

High School • La Preparatoria

# César Chávez Academy High School

## **2019-2020** **Staff Handbook**

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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.

### **¡Sí se puede!**

CCA School District originated in 1995 and our High School was established in 2003 as a result of the community, parents, and students demanding more choices outside of the traditional education system. Authorized by Saginaw Valley State University and managed by The Leona Group, CCAHS is located in the heart of Michigan's largest Latino community, Southwest Detroit.

### **Mission Statement**

“To provide a safe atmosphere of academic excellence that promotes thinkers and problem solvers who work cooperatively and respectfully in an inclusive environment.”

### **Belief statements**

We believe and envision that every child is entitled to a quality education.

We believe all children will grow academically, socially and physically.

We believe every child is entitled to a safe and orderly learning environment.

We believe that family involvement in the educational process is essential to the success of the child.

We believe in meeting the diverse needs of our parents.

We believe all students will be prepared to become positive, productive members of the community.

We believe that in education, creativity is an essential part of the learning process.

### **Equal Opportunity Education**

CCAHS adheres by the principle that all persons are entitled to an equal education without regard to gender, race, religion, nation of origin, pregnancy, disability, marital status, economic status, or any reason not related to their individual capabilities.

## School Staff & Contact Information

César Chávez Academy High School  
1761 Waterman Street  
Detroit, MI 48209

**Telephone:** 313.551.0611      **Fax:** 313.551.0552  
**Email:** questions@chavezaterman.com      **Website:** www.chavezwaterman.com

<b>Administration</b>	Juan Martinez, School Leader	juan.martinez@leonagroup.com
	Brian Goodwin, Asst. School Leader	brian.goodwin@leonagroup.com
	Carissa Rusnak, Instructional Coach	carissa.rusnak@leonagroup.com
	Linette Garza, Dean of Students	linette.garza@leonagroup.com
<b>Main Office</b>	Aundrea Henderson, Office Manager	aundrea.henderson@leonagroup.com
	Viridiana Lopez, Office Asst.	viridiana.lopez@leonagroup.com
<b>Data and Technology</b>	Agustín Guerrero-Flores	agf@leonagroup.com
<b>Counseling</b>	Vacant	@leonagroup.com
<b>College and Career Advisor</b>	Sandra Sanchez	sandra.sanchez@leonagroup.com
<b>Anti-Bullying Liaison</b>	Treval Parker	treval.parker@leonagroup.com
<b>Special Events/ Athletics</b>	Jerrold Jackson	jerrold.jackson@leonagroup.com
<b>Social Work</b>	Cassandra Shaw	cassandra.Shaw@leonagroup.com
<b>Special Education</b>	Angelina Macon, Lead Instructor	angelina.macon@chavezwaterman.com
<b>English as a Second Language</b>	Carissa Rusnak, EL Coordinator	carissa.rusnak@leonagroup.com
	Julia Heneveld, ESL teacher	julia.heneveld@leonagroup.com
<b>English Department</b>	Stacey Gasparovic , Lead Instructor	stacey.gasparovic@leonagroup.com
<b>Math Department</b>	Clint Prong, Lead Instructor	clint.prong@leonagroup.com
<b>Science Department</b>	Jessie Rivas, Lead Instructor	Jessie.Rivas@leonagroup.com
<b>Social Studies Department</b>	Cortney Kosmala-Jackson, Lead Instructor	cortney.kosmala@leonagroup.com

## Schedules

### FULL DAY SCHEDULE

#### 12TH GRADE

P1	6:55-7:55 AM
P2	8:00-9:00 AM
P3	9:05-10:05 AM
P4L	10:10-10:40 AM
P4B	10:45-11:45 AM
P5B	11:50-12:50 PM
P6B	12:55-1:55 PM

#### 9<sup>th</sup> - 11<sup>th</sup> GRADE

P2	8:00-9:00 AM
P3	9:05-10:05 AM
P4A	10:10-11:10 AM
P5A	11:15-12:15 AM
P5L	11:15-11:45 AM
P5B	11:50-12:50 PM
P6A	12:20-1:20 PM
P6L	12:20-12:50 PM
P6B	12:55-1:55 PM
P7L	1:25-1:55 PM
P7	2:00-3:00 PM

### EARLY DISMISSAL SCHEDULE

#### 12TH GRADE

P1	6:55-7:55 AM
P2	8:00-8:40 AM
P3	8:45-9:25 AM
P4L	9:30-10:00 AM
P4B	10:05-10:45 AM
P5B	10:50-11:30 AM
P6B	11:35-12:15 PM

#### 9<sup>th</sup> - 11<sup>th</sup> GRADE

P2	8:00-8:40 AM
P3	8:45-9:25 AM
P4A	9:30-10:10 AM
P5A	10:15-10:55 AM
P5L	10:15-10:45 AM
P5B	10:50-11:30 AM
P6A	11:00-11:40 AM
P6L	11:00-11:30 AM
P6B	11:35-12:15 PM
P7L	11:45-12:15 PM
P7	12:20-1:00 PM

### HALF DAY SCHEDULE

#### 12TH GRADE

P1	6:55-7:55 AM
P2	8:00-8:30 AM
P3	8:35-9:05 AM
P4	9:10-9:40 AM
P5	9:45-10:15 AM
P6	10:20-10:50 AM

#### 9<sup>th</sup> - 11<sup>th</sup> GRADE

P2	8:00-8:30 AM
P3	8:35-9:05 AM
P4	9:10-9:40 AM
P5	9:45-10:15 AM
P6	10:20-10:50 AM
P7	10:55-11:30 AM

## Staff Responsibilities

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

Juan Jose Martinez / School Leader



Brian Goodwin / Assistant Principal



Carissa Rusnak / Instructional Coach



Linette Garza / Dean of Students

### **HIGHLY EFFECTIVE STAFF**

All teachers at César Chávez Academy are highly effective 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**

- 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 a rigorous standard of quality and be able to demonstrate through the formal state or local academic assessment, knowledge of and the ability to assist in instructing Reading, Writing, and Mathematics; i.e. WorkKeys 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 sign 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.

