



Employee Handbook 2026-2027

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Updated or **new or heavily updated sections are highlighted yellow**

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CSArts-SGV General Information

For links to important documents containing dates, calendars, bell schedules and more, visit the [CSArts-SGV Teacher's Resource Page](#).

For information regarding the school, its mission and vision, its arts conservatories, and its operations, please consult this [CSArts-SGV School Overview Brochure](#).

For our school's most recent [WASC Self Study Report and Action Plan](#) and [Current LCAP](#), please utilize these helpful links.

CSArts-SGV Pillars

CSArts-SGV has committed to building a school experience based on five key commitments, or "pillars," that we believe are essential to creating a culture of achievement. The pillars include:

Welcome: We engage in welcoming behaviors towards others.

Do No Harm: CSArts-SGV is a violence free school community. We do not engage in self-harm or do harm to others.

Choice Words: We use words that are thoughtful, kind, and helpful. We refrain from profanity, hate speech, and slurs.

Never Too Late to Learn: We believe that the process of learning may at times be easy but will oftentimes be difficult. Being a learner means committing to putting forth your best effort and committing to the learning process.

Shine Brightly: Being an excellent school requires an investment of time, energy, and resources from students, parents, and staff. This is a partnership. We are a school of choice, so we expect everyone to commit to making CSArts-SGV Shine Brightly by embodying the pillars daily!

The pillars provide us with a framework to proactively and intentionally teach students the skills they need to be responsible, respectful, ethical, and compassionate world citizens. Students and school staff will work together to gain a deeper understanding of the pillars throughout the school year.

Statement of Diversity

We believe that our school community and its members are enriched by understanding and respecting the uniqueness in all people. We actively seek to create an inclusive environment that emphasizes the importance of embracing our differences. We believe all voices in our community should be valued, appreciated and respected. We are committed to embracing differences in race, religion, ethnicity, national origin, gender, sexual orientation, and socio-economic status, and to affirming the dignity and worth of every individual. We will support policies, programs and practices that promote the diversity of the world in which we live, that create an inclusive and evolving environment in which to teach and accept these differences, and that are consistent with our school's mission.

Non-Discrimination Policy

CSArts-SGV is committed to providing equal opportunity for all students. CSArts-SGV programs, activities, practices, and employment shall be free from discrimination, harassment, intimidation, and bullying based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression; the perception of one or more of such characteristics; or association with a person or a group with one or more of these actual or perceived characteristics.

CSArts-SGV prohibits discrimination, harassment, intimidation, or bullying of any student by any CSArts-SGV employee or student. Students who engage in discrimination or harassment in violation of CSArts-SGV policies shall be subject to appropriate behavior intervention, up to and including counseling, suspension, involuntary removal, and/or expulsion.

Complaints regarding allegations of discrimination or harassment in violation of this policy may be submitted in writing to any CSArts-SGV management employee, or directed to Title IX Coordinator and Compliance Officer, Assistant Principal Leon Metoyer, who shall investigate the complaint and respond to the complainant. CSArts-SGV will maintain the confidentiality of the parties involved to the extent possible during the investigation process. For more information on how to file a complaint, please see [Complaints & Appeals](#). For more information on CSArts-SGV's non-discrimination policies, please see [CSArts-SGV Board Policies](#).

Block Scheduling

There are three academic blocks each school day. They alternate between blue and gold days. Blue days are blocks 1, 2, and 3. Gold days are blocks 4, 5, and 6. These core courses meet for approximately 90 minutes a day. The longer class periods allow teachers time to use different modes of instruction and give attention to students who may be struggling with the content.

Office Hours are a part of the school day, Monday - Thursday, and follow the last academic class. Office Hours are designed to provide extended time for all students to allow for:

- Teacher support
- Homework completion and study
- An opportunity for absent students to make-up missed assessments
- Students to complete missing or incomplete work

Students may also be assigned to attend Office Hours by academic teachers and administration for individualized academic and/or behavioral support.

The academic day is followed by two blocks of conservatory instruction for high school students, blocks 7 and 8. These classes are tied to a particular day of the week and are scheduled differently depending on a student's conservatory. Middle school students attend one conservatory class Monday, Tuesday, and Wednesday for block 8. On Thursday, they attend two conservatory blocks - block 7 and 8. There is no conservatory instruction on Fridays. High school students enjoy a later start on Friday and extended lunch time.

Behavior Standards for Office Hours

Students who are required to attend Office Hours must be in an academic class and cannot be with an elective or conservatory teacher, nor can they attend rehearsals during this time. Students are expected to:

- Report to assigned teacher unless another academic teacher has written a pass requesting a specific student
- Arrive on time
- Sign in every day to verify attendance
- Come prepared with books, materials and silent reading
- Refrain from cell phone use
- Utilize time effectively (complete assignments and study)
- Remain in class the entire block
- Follow the standards of the classroom teacher

Attendance must be taken every day for Office Hours utilizing a shared Google sheet. Teachers will also be given Office Hours carbon copy passes to request student attendance on specific days. If a student fails to show up when requested, the teacher can submit the yellow portion of the carbon copy pass to the Administration Offices or submit a Referral. The student will be marked truant for failing to show up and consequences will be discussed.

Elective/Conservatory Teachers:

Elective teachers are not required to stay for Office Hours. Students that are required to attend Office Hours must be in an academic class and cannot be with an elective or conservatory teacher, nor may they attend rehearsals during this time.

Supervision Schedule 2026-2027

Nicole Read	Alison Hennessey	Sean Kerr	Leon Metoyer	Ann Kang
Curriculum Liaison LLC Social Science 9th Grade Team Odette Apollo Patricia Cardenas Erin Conley Austin Crumley Jeremy Hansuvadha Kaitlyn Stiegler Wendy Stanish Admin & Support Staff: Jessica Tan Alison Hennessey Sean Kerr Ann Kang Leon Metoyer Carolyn Gonzalez Caleb Medina	Directors/ Chairs: Kirk Averitt Riley Berris Timothy Gomez Savannah Harrow Tiffany Ma Tyler McGeough Bridget McNally Jud Williford Support Staff: Jessica Tan Electives: Stella Golden Matt Harbich Shelby Henderson Jared Justice Veronica Maccari Laurie Muniz Kevin Ramirez Marisa Rivera Teod Tomlinson Alex Schutz Zack Stoff Shirley Wang Katherine Winans	Curriculum Liaison Special Services Science 11th Grade Team Gavin Goes Kristie Martinez Zachary Miller Michael Turf Antonio Reyes Adam Williams Chak Woo Tiffany Zhu Special Services Briana Estrada Armstrong Derrick Cortez Madison Bilgar Kimberly Hagan Frances Heinselman Alisha Miranda Nathan Poole Support Staff: Nicolle Corea-Pinto Austin Davis Maureen Davis Eileen Goodwin Vanessa Jimenez Erika Marquez Sandy Moses Beatrice McMillen Cristal Reyes Mindy Shiroma Amy Wang Natalie Wilde	Curriculum Liaison Academic Electives World Language 12th Grade Team Sandra Caballero Michael Karmon Chen Mayo Andrea Nelson Andrew Pegan Timothy Skinner Emma Thompson Support Staff: Amanda Alexander Bridgette Blakenhorn Monica Bolton Evelyn Cardenas Maria Castillo Calvin Chang Kennedy Dixon Asa Merrigan George White	Curriculum Liaison Math 10th Grade team Brian Chi Sonya Egan Alyson Gomez Luis Gutierrez Joshua Kim Neil Mohamed Jane Noh Jessica Pham Jake Read Nana Yang Fatima Yanez Ruiz Eduard Yegiazaryan Support Staff: Sophia Davis

School Counseling Services

National Standards for School Counseling

The CSArts Counseling Department has adopted the American School Counselor Association (ASCA) National Model and Standards as their blueprint for a comprehensive school counseling program. The National Model comprises three domains – Personal/Social, Academic, and College/Career.

Personal/Social Domain

The counselor(s) assist students, parents, and school staff by providing support and guidance to improve school performance. The counselor(s) are available on a daily basis to discuss personal concerns with students. The school psychologist and school health clerk are also available to assist students.

Counselors:

- Identify and refer students to the Student Success Team (SST) process for intervention services
- Identify and refer students for outside counseling services
- Provide crisis intervention and appropriate mental health referrals
- Provide assistance and guidance via individual parent meetings
- Provide personal counseling and guidance

Academic Domain

The counselor(s) assist students and their parents with high school educational planning and programming to ensure that students have an appropriate secondary education and graduate in a timely manner. In addition, the counselor(s) help students in selecting coursework that supports their post-secondary choices, educational and vocational.

Counselors:

- Advise students with regard to course selection and planning
- Recommend students to summer school for remediation or enrichment
- Monitor graduation status
- Provide individual academic counseling to students and parents
- Provide New Student Enrollment and Orientation
- Refer students for academic testing and alternative placement
- Provide parent informational meetings (College Night, Financial Aid Night, Naviance Training, and New Student Enrollment Meetings)

College/Career Domain

The counselor(s) also assist students by providing information and guidance pertaining to college admissions, college entrance requirements, testing, scholarships, financial aid and the completion of college applications. Career planning for all students is emphasized by means of computer programs available through the Naviance (*Family Connection*) online program.

Counselors:

- Conduct grade level college/career search programs
- Provide and maintain access to college representative visits
- Provide college letters of recommendation, secondary school reports and mid-year reports

- Provide GPA verification for college scholarships and financial aid
- Monitor and assist students with NCAA eligibility and registration
- Assist students with college applications
- Maintain a library of college videos and catalogs
- Provide information regarding SAT/ACT registration
- Provide referrals to SAT/ACT preparation classes
- Sponsor PSAT/PACT interpretation
- Sponsor financial aid workshops
- Maintain catalog of summer internships, study programs and volunteer opportunities
- Provide access to community college, the University of California system, and the California State University system via college workshops

CSArts-SGV: Leadership Structure

ORGANIZATION: California School of the Arts – San Gabriel Valley (CSArts-SGV) is a public charter school, chartered under the sponsorship of Duarte Unified School District (DUSD). CSArts-SGV provides a four-year comprehensive academic and arts program to students in grades 9-12, including a rigorous college-preparatory curriculum and pre-professional training in 10 arts conservatories. CSArts-SGV has also partnered with DUSD to provide after-school conservatory programming to CSArts-SGV students in grades 6-8 after their academic day on DUSD campuses. CSArts-SGV operates as an autonomous public school, with considerable independence in curriculum development and staffing decisions, which gives the school a tremendous advantage in developing innovative educational programming. The school's academic curriculum is aligned to the California Common Core State Standards, and CSArts-SGV maintains accreditation from the Western Association of Schools and Colleges (WASC).

SCHOOL GOVERNING BOARD: CSArts-SGV is overseen by a five-member **Board of Trustees**. The Trustees focus on learning and achievement, and the members set policy and oversee the personnel, students, instruction, curriculum, public finances, and operations of the charter school itself. They report on student achievement to our chartering agency, DUSD, and accrediting agency, WASC. Two Board members are appointed by DUSD, and three are appointed by the CSArts-SGV Foundation Board of Directors. CSArts-SGV's **Founder**, Steven Wagner, serves as strategic consultant to the Board of Trustees as does Teren Shaffer, President of the CSArts-SGV Foundation, and Dr. Gregory Endelman, former Principal of CSArts-SGV.

SENIOR LEVEL ADMINISTRATION: CSArts-SGV is led by an **Administrative Team**, which is composed of a **Principal** and **Associate Principal of Arts**, two **Assistant Principals**, and a **Learning Specialist**, who serve as educational leaders responsible for planning, coordinating, and directing the activities and programs related to the arts and academic instructional functions of the school. This includes interpreting and implementing state-approved curriculum programs; hiring, supervising, and evaluating the academic and arts faculty and support staff; providing professional development opportunities; coordinating student services; and developing and maintaining procedures and policies for student discipline, safety, and security. The Administrative Team works under the supervision of the Board of Trustees.

FOUNDATION: The CSArts-SGV Foundation is a registered 501(c)(3) nonprofit organization dedicated to the financial support of the school's tuition-free arts programs. The CSArts-SGV Foundation is responsible for directing annual and capital fundraising initiatives, leading strategic planning efforts, implementing community outreach programs, and helping to support the school experience for all students. The **Foundation Board of Directors** provides leadership and guidance to the Foundation, while the **President of the Foundation**, **Vice President of Development**, and **Vice President of Communications** provide staff oversight, including managing all aspects of the school's fundraising and marketing activities. The VPs of Development and Communications report to the President of the Foundation.

Conservatory Who's Who?

Associate Principal of Arts Alison Hennessey

School of Dance

Bridget McNally Director of Dance

School of Fine & Media Arts

Timothy Gomez Director, Creative Writing Conservatory

Riley Marx Director, Integrated Arts Conservatory

Tiffany Ma Director, Visual Arts Conservatory

School of Music

Kirk Averitt Director, Vocal Arts Conservatory & Co-Director, Popular Music

Tyler McGeough Director, Instrumental Music Conservatory & Co-Director, Popular Music

School Of Theatre

Jud Williford Chair of Theatre

Ryan Dietz Musical Theatre Conservatory Coordinatory

Kimberly Mitchel Production & Design Conservatory Coordinator

Production Team

Savannah Harrow Director of Production

Chad Smith Technical Manager

Skylar Garn Audio & Production Assistant

James Bennett Production Coordinator

Middle School Coordinator Marc Leclerc

CSArts-SGV Vocabulary

5 Pillars of Culture: The CSArts-SGV staff has identified five commitments, or “pillars” that we believe are essential to creating a culture of achievement here at CSArts-SGV. The pillars include:

- Welcome
- Do No Harm
- Choice Words
- Never Too Late to Learn
- Shine Brightly

The pillars provide us with a framework to proactively and intentionally teach students the skills they need to be responsible, respectful, ethical, and compassionate world citizens. Students and school staff will work together to gain a deeper understanding of the pillars throughout the school year.

Business and Foundation Offices: These offices house the offices of Teren Shaffer, Gregory Endelman, Human Resources (Jena Duca and Natalia Torres), and all things related to the running of the school. They are located at 1107 N. Main St. Santa Ana, 92701 (look for the logoed flag).

Highland Lot / Central Lot: The “Highland Lot” is the parking lot north of campus, accessed by Highland Avenue, including the large lot of mostly student parking spots and the smaller section of staff parking spots north of the PAC. The “Central Lot” is the staff and visitor parking lot near the front of the school off of Central Ave. A number of these spots are reserved for administration and directors.

Leadership: Leadership is CSArts-SGV’s form of ASB or student government. It is advised by an academic teacher. Leadership takes place during Block 1 and usually consists of about 35 10th-12th graders. Leadership, among other things, is responsible for the following:

- All student-run events from anything like the big dances to cultural initiatives to spirit weeks
- Ticket sales for student events
- CSArts-SGV clubs and Club Rush
- Student leadership (classes and student body)
- Media production of school announcements
- Various campus community service opportunities
- Student ambassadors at Registration, Preview Days, Back-To-School-Night, etc.
- Teacher appreciation

Northview Field:

Sometimes also referred to as “the field” or “Northview Park”, this large expanse of grass just east of the main campus is our evacuation location. For more information on all safety policies, you can view our Comprehensive School Safety Plan or our Emergency Manual [here](#).

Season Finale: Season Finale is the last major performance of the year, usually at the end of April. Teachers can attend complementary and many CSArts-SGV families come as well. It is a night to showcase the students, their conservatories, and their amazing work from the year.

Standards Based Grading / Mastery Based Learning: CSArts-SGV utilizes a grading system built around four main components of Standards Based Learning, including a unique 5-pt grading scale. Please review [here](#).

Star Squad: A Positive Behavior Intervention & Supports system that encourages our students to embody the 5 cultural pillars. When teachers or staff see evidence of our pillars, please reward students with a Star Squad ticket, which they can return to the front desk for weekly drawings and prizes.

The Duarte Performing Arts Center (PAC): Located directly next to campus, this space houses large meetings, performances, and events.

Tech Week: When students involved in a show are in the final week of rehearsal, it is called Tech Week. Anyone from any conservatory could potentially be involved. It means a week of long nights, often not getting home until late, and then followed by a performance schedule over the weekend.

CSArts-SGV Grading Practices

Core Beliefs About Grading

We believe:

- The primary purpose of grades is to accurately communicate a student's level of achievement as related to both content and skill-based proficiencies
- Student behavior and mindset impact their ability to achieve; *behavioral issues are not included in the gradebook* ([Behavior](#))
- Risk-taking and revision are a necessary part of learning
- Students are collaborators in the learning and assessment process
- Our teachers are experts who are constantly reviewing, revisiting, and revising quality and authentic assessments
- Regular use of Aeries Gradebook as a data tracking system assists all stakeholders

Student-Driven Success

Students will adhere to the core belief of the ethic of excellence. Students will be actively involved in every aspect of their assessment.

