

# **Cesar Chavez Academy District Staff Handbook 2014-2015**



**CCA EAST**  
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## **INTRODUCTION**

This handbook is intended to serve as a practical guide to Cesar Chavez Academy District personnel policies and practices. However, it is only a summary compiled for the convenience of Teachers and Staff: it is not intended to cover all topics or circumstances.

CCAD is a Public School Academy (PSA) chartered by Saginaw Valley State University. CCAD is managed by The Leona Group, LLC (TLG). The management company employs all employees and provides benefits. TLG issues an Employee Handbook addressing company-wide policies, expectations and standards. This document will not duplicate the handbooks already issued; rather, it will cite specific work rules, policies, and procedures applicable to CCAD.

## **MOTTO AND BELIEFS**

### **César Chávez Academy District Mission Statement**

To provide a safe atmosphere of academic excellence that promotes thinkers and problem solvers who work cooperatively, with respect, in an inclusive environment.

### **Vision**

Our vision at Cesar Chavez Academy is for all of our students to be college and career ready so they are positive and productive members in a global society.

### **District Motto**

"Sí Se Puede"  
"Yes we can!"

### **East Motto**

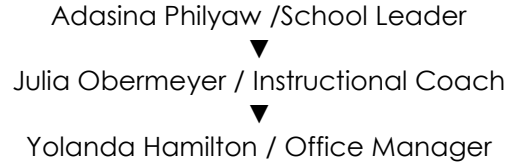
Ignite. Excite. Educate. Excel.

### **Beliefs and Values**

- We believe in meeting the diverse needs of our students by ensuring family involvement, which is key to student success.
- We believe the learning process must encompass engaging, hands-on multi-sensory activities based on student interest and ability to promote academic excellence and inclusion.
- We believe the community helps build the foundation for success.
- We believe that every child will be prepared to become positive, productive members of the community.

## STAFF RESPONSIBILITIES

### CHAIN OF RESPONSIBILITY (IN CASE OF EMERGENCY)



### HIGHLY QUALIFIED STAFF

All teachers at César Chávez Academy are highly qualified with a Michigan Teacher's Certificate. This is a mandatory Michigan Department of Education requirement and required under the Elementary Secondary Education Act (ESEA).

Paraprofessionals hired after January 8, 2002 must have:

- Completed two years of study at an institution of higher education; or
- Obtained an associate's degree(or higher); or
- Met rigorous standard of quality and be able to demonstrate through formal state or local academic assessment, knowledge of and the ability to assist in instructing Reading, Writing and Mathematics; i.e. Work Keys Exam .

Grant funded positions are based upon availability of the grant funds and are subject to change.

**\*\*Logs must be completed each week in Ultipro and submitted with your timesheet. All hourly staff MUST log in and out daily\*\***

### ACT 18 AIDES

Due to the grant funding description of Act 18, aides who do not have their designated student present may have to punch out and return home.

### NON-CERTIFIED TEACHERS

All non-certified teachers must be working towards certification, earning at least six (6) credits per school year. This is a mandatory Michigan Department of Education job requirement. Teachers with emergency certification or full year permits must obtain the required credits in order to continue employment.

## **WEATHER EMERGENCIES/UNEXPECTED SCHOOL CLOSINGS**

In the case of a school closing, the school phone relay and/or the Auto Dialer will be enacted. When using the school relay remember the following:

- Just state the simple facts: "School will not be in session today."
- If staff does not need to report, that will be indicated when you are called. In the event that staff does report you may choose the following:
  - Come in to work (at the discretion of the leader)
  - Take a personal day (PTO)
- Keep the school relay at home where you can access the information immediately.

If you should change your phone number, please contact the office in order to keep the relay form current.

\*\*Please note that after 3 snows, you will be expected to come in to work or use a PTO\*\*

## **ATTENDANCE & ABSENTEEISM**

Certified and Non-Certified Staff Hours

**East Campus: 7:30 am - 4:00 pm**

**School hours: 7:45 am - 4:00 pm**

Absenteeism affects the quality of academic programming for CCAD and places an unnecessary burden on students as well as on fellow staff members.

### **A. PERSONAL ABSENCE -LEAVE OF ABSENCE**

Each salaried employee, with the exception of year-round employees, has five personal days. If you wish to take a personal day, please complete a **Time Off Request Form** online, in Ultipro 3 days in advance. **Verbally notifying the School Leader or office staff does not constitute proper notification.**

If you have an emergency, please call the School Leader or Instructional Coach as soon as possible or by 6am to indicate you will not be coming in.

Additional information regarding personal leaves of absence should be obtained from the TLG Employee Handbook or the Office Manager.

For short-term disability claims (5+ day), please consult The Leona Group Handbook.

## **B. STAFF ABSENCES - INSTRUCTIONAL**

If you are unable to come to work, please call School Leader by 6:00 a.m. at 313-971-8247. Please make sure that your "Sub folder" AND lesson plans are up to date and ready for implementation by the substitute and left with the instructional coach. **Last minute calls are discouraged.** If absences are known in advance, submit the Time Off Request on line in Ultipro.

\*\*Failure to properly notify the office when an absence occurs will prompt the following actions:

1. Verbal warning
2. Written warning
3. 2<sup>nd</sup> written warning with administrative counseling
4. Recommendation for Termination

## **C. STAFF ABSENCES - NON-INSTRUCTIONAL**

The Instructional Coach will handle non-instructional staff absences. If you are unable to come to work, please call 313-375-6015 by 7:00 a.m. If you are ill and know you will not be in to work the next day, you must let the Office Manager or Instructional Coach know before you leave the building.

**Failure to properly notify the office when an absence occurs will prompt the following actions:**

- 1. Warning/Conference**
- 2. Written warning**
- 3. Recommendation for termination**

## **D. TARDINESS**

If you know you will be late, call the Main Office (313-924-0317). **Calling or messaging other staff members are not equivalent to notifying the office when a late arrival will occur.**

Each CCAD staff member is required to arrive to work daily and on time in accordance with their work schedule as established by your school building (see page 7 under staff hours). Excessive tardiness is a disruption to the educational and support service programming of the Academy. Repeated tardiness will result in a warning letter from the School Leader and, if continued, could have an effect on continuing employment. The following outlines typical administrative response to excessive tardiness:

- a) 1 – 3 Lates: Verbal Reprimand



- b) 4 Lates: Written Counseling
- c) 5 Lates: Written Reprimand
- d) More than 6 Lates: Written Reprimand, Suspension (without pay) and/or Termination. The consequences will be administered at the discretion of the School Leader in accordance with The Leona Group's Employee Handbook

## **E. EMPLOYEE TIME SHEETS**

**It is the responsibility of each individual staff member to sign in and out for themselves daily.** Signing in ahead of time for subsequent work days is not permitted (i.e. signing in is for **that day only**). The task of accurately completing time sheets each week belongs to each staff member, not the Office Manager. If you are absent from school (for professional development, jury duty, personal leave, etc.), you must make sure that the time sheet reflects this. Failure to do so may result in delays in payroll for that pay cycle. Timesheets are submitted to corporate on Friday by the end of the day. **All employees must sign in and out when leaving the building during the work day.**

***Hourly staff must log in and out 4 times a day (arrival, in and out at lunch and dismissal).***

Part time hourly staff works a maximum of 25 hours per week. (30 min. unpaid Lunch if applicable)

Full time hourly staff works a maximum of 40 hours per week. (lunch according to building schedule)

## **F. LEAVING WORK DURING WORK DAY**

Staff may leave the building for lunch. Please let the office know anytime you are leaving the campus by stopping by the main office or calling.

Any staff leaving early for the day must take 4 or 8 hours of PTO.

## **G. HOLIDAYS**

CCAD currently observes the following paid holidays for full-time employees:

New Year's Day (Jan. 1)	Labor Day ( <i>first Mon. in Sept.</i> )
Dr. Martin Luther King Jr. Day	Thanksgiving Day
Memorial Day (last Mon. in May)	Christmas Day (Dec. 25)
Independence Day (July 4)	

## **CCAD SCHOOL STRUCTURE**

The structure of CCAD is designed to provide full participation for all individuals involved in the process of educating our students.

See Leadership Organizational Chart District attachment

## **COMMITTEES**

In order to work together as a team, each staff member is required to be on at least two committees. Please see Committee Description Sheet and Committee Sign-Up Sheet at the beginning of the school year. **Each committee will be responsible for submitting monthly meeting schedules, agendas/minutes and planned academic events for the year.**

Instructional time should not be used for any committee related work unless authorized by administration.

As per Collective Bargaining Agreement, bargaining unit members may be required to attend up to 2 after school events.

## **CCAD CONFLICT RESOLUTION PROCEDURE**

### **A. COMMUNICATION**

Teamwork, open communication and the ability to resolve conflict are encouraged as necessary characteristics of an effective professional. Request a meeting with the School Leader.

### **B. DISCIPLINARY PROCEDURES**

Certified Teachers and Social Workers can refer to Article XXII in Collective Bargaining Agreement. Discipline and Discharge of The Leona Group (TLG)/ Cesar Chavez Academy (CCA) District current teacher contract.