### **Emergency-Certified/Non-Certified Teachers**

All emergency-certified teachers must be working towards certification, earning at least six (6) credit hours 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 and Unexpected School Closings

In the case of a school closing, the school phone relay and/or the Digital 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 into 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 from current.

See CBA Article XIX Section 19.01 subsection E page 15-16

“Emergency School Closures and Staff Safety: If an emergency such as severe weather or power failure requires a work site to close, Bargaining Unit Members will be notified by the work site’s established emergency notification procedure in a timely manner. In the event of such closures, subject to their agreement to work any instructional days rescheduled due to school closures, Bargaining Unit Members shall not be required to report to their work sites nor shall they be required to make up or otherwise use personal leave days for the first three school cancellation dates of the school year. Any dates over and above the first three school cancellation dates of the school year must either be (1) taken as personal leave or (2) worked in the Bargaining Unit Member’s work site.”

## Attendance & Absenteeism

Staff Hours

**6:25 a.m. - 2:25 p.m.**

or

**7:30 am - 3:30 pm**

School Hours

**6:55 a.m. – 2:00 p.m.**

or

**8:00 am - 3:00 pm**

All staff members are required to report to work thirty minutes prior to the beginning of the school day and remain thirty minutes after the end of the school day. Please refer to above-listed staff and school hours. (This does not apply to the Food Service Workers and Custodians)

Absenteeism affects the quality of academic programming for CCAD and places an unnecessary burden on students as well as 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 at 313-695-7605 or the Dean of Students at 313-433-3277 by 6 am 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 or text the School Leader at 313-695-7605 or the Dean of Students at 313-433-3277 by 6:00 a.m. **Three day Emergency Lesson Plans should be submitted to the main office, for the Instructional Coach, by Friday, September 6, 2019.** If you are absent and you would like different sub plans to be utilized, please submit lesson plans to the office and Instructional Coach on the day of absence no later than 6:30 a.m. **Failure to submit substitute lesson plans may result in a lowered rating in Marzano's Observation tool, as well as a verbal or written warning.** If absences are known in advance, submit the Time-Off Request on the line in Ultipro.

■

\*\*Failure to properly notify the School Leader or Dean of Students when an absence occurs will prompt the following actions:

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

### C. STAFF ABSENCES - NON-INSTRUCTIONAL

If you are unable to come to work, please call the CCAHS Main Office by 7:00 a.m. Please leave a voicemail message if no one is available to answer the phone call. If you are ill and know you will not be attending work the next day, you must let the Main Office know before you leave the building.

Failure to properly notify the Main Office when an absence occurs will prompt the following actions:

1. Conference with administration
2. Verbal Warning from administration
3. Written warning from administration
4. Recommendation for termination

### D. TARDINESS

If you know you will be late, call the Main Office (313-551-0611). **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 at 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 Late arrivals: Verbal Reprimand
- b. 4 Late arrivals: Written Counseling
- c. 5 Late arrivals: Written Reprimand

d. More than 6 Late arrivals: 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 timesheets 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 sign in and out 4 times a day (arrival, in and out at lunch and dismissal)***

A part time hourly staff works a maximum of 25 hours per week. (30 minutes unpaid Lunch if applicable)

A 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. Staff is expected to **sign out and back in** at the main office when leaving the campus during lunch.

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

## G. PLANNING PERIOD

Prep time is work time and your planning period is to be used for your classroom preparation, i.e. grading, lesson plans, PowerSchool, parent outreach, and/ meeting with colleagues regarding work. It is expected to be used as such, your planning period is not a lunch or break period. Up to one planning period per month can be dedicated to working with an Instructional Leader.

## H. HOLIDAYS

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

New Year's Day (Jan. 1)	Labor Day ( <i>first</i> 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.

Leadership Organizational Chart District will be provided.

## Committees and Student Organizations

Each staff member is strongly encouraged to participate in a committee/student organization throughout the school year; all staff members must be a member of the MTSS (Multi-tiered Systems of Support) team.

All school committees' meetings are scheduled during the normal school calendar. None of these committees are required to meet outside of the normal school calendar, but can meet depending on the wishes of the committee members.

### **After-School Clubs**

There are opportunities to create after-school clubs. Please bring all ideas and suggestions to the School Leader for prior approval.

Examples of after-school clubs include but are not limited to:

- Art
- Environmental
- Robotics
- Medical
- Detroit Food Academy
- Club Clue
- Video Game

## CCAD Conflict Resolution Procedure

### A. COMMUNICATION

Teamwork, open communication and the ability to resolve conflict are encouraged as necessary characteristics of an effective professional.

### 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 Non-Bargaining Unit Staff

All non-bargaining unit staff members will be treated fairly and respectfully. The following actions will occur:

1. Conference
2. Verbal Warning
3. Written warning
4. Recommendation for termination

***The following lists are examples considered to be “just cause” for disciplinary action. This is not 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 timesheet
- 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

The 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 can be viewed when you sign into UltiPro)

## 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 (1) receives a Release of School Records request from a new school, (2) a parent/guardian exits the student from the school or (3) the student has missed ten or more consecutive days of school without any communication. 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.

## School Wide Positive Behavior Support System (SWPBIS)

The PBIS program is designed to teach respect, responsibility, and safety. We encourage students to continuously make good behavioral choices by implementing this program. PBIS provides teachers and staff with information to help prevent behavioral problems and help make school a safe learning environment. PBIS can result in increased time for instruction, an increase in positive behaviors school-wide and decrease in disruptive behaviors.

There are positive consequences for students who are observed consistently showing respectful, responsible and safe behaviors. CCAHS continues to move towards creating more positive interactions with students and prevent negative behaviors rather than correcting and punishing.

We are in our second year of PBIS implementation at CCAHS. We have renewed expectations and ideas to implement regarding this expectation. Staff are expected to

contribute to PBIS in a positive manner when communicating with staff, students, and parents.

## Computer Service

Our contact persons for technology and technology-related questions are Mr. Brian Goodwin and Mr. Guerrero-Flores; any tech or tech-related issues must be emailed to Mr. Goodwin and Mr. Guerrero-Flores. The Leona Group provides tech support and can be reached at support@leonagroup.com.