1. Students, with assistance from their teachers, will set learning goals for themselves and monitor their own progress.
2. Students will use feedback from daily practice and formative assessments to improve and build upon their own understanding.
3. Students will provide timely, accurate assessments ever striving for excellence.
4. Students will provide feedback to teachers to improve assessments and methods.
5. Teachers will provide timely feedback to inform student learning and revision.

Key Grading Definitions

Formative Assessments

Formative assessments and grades are given during the learning process, while students are still forming their knowledge. Mid-unit reading checks, writing tasks, notes, discussions, quizzes, and graphic organizers are all examples of formative assessments.

Summative assessments

Summative assessments are given at the summation of the instructional unit, as determined by the teacher, and are intended to assess student mastery of a specific skill, or of content knowledge. Final drafts of essays, unit exams, tests, speeches, research projects, presentations, and Socratic Seminar participation are examples of summative assessments. These assessments happen at the summation of a unit of study, and are interspersed throughout a grading cycle. Because these assessments are the final full assessment of skill mastery and content knowledge, if students choose not to submit assignments designated as "summative assessments," their grades are significantly impacted.

Grading Periods

Fall Semester

September 25, 2026

Spring Semester

February 26, 2027

November 6, 2026
December 17, 2026

April 16, 2027
June 3, 2027

Please note: Progress Reports and Semester Grades will be available online 7-10 days after the end of the grading period. CSArts-SGV does not mail out progress reports or semester report cards. All grade reports, including Standards Based Grading Report Cards are available on Aeries.

Grading and Behavior

If the primary purpose of student grades is to accurately communicate achievement, then reducing grades because of behavior is not an appropriate consequence. Students who require behavior interventions will be given appropriate behavior consequences and interventions that do not reflect on grade reporting. ([Behavior](#))

Late Work: Students are expected to turn work in on time as it is a vital part of the cohesive learning experience. Turning in work late is inconsistent with the pre-professional training of our Conservatory program and is also a behavior that undermines a students' ability to be successful in future college and career experiences. A student with missing work may be assigned Office Hours and may have other behavioral interventions. Absent students will be afforded the appropriate time to make up missing work. For students present and in attendance:

- Students are required to turn in assigned class work before leaving class.
- Late formative assignments or formative assessments (including homework) will not be accepted late or graded.
- Late summative assignments or summative assessments must be submitted by 11:59 PM on the last day of the six-week grading period. After that, no late summative work will be accepted or graded. Additionally, if a student misses an in-class summative assessment, they should communicate with their instructor within two days to make arrangements.
- **Fall Semester Deadlines**
 - First Grading Period: Friday, September 25, 2026
 - Second Grading Period: Friday, November 6, 2026
 - Third Grading Period: Thursday, December 17, 2026
- **Spring Semester Deadlines**
 - First Grading Period: Friday, February 26, 2027
 - Second Grading Period: Friday, April 16, 2027
 - Third Grading Period: Thursday, June 3, 2027
- Only summative assignments or assessments that were submitted within the six-week grading period for which they were assigned, may be eligible for revision at teacher discretion.
- No assignments, which teachers have offered revision for, will be accepted after the last day of instruction for each semester (teachers may have earlier deadlines depending on their own course's needs):
 - Fall, 2026: Thursday, December 17, 2026
 - Spring, 2027: Thursday, June 3, 2027*

**Senior deadlines are set earlier so as to not conflict with graduation and senior activities
- senior teachers will issue their own final deadlines for their students*

Academic Dishonesty: In the case of academic dishonesty, the student *may* be reassessed so that teachers may accurately report achievement; the student will be given appropriate behavioral consequences for academic dishonesty per restorative practices. ([Code of Academic Integrity](#))

Extra Credit: The concept of extra credit work goes against our beliefs about learning and assessment, therefore, extra credit assignments are not given at CSArts-SGV. The remedy for improving grades is to complete the work already assigned and then focus on reassessment opportunities.

Attendance: Attendance is important for academic success. Chronic tardies and absences will affect success in classes directly and may result in failing grades. Single day tardies and absences will not be counted toward grade determination. Students will be given appropriate behavioral interventions for tardies and unexcused absences and parents will be notified ([Attendance Policy](#)).

Incomplete Work: The appropriate consequence for failing to complete an assessment is to complete the assessment. Students who fail to complete assessments have not given teachers enough data to accurately assess their ability and must therefore complete the assessment according to the late work policy outlined in the syllabus, complete an appropriate reassessment as outlined by the teacher, or receive a zero.

Appropriate Evidence of Achievement

The primary purpose of student grades is to accurately communicate achievement and there is a need for clear learning goals, quality assessments, and constructive assessment practices. All stakeholders must have a clear understanding of learning goals and expectations. Assessment of achievement must be done using clear, preset performance standards. Formative assessments are essential in giving students feedback and giving teachers information about student progress. However, formative assessments and daily practice do not give a full picture of student achievement. Therefore, formative grades are given 0% weight in the gradebook, but serve to give essential feedback and information to the student as they prepare for their summative assessment. Summative assessments are given 100% weight in determining final marks.

Appropriate Evidence of Achievement Applied:

1. Learning goals and expectations will be clearly communicated prior to giving assessments.
2. Quality, summative assessments will be used to compare each student's individual performance to appropriate standards.
3. Final marks (semester grades that appear on a grade report and transcript) will be determined using evidence of summative assessments.
4. Students will be given multiple opportunities, when appropriate, to show evidence of achievement.

Grade Determination

The use of an average, or mean, as the sole measure of achievement can be misleading as it may be highly affected by outliers. Other measures can help teachers to use professional judgment when determining grades based on quality assessments of learning. For example, if summative assessments provided later in a semester judge a student's skill to be high in a particular skill area, a teacher may decide that based on the student's recent performance, earlier assessments may be deemed

unnecessary to add to the final grade. In some classrooms, this looks like “redemptive” assessments where high scores achieved on standards or skills replace older, lower scores in the gradebook.

Teachers retain the right to assign zeros to missing assignments or work that they deem necessary for student skill advancement.

Grade Determination Applied:

1. Teachers will determine grades by considering accurate and appropriate evidence of student achievement through the use of summative assessments.
2. Students may receive a “zero” for missing assessments and will be required to complete the assessment. Teachers will communicate thoroughly with students about which assessments can and should be revised or resubmitted for credit. If, after multiple interventions, students have not completed their work, the “zeros” will stand at the end of a semester grading period.
3. Teachers will determine which assignments and assessments are eligible for multiple re-assessments and which are necessary for determining final marks.

Incomplete Grades

An incomplete grade may be assigned by an instructor if a student, through circumstances beyond the student control, has not completed a portion of a course by the conclusion of the term. The student must request an incomplete grade in writing from the course instructor prior to the conclusion of the course. The course instructor and CSArts-SGV Administration will review the request for approval and provide written notification of timeline extension.

The instructor will make accommodations and/or modifications for students who show a documented disability with CSArts-SGV’s Special Services Department. It is the expectation that students will, with the assistance of their Special Services Case Carrier:

1. Conference with the instructor regarding implementation of accommodations/modifications.
2. Inform the instructor on or before the due date if accommodations/modifications are to be applied.
3. Inform the instructor if there is a dispute regarding the implementation of accommodations/modifications.

Note: Modifications reflect a substantial change in standards and may result in different reporting of course, grades, credits, and graduation standards. Modifications require informed consent.

Grade Change Policy

A grade given by a teacher is final and cannot be changed by others unless it was given fraudulently, in bad faith, because of incompetency, or because of clerical or mechanical mistake. A grade cannot be changed unless the teacher who determined the grade is, to the extent practicable, given an opportunity to state orally, in writing, or both, the reasons for which such grade was given and is, to the extent practicable, included in all discussions relating to changing of such grade.

Concerns with a given grade must be first addressed to the instructor who assigned the grade. Should there be a further concern after a discussion with the teacher, those concerns can be addressed to CSArts-SGV administration. Please note that no grade changes will be made without the express

consent of the instructor who determined the grade. CSArts-SGV Administration and Board of Trustees will support the final grade determined by the teacher unless it was given fraudulently, in bad faith, because of incompetency, or because of clerical or mechanical mistake.

CSArts-SGV Grading Timeline 2026-2027

Friday, September 26	End of 1st progress report period
Tuesday, September 30	Aeries grades due by 11:59 pm
Friday, October 3	Progress Reports available to parents online via Aeries.net
Friday, November 7	End of 2nd progress report period
Tuesday, November 10	Aeries grades due by 11:59 pm
Friday, November 13	Progress Reports available to parents online via Aeries.net
Thursday, December 10	Last day of Conservatory - End of 1st Semester
Tuesday, December 15	Conservatory grades and gradebooks due
Thursday, December 17	Last day of Academic/Electives - End of the 1st Semester
Wednesday, January 6	Academic/Elective grades and gradebooks due by 11:59 pm
Friday, January 8	1st Semester Grade Reports available to parents online via Aeries.net
Friday, February 26	End of 1st progress report period
Tuesday, March 2	Aeries grades due by 11:59 pm
Friday, March 5	Progress Reports available to parents online via Aeries.net
Friday, April 16	End of 2nd progress report period
Tuesday, April 20	Aeries grades due by 11:59 pm
Friday, April 23	Progress Reports available to parents online via Aeries.net
Thursday, April 29	Last day of Conservatory - End of 2nd Semester
Friday, May 7	Conservatory grades and gradebooks due for Teacher Check Out
Thursday, June 3	Last day of Academic/Electives - End of the 2nd semester/Last day of school
Friday, June 4	Academic/Elective grades and gradebooks due for Teacher Check Out
Friday, June 11	2nd Semester Grade Reports available to parents online via Aeries.net

Teachers –

Grade reports will be made available to parents as scheduled above. You must meet the deadlines so that we are not delayed in meeting our obligation to parents and students. If you have any questions or need assistance, please call or email ann.kang@sgv.csarts.net.

CSArts-SGV Grading Policies

Progress Reports

- Progress Reports are meant to indicate to the student and parent the grade the student has earned at this point in the semester – it is a snapshot of their progress at a specific point.
- Progress Report grades are NOT included on high school transcripts.
- As a policy we do not make grade changes for progress reports – please be accurate when reporting grades.
- Teacher Assistants/Office Aides and students with directed practice, home practice, and internships receive a mark of **CR** (credit), unless there is substantial evidence to warrant a **NC** (no credit). **No** letter grades.
- **+/- marks are not used for grades**
- No student should be given an incomplete for a progress mark, rather, if you do not have enough submitted assignments to grade a student on, please indicate this by using **NM** (no mark) or **CR** (credit).
- Students that receive “D” and “F” grades must have an accompanying comment mark indicating the reason for the grade.

Semester Grades

- Teacher Assistants/Office Aides and students with directed practice, home practice, and internships receive a mark of **CR** (credit). **No** letter grades. Please remember to provide a grade to these students.
- The Citizenship mark defaults to “S” for satisfactory, however you may change this mark if necessary to one of the other qualifying marks by using the pull down menu.
- Incomplete (I) and No Mark (NM) grades are only accepted for final semester grades for **extenuating** circumstances. Any Incomplete or No Mark grade must be changed formally with a change of grade form.
- Students that receive “D” and “F” grades must have an accompanying comment mark indicating the reason for the grade.
- Final grades are included on high school transcripts.
- Grade changes can be submitted for final grades. Please see the student’s school counselor for information on submitting a grade change.

CSArts-SGV Homework Policy

It is our goal at CSArts-SGV to imbue students with the passion and ability to become lifelong learners. In recognizing the fact that there are a variety of methods in which students meaningfully acquire knowledge, we at CSArts-SGV encourage and inspire our students to practice learning in many different ways, and under a variety of circumstances. While some students learn best in the depths of a lively whole class discussion, other students only fully flourish when quietly reflecting independently on the content of the day's instruction.

Students are often tasked with showing their mastery of knowledge and learning through independent assessments, and depending on the class, and the students, these assessments may sometimes -- as in a process, multiple draft essay -- take the form of work completed outside of the regularly scheduled class day, or while students are spending time in teacher Office Hours, or at home. Each department within the school determines the kind of learning that serves their students best, which includes work to be completed outside of class.

With that in mind, CSArts-SGV teachers and administrators also understand that -- in addition to needing time to practice their instrument/art at home -- students require time to take care of their physical, mental, and social/emotional health.

To support this philosophy, homework is closely aligned with the learning that occurs within the classroom. It provides opportunities for analytical thinking and practice, and develops time management skills. As students move from freshman to senior year, expectations around homework increase both in terms of the kind of work required, and the time that is needed to complete it meaningfully.

Responsibilities and Expectations Regarding Homework:

- Teachers assign homework that balances a rich college preparatory education with an awareness of the full lives of CSArts-SGV students and their families.
- Teachers announce the homework that is to be completed for the next class meeting during class. If the work is new or unfamiliar, teachers will set the context and expectations for learning.
- When teachers design assignments that require work done at home, the time spent by students **on average**, should not exceed 40 minutes (in a quiet, study focused space) and up to 60 minutes for all courses with an Honors designation. Be reminded that this is for the time span between classes, which is 2 full days.
- Students will check their homework assignments daily, and develop the habit of contacting the appropriate teacher with clarifying questions about homework at least a day before it is due.
- Students will allocate up to two hours of focused, distraction-free homework time in their daily schedules. A student who consistently spends significantly more time should consult with their teacher, counselor, or administrator.
- Students should consider that the number and the kind of courses taken often determines homework load.

Plagiarism Tier System

Academic Integrity Policy

Students of the California School of the Arts - San Gabriel Valley have the right to a fair academic learning environment where honesty is reflected by consistent submission of original academic work and respect is shared among all members of the educational community.

- Students will refrain from acts of dishonesty
- Students will refuse to aid others in acts of dishonesty
- Students will notify staff of any cheating or dishonesty by self or others

Dishonest acts include but are not limited to:

- Unauthorized use of artificial intelligence (AI) to aid in the creation of any project or document
- Plagiarism – Any intentional use of another’s ideas, words, or work as one’s own. Plagiarism includes the misuse of published/copyrighted material whether written or visual and/or the work of other students.
- Theft or Alteration of Materials – Any intentional or unauthorized taking, concealment, or alteration of student, teacher, or administration materials. This includes the use of cameras and cell phones and lying, stealing, and damaging the work or property of another student.
- Knowingly taking, giving, or receiving information or assistance on any graded work, including homework that is assigned to an individual in a manner that defies the Code of Academic Integrity.
- Copying the work of another student or allowing another person (tutor, parent, sibling, peer) to copy or complete one’s own work
- Unauthorized communication, electronically or in person, with any other person during or about an exam

Academic Dishonesty Intervention

Academic Dishonesty Intervention	
Level One - First Offense	• Student will earn a 0 for the assignment and the teacher will write a referral. • An administrator will document the referral in Aeries but no demerits will be assigned. • Teacher will conference with the student and/or parent to let them know why they received a 0 and discuss the possibility of a re-assessment at the teacher’s discretion.
Level Two - Second Offense	• Student will earn a 0 for the assignment and the teacher will write a referral. • An administrator will document the referral in Aeries and 3 demerits will be assigned to the student. • Student will compose a letter regarding the impact of

	their behavior to the teacher or staff member and participate in the Reflection process for Level 1 Behavior Intervention, which requires a meeting with their counselor. • Teacher will conference w/ student, parent, and administrator to discuss the referral.
Level Three - Three or more offenses	• Student will earn a 0 for the assignment and the teacher will write a referral. • An administrator will document the behavior in Aeries and 6 demerits will be assigned. • An administrator will assign the student to the Level 2 Behavior Intervention. • Student will be expected to sign a Behavior Plan. • Student will not be given the opportunity for a re-assessment. • Student may be entered into the SST process.

Aeries Gradebook Norms

All academic, elective, and conservatory high school teachers are expected to utilize Aeries Gradebook to post assignments and grades for all of their classes in a timely fashion.

- Exceptions:
 - One exception is for **Citrus classes** - these classes utilize Canvas through CCC. However, Citrus instructors can keep gradebooks on Aeries as well - as long as they are hidden from parents. Citrus instructors will utilize Aeries gradebooks to input final grades for their Citrus classes during semester reporting periods only.
 - The second exception is for **middle school teachers**. Because DUSD utilizes its own Aeries system, which our teachers are not privy to, we use Google Classroom gradebook for middle school classes and grades. At each grade reporting period, middle school teachers will transfer their grades to a shared Google sheet that Learning Specialist, Ann Kang, will send to DUSD so that they can import grades into the DUSD Aeries system. Norms and tutorials for middle school grading are located on the [Technology page of our Teacher Resource Site](#). Additionally [this specific tutorial](#) on Google Classroom gradebook, is specifically designed for middle school teachers.

Goal: To ensure that high school students (and parents/guardians) are aware of classroom standards, assignments, and students' progress towards mastery in your class on a regular basis. Please update grades at least every 2-3 weeks.