All Support Staff, Office Staff, Lunch Staff and Janitorial Staff

Normally, progressive discipline will involve the following steps, but exceptions or deviations may occur whenever administration deems that circumstances warrant that one or more steps in the process should be skipped. Accordingly, some circumstances may warrant immediate dismissal.

***The following lists are examples considered to be just cause for disciplinary action. This by no means is a complete list and other items not listed are just cause for action.***

**Infractions:**

Leaving the building during instructional time without authority  
Refusing or neglecting to perform work assignments  
Tardiness  
Excessive absences  
Not completing timesheets on time  
Use or abuse of inappropriate language during work hours  
Mishandling of school property  
Harassment of students, other staff members or parents  
Reporting to work intoxicated  
Personal computer usage during instructional time  
Personal cell phone usage during instructional time  
Leaving the classroom/students unattended  
Intentionally falsifying a time sheet  
Sexual Harassment  
Theft  
Misuse of technology (including cellular phones and computers)  
Publicly slandering a colleague  
Smoking on school property—inside or outside of the building

Administration will take into account the severity of the infraction. The circumstances that surround the infraction and employee's previous work record will be used in determining what steps to take, within the established range, in order to appropriately correct the situation.

1. Verbal warning
2. Written disciplinary action with administrative counseling
3. 2<sup>nd</sup> written warning with administrative counseling
4. Recommendation for Termination

“The choice to use any form of discipline may be based on a desire to help an employee improve or correct his/her conduct or performance. However, no statement in this handbook, and no existing or past practice, shall create any requirement or obligation that progressive discipline be used at all, or that it conforms to any particular guidelines.” (The Leona Group, L.L.C. Employee Handbook, p. 29)

**CLASS / STUDENT ENROLLMENT**

The school office follows State guidelines for student enrollment: from the time they are admitted until they are released. Student enrollment is tracked and revised in the State-run database, and has an impact on school funding and

accountability. Students cannot be removed from a class list until CCAD receives a Release of School Records request from a new school. This means that teachers must maintain class records on a student until she/he has been dropped by the office.

The moving of students from one class to another takes place at the school office level, not the classroom level. Discussions pertaining to student movement must be directed to the office.

## **CLASSROOM MANAGEMENT**

### **SCHOOL WIDE POSITIVE BEHAVIOR SUPPORT SYSTEM**

Proper behavior is very important to creating a successful and safe learning environment. We stress the importance of being kind, safe and responsible every day. The SWPBIS initiative focuses and encourages positive reinforcement rather than negative consequences. When observing classrooms, a 4-1 ratio of positive to negative interactions should be observed. Each classroom should contain a color chart and card or clip for each student. This also applies to lunch aides, behavioral aides, office staff and highly qualified aides.

#### **Kindergarten- 5<sup>th</sup> Grade**

Discipline is managed through the color chart:

Green = Good Day

Yellow = Warning

Orange = 2<sup>nd</sup> Warning/Letter Home

Red = Sent to office with referral

***See Classroom Expectations and Behavior Rubric for Discipline Plan***

\*\*\*Behavior should be monitored and entered by classroom teacher using school-wide behavior tracker and turned in at the end of each month to Ms. Girson's mailbox. Forms will be monitored by Administration.\*\*\*

## **COMMUNICATION WITH STAFF, STUDENTS AND PARENTS**

It is imperative that all Teachers and Staff communicate with and treat each other, students, and parents with the highest degree of professionalism and respect.

Teachers and staff must communicate with students at all times without the use of sarcasm, gossip, or other negative language or behavior. Students should be addressed by their proper name (rather than nicknames or last names). Staff must refrain from using profanity and any inappropriate language or behavior of

a racial, ethnic, or sexual nature in the presence of students, parents, or other staff.

When addressing other staff members or parents when students are present, staff members should use appropriate names and title (not just first or last names). Adults should be referred to by their title (e.g. "Dr.", "Ms.", "Mrs." or "Mr.") when around students.

Teachers/Staff must refrain from physical contact with students except where necessary to protect the safety of one or more other individuals.

## **COMPUTER/COPIER USAGE**

Classroom computers are to be used for lesson enhancement. Staff may use the classroom computers for personal use during lunch and before or after school hours. **Random checks of computer site histories will be conducted.** Misuse of classroom computers will constitute a written letter. Refer to pages 31-32 in the Leona Group Staff Handbook.

**In order to prepare for lessons and instruction, there will be a need for copying of materials. Please fill out a COPY REQUEST form and turn it in to the Main office at least 24 hours in advance. Your copies will be ready for pick up the following day.**

## **COMPUTER CARTS**

There is a class set of laptop computers located in the carts. There is a designated cart for K-2 and 3-5. Each classroom teacher is responsible for implementing technology resources at least twice a week. If you would like to utilize the laptop cart at a time other than the time assigned to you, then please see weekly cart schedule and add your name in open times.

After each cart use, please make sure the carts are returned to the designated area and are plugged in to charge for the next classroom.

Students sign a technology agreement in the Code of Conduct and will be held responsible for any damages or inappropriate use of technology.

## **COMPUTER SERVICE**

All computer repair/update requests must be submitted via a technological request form at Leona Support ([support@leonagroup.com](mailto:support@leonagroup.com)) or call Support phone: 888-IT-LEONA (888-485-3662). Ernest Davis is our contact person for technology. He may also be contacted at [Ernest.Davis@leoangroup.com](mailto:Ernest.Davis@leoangroup.com).

## **CORRESPONDENCE WITH PARENTS**

Teachers are required by the Academy to communicate with parents on a regular and frequent basis. Regular communication is also an AdvancEd/NCA requirement (Standard 6). The purpose for these communications can be for letting parents know what is going on in the classroom (and can take the form of a class update or newsletter), or regarding individual students (notes of concern for poor behavior and/or performance, as well as for praise and accomplishment).

With regard to problems developing in the classroom, a few guidelines should be adhered to:

- Don't wait for problems to arise or to become serious before bringing it to the attention of the parent. The School Leader should be informed of the problem prior to any communication made with the parent.
- Always communicate with parents in a positive manner, even when addressing problems.
- Don't avoid discussing problems in order to avoid a potentially difficult encounter with a parent.
- Parents are more receptive of a negative report about their child if they have developed a good rapport with the teacher. Don't let the first communication that they have with the teacher be about something negative (or the only times they hear from the teacher is when their child has done something wrong).
- Communication for Failing Students
- Please be sure to communicate to parents any failing grades or concerns about student performance regularly. If parents fail to come to conferences, see if you can meet with parents at the end of the day when students are being dismissed or send a not home for that students to be signed. Face-to-face communication is best because it is more personal and helps develop relationships.

Newsletters and class updates should be professional in appearance and content (i.e. without any spelling and/or grammar errors). Any correspondence that is sent out to school stakeholders must have prior approval from the School Leader (or the person designated by the School Leader), and copies of all correspondence should be submitted to the office.

Teachers and other staff should consider carefully the means they use to communicate with parents. The obvious preference should be by means of the school phone or school-issued email account. Using personal cell phones allows for the possibility of parents trying to contact you outside regular school hours. Current research shows that over 26% of teachers report experiencing bullying or

cyber-bullying by parents either over the phone or online (including social networking sites).

Positive correspondence is extremely important in the first two weeks of school. **With that, parent logs will be due every Friday. You should be talking to at least 5 parents a week and documenting the reason on your parent logs.**

Prior to the first week of school create a parent pack that includes the following: welcome letter introducing yourself, Grading and Feedback practices, homework practices, reading log, attendance policy, special schedule, school policies, etc. This is a best practice to be done by all teachers and a template can be provided as an example.

Weekly Newsletter templates will be sent out prior to the start of the year and should include current objectives being covered in all subjects, school events, spelling words, student birthdays and important reminders.

**Communication must be approved by school leader prior to distribution.**

## César Chávez District -Curriculum Management Plan

### **CURRICULUM MANAGEMENT PLAN (CMP) OVERVIEW**

The curriculum management plan has been developed to ensure quality control of the curriculum, instruction and assessment process for the district. While the plan holds high expectations for all, as we plow deeper into best practices, we can expect student achievement to soar higher.

### **INCLUSION**

Inclusion is a core belief of The Leona Group and César Chávez Academy. **Inclusion** is the practice of educating students with special needs in regular classes for all or nearly all of the day instead of in special education classes (See Leona Inclusion philosophy in your Resource Binder). Special education services are delivered within the normal classroom.

### **CURRICULUM**

The curriculum is not the textbook. The curriculum is *what we are expected to teach*. What teachers are expected to teach has been set the State of Michigan. The Michigan Department of Education has set standards for all grade levels. The textbook is simply a resource. Standards will be missed if teacher's solely rely on the textbook instead of one's creativity and other resources.

SVSU is the authorizer for the Cesar Chavez Academy, and officially sanctions its charter with the Michigan Department of Education. We implement the maps and pacing guides advocated by Saginaw Valley State University and partner with them in striving to meet or exceed all state requirements.

Curriculum maps and pacing guides, unit assessments, vocabulary and resources can be easily accessed at <http://www.svsu.edu/site/supo/>.