## 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 and staff receive annual CPI training; we encourage staff to refrain from physical contact with students and encourage staff to contact administration and security team members when a possible situation arises.

## Correspondence with Parents

Teachers are required by the Academy to communicate with parents on a regular and frequent basis. Teachers have one hundred (100) hours of planning time within a semester. It is expected that teachers set aside time to communicate with parents. For more ideas, see school leader or curriculum coach.

Regular communication is also an AdvancEd/NCA requirement (Standard 6). Positive correspondence is extremely important throughout the school year.

### **Monthly Newsletter**

CCAHS will strive to create a monthly newsletter for parents.

### **Communication for At-Risk Students**



CCAHS conducts regular mailings, as well as telephone calls that keep parents informed of his/her child's progress throughout the school year.

We will encourage parents to attend conferences after-school or during a teacher's planning period upon request. Face-to-face communication is best because it is more personal and helps develop relationships.

Translation is available for all parent teacher conferences.

All written correspondence to parents will be translated. Teachers may use Google Translate and then send the document to the office.

**All written communication must be approved by school leader prior to distribution.**

## Quality Schools Initiative Plan (QSIP) Overview

The QSIP 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.

Students may be provided instructional assistance in the Resource Room from time to time, but the Resource Room is not a 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 by 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 teachers 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 resources can be easily accessed at <https://www.svsu.edu/supo/>.

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

**Pacing Guides will be due:**  
Semester 1---September 6, 2019  
Semester 2--- January 24, 2020

Lesson Plans are due in the Google Classroom every Sunday by 11:59 p.m.

**Curriculum Resources Adopted by CCAD:**

	<b>ELA</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<b>CCA High</b>	MI Merit Curriculum/CCSS; SVSU and TLG-aligned Pacing Guides; SAT Standards	MI Merit Curriculum/CCSS; SVSU and TLG-aligned Pacing Guides; SAT Standards	MI Merit Curriculum/CCSS/Next Generation Science Standards; SVSU and TLG-aligned Pacing Guides; SAT Standards	MI Merit Curriculum/CCSS/MI High School Content Expectations; SVSU and TLG-aligned Pacing Guides; SAT Standards

## 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 department will focus on goals set in the School Improvement Plan.

	<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 Model of Instruction</li> <li>● Language and Literacy Strategies</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> </ul>	<ul style="list-style-type: none"> <li>SIOP Model of Instruction</li> <li>Language and Literacy Strategies</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> </ul>	<ul style="list-style-type: none"> <li>SIOP Model of Instruction</li> <li>Language and Literacy Strategies</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> </ul>	<ul style="list-style-type: none"> <li>SIOP Model of Instruction</li> <li>Language and Literacy Strategies</li> <li>Best Practice</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> </ul>

	<ul style="list-style-type: none"> <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>	<p>Whole group Instruction</p> <p>Differentiated Instruction</p> <p>Anchor Activities</p> <p>Rigor and Motivational Strategies</p> <p>Exit Slips</p> <p>Modeling</p> <p>Center-based Instruction</p> <p>Higher Order Thinking (Bloom's Questioning)</p> <p>Technology</p> <p>Activating Prior Knowledge (Flip Book)</p> <p>Wrap-Up Activities (Flip Book)</p> <p>Inquiry Based learning</p>	<p>Rigor and Motivational Strategies</p> <p>Exit Slips</p> <p>Modeling</p> <p>Center-based Instruction</p> <p>Higher Order Thinking (Bloom's Questioning)</p> <p>Technology</p> <p>Activating Prior Knowledge (Flip Book)</p> <p>Wrap-Up Activities (Flip Book)</p> <p>Hands-on Activities</p> <p>Inquiry Based learning</p> <p>Hypothesis /Testing</p> <p>Cooperative</p>	<p>Rigor and Motivational Strategies</p> <p>Exit Slips</p> <p>Modeling</p> <p>Center-based Instruction</p> <p>Higher Order Thinking (Bloom's Questioning)</p> <p>Technology</p> <p>Activating Prior Knowledge (Flip Book)</p> <p>Wrap-Up Activities (Flip Book)</p> <p>Hands-on Activities</p> <p>Graphic Organizers</p> <p>Project Based Learning</p> <p>Cooperative Learning</p>
<b>High School Resources</b>	<ul style="list-style-type: none"> <li>• SAT Practice Exams</li> <li>• Khan Academy</li> <li>• Testive</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>	<p>-Scholastic Magazines</p> <p>-PD Membership</p> <p>-Online Resources</p> <p>-Calculators</p> <p>-SAT Practice Exams</p> <p>-Khan Academy</p> <p>-College Board Online Resources</p>	<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>• SAT Practice Exams</li> <li>• Khan Academy</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 Resource Online</li> </ul>

<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• High Frequency Word Walls (K-3)</li> <li>• Marzano's Six steps</li> <li>• Frayer 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 Clipboards 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 Clipboards 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 Clipboards 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 Clipboards Posted (K-5)</li> </ul>
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## Assessment

### A. Formative assessment

The goal of formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- help students identify their strengths and weaknesses and target areas that need work
- help faculty recognize where students are struggling and address problems immediately

Formative assessments are generally *low stakes*, which means that they have low or no point value. Examples of formative assessments include asking students to:

- draw a concept map in class to represent their understanding of a topic
- submit one or two sentences identifying the main point of a lecture
- turn in a research proposal for early feedback

## B. Summative assessment

The goal of summative assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark.

Summative assessments are often *high stakes*, which means that they have a high point value. Examples of summative assessments include:

- a midterm exam
- a final project
- a paper
- a senior recital

Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.