Expectations of Use:

- First, please utilize these very detailed tutorials to guide you in building gradebooks, adding assignments, and reporting grades: [Aeries Gradebook Tutorial Homepage](#)
- Link Your Google Classrooms: Once you have added your semesters' gradebooks (each block gets a separate gradebook), utilize the homepage of Aeries, under "Class Summary" to click "Add Website" for each block and generate or link your Google Classroom. You will not be able to complete this task until you have added your gradebooks for the term. See tutorials for more guidance.
- Grading policies and practices should be communicated at the beginning of each semester and as needed and should align with school-wide practices (reference the materials on the [Teacher Resource Site, under Grading](#), for assistance)
- Assignments should utilize the school-wide 5-point rubric that students are familiar with - teachers may expand on the rubric descriptions based on the assignment/assessment
- A bare minimum of three assignments or assessments should be entered into Aeries per six-week grading period (about one every two weeks)
- Failing course grades should be communicated directly to parents/guardians (also to Conservatory Director for conservatory classes) before reporting deadlines
- When entering assignments, please include original due dates
- Be mindful of tagging assignments with "formative" or "summative" labels as formative assignments/assessments will not factor into final grades. Nevertheless, formative (practice/homework, etc.) should be graded, given feedback, and logged so that students have an idea of how to improve in their preparation for the summative task.
- See [Aeries Gradebook Tutorials](#) for more information about setting up gradebooks and entering grades.

Standards-Based Grading Guidelines:

- Utilize curriculum/conservatory priority standards to tag your assignments and assessments
- Grading categories
 - Teachers should create grading categories in alignment with their curriculum team's or conservatory's agreed upon standards and weights
 - Grading categories should be standards-based and can replicate the priority standards or can clump the priority standards into larger buckets. Examples include:
 - Speaking, listening, reading, writing
 - Research, argument, synthesis
 - Collaboration, communication, problem solving, performance
 - Congruence, Similarity/Right Triangles/Trigonometry, Expressing Geometric Properties with Equations, Geometric Measurement & Dimension, Interpreting Quadratic Functions
 - Posture, breathing, rhythm, musicality, phrasing
 - We do NOT want to mimic traditional gradebooks that tell us nothing about what a student knows and can do. The classic example is a gradebook with categories such as: homework, quizzes, tests. That is a CSArts-SGV no no.
- Types of assignments/assessments
 - Summative assessments such as:
 - Performance tasks
 - Projects
 - Presentations
 - Socratic Seminars
 - Portfolios
 - Designs
 - Essays
 - Tests
 - Juries
 - Critique
 - Formative assignments (think "practice" or "rehearsal") such as:
 - Quizzes
 - Classwork
 - Discussions
 - Journals
- There should be NO extra credit assignments - these do not communicate our philosophy of mastery-based learning.

Google Classroom Norms

All academic, elective, and conservatory teachers are expected to utilize Google Classroom to post their course syllabus, daily/weekly agenda slides, post assignments and communicate digitally with their classes. The one exception is for Citrus classes - these classes utilize Canvas through CCC. However, Citrus instructors can keep a Google Classroom - as long as they never add parents as “guardians” to the platform.

Please note: We are NOT using the gradebook embedded within Google Classroom for our High School courses. While teachers can grade individual assignments and push those into Aeries, Aeries Gradebook is our official keeper and determiner of grades. **Exception: Because DUSD utilizes its own Aeries system, which our middle school teachers are not privy to, we use Google Classroom gradebook for all middle school classes and grades.** At each grade reporting period, middle school teachers will transfer their grades to a shared Google sheet that Learning Specialist, Ann Kang, will send to DUSD so that they can import grades into the DUSD Aeries system. Norms and tutorials for middle school grading are located on the [Technology page of our Teacher Resource Site](#). Additionally [this specific tutorial](#) on Google Classroom gradebook, is specifically designed for middle school teachers.

Goal: To ensure that students (and parents/guardians where appropriate) are aware of classroom communications, expectations, assignments, and dates. Google Classroom is also an essential tool in providing feedback on assignments directly to students.

Expectations of Use:

- Teachers will automatically generate Google Classrooms for all sections of courses built into Aeries - (see directions in the previous section)
- **Agendas & Syllabus:** One of your earliest posts in your Google Classroom should be both your course syllabus and daily/weekly agenda slides:
 - **Agenda:** Utilize an evergreen link - a Google slide deck is an easy way to have your agendas all in one place. The agenda will grow with you as the year progresses. We encourage one link per alike course (some teachers also split blue/gold).
 - Examples here: [Long](#) and [Short](#) (make your own copy and then you can edit - there are also lots of examples online or you can ask your colleagues to share)
 - Have the very first slide as a home base where you can post key information about you, the course, and can link other essential documents for your parents.
 - The most important thing that your agenda should communicate, besides the learning that is occurring, are assignment due dates and assessment dates. Any and all digital collection of student work needs to take place within Google Classroom.
 - **Syllabus:** Utilize our [CSArts-SGV Syllabus Template](#) or make sure yours has similar components - this standardization greatly helps our school community as a whole
- For more help and examples, see our collection of [Google Classroom tutorials on our Teacher Resource Site here](#).

ParentSquare Norms

All academic, elective, and conservatory teachers are expected to utilize ParentSquare to communicate, when appropriate, with parents. The one exception is for Citrus classes and parents of Middle School students (who will not be on our ParentSquare).

Goal: To ensure that our school community has a central hub through which to communicate. ParentSquare facilitates communication between parties that speak different languages.

Note: StudentSquare is the exact same thing as ParentSquare - the app is just named differently to attract student users. Students can be communicated with (classrooms, clubs, grade levels, conservatories, etc.) through ParentSquare just like parents. Our rule of thumb:

- Classroom communication → use Google Classroom
- All other communication → ParentSquare/StudentSquare

Expectations of Use:

- Reply to all messages within 48 hours during the work week
- Club advisors will communicate with their students on ParentSquare
- Please see tutorials on [ParentSquare use on our Teacher Resource Site here](#).

Room Share Expectations

Understandings

It should be understood that in the interest of giving students the best possible learning environment and experience, colleagues should place a high priority on working together and collaborating to support each other.

It should be understood that every effort must be made for all teachers sharing a room to have representation in and responsibility for the care of the room.

It should be understood that it is the academic teacher's responsibility to communicate any additional expectations for the room to the conservatory room share teachers (i.e. what items are available for use, where certain things should be stored, etc.).

It should be understood that while the room may be shared by several teachers and all occupants' considerations should be valued, the daily occupancy of the academic teacher gives them authority in making final room share decisions.

It should be understood that ONE wall of each academic room be set aside for use amongst the room's conservatory occupants. Only after all occupants have denied use of that wall can the academic teacher reclaim it.

Room Share Expectations

1. Classroom Norms
 - a. Teachers' desks (academic and conservatory) and computers are off limits to **all students.**
 - b. Teachers' decorations, supplies, and materials (academic and conservatory) are not to be used by teachers or students without previous arrangements.
 - c. Please do not allow students to operate desktop computers or projectors.
 - d. Academic teachers need to be logged off of classroom computers at the beginning of conservatory class time for conservatory teacher clock-in and to be able to take attendance.
 - e. Each teacher has their own set of hall passes to use accordingly.
2. Student Norms
 - a. Students will clean up messes and throw away their trash in appropriate receptacles.
 - b. Students will not write on desks or white boards, nor shall they climb on desks or equipment of any kind.
 - c. Students will take their personal belongings with them after class.
3. Shutdown Procedures (after the last block in that room)
 - a. **Before students leave, have them move tables and chairs back to appropriate places as agreed upon by academic and conservatory teachers** (no teacher should be moving furniture twice) – a seating chart/map of the room should be provided by academic teachers.

- b. Don't take furniture outside of the classroom without specific plans for returning it – this creates a chaotic morning for academic teachers.
 - c. Log off of computer and turn projector off.
 - d. Wipe whiteboards (unless specifically left up by academic teacher for next day's instruction).
 - e. Lost and found items should be turned in daily to the front desk.
 - f. Turn off lights and lock doors when you leave the room.
4. Securing Valuables
- a. All valuable property left by an academic or conservatory teacher needs to be in a secure storage location. The teachers cannot take sole responsibility for the protection of property because their rooms are used by many other individuals/groups throughout the week.

Room Share Conflicts

Should there be disputes or conflicts related to room share, teachers or directors should reach out directly to Alison Hennessey, at alison.hennessey@sgv.csarts.net, who will mediate a resolution.

Absence Policy for Certificated Employees

All absences must be documented on Red Rover. For more on types of leave, please consult the negotiated agreement.

Every member of the bargaining unit employed five (5) days a week by the CHARTER SCHOOL shall be entitled to ten (10) days of leave annually with full pay. Unused leave shall accumulate from year to year and shall accrue without limitation.

A member employed less than a full year, less than five (5) days per week or less than a full work day is entitled to prorated leave.

Pay for any such day of authorized absence shall be the same as the pay which would have been received had the member served during the day.

A unit member may transfer unused accrued sick leave from another California public school or Charter School provided that the CHARTER SCHOOL can verify the accuracy of records of such leave with the previous employer.

Credit for leave of absence need not be prior to taking such leave by the member and such leave of absence may be taken at any time during the school year. If a member does not render service for an entire year, but has used all paid leave, the amount of compensation received for sick leave taken but unearned shall be repaid to the CHARTER SCHOOL and the CHARTER SCHOOL shall have the right to make any necessary adjustment on the last warrant.

The Charter School shall annually provide each unit member with an accounting of used and available leave days.

Upon exhaustion of all accumulated and current leave, the member who continues to be unable to work due to injury or illness and who provides the physician's confirmation of this fact in writing shall receive additional leave paid at the rate of difference between the member's pay and the substitute rate for one additional period not to exceed one hundred (100) days over a period of any two (2) consecutive school years. This leave shall not apply to temporary teachers.

A member returning from a medical leave of more than two weeks shall not return to work until he or she submits a medical doctor's authorization to return to work and identifying any limitations on the member's ability to perform essential functions of the position. If verification is required, CHARTER SCHOOL will notify the unit member by phone or email on or before day 7 of their absence so the member can schedule an appointment with their doctor.

The member shall notify the person designated by management of the member's intended absence. This notice must be given during a daily time frame designated by management which shall not be later than 6:30 A.M. if the need for the absence becomes known within ten

(10) hours or less before the end of a daily time frame so designated. Otherwise, notice must be given as soon as the need for the intended absence is known. A member who fails to comply with the requirements of this paragraph may be denied leave with pay.

After exhaustion of the 10 annual leave days, the unit member must provide evidence of medical necessity to access any unit member accrued days.

Attendance Instructions and Procedures

Taking Attendance

All teachers need to take attendance at the beginning of each block. Students must be accounted for at all times.

1. Go to Aeries at <https://teachersis.sgv.csarts.net>
2. Enter your username and password
3. From the navigation tree click on Attendance
4. Click on the current block
5. If a student is absent, click box under A column
6. If a student is tardy, click box under T column
7. If you accidentally mark a student absent, you can uncheck the box
8. Any changes you make are effective immediately
9. Click the box at the top that verifies that, "All remaining students are present."
10. Repeat steps 4-9 at the start of each block

If you are having trouble with your computer or any of the instructions above, call Tech Support at ext. 4900 and email attendance at attendance@sgv.csarts.net, listing all absent and tardy students.

Conservatory Teachers

- Teachers with the same class/students for both blocks 8 and 9 must submit attendance at the beginning of block 8. After the break, any missing students should be reported immediately to attendance@sgv.csarts.net as well as notify the front desk. If there are no changes, there is no need to report.
- Conservatory teachers with middle school classes may receive additional instructions for taking attendance per Duarte USD guidelines.

Attendance Procedures

1. If a student is not in the classroom when the morning bell rings at 8:30am, they are tardy and should be sent to the Attendance Office for an Admit Slip. The Attendance Office records all block 1 and 4 tardies.
2. Please do not accept parent notes regarding attendance. Send the student to the Attendance Office if they show you a parent note.
3. If you accidentally mark a student absent and they are present, you must go back in and change the A/Absent code to P/Present and then SUBMIT AGAIN.
4. If you mark a student absent and they come in late, change the A/Absent to T/Tardy, (excluding the first block of the day) and then SUBMIT AGAIN.
5. If you mark a student absent and they come in with a note from an office or another teacher, you must change the A/Absent to P/Present and SUBMIT AGAIN.
6. If a student is present but is marked "Verified Absence" in Aeries (I, U, B, M, D, etc.) but they are present in your class, please email attendance@sgv.csarts.net immediately so it can be corrected.

7. When you log on to your Aeries account and you see in red, “You did not submit attendance yesterday,” please do not ignore the message. You must immediately email the Attendance Office at attendance@sgv.csarts.net and list any absent or tardy students from the day before. If all were present, simply say “All Present.” The system will not allow you to submit attendance for a previous day.
8. If a student is late for class (excluding the first block of the day), they should be marked “tardy.” If they are more than 15 minutes late to class without a valid excuse, issue them a referral and send them to the Administrative Offices, as they are considered truant.
9. All teachers are required to take attendance “online” unless there is no computer in your classroom. Teachers in classrooms with no computer will need to use their cell phone to email attendance to attendance@sgv.csarts.net.
10. Attendance Class Rosters are distributed to teachers quarterly. These rosters must be signed, dated and returned to the Attendance mailbox by the due date. This is a state requirement.

Short-Term Independent Study

- California School of the Arts–San Gabriel Valley utilizes [Short-Term Independent Study \(STIS\)](#) as an attendance option for students who are temporarily unable to attend school for an approved reason. To begin the Short-Term Independent Study process, a parent or legal guardian must submit the required request form prior to the student's absence whenever possible. Requests submitted by students cannot be processed.
- Teachers are expected to continue providing instruction through Google Classroom consistent with their regular classroom practices.
- Assignments, instructional materials, and due dates should be posted as they would during in-person instruction. Students participating in Short-Term Independent Study are expected to complete the same coursework and meet the same academic expectations as their peers unless otherwise required by an Individualized Education Program (IEP) or Section 504 Plan.
- The Assistant Principal of Student and Special Services oversees the Short-Term Independent Study process, including reviewing Independent Study Assignment Logs, monitoring student participation, verifying that students are making progress toward completing coursework posted in Google Classroom, and determining whether attendance requirements have been met.
- Teachers are not responsible for reviewing or collecting Independent Study Assignment Logs. If concerns arise regarding a student's participation, communication, or completion of coursework during a Short-Term Independent Study, teachers should notify the Assistant Principal of Student and Special Services for appropriate follow-up.
- Failure to complete the required Independent Study Assignment Log and assigned coursework may result in an incomplete Short-Term Independent Study for your students.



Obtaining a Substitute Teacher

Academic Teachers and Conservatory Teachers

- All partial and full-day absences must be documented on Red Rover.
- If you have a particular sub in mind and have made advance plans with them to sub for you (***you must have previously arranged this with them***), you may assign that sub when creating your absence. **Important:** It is your responsibility to communicate with the substitute to ensure that they are willing to accept the assignment **before** you assign them. Let them know when you are putting in the request so that they confirm the assignment. In the Notes/Attachments tab, **please attach your sub plans** to help your sub be prepared. You can also leave a note to your sub and/or our Office Manager with more detailed instructions or information.
- You will receive an email or push notification when your absence has been filled.
- Please ensure you **enter your absence time accurately** to prevent a substitute from arriving earlier than needed. If you have a Prep block make sure to “click no sub needed” so that subs are aware of your free block.
- If you have any problems creating your absence or assigning a substitute, please email or call Jessica Tan at jessica.tan@sgv.csarts.net, ext. 60026, as soon as possible.

Please post your absence as early as possible!

- There will be times when an absence does not get filled due to a late posting or sub shortage. Should this happen, we may reach out to available teachers to help cover the class. This coverage will be compensated at a rate of \$48/hr.

Elective Teachers

- For those who teach 2 or more blocks a day, the process is the same as above.
- For those who teach **only 1 block** a day:
 - Notify our Office Manager **as soon as possible** to help find coverage for your class. If you have already communicated with another elective teacher to cover for you, make sure our Office Manager is aware so that she can make the appropriate changes to timecards.
 - Please **do not** post your absence on Red Rover if you only teach 1 block.

Response to Intervention

What is RTI?

Response to Intervention (RTI) is an ongoing process of using student performance and other data to guide instructional and intervention decisions. It uses a problem solving model solving model which is a decision making process to develop and evaluate intervention plans that significantly improve the school performance of individual and/or groups of students.

RTI Problem Solving Model:

1. Define the Problem: *What* is it and *Why* is it happening? (Problem analysis)
2. Develop a Plan: *What* am I going to do about it? (Brainstorm and develop intervention Strategies)
3. Implement Plan: *Carry out* the intervention(s)
4. Evaluation: Did it work?

