

Verdugo Hills High School



Social Media in Schools

What Really Works in Education

**CSUN Center for Teaching and
Learning**

March 22, 2013

**Verdugo Hills High School
*Los Angeles Unified School District – ESC North***

**Dr. Edward A. Trimis, Principal
Dr. Margaret Kim, Director**

safebook

YOU 

THINK

Think before you post

FRIENDS

Only connect with friends

KIND

Be kind to others

PASSWORD

Don't share your password

PRIVACY

Keep your settings private

HURT

Don't be hurtful towards others





PARENTS & TEACHERS

Join Facebook
Understand how it works
Teach safety and responsibility
Privacy - check their settings





FRIENDS

 **DON'T:** Stay silent
 **DO:** Help your friend
Report the bully
Tell your parents
Tell your teacher




THE BULLY

 **DON'T:** Respond
 **DO:** Save what they say
Unfriend the person
Block them
Tell a Friend
Tell your Parents
Report the person

TELL • UNFRIEND • BLOCK • REPORT

This is our reaction to cyber-bullying. We must all play our part! Play yours - email design@fuzion.ie for a print ready file




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 Los Angeles Unified School District – ESC North

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Agenda


- Welcome
- Social Media: Opportunities (the Good)
- Social Media: Challenges (the Bad and the Ugly)
- Social Media at the District Level
- Closing

The Verdugo Hills High School mission is to provide students access to the tools necessary to be active, inquisitive, and successful participants in a rapidly changing world.


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Social Media

In Schools




- Facebook
- Twitter
- YouTube
- Instagram
- Tumblr
- iFunny




Opportunities

- Increased Enrollment
- Improved Communication and Public Relations
 - Parents
 - Students
 - Community
 - Teachers and Staff




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Dr. Edward Trimis, Arturo Barcenas, Daryl Fitzgerald, Lisette Duran,
 & Thomas Waldman

Verdugo Hills High School & LAUSD Communications




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Means

- Website
- Facebook
- Twitter
- Instagram
- Tumblr
- SchoolTube/YouTube
- PodCasts/i-Tunes
- Phonecalls/Newsletters/School Elect. Billboard



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Making it Work-Time Management

- Verdugo Plan:
 - Pilot Programs
 - Develop programs
 - Build Capacity by Sharing the Work
 - Social Media Photography
 - Web Design/Facebook/Social Media Class
 - Monitor Results

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is defined as a young person tormenting, threatening, harassing, or embarrassing another young person using the Internet or other technologies, like cell phones.

Types of Cyber Bullying

1. Text message bullying
2. Picture/video clip bullying via mobile phone cameras
3. Phone call bullying via mobile phones
4. E-mail bullying
5. Chat-room bullying
6. Bullying through instant messaging (IM)
7. Bullying via website

Student Photographers Needed!

Social Media Photography Team

Take photos for the Verdugo Website, Facebook, Twitter, Tumblr, and Instagram (Yearbook/La Yuk). Help with the Verdugo Facebook Page. Get published. Get credit.

- 5 units credit (Photography-Independent Study)
- Class meetings to be arranged.
- Must be available to attend afternoon/evening events.
- 6-8 students will be accepted.
- Experience preferred, will train.
- Cameras and media storage provided.
- See Dr. Trimis for more information.

Apply in the Main Office. Applications due Jan. 9, 2013.

The psychological and emotional outcomes of cyber bullying are similar to those of real-life bullying. The difference is, real-life bullying often ends when school ends. For cyber bullying, there is no escape. And, it's getting worse.

Challenges

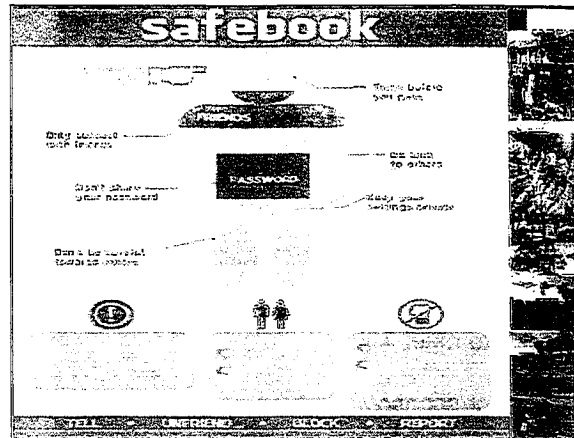
- Cyber-Bullying
- Sexting
- YouTube Videos
- Prevention

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1. Nearly 43% of kids have been bullied online. 1 in 4 has had it happen more than once.
2. 70% of students report seeing frequent bullying online.
3. Over 80% of teens use a cell phone regularly, making it the most common medium for cyber bullying.
4. 68% of teens agree that cyber bullying is a serious problem.
5. 81% of young people think bullying online is easier to get away with than bullying in person.
6. 90% of teens who have seen social-media bullying say they have ignored it. 84% have seen others tell cyber bullies to stop.