Source: [www.cmu.edu](http://www.cmu.edu)

Assessment	Measure	Frequency	Grade Level(s)
<b>NWEA</b> Universal Screener	NWEA is a computer-adaptive test that gives the proficiency level of students, across a range of subjects, which correspond with the specific standards of your state.	3xs per year -- Fall, Winter, Spring	9 - 12
Quarterly Assessment: Focal Point	Items are pulled from item bank with Focal Point software that are aligned to CCSS.	Quarterly	9 -12
SAT Benchmark Assessment	PSAT - preparation exam test Math Reading  Subject Area Tests	Pre and Post Test  Semester	9th-12th
MME/MStep	Standardized State Assessment	Annual Assessment	11th grade
Teacher Generated	Subject Area Tests	Pre and Post  Semester	9th-12th

Assessment Methods	ELA	Math	Science	Social Studies
<b>High School Assessment Methods</b>	<ul style="list-style-type: none"> <li>• NWEA Reading</li> <li>• Focal Point Quarterly Benchmark assessments</li> <li>• Formative/</li> </ul>	<ul style="list-style-type: none"> <li>• NWEA Math</li> <li>• Focal Point Quarterly Benchmark assessments</li> <li>• Formative/</li> </ul>	<ul style="list-style-type: none"> <li>• Focal Point NGSS Bundle</li> <li>• Performance Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Access to Inspect Item Bank through Focal Point</li> <li>• Pre/Post Assessments</li> </ul>

	Summative Classroom assessments <ul style="list-style-type: none"> <li>• SAT Practice Assessments</li> </ul>	Summative Classroom assessments <ul style="list-style-type: none"> <li>• SAT Practice assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Formative/Summative Classroom assessments</li> <li>• M-Step</li> </ul>	<ul style="list-style-type: none"> <li>• Formative and Summative classroom assessments</li> <li>• M-Step</li> </ul>
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## Daily Schedule High School

### A. START OF THE DAY

All teachers/staff must be ready for instruction prior to the tardy bell. Classroom preparation, copies and breakfast should be done before the class begins. All teachers will greet students at the door with a warm welcome.

### B. END OF THE DAY

The school day ends at 1:55 p.m./3:00 p.m. Instructional staff is expected to monitor student dismissal out of their classroom for up to five minutes. Teachers must present in hallways during class exchanges, everyone has a role to play during exchanges. Instructional staff has twenty five minutes remaining before the official end of their workday. Please make sure that all windows are closed, computer towers, monitors, Promethean boards/screens, lights and fans are turned off.

### C. AFTER-SCHOOL TUTORING

All Instructional staff are encouraged to provide one hour worth of tutoring per week. After school tutoring schedules will be available to parents and students throughout the school year.

Tutoring schedules for Semester 1 will be due by August 30 and for Semester 2 by January 24th to the main office.

## Emergency Procedures

Safety at school is a top priority. Each classroom and office area should have a copy of the 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 or suspects of a potentially dangerous situation at school, must notify administration and/or security.

School security will conduct periodic reminders to the CCA staff regarding our emergency procedures. We will conduct regular emergency procedure practice drills, according to the State of Michigan and Saginaw Valley State University's mandates.

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 must read and know the procedures in case of an emergency.**

At the beginning of the school year, staff will be trained as to the procedures for students that are not within the classroom during an emergency. In addition, through our practice drills teachers and students will become familiar with what to do during these emergencies if they are outside the classroom (e.g. in the bathroom 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 -- a member of the Security Team or an Administrator must be notified immediately if there are any students unaccounted for or missing.

In case of lock down, follow the described procedures that have been given at the beginning of the school year.

The high school will continuously seek out ideas and recommendations for security improvements.



## 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 obligated 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 and related to the curriculum. Field trips will be approved based upon budget availability.

Field trip procedures;

- Request Field Trip approval from the School Leader at least one month in advance
- Complete the Field Trip Request Form.
- Schedule Bus transportation with the School Leader or their designee.
- After the field trip has been approved and scheduled it is the field trip teacher's responsibility to obtain the Field Trip permission slips from the shared drive, distribute them to students, and collect from students prior to the field trip.
- Teacher must provide a roster of students attending to the main office prior to departure, as well as turn in signed permission slips to the main office. All permission slips must include emergency contact information.
- Students attending must be in good standing academically and behaviorally.
- Chaperones must be assigned one per ten students and chaperones must be approved by the administration.
- Chaperones who accompany a class on a field trip must be at least 18 years of age and approved by the administration.
- Field trips will not be approved during standardized testing periods.

- For CCA buses, trips should be scheduled to depart from the school no earlier than 8:30 a.m. and return no later than 2:00 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 on the bus (if used). Field trip attire is based upon the nature of the field trip.

## Fundraising

All fundraising requests must be approved by the administration.

Money that is collected by teachers and staff 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 envelope to administration, at which time a receipt will be issued for funds received for the teacher's records. Lost, stolen, or misplaced money that was not turned in to administration as required becomes the sole responsibility of the teacher / teachers concerned: this includes replacing and reimbursing the missing funds.

## Grading, Record Keeping & Reporting

- **Summative data:** Refer to Assessment section on page 22
- **Formative data:** Refer to Assessment section on page 22

### NOTE:

CCAD uses PowerSchool as its electronic grading program, and teachers should be familiar with how subject grade books are created, setup, and maintained on a regular basis. All staff will be provided training on PowerSchool prior to students first day of classes and periodic training sessions will occur throughout the school year. Any staff that needs assistance with PowerSchool should contact Mr. Guerrero-Flores .

Teachers are required to make grade entries on a **WEEKLY BASIS** so you, students and parents are kept up to date regarding students' academic progress.

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 (60-89) or Unsatisfactory (0-59). A post-assessment should be given at the end of the standard/skill being taught to ensure academic growth. The 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, SAT, or HSCE that the assessment covers.
- Please keep track of the number of students who are considered unsatisfactory (0-59). If teachers determine that 50% of the class has not demonstrated proficiency or mastery of the standards being taught the teacher must determine the appropriate differentiation that needs to be implemented.

## Report Cards

Report cards are a legal document; make sure all data and information is correct before they are sent out.

Report cards and progress reports are sent home (eight total) throughout the school year. Grades and reports are generated through PowerSchool. Teachers are required to manage and monitor their own grade book. **Gradebooks should be updated weekly.** When all grades are submitted teachers must sign off verifying grades and the Office will print report cards and progress reports.