Curriculum Maps and Pacing Guides will be updated monthly with the grade level team and administration to pace where each grade is in terms of covering the CCSS and skills—**this is a working, live document (so make notes and changes!)**.

All of the Maps and Pacing Guides are located on the shared drive “Curriculum Maps and Pacing Guides” for your review and to make necessary changes after each monthly meeting.

**Lesson Plans, Homework Packets and Newsletters are due every Thursday by the end of the day into the Instructional Coach’s office in your allotted file.**

**Curriculum Resources adopted by CCAD:**

	<b>ELA</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<b>CCA Lower Elementary</b>	CCA Vernor Curriculum Maps	CCA Vernor Curriculum Maps	SVSU Curriculum Maps- modified with CCA Resources and strategies	SVSU Curriculum Maps- modified with CCA Resources and strategies
<b>CCA Intermediate</b>	CCA Intermediate Pacing Guides	CCA Intermediate Pacing Guides	CCA Intermediate Pacing Guides	CCA Intermediate Pacing Guides
<b>CCA Middle</b>	CCA Middle School Curriculum Maps/SVSU Pacing Guides	CCA Middle School Curriculum Maps/SVSU Pacing Guides	CCA Middle School Curriculum Maps/SVSU Pacing Guides/Additional Resources and Strategies	CCA Middle School Curriculum Maps/SVSU Pacing Guides/Additional Resources and Strategies
<b>CCA High</b>	MI Merit Curriculum/CCSS; CCA High School Curriculum Maps; SVSU-aligned Pacing Guides; ACT Standards	MI Merit Curriculum/CCSS; CCA High School Curriculum Maps; SVSU-aligned Pacing Guides; ACT Standards	MI Merit Curriculum/CCSS/Next Generation Science Standards; CCA High School Curriculum Maps; SVSU-aligned Pacing Guides; ACT Standards	MI Merit Curriculum/CCSS/MI High School Content Expectations; CCA High School Curriculum Maps; SVSU-aligned Pacing Guides; ACT Standards
<b>CCA EAST</b>	SVSU Curriculum Maps-with modifications to meet the needs of our building Curriculum Crafter Reading Street	SVSU Curriculum Maps-with modifications to meet the needs of our building Curriculum Crafter MY Math	SVSU Curriculum Maps-with modifications to meet the needs of our building Curriculum Crafter	SVSU Curriculum Maps-with modifications to meet the needs of our building Curriculum Crafter MC3



## INSTRUCTION

The curriculum defines *what* we teach and instruction defines *how* we teach. The primary instructional strategies for César Chávez Academy District are **Differentiated Instruction (DI)** with an emphasis on **Higher Order Thinking Skills (HOTS)** and **Sheltered Instruction Observation Protocol (SIOP)**. Each building will focus on two SIOP strategies per year.

	<b>ELA</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<b>Instructional Strategies</b>	<ul style="list-style-type: none"> <li>• SIOP</li> <li>• Cooperative Learning</li> <li>• Project based Learning</li> <li>• Hands on Learning</li> <li>• Graphic Organizers</li> <li>• Best Practices</li> <li>• Think-Pair-Share</li> <li>• Marzano's Graphic Organizers</li> <li>• Small Group Instruction</li> <li>• Whole group Instruction</li> <li>• Differentiated Instruction</li> <li>• Anchor Activities</li> <li>• Rigor and Motivational Strategies</li> <li>• Exit Slips</li> <li>• Modeling</li> <li>• Center-based Instruction</li> <li>• Higher Order Thinking (Bloom's Questioning)</li> <li>• Technology</li> <li>• Activating Prior Knowledge (Flip Book)</li> <li>• Wrap-Up Activities (Flip Book)</li> <li>• Literature Circle (High)</li> <li>• Journaling (High)</li> </ul>	<ul style="list-style-type: none"> <li>• SIOP</li> <li>• Best Practices</li> <li>• Think-Pair-Share</li> <li>• Marzano's Graphic Organizers</li> <li>• Graphic Organizers</li> <li>• Hands on Learning</li> <li>• Small Group Instruction</li> <li>• Whole group Instruction</li> <li>• Differentiated Instruction</li> <li>• Anchor Activities</li> <li>• Rigor and Motivational Strategies</li> <li>• Exit Slips</li> <li>• Modeling</li> <li>• Center-based Instruction</li> <li>• Higher Order Thinking (Bloom's Questioning)</li> <li>• Technology</li> <li>• Activating Prior Knowledge (Flip Book)</li> <li>• Wrap-Up Activities (Flip Book)</li> <li>• Inquiry Based learning</li> </ul>	<ul style="list-style-type: none"> <li>• SIOP</li> <li>• Best Practices</li> <li>• Think-Pair-Share</li> <li>• Marzano's Graphic Organizers</li> <li>• Small Group Instruction</li> <li>• Whole group Instruction</li> <li>• Differentiated Instruction</li> <li>• Anchor Activities</li> <li>• Rigor and Motivational Strategies</li> <li>• Exit Slips</li> <li>• Modeling</li> <li>• Center-based Instruction</li> <li>• Higher Order Thinking (Bloom's Questioning)</li> <li>• Technology</li> <li>• Activating Prior Knowledge (Flip Book)</li> <li>• Wrap-Up Activities (Flip Book)</li> <li>• Hands-on Activities</li> <li>• Inquiry Based learning</li> <li>• Hypothesis /Testing</li> <li>• Cooperative</li> </ul>	<ul style="list-style-type: none"> <li>• SIOP</li> <li>• Best Practices</li> <li>• Think-Pair-Share</li> <li>• Marzano's Graphic Organizers</li> <li>• Small Group Instruction</li> <li>• Whole group Instruction</li> <li>• Differentiated Instruction</li> <li>• Anchor Activities</li> <li>• Rigor and Motivational Strategies</li> <li>• Exit Slips</li> <li>• Modeling</li> <li>• Center-based Instruction</li> <li>• Higher Order Thinking (Bloom's Questioning)</li> <li>• Technology</li> <li>• Activating Prior Knowledge (Flip Book)</li> <li>• Wrap-Up Activities (Flip Book)</li> <li>• Hands-on Activities</li> <li>• Graphic Organizers</li> <li>• Project Based Learning</li> <li>• Cooperative Learning</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum</li> </ul>

	<ul style="list-style-type: none"> <li>• Crafter</li> <li>• Reading Street (East)</li> <li>• Houghton Mifflin (Vernor, Martin, Middle, High)</li> <li>• Making Meaning (Vernor and Martin)</li> <li>• Write Steps (Vernor and Martin)</li> <li>• Power Writing (Middle)</li> <li>• Phonics 1<sup>st</sup> (Vernor, Middle and Martin)</li> <li>• Accelerated Reader</li> <li>• ANet Lesson Resource (Martin)</li> <li>• Learning A to Z</li> <li>• Reading A to Z</li> <li>• Raz Kids</li> <li>• MLPP</li> <li>• DRA</li> <li>• Super Teacher Worksheets</li> <li>• Teachers Pay Teachers</li> <li>• BrainPop</li> <li>• United Streaming</li> <li>• YouTube</li> <li>• Study Island</li> <li>• Leveled Readers</li> <li>• Classroom Libraries</li> <li>• Promethean Planet</li> <li>• Sadlier Writing (Middle)</li> </ul>	<ul style="list-style-type: none"> <li>• Crafter</li> <li>• IXL</li> <li>• Everyday Math</li> <li>• AIMS math activities (Martin)</li> <li>• MY Math</li> <li>• Super Teacher worksheets</li> <li>• Teachers Pay Teachers</li> <li>• Manipulatives (MY Math Tool Kits)</li> <li>• United Streaming</li> <li>• BrainPop</li> <li>• Youtube</li> <li>• Study Island</li> <li>• ANet Lesson Resource</li> <li>• Promethean Planet</li> <li>• Fast math (Middle)</li> <li>• Sadlier Common Core Progress (Middle)</li> </ul>	<ul style="list-style-type: none"> <li>• Crafter</li> <li>• Scotts Foresman (Vernor and Martin)</li> <li>• Foss Program and Kits (Martin)</li> <li>• BrainPop</li> <li>• SuperTeacher Worksheets</li> <li>• Teachers Pay Teachers</li> <li>• United Streaming</li> <li>• YouTube</li> <li>• Study Island</li> <li>• Reading A to Z</li> <li>• Science A to Z</li> <li>• Reading Street</li> <li>• AIMS Projects/Activities (Martin)</li> <li>• Scholastic Magazines</li> <li>• Studies Weekly</li> <li>• Promethean Planet</li> </ul>	<ul style="list-style-type: none"> <li>• Crafter</li> <li>• MC3-Wayne Resa</li> <li>• BrainPop</li> <li>• SuperTeacher Worksheets</li> <li>• Teachers Pay Teachers</li> <li>• United Streaming</li> <li>• Study Island</li> <li>• Reading A to Z</li> <li>• YouTube</li> <li>• Scholastic Magazines</li> <li>• Studies Weekly</li> <li>• Promethean Planet</li> </ul>
<b>High School Resources</b>	<ul style="list-style-type: none"> <li>• ACT Practice Exams</li> <li>• ACT Online</li> <li>• Read 180 (Middle and High)</li> <li>• System-44</li> <li>• Pd. Membership Online Resources</li> <li>• SVSU SUPO</li> <li>• College Board Resource Online</li> </ul>	<ul style="list-style-type: none"> <li>• SVSU SUPO</li> <li>• Scholastic Magazines</li> <li>• PD Membership Online Resources</li> <li>• Calculators</li> <li>• ACT Practice Exams</li> <li>• ACT Online</li> <li>• College Board Resource Online</li> </ul>	<ul style="list-style-type: none"> <li>• SVSU SUPO</li> <li>• PD Membership Online Resources</li> <li>• TeacherTube</li> <li>• ACT Practice Exams</li> <li>• ACT Online</li> <li>• College Board Resource Online</li> </ul>	<ul style="list-style-type: none"> <li>• ACT Practice Exams</li> <li>• ACT Online</li> <li>• Pearson Publishing</li> <li>• Houghton Mifflin</li> <li>• TeacherTube</li> <li>• Scholastic Magazines</li> <li>• PD Membership Online Resources</li> <li>• SVSU SUPO</li> <li>• College Board</li> </ul>