7. Only 1 in 10 victims will inform a parent or trusted adult of their abuse.
8. Girls are about twice as likely as boys to be victims and perpetrators of cyber bullying.
9. About 58% of kids admit someone has said mean or hurtful things to them online. More than 4 out 10 say it has happened more than once.
10. About 75% have visited a website bashing another student.
11. Bullying victims are 2 to 9 times more likely to consider committing suicide



- > 1 in 10 teenagers aged 14 to 24 has sent or received a nude image.
- > Of those that receive nude messages, 47% will pass it on to another person. Of those 17%, 55% will share it with more than one person.
- > 44% of sexters suspected that the receiver shared the image without their knowledge or permission.
- > The difference between guys sending pictures and guys doing the same is only 4%. Often people believe that only girls are giving out pictures of themselves, slowly the numbers are becoming more balanced.
- > Because these texts are the distribution of nude photos of minors, they can be considered child pornography, an offense with a minimum sentence of 5 years in jail. More recently, states have been trying to consider sexting between teenagers as a misdemeanor.
- > 61% of those who had sent a picture admitted that they have felt pressure to do so at least once.
- > 44% of teens say it is common, if not ordinary, for the receiver of a sex to share it with others.
- > While a large portion of nude images are sent to a romantic partner, 29% of those who have sent sexually explicit messages or images said they've done so with people they've only met and interacted with online.
- > When asked why they had sexted, the most common responses were, because they thought others wanted to see them, a desire to show off, boredom, or as a joke.

LAUSD-Communications and Social Media

- Website
- The Journal
- Facebook
- Twitter

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- A. Establish positive relationships with several student groups
- B. Established school accounts. Staff accounts help monitor web-based information.
- C. All reports are documented and investigated

Thank You
Have a GREAT Day!

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Social Media Class

Class (Fridays) Per. 4 Rm. 140: *January 18, February 8, March 15, April 6, May 3*

Edit and save to folder to be posted. Flash drives are due Monday mornings at 8 am, Main Office

Social Media Photography Team Assignments

Note: Be sure to meet with:

1. Teacher/sponsor/coach on a regular basis with questions and clarifications. They are the client.
2. Ms. Revel regarding trip slips for bus transportation to and from events.
3. Dr. Trimis regarding assignments/due dates/etc.
4. Ms. Heerman-Yearbook, Mr. Reimer-La Yuka, Mr. Stirpe-Leadership, Ms. Revel-Sports

Social Media Photography Student	Glee Club/Jazz Choir, Color Guard, Baseball, Boys Volleyball, Prom, Glee Club/Jazz Choir, Color Guard, Cheer, Baseball, Boys Volleyball
Social Media Photography Student	Boys Volleyball, Boys Golf, Boys Volleyball, Boys Golf
Social Media Photography Student	Talent Show, Asian Pageant, Spring Musical, Girls Soccer, Boys Tennis
Social Media Photography Student	Open House, Trashion Show, Spring Musical, Valentine's Day Events, Boys Volleyball, Boys Tennis
Social Media Photography Student	Prom Fashion Show, Trashion Show, Spring Musical, Valentine's Day Events, Boys Volleyball, Softball
Social Media Photography Student	Graduation, Senior Awards, Spring Musical, Spring Concert, Boys Golf
Social Media Photography Student	Prom, Asian Pageant, Spring Musical, Girls Water Polo, Baseball
Social Media Photography Student	Prom Fashion Show, Asian Pageant, Graduation, Valentine's Day Events, Boys Volleyball
Social Media Photography Student	Prom Fashion Show, Asian Pageant, Graduation, Girls Basketball, Boys Basketball, Boys Soccer, Track, Softball, Boys Tennis,
Social Media Photography Student	Talent Show, Prom, Spring Musical, Boys Golf

Using Social Media and Other Tools to Increase Enrollment and Develop Positive Public Relations for Verdugo Hills High School

Dr. Edward Trimis, Principal

After I had interviewed at Verdugo Hills High School, I was called into a second interview with the local superintendent and asked if I could find out where students are going (the school had experienced a drop in enrollment) and build a better relationship with the parents and the community. In short, I was asked to build better public relations, keep students at the school and build enrollment. (This was in addition to the other requisite tasks such as improving student test scores, and the like).

The Start

I had learned years back when I was a music teacher that the media wants good news stories about kids and schools, and they are best presented around an event. So, enter the Glee Club and the 75th Anniversary of Verdugo. Starting a glee club was right up my alley. In November, a month after I started, the Verdugo Voices Glee Club was born. After some early rehearsals, the new group was off to performing in the community. That December, they performed at schools, rest homes, district offices, and health care facilities including a luncheon for the Music Center and an interview on NBC-Universal. The group continued to be active for the rest of the year (and continues). Relationships with community organizations and parents started to develop as the good news about Verdugo started to spread. About the same time, our outreach through social media, a new newsletter, the school website, the marquee in front of the school, articles in the local paper, and street banners kept the name of Verdugo Hills in the public eye.

