**Cesar Chavez Academy District**

**Staff Handbook**

**2014-2015**



**Thomas Goodley Jr.- School Leader**

**Andrea Walley- Instructional Coach**

**Lorena Cuevas- Office Manager**

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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 forthe 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**

Cesar Chavez will provide an opportunity for all students to learn in a safe atmosphere of academic excellence.

**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!”

**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 RESPONSIBILTY (IN CASE OF EMERGENCY)**

Thomas Goodley /School Leader

▼

Andrea Walley / Instructional Coach

▼

Lorena Cuevas / School Leader Designee

# 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 punch 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, earing 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 EMERGENICES/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:

* Keep the conversation with your emergency contact to a minimum. (Ex: 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.

# ATTENDANCE & ABSENTEEISM

**Martin Campus: 7:45 am - 3:45 pm**

**School hours: 8:10 am - 3:30 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 313-400-2529. Please make sure that your “3 day Sub folder” is 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:

I. Verbal warning

2. Written warning

3. 2nd 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 313-550-5599 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 (313-361-1083). **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:

1. 1 – 3 Lates: Verbal Reprimand
2. 4 Lates: Written Counseling
3. 5 Lates: Written Reprimand
4. 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 Employees 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 punch 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 *(first* Mon. in Sept.)

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.

\*\*Attached Leadership Organizational Chart District

**COMMITTEES**

In order to work together as a team, each staff member is required to be a lead on one committee and work on another committee. Please see Committee Description Sheet and Committee Sign-In Sheet.

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.

I. Verbal warning

2. Written disciplinary action with administrative counseling

3. 2nd 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. This also applies to lunch aides, behavioral aides, office staff and highly qualified aides.

Kinder- 5th Grade

Discipline is managed through the color chart:

Purple = Above and Beyond

Green = Good Day

Yellow = Warning

Orange = 2nd Warning/Letter Home

Red = Sent to office with referral

***See Staff SWPBIS Handbook and Behavior Rubric for Discipline Plan***

\*\*\*Behavior should be monitored and entered by classroom teacher using Google docs at the end of each month. Entries 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 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). Positive correspondence is extremely important in the first two weeks of school.

The first week of school write a letter home to parents about grading, homework/reading log, attendance, snacks, etc. This is a best practice to be done by all teachers.

Monthly Newsletter

Include current objectives being covered in all subjects, school events and important reminders.

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.

Translation is available from the office staff, but due to their heavy work load, please allow two days for translation to be completed. Also, it is helpful to translate the English version with Google Translate and then send it to the office.

**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). 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, unit assessments, vocabulary and resources can be easily accessed at <http://www.svsu.edu/site/supo/>.

Curriculum Maps will be updated monthly with the grade level team/departments to pace where each grade is in terms of covering the CCSS and skills—**this is a working, live document**.

**Curriculum maps will be due:**

Sept/Oct---August 29th

Nov/Dec--October 24th

Jan/Feb—December 19th

Mar/April—February 13th

May/June—April 3rd

Please make sure to turn in on the shared drive “Curriculum Maps”, grade level and content area in one document for the Curriculum Maps versus doing separate files by month.

Lesson Plans are due every Thursday.