Assessment	Measure	Frequency	Grade Level(s)
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				Resource Online
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>High Frequency Word Walls (K-3)</li> <li>Marzano's Six steps</li> <li>Fruyer Model</li> <li>Four Corner Vocabulary Graphic Organizer (Academic Vocabulary)</li> <li>Reading Street Vocabulary Picture Cards (K-3)-(East)</li> <li>Vocabulary Picture Cards</li> <li>Sadlier Vocabulary for Success</li> <li>Content and Academic Vocabulary Clip Boards Posted (K-5)</li> </ul>	<ul style="list-style-type: none"> <li>High Frequency Word Walls (K-3)</li> <li>Four Corner Vocabulary Graphic Organizer (Academic Vocabulary)</li> <li>MY Math Vocabulary Picture Cards</li> <li>Vocabulary picture cards</li> <li>Content and Academic Vocabulary Clip Boards Posted (K-5)</li> </ul>	<ul style="list-style-type: none"> <li>High Frequency Word Walls (K-3)</li> <li>Vocabulary picture cards</li> <li>Four Corner Vocabulary Graphic Organizer (Academic Vocabulary)</li> <li>Concept Mapping</li> <li>Content and Academic Vocabulary Clip Boards Posted (K-5)</li> </ul>	<ul style="list-style-type: none"> <li>High Frequency Word Walls (K-3)</li> <li>Four Corner Vocabulary Graphic Organizer (Academic Vocabulary)</li> <li>MC3 Vocabulary Picture Cards</li> <li>Content and Academic Vocabulary Clip Boards Posted (K-5)</li> </ul>

**ASSESSMENT- "Without data, we are just guessing!"**

**Formative Assessment** is part of the instructional process. The data provides the information needed to adjust teaching and learning *while* they are happening.

**Summative Assessments** are given periodically to determine at a particular point in time what students know and do not know. Summative assessments at the district/classroom level will be used as an accountability measure.

***Please reference your ASSESSMENT tab in your Resource/Curriculum Binder for CCA East Assessment Resources***

<b>Scantron</b> Universal Screener	Performance Series is a computer-adaptive test that gives the proficiency level of students, across a range of subjects, that correspond with the specific standards of your state.	3xs per year	K - 12th grade
Study Island	Study Island's lessons and practice tests are based on the standards and are specifically designed to prepare students for the state assessments (MEAP/MME). It Study Island should be used for Formative and Summative assessments (pre-test and post- test).	Monthly	6th - 11h grade
Star Reader / Accelerated Reader Progress Monitoring	Reading score that represents how students perform on test compared with the performance of nationally representative sample students	Monthly	1st - 8th grade
DIBELS Progress Monitoring	The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assess the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills.	Monthly	K - 2nd grade
ACT Explore/Plan Benchmark Assessment	Explore - preparation exam test includes English, Math, Reading, and Science. Plan- preparation exam test includes English, Math, Reading, and Science.	2xs per year	8th -10th grade
MEAP /MME	Standardized State Assessment	Annual Assessment	3rd-9th and 11th grade
Raz. Kids	Online leveled books with reading comprehension questions.	Weekly	K-5th grad
Running Records	Assesses a student's reading performance as she/he reads from a leveled book, which has been identified for assessment purposes.	Every 4-6 weeks	K - 2th grade
Read 180	READ 180 is an intensive reading intervention program that helps monitor the progress of students identified for Tier II and Tier III intervention.	Weekly	9th - 11th grade

<ul style="list-style-type: none"> <li>• Curriculum Crafter</li> <li>• Phonemic Awareness Screeners (Vernor/Martin)</li> <li>• Phonics Screeners (Vernor)</li> <li>• DIBELS (Vernor)</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Crafter Assessments</li> <li>• MY Math Unit Tests</li> <li>• IXL</li> <li>• Study Island</li> <li>• Everyday Math Unit Tests (Martin)</li> <li>• ANet</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Crafter</li> <li>• Assessments</li> <li>• Study Island</li> <li>• Teacher created assessments</li> <li>• Exit Slips</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Crafter</li> <li>• MC3 Assessments</li> <li>• Teacher created assessments</li> <li>• Study Island</li> </ul>
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	<ul style="list-style-type: none"> <li>• Reading Street</li> <li>• Raz Kids</li> <li>• ANet Assessments/Summative assessments (Martin)</li> <li>• MLPP (Phonics Screeners) (East)</li> <li>• DRA (Running Records)</li> <li>• Dolch Sight Words</li> </ul> <p>Assessment</p> <ul style="list-style-type: none"> <li>• 6 Traits of Writing</li> <li>• Writing Benchmark Assessments</li> <li>• Scantron</li> <li>• Star Reader</li> <li>• Essay Writing (Middle)</li> </ul>	<p>Assessments/Summative assessments (Martin)</p> <ul style="list-style-type: none"> <li>• Scantron</li> <li>• Quizzes (formative and summative)</li> </ul>	<ul style="list-style-type: none"> <li>• Concept Maps</li> <li>• Essay (Middle)</li> </ul>	<ul style="list-style-type: none"> <li>• Essay Writing (Middle)</li> </ul>
<b>High School Assessment Methods</b>	<ul style="list-style-type: none"> <li>• Exam View</li> <li>• Unit Assessments</li> <li>• Pre/post assessments</li> <li>• Quizzes (Formative and Summative)</li> <li>• Gates-MacGinitie Assessment</li> <li>• ACT-Style Quarterly Assessments</li> <li>• Practice ACT</li> <li>• Practice ACT Explore</li> <li>• Practice ACT Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Tests</li> <li>• Exam View</li> <li>• Summative/Formative Assessments on CCSS in Math – Quizzes, etc.</li> <li>• ACT Quarterly Assessments</li> <li>• Pre/post assessments</li> <li>• Practice ACT</li> <li>• Practice ACT Explore</li> <li>• Practice ACT Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Assessments</li> <li>• Pre/Post Testing</li> <li>• Practice ACT</li> <li>• Practice ACT Explore</li> <li>• Practice ACT Plan</li> <li>• Exam View</li> <li>• ACT Quarterly Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Assessments</li> <li>• Pre/Post Testing</li> <li>• Practice ACT</li> <li>• Practice ACT Explore</li> <li>• Practice ACT Plan</li> <li>• Exam View</li> <li>• ACT Quarterly Assessments</li> </ul>

## **DAILY SCHEDULE K-5**

### **START OF THE DAY**

All teachers should make sure breakfast for their students is in the classroom prior to 7:45 am. All teachers/staff must be ready for instruction at 7:45 am.

**Greet students at the door with a smile ☺**

Students should not be lined up in the hallway waiting for the arrival of their teacher. We are requiring that all students are greeted by their teacher at their classroom at 7:45 am. Again, if you are going to be late, please call the School Leader and Office so we can arrange for coverage.

**Classroom preparation, copies and breakfast should be done before the bell rings. (All staff included)**

### **END OF THE DAY**

Classroom teachers will walk students to the Maxwell entrance/exit at 4:00 pm.

**Teachers may not leave for the day until all children have been picked up.**

Please make sure that your students are not wandering the hallways or school grounds. Please make sure that all windows are closed, computer towers, monitors, SMART boards/screens and fans are turned off before leaving for the day.

### **POST ASSIGNMENTS**

Please see Post schedule to ensure that all areas of the school are being monitored by an adult for the safety of our students.

See attached post schedule.

### **EMERGENCY PROCEDURES**

Safety at school is a top priority at CCAE. Each classroom and office area should have a copy of the CCAE Emergency Management Plan (EMP). The EMP is a comprehensive guide concerning the appropriate responses and action steps following a wide range of emergency situations. It is the responsibility of all staff members to be familiar with the guidelines and procedures contained within the EMP.

Anyone aware of a situation that jeopardizes the safety of another person at school, must notify the School Leader, or call 9-1-1 if it is warranted by the situation (and the School Leader is to be notified immediately after the call has been made).