Tier Three: Approx. 2%-7%

Intensive Individual Instruction

Potential referral to Special Education Testing

Tier Two: Approx. 15%

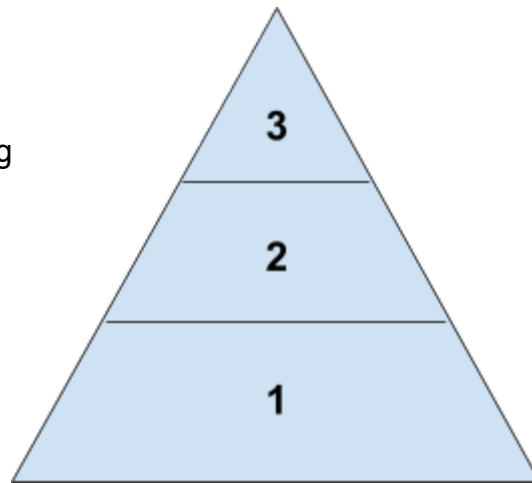
Target Group

Supplemental Interventions

Tier One: 80%-90% of students

Universal Intervention

All students



Tier One: What is already happening in the classroom and on campus: (80-90% of students will be successful at this level)

Support for All Students	School Structures	Core Curriculum
Office Hours Standards Based Grading CSF/NHS Tutors	5 Pillars Safe and orderly campus Weekly collaboration School wide Behavior Standards Restorative Practices	Standards-based curriculum Honors Option/AP Classes School side and team goals Common Assessments Differentiated Instruction

What possible interventions could be implemented in Tier Two?

Types of Concern	Interventions to Implement at Tier 2
Academic Difficulty	Office Hours support for specific academic area of concern, revision work Math support class EL support, if appropriate NHS Tutors-individualized support Assessments to identify specific skill gaps
Motivation /Effort	Support plan designed to meet the individual needs of referred students Required study skills class during Office Hours
Behavior/Social/Emotional	Behavior support plan designed to meet individual needs of referred student Social Skills group
Attendance	Handout to document plan of attack for missing work Mentor/Buddy assigned to support student Parent support

What interventions will be implemented in Tier Three?

Types of Concern	Interventions to Implement at Tier 3
Academic Difficulty	Academic Intervention-one on one support for struggling student Intensive Math or Reading/Writing Support Mandatory Office Hours
Motivation/Effort	Intensive Counseling and Intervention Support
Behavior/Social/Emotional	Student contracts
Attendance	Student contracts

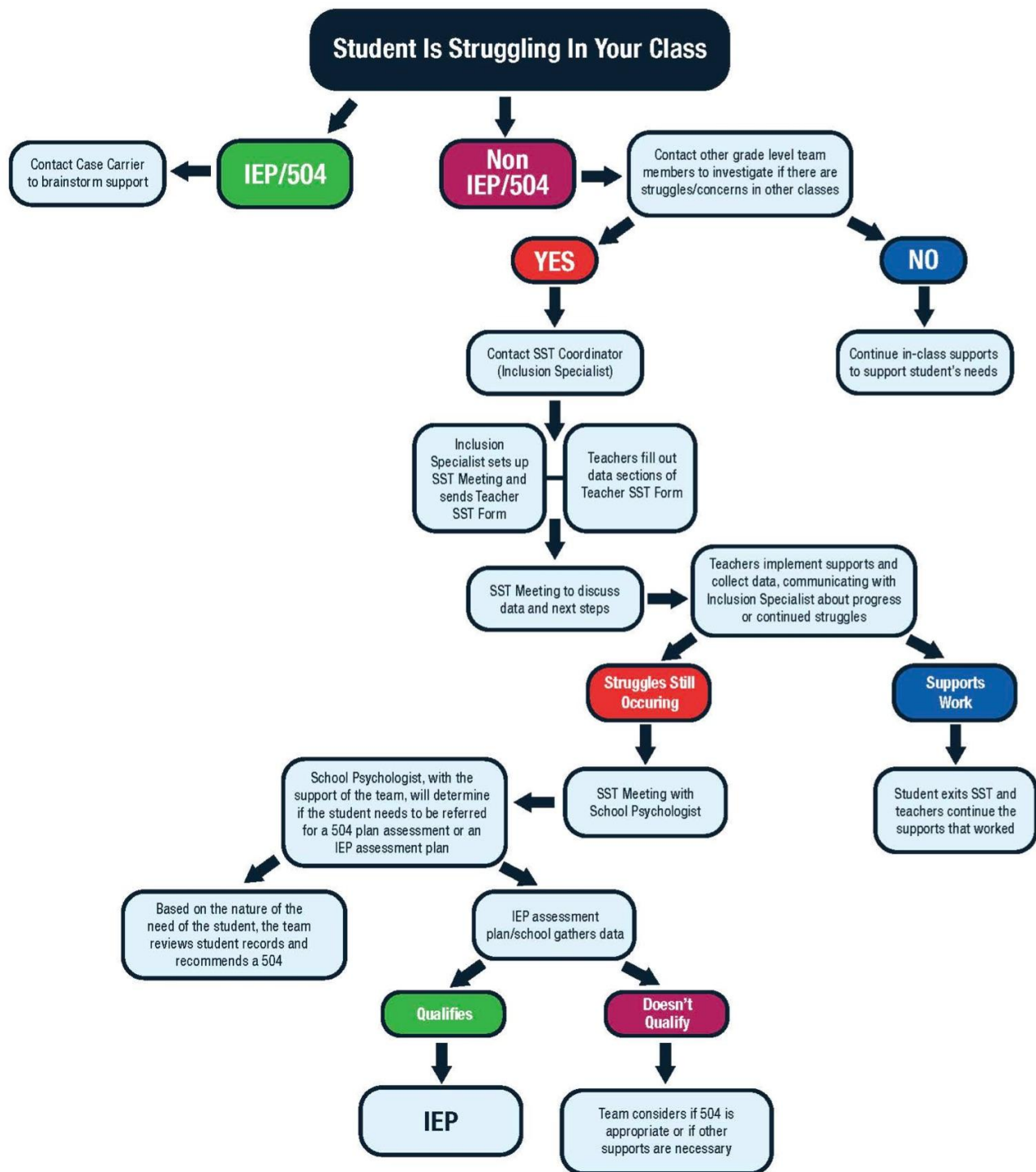
Student Success Team (SST) Process

The Student Success Team (SST) is a multi-step process designed to develop and monitor interventions to support struggling students. Students are referred to the SST process when they continue to struggle with behavior, academics, attendance, etc. despite receiving school wide or classroom based interventions. The SST is comprised of teachers, parents, the student, and counselors, and meets initially to develop an intervention plan to support the student. Student data and progress are closely monitored throughout the process.

To view the comprehensive Student Success Team Handbook, [please click here](#).

A very helpful flow chart is found on the next page.

Student Success Team (SST) Process



Schoolwide Academic and Conservatory Intervention Practices

Due to the desire of CSArts-SGV to directly support its struggling students, an Academic and Conservatory Intervention plan is in place to make sure students are on track to graduate and prepared for advancement to college and/or career.

Academic Intervention

If, at the end of a semester, a student has below a 2.0 academic GPA or any Fs in core academic classes, they will be placed into the Academic Intervention process described below. The academic GPA is determined from the student's grades in Literature and Composition, Mathematics, Social Studies, Science, and World Language classes. It does not include non-academic electives or conservatory classes. The Academic Intervention plan, designed around a student's best academic interests, is as follows:

- At the end of a semester, if a student has an academic GPA below a 2.0 or any Fs in core academic classes for that reporting period, they will be placed on Academic Intervention for the following semester. If a student receives an F grade in any core academic class, the parent and student must sign a grade remediation contract with their assigned counselor/administrator. The contract will specify the educational institution selected by the parent where the course will be taken and the timeline to complete the course.
- The student will be assigned to attend Office Hours for academic support a minimum of 30 sessions for that semester while on Academic Intervention (an average of two Office Hour sessions per week) plus attend all four Friday afternoon academic support sessions (which are spread out across the semester).
- If there is a subsequent semester of Academic Intervention, the student will be assigned to attend Office Hours for academic support **daily** for that semester plus attend all four Friday afternoon academic support sessions.
- The student will meet monthly with an assigned counselor/administrator to set goals, plan their academic support time via Office Hours and Friday academic support sessions, track their growth and progress, and reflect on their progress towards set goals.
- The student on Academic Intervention may continue to participate in Conservatory classes, audition for roles/performances, but participation in shows/performances is dependent on approval of both the Conservatory Director and the Administrator or Counselor assigned to supervise the student's Academic Intervention. An Academic Intervention contract to guarantee that academic performance remains the priority will be put into place as a result. It is within the Director's/Chair's prerogative to make decisions about participation in Conservatory events/performances/activities or special groups based on a student's recent academic performance.
- If a student's academic performance does not show growth as defined by the individual goals set, Administration will meet with the student and their family to discuss appropriate next steps and may result in an involuntary removal hearing.

Conservatory Intervention

Conservatory courses do not include academic electives or core academic classes. If a student earns an F or two or more D's in conservatory classes at the end of a semester, they will be placed on Conservatory Intervention for the following semester. The Conservatory Intervention program, designed around a student's best academic interests, is as follows:

- At the end of a semester, if a student earns an F or two or more D's in conservatory classes for that reporting period, they will be placed on Conservatory Intervention for the following semester.
- The student will be assigned to attend Office Hours for academic or conservatory support a minimum of 30 sessions for that semester while on Conservatory Intervention (an average of two Office Hour sessions per week) plus attend all four Friday afternoon academic or conservatory support sessions (which are spread out across the semester).
- If there is a subsequent semester of Conservatory Intervention, the student will be assigned to attend Office Hours for academic support **daily** for that semester plus attend all four Friday afternoon academic support sessions. The goal here is for students to maintain expectations for their academic coursework load so that they can also fulfill their conservatory obligations. However, the Associate Principal of Arts has the prerogative to write a more individualized intervention plan depending on the particular student's needs.
- The student will meet monthly with the Associate Principal of Arts to set goals, plan their academic support time via Office Hours and Friday academic support sessions, track their growth and progress, and reflect on their progress towards set goals.
- The student will also meet monthly with their Director/Chair to check in on overall academic and conservatory progress. This mentor relationship will be essential to helping students develop positive relationships, self-advocacy skills, and resiliency in the face of challenges.
- The student on Conservatory Intervention may continue to participate in Conservatory classes, audition for roles/performances, but participation in shows/performances is dependent on approval of both the Conservatory Director/Chair and Associate Principal of Arts. A Conservatory Intervention contract to guarantee that academic performance remains the priority will be put into place as a result. It is within the Director's/Chair's prerogative to make decisions about participation in Conservatory events/performances/activities or special groups based on a student's recent academic performance.
- If a student's conservatory-class performance does not show growth as defined by the individual's goals, Administration will meet with the student and their family to discuss appropriate next steps and may result in an involuntary removal hearing.

Intervention Support			
	Total Required Office Hours Sessions per Semester 2:00 - 2:30	Friday Academic Support Lab 2:45 - 3:45	Regular support and mentoring provided
Academic/ Conservatory Intervention	30 sessions (average of two per week)	Four sessions over the course of the semester	Regular meetings with assigned administrator/counselor

(1st semester)			Regular meetings with mentor teacher (AI) or Director/Chair (CI)
Academic/Conservatory Intervention (subsequent semesters)	Daily	Four sessions over the course of the semester	Regular meetings with assigned administrator/counselor Regular meetings with mentor teacher (AI) or Director/Chair (CI)

Special Services and 504 Programs

Special Services: CSArts-SGV's Special Services Department is committed to fostering an inclusive educational environment where students with Individualized Education Programs (IEPs) are valued members of the school community and have meaningful access to both academic and arts opportunities. Through an inclusive service delivery model, students with IEPs learn alongside their general education peers while receiving individualized support through collaboration between educational specialists and general education teachers.

The Special Services team includes Education Specialists (Mild/Moderate), School Psychologists, School Psychology Interns, a Speech and Language Assistant, and Behavioral Intervention Aides who work together to support student growth, achievement, and well-being.

In addition to services provided within the general education setting, the department oversees the campus Wellness Center, a supportive resource available to all students. The Wellness Center also provides specialized support for students whose accommodation plans include access to wellness services and staff, including Education Specialists, School Psychologists, and School Psychology Interns. Additionally, the Wellness Center houses a Special Day Program designed to support students with Emotional Disabilities, ensuring they receive the individualized academic, behavioral, and social-emotional support necessary to thrive while remaining connected to the broader school community.

504 Program: CSArts-SGV's 504 program is a general education program that provides support to students with qualifying disabilities enabling them to benefit from the academic curriculum to the same extent as their non-disabled peers. Students with a 504 plan fully participate in the general education program with the use of appropriate accommodations and related services.

Testing Center: CSArts-SGV has a staffed testing center during the academic portion of the school day. This testing center is primarily to support our students with accommodations like 'testing in a separate setting.' Please follow these [procedures](#) to ensure that the testing center knows when you would like to use the room for some of your students with accommodations.

Wellness Center

Wellness Center (Room 111)

The purpose of the Wellness Center is to help emotionally dysregulated students re-center themselves in order to transition back to the academic classroom. It is staffed by mental health professionals who can help students in need of emotional support. Students must be referred to the Wellness Center by their counselor if they are experiencing high levels of emotional dysregulation, unless open access to the Wellness Center is identified as an approved accommodation. All students, regardless of whether or not they are being referred to the Wellness Center by a counselor or have access to the Wellness Center as an accommodation, must have a hall pass to visit the Wellness Center.

If teachers have students who are experiencing a social emotional challenge or incident, please send them, with a pass, to their school counselor (unless they have special immediate access to the Wellness Center). The school counselor is our first intervention for students in distress.

Wellness Seminar (Room 111)

Wellness Seminar is a yearlong course designed to teach students effective strategies to help regulate emotional states, promote self-advocacy, and increase academic performance. This seminar style class is designed to equip students with tools to support their overall mental wellness. Through the use of stations and differentiated activities coupled with a comfortable environment, students will learn functional skills that can be applied in the classroom and in life to better cope with the demands of everyday life. Wellness Seminar is taught by an education specialist and supported by mental health professionals who can help students in need of additional support.

Wellness Center Offices (Portable)

The Wellness Center Offices, houses offices and meeting spaces for school psychologists, school psychologist interns, and special services providers.

CSArts-SGV Appropriate Staff Interaction with Students Board Policy

The California School of the Arts - San Gabriel Valley (CSArts-SGV) Board of Trustees expects all staff members, volunteers, independent contractors, board members, and all others participating in school activities (collectively, "Staff"), to maintain the highest professional, moral, and ethical standards in their conduct with students. Furthering those goals, CSArts-SGV is committed to ensuring that all individuals who work with or have contact with students conduct themselves in a way that is supportive, positive, professional, and non-exploitative. Staff are role models for students, whether on or off school property and both during and outside of school hours.

All School Staff are expected to abide by a professional standard of conduct and model good citizenship for students, parents, and the community. As such, interactions between Staff and students should be based upon mutual respect and trust, an understanding of the appropriate boundaries between adults and students in an educational setting, and consistent with the educational mission of CSArts-SGV. Any type of sexual relationship, sexual contact or behavior considered sexual in nature between School Staff and an enrolled student is strictly prohibited. The prohibition applies to individuals of the same or opposite sex. It also applies whether or not the student initiates, welcomes or reciprocates the behavior.

Staff are expected to understand that even the appearance of an inappropriate relationship will adversely impact their effectiveness in the school environment. As such, Staff are strictly prohibited from forming social and/or personal relationships with students outside the classroom.

Prohibited Conduct

Staff members are prohibited from engaging in any of the following behaviors with students, whether on or off school property and whether on or outside of school hours. This list is not exhaustive:

- Engaging in any romantic or sexual relationship with students, including dating, flirting, sexual contact, inappropriate physical displays of affection, kissing, or sexually suggestive comments between students and staff;
- Fostering, encouraging, or participating in emotionally or socially intimate relationships with students through communication or gift-giving;
- Singling or seeking out a specific student which may create excessive emotional attachment for all parties or may be perceived as a "special relationship" or as acting in a "parental" role;
- Telling sexual jokes or commenting about the physical attractiveness of students in a sexualized manner;
- Initiating or continuing communications with students for reasons unrelated to any direct educational purpose, including oral or written communication, telephone calls, electronic communication such as texting, instant messaging, email, chat rooms, Facebook, Instagram, or other social networking sites, webcams or photographs;
- Socializing with students outside of instructional time;
- Providing alcohol or drugs (regardless of age) to students – either prescription or illegal (unless provided pursuant to the Policy on Medication Administration)
- Engaging in any conduct that endangers students, staff, or others, including, but not limited to, physical violence, threats of violence, or possession of a firearm or other weapon

- Engaging in harassing or discriminatory behavior towards students, parents/guardians, staff, or community members, or failing or refusing to intervene with an act of discrimination, harassment, intimidation, or bullying against a student is observed
- Possessing or viewing any pornography on school grounds, or possessing or viewing child pornography or other imagery portraying children in a sexualized manner at any time

Acceptable Guiding Principles for Staff Behavior

The Board of Trustees encourages Staff to accept as guiding principles the professional standards and codes of ethics adopted by educational or professional associations to which they may belong. In addition to those standards, Staff should be guided by the standards listed below.