Promoting Verdugo

A few things were easy. The marquee that was seldom changed now became a powerful tool for information as well as promoting good news such as sports victories and names of the Student of the Month (which was also new). The local paper, *Voice of the Village*, regularly printed stories about Verdugo so we kept sending them info. We started to make a few changes to the school website such as graphics for every news item, frequent updates, new links and new pages. We put up 24 banners near the school celebrating 75 years at Verdugo and the community response was overwhelming. Social media the first year was focused on Facebook & Twitter. I opened

a school Facebook Page as well as Facebook Pages for the Glee Club and the 75th Anniversary. I took photos at many, many sporting events, student events, and anything of interest and posted photos on Facebook and the website and tweeted about school frequently. We also started using SchoolTube and YouTube.

The Future

We are continuing to make great things happen at school with improved test scores and a new VAPA Magnet opening in 2013. We just started using Tumblr and Instagram, are starting a Social Media Photography Team this semester, and starting to podcast. We are building capacity by developing a team of student photographers to record events and a group of faculty who will start to input the stories and photos on social media outlets and, hopefully, become the PR arm of the school.

[Newsletters \(click\)](#) [USC Story](#)



[Podcasts](#)



[Fall, 2012 Video](#) [SchoolTube](#)



[Social Media Links \(click below\)](#)



[School website \(click\)](#)



[Dr. Trimis Resume \(click\)](#)



[Welcome to Verdugo Video \(orig. music by Glee Club\)](#)



[School Brochure \(click\)](#)



Controlling Social Media: Current Policy Trends in K-12 Education

• 03/07/13

As school boards address the overall challenge of social media use within schools, they should focus on the reality that the impact no longer lies only on the individual and local schools. Social networks include students and teachers all over the world and, therefore, teaching and coaching on digital literacy for teachers and students is where the focus should rest. Knowing how to build successful communities of learning and how to integrate social connectivity within a learning environment is a much more needed outcome than finding a way to control and monitor specific users and content. I would encourage teachers to research and learn more about digital literacy and encourage students to find their voice in the digital world as it relates to education and learning. Similar to how we have taught the differences between academic and colloquial or creative language uses, we now must teach the appropriate and effective uses of digital communication and learning-based networking language and tools.

The issues of the uses of social media in schools are multifaceted. There are the technology and professional challenges of security as well as the challenges of how and when it is appropriate for teachers and students to engage socially online. Moreover, there are the benefits to teaching and learning to consider, as well as the general expectations of students in terms of the immediate and constant connectivity and networked understanding of their digital world. Most guidelines or policies that can be found on the Internet from various school boards and districts make a distinction between purpose or intent and use. The main focus of these documents is that "guidelines" are the intention rather than mandated policy and, interestingly, they read more like a professional guideline on intercommunication and appropriate professionalism in the workplace than an actual policy document on social media tools. Additionally, even the tools are listed often with the tag "and so on" or "etc." given the fast-paced changes we experience in the world of social media.

Background

In a sense, trying to control social media use is somewhat similar to trying to stop an oncoming train. That is, while we can manage policies around setting up sites and content guidelines, we cannot control the actual connectivity of the technology itself. It is that aspect that is the essence of the "social" nature of the technology and the reason why it is so powerful. The continual connectivity and direct communication made possible through

social media tools is what has essentially changed communication forever. Therefore, while I may have a specifically guided professional site, that site is present in the digital world and, as such, can be searched, linked, commented on, and posted--it can be "webbed" and that is precisely why new tools of communication are so powerful and also why their implications for teaching and learning are so amazing.

Once the access points are minimized and "secured" behind digital barriers, they lose the social aspect and, therefore, the essence of their purpose. As a result, those sites will not be utilized as it is the immediacy and constant currency of social media like Twitter and Facebook and other specific interest exchange sites such as Pinterest that keep users coming back. For the most part, policies are reactive and can only guide the use of tools and state that "tagging" and linking without permission is not advisable in the interest of security and protection of privacy and professionalism.

The reality is that when that happens, the only course of action is to react to the situation and discontinue employment. The information, however, is still linked and part of the digital web of connectivity.

Policies of Control

For the most part, policies or guidelines of control for boards of education provide a frame of reference that expands a basic "user guide" approach. For example, the Metropolitan Nashville Public Schools (MNPS) policy statement addresses the control of access in the following way: "Social media and networking sites must not be accessed through the MNPS network, with exceptions made for maintaining MNPS-sponsored online communities."

Again, this is very difficult to actually control and it seems that is already recognized with the exceptions allowed. Additionally, the same school board addresses "acceptable use" guidelines in the following manner:

1. An employee shall not make statements that would violate any of MNPS' policies, including its policies concerning discrimination, harassment, or obscene material;
2. The employee shall uphold MNPS' value of respect for the individual and avoid making defamatory statements about MNPS, schools, employees, students, or a student's family;
3. An employee will not disclose any confidential information of the district or school or confidential information obtained during the course of his/her employment about any individuals or organizations, including students and/or their families.

The guidelines continue with warnings around resulting action that will be taken if the guidelines are not followed. Again, the situation is not really then one of control, which is actually impossible, but one of guidance and an appeal to common sense and professional decorum.