Please note that two days after grades are due (per the calendar), the gradebook will automatically lock. No further changes can be made by the teacher. Contact the Instructional Coach if a change needs to be made.

### **Report Cards**

- Every quarter and every semester
- Each quarter is a separate grading period, but it is part of a combined semester grade
- Be sure that weighting is accurate for each marking period,

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

### **Grading Scale**

93+	A	90	A-	87	B+
83	B	80	B-	77	C+
73	C	70	C-	67	D+
63	D	60	D-	59	F

Collaboration between general education and special education teachers, school social worker, and ESL Lead is strongly encouraged for both progress reports and report cards.

<b><u>Progress Report Grades Due</u></b> <b><u>Dates</u></b>	<b><u>Report Card Grades Due</u></b> <b><u>Dates</u></b>
October 1	November 5
December 3	January 27
March 3	April 14
May 12	TBD ( <i>Seniors</i> ) June 12 ( <i>9<sup>th</sup>-11<sup>th</sup></i> )

## 40-40-20 Breakdown per classroom/gradebook

**40%** equates the following per quarter: Summative Assessments, Quarterly Assessments (i.e. Focal Point), Quizzes, Homework, Bellwork, Classwork, etc.

**40%** equates the following per quarter: Summative Assessments, Quarterly Assessments (i.e. Focal Point), Quizzes, Homework, Bellwork, Classwork, etc.

**20%** equates to Midterm/Final

- Comments must be entered for all grades

**\*\*This is automatically set for you in your gradebook. \*\***

## PowerSchool Access and Support

Grades and reports are generated through PowerSchool. Teachers are required to manage and monitor their own grade book and should not share their passwords with anyone. If you need access to or support with PowerSchool, PowerTeacher, PowerSpecial Education email Mr. Guerrero-Flores (AGF).

## Homework

The high school encourages teachers to issue homework on a regular basis. Homework is not a punitive measure. It is a basic practice aimed at building students skills and proficiencies based on what is being taught. It is an essential link between home and school and it helps the student fulfill his/her academic potential. Homework should support instruction and must be differentiated as needed.

## Staff Cell Phone Usage

During work hours cell phones should be set to vibrate or turned off and should not interfere with instructional practice.

## Job Responsibilities

### A. Instructional/Support Staff

1. Teachers must never, under any circumstance, leave their students unsupervised in the classroom before, during or after school. This includes classes that are being held outside of the outside of the regular classroom.
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, ending time (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 must notify the main office by signing out if leaving campus at any time during the work day, as well as upon return to building.
11. Employees may not engage in any illegal, unethical or immoral conduct on or near the CCAHS property.
12. Employees are prohibited from bringing liquor or any unlawful substances on CCAHS property, or consuming liquor and using unlawful substances on CCAHS property, or reporting for work under the influence of liquor or narcotics.
13. Proper attire is required as determined by the Academy.
14. Staff meetings and professional development activities are to be regarded as work time.
15. Teachers are required to ATTEND MONTHLY STAFF MEETINGS IN THEIR ENTIRETY. Staff meetings will be held on the third Wednesday of each month beginning at 3:30 pm. Personal obligations and appointments should not interfere with staff meetings.

On occasion the School Leader may call for a full staff meeting after the regular school day ends at 3 p.m. When such a meeting is called the School Leader will give at least 24 hour notice. All staff will be expected to attend the meeting. Staff that are not able to attend will not be disciplined but will be held accountable for what was discussed per the meeting agenda.

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16. Teachers and staff should not fraternize with students outside of class hours and/or Academy functions except with written permission from the School Leader and the student's parent/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).

## B. Lunch Staff and Custodial Staff

Lunch staff is responsible for maintaining a clean and healthy kitchen area. They are responsible for serving students in a professional and timely manner. On occasion, after serving lunch they must be visible in the cafeteria to observe the entire lunch period experience, and they must help clean up the cafeteria after each lunch period. In addition they must check the locker room bathrooms throughout the day. Lunch staff should report any inappropriate behavior to security. ***Lunch staff must call or text Mrs. Rodriguez and the Main Office when they are going to be absent from work by 8:00am.***

Lunch staff may be asked to assist in other areas and/or during special programs during the school year.

Lunch staff is expected to sign-in and sign-out at the main office daily.

## C. Staff Qualification and Professional Development

All teaching and paraprofessional staff employed by CCAD are 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 of professional development attended, at the end of the school year, per MDE, which should be maintained throughout the year. Staff members that desire to attend a professional development activity outside the school (such as a workshop or conference) should complete a Professional Development Request Form with the appropriate administrator. Once approved by the administrator 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

All laminating requests must be related to the classroom and submitted to the Main Office.

## Lesson Plans

Lesson planning is a professional responsibility and must be submitted by 11:59 p.m. every Sunday, into Google Classroom. If there is a technology glitch in the system that prevents you from submitting to Google Classroom, please email the Assistant Principal and Instructional Coach. Teachers teaching the same course cannot submit joint lesson plans, they may contain the same material but must be submitted individually.

The lesson plan template is available online, as well as in the shared drive. Teachers are expected to utilize the provided CCAHS lesson plan template, with the required components.

The Instructional Coach and/or Assistant/School Leader will review lesson plans and provide feedback as necessary. The Instructional Coach will meet with teachers at minimum, once per month to discuss lesson plan feedback, instructional strategies, observations, and other areas of Teaching and Learning. Failure to collaborate may lead to a lowered rating in Marzano's Observation tool. If necessary the Instructional Coach and/or School Leader will schedule meetings with teachers to discuss questions or concerns.

Reprimands may be based on late submissions or poorly constructed lesson plans.

1. Conference
2. Verbal Warning
3. Written warning
4. Recommendation for termination

Special Education and ELL Teachers are expected to collaborate with general education classroom teachers on the creation of lesson plans.

### **One on One Aides (Act 18)/ 31a and Title I Support Staff must turn in weekly logs.**

These are to be submitted in Ultipro in conjunction with your timesheet.