Emergency procedures have been established for the Academy and teachers are expected to go over these procedures regularly during the year (and should be part of the student orientation at the start of school).

The specific procedures for Fire, Tornado / Inclement Weather, and Intruder emergencies are to be posted in a visible location at the entrance to the classroom and are located on a clipboard by the door in each classroom. Each employee is expected to read and know the procedures in case of an emergency.

Additionally, students should know what to do during these emergencies if they are outside the classroom (e.g. in the bathroom, library or lunchroom).

As part of any emergency procedure (including drills), teachers (both regular and special teachers) must take roll call and account for each student who was present that day -- the office must be notified immediately if there are any students unaccounted for or missing. Please use the colored paper (green=all is present and red=student (s) missing to hold up on the clipboard or slide under classroom door so Administration is aware.

In case of lock down, there will be an announcement over the PA. Teachers are to lock doors and gather the class on the floor in a corner of the room.

## **FERPA AND ITS PROTECTION**

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy interests of students. It affords parents the right to access and amend their children's education records, and gives them some control over the disclosure of the information in these records. FERPA generally prevents an education agency or institution from sharing student records, or personally identifiable information in these records, without the written consent of a parent. A "parent" is defined as a natural or adoptive parent, a legal guardian, or an individual acting as a parent in the absence of the parent or guardian. When students reach the age of 18, or attend a postsecondary institution at any age, they are considered "eligible students" and all of the rights afforded by FERPA transfer from the parents to the students. (34 CFR § 99.3)

Although student files are protected under the law, FERPA does allow the disclosure of student data without parental consent under certain, specified conditions. For example, schools may reveal information from student records to school officials with a legitimate educational interest in the information.

As employees of a school and education institution, you may have access to individual student records in performing your official duties. You are legally and ethically obliged to safeguard their confidentiality.

## FIELD TRIPS

Field trips are an opportunity for students to expand their learning experiences. All classroom field trips must be instructionally based, related to the curriculum and integrated into a core lesson with educational relevance. Each grade level will choose one educational field trip for the year and is responsible for the funding.

Following are the procedures for all school-related field trips

- Field Trip Request form and a Special Event form must be completed and turned into the office a month in advance
- Bus is confirmed by School Leader with Robert Aguilar; will send a confirmation email on the status of request
- After field trip has been approved and bus scheduled, it is the field trip contact teacher's responsibility to attain the Field Trip Permission slip from the shared drive and distribute; also, let Millie know one week in advance the date of the scheduled field trip and how many lunches will be needed for students only
- Prior to leaving on a field trip, the classroom teacher must complete a Classroom Field Trip Attendance form and submit it to the office. The office also needs a contact person and phone number. Each student must have a name tag with the school name and phone number with area code on it. **NO student or teacher name should appear on the tag.**
- **\*\*Interventionists and support staff are not to be automatically considered as field trip chaperones, especially if the trip conflicts with intervention schedules. The office personnel must approve who will chaperone prior to the trip.**
- Chaperones who accompany a class on a field trip must be at least 18 years of age. By law, children under the age of 5 are not allowed to ride on a bus to or from a field trip. If an adult chooses to bring a younger child on a field trip, he/she must drive separately. He/she will not be given sole responsibility of a group of students.
- Permission slips (see forms) and chaperone's agreements must be completed for all participants.
- PLEASE be sure your field trip does not occur during Scantron/Global Scholar testing or MEAP testing (MEAP testing dates are not confirmed, but will be in the spring)



If a teacher has a concern about a student attending a scheduled class field trip, this concern should be discussed with the School Leader before any mention is made to a parent. No teacher has permission to deny a student attendance on a field trip without the authorization of the School Leader.

Trips should be scheduled to depart from the school no earlier than 8:30 a.m. and return no later than 2:15 p.m.

Field trips are also an extension of the school. Students should be aware that the same rules of conduct and behavior apply on trips and in the bus (if used). Jeans and school uniform shirt are Field Trip attire. ALL students should have a sticker with the school number and address for safety concerns.

## **GRADING, RECORD KEEPING & REPORTING**

Teachers are expected to collect, record, analyze, and disaggregate data in their classroom on a regular and on-going basis. It is no longer enough to say that “Data Drives Instruction”: it has to be “Informed Data Drives Instruction” This means that teachers have to utilize tools to collect data and use the results collected to take meaningful steps to improve both teaching and learning in the classroom. In this process, teachers can collect two different kinds of data:

- **Summative data**: this is data that is used to measure what a student has learned (called Assessment **of** Learning); typically end of unit tests, chapter tests, book reports, quizzes, certain class work, projects, presentations, etc. These items are typically those that are turned in to be marked, and a grade is assigned in the grade book.
- **Formative data**: this is data that is collected during the process to help and assist a student in the acquiring of the new knowledge or skill (called Assessment **for** Learning); these items are often anecdotal observations, but can also include class work and homework, group activities/projects. **NOTE:** Feedback alone should be used with formative assessments. Formative assessments are generally not graded.

CCAD uses Power School as its electronic grading program, and teachers should be familiar with how subject grade books are created, setup, and maintained on a regular basis (Just a suggestion, but keep a hard copy of your grades in case technology shuts down). Teachers should make grade entries on a **WEEKLY BASIS** so you are well informed of students' progress and parents can be well informed of their child's most recent achievement. **Gradebook feedback will be provided EVERY Wednesday for your review.**

Common Assessments at each grade level are provided for in the Curriculum Crafter and/or resources/programs that we utilize in the academy.

For each standard/skill taught, there must be a pre- and post-assessment given to students. Before administering a pre-assessment, look at the standard/skill to decide what is going to be assessed. Information from pre-assessments is essential to be able to inform lesson planning and differentiation in the classroom. As a result, pre-assessments are non-negotiable. The assessments will determine which students are at Mastery (90-100) Progressing (70-89) or Unsatisfactory (0-69). A post-assessment should be given at the end of the standard/skill being taught to ensure academic growth.

**This post-assessment should mirror the pre-assessment.**

- **As a general rule, there should be at least 2 formative assessments per week (1 formative for Science and Social Studies) and at least 1 summative assessment every 3-4 weeks depending on the standards being taught.**
- **Each assessment that is indicated on your lesson plans, should be found in the grade book. All assessments will be labeled with CCSS or GLCE that the assessment covers.**
- **Please keep track of the number of students who are considered unsatisfactory (0-69). 75-80% of your students should be considered progressing before moving to a new standards/unit. If only a small percentage of students are unsatisfactory, centers time for math and reading are appropriate times to help students “catch-up”**

## **HOMEWORK**

Homework should be a review of the day's lessons or prior knowledge. It should support instruction. It should **never** be a new concept. Homework must be differentiated depending on the child's level and mastery of the skill. Do not send work home that the student cannot do.

**Homework is not an authentically reliable assessment, and so it is not a valid way to monitor progress. It is basic practice.**

**Students should not be assigned a grade for Homework submitted. However, students completing and turning in Homework may receive credit for doing so.**

In Power School, Homework should be listed as a skill and not a letter grade.

## **JOB RESPONSIBILITIES / WORK EXPECTATIONS**



**Cell phone use during work time is restricted to emergencies only. During work hours cell phones should be set to vibrate or turned off. Text messaging during school hours is prohibited. Staff meetings and professional development activities are to be regarded as work time.**

### **B. WORK EXPECTATIONS - INSTRUCTIONAL**

1. All employees are expected to report for duty every working day.
2. Each employee must notify the School Leader of intended absence within the guidelines specified previously.
3. Each employee must observe working hour schedules regarding starting time (7:45 a.m.), ending time (4:00 p.m. unless otherwise directed by School Leader), lunch and preparation periods. Teachers should expect to complete all professional responsibilities before leaving at the end of the day – including making sure that lessons and materials are prepared for the following day.
4. No employee may solicit or offer for sale any article or service during employment times or on school property without permission from the School Leader.
5. Employees must be diligent in their duties during assigned working hours.
6. Employees must not interfere with any other employee's performance of duties. Instructional staff are expected to be in their assigned classrooms with the exception of preparation times and lunch.
7. Employees must not commit any act that might endanger the safety or lives of their students, other employees or themselves.
8. Employees must perform all work assigned by the administrator in charge.
9. Employees may not falsify school records, reports or payrolls.
10. Employees may not leave the work location during working hours without the permission of the administrator in charge.
11. Employees may not engage in any illegal, unethical or immoral conduct on or near the CCAET property.
12. Employees are prohibited from bringing liquor or any unlawful substances on CCAET property, or consuming liquor and using unlawful substances on CCAET property, or reporting for work under the influence

- of liquor or narcotics.
13. Proper attire is required as determined by the Academy.
  14. Teachers are required to attend staff meetings in their entirety. **Staff Meetings will be held beginning at 4:05 p.m.** Personal obligations and appointments should not interfere with staff meetings. Those who are absent for a staff meeting must provide the office with a detailed written explanation prior to the meeting start time as well as permission from Administration.
  15. Employees may be disciplined or discharged for inappropriate conduct as determined by the School Leader and the above expectations.