**Curriculum Resources adopted by CCAD**:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **ELA** | **Math** | **Science** | **Social Studies** |
| **CCA Lower Elementary** | 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 |
| **CCA Intermediate** | CCA Intermediate Pacing Guides | CCA Intermediate Pacing Guides | CCA Intermediate Pacing Guides | CCA Intermediate Pacing Guides |
| **CCA Middle** | 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 |
| **CCA High** | 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 |
| **CCA EAST** | 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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **ELA** | **Math** | **Science** | **Social Studies** |
| **Instructional Strategies** | * SIOP * Cooperative Learning * Project based Learning * Hands on Learning * Graphic Organizers * Best Practices * Think-Pair-Share * Marzano’s Graphic Organizers * Small Group Instruction * Whole group Instruction * Differentiated Instruction * Anchor Activities * Rigor and Motivational Strategies * Exit Slips * Modeling * Center-based Instruction * Higher Order Thinking (Bloom’s Questioning) * Technology * Activating Prior Knowledge (Flip Book) * Wrap-Up Activities (Flip Book) * Literature Cirle (High) * Journaling (High) | * SIOP * Best Practices * Think-Pair-Share * Marzano’s Graphic Organizers * Graphic Organizers * Hands on Learning * Small Group Instruction * Whole group Instruction * Differentiated Instruction * Anchor Activities * Rigor and Motivational Strategies * Exit Slips * Modeling * Center-based Instruction * Higher Order Thinking (Bloom’s Questioning) * Technology * Activating Prior Knowledge (Flip Book) * Wrap-Up Activities (Flip Book) * Inquiry Based learning | * SIOP * Best Practices * Think-Pair-Share * Marzano’s Graphic Organizers * Small Group Instruction * Whole group Instruction * Differentiated Instruction * Anchor Activities * Rigor and Motivational Strategies * Exit Slips * Modeling * Center-based Instruction * Higher Order Thinking (Bloom’s Questioning) * Technology * Activating Prior Knowledge (Flip Book) * Wrap-Up Activities (Flip Book) * Hands-on Activities * Inquiry Based learning * Hypothesis /Testing * Cooperative | * SIOP * Best Practices * Think-Pair-Share * Marzano’s Graphic Organizers * Small Group Instruction * Whole group Instruction * Differentiated Instruction * Anchor Activities * Rigor and Motivational Strategies * Exit Slips * Modeling * Center-based Instruction * Higher Order Thinking (Bloom’s Questioning) * Technology * Activating Prior Knowledge (Flip Book) * Wrap-Up Activities (Flip Book) * Hands-on Activities * Graphic Organizers * Project Based Learning * Cooperative Learning |
| **Resources** | * Curriculum Crafter * Reading Street (East) * Houghton Mifflin (Vernor, Martin, Middle, High) * Making Meaning (Vernor and Martin) * Write Steps (Vernor and Martin) * Power Writing (Middle) * Phonics 1st (Vernor, Middle and Martin) * Accelerated Reader * ANet Lesson Resource (Martin) * Learning A to Z * Reading A to Z * Raz Kids * MLPP * DRA * Super Teacher Worksheets * Teachers Pay Teachers * BrainPop * United Streaming * YouTube * Study Island * Leveled Readers * Classroom Libraries * Promethean Planet * Sadlier Writing (Middle) | * Curriculum Crafter * IXL * Everyday Math * AIMS math activities (Martin) * MY Math * Super Teacher worksheets * Teachers Pay Teachers * Manipulatives (MY Math Tool Kits) * United Streaming * BrainPop * Youtube * Study Island * ANet Lesson Resource * Promethean Planet * Fast math (Middle) * Sadlier Common Core Progress (Middle) | * Curriculum Crafter * Scotts Foresman (Vernor and Martin) * Foss Program and Kits (Martin) * BrainPop * SuperTeacher Worksheets * Teachers Pay Teachers * United Streaming * YouTube * Study Island * Reading A to Z * Science A to Z * Reading Street * AIMS Projects/Activities (Martin) * Scholastic Magazines * Studies Weekly * Promethean Planet | * Curriculum Crafter * MC3-Wayne Resa * BrainPop * SuperTeacher Worksheets * Teachers Pay Teachers * United Streaming * Study Island * Reading A to Z * YouTube * Scholastic Magazines * Studies Weekly * Promethean Planet |
| **High School**  **Resources** | * ACT Practice Exams * ACT Online * Read 180 (Middle and High) * System-44 * Pd. Membership Online Resources * SVSU SUPO * College Board Resource Online | * SVSU SUPO * Scholastic Magazines * PD Membership Online Resources * Calculators * ACT Practice Exams * ACT Online * College Board Resource Online | * SVSU SUPO * PD Membership Online Resources * TeacherTube * ACT Practice Exams * ACT Online * College Board Resource Online | * ACT Practice Exams * ACT Online * Pearson Publishing * Houghton Mifflin * TeacherTube Scholastic Magazines * PD Membership Online Resources * SVSU SUPO * College Board Resource Online |
| **Vocabulary** | * High Frequency Word Walls (K-3) * Marzano’s Six steps * Frayer Model * Four Corner Vocabulary Graphic Organizer (Academic Vocabulary) * Reading Street Vocabulary Picture Cards (K-3)-(East) * Vocabulary Picture Cards * Sadlier Vocabulary for Success * Content and Academic Vocabulary Clip Boards Posted   (K-5) | * High Frequency Word Walls (K-3) * Four Corner Vocabulary Graphic Organizer (Academic Vocabulary) * MY Math Vocabulary Picture Cards * Vocabulary picture cards * Content and Academic Vocabulary Clip Boards Posted   (K-5) | * High Frequency Word Walls (K-3) * Vocabulary picture cards * Four Corner Vocabulary Graphic Organizer (Academic Vocabulary) * Concept Mapping * Content and Academic Vocabulary Clip Boards Posted   (K-5) | * High Frequency Word Walls (K-3) * Four Corner Vocabulary Graphic Organizer (Academic Vocabulary) * MC3 Vocabulary Picture Cards * Content and Academic Vocabulary Clip Boards Posted   (K-5) |