During planning periods, department meetings, and grade level team meetings, teachers, Special Education and ELL teachers, and Interventionists should collaborate on ideas and/or resources with one another. However, each teacher will be responsible for turning in his/her own lesson plans to submit.



## Technology

The high school is committed to acquiring various technologies that are useful in delivering pedagogy in the classroom. We are also committed to acquiring technology to improve operational efficiencies such as main office and central database.

It is imperative that anyone using technology such as laptops, Ipads, Promethean/Smart Boards, Elmo's, calculators, projectors, and any other type of technology do so with the highest degree of responsibility. All CCAHS staff is responsible for the technology in their possession, this also includes the distribution of technology to students in your care as well as the manner in which the technology is being used by students.

School technology is for school purposes, this applies to staff and students.

**For any staff requesting use of a computer cart, there will be an electronic sign-out procedure that all staff will be expected to use. Teachers can sign them out and retrieve them.**

Any damage or suspicious imagery of the cart must be reported immediately to the department lead and assistant school leader verbally and via email.

\*The computer lab teachers must have assigned seats for every class period.

By signing acceptance of technology the staff member has accepted all responsibility for the technology that has been signed out for that time period.

All students sign a technology agreement in the Code of Conduct and will be held responsible for any damages or inappropriate use of technology. This can only be enforced if teachers are assigning technology to the units, otherwise, the teacher will assume part of the blame for the damaged equipment/inappropriate behavior.

Finally, all technology given to teachers to use for the school year must be returned in functional condition (since any damages or malfunctions ought to have been reported as soon as they arise). If the given technology is not returned, it will be noted in your record.

## Content and Language Objective and Word Wall

As part of SIOP best practices, high school teachers are required to post content and language objectives on the main classroom board daily. A Word Wall is also required as part of the everyday classroom and must be updated regularly.

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

**Language objective: *which language domain*** - language (speaking, listening, writing) will help students access the content.

**Word Wall:** academic and content specific vocabulary

**Data Wall:** Pertinent student data should be portrayed in the classroom (must abide by FERPA laws of student privacy. Examples of Data Walls might include Benchmark test class averages, Standards Mastery data, Unit or other assessment data, NWEA Data, SAT data/goals, etc.

## 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 school year.

Translators will be provided.

Please request that each parent sign in during your conversation at parent teacher conferences. All teachers are encouraged to meet with as many of the parents/guardians of the students as possible. If there are specific parents/guardians of students that teachers need to meet with the teacher should notify the appropriate Grade Level Mentor via email so that arrangements may be made for the meeting. If a parent is unable to attend conferences, then the Main Office will mail home a copy of the Progress Report. All teachers are required to turn in sign-in sheets, by 8:00 a.m. the following morning.

### **Sign-in Sheets Procedures**

1. Parents must sign in at conferences when meeting with teachers.
2. At the end of conferences teachers should make copies of sign in sheet.
3. Turn in originals to the main office by 8:00 a.m. the following morning.

Parent-Teacher Conferences are scheduled on the following dates:

Thursday, October 3rd	3:30-6:00pm
Thursday, December 5th	3:30-6:00pm
Wednesday, March 5th	3:30-6:00 pm
Thursday, May 14th	3:30-6:00 pm

## Parking

Staff Parking is reserved on the northeast portion of the main parking lot. For the sake of security, please make sure that nothing of value is in view and that your car is securely locked. Staff may park in the lot or on Goldsmith Street.



Parking outside of the gymnasium area allows for double parking, please do not take up two spaces with one vehicle.

## 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 personal materials on Academy computers or premises.

## Pets

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


## Planning Time/Co-Planning Meeting

Classroom teachers have one planning period per school day. In special circumstances there is a possibility that a teacher may not receive his/her planning periods due to scheduled days off, school events or illness. Administration will notify teachers as quickly as possible if a special circumstance arises that results in the loss of a planning period.

The high school makes a concerted effort to establish grade-level and/or content area planning periods. Sometimes it is not possible for all teachers in a grade-level or content area to have a common planning period. We strongly encourage the teams to meet at least once a week during his/her planning period to discuss, collaborate, share ideas, plan activities/events, and to utilize this time to ensure the educational success of our students.

See reference on page 10 regarding planning period.

Collaborative staff (i.e. special education teachers) will co-plan on a weekly basis with the classroom teachers of students that are on their caseload. 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 with administrative approval and teacher consent, researching lessons, making copies and generally planning for the week.

## Policy Against Harassment & Discrimination (TLG Handbook)

See the Leona Employee Handbook, page 9. Also see Fair Treatment Article in CBA Article XXIV.

## Use of Social Media

Please be extremely careful posting anything related to work on any social media. We strongly recommend that staff 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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## Multi-Tiered Support System (MTSS)

MTSS meetings, which encompasses PBIS, will be held once a month. Meeting dates and times will be determined by the MTSS Lead. The MTSS program will be led by the Student Services & Scheduling Coordinator and all staff must participate on a grade-level MTSS team.

The MTSS emphasis for the 2019-2020 school year will be Tier 1. Students who require Tier 2 and Tier 3 support will receive the appropriate level of support.

The high school MTSS program will continue to evolve with input of team members throughout the school year.

## Classroom Observation/Walk-Throughs

CCA High school continuously seeks out Best Practices, Evidence Based classroom monitoring processes and procedures to ensure that quality teaching and learning is taking place. Classroom observations and walkthroughs will be conducted by the School Leader, Assistant School Leader, and Curriculum coach. The Leona Group Academic Achievement Department will also conduct periodic observations and walkthroughs.

## School Improvement

Goals and strategies have been identified in the School Improvement Plan (SIP) that align with our District School Improvement Plan. Both the District Improvement plan and the School Improvement plan are available for staff to view. All stakeholders are provided opportunities to meet and monitor these goals throughout the school year, on designated School Improvement meeting days, professional development days, staff meetings, individually and through department team meetings.

Each staff member is required to be on a department team (Math, Language Arts, Science, Social Studies, Special Ed, and ESL). Each department team will designate a member to represent their department at School Improvement Team meetings. The School Improvement Lead will direct the SIP team and complete a Comprehensive Needs Assessment to identify areas of improvement in their subject area. The SI team then modify, align, adjust, and monitor the goals in the School Improvement plan. The School Improvement Team will meet the second Wednesday of every month.