1. All staff are expected to observe the individual rights and dignity of students by:

- Respecting students by taking into account their age, gender, culture, setting, and socioeconomic context;
- Communicating with students in a clear, respectful, ethical, and sensitive manner;
- Engaging in physical contact with students only when there is a clearly defined purpose that benefits the student and continually keeps the safety and well-being of the student in mind;
- Considering the ramifications of continuing a relationship of any kind with a former student, including but not limited to, any potential harm to the former student, public perception, and the possible impact on the educator's career.

2. All staff shall demonstrate an ethic and obligation of care through:

- Establishing and maintaining an environment that promotes the emotional, intellectual, and physical safety of all students;
- Seeking to understand student educational, academic, personal, and social needs as well as student values, beliefs, and cultural background;
- Respecting the dignity, worth, and uniqueness of each individual student including, but not limited to, actual and perceived gender, gender expression, gender identity, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, socio-economic status, and culture;
- Following all responsibilities of a mandated reporter of suspected child abuse.

3. All staff shall model appropriate digital/cyber/electronic citizenship by using technology and electronic means of communication that promote learning, increase access to learning, and keep students safe by:

- Following all CSArts-SGV policies and guidelines for the use of technology, social media, email, texting, messaging, etc.;
- Using only CSArts-SGV sponsored and approved platforms to communicate with students;
- Communicating with groups of students and individual students in a transparent manner that demonstrably supports the educational mission and serves a legitimate educational purpose;
- Avoiding one-to-one communication with students to the degree possible that can lead to misconduct and the appearance of impropriety, or that reasonably gives the perception that such communication does not have a legitimate educational purpose directly related to the job duties of the employee;
- Respecting the privacy of students and the need to protect the privacy of student information obtained in the course of professional practice;

- Upholding parents'/guardians' legal rights, as well as any legal requirements to reveal information related to legitimate concerns for the well-being of a student;
- Protecting the confidentiality of student records and releasing personal data in accordance with prescribed state and federal laws and local policies.

Reporting Procedures

Any person with knowledge or suspicion of an improper relationship between student and Staff must immediately report the conduct to school administration. Anonymous complaints of inappropriate fraternization by Staff with students will be investigated. Allegations of inappropriate staff-student behavior shall be promptly investigated and will be treated as confidential and private to the extent possible within legal constraints. Staff, students, and witnesses who make a good-faith report of a suspected inappropriate Staff-student relations violation, or who cooperate in inquiries or investigations related to the investigation of such a report, shall be protected from retaliation.

Child Abuse Reporting

All employees who are child care custodians or health practitioners, as defined by Penal Code 11166, are required to report known or suspected instances of child abuse.

Persons in the above positions shall sign a statement to the effect that the employee knows of the legal requirement to report known or suspected instances of child abuse and is prepared to comply with this provision of law.

The Executive Director shall ensure that the provisions of this policy are carried out in accordance with the law.

All employees who are child care custodians or health practitioners, as defined by Penal Code 11166.5, are required to report known or suspected instances of child abuse. Persons in the above positions shall sign statement to the effect that the employee knows of the legal requirement to report known or suspected instances of child abuse and is prepared to comply with this law.

See Exhibit on next page.

Mandated Reporting of Suspected Child Abuse

[Quick Print This Section](#)

For Mandated Reporters (all certified staff members) who suspect child abuse or neglect, your call is required by law (PC 11166).

What Is Child Abuse?

If you would like to discuss or report child abuse, you may call 800-540-4000, 24 hours a day, 7 days a week. Child Abuse is legally defined as:

- A physical injury which is inflicted by other than accidental means on a child by another person.
- Sexual Abuse, including both sexual assault and sexual exploitation
- Willful cruelty or unjustifiable punishment of a child
- Cruel or inhuman corporal punishment or injury
- Neglect, including both severe and general neglect

Indicators of Child Abuse

Below are some indicators of child abuse, which can help you recognize an existing or potential problem of abuse.

Physical Abuse

Physical abuse may be defined as any act, which results in a non-accidental physical injury. Indicators of physical abuse:

- Bruises, burns, abrasions, lacerations, or swelling caused by other than accidental means
- Belt buckle marks, handprints, bite marks, and pinches
- Child states injury was caused by abuse
- Injury unusual for a specific age group
- A history of previous or recurrent injuries
- Unexplained injuries; conflicting explanations or reasons for the injury
- Child excessively passive, compliant or fearful
- Caretaker attempts to hide injuries

Neglect

Neglect is the negligent treatment or maltreatment of a child by a parent or caretaker under circumstances indicating harm or threatened harm to the child's health or welfare. Indicators of neglect:

- Child lacking adequate medical or dental care
- Child is always sleepy or hungry
- Child is always dirty or inadequately dressed for weather conditions
- There is evidence of poor supervision
- Conditions in the home are extremely or persistently unsafe or unsanitary

Sexual Abuse

Sexual Abuse is defined as acts of sexual assault on and/or the sexual exploitation of minors. Indicators of sexual abuse:

- Child reports sexual activities
- Detailed and age-inappropriate understanding of sexual behavior (especially by younger children)
- Child wears torn, stained, or bloody underclothing
- Child is victim of other forms of abuse

Mandated Reporting of Suspected Child Abuse

For Mandated Reporters (all certified staff members) who suspect child abuse or neglect, your call is required by law (PC 11166). By Contacting the Child Abuse Registry, your call

- Could save a child's life
- Could prevent further abuse or neglect
- May allow families to receive resources or services, which they may desperately need
- Makes a valuable contribution to the protection of children and the prevention of abuse

Los Angeles County Department of Child and Family Services (DCFS):

800-540-4000 (Open 24/7 for you to call to discuss & report suspected child abuse)

<https://dcfs.lacounty.gov/>

Child Abuse Mandated Reporter Training – California

This is an extra resource. Please complete the assigned Vector training first.

<http://mandatedreporter.ca.com/default.htm>

CSArts School Counselors are here to Help Support Both You and CSArts Students!

Please let the student's CSArts School Counselor know if you have made a child abuse report, as the child's assigned Social Worker will most likely be reaching out to us in the near future. We are here as a resource for you too, so please feel free to visit us if you would like assistance calling and/or making the report.

Mindy Shiroma: mindy.shiroma@sgv.csarts.net (ex: 60004)

School Counselor for Students A - F

Erika Marquez: erika.marquez@sgv.csarts.net (ex: 60014)

School Counselor for Students G - M

Beatrice McMillen: reina.mcmillen@sgv.csarts.net (ex: 60009)

School Counselor for Students N - Z

Step-By-Step Directions

- 1) If you suspect Child Abuse, talk to the student's CSArts School Counselor immediately
 - a) We may need to keep the child safe in our office
- 2) Gather all the information you know before calling
 - a) Student's full name, address, phone number, age of student, victim, perpetrator, time and place of incident
- 3) Call Child Protective Services: 800-540-4000
 - a) CSArts School Counselors can assist you with calling too, if you'd like support
- 4) Follow up with a written report if asked (<https://mandreptla.org/cars.web/>)
- 5) Debrief with the student's CSArts School Counselor

Exhibit

**Child Abuse Reporting Requirements
Signed Statement**

**Condition of Employment
Pursuant to California Penal Code Section 11166
Child Abuse Reporting**

Name: _____

Position: _____

Section 11166 of the Penal Code requires any child care custodian, health practitioner or employee of a child protective agency who has knowledge of or observes a child in his/her professional capacity or within the scope of his/her employment whom he/she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and to prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.

"Child care custodian" includes teachers; an instructional aide, a teacher's aide, or a teacher's assistant employed by any public or private school, who has been trained in the duties imposed by this article, if the school district has so warranted to the State Department of Education; a classified employee of any public school who has been trained in the duties imposed by this article, if the school has so warranted to the State Department of Education; administrative officers, supervisors of child welfare and attendance, or certificated student personnel employees of any public or private school; administrators of a public or private day camp; administrators and employees of public or private youth centers, youth recreation programs and youth organizations who have been trained in the duties imposed by this article; licensees, administrators, employees of licensed community care or child day care facilities; headstart teachers; licensing workers of licensing evaluators; public assistance workers; employees of a child care institution including, but not limited to, foster parents, group home personnel, and personnel of residential care facilities; social workers or probation officers; employees of a school district police or security department; or any person who is an administrator or presenter of, or a counselor in, a child abuse prevention program in any public or private school.

"Health practitioner" includes physicians and surgeons, psychiatrists, psychologists, dentists, residents, interns, podiatrists, chiropractors, licensed nurses, dental hygienists, optometrists, or any other person who is licensed under Division 2 (commencing with Section 500) of the Business and Professions Code; marriage, family and child counselors; emergency medical technicians I or II, paramedics, or other persons certificated pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code; psychological assistants registered pursuant to Section 2913 of the Business and Professions Code; marriage, family and child counselor trainees as defined in subdivision (c) of Section 4980.03 of the Business and Professions Code; unlicensed marriage, family and child counselor interns registered under Section 4980.44 of the Business and Professions Code; state or county public health employees who treat minors for venereal disease or any other condition; coroners; paramedics; and religious practitioners who diagnose, examine, or treat children.

I have been informed of the above law and will comply with its provisions.

Technology Acceptable Use Policy

It is the policy of California School of the Arts - San Gabriel Valley to maintain an environment that promotes ethical and responsible conduct in all online network activities by staff and students. It shall be a violation of this agreement for any employee, student, or other individual to engage in any activity that does not conform to the established purpose and general rules and policies of the network. Within this general policy, CSArts-SGV recognizes its legal and ethical obligation to protect the wellbeing of students in its charge.

To this end, CSArts-SGV retains the following rights and recognizes the following obligations:

1. To log network use and to monitor fileserver space utilization by users, and assume no responsibility or liability for files deleted due to violation of fileserver space allotments.
2. To remove a user account on the network.
3. To monitor the use of online activities. This may include real-time monitoring of network activity and/or maintaining a log of Internet activity for later review.
4. To provide internal and external controls as appropriate and feasible. Such controls shall include the right to determine who will have access to CSArts-SGV-owned equipment and, specifically, to exclude those who do not abide by CSArts-SGV's acceptable use policy or other policies governing the use of school facilities, equipment, and materials. CSArts-SGV reserves the right to restrict online destinations through software or other means.
5. To provide guidelines and make reasonable efforts to train staff and students in acceptable use and policies governing online communications.

Staff Responsibilities

1. Staff members who supervise students, control electronic equipment, or otherwise have occasion to observe student use of said equipment online shall make reasonable efforts to monitor the use of this equipment to assure that it conforms to the mission and goals of CSArts-SGV.
2. Staff should make reasonable efforts to become familiar with the Internet and its use so that effective monitoring, instruction, and assistance may be achieved.

User Responsibilities

1. Use of the electronic media provided by CSArts-SGV is a privilege that offers a wealth of information and resources for research. In order to maintain the privilege, users agree to learn and comply with all of the provisions of this policy.

Acceptable Use

1. All use of the Internet and technology, including electronic communication, must be in support of educational and research objectives consistent with the mission and objectives of CSArts-SGV.
2. Proper codes of conduct in electronic communication must be used, and ethical and responsible behavior is expected. In news groups, giving out personal information is inappropriate. When

using e-mail, extreme caution must always be taken in revealing any information of a personal nature.

3. Network accounts are to be used only by the authorized owner of the account for the authorized purpose.
4. All communications and information accessible via the CSArts-SGV network should be assumed to be private property.
5. Exhibit exemplary behavior on the network as a representative of your school and community.
6. From time to time, CSArts-SGV will make determinations on whether specific uses of the network are consistent with the acceptable use practice.
7. Students and staff must use the CSArts-SGV filtered wireless network during the school day.

Unacceptable Use

1. Giving out personal information about another person, including home address and phone number, is strictly prohibited.
2. Any use of the network for commercial or for-profit purposes is prohibited.
3. Excessive use of the network for personal business shall be cause for disciplinary action.
4. Any use of the network for product advertisement or political lobbying is prohibited.
5. Users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent other users on the network.
6. No use of the network shall serve to disrupt the use of the network by others. Hardware and/or software shall not be destroyed, modified, or abused in any way.
7. Malicious use of the network to develop programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system is prohibited.
8. Hate mail, chain letters, harassment, discriminatory remarks, and other antisocial behaviors are prohibited on the network.
9. The unauthorized installation of any software, including shareware and freeware, for use on CSArts-SGV computers is prohibited.
10. Use of the network to access or process pornographic material, inappropriate text files (as determined by the system administrator or school site administrator), or files dangerous to the integrity of the local area network is prohibited.
11. The CSArts-SGV network may not be used for downloading entertainment software or other files not related to the mission and objectives of CSArts-SGV for transfer to a user's home computer, personal computer, or other media. This prohibition pertains to freeware, shareware, copyrighted commercial and noncommercial software, and all other forms of software and files not directly related to the instructional and administrative purposes of CSArts-SGV.
12. Downloading, copying, otherwise duplicating, and/or distributing copyrighted materials without the specific written permission of the copyright owner is prohibited, except that duplication and/or distribution of materials for educational purposes is permitted when such duplication and/or distribution would fall within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC).
13. Use of the network for any unlawful purpose is prohibited.
14. Use of profanity, obscenity, racist terms, or other language that may be offensive to another user is prohibited.

15. Playing games is prohibited unless specifically authorized by a teacher for instructional purposes.
16. Establishing network or Internet connections to live communications, including voice and/or video (relay chat), is prohibited unless specifically authorized by the system administrator.
17. Recording, transmitting, or posting photographic images, sound or video of a person or persons on campus during school activities and/or hours, unless otherwise directed by a teacher for a specific educational purpose is prohibited.
18. Share username/password with another staff or student.

Disclaimer

1. CSArts-SGV cannot be held accountable for the information that is retrieved via the network.
2. Pursuant to the Electronic Communications Privacy Act of 1986 (18 USC 2510 et seq.), notice is hereby given that there are no facilities provided by this system for sending or receiving private or confidential electronic communications. System administrators have access to all mail and will monitor messages. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.
3. CSArts-SGV will not be responsible for any damages you may suffer, including loss of data resulting from delays, non-deliveries, or service interruptions caused by our own negligence or your errors or omissions. Use of any information obtained is at your own risk.
4. CSArts-SGV makes no warranties (expressed or implied) with respect to:
 - a. The content of any advice or information received by a user, or any costs or charges incurred as a result of seeing or accepting any information; and any costs, liability, or damages caused by the way the user chooses to use his or her access to the network.
 - b. CSArts-SGV reserves the right to change its policies and rules at any time.

Electronic Mail Policy

User Responsibilities

These guidelines are intended to help you make the best use of the electronic mail facilities at your disposal. You should understand the following:

1. CSArts-SGV provides electronic mail to staff members and students to enable them to communicate effectively and efficiently with other members of staff and students, other companies, and partner organizations.
2. When using CSArts-SGV's electronic mail you should comply with the following guidelines.
3. If you are in any doubt about an issue affecting the use of electronic mail, you should consult the CSArts-SGV Network Administrator.
4. Any breach of the agency's Electronic Mail Policy may lead to disciplinary action and closure of email account and privileges.

DO

1. Do check your electronic mail daily to see if you have any messages.
2. Do include a meaningful subject line in your message.

3. Do check the address line before sending a message and confirm you are sending it to the right person.
4. Do delete electronic mail messages when they are no longer required.
5. Do respect the legal protections to data and software provided by copyrights and licenses.
6. Do take care not to express views that could be regarded as defamatory or libelous.
7. Do use an "out of the office assistant" to automatically reply to messages when you are not available.

DO NOT

1. Do not print electronic mail messages unless absolutely necessary.
2. Do not expect an immediate reply; recipients might not be at their computer or could be too busy to reply straight away. Usual response time is 48-72 hours.
3. Do not forward electronic mail messages sent to you personally to others, particularly newsgroups or mailing lists, without the permission of the originator.
4. Do not use electronic mail for personal reasons.
5. Do not send excessively large electronic mail messages or attachments.
6. Do not send unnecessary messages such as festive greetings or other non-work items by electronic mail, particularly to multiple people.
7. Do not participate in chain or pyramid messages or similar schemes.
8. Do not represent yourself as another person.
9. Do not use electronic mail to send or forward material that could be construed as confidential, political, obscene, threatening, offensive, or libelous.
10. Do not use a forwarder to forward @sgv.csarts.net.net to your personal email.

Please note the following:

- All electronic mail activity is monitored and logged.
- All electronic mail coming into or leaving the organization is scanned for viruses.
- All the content of electronic mail is scanned for offensive material.