Teachers and staff should not fraternize with students outside of class hours and/or Academy functions except with written permission of the School Leader and the student's parent or legal guardian. This means that teachers must not visit a student at home or any other location outside of the Academy's classrooms (except for an Academy-sponsored function) without such written permission.

### **C. STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT**

All teaching and paraprofessional staff employed by CCAET are certified and/or highly qualified by State standards. All employees are encouraged to take the opportunity for continued professional development and training. Each staff member will complete a plan for professional development at the beginning of the school year, which should be maintained throughout the school year. Staff members that desire to attend a professional development activity outside the school (such as a workshop or conference) should complete a Conference Request Form (please make a copy for yourself) with the Office Manager. Once approval by the School Leader has been obtained, registration will be completed by the Office Manager. Professional development activities, whether whole-school or for individual teachers, must be aligned to at least one of the Academy's current Improvement Goals.

After the conference, be prepared to give a 30 minute power-point presentation on key information learned from the conference/workshop to the staff.

Staff who pre-pay or pre-register for a conference or training prior to gaining approval by the School Leader will be required to cancel or pay with personal funds to attend the conference or training. Any cancellations or fees incurred will be paid for by the employee.

### **D. STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT**

All teaching and paraprofessional staff employed by CCAD are certified and/or highly qualified by State standards. All employees are encouraged to take the opportunity for continued professional development and training. Each staff member will complete a plan for professional development at the beginning of the school year, which should be maintained throughout the school year. Staff members that desire to attend a professional development activity outside the

school (such as a workshop or conference) should complete a Conference Request Form with the Office Manager. Once approval by the School Leader has been obtained, registration will be completed by the Office Manager. Professional development activities, whether whole-school or for individual teachers, must be aligned to at least one of the Academy's current Improvement Goals.

Staff who pre-pay or pre-register for a conference or training prior to gaining approval by the School Leader will be required to cancel or pay with personal funds to attend the conference or training. Any cancellations or fees incurred will be paid for by the employee.

## **LAMINATING**

A laminating machine is located in the main office for your use.

## **LESSON PLANS**

**Lesson planning is a professional responsibility: all teachers are required to plan for effective instruction.** Effective lessons – quality lessons – do not just happen and are not just found on the first page of the curriculum. With this in mind, it is essential for teachers to be ready for the start of each week by having their lessons ready to implement (either by themselves or substitutes).

**According to the CCA School Improvement Plan (SIP), lesson plans must contain these elements:** Topic/Focus, Learning Targets (What students should **Know**, What students should **Understand** and what students should be able to **Do**), I can statements/CCSS, Vocabulary, Activating prior knowledge, Instructional Delivery (I do, we do, they do, you do), Wrap-up/Closure, Resources, Summative/Formative Assessment, Differentiated Instruction and Special Education Modifications/Accommodations.

**All instructional staff must turn in weekly lesson plans.** Weekly lesson plans are due every Thursday by 4:00 pm. You will receive an email confirmation that we have received your lesson plans.

The Instructional Coach and/or School Leader will review the lesson plans and provide formal feedback using the Lesson Plan checklist. A meeting will be scheduled during non-instructional time to discuss any questions or concerns. Always have your lesson plans readily available for walk-throughs in an envelope at the entrance of your classroom door.

**Special Education/One on One Aides/Support Staff must turn in weekly logs.**

These are to be submitted in Ultipro in conjunction with your timesheet. mailbox. These logs will be for the current week. Please make sure you print a copy for yourself to keep in your Binder.

Reprimands may be based on late submission or repeated inadequate lesson plans based on feedback rubric.

1<sup>st</sup> Offense- Verbal Warning

2<sup>nd</sup> Offense-Written Warning

3<sup>rd</sup> Offense- Professional Improvement Plan will be in place

During co-plan meetings, grade level teams (including Special Education teachers and Interventionists) should collaborate on ideas and/or resources for one another. However, each teacher will be responsible for turning in his/her own lesson plans to submit.

## **MAIN OFFICE**

The Main office is a place of business and is not intended as a place for lounging or visiting. Please treat the information stored in and around the office personnel's desks as personal and confidential. Please ask for any assistance you need to avoid going into their work areas.

**If a child is sent to the office for disciplinary reasons, please make sure he/she has a completed office referral form with him/her.**

If a child is sent to the office for non-disciplinary reasons, please complete the Office Assistance Referral sheet.

If a child is sent to the office without a note explaining why he/she is there, then they will be sent back to the classroom.

## **OBJECTIVE BOARDS (I CAN...STATEMENTS)**

All classrooms should have I CAN statements visible to students, staff and visitors. Each content area should have statements as well as vocabulary displayed for students. The purpose of the objective boards is to give students a purpose for learning.

**Teachers are required to post objectives for each subject daily. Please make sure vocabulary for each lesson is posted and reviewed with students.**

## **PARENT-TEACHER CONFERENCES**

It is extremely important to speak with each parent regarding their child's academic performance. Conferences will be held four times throughout the year in the Gymnasium unless otherwise noted.

When conducting conferences, all parents must sign-in on the sign-in sheet. It is the classroom teacher's responsibility to make contact with the parents in

regards to a conference. Any conferences that cannot be scheduled during regular conference times should be conducted before or after school hours. Instructional time should not be compromised. If a parent is unable to make conferences, then the classroom teacher may send home a copy of the Progress Report with the attached form (SORRY I MISSED YOU AT CONFERENCES) that requires a parent signature of receiving the student's progress report.

### **Refer to Staff Calendar for Dates**

## **PARKING**

For security purposes, please make sure that anything valuable is not in view and your car is securely locked. Staff may park in the lot off Seminole St.

## **PERSONAL PROPERTY**

The Academy assumes no responsibility for personal property or valuables of any kind left in desks or other parts of the building: this applies to lost, stolen, or damaged personal property. It is recommended that all personal property be kept off Academy premises.

All Academy property (including offices, desks, computers and files) is subject to inspection by school administrators or representatives of the school's management company. Employees should not keep materials that are either confidential or personal on Academy computers or premises.

## **PETS**

Due to the fact that many children are allergic to animals, staff and students will not be permitted to bring pets into the building during school hours or non-instructional days.

## **PLANNING TIME**

Classroom teachers have five planning periods scheduled each week. (There is a possibility that a teacher may not receive his/her planning periods due to scheduled days off, school events or illness.)

Collaborative staff (i.e. special education teachers) should co-plan on a weekly basis with the classroom teachers of students that are on their case load. These collaborative meetings culminate in a co-planning document or record of what transpired, what activities were planned, and who is responsible for the implementation and monitoring of these activities. These documents should be

signed and dated by all participants, and copies kept for records and binders as required.

Planning time can also be used for observing other teachers, researching lessons, making copies and generally planning for the week.

## **POLICY PROHIBITING SEXUAL HARASSMENT-**

CCAIE prohibits unlawful sexual harassment of its employees and students. Any sexual harassment, whether by or of co-workers, supervisors, administrators, board members, students, or other non-employees who have any relationship with the CCAIE will not be tolerated.

Sexual harassment means unwelcome sexual advances, request for sexual favors, or communication or physical conduct of a sexual nature when:

1. Submission to such conduct or communication is made a term or condition of employment or condition of education either explicitly or implicitly;
2. Submission or rejection of such conduct or communication by a person is used as a factor in decisions effecting employment or education.
3. Such conduct or communication has the purpose or effect of substantially or unreasonably interfering with work or educational performance or of creating a hostile, intimidating or offensive work or educational environment.

Any person who is aware of sexual harassment should report it, in writing, to the School Leader,. Refer to the TLG employee handbook, page 10, for more information.

The filing of a sexual harassment complaint, in good faith, will not affect any grade or work assignment. There shall be no retaliation against those filing complaints pursuant to this policy.

Depending upon the circumstances, sexual harassment may include, but is not limited to:

- Verbal harassment or abuse of a sexual nature
- Pressure for sexual activity.
- Repeated remarks with sexual demeaning implications
- Unwelcome touching.
- Suggestive or demanding sexual involvement accompanied by implied or explicit threats concerning grades or employment status.



- Suggestive, rude or derogatory drawings, pictures, or other displays or graffiti which demean or could demean another person and/or make the school / work place uncomfortable.

### **PROGRAM ELIGIBILITY - East**

CCAD is a School-wide Title I building, which means that all students qualify for Title I programs and services. Title I, Part A is a federal program designed to help disadvantaged children meet high academic standards.

Section 31A of the Michigan State School Aid Act provides funding to eligible schools/districts for supplementary instructional and pupil support services for students who meet the at-risk criteria. Only students who meet the criteria are eligible for receiving Section 31A services. Teachers will complete a Section 31A eligibility worksheet twice annually to identify eligible students. Lists of eligible students will be kept in a marked envelop near the class door. This list is Confidential and will be updated as needed throughout the year. Any support staff funded through Section 31A may only provide services to students on the eligibility list.

### **USE OF SOCIAL MEDIA**

Please be extremely careful posting anything related to work on any social media. It is also wise to refrain from being "friends" with students. Any time an employee feels frustrated about work or happenings at the school, social media is not the place to vent. Instead, please see the School Leader.