## Sheltered Instruction Observation Protocol (SIOP)

The SIOP Model was adopted at César Chávez Academy in 2004, to provide teachers with a well-articulated model of Sheltered Instruction. Sheltered Instruction is a means for making content comprehensible for English language 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 language learners can participate in grade-level classes. The model facilitates high quality instruction for EL'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 CCAHS. Of our total school population, approximately 51% are English Learners. We expect to see a variety of language acquisition strategies used in all classrooms at CCAHS. In the 2015-2016 school year, CCAHS faculty and staff received two full day SIOP professional development training sessions. In the 2016-2017 school year, CCAHS faculty and staff received an additional two full day professional development training sessions. CCAHS faculty and staff have now been completely trained on implementation of the SIOP model. Throughout the 2019-2020 school year, the CCAHS ESL Lead will monitor and provide guidance to faculty and staff regarding effective SIOP implementation with fidelity.

## 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.

Jeans and sweatpants are not allowed. Clothing must be non-distracting in length and fit. The School Leader may approve variations for special situations such as assemblies, spirit days, free dress down 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 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 and leggings.
- 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, have slits, 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, headbands worn in the school building.
- Shoes traditionally worn around the home (e.g. slippers) or to the beach (e.g. flip-flop design). All shoes must be closed-toe.
- Any attire or appearance that is questionable will be decided by the school leader or their designee

Determination of the appropriateness of dress shall be left up to the discretion of the School Leader. The school leader or designee 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 Periods

All staff have 30 minutes each day for lunch, please be prompt when returning from lunch to return to your class. **If you leave for lunch, then please sign out/in in the main office.**

### Lunch times are as follows:

1<sup>st</sup> 10:10 a.m. – 10:40 a.m.

2<sup>nd</sup> 11:15 a.m. – 11:45 a.m.

3<sup>rd</sup> 12:20 p.m. – 12:50 p.m.

4<sup>th</sup> 1:25 p.m. – 1:55 p.m.

## 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 one time per month, on the third Wednesday from 3:30 - 5:00 p.m. 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, Assistant School Leader, or Instructional Coach must approve absences prior to any meeting.

There may be occasions when the School Leader calls for a staff meeting that occurs outside of the regularly scheduled monthly staff meetings. The School Leader will make every effort to notify the staff at least 24 hours in advance. If a staff member is unable to attend a meeting that has been scheduled at a time other than the normal school year calendar the staff member will be required to bring themselves up to date with the agenda topics that were covered.

## Student Assessments

As hard copy Midterm and Final Exams are completed, they **MUST** be graded, copied, and a copy given to the Instructional Coach. Each teacher will keep the original copy. It is expected that teachers share assessment results with the students.

The following are building-wide assessments and their scheduled dates of administration:

<b>TEST</b>	<b>DATES</b>
Fall NWEA MAP	September 30 -- October 18, 2019
Spring NWEA MAP	May 11 -- May 29, 2020
TLG Benchmark Cycle 1	October 21 -- November 8, 2019
TLG Benchmark Cycle 2	January 6 -- January 24-2020
TLG Benchmark Cycle 3	March 9 -- April 24, 2020
WIDA Access for ELL	February 3 -- March 20, 2020
CCAHS Specific WIDA dates	February 19 and February 20
SAT	April 14, 2020
PSAT 9 & 10	April 14 and April 15, 2020



ACT Work Keys	April 15, 2020
M-Step	April 21, 2020

## Student Attendance Records

**Attendance must be conducted hourly within the first ten minutes of class. 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 within the first ten minutes of each class - 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. (No passes in the first and last fifteen minutes of class.)**

## Teacher Mentor Program

This program will match new teachers (mentee) with a veteran teacher (mentor) to gain support and guidance throughout the year. The mentee is considered any teacher that has been teaching for less than three years. If CCAHS is able to attract additional teacher mentors during the school year, the Instructional Coach will match the mentee with the mentor based on grade-level experience and strengths.

The mentor is required to complete monthly logs, journals and meet monthly with the mentee. Time will be dedicated for mentor/mentee meetings. 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.

## Child Abuse or Neglect Suspicions

High school staff have a professional duty to report any suspicious or visible signs of suspected abuse to Child Protective Services. If a CPS call is made it is important to notify the Dean of Students, Student Services/Scheduling Coordinator, Social Worker and Administrator in a timely manner.

State law requires us to report any suspicious case. You are protected by anonymity in this regard. The rule is always “better safe than sorry.”

**(CPS 1-855-444-3911)**

## 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 or designated personnel. 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.

## School Announcements

The high school encourages the students to make school announcements. Announcements will be coordinated by the College Advisor and they occur at 9:00 a.m., 1:50 p.m., and 2:50 p.m. All announcements should be submitted into the announcement folder prior to the designated times.

Staff is not allowed to make announcements during the school day, unless approved by administration. Staff may make announcements after the school day has ended.

## Outdoor Policy

The high school allows students to play outside during lunch periods. Students are not allowed to throw baseballs or softballs in the parking lot. Administration and Grade Level Mentors will continuously monitor playtime to ensure safety for students, staff, and visitors.

## Traffic Duty

CCAHS provides drop-off and after school traffic duty at the main entrance of the school and designated areas of the parking lot.

## Student Injuries

Report all injuries to the main office immediately. Whenever a student is hurt or injured, a **Student Accident Report must be** completed. A written report may be required. All accident reports must be submitted to the main office as soon as possible but no later than COB.

**\*\*Designated staff has received First Aid training and may be asked to administer assistance to the injured student.**

Parents or guardians will be called by an administration, main office, or a security team member as soon as possible.

## Student Lunch

CCAHS has a closed campus lunch policy. Students may bring their own lunch to school or have parents deliver lunch. In special circumstances, parents may notify the main office that their child has permission to go home for lunch. Staff should not bring students lunch and/or beverages unless they have received permission from the administration.

## 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; it is imperative that all staff assists in enforcing the uniform policy. 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.