Policies of Use

An article in the Huffington Post reported that around 40 states have school policies in place about acceptable uses of social media. The article suggests that teachers are not happy with many of those policies and find them too restrictive as teachers see the benefits

to supporting the instructional process with the use of these kinds of tools. The article cites a research study by Nancy Willard (2011), author of Cyber Savvy: Embracing Digital Safety and Civility, who suggests that the problem lies with the use of the wider socializing tools like Facebook rather than other educationally purposed tools such as Gaggle.net and ePals.com. The article also discusses the challenge to freedom of speech and the infringement on that when teachers are disciplined for using these tools. The problem is that these tools have developed as a result of the capability of the technology and user needs and desires, therefore, the decision to use one tool over another goes against the actual intuitive use of the tools themselves.

Additionally, there are distinctions made in these user policies that are becoming problematic. That is, there is usually a call to distinguish between professional and personal contexts in regular use of the technology. This may have been more manageable when email was first introduced and while that technology remained mostly linear and hosted within closed networks. With the expansion of the Internet and, in particular, the "webbed" advantages and continual connectivity available, those distinctions are becoming more difficult to not only manage but to identify. Again to refer to the MNPS example:

"Employees should exercise care in setting appropriate boundaries between their personal and public online behavior, understanding that what is private in the digital world often has the possibility of becoming public, even without their knowledge or consent. MNPS strongly encourages all employees to carefully review the privacy settings on any social media and networking sites they use and exercise care and good judgment when posting content and information on such sites."

In another policy example from the New York City Department of Education (DOE), the following is "recommended":

"...DOE employees are encouraged to use appropriate privacy settings to control access to their personal social media sites. However, be aware that there are limitations to privacy settings. Private communication published on the Internet can easily become public. Furthermore, social media sites can change their current default privacy settings and other functions. As a result, employees have an individualized responsibility to understand the rules of the social media site being utilized..."

Interestingly, the social media guidelines for Australia's Lick-Wilmerding High School appeal very openly to the user to be wise in what is published and how it is published. What is interesting here is that the tone is highly collaborative (which is a highly valued characteristic shared with social media users) and an appeal to the entire environment for everyone. This is a great way to approach the issue--rather than the focus being on control and repercussions, it is on the general effectiveness of every user's sense and cooperation.

Instructional Benefits

Therefore, while schools are challenged with how to manage and monitor the use of these new tools, the benefit to instruction is clearly accepted and supported by many teachers who use them. In fact, user teachers become disheartened by policy makers whom they see as non-savvy in terms of the potential of the tools and declare that if the policy makers

become more familiar with the tools, their fear would be less and the benefits would become the main issue.

The skills of cooperation, collaboration, and the management of information in gathering, organizing, and reproducing, as well as social networking are all key skills for current students as they prepare for the totally connected world they not only experience now but will have to navigate in future employment and professional work. Additionally, social constructivists have told us for years that social networking, collaboration, and constructive communities of learning can expand and enrich the learning environment to not only make it more interesting but also more applied and relevant for the students. This is now amazingly possible for students and teachers using new social media tools.

Additional information on the instructional benefits of social media is available at campustechnology.com.

About the Author

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The image shows the Verdugo Hills High School logo on the left, which includes a crest with a mountain and the text 'VERDUGO HILLS HIGH SCHOOL'. To the right is a black and white photograph of the school building, a large, multi-story structure with many windows. The text 'Verdugo Hills High School' is written in a large, stylized, cursive font across the top of the image.

Verdugo Hills High School

Verdugo Hills high School provides a rigorous, standards-based instructional program that meets the diverse needs of all students, supported by classroom instruction that encourages collaboration and communication and where all stakeholders experience a sense of accomplishment and community.

The Verdugo Hills High School (VHHS) mission is to provide students access to the tools necessary to be active, inquisitive, and successful participants in a rapidly changing world.

Verdugo Hills High School will:

- Create a secure environment that encompasses all aspects of a standards-based instructional program to ensure equity and access to high achievement for all students.
- Create high achieving, personalized, small school learning environments for all students
- Develop a community of learners (including parents, students, community, teachers, staff and administrators) that will provide active support, as our students become life-long learners.
- Promote all stakeholders as continual learners and facilitators of quality learning through professional development.
- Function as a center for community resources.
- Prepare all students to be successful and responsible contributors in a multicultural, technologically advanced society.

In 1937, Verdugo Hills High School (VHHS) was established as a junior-senior high school by the Los Angeles Unified School District. It became a three-year senior high school in 1959 and in 1992 became a four-year senior high school serving 9th-12th grades. It serves the communities of Sunland, Tujunga, Shadow Hills, Lake View Terrace and parts of Sun Valley. The school is located in the foothills of the San Gabriel mountains in the northeast San Fernando Valley. VHHS has dropped in enrollment over the last 4 years but has been able to maintain a viable program of offerings despite a dwindling local population. Student enrollment as of September 16, 2011 was approximately 1806 students comprised of the following ethnicities: African-American (3%), American Indian (1%), Asian (5%), Filipino (4%), Latino (56%), Pacific Islander (0%), White-not Latino (31%), English Learners (11%), Reclassified ELs (33%), Students with Disabilities (11%), Economically Disadvantaged (66%), and Identified Gifted (17%). Percent of students on free or reduced price lunch is 66%. Several elementary schools feed into the primary middle school which feeds into Verdugo, Mt. Gleason Middle School.