### **REPORT CARDS**

Report cards are a legal document; make sure all data and information is correct before they are sent out. Students should be assigned a grade level (promoted) or retained for the following school year and teachers must sign the original report card.

Reports cards are sent home four times throughout the school year in a fastened envelope that requires a parent signature and return for the next quarter. Grades and reports are generated through Power School. Teachers are required to manage and monitor their own grade book. **Grade books should be updated weekly.** When all grades are submitted, the Office will print report cards. **Please note—grades and skills must match.** This means a student should not receive a failing grade with Mastery/Progressing skills.

## **Report Cards**

- Every quarter
- Each quarter is a separate grading period
- BE sure to update weighting for each marking period
- Modified report cards will be issued for one-on-one students
- Special Ed students receive a sticker noting that instruction and assessment was modified

Please enter comments for any grade below a "C" to indicate why the students is underperforming.

\*\*To send grades, please check the box to finalize grades for that marking period.

### **Grading Scale**

94	A
90	A-
87	B+
84	B
80	B-
77	C+
74	C
70	C-
67	D+
64	D
60	D-
59	F

### **Skills Scale**

Mastery = M (90-100)
Progressing = P (70-89)
Unsatisfactory = U (0-69)

### **Grade Book Weighting Scale for Content Areas**

Assessments = 60%	Classwork/ Projects = 30%
Spelling (place in writing)= 5-10%	
Homework Grades 3-5 10%	

Grades are reported to parents a minimum of eight times during the school: four end of term Report Cards and four mid-term Progress Reports. These reports are generated through Power School.

Collaboration between general education and special education teachers is required for both progress reports and report cards: case managers collaborate on grades and the social worker collaborates on conduct and work/social habits. **Classroom teachers cannot assign final grades in any term until after they have consulted with the collaborative teachers.**

Particular students may require reporting on a more frequent basis, as determined by means of a conference between the teacher, the parent(s), and other necessary stakeholders. The type and frequency of such reports is determined on a per case basis.

<u>Progress Report Due Dates</u>	<u>Report Card Due Dates</u>
October 3 <sup>rd</sup>	November 5 <sup>th</sup>
December 1 <sup>st</sup>	January 21 <sup>st</sup>
February 27 <sup>th</sup>	April 13 <sup>th</sup>
May 8 <sup>th</sup>	June 10 <sup>th</sup>

## **RESPONSE TO INTERVENTION (RTI)**

RTI is a process of implementing high quality, scientifically validated instructional practices based on learners needs, monitoring students' progress and adjusting instruction based on the students' response. RTI meetings will be held monthly. A log will be updated with data each week.

Students that do not meet the diagnostic/screener during the September Universal Screening will qualify for RTI services. Scantron Reading and Math will be the first data point; Running Records, Sight words and MY Math assessments will be used as the second data point. Interventions and strategies will be implemented and monitored for each student through the RTI process. It is extremely important to keep current data, monitor progress and track all strategies used on the assessment sheet. Teachers should bring these with them to RTI meetings and log strategies and outcomes as we discuss student data. This information is crucial and teachers should be prepared with current data on their meeting date.

Progress monitoring is a scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of the instruction and intervention. It is used to determine if students receiving interventions are making adequate progress. Teachers are responsible for weekly progress monitoring for the students in Tier 3. Teachers are responsible for bi-weekly progress monitoring for the students in Tier 2.

For behavioral issues or other concerns, students may be referred by a teacher. Referral forms are available from the Special Ed Department.

**No child will be referred to Special Education or retained without going through the RTI process.**

***Links that may help in a better understanding of the RTI process:***

<http://www.rti4success.org>

<http://www.rtinetwork.org>

## **TEACHER EVALUATIONS AND WALK-THRUS**

We monitor classrooms to ensure quality instruction and guide our school improvement efforts. Observations and walk-throughs, will be done on a weekly basis by the Instructional Coach and/or School Leader.

Please refer to the Walk-Thru Checklist.

## **SCHOOL IMPROVEMENT**

We monitor classrooms to ensure quality instruction and guide our school improvement efforts. Observations and walk-throughs, based on the "Quality Classroom Instruction Outline" will be done on a weekly basis by the Instructional Coach and/or School Leader. Four evaluations, Essential Elements Profile (EEP), will be done throughout the year for returning teachers; five for new teachers.

Goals and strategies have been identified in the School Improvement Plan (SIP). The SIP checklist is available for all staff to review. Teachers are required to meet and monitor these goals throughout the school year along with Administration.

Each staff member is required to be on a subject area team (Math, Language Arts, Science, Social Studies, Special Ed, Technology and Specials). Each subject team will have a lead member that will represent them on the School Improvement Team. Lead members will be required to direct their team and complete a Comprehensive Needs Assessment to identify areas of improvement in their subject area. The School Improvement Team will meet every month.

## **SPECIALS CLASSES**

Three special classes (45 minutes each) are offered throughout the week: Art, Health and Physical Education.

Students will still be held under the PBIS Expectations and follow the color system during these class times. These teachers should contact parents if the behavior is re-occurring during their time period or move to orange.

## **STAFF DRESS CODE**

CCAD recognizes that teachers and other staff are role models for the students. The manner in which teachers and other staff present themselves will be reflected in the conduct of the students and the respect given teachers, staff, and the school by the community. To this end, all staff members must be neat, clean, and appropriately dressed at

all times, for a business or professional environment in accordance with the position held by the employee.

It is required that men wear collared shirts (except that banded- collared shirts with buttons and turtleneck shirts are allowed) or sweaters and slacks, and that women wear skirts, dresses, jumpers, dressy shorts (city shorts), or slacks. Jeans and sweat pants are not allowed. Clothing must be non-distracting in length and fit. The School Leader may approve variations for special situations such as field days, spirit days, free dress days, as well as staff work days (when there are no students present, nor parent conferences / meetings involving the public scheduled), or for those individuals whose responsibilities may necessitate an alternate form of dress, such as physical education teachers, coaches, and auxiliary personnel (e.g. support staff).

School administrators and administrative support employees are expected to project a professional image. They are to be dressed and be groomed appropriately in accordance with these guidelines.

The following dress is considered inappropriate for all school employees:

- Dresses, shirts, and blouses that have cutouts or see-through elements.
- Clothing which reveals undergarments.
- Clothing that promotes alcoholic beverages, tobacco, the use of controlled substances, depicts violence, is of a sexual nature, or is of a disruptive nature.
- Clothing that is tight fitting, including spandex.
- Pants not worn on the waist.
- Clothing that is provocative, revealing, indecent, vulgar, obscene, or profane.
- Articles of clothing more than three inches above the top of the knee. This includes, but is not limited to, dresses, skirts, pants, shorts, skorts, and slacks. These articles may not be ripped, torn, slit, or contain holes to expose underwear or skin, nor may they be see-through.
- Shirts, blouses, and dresses that do not cover the back, waist, or midriff.
- Shirts, blouses, and dresses that have excessive armpit cutouts.
- Hats, bandanas, head-bands or scarves worn in the school building.
- Shoes traditionally worn around the home (e.g. slippers) or to the beach (e.g. flip-flop design).

Determination of the appropriateness of dress shall be left up to the discretion of the School Leader or immediate supervisor. He or she will

counsel the individual employee regarding suitable, appropriate, and professional dress.

Reasonable accommodations shall be made by their appropriate supervisor for those employees who because of a sincerely held religious belief, cultural heritage, or medical reason request a waiver of a particular part of this policy for dress or appearance.

### **STAFF LUNCH PERIOD**

All staff have 45 minutes each day for lunch, please be prompt when returning from lunch to pick up your class. Classroom teachers are responsible for dropping off and picking up their class from the Gymnasium. Staff should never leave prior to their designated lunch time. **If you leave for lunch, then please sign out/in in the Main office.**

Lunch times are as follows:

K-2 11:30-12:15

3-5 12:20-1:05

### **STAFF MEETINGS**

In order for CCAET to be a highly effective learning community it is necessary for frequent and collaborative time to be built into the schedule. Staff meetings are scheduled WEEKLY promptly at 4:05 pm and will last until 5:00 pm. The location will be announced in the Morning Announcements. Staff meetings are considered professional development and will focus on school events that improve academic achievement and school improvement. Attendance is mandatory for all salaried staff. The School Leader or Instructional Coach must approve absences prior to the meeting.

### **STUDENT ATTENDANCE RECORDS**

**Attendance must be done daily by 9:00am. Please make sure that you are keeping your Attendance Binder up to date—this is YOUR responsibility.**

Attendance records are legal documents. Wayne RESA requires that we have a current, hard copy on the premises. Attendance must be submitted through PowerSchool by 9am daily. Teachers must print a weekly report and keep it in their attendance binder. The report **must be**

printed the same week as the attendance. During an audit, reviewers will check compliance.