### Shirts, Sweaters, and Blouses

- All boys and girls are required to wear CCA sweatshirts, CCA hoodies, CCA fleeces, CCA t-shirts.
- All tops must be appropriate (as defined by the administration) and they must include the CCA logo and/or the name César Chávez Academy High School.
- All shirts must be clean
- **Coats, non-school issued sweatshirts and t-shirts, and hooded sweatshirts are not permitted in the classroom (Administration and/or security will make decisions based on outside weather conditions and inside building conditions)**

### Pants

- All boys and girls are required to wear solid tan/khaki pants.
- Girls may also wear solid tan/khaki knee-length skorts, skirts or jumpers.
- Students may wear knee-length tan/khaki shorts.

### Shoes

- Students may wear gym shoes
- All shoes must be closed-toe

Jeans, non-CCA sweatpants, exercise pants, non-CCA hooded sweatshirts, t-shirts or blue/black pants may never be worn unless it is a scheduled dress down day.

Students who are not in proper uniform will call home to get a change of clothes.

Students who consistently violate school uniform policy will face a fair, appropriate form of disciplinary consequences.

## Classroom Cleanliness

Students are not allowed to have food and drink within the classroom (teacher discretion). If teachers eat or drink in their classroom, you are required to make sure that your food or drink is properly disposed of at the end of the day. If any classroom is identified as being reasonably unkempt, the school leader or designee will address the classroom teacher directly. Any food or drink left in the classroom after the school day ends will be thrown away. In addition, any unclean mugs, Tupperware, utensils, and/or food or drink related products that are left lying around the classroom will be thrown away.

## Student Cell Phone Usage and Electronics (New)

For the 2019-2020 school year, the use of cell phones during instructional time is eliminated. Students are required to ensure that cellphones are turned into each classroom teacher at the beginning of each class. The classroom teacher is responsible for collecting cell phones prior to the start of class, for every class. If the classroom teacher would like to plan a lesson in advance, that requires student use of cell phones, then this must be written in the weekly lesson plans. The Administrative Team and GLMs will help monitor this procedure, with the assistance of Instructional Staff.

César Chávez Academy High School recognizes that technology is constantly evolving and that many technology tools exist to help support students in their learning. However, we are in an era in which cell phones are a major distraction to student learning. To that end, a policy that seeks to help educate students on the effective and appropriate uses of electronic communication devices such as cell phones, mp3 players, etc. and revises procedures and guidelines relating to students and their use of such devices will be designed in the 2019-2020 school year. The key points of this policy are as follows:

- Cell phones will be collected prior to the start of each class. Cell phones should not be utilized during Instructional Time, unless preapproved in written lesson plans.
- Students will be allowed to use electronic communication devices such as cell phones and mp3 players in non-instructional areas such as the cafeteria before and after school or during lunch, and in the hallways outside of class time, however, not while out of the classroom with a pass.

The school will continue to prohibit the use of any video device in any restroom, locker room or other location where students and staff have a reasonable expectation of privacy'. If a student is found to be in violation of the Electronic Device Policy, he/she will be sent to the office and Administration will administer the appropriate consequences based on the student handbook.



## Acknowledgment

### **Acknowledgement of Cesar Chavez Academy District Handbook**

I \_\_\_\_\_ have received and acknowledge that administration has reviewed the César Chávez Academy High School Handbook with me. I have been invited to participate in a working committee that will review the high school handbook responsibilities, expectations, and policies over the course of the school year and make recommendations for improving the language contained within this handbook.

**Staff Member Signature**

**Date**

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**School Leader Signature**

**Date**

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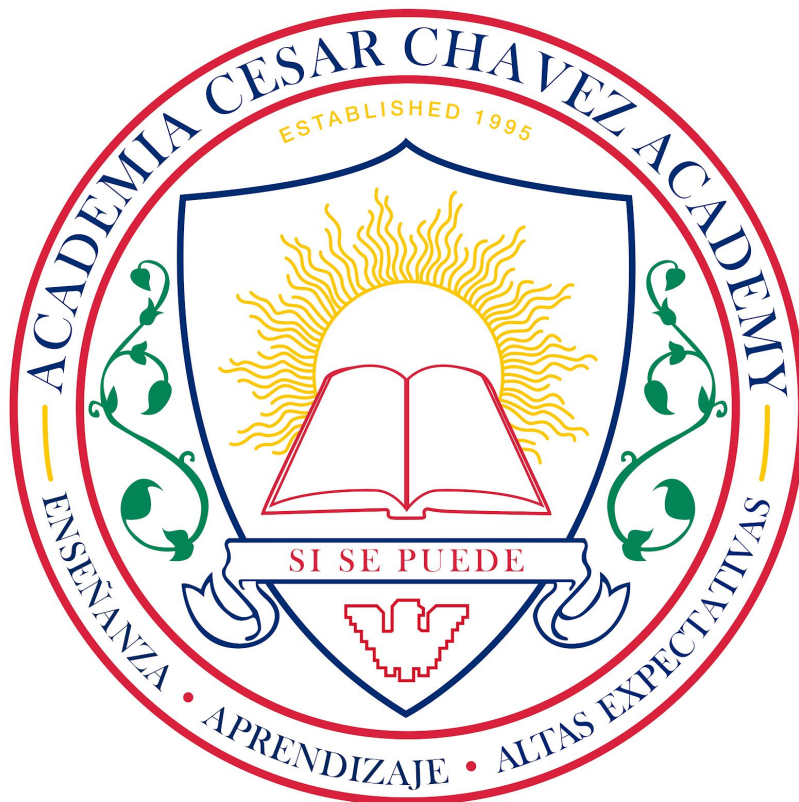
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**CÉSAR CHÁVEZ ACADEMY HIGH SCHOOL**  
1761 Waterman St • Detroit MI, 48209  
T: 313.551.0611 • F: 313.551.0552

**References:**

Editors/Contributors: CCAHS Security, Dean of Students, Administration, Counseling, Social Work, Teachers and Office Personnel, Cesar Chavez Academy District. “Code of Conduct”