The Verdugo Hills high School campus is an old campus in good physical condition. There are several projects on track to improve the plan including the Proposition Q project, a major school renovation being planned for 2016. All classrooms have internet access and 1-5 computers plus a printer. There are 6 computer labs that are all

dedicated to specific office tech, digital media, or other specific classes. Verdugo also has a well-stocked, complete library which also has internet connected computers.

The school community collaborates in several different ways facilitated by many different organizations, informal, and formal leaders. A culture of student success is promoted and supported by the entire school community whether by a parent, student, community member, or staff member. All organizations work independently and alongside each other to improve student achievement and meet school-wide goals including content-specific departments, small learning communities, school site council, English Learners advisory council, compensatory education advisory council, administrative leadership, and instructional cabinet. Common goals are shared throughout the various organizations and documents such as this single plan for student achievement and the Western Association of Schools and Colleges Action plan guide the work of all organizations and individuals.

Individual student results will be shared with parents in their own language through individual and group parent conferences, coffee with the principal meetings, and other opportunities such as College Night and Open House. VHHS is an approved SBM/LEARN school and has site-based staff selection as granted by LAUSD. Verdugo has implemented school-wide small learning communities and operates three SLCs (Humanitas, Visual and Performing Arts, Health, Fitness, and Biomedical Careers, and two magnet schools (multimedia/communications and visual and performing arts). VHHS is exploring professional learning communities with different departments in various stages of PLCs, most notably the math department is in fully developed PLCs. Verdugo submitted a Reform Plan which was approved, in part, by the former superintendent and is being revised.

Verdugo celebrates her 75th anniversary in 2012-13. The largely neighborhood school is proud of her history with many teachers who are alumni and families who have been in the community for many years. Verdugo is in the final year of the 6-year WASC cycle having been awarded a 6-year accreditation with a mid-term visit which was successful. VHHS has a full WASC visit in Spring, 2013. VHHS has had increases in API over several years with the latest API being 748, the 9th highest high school API in LAUSD.

Verdugo Hills High School

VERDUGO HILLS
HIGH SCHOOL



Verdugo Hills Update



www.verdugohs.org (818) 951-5400

December 15, 2012

"You miss 100% of the shots you don't take."

--Wayne Gretsky

PRINCIPAL'S MESSAGE



We are all a summary of our experiences and what we experience, dramatically influences how we make decisions, how we reflect on our work, and how we move forward in life. I think back to the moments in time that I will

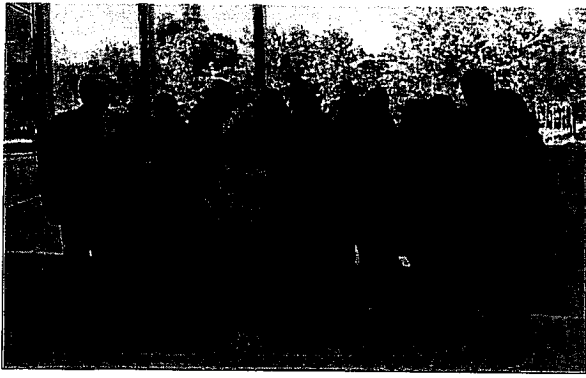
remember always from the Fall, but to one moment in particular. In the last week and a half of school, our Glee Club performed for 17 different audiences. One of the most difficult and most rewarding was our performance for the *Totally Kids Specialty Health Care*. *Totally Kids* serves technology dependent, medically fragile children through highly specialized medical, developmental, physiological care. Our singers went from room to room lightening the spirits of the patients and the staff all along the way. At the end of the visit we sang to a group of students in a larger room. As we sang Santa Claus is Coming to Town ("you better not cry, you better not pout"), I looked down to see one of the young

patients, maybe 4 years old, drying a tear running down her cheek. At that point, I was again reassured that we were in the right place. Helping those less fortunate than ourselves, making a difference in our community, is not only work we should try to do, it is the work we must do. Even as I am typing these words, our student body president, Grace Piddington, is launching a project to provide comfort and support to the students at Sandy Hook Elementary School in Newtown, Connecticut in the wake of the tragedy the students, families, school staff, and community experienced last week. Please check our website for more information. Grace gets it. This is work that must be done. Part of being "that school" is our commitment to community, to service, and to making a difference. I am proud that our Dons make a difference. Victory with Honor; Don's Pride Forever! Please have a joyous and restful holiday. Keep in touch through our website (www.verdugohs.org and Facebook Page/Twitter, both linked on the website. Take care.



Edward Timis





Music Students Go to the Symphony

Staff and students from the Verdugo Hills HS Symphony Orchestra, AP Music Theory Class, Department of Music, and VAPA Magnet Music Academy saw the Warsaw Philharmonic at the Valley Performing Arts Center (VPAC) at the CSUN Campus on Friday, Nov. 9, 2012. The concert was sponsored by the VPAC as part of their school outreach program.