[Link to CSArts-SGV Personal Device Policy, Procedure, and Information Handbook](#)

Employee Use of Email and Social Media

Email Policy

As an employee of the California School of the Arts, you may use computers only to conduct the legitimate business of the school. Employees shall not use computer resources for unauthorized or illegal purposes. The California School of the Arts retains the right to access and search all directories, diskettes, files, databases, Email messages, voicemail messages, and any other electronic transmissions during the business day.

Computer hardware, computer systems, processing techniques, reports, and all software and programs, whether purchased or developed internally, and other generated output are considered the property of the California School of the Arts. Such programs are not to be copied or given to any outside firm or persons. The duplication or use of computer software outside the terms of licensing agreements set by a vendor is strictly prohibited.

The following guidelines should be adhered to when using the Internet/Email during the school business day:

- Messages should be concise and to the point. If you find it necessary to write more lengthy messages, seek out the person and speak with him/her personally.
- Keep “salutations” to a minimum. Assume the individual you are corresponding with appreciates your effort. Use “formal salutations” when addressing a parent or other outside agency.
- There is no such thing as private Email.
- Use of Email to promote, discuss, suggest, or otherwise convey one’s political, religious, or social agenda is not permitted.
- Information that is profane in nature, inappropriately worded or illustrated, or that which attacks one’s gender, race, or sexual orientation is prohibited.
- Avoid public “flames”-messages sent in anger. Messages sent in the heat of the moment are usually regretted later.
- Use correct grammar and spelling.
- Do not expect an immediate answer. As a courtesy to others, we should all attempt to reply before the next school day.
- Be very mindful of “Reply All” or sending non-work related emails to large distribution lists

Remember that electronic mail can be extremely effective if used properly. When you compose an Email message, read it over before sending it and ask yourself what your reaction would be if you received such an Email.

Electronic Use Policy

The California School of the Arts provides electronic mail resources to support its work of teaching and public service. This administrative policy statement establishes the school’s

policy on use of, access to, and disclosure of electronic mail to assist in ensuring that the schools resources serve those purposes.

- Statement of Policy - Privacy, Confidentiality and Public Records Considerations

The California School of the Arts will make reasonable efforts to maintain the integrity and effective operation of its electronic mail systems, but users are advised that those systems should in no way be regarded as a secure medium for the communication of sensitive or confidential information. Because of the nature and technology of electronic communication, the school can assure neither the privacy of an individual user's use of the school's electronic mail resources nor the confidentiality of particular messages that may be created, transmitted, received, or stored thereby.

- Permissible Uses of Electronic Mail

- Authorized Users

Only school faculty, staff, students and other persons who have received permission under the appropriate school authority are authorized users of the school's electronic mail systems and resources.

- Purpose of Use

The use of any School resources for electronic mail must be related to School business, including academic pursuits. Incidental and occasional personal use of electronic mail may occur when such use does not generate a direct cost for the School. Any such incidental and occasional use of School electronic mail resources for personal purposes is subject to the provisions of this policy.

- Prohibited Uses of Electronic Mail

- Prohibited Use

1. Personal use that creates a direct cost for the School.
2. Used for personal monetary gain or for commercial purposes that are not directly related to School business.
3. Sending copies of documents in violation of copyright laws.
4. Inclusion of the work of others into electronic mail communications in violation of copyright laws.
5. Capture and "opening" of electronic mail except as required in order for authorized employees to diagnose and correct delivery problems.
6. Use of electronic mail to harass or intimidate others or to interfere with the ability of others to conduct School business.
7. Use of electronic mail systems for any purpose restricted or prohibited by laws or regulations.
8. "Spoofing," i.e., constructing an electronic mail communication so it appears to be from someone else.
9. "Snooping," i.e., obtaining access to the files or electronic mail of others for the purpose of satisfying idle curiosity, with no substantial School business purpose.

10. Attempting unauthorized access to electronic mail or attempting to breach any security measures on any electronic mail system, or attempting to intercept any electronic mail transmissions without proper authorization.

An example of a use that does not create a direct cost is sending an email message during an employee's lunch hour; the School will pay no more for maintaining the email system than it would have paid had the message not been sent. An example of a use that does create a direct cost is printing an email message without reimbursing the School.

- School Access and Disclosure

- General Provisions

1. To the extent permitted by law, the School reserves the right to access and disclose the contents of faculty, staff, students', and other users' electronic mail without the consent of the user. The School will do so when it believes it has a legitimate business need including, but not limited to, those listed in paragraph 3 (below), and only after explicit authorization is obtained from the appropriate School authority.
2. Faculty, staff, and other non-student users are advised that the School's electronic mail systems should be treated like a shared filing system, i.e., with the expectation that communications sent or received on School business or with the use of School resources may be made available for review by any authorized School official for purposes related to School business.
3. Electronic mail of students may constitute "education records" subject to the provisions of the federal statute known as the Family Educational Rights and Privacy Act of 1974 (FERPA). The School may access, inspect, and disclose such records under conditions that are set forth in the statute.
4. Any user of the School's electronic mail resources who makes use of an encryption device to restrict or inhibit access to his or her electronic mail must provide access to such encrypted communications when requested to do so under appropriate School authority.

- Monitoring of Communications

The School will not monitor electronic mail as a routine matter but it may do so to the extent permitted by law as the School deems necessary for purposes of maintaining the integrity and effective operation of the School's electronic mail systems.

- Inspection and Disclosure of Communications

The School reserves the right to inspect and disclose the contents of electronic mail:

- in the course of an investigation triggered by indications of misconduct or misuse;
- as needed to protect health and safety;
- as needed to prevent interference with the academic mission; or
- as needed to locate substantive information required for School business that is not more readily available by some other means.

The School will inspect and disclose the contents of electronic mail when such action is necessary to respond to legal processes and to fulfill the School's obligations to third parties.

The contents of electronic mail communications, properly obtained for School purposes, may be disclosed without permission of the user. The School will attempt to refrain from disclosure of particular communications if disclosure appears likely to create personal embarrassment, unless such disclosure is required to serve a business purpose or satisfy a legal obligation.

- Special Procedures to Approve Access to, Disclosure of, or Use of Electronic Mail Communications

Individuals needing to access the electronic mail communications of others, to use information gained from such access, and/or to disclose information from such access and who do not have the prior consent of the user must obtain approval in advance of such activity from the appropriate School authority.

- Disciplinary Action

Appropriate disciplinary action as outlined in the CSArts Personnel Handbook will be taken against individuals found to have engaged in prohibited use of the School's electronic mail resources.

Social Media Guidelines

- Overview

These Social Media Guidelines have been developed by school administration to help empower California School of the Arts employees, parents, students, alumni and community members to participate in this exciting new frontier of marketing and communications by sharing the school's mission with the community-at-large and enhancing the California School of the Arts' reputation as one of nation's premier arts schools.

Social media are defined as media designed to be disseminated through social

interaction, created using highly accessible and scalable publishing techniques. Examples include but are not limited to blogs, LinkedIn, Twitter, Facebook, YouTube, Instagram, and Snapchat.

Social media are powerful communications tools that have a significant impact on organizational and professional reputations. The rapid growth of social media technologies combined with their ease of use and pervasiveness make them attractive channels of communication.

However, these tools also hold the possibility of a host of unintended consequences. Because they blur the line between personal voice and institutional voice, California School of the Arts has crafted the following guidelines to help clarify how best to enhance and protect personal and professional reputations when participating in social media.

- General Guidelines

Sharing California School of the Arts news, events or promoting student, alumni and faculty work through social media tools is an excellent, low-cost way to engage the community and build our brand. California School of the Arts constituents are encouraged to repost and share information with their family and friends that is available to the public (press releases, press articles, Internet news, etc.). The best way to share school news is to link to the original source. When sharing information that is not a matter of public record, please follow the below guidelines.

- Things to Consider When Beginning to Use Social Media

Applications that allow you to interact with others online (e.g. Facebook, Instagram, etc.) require careful consideration to assess the implications of “friending,” “linking,” “following” or accepting such a request from another person. For example, there is the potential for misinterpretation of the relationship or the potential of sharing protected information. Relationships such as faculty-student, supervisor-subordinate and staff-student merit close consideration of the implications and the nature of the social interaction. The following are some guidelines to follow in these cases.

- Maintain Privacy

Do not post confidential or proprietary information about the California School of the Arts, its students, its alumni or employees. For example, do not post student grades or performance evaluations, parent/student/colleague contact information, fundraising data, etc. Use good ethical judgment and follow school policies and federal requirements, such as the Health Insurance Portability and Accountability Act (HIPAA) of 1996 and the Family Educational Rights and Privacy Act (FERPA). Do not discuss private information involving named or pictured individuals on a social media site without their permission. As a guideline, do not post anything that you would not present in any public forum.

- Understand Your Personal Responsibility

California School of the Arts staff and faculty are personally responsible for the content they publish on blogs, wikis or any other form of user-generated content. Be mindful that what you publish will be public for a long time—protect your privacy and the privacy of your students and colleagues.

- Be Aware of Liability

You are responsible for what you post on your own site and on the sites of others. Individual bloggers have been held liable for commentary deemed to be copyright infringement, defamatory, proprietary, libelous, or obscene (as defined by the courts).

- Correct Mistakes

If you make a mistake, admit it. Be upfront and be quick with your correction. If you're posting to a blog, you may choose to modify an earlier post—just make it clear that you have done so.

- Think Before You Post

There's no such thing as a "private" social media site. Search engines can turn up posts and pictures years after the publication date. Comments can be forwarded or copied. Archival systems save information even if you delete a post. If you feel angry or passionate about a subject, it's wise to delay posting until you are calm and clear-headed. Post only pictures that you would be comfortable sharing with the general public (current and future peers, employers, etc.).

- Social Media Guidelines

If you plan to create a Facebook or other social media page/profile for a California School of the Arts program, class, group, or other entity, the following guidelines must be adhered to.

- Staff members are strongly encouraged to create an institutional Facebook profile, which is to be separate from any private profiles you might maintain, and should be used *solely* for conducting official school business. Communication with students on topics unrelated to school business is strongly discouraged.
- All institutional pages and groups must have two appointed employees (conservatory director, academic instructor, etc.) who are identified as the page/group administrators. These individuals are responsible for managing content and monitoring the page/group for inappropriate information.
- We strongly recommend that you set up your social media page/group in a way that will allow you to review and approve comments, and/or receive a copy of comments via email.
- If inappropriate information appears on your page/group, you must document/secure evidence of this information, remove said information from the

page/group, and submit evidence to an CSArts administrator within a timely manner.

- o All institutional pages must be publicly accessible by all constituents. Private pages or groups that limit access to some or all constituents are prohibited.

The following disclaimer must be included in the “About” section of your group/page:

This group/page is intended for sharing school information only. Any comments posted that are not relevant to this program or class will be removed. As this page is an CSArts sanctioned page designed to communicate official school business, comments, postings and interactions are governed by policies outlined in the CSArts student handbook. Inappropriate communication or behavior will be referred to school administration and is subject to appropriate disciplinary consequences.

Marketing / Public Relations Procedures

Who to Contact for Foundation Support

Please [click here](#) to view a document that provides a high-level overview of who to contact for Foundation Office support and how to submit requests for various projects, including:

- Email Communications
- Event Photography
- Video Hosting
- Social Media
- Website
- PR & Advertising
- Apparel & Merchandise Logo Approval
- Graphic Design
- Conservatory Fundraising Support
- Student Performance Group Bookings

Retrieving Pay/Tax Information

Need to print a pay stub, W-2 or view your sick leave balance? Log into the [SKYWARD Employee Portal](#), by clicking [here](#). If you are new and cannot locate the Skyward welcome email, please reach out to Chanel Alexander in HR/Payroll for your login and password by emailing payroll@ocsarts.net.

Once you are logged in you will land on your **DASHBOARD**

EMPLOYEE PROFILE - This tile will display your personal information

- Name
- Address
- Phone number
- Email addresses
- Employee #
- Hire date

ASSIGNMENTS - This tile will display your work assignment/position information

- Assignment
- Annual or hourly pay rate(s)
- Assignment start/end dates
- Salary schedule placement (step/lane)

PAYROLL CHECK HISTORY - This tile will display your payroll check details and pay stubs

- Click the down arrow/triangle, then on Wage Statement, then Run Report to view or print your pay stub
- Click the right pointing arrow to open up your payroll detail
 - Bottom left will show employee deduction, bottom right will show employer paid benefits
 - Top will show pay detail
 - Factor = # of hours/unit of pay
 - On the left-side menu, click on Timesheets to see greater payroll detail
 - Comment field in the timesheet may reflect personalized pay information

ESTIMATE CHECK - This tile will allow you to explore various adjustment scenarios

- Adjustments to State & Federal taxes
- Estimate future paychecks

TIME OFF BALANCES - This tile will display your available & used sick leave

- Available sick leave is reflected in the Time Off Types (top)
- Leave transactions, such as used sick leave will be reflected under Time Off Transactions (bottom)
- All leave is reflected in hours

CALENDAR - This tile is a general calendar

- Federal holidays
- After payroll is processed, you can view your net pay by clicking on the pay date

W2/ACA 1095 FORMS - This tile will house your W2s and 1095c

- W2s are available in late January and 1095c by mid-March

Need assistance, click [here](#) for a guide or email Allison Hackney, Director of Payroll at allison.hackney@ocsarts.net.

Daily Announcements

Leadership films and posts daily student announcements, **Monday - Thursday**, here: <https://www.youtube.com/@CSArtsSGVLeadership>. This link is also posted on our Teacher Resource Page homepage and will be sent as an Outlook Calendar Appointment in early August. All teachers should play announcements at 10:13.

The Administration Team hosts live announcements on **Fridays** via Zoom: <https://us06web.zoom.us/j/85140852441?pwd=VWw3VEY2ZTYwZHQ4SEdPTDhuS2xnUT09>. This link is also posted on our Teacher Resource Page homepage and will be sent as an Outlook Calendar Appointment in early August. All teachers should play Friday morning announcements at 10:43.

How to Submit Copy for the Daily Announcements

- If you have something to announce, and are not already a part of the group of people who submit announcements regularly and know that particular protocol, please email your request along with the verbatim announcement to Paty Cardenas at sgv.leadership@sgv.csarts.net at least one week prior to when you want the announcement to air. Please clarify how many times you would prefer the announcement to run, understanding that the admin team may make changes.

Hall Pass

At CSArts-SGV we are committed to fostering a seamless and efficient learning environment for our students. Therefore, all academic and conservatory teachers are expected to use the Digital Hall Pass System in every class block. This innovative platform streamlines communication, enhances accountability, and provides a centralized location for all pass-related activities. By integrating this system into our daily operations, we aim to facilitate the management of classroom logistics effectively and ensure that students can access the resources they need responsibly.

Moreover, the Digital Hall Pass System plays a crucial role in maintaining student safety and accountability. In the event of an emergency, having a real-time digital record of student whereabouts allows us to quickly and accurately account for all individuals on campus. This immediate access to location data ensures that we can efficiently coordinate evacuations, locate missing students, and communicate necessary information to emergency responders.

If the hallpass system is not working properly, please do not hesitate to open a tech ticket by emailing techsupport@csarts.net and leon.met

For Hall Pass Instructions, please refer to this [slide show](#).

If your teaching space does not have a chromebook or tablet to be used for the digital hall pass system, Please contact Leon Metoyer at leon.metoyer@sgv.csarts.net.

Campus Cleanliness

The school is our shared environment. Our school's reputation in the neighborhood and with visitors is largely determined by our campus appearance. All students are expected to help keep the campus clean. While eating, students must stay within the designated lunch areas and deposit all trash in the proper containers.

Student Responsibilities

- Pick-up all trash and recyclables in the room and place in the proper receptacle.
- Move tables and chairs to the necessary set-up for the next group. When moving furniture, use two people to prevent damage to the item.
- Clean all work surfaces prior to dismissal.
- Students shall assist teachers to arrange the classroom furniture in such a way that allows for cleaning of classrooms at the end of the school day.

Staff Responsibilities

- Store all instructional items in their proper secure location.
- Ensure tables and chairs are set-up properly for the next class.
 - Report any spills, damage, or broken furniture to the Receptionist. Complete a [Work Order via GoFMX](#) (use your school email address to login) so our Administration and maintenance staff can address the work needed using the ticket system. If the required work is happening outside of regularly scheduled hours, please include an Account Code so our team knows which department to charge the work to.
 - Bring all lost and found items to the front Admin desk.
- Students are not dismissed until all student responsibilities are completed.
- Turn off all lights and electronic devices that are not in use, and lock all doors upon exit.

Student Smartphone/Digital Device Policy

Below is our school's newly-adopted phone policy. This policy was crafted by the Operations Committee in advance of the state mandate to restrict further phone use on all school campuses by July, 2026. The Operations Committee is made up of students, parents, teachers, administrators, and other staff. Feedback was also provided by all students and parents who took the California Healthy Kids Survey in October, 2024, and was solicited from other students, parents, and staff members in various meetings throughout the year (Safety Committee and President's Circle, for example).

