event number; however, please make sure to report to campus or confirm prior to attending the professional learning that your substitute has arrived.

### Teachers on Special Assignment

Submit your absence on Smartfinder, but you do not need to request a substitute unless you are assigned to a classroom for the day.

### Leaving Campus/Faculty Meeting absence

Please inform our Office Manager Rachel Jacinto when leaving campus at any time during your duty day in case an emergency should arise. You can email, call, or stop by her office. Note: If you must miss a faculty meeting, please notify your department's Vice Principal.



## 2021-2022 Bell Schedules

<b>REGULAR DAY SCHEDULE</b>	
Period 1	8:00 – 9:01
Period 2	9:07 – 10:08
Period 3	10:14 – 11:15
Break	11:15 – 11:20
Period 4	11:26 – 12:27
Lunch	12:27 – 1:00
Period 5	1:06 – 2:07
Period 6	2:13 – 3:14
Period 7	3:20 – 4:21



<b>FRIDAY LATE START SCHEDULE</b>	
<u>Teacher Collaboration</u>	8:00 – 9:00
Period 1	9:00 – 9:53
Period 2	9:59 – 10:52
Period 3	10:58 – 11:51
Period 4	11:57 – 12:50
Lunch	12:50 – 1:23
Period 5	1:29 – 2:22
Period 6	2:28 – 3:21
Period 7	3:27 – 4:20
<b>NO LATE START ON THE FOLLOWING DAYS:</b>	
Semester 1 -	Sept. 10, Sept. 24, Oct. 15, Nov. 12,
Semester 2 -	Jan. 14, Jan.21, Feb.11, Feb. 25, Mar. 4, Mar. 25, Apr. 22. June 3.
<i>Minimum Days - August 12, 13 &amp; June 10</i>	



## 2021- 2022 Special Bell Schedules

### Late Start Rally Schedule--Fridays

Dates: 8/20, 10/8, 3/18, 4/22

8:00 AM	9:00 AM	Staff Collaboration
9:00 AM	9:45 AM	Period 1
9:45 AM	9:51 AM	Passing
9:51 AM	10:36 AM	Period 2
10:36 AM	10:42 AM	Passing
10:42 AM	11:27 AM	Period 3
11:27 AM	11:33 AM	Passing
11:33 AM	12:18 PM	Period 4A/Assembly
12:18 PM	12:24 PM	Passing
12:24 PM	1:09 PM	Period 4B/Assembly
1:09 PM	1:42 PM	Lunch
1:42 PM	1:48 PM	Passing
1:48 PM	2:33 PM	Period 5
2:33 PM	2:39 PM	Passing
2:39 PM	3:24 PM	Period 6
3:24 PM	3:30 PM	Passing
3:30 PM	4:15 PM	Period 7

### We Act (Class Meetings) --Fridays

Dates: 9/3, 10/1, 10/29, 12/3, 2/18, 4/1, 5/6, 6/3

8:00 AM	9:00 AM	Staff Collaboration
9:00 AM	9:47 AM	Period 1
9:47 AM	9:53 AM	Passing
9:53 AM	10:40 AM	Period 2
10:40 AM	10:46 AM	Passing
10:46 AM	11:33 AM	Period 3
11:33 AM	11:39 AM	Passing
11:39 AM	12:26 PM	Period 4
12:26 PM	1:04 PM	Class Meeting
1:04 PM	1:37 PM	Lunch
1:37 PM	1:43 PM	Passing
1:43 PM	2:30 PM	Period 5
2:30 PM	2:36 PM	Passing
2:36 PM	3:23 PM	Period 6
3:23 PM	3:29 PM	Passing
3:29 PM	4:16 PM	Period 7

### First Two Days of School—Minimum Day

Date: August 12 & 13

8:00 AM	8:35 AM	Period 1
8:35 AM	8:41 AM	Passing
8:41 AM	9:16 AM	Period 2
9:16 AM	9:22 AM	Passing
9:22 AM	9:57 AM	Period 3
9:57 AM	10:03 AM	Passing
10:03 AM	10:08 AM	Break
10:08 AM	10:43 AM	Period 4
10:43 AM	10:49 AM	Passing
10:49 AM	11:24 AM	Period 5
11:24 AM	11:30 AM	Passing
11:30 AM	12:05 PM	Period 6
12:05 PM		Lunch

### Last Day of School—Minimum Day

Date: June 10

8:00 AM	8:40 AM	Period 1
8:40 AM	8:46 AM	Passing
8:46 AM	9:26 AM	Period 2
9:26 AM	9:32 AM	Passing
9:32 AM	10:12 AM	Period 3
10:12 AM	10:18 AM	Passing
10:58 AM	11:04 AM	Passing
11:04 AM	11:44 AM	Period 5
11:44 AM	12:17 PM	Lunch
12:17 PM	12:23 PM	Passing
12:23 PM	1:03 PM	Period 6