Don/Dona of the Month

Congratulations to our Don/Dona of the Month for September-December, Narineh Hovespian, Ashley Ellul, Giselle Pelayo, La'Kee White, Reem Bakir, Giovanni Valencia, Karen Santana, and Courtney Cox. Students are nominated by their teachers and represent their SLC and the magnet.



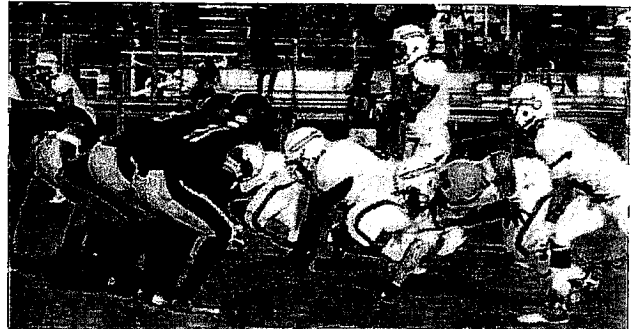
Beginning Band Recital

The Verdugo Hills Beginning Band performed in a morning recital on Dec. 6, 2012 in

the new VAPA Outdoor Theatre. The group serves as a training program for the Dons Marching Band.

Fall Sports Round-Up

Football: Undefeated league champions, overall record 7-3. Josh Riggs was League MVP. **Golf:** Senior Emily Whitcomb qualified for city finals and team finished 3rd in league. **Water Polo:** Undefeated League Champions. Beat Eagle Rock in Round 1 of playoffs. **Tennis:** Finished 2nd in league. Defeated New Millenium in Round 1 Playoffs. Madison Varias ranked #1 in league. Madison Varias, Helen Ha, Arlene Ha, Jenny Tchang, Sara Lopez all qualified for CIF-LA individuals tournament. **Volleyball:** League Champions. Defeated Bernstein in Round 1 of playoffs, Contreras in Quarter-Finals, Bravo in Semi Finals. **Cross Country:** Varsity girls finished 2nd in league. Kassandra Rodriguez qualified for city Frosh Soph finals. Martin Villarreal qualified for JV City Finals. Congrats to all of the athletes and their coaches!



It's Been a "G/leeful" Semester

You couldn't miss seeing the Verdugo Voices Glee Club this semester. Their performances ranged from concerts on campus to performances throughout the community. On campus events included a lunchtime concert, the Winter Concert, and Faculty Breakfast while the group sang for the Chamber of Commerce Holiday Mixer, Winter Fest at Bolton Hall, for the opening of the new School Board District 6 Offices, the Educational Service Center-North Holiday Luncheon, and the Music Center's Educational Guild Luncheon. Members of the Glee Club also auditioned for the Music Center Spotlight Awards (Wayne Broberg, Beth Blackwell, Amanda Brookes, and Josie Catalan) and appeared in outside productions. The group even went into the studio and recorded an original song released on I-Tunes, *Verdugo Hills*. What's next? "We are looking forward to an exciting spring with performances for the WASC visit, a Spring festival, Spring Concert, Singing Telegrams for Valentine's Day, and helping with the Spring Musical, *Beauty and the Beast*", said director Dr. Trimis.





Los Angeles Unified School District
Parent/Guardian Publicity Authorization and Release

Dear Parent/Guardian:

The Los Angeles Unified School District requests your permission to reproduce through printed, audio, visual, or electronic means activities in which your pupil has participated in his/her education program. Your authorization will enable us to use specially prepared materials to (1) train teachers and/or (2) increase public awareness and promote continuation and improvement of education programs through the use of mass media, displays, brochures, websites, etc.

1. Name of Pupil (please print)

2. Birthdate (please print)

3. Name of Parent (please print)

- a. I, as a parent of guardian, of the above named pupil fully authorize and grant the Los Angeles Unified School District and its authorized representatives, the right to print, photograph, record, and edit as desired, the biographical information, name, image, likeness, and/or voice of the above named pupil on audio, video, film, slide, or any other electronic and printed formats, currently developed, (known as "Recordings"), for the purposes stated or related to the above.
- b. I understand and agree that use of such Recordings will be without any compensation to the pupil or the pupil's parent or guardian.
- c. I understand and agree that the Los Angeles Unified School District and/or its authorized representatives shall have the exclusive right, title, and interest, including copyright, in the Recordings.
- d. I understand and agree that the Los Angeles Unified School District and/or its authorized representatives shall have the unlimited right to use the Recordings for any purposes stated or related to the above.
- e. I hereby release and hold harmless the Los Angeles Unified School District and its authorized representatives from any and all actions, claims, damages, costs, or expenses, including attorney's fees, brought by the pupil and/or parent or guardian which relate to or arise out of any use of these Recordings as specified above.

My signature shows that I have read and understand the release and I agree to accept its provisions.

4. Signature of Parent/Guardian

5. Date Signed

6. Address (Number, Street, Apartment Number)

7. City

8. State

9. Zip Code

10. Telephone

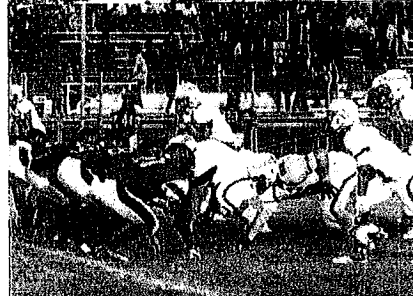
Granting of permission is voluntary. Please return completed form to school.