It is our expectation that **all academic, elective, and conservatory teachers enforce this policy in every class, every day**. If a student does not check their phone into your phone chart/box at the start of each class and you see one in their possession, you may elect to provide one warning. After that, if you see their phone at any time, without having previous permission by you to be using it for curricular or learning purposes, and if they are not a student with a specific accommodation from an IEP or 504 plan, please confiscate it and return it to the front desk along with the name of the student. Please also submit an [Academic and Behavioral Referral Form](#).

Several strategies for enforcing this policy from the first day of school are listed below. Maintaining this as a routine every day is the best way to ultimately provide a distraction-free environment for learning and creating for all of our students.

The topic of student-owned laptops came up a lot throughout the year-long conversation around this policy. You will notice that they were not included in this policy. While still allowed, we want to encourage that if you find students using their own devices as distracting to their learning as phones are, using the classroom set of Chromebooks with a secure browser, such as GoGuardian, is a great way to monitor student internet access. To learn more about how, visit our [Teacher Resource Site](#).

Strategies for Success:

- Greet students at the door each day and as you welcome them, make it a practice for them to store their phone right then.
- Use the phone storage as how you take attendance. Assign students to a number on the phone chart.
- Be open and honest about why this is best for learning. Students appreciate honesty and we have found, based on their feedback this past year, that they do not disagree that their phones negatively impact their concentration and learning.
- Reiterate that phones are to stay in the classroom during bathroom breaks - this will limit the amount of breaks your students take significantly.
- Model your own healthy phone behavior by limiting your phone use to the suggested time periods: prior to school, during passing periods, at lunch, during Office Hours when appropriate, and at the end of instruction.

The CSArts – SGV Board of Trustees recognizes that the use of cell phones and other smart devices on campus may be beneficial to student learning and well-being, but could also be disruptive of the

instructional program. The Board permits limited use of mobile communication devices on campus in accordance with law and the following policy:

Access to CSArts-SGV's network and the use of personal digital devices on campus is a privilege. CSArts may revoke the access of any user who violates any school policy or applicable law. Please be reminded that users are prohibited from using the school's network or personal electronic devices to send or receive messages, pictures, or documents that are fraudulent, illegal, pornographic, obscene, indecent, sexually explicit, discriminatory, harassing, defamatory, threatening, or which are intended to promote or incite violence against person or property. Students shall not use cell phones, digital cameras or any other device to photograph or digitally record other individuals at school or at school sponsored activities without their knowledge and consent.

Cell phones and smart devices may be used prior to the start of school, during passing periods, at lunch, during office hours, and at the end of conservatory instruction. **Academic teachers will establish a secure location within each classroom for storage of cell phones and smart watches during class instructional time; these same locations are to be utilized by conservatory teachers. Unless accommodated for by a 504 or IEP, students are not to have access to cell phones or smart devices during instructional time, including breaks and bathroom visits.** Additionally, students are required to use school-supplied Chromebooks for all in-class assignments and testing unless instructed otherwise by their teacher.

A student shall not be prohibited from possessing or using a smart device under any of the following circumstances ([Education Code 48901.5, 48901.7](#)):

1. In the case of an emergency, or in response to a perceived threat of danger
2. When a teacher or administrator grants permission to the student to possess or use a smart device, subject to any reasonable limitation imposed by that teacher or administrator
3. When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being
4. When the possession or use is required by the student's individualized education program
5. Smartphones and other smart devices shall not be used in any manner which infringes on the privacy rights of any other person.

When a school official reasonably suspects that a search of a student's smart device will turn up evidence of the student's violation of the law, California ed code, CSArts-SGV foundational pillars, or school rules, such a search shall be conducted in accordance with law.

When a student uses a smart device in an unauthorized manner, the student may be disciplined and CSArts-SGV may confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the Principal or designee, as appropriate. Student devices may also be confiscated and stowed safely by administration in the event of a behavioral investigation.

A student may also be subject to discipline, in accordance with law, for off-campus use of a smart device which poses a threat or danger to the safety of students, staff, or CSArts-SGV property or substantially disrupts school activities.

Dress Code Enforcement

CSArts-SGV staff members have the authority to judge whether or not a student's clothing violates the established Dress Code and/or serves as a distraction to the instructional program. If you are uncomfortable directly speaking to a student about their dress, you can send an administrator an email and they will send up a call slip or come and get the student.

Dress Code

The dress code is established and enforced to maintain a productive instructional environment, to promote a safe school, and to demonstrate a positive direction away from drugs, alcohol, tobacco, and gang affiliation. Shoes must be worn at all times.

Students may not wear:

- Clothing which results in class or school disruption.
- Clothing with symbols or slogans which degrade cultures, genders, races, religions, or ethnic values.
- Clothing that makes reference to sex, drugs, alcohol, tobacco, weapons, violence, or any illegal activities.
- Clothing that displays gang-related symbols or language that is associated with gang affiliation.
- Clothing that is dangerous to self or others

Copiers

CSArts-SGV encourages its teachers to post documents and assessments to Google Classroom to save on copy costs and paper.

CSArts-SGV also encourages its teachers to follow posted guidelines for loading paper, clearing jams, etc., in the efforts of keeping the machines running properly.

Contact our Office Manager if there is an unfixable issue with a copier, staples are needed, or any toner cartridge changes.

Bulk Printing

CSArts-SGV will be using a printing company to make bulk copies (i.e. textbooks, scripts, etc.). All copies will be printed in black and white. Once the submission is made, it will be sent to our Office Manager for approval. Upon approval, it will be sent to the printing company. Please expect it to be delivered within 2-3 weeks. If it is not approved, our Office Manager will notify you as soon as possible.

Please utilize [this form](#) to submit your requests.

Email – At School and From Home

Instructions for setting up Outlook at School

This is your school email and a desktop application. Once Tech Support has set up your account and given you your login credentials, you can set up your school email.

1. Open Outlook
2. Click on “next” and leave the defaults for all subsequent boxes. Keep clicking “next.”

Instructions for getting email from home

1. Go to <http://login.microsoftonline.com>. (email.csarts.net also works)
2. Use your full SGV email and your unique password

Phone Use

Tips for Dialing – This applies to Everyone

- Use Fingertip Facts (frequently updated and sent around) – great to have close at hand
- To dial room to room, dial 50 and then the room number (i.e. for room 100, dial 50100)
- To dial rooms in the music center, dial 60 and then the room number
- To dial anyone at OCSA or the Business Office, just enter their extension. Our phone systems are connected.

Setting up Voicemail – This only applies to users with a personal phone and voicemail

- Users can customize phone, greeting and speed dials by going here: <https://user.webex.com/> Login and password is your SGV email and password
- The default VM pin is 147258369 However users can login in the above link and reset passwords
- Navigate to Voicemail Settings: Go to Settings > Calling > Voicemail.

3. Voicemail PIN:

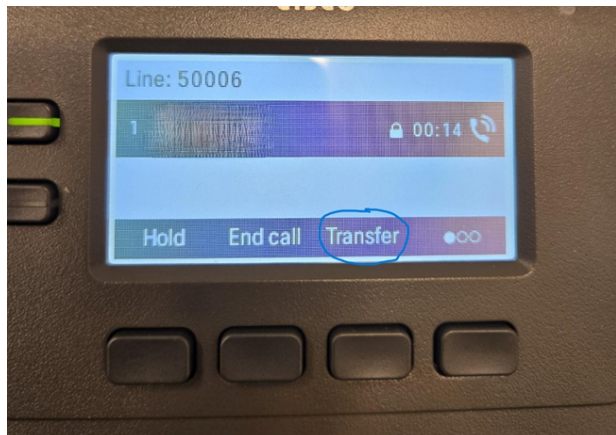
- To set or reset your voicemail PIN, click Reset voicemail PIN.
- You may be required to enter a new PIN and confirm it.

4. Voicemail Greetings:

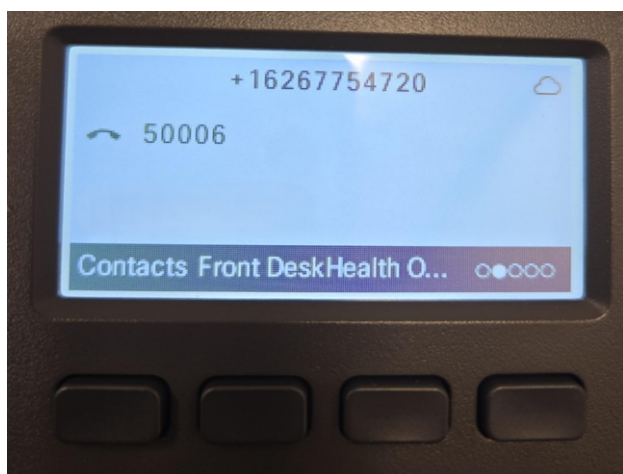
- To manage greetings, go to the Send calls to voicemail section.
- You can choose to send all calls to voicemail, or only when the line is busy or no one answers.
- For custom greetings, select the Custom message option and choose to either Upload File (WAV format) or Record Message.
- You can also set a default greeting for busy or no-answer scenarios.

The phone buttons and usage have changed. Users can get to most phone functions like call transfers, redial, speed dials by using the 4 buttons located horizontally directly underneath the display.

To transfer a call, the call must be active and you see this:



To use speed dials to make a call: Use the last button to scroll through the available choices and hit that button



Remote Desktop*

Instructions for Microsoft Windows

1. Click on the START or HOME button
2. Click onto All Programs, Accessories, and Select Remote Desktop Connection for older programs or search for “Remote Desktop Connection” on new models
3. Enter ts.sgv.csarts.net into the computer field and then click connect
4. Enter your username and password (the same you log into your desktop at school with)
- on some computers you may need to include your entire email address as the username

Instructions for Mac

1. Download the Microsoft Remote Desktop app from the app store
2. Click on new
3. Enter ts.sgv.csarts.net for the Connection name
4. Name your PC name anything you like
5. For username, enter your full school email address
6. Enter your password (same one you log into a desktop with)



*Remote desktop is a very useful but finicky app that can vary device to device, so if you have any issues with the above directions, please visit Tech Support and they will help get you set up. Tech also uses the Google Authenticator app to better protect our network and access to applications such as Aeries. New employees should look out for instructions on Google Authenticator set up from techsupport@csarts.net. Current employees with issues with Google Authenticator should stop by the tech support office in the Cafeteria or submit a tech ticket via email to techsupport@csarts.net.

“How Do I?” Basics

How Do I Order Classroom Supplies?

Conservatory teachers, please consult with your Director or Chair as your process is different from the following.

All **new** academic teachers get \$100 per year to spend on teaching supplies, returning teachers get \$50. There are several ways to spend this money:

CSArts Amazon Account

The most common and easiest way to purchase your classroom supplies is through our Amazon Business Account.

- [Invite Link](#)
 - You must sign up with your CSArts email address.
 - Follow all prompts & Allow 24 hours for approval from an Administrator
 - *Please note that if you already have joined our Amazon Business account, you do not need to do this a second time.*
- Once approved, you will be able to create a cart and submit orders for purchase approval.
- If you are unable to find an item on Amazon, please reach out to our Office Manager so that she can reach out to additional vendors.

Order Request

- Instructional supplies, not available through Amazon, must be purchased using a [Order Request](#). The OR must include the vendor name, address or web address, telephone number, item numbers and description. Make sure you include tax and shipping in the charges. These forms should be submitted to our Office Manager.

Reimbursements

- If you suddenly realize you need materials for the next day and do not have time to submit an order, you may purchase supplies for up to \$25 out-of-pocket and get reimbursed. Again, you must submit a [check request](#), with the receipt attached, to our Office Manager.

How Do I Send a Student to the Health Office?

- Important Info:
 - Phone Extension: 60401
 - In the event of an emergency, please call the Health Office, Front Desk, Security, or 911 depending on the seriousness of the incident.

- If a student complains of being sick and requests to visit the Health Office, fill out a Health Office slip (given to staff members at the start of the year) and send the student with it and their things to the Health Office. If the student appears or reports feeling dizzy or disoriented, you must send a student to escort them to the Health Office.
- To help clear some of the communication issues, it is important that all teachers send their students to the Health Office with a completed Health Office pass and briefly list the symptoms the student indicates. The Health Office can then know what the child has indicated to a teacher as to what their concern is. There is often a disconnect in what a student tells a teacher and what they tell the Health Office. This form can help alleviate some of the misconceptions. The Health Clerk then fills out the form when a student is sent back to class to help the teacher know how the issue was addressed while still adhering to student confidentiality.
- If you need more Health Office passes, please stop by their office at your convenience.

Request Technology or Maintenance Help?

- For all **technology** issues, please email techsupport@csarts.net and be descriptive of the issue at hand - this will create a tech ticket that will be rerouted to the right person.
 - If you have a more immediate tech problem (for example, you arrive in the morning and all wires have been unplugged and your computer won't turn on and you don't know what's what), call 4900 and request immediate help in getting set up.
- For issues that are **facility/maintenance** (out of sanitizer, pest control, you would like a board/piece of furniture in your room to be moved, etc.)
 - Go to the GoFMX site <https://csarts.gofmx.com/login>
 - Utilize the "login with school email address" button to sign in using your school credentials
 - Click the "new request" button in the upper right and then "maintenance request" from the drop down menu
 - In the field "request type", utilize the drop down menu to choose the issue that best represents your request. If you are requesting set up for a club or student event that includes tables in the quad, etc., chose the "FACILITY/SET UP NEED" option.
 - In the field "request", type a brief summary of your need
 - In the field "building", scroll down for SGV options
 - You must include a "due" date
 - You can add "followers", or people from our organization who would benefit from knowing about this request and who will, like you, receive all receipts and updates about it

- Utilize the field “description” to get more specific about your request, including the **time** you want your request completed by on the due date
- When complete, click “submit.”
- If you have a more immediate maintenance problem (for example, you arrive in the morning and ten desks are missing), first do some sleuthing in nearby rooms. An email to the academic staff will often turn up missing items. Then, call the front desk (50001) or an administrator to report the issue and request help.

How Do I Write a Referral?

Use the following [CSArts Academic and Behavior Referral Form](#) to submit a referral. Depending on the seriousness of the offense, a referral may result in 1 - 3 demerits.

Helpful Behavior Information and Intervention Definitions from our Student Parent Handbook:

The school utilizes demerits as a tracking method to determine the progression of behavior interventions. Students in violation of Schoolwide Behavior Standards and/or California Education Code(s) will be assigned demerits. The chart below summarizes some of the most commonly occurring behavior violations and the corresponding assigned demerits. Demerits are calculated annually, and students have until the end of the school year to reduce or remove any demerits they may have earned. Demerits not reduced or removed by the end of the school year are accumulated and recorded in the student's Assertive Discipline record in Aeries.

Infraction	Demerits
Dress Code Violation	1
Inappropriate Use of Electronics/Smart Devices	1-3
Violation of CSArts-SGV Foundational Pillar: Welcome	1
Violation of CSArts-SGV Foundational Pillar: Do No Harm	1-3
Violation of CSArts-SGV Foundational Pillar: Choice Words	1-3
Out of Class Without Authorization/Truancy	1-3
Off-Campus or Full Day Truancy	3-9 based on frequency and/or intensity of violation
Unsafe Behavior	3-9 based on frequency and/or intensity of violation
Sharing any single stall restroom at any time for any reason	3-9 based on frequency and/or intensity of violation

Suspension for violating California Education Code sections 48900, 48900.2, 48900.3, 48900.4 or 48900.7	12
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Students who accrue demerits will be placed on a Behavior Intervention Plan with the appropriate progressive interventions. At any time, a student can complete the interventions assigned to them, including and up to a Restorative Action Plan, in order to demonstrate growth and learning and earn the reduction or removal of their demerits. Students who accrue 12 demerits or who have been suspended for violating California Education Code will be placed on a Behavior Plan for the remainder of the semester and will be ineligible to participate in extracurricular activities without written consent from administration. Students who exceed 12 demerits or who are in violation of an existing Behavior Plan may be involuntarily removed from CSArts-SGV. Students who have been involuntarily removed or expelled from CSArts-SGV will not be given the opportunity to reduce or remove their demerits.

Give-Back Time (GBT)

Students who accrue behavior demerits may be assigned “Give Back Time” in the form of:

- Office Hours
- Campus Beautification
- Teacher/Admin Helper
- Conservatory Volunteering

Often, students will include GBT as a part of their student-generated Restorative Action Plan to address the impact of their actions. Academic teachers may also require that a student attend a mandatory Office Hour session by giving them an Office Hours attendance slip noting the required date to attend. Failure to attend will result in 1 demerit, an Office Hours truancy, and potentially the loss of an opportunity to make up classwork or an assessment.

In-School Suspension

At CSArts-SGV, In-School Suspension is a restorative opportunity. Rather than remove students from the learning environment entirely, In-School Suspension allows them to stay connected to the school community while taking time to reflect, refocus, and begin repairing any harm caused.