**Attendance binders will be handed in on the last day of each month for the Office Manager to review.**

### **SUPERVISION OF STUDENTS- already in another part of handbook**

**Students may not (at any time) be left unsupervised in the classrooms before, during or after school.**

In the case of an emergency, use the internal school telephone to secure assistance. Dial 221 or 232 to contact the office. An accident only takes a few seconds, and the teacher, school leader and the school will be held liable. If a child is injured, then staff must complete an Incident Report form for documentation.

Classroom teachers are required to be in their classroom with the Special Needs Teacher, Speech Therapist, and/or Social Worker. Teachers and Special Education Personnel will work collaboratively to ensure a high quality of instructional support for all children.

### **TEACHER MENTOR PROGRAM**

This program will match new teachers (mentee) with veteran teachers (mentor) to gain support and guidance throughout the year. The mentee is considered any teacher that has been teaching for less than three years. School Leaders will match the mentee with the mentor based on grade-level experience and strengths. Substitute teachers will be provided for release time for the mentor and mentee to meet monthly.

The mentor is required to complete monthly logs, journals and meet monthly with the mentee. Observations can be arranged as needed or requested. Monthly logs and documentation will be due to the Instructional Coach at the end of each month in the specified grade level folder in the office.

### **SCHOOL AND STUDENT POLICIES**

## **CHILD ABUSE OR NEGLECT SUSPICIONS**

Any suspicious circumstances (bruises, unusual marks, extraordinary tardiness over an extended period of time, apparent hunger, etc.) **must be reported** to the Social Worker or Administrator for immediate follow-up. State law binds us to report any suspicious case. You are protected by anonymity in this regard. The rule is always “better safe than sorry.” Social Work Referral Forms can be found in the office. If a call needs to be made, then it should be initiated by the social worker or administration know. (CPS **1-855-444-3911**)

## **HEALTHY FOOD INITIATIVE**

CCAUE is committed to providing healthy choices for our students. Only healthy snacks and juice are permitted during school snack times. Snack times are limited to ten minutes daily. After this time, please make sure any messes made are cleaned up. Students should not be snacking on candy, chips, cookies or pop. Reminders may be sent home for students that continually bring in these items.

\*\*\*\*Snack time is not permitted. Please be sure students are working bell to bell. Snacks are allowed, but students must be learning during this time.

## **LICE POLICY**

At the beginning of each month and during the first week of school, students will be checked for head lice by the Lunch Aides. A log will be kept to ensure that all students are being checked and the frequency of the checks.

If it is determined that a student has lice or their eggs, the student's parents/guardians will be called to pick up him/her from school. The student will return to the classroom until he/she is picked up. Students are allowed one (1) excused absence due to head lice.

\*\*\*Please keep student information of head lice confidential.

Upon returning to school, the student needs to report to the office to be checked by the original reporting staff member. If he/she is found to be lice free, a Head Lice Clearance slip will be completed and the student will be sent to class. Do NOT allow any student to return without a clearance slip. Students are required to make up schoolwork missed due to lost school hours.



## MEDICATION

If a child requires medication, a parent or guardian must fill out a Medication Permission Form in the office. All medication will be dispensed from the office only. All over-the-counter medication, including aspirin, Tylenol, cough drops and inhalers, must be sent to the office.

**Students are not allowed to have any type of medication in their possession.**

If a field trip is scheduled during the time that the student normally takes his/her medication, the teacher must obtain the medicine from the office. The teacher is responsible (unless the student's parent is present) for holding and distributing the medication at the student's designated time.

## MORNING ANNOUNCEMENTS

Students are encouraged to sign up to say the Morning Announcements in the Main office. The Pledge of Allegiance, School Pledge, Lunch, Word of the Week, Recess status and morning announcements will begin promptly at 8:15am. All students (except those whose personal views do not allow it) are to stand and recite the pledges. It is extremely important that students and staff remain attentive during morning announcements.

## OUTDOOR POLICY

All children are to go outside if:

- The temperature & wind-chill is 25° or higher.
- It is not raining.
- There is less than 5" of snow.

Weather may be checked at: [JustWeather-Detroit](http://JustWeather-Detroit)

A child may stay inside in the office, if he/she has a note from a *medical doctor* stating he/she is to stay inside due to an illness.

## PLAYGROUND RULES

In order to keep all children and staff safe, the following rules **must** be reinforced by **all** staff.

All children will:

- Share equipment and use appropriately
- Keep the playground "litter-free"
- Students may not take food or drink to the playground

- Students are not permitted to throw objects or wood chips, including snow balls
- Keep hands and feet to themselves
- No foul language allowed
- No rough play

CCAUE is not responsible for any personal articles, including clothing, left by CCAUE students on the playground premises.

### **RECESS**

Outside play is very important to the growth of children. It is encouraged that all children have the opportunity to go outside at least once a day (weather permitting). Inside recess will be held in the classrooms. Lunch Aides and teachers should check the office/Annex desk for INDOOR/OUTDOOR RECESS sign.

Recess will be held during lunch hours. Classes will rotate (three at lunch and three at recess) on the field before or after they have eaten.

### **SAFETY PATROL**

Only students in 5<sup>th</sup> grade are eligible to become a Safety Monitor. Students must be responsible, respectful and reliable. Students with re-occurring behavior issues will lose their post.

Students will be placed at different locations within the school before and after school and will reinforce the school rules when an adult is not present. Any problems will be brought to the Safety Coordinator, classroom teacher or office personnel.

### **STUDENT INJURIES**

Whenever a student is hurt or injured, **a Student Accident Report must be completed.** The original is sent to the office and a copy is kept in the teacher's individual student file. **Whomever is with the child when the accident occurs must complete the Student Accident Report.**

**\*\*First aid training will be provided to all staff. Please be sure to follow the current First Aid procedures when administering First Aid.**

Report all serious injuries to the office immediately. Parents or guardians must be called and informed of injury by the person who completed the form.

### **STUDENT LUNCH**

Classroom teachers will pick up and drop off their class to their assigned lunch aide. Please be on time when dropping off/picking up students. All students will receive free lunch.

### **STUDENT SCHOOL DAY**

Students will report to the Annex for breakfast between 7:00 am to 8:00 am. 3<sup>rd</sup> and 4<sup>th</sup> graders will be walked over to wait by their lockers until the bell rings. 5<sup>th</sup> graders will wait in the Annex gym. The tardy bell will ring at 8:10 am; students will be marked tardy if they are not in the class by the second bell. Any student who arrives after the second bell needs to go to the main office to receive a tardy pass in order to enter class. If they are at the locker we are not counting them as tardy.

If a student comes in sick and goes home before the bell, they are still marked absent.

### **STUDENT UNIFORM POLICY**

The following dress code is designed to help foster a professional environment in the school and prepare the students for the professional world. The dress-code policy is in effect each school day. Students will be notified in advance if the dress code will be altered for a special event. Students who are consistently out of dress code may be suspended by the administration.

\*\*\* PLEASE check students' uniforms before they enter the classroom each day. Remind students to tuck in their shirts and take off hoodies.

#### Shirts, Sweaters, and Blouses

- All boys and girls are to wear solid navy blue polo shirts, CCA sweatshirts, CCA fleeces or turtlenecks
- All shirts must be **tucked in** and clean
- All shirts must have a collar
- **Coats, non-school issued sweatshirts and t-shirts, and hooded sweatshirts are not permitted in the classroom**

## Pants

- All boys and girls are required to wear solid khaki dress pants
- Girls may also wear solid khaki knee-length skorts, skirts or jumpers
- Elementary students may wear khaki shorts

## Shoes

- Students at the elementary school may wear gym shoes
- Girls may not wear high heels, sandals or flip-flops

## Jewelry, Make-up, Hair...

- Girls may not wear large earrings that hang below the earlobe
- Hoop earrings cannot be larger than the child's thumb. Earrings are limited to one set
- Boys are allowed to wear post earrings only
- Males are prohibited from having facial hair
- Make-up and lipstick are not allowed
- Excessive jewelry is not permitted
- Fake nails are not permitted
- Brown or Black belts are required
- Tights or knee socks are required

Jeans, sweatpants, exercise pants, hooded sweatshirts, t-shirts or blue/black pants may never be worn, unless it is a scheduled dress down day. Children who are not in proper uniform will call home to get a change of clothes if possible or receive a proper uniform from the "share box" if available. Parents are expected to make the necessary changes by the next day.

## **SUCKERS AND CHEWING GUM**

Students are NOT allowed to eat suckers or chew gum during school hours or in after school sponsored activities. This practice can be very dangerous as it could lead to serious injury. Suckers and chewing gum are not to be sold as a fundraising activity during school hours.

## **STUDENT CELL PHONE USAGE**

Students are not permitted to carry a cell phone during school hours. If a cell phone is carried for emergency purposes, it must be checked in to the classroom teacher before the start of school and can be picked up at dismissal. Cell phones not turned in will be confiscated and held in the office

**Acknowledgement of Cesar Chavez Academy District Handbook**

I \_\_\_\_\_ have read and understand my responsibilities and expectations as outlined in the Cesar Chavez Academy District Handbook. I also understand that policies are subject to change based on the need of staff, students and administration and will receive a written copy of changes by the front office and I will adhere to said policy.

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Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

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School Leader Signature \_\_\_\_\_ Date \_\_\_\_\_