11. Principal

Approved as to form by the
Office of the General Counsel.

12. School

This form shall not be amended without
written approval of both the Office of the
General Counsel and the Office of
Communications/Public Information



Don Mills High School

Academics, Athletics, Arts, Community

75 Years of Educational Excellence (Est. 1938)

- 6th Academic Performance Index in LAUSD*
- Highest math scores in East Valley LAUSD schools**
- Nationally Board Certified Teachers and Jaime Escalante Award-Winner
- Extensive Advanced Placement/School for Advanced Studies Program
- Strong College-Prep Program and College Acceptance Rate
- Visual and Performing Arts Magnet & Comprehensive Arts Program
- Award-Winning Band, Color Guard, & Cheer Team
- Multimedia/Communications Magnet
- Comprehensive & competitive Sports Program (nearly every CIF-LA Sport)
- Award-Winning Army JROTC Program
- Scenic, historic, and safe campus
- WASC Accredited, NCAA Approved Courses
- Extensive Intervention and Online Courses available
- Extensive business & community partnerships

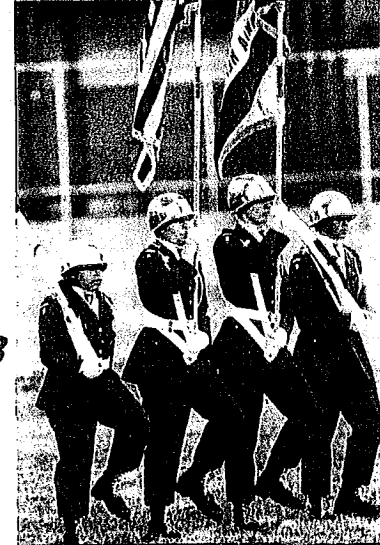
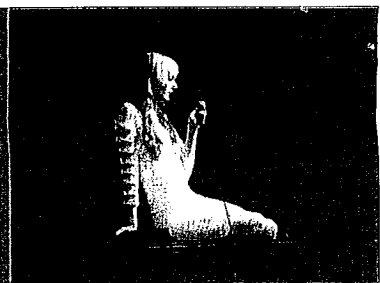
Join us for **Open House** *February 28, 2013*
 See **Beauty and the Beast** *April 12-20, 2013*
 & our **Winning Athletics Program** in action

Enroll for Fall, 2013

Now accepting students: local, permit, & magnet

*Comprehensive High Schools

**As measured by California Standards Tests





Verdugo Hills High School Interest Form

Verdugo Hills High School is a public 9-12 school in the Los Angeles Unified School District with a record of innovation and continual improvement from academics, to arts, the athletics, and community relations. Any student within Verdugo's attendance boundaries may enroll as a regular student. There are also several different enrollment options for local and non-local students.

1. Students who are eligible for our School for Advanced Studies may apply to Verdugo on an SAS permit. Transportation is not provided, but students are assured seats in SAS/honors classes.
2. Students who are out of our attendance area may apply for a limited number of open enrollment seats.
3. Students who are local or not local and within LAUSD's larger attendance area may apply for a spot in one of our magnet schools, the Multimedia/ Communications Magnet or the Visual and Performing Arts Magnet. The Multimedia/Communications Magnet is 9th-12th grade and the VAPA Magnet is starting in 2013-14 with 100 ninth graders and will add a new class of ninth graders each year until full capacity is reached in 4 years (400 students).
4. Students who do not reside in LAUSD still may be able to obtain a permit to attend Verdugo from out-of-district. The student's local district must approve the permit.

Please complete the form below and send a copy of this to:

Dr. Edward Trimis, Principal
 Christina Trevino-Swanson, Magnet Coordinator

etrimis@lausd.net
cat8890@lausd.net

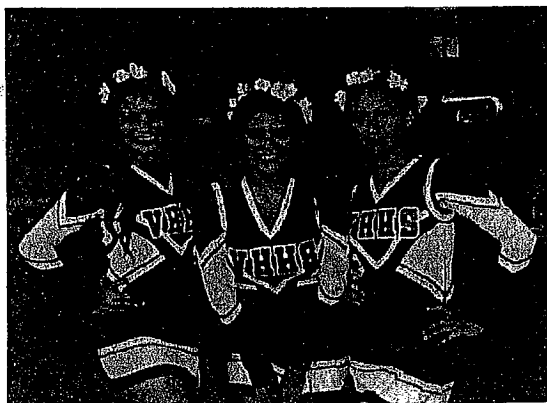


Student Name	Grade (2013-14)	Address	Home Phone	Cell Phone	E-mail
Enrollment Option (check one or more)		VAPA Interest (opt.)		Multimedia Interest (opt.)	
<input type="radio"/> Local <input type="radio"/> SAS Permit <input type="radio"/> Open Enrollment Permit <input type="radio"/> MM Magnet <input type="radio"/> VAPA Magnet <input type="radio"/> Out-of-District Permit		<input type="radio"/> Music <input type="radio"/> Drama <input type="radio"/> Dance <input type="radio"/> Visual Art		<input type="radio"/> Digital Imaging <input type="radio"/> Film-making <input type="radio"/> Video Production <input type="radio"/> Cartoon/Animation	
Parent Name (s)		Comments/More Info			



Verdugo Stats

Academics: 7th Highest API at LAUSD comprehensive High Schools (741), Extensive Advanced Placement Program, School for Advanced Students/Honors classes. **Athletics:** Nearly every CIF LA sanctioned sport, many league champions. **Arts:** Comprehensive Visual and Performing Arts program including art, drama, music, and dance.