## 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 .

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment** | **Measure** | **Frequency** | **Grade Level(s)** |
| **Scantron**  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 be indentifies 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 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assessment Methods** | **ELA** | **Math** | **Science** | **Social Studies** |
|  | * Curriculum Crafter * Phonemic Awareness Screeners (Vernor/Martin) * Phonics Screeners (Vernor) * DIBELS (Vernor) * Reading Street * Raz Kids * ANet Assessments/Summative assessments (Martin) * MLPP (Phonics Screeners) (East) * DRA (Running Records) * Dolch Sight Words   Assessment   * 6 Traits of Writing * Writing Benchmark Assessments * Scantron * Star Reader * Essay Writing (Middle) | * Curriculum Crafter Assessments * MY Math Unit Tests * IXL * Study Island * Everyday Math Unit Tests (Martin) * ANet Assessments/Summative assessments (Martin) * Scantron * Quizzes (formative and summative) | * Curriculum Crafter * Assessments * Study Island * Teacher created assessments * Exit Slips * Concept Maps * Essay (Middle) | * Curriculum Crafter * MC3 Assessments * Teacher created assessments * Study Island * Essay Writing (Middle) |
| **High School**  **Assessment Methods** | * Exam View * Unit Assessments * Pre/post assessments * Quizzes (Formative and Summative) * Gates-MacGinitie Assessment * ACT-Style Quarterly Assessments * Practice ACT * Practice ACT Explore * Practice ACT Plan | * Unit Tests * Exam View * Summative/Formative Assessments on CCSS in Math – Quizzes, etc. * ACT Quarterly Assessments * Pre/post assessments * Practice ACT * Practice ACT Explore * Practice ACT Plan | * Unit Assessments * Pre/Post Testing * Practice ACT * Practice ACT Explore * Practice ACT Plan * Exam View * ACT Quarterly Assessments | * Unit Assessments * Pre/Post Testing * Practice ACT * Practice ACT Explore * Practice ACT Plan * Exam View * ACT Quarterly Assessments |

# DAILY SCHEDULE K-5

## START OF THE DAY

All teachers/staff must be ready for instruction prior to the tardy bell and greet students at the door with a smile.

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

## END OF THE DAY

All teachers will wait with students outside until 3:45pm. After this time, classroom teachers may not leave for the day until all children have been picked up or placed in the Surround Care. Please make sure that your students are not wandering the hallways or playground. Please make sure that all windows are closed, computer towers, monitors, Promethean boards/screens and fans are turned off.

Students walking or being picked up by a parent or sibling may be released at the bell. Students taking the bus must wait in the classroom until their grade level is picked up by the bus attendant. Teachers must complete the bus check off form daily. **Please do not allow students to complete the form.** This form must be sent with your students when they are called for the bus. The bus attendant will check off the form again to make sure the student is on the bus, what campus the student exited the bus from and will make sure that the forms are turned into the office when returning to the school.

## 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 CCAUE. Each classroom and office

area should have a copy of the CCAUE 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.