## 2021- 2022 Special Bell Schedules

### CAASPP/SBAC Block Schedule (Rotating

Odd/Even) Sem. 2

Dates: April 26, 27, 28, 29 ELA

May 17, 18, 19, 20 Math

8:00 AM	9:55 AM	Period 1/2
9:55 AM	10:01 AM	Break
10:01 AM	10:07 AM	Passing
10:07 AM	12:02 PM	Period 3/4
12:02 PM	12:35 PM	Lunch
12:35 PM	12:41 PM	Passing
12:41 PM	2:36 PM	Period 5/6
2:36 PM	2:42 PM	Passing
2:42 PM	3:40 PM	Period 7

### Finals Schedule Sem. 1 (7<sup>th</sup> per. meets twice)

Dates: 12/13, 12/14, 12/15, 12/16

8:00 AM	10:05 AM	Period 1,3, 5
10:05 AM	10:11 AM	Break
10:11 AM	10:17 AM	Passing
10:17 AM	12:22 PM	Period 2,4,6
12:22 PM	12:55 PM	Lunch
12:55 PM	1:01 PM	Passing
1:01 PM	2:00 PM	Period 1,3, 5
2:00 PM	2:06 PM	Passing
2:06 PM	3:05 PM	Period 2,4,6
3:05 PM	3:08 PM	Passing
3:08 PM	5:13 PM	Period 7

### Finals Schedule Sem. 2

Dates: 6/7, 6/8, 6/9

8:00 AM	9:55 AM	Period 1, 3, 5
9:55 AM	10:01 AM	Break
10:01 AM	10:07 AM	Passing
10:07 AM	12:02 PM	Period 2, 4, 6
12:02 PM	12:35 PM	Lunch
12:35 PM	12:41 PM	Passing
12:41 PM	1:35 PM	Period 1, 3, 5
1:35 PM	1:41 PM	Passing
1:41 PM	2:35 PM	Period 2, 4, 6
2:35 PM	2:41 PM	Passing
2:41 PM	4:36 PM	Period 7



## First Week Procedures

### 1<sup>st</sup> Day of School Schedule

Date: August 12 & 13

<b>Period 1</b>	8:00 - 8:35
<b>Period 2</b>	8:41 - 9:16
<b>Period 3</b>	9:22 – 9:57
<b>Break</b>	10:03 – 10:08
<b>Period 4</b>	10:08 – 10:43
<b>Period 5</b>	10:49 – 11:24
<b>Period 6</b>	11:30 – 12:05
<b>Lunch</b>	

- **Attendance:**
  - 1<sup>st</sup> period: During the first 10 minutes of class, please take attendance on ATLAS.
  - Students in your first period class who do not appear on your ATLAS or your printed-out roster **MUST** report to the SMART ROOM at the beginning of the period.
  - If students are not in class, mark them ABSENT.
  - All “No Shows” will be dropped from ATLAS on Friday, August 20th.
- **Emergency Cards:**
  - Students will turn in their yellow emergency cards to their **first** period teachers on August 12<sup>th</sup>.
  - Students who do not turn in their emergency cards on August 12<sup>th</sup> must be provided two blank emergency cards and instructed to return them to their 1<sup>st</sup> period teacher on August 13<sup>th</sup>. Teachers will be provided with blank emergency cards.
  - All 6<sup>th</sup> period classes will have extra emergency cards in case students have misplaced them throughout the morning.



- 1<sup>st</sup> period teachers please ask your students for their completed cards on **Thursday and Friday**.
- Completed emergency cards are to be given to the main office at the end of the day on 8/12 and 8/13.
- \*Please note, students have been turning in emergency cards since 8/4 in the main office and to counseling. If a student states that they have already turned them in, you do not have to give them another set to take home.\*
- **Schedule Distribution:**
  - 7:30-7:55 – Students will find their first period class on the tables posted throughout campus. First period classroom numbers will be listed next to each student's name and ID number. Tables will be posted in the quad, in front of L1/L2 and in front of the science building. In addition, CAs, VPs, Counselors and attendance will all have a copy of the first period list.
  - At 7:54 AM, the warning bell will ring to go to 1<sup>st</sup> period.
  - Students who do NOT have a first period will report to the Smart Room. Counselors will build a schedule and print it on **GREEN** paper for students who are in ATLAS. The only students who will be allowed back into class are students with a schedule printed on **GREEN** paper and signed by their counselor.
  - Each instructor with a first period will be given green schedules to distribute by the end of the period.
  - Students who do not have their yellow cards will be given two blank yellow cards to take home and complete.
  - ALL yellow emergency cards will be turned in by the end of the day to the office.
- **Program Changes**
  - Program change forms may be picked up outside of the counseling office during lunch and after school. **Do not send students out of class to request a schedule change.**
  - Program change requests must be submitted by Friday, August 27th.
  - Students are to remain in their current schedule until they receive a copy of their new schedule.
  - Please tell students that submitting multiple requests will not help process their request quicker. They should only submit one request. They will receive some form of notification by Wednesday, September 1st.
  - **Do not send students to the Counseling Office to check the status of their request.** We are processing them in the order they are received.
  - **Please do not promise students a spot in your class.** This is not guaranteed and often there are students who submitted the same request prior to the student who talked to you.
  - **Remember, DO NOT SEND STUDENTS OUT OF CLASS UNLESS THEY ARE NOT ON YOUR ROSTER.**