Principal
Dr. Edward Trimis
ACSA Principal of the Year
Region XVI
2008



academics
athletics
arts
community

The Verdugo Hills High School (VHHS) mission is to provide students access to the tools necessary to be active, inquisitive and successful participants in a rapidly changing world.

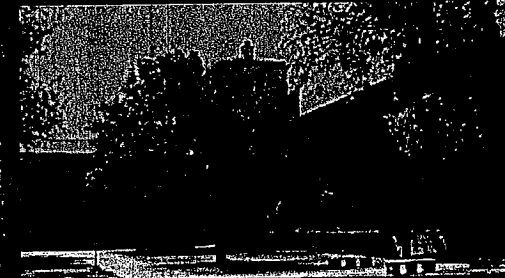
Verdugo Hills high School provides a rigorous, standards-based instructional program that meets the diverse needs of all students, supported by classroom instruction that encourages collaboration and communication and where all stakeholders experience a sense of accomplishment and community.

VHHS is an approved SBM/LEARN school and has site-based staff selection as granted by LAUSD. Verdugo has implemented school-wide small learning communities and operates three SLCs (Humanitas, Visual and Performing Arts, Health, Fitness, and Biomedical Careers), and a magnet center (digital media). VHHS is exploring professional learning communities with different departments in various stages of PLCs; most notably the math department is in fully developed PLCs. Verdugo submitted a Reform Plan which was approved, in part, by the former superintendent and is being revised.



Verdugo Hills
High School

VHHS
Magnet



"Home of the Dons"
**Verdugo Hills
High School**

10305 Plan Avenue, Tujunga, CA 91042
818 351 5422 ext. 219 350 9377 fax
www.verdugohills.org

Academics. Athletics. Arts. Community.

One of the oldest high schools in Los Angeles and the most filmed high school in the USA. academic achievement, the top sports teams, award-winning arts program, and strong ties to the community. Verdugo has it all.

VERDUGO STUDENTS WILL BE:

- CRITICAL THINKERS.
- EFFECTIVE COMMUNICATORS.
- RESPONSIBLE & SELF-DIRECTED LEADERS/MEMBERS SOCIETY
- COLLABORATIVE & SOCIALLY RESPONSIBLE CITIZENS

everything a high school should be. Verdugo Hills.

ACADEMICS

Test scores have improved every year since the state started ranking schools, improving 213 points in 12 years. The Academic Performance Index (API) for 2011 was 741, 7th highest in LAUSD comprehensive high schools. Verdugo has a School for Advanced Studies (SAS) program and extensive Advanced Placement program.. Verdugo ranked 187 out of all California schools in Washington Post's High School Challenge in 2012. VHHS offers a college-prep, A-G curriculum

ATHLETICS

Verdugo offers nearly every sport sanctioned by CIF-City Section except for wrestling. League champions include Boys Volleyball, Girls Volleyball, Boys Soccer, Girls Soccer, Water Polo, Baseball, and Softball. Many teams go on to compete in advanced play each season vying for CIF titles.

ARTS

The comprehensive visual and performing arts program includes visual arts, drama, music, and media arts. Students regularly win art and music competitions including the Latino Art Beat Competition, LAUSD Band and Drill Team Competition, SCSBOA Field Show competitions, and the LA Student Film Awards. The drama program produces a Fall Play and Spring Musical including full choreography, staging, dancing, and pit orchestra. The 2012 Spring Musical was South Pacific. Musical groups include orchestra, marching/concert band, jazz band, beginning band/orchestra, and glee club/jazz choir.



COMMUNITY

At Verdugo we believe in building community both on and off campus. Students are supported in small learning communities who host reward assemblies, intervention conferences, social events, and student-centered activities. Extensive supports are offered students from Peer Mentors to CAHSEE Prep Classes, to a Test Prep program and tutoring in all departments. Students participate in several programs in the community working as volunteers at local schools as tutors, at Bolton Hall Museum, and at the Voice of the Village Newspaper, and others. Verdugo students also perform for local schools on a regular basis and host a Jr. Cheer, Football, and Glee Camps in the summer for local elementary and middle school students.



Verdugo Hills High School is a proud LAUSD, public high school offering a comprehensive, college-prep curriculum taught by highly qualified teachers with a complete athletics and arts program, extensive student supports and clubs, and close ties to the Sunland/Tujunga community. Go to www.verdugohs.org, "like" us on Facebook and follow us on Twitter.