In case of lock down, “DEAR Time has been cancelled”, will be announced over the PA. Teachers are to lock doors and gather the class under the green circle on the ceiling.

# 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 chose 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.

# FUNDRAISING

Classroom teachers are considered to be the financial managers of their class businesses. As such they must handle the bookkeeping for that business: this includes money brought in as revenue, money going out for business expenses (products), and money generated as profit. Receipts for supplies purchased must be turned in monthly along with a business expense / balance sheet. **Class businesses must be transparent with regard to what money is being generated, what happens to it once it gets in the building, and what it is being used for**. Class items may only be purchased with business money if they are things that can be used by all the students in the class.

**\*\*If you are committee lead, please be sure to store all money in the office. At the end of the fundraiser, money should be counted and change rolled before it is turned into the office.**

Money that is collected by teachers and staff – class business money, Scholastic book orders, fund-raising money, or field trip fees – should ***NEVER*** be left in the possession of any staff member, nor left in the classroom (even in a secure location). **CLASSROOMS OR OTHER AREAS SHOULD NOT BE STORAGE LOCATIONS FOR CASH AT ANY TIME**. Teachers must submit such funds in a clearly identified envelop to the School Leader, who will put it in the school safe. Lost, stolen, or misplaced money that was not turned in to the office as required becomes the sole responsibility of the teacher / teachers concerned: this includes replacing and reimbursing the missing funds.

Fundraising sales (popcorn, pizza, bake, etc.) that are scheduled before, during and after school need to be scheduled and approved by the office. Only one (1) sale may be scheduled per day. Please see the Classroom Business sign-up sheet in the office.

**Any sale during lunch must fit within the healthy initiative guidelines**.

The sale of ice cream, chips, candy, etc. must be done after school.

# GRADING, RECORD KEEPING & REPORTING

* **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. 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.

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. 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 1 assessment and 1 classwork grade per subject, per week should be put in the grade book.**
* **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.

**Reading Log:** All students are required to read 20 minutes and record it in their reading log daily and parents are to sign after every entry. Teachers are to check reading logs each day.

**This is a school-wide reading initiative.**

**\*\*\* Reading log and homework are not reported as grades!!!!! Also, please do not spend a lot of time collecting and grading homework during instructional time; this time can be used to help students who are struggling.**

# 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/SUPPORT STAFF

1. PLEASE NEVER, under any circumstances leave your class alone in the classroom or HALLWAY!!!! When walking students to special, take them into the room and be sure the teacher is there BEFORE leaving. .
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 (3:45 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 CCAUE property.
12. Employees are prohibited from bringing liquor or any unlawful substances on CCAUE property, or consuming liquor and using unlawful substances on CCAUE property, or reporting for work under the influence of liquor or narcotics.
13. Proper attire is required as determined by the Academy.

**DRESS CODE: Male and female faculty are reminded that they are to present themselves as role models for all CCAUE students. As such, the minimum dress code is business casual for both male and female faculty. Faculty should not dress in a manner that might be construed to be provocative or inappropriate. Casual dress by faculty is not allowed except on days so designated for students. (see Staff Dress Code) SEE 35**

1. Teachers are required to attend staff meetings in their entirety. Staff Meetings will be held beginning at 3:45 p.m. Personal obligations and appointments should not interfere with staff meetings. Those who are absent for a staff meeting will be required to review the agenda and notes and write a reflection of those.

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. WORK EXPECTATIONS – LUNCH/ SURROUND CARE STAFF

Lunch/Surround Care staff should consult the Lunchroom/Enrichment Coordinator for specific duties and responsibilities to their assigned position. The following are general policies to be followed:

1. Any student not picked up within 15 minutes of dismissal time and who is not enrolled in the Surround Care Program will be taken to Surround Care and billed at the daily drop-in rate.
2. Surround Care staff should have their students use the restroom as a group to avoid hall walkers.
3. Surround Care/Lunch staff must remain with their students at all times. Please request that someone sit with your group in the event you must briefly leave.
4. Surround Care/Lunch staff are encouraged to interact with the students during activities and to build a positive rapport as a means of minimizing behavior problems.
5. Please DO NOT send students into unsupervised areas.
6. Surround Care/Lunch staff should respond to any inappropriate behavior immediately. Initially, students should be informed of the behavior that is expected of them in a particular location. Repeated incidents of inappropriate behavior should be referred to the appropriate coordinator for parent notification and/or discipline.
7. Surround Care/Lunch staff must adhere to dress code policy.