Guided by our foundational pillars—Welcome, Do No Harm, Choice Words, and Never Too Late to Learn—In-School Suspension provides a supportive space where students are treated with respect and dignity. They continue academic work, engage in reflective activities, and may begin a Restorative Action Plan designed to help them rejoin the school community in a positive, meaningful way.

In-School Suspension is meant to be a turning point: a structured pause where students can consider the impact of their choices, practice self-awareness, and take steps toward personal growth and accountability.

On-Campus Alternative Setting

The On-Campus Alternative Setting at CSArts-SGV offers students a quiet, structured environment where they can focus on completing their daily school work without distractions. Supervised by a dedicated proctor, this space is designed to support academic progress while also giving students time to reflect and reset.

This setting is intended for students who may benefit from a temporary break from their regular classroom environment. It provides an opportunity to stay on track academically, receive guidance as needed, and demonstrate readiness to return to their classes with focus and intention.

With the consistent presence of a staff member, students have access to gentle accountability and encouragement, allowing them to work independently while knowing support is available. The goal is to provide the time, space, and support necessary for students to re-engage productively with their learning and the school community.

Reflection

Students may be issued a written assignment to reflect on their impact on their behavior and make plans to repair the harm.

Restorative Action Plans

Restorative Action Plans are student-generated plans to repair harm and rebuild trust after a behavior violation. Based on a student's follow through of their action plan, their demerits and consequences may be reduced. Appropriate action plans may include learning and character building activities around the issues involved in the behavior violation, planning a restorative circle with those who have been impacted, school "Give Back Time" (GBT) through campus beautification/volunteering, and activities within the community, amongst others. A restorative action plan demonstrates that the student is accountable for their actions and has made strides to ensure that the behavior will not continue.

Restorative Circles

When conflict resolution is necessary, students are provided the opportunity to meet in a controlled, safe, supportive environment in order to learn about how their actions have affected others, and what may be done to "repair the harm." In this way, students are not only able to take responsibility for their actions, but are also able to restore the relationship and sense of community.

Saturday School

Saturday School is a monthly intervention program held from 9:00 AM to 12:00 PM, designed to provide structured support for students who need to address patterns of tardiness or other behavioral concerns. The goal of Saturday School is to offer students the time and space to reflect on their choices, complete academic work, and participate in activities that reinforce personal accountability and community expectations.

Facilitated by school staff, Saturday School may include reflective writing, goal-setting exercises, and targeted skill-building aligned with the student's needs. This intervention serves as an opportunity to reset habits, reinforce the importance of punctuality and responsibility, and help students stay on track both academically and behaviorally.

Attendance may be assigned as part of a broader intervention or restorative plan.

Structured Day

A Structured Day may be assigned when a student has violated a behavior standard. When a student is assigned a Structured Day, they are permitted to attend school, but must be supervised at all times. They must stay in class for the whole block, and will be assigned an escort if they need to leave the class for any reason. They may be assigned a staff member to escort them to and from their classes. They must be present in the office during lunchtime and office hours.

Suspension / Expulsion / Involuntary Removal

Suspension

Suspension is the removal of a student from ongoing instruction for a specified number of days. Suspensions are served on campus or at home at the discretion of the Administrative Team.

All students who are suspended are assigned to complete a Student Behavior Reflection while away from school, will be assigned a Behavior Plan for the duration of the school year, and are required to attend a re-entry conference with a parent and an administrator before they may return to the instructional program at CSArts-SGV.

A student may be suspended for violating [California Education Code sections 48900, 48900.2, 48900.3, 48900.4 or 48900.7](#). A suspended student will receive 12 demerits.

Expulsion

Expulsion is the permanent removal of a student from CSArts-SGV. It is more severe in nature than an involuntary removal. CSArts-SGV may, at its discretion, expel a student if CSArts-SGV determines that the student violates [Education Code section 48900](#).

The acts set forth in relevant Education Codes must relate to school activities or attendance, **but may take place at any time including but not limited to:**

- While on school grounds
- While going to or coming from school
- During the lunch period
- During, while going to, or when coming from a school-sponsored activity
- Online activities that disrupt the school environment

An expelled student may only return to CSArts-SGV in accordance with [Education Code section 48916](#).

In addition to the conduct itemized in [Education Code section 48915](#), the Board enforces the following penalties for any student who possesses, sells, is under the influence of, or furnishes any drug, or who possesses any weapon, explosive, or dangerous object while within the jurisdiction of school authority:

- **Controlled Substances** - Students found to be selling any controlled substance or possessing, using, or being under the influence of a controlled substance, may be subject to expulsion from CSArts-SGV **on the first offense**.
- **Possess, Selling, or Furnishing a Firearm/Weapon** - Students found to be possessing, selling, and/or furnishing any firearm or weapon will be subject to expulsion or from CSArts-SGV **on the first offense**.

- **Sexual Assault** - Students found committing or attempting to commit a sexual assault or committing a sexual battery will be subject to expulsion from CSArts-SGV **on the first offense**.

The recommendation for expulsion will be made to an impartial panel, composed of three school district administrators, all holding valid California Administrative Services Credentials and selected by CSArts-SGV administrative staff. Of these three administrators, one administrator will be invited from the student's home district.

No school district may have more than one representative on the panel. This administrative panel will review all relevant information. Based on this review, the panel will determine whether expulsion from CSArts-SGV is an appropriate consequence. If the panel recommends expulsion, and the CSArts-SGV Board of Trustees votes to approve the expulsion recommendation, the student has the right of appeal to the Los Angeles County Office of Education (LACOE). An expulsion may be appealed within 30 calendar days after the CSArts-SGV governing board takes action. The policy applies to all CSArts-SGV students, strives for impartiality, ensures all students are treated equally, and provides for due process protections.

Involuntary Removal and Expulsion from CSArts-SGV

California School of the Arts – San Gabriel Valley regards suspensions, involuntary removals and expulsions as a last resort. Criteria for suspension and expulsion of students shall be consistent with the [California Education Code 48900, 48900.2, 48900.3, 48900.4, 48900.7, 48915](#). CSArts-SGV will observe fair and lawful standards to due process.

Involuntary Removals: The CSArts-SGV Board of Trustees are responsible for approving, monitoring and implementation of general policies of the school. CSArts-SGV is a charter school and as such, a school of choice. Students who are disengaged in school through chronic absenteeism, violation of attendance or behavior contracts, school refusal, and/or lack of progress towards meeting CSArts-SGV graduation requirements will receive interventions as described in this student handbook. If a student does not fulfill the needed requirements, the student may be involuntarily removed from CSArts-SGV to return to their home school district. In the case of an involuntary removal, the Board of Trustees will hear appeals of administrative decisions. These appeals will be heard during the closed session of regularly scheduled monthly Board meetings. All appeal requests must be made using established Appeal Procedures.

How Do I Attend a Conference?

- Speak to your department lead who can advocate for professional development at their meeting with administration.

What Do I Do If I am Running Late or Stuck in Traffic?

- If you run the risk of not getting to your classroom before the start of school (be reminded that contractually, academic teachers should be on campus by 8:00) or before your first conservatory class, please call the school first.

- (657) 321-4000
- Notify the receptionist that there needs to be someone sent to supervise your students until you arrive – give them a room number and an ETA
- For conservatory teachers, also contact your Director or Chair

How Do I Reserve a Room/Event Space?

- Academic teachers can email leon.metoyer@sgv.csarts.net.
- Conservatory staff can reach out to their director to reserve spaces, as needed.

Does CSArts-SGV Have a Plagiarism Scanner?

- Teachers can utilize Google Classroom's plagiarism feature to scan papers and essays for plagiarism.
- Please utilize the [Technology page on the Teacher Resource Site](#) for more information and a tutorial.

How Do I Plan A Fundraiser?

- Because CSArts-SGV parents and students are asked to fundraise for their conservatories and are themselves helping to fund the arts programs here at CSArts-SGV, on campus fundraising is not allowed. For clubs and other student organizations that want to fundraise, all efforts must be funneled through Leadership, which puts on structured fundraising events throughout the year.
- For Conservatory fundraising events and activities, consult your director/chair for the proper forms to fill out. Also respect that students and teachers need several weeks of advanced notice if students are to also be missing school (see the next section on field trips).

How Do I Plan a Field Trip for My Students or Club?

- Utilize the [forms and field trips tab on the Teacher Resource Site](#) to access necessary steps:
 - Please read the [Off Campus Performance, Field Trip, and Overnight Policy](#) and then, if you are moving forward with a request, please fill out and turn in the [Off Campus Performance or Field Trip Form \(now digital!\)](#). You may not proceed with planning until your request is approved.
 - Once approved, [please use this checklist](#) to make sure you are meeting all necessary expectations for planning and preparing for your field trip.
 - [Here is the parent permission form](#) that all students will need to complete for your field trip. You can download, customize it, and print copies for your students to speed up their process.

- For school-hour field trips, forms must be filled out and submitted at least **14 days** ahead of time to ensure that all the students, parents, and teachers involved can be notified of the student's absence.
- For overnight field trips, board approval is needed. This is a process that should be started months in advance. Forms can also be gotten from our Office Manager and then submitted back to her. After admin approval, the trip will be added to the next board meeting agenda. Once the board approves the trip, the teacher/staff member in charge can begin notifying teachers (if necessary) of student absences, students can begin collecting teacher signatures (only necessary if the trip takes place during school hours), and getting the parent approval form signed and returned. Again, all needed forms can be gotten from our Office Manager or downloaded from the Teacher Resource Site.

How Do I Change My Deductions or Direct Deposit Info?

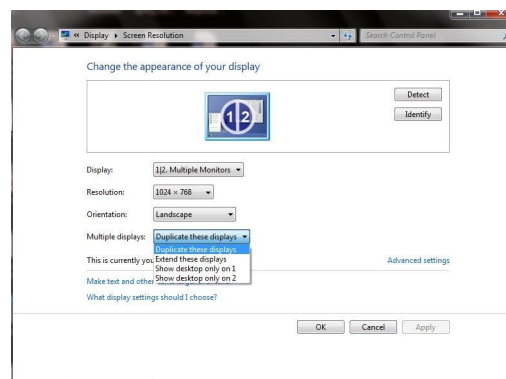
- You can start on the Faculty section of the website here for helpful links:
<https://sgv.csarts.net/faculty/policies-payroll-forms> (scroll down to Payroll Forms)
- Contact Jena at jena.duca@ocsarts.net if you need more information.

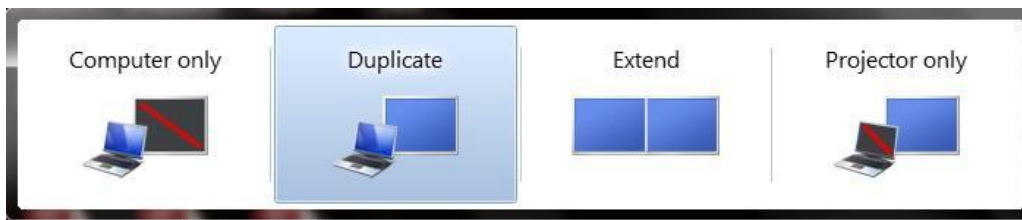
Who Do I Call for After Hours Help?

- Security phone number: **(626) 205-4001**
- For an immediate emergency, please dial 911

How Do I Duplicate or Split My Computer Screen with its Projection?

- The first way is to right click on your screen and click "Screen Resolution"
 - You will see this box appear:
 - Under Multiple displays, you have the following options:
 - Duplicate these displays: What you have on your screen, your students will see projected in front of them as well
 - Extend these displays: This will create two screens – your desktop and anything you are working on will be for your eyes only. You can then drag documents, PowerPoints, internet pages, etc. to the right off of your screen and they will appear projected for students. You can also set PowerPoint to automatically play on your second screen as well using the Slide Show > Monitors options.
- The second, and possibly faster, option is to click on your start menu and click "Connect to a Projector" (shown at right).
 - Then, choose your option (shown below).





How Do I Request a

Guest Speaker?

- For club guest speakers, Leadership (Timothy Gomez) takes care of handling requests from the student leaders of said clubs.
- If you want a guest speaker to come to your room during instruction time, please notify your direct supervisor giving them the details and motivation for the visit. Then, please notify the front desk as to the date and time of the guest's arrival. The guest will need to sign in with the front desk once they arrive. Lastly, be reminded that teachers are not to leave their classrooms unsupervised with the guest speaker.

How Do I Write a Letter of Recommendation?

From the readers at QuestBridge:

From our experience reading thousands of recommendations over the years, we have identified the following three tips as **central guidelines** for writing effective recommendations.

- **Use concrete examples** to illustrate a student's qualities. For instance, describing a creative class project or mentioning a time when a student generously helped his or her classmates leaves a more powerful impression than simply stating that a student is creative or generous.
- **Focus on impressions made through personal contact** with a student. Rather than listing his or her extracurricular activities or GPA, include anecdotes from the classroom or other interactions. Remember that your letter is only one piece of the application - we can find lists of activities, leadership roles, and grades elsewhere.
- **Put the student's achievements in the context** of his or her life, if you are able. This is especially important for students who may have difficult home situations. Placing the student's performance against the backdrop of any obstacles he or she has faced will emphasize how remarkable the student's achievements are.

Style Tips

- **Style:** Write clearly and concisely. From the reader's perspective, short paragraphs and straightforward sentences are easier to tackle than lengthy ones. While editing, take out words or phrases that do not add much to the overall picture of the student - this will keep the reader focused on the central message.
- **Length:** A very short letter can actually hurt a student's application. As long as your writing is concise, you need not restrict yourself to one page. If you know the student very well and have more to say, readers will take note of the extra effort you put into

writing a longer letter. However, some of the best letters we have read have been only one page. The key is to use space well.

- **Presentation:** As always, neatness and proper grammar count. Be sure to proofread your letter. Also, we do not advise sending handwritten letters - typed ones set a much more professional tone and are easier to read.

Useful Additional Tips

- **Be wary of templates.** When we read recommendations, we get excited about fresh, individualized letters that emphasize a student's unique strengths and personality. Generic letters cannot help a student. Readers see hundreds of recommendations a day and can spot the form letters.
- **Personalize the greeting** for each letter. Inserting the name of the specific school or program shows that you put extra thought into the letter. "Dear Quest Admissions Committee" can make a strong first impression.
- Include information on your **relationship with the student**, such as what course he or she took, and how long you have known him or her.
- Include a few words describing **your professional experience**. Think about how to present your qualifications in a way that will benefit the student. If you have been teaching for thirty years and the student was a highlight of your career, by all means, emphasize this point.
- **Provide context about your school.** Mentioning that the school offers only a few honors or AP courses, for example, can explain the scarcity of advanced courses on a student's transcript.
- Finally, if you do not feel you can write a positive recommendation letter for a student who requests one, **politely decline the request**. A negative or even mediocre letter can severely damage a student's application.

How Do I Access Naviance?

Naviance is the system teachers and counselors use to upload Common App forms and letters of recommendation for seniors. If you have further questions, please contact Mindy Shiroma at mindy.shiroma@sgv.csarts.net.

Instructions for Teachers to Upload Letters of Recommendation to Naviance

1. You should receive an email through Naviance from the student who has already asked you to write a letter of recommendation
2. Once you have received the email, it means that you will now be able to access that student's account when you log into your own account in Naviance
3. Log into your own Naviance account (<https://succeed.naviance.com/auth/signin>)
 - a. Account: csartsgv
 - b. User name: First.Last
 - c. Password: self created

4. Once you have written your letter of recommendation, you will need to save it in PDF format.
5. Click on the correct student's account, then click on the "eDocs" tab at the top of the page, and then click on "Prepare"
6. Scroll down to where you see "Teacher Documents" and click on "Add." You will have 2 options there and you will need to complete both of them. (NOTE: In the Upload a File option, you will see a pull down menu with the list of colleges to which the student is applying. Please leave the default option in place, which says "All Applications." That way you will not have to do a separate Common App Teacher Evaluation for each college.)
7. Prepare a Form – This is the "Common App Teacher Evaluation" form that MUST be included along with your letter for the process to be successful (this is completed online through Naviance)
8. Upload a File – This is where you browse your computer and attach the PDF letter of recommendation you have written
9. After you have loaded both your letter and your Teacher Evaluation form, you will need to scroll back up to the top of the page and click on "Send." This is where you can click on the "Full Details" link for the college you want to send a letter to. You will then see your letter there, loaded and ready to send. Click on the documents you want to send and scroll down to the bottom of the page and click on "Review and Submit."
10. Once you have verified that the correct documents have been chosen, click on "Submit" and you are done (unless you have 40 more to do...). 😊



Account

User Name

Password

☐ Remember me [I forgot my password](#)

[Sign In](#)



How Do I Hold a Party In My Room?

- CSArts-SGV does not permit parties in the classroom at any time. Class time should be devoted to learning and instruction. Movies, if shown, should be relevant to the content.
- Fast food, pizza, balloons, and flowers are not permitted to be delivered to CSArts-SGV. These items cause disruption to instructional time and school operations.