**DRESS CODE: Lunch and Enrichment staff are required to dress in a neat and clean manner. Questions regarding dress should be directed to the Lunchroom/Enrichment Coordinator or the Office Manager.**

1. Surround Care/Lunch staff should be flexible and willing to assist in other areas when deemed necessary.
2. Surround Care/Lunch staff are expected to report to work every day by 10:30. Punching-In in the main office is mandatory.

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## 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. Please speak with Lorena Cuevas before laminating.

**LESSON PLANS**

Lesson planning is a professional responsibility: all teachers are required to plan for effective instruction. Lesson plans will be written in each grade level within each 3 person team. You may not share lesson plans with persons that you are not planning with on a regular basis.

Lesson plans must contain these elements: CCSS/GLCEs, content objectives, language objectives, activities, building background, modifications, vocabulary and assessments.

\*Approved lesson plan formats will be provided separately, but must contain the above components\*

**All instructional staff must turn in weekly lesson plans**. Weekly lesson plans are to be complete by the close of the business day on Thursday. Please make sure that all lesson plans written in Planbookedu have the CCSS/GLCE attached to each lesson. Also, each teacher needs to fill in the lessons they are using into their personal planbook. 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.

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

1st Offense- Verbal Warning

2nd Offense-Written Warning

3rd Offense- Professional Improvement Plan will be in place

**Special Education Teachers**

**One on One Aides/Support Staff must turn in weekly logs.** These are to be submitted in Ultipro in conjunction with your timesheet.

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.

**COMPUTERS**

The Computer teacher will help integrate technology standards (see Curriculum Binder) into a core lesson.

If you would like to use the computer lab with your class, please sign up with the Computer teacher. When finished, please make sure laptops are returned to the closet to charge.

If you would like to use the computer carts, please follow procedure listed on carts.

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

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

All classrooms should have an Objective board visible to students, staff and visitors. Each content area should have CO/LO as well as vocabulary displayed for students. The purpose of the objective boards is to give students a purpose for learning.

**Content objective**: ***What*** the student is expected to learn at the completion of each lesson.

**Language objective**: ***How*** language (speaking, listening, writing)will help students learn the content.

**Teachers are required to post objectives for each subject daily. Please make sure you are directly teaching vocabulary for current CCSS/GLCE and teaching vocabulary verbs within the objective.**

# 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 your classroom. Translators will be provided.

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. Please turn in your sign-in sheets and conference forms once you have 95% or higher.+

Parent-Teacher Conferences are scheduled on the following dates:

October 7th-8th 4:00-6:00pm

December 2nd-3rd 4:00-6:00pm

March 3rd-4th 4:00-6:00 pm

May 12th 4:00-6:00pm (At risk students only!)

**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 next to the building or behind the Annex.

# 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/CO-PLAN MEETINGS

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.) Teachers are required to meet with their grade level team on Wednesdays during one special time to plan. Co-plan is intended for a time of discussion and collaboration on what standards/skills are to be taught, what instructional tools are being utilized to ensure student learning, and how are those skills/standards being assessed. A co-plan binder should be filled out each week and the instructional coach will attend co-plan whenever possible.

The remainder of the specials time for the week (and lunch) are teachers time to plan, research, develop, create resources/materials and/or copy materials; whether it be individually or as a team.

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.

\*\*Data meetings with ANet will be during planning meetings once the testing is completed.

# POLICY PROHIBITING SEXUAL HARASSMENT-

CCAUE 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 CCAUE will not be tolerated. ALL CBA p…

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

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.

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# 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 Skills Scale**

94 A Mastery = M (90-100)

90 A- Progressing = P (70-89)

87 B+ Unsatisfactory = U (0-69)

84 B

80 B-

77 C+

74 C **Grade Book Weighting Scale for Content Areas**

70 C- Assessments = 60% Classwork/ Projects = 30%

67 D+ Spelling (place in writing)= 5-10%

64 D

60 D-

59 F

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.

|  |  |
| --- | --- |
| Progress Report Due Dates | Report Card Due Dates |
| September 30th | November 2nd |
| November 26th | January 20th |
| February 27th | April 3rd |
| May 8th | June 15th |

**RESPONSE TO INTERVENTION (RTI)**

RTI will be held on Friday. Teachers will be required to leave their classrooms and attend the RtI meetings. Teachers need to be prepared and bring the following items:

* **Tier 1 intervention forms**
* **Google Drive updated/Interventions updates**
* **Computer with grades (be sure grades are updated!!!!)**

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

***REFER the RtI Handbook for CCAUE 2014-15***

<http://www.rti4success.org>

<http://www.rtinetwork.org>

**Teacher Evaluations/Walk-throughs**

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 Data Rubric for the Teacher Comprehensive exam and the Teacher Comprehensive exam.

All BUM, please refer to union contract.

**School Improvement**

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.

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.

# SHELTERED INSTRUCTION OBSERVATION PROTOCAL (SIOP)

The SIOPModel was adopted at César Chávez Academy in 2004, to provide English Language Learner (ELL) teachers with a well-articulated model of Sheltered Instruction. Sheltered Instruction is a means for making content comprehensible for English learners while at the same time developing their English skills. Teachers use a variety of techniques for making the content concepts and information understandable so that English learners can participate in grade-level classes. The model facilitates high quality instruction for ELL’s in content area teaching. Instruction guided by the SIOP Model attends to the distinct academic needs of students learning English. All staff will participate in yearly training to continue effective implementation of the SIOP Model.

The SIOP Model consists of 8 components: Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice and Application, Lesson Delivery and Review/Assessment.

We strive to meet the needs of all of our learners at CCAE. With 90% ESL Learners (70% LEP), we expect to see a variety of language acquisition strategies used in the classroom.

The strategies we will focus on this year will be:

Student Interaction, Review and Assessment

**SERVICE LEARNING**

We want the students at Cesar Chavez Academy to understand the importance of being part of their community. Each class or grade will pick a community service project that can be integrated into the curriculum. Service project sheets are due at the end of the year. Saturday trips to the Capuchin Warehouse and Kiwanis Book Warehouse are available for student or class service projects.

# SPECIALS CLASSES

Five special classes (45 minutes each) are offered throughout the week: Computers, Art, Music, and Physical Education.

Students will still be held under the SWPBIS 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.

Choir and Art Club are extra classes for students who are maintaining good grades and behavior. These schedules will be set up by the art and music teacher.

# 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 playground and/or cafeteria. Staff should never leave prior to their designated lunch time. **If you leave for lunch, then please sign out/in in the office or Annex desk.**

Staff may purchase a school lunch for $2.75. Please make sure to let Millie know in the kitchen.

Lunch times are as follows:

3rd 11:00-11:45

4th 11:50-12:35

5th 12:40-1:25

# STAFF MEETINGS

In order for CCAD 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 3:45 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 ASSESSMENTS- See assessment calendar

ELPA Screener (New students) September

DIBELS (At-Risk students) Sept, Nov, Feb, May

Scantron September, January, May

Math Pre/Post Monthly

Reading Pre/Post Tests Monthly

MEAP April/May (TBD)

NAEP (4th grade only) January-March

ELPA (LEP students) April

Running Record/Dolch Sight Word Sept, Dec, April

Writing Sample Sept, Dec, April

Study Island Monthly

ANet October, January, May

Math Benchmark September, June

**As student assessments are completed, they MUST be recorded onto the Google Drive. Refer to the staff calendar for due dates.** Hard copies of writing sample, running record, math benchmark and dolch words will be kept in the students’ file.

# 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 25º or higher.
* It is not raining.
* There is less than 5” of snow.

Weather may be checked at: [JustWeather-Detroit](http://detroit.justweather.com/?default=true)

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.

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# 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 5th 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. 3rd and 4th graders will be walked over to wait by their lockers until the bell rings. 5th 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.

Teacher Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School Leader Signature Date