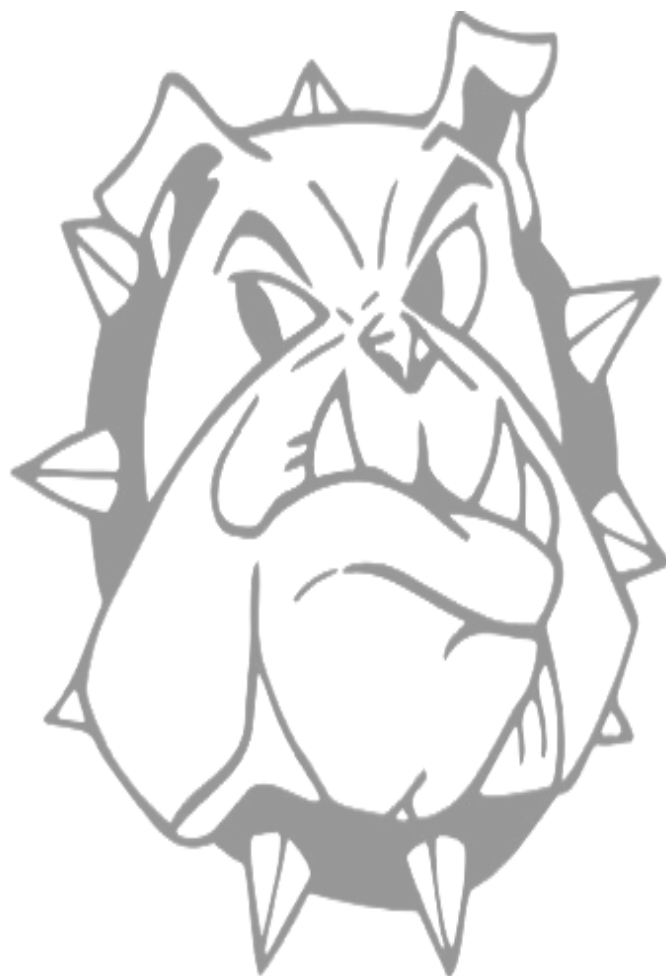


César E. Chávez
Multicultural
Academic Center



2015-2016
Staff Handbook

4747 S Marshfield Ave
Chicago, IL 60609
773-535-4600 Phone
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<http://www.chavez.cps.k12.il.us>

SCHOOL OPENING

Information in this section pertains to procedures and activities students and/or teachers need for the opening weeks of the school year.

Entry and Exit Procedures

Bell Schedule

7:45 a.m. Teacher Arrival
2:45 p.m. Teacher Dismissal (Non – ALO)
3:45 p.m. Teacher Dismissal (ALO)
2:45 p.m. Student Dismissal (Non-ALO)
3:45 p.m. Student Dismissal (ALO)

All K – 4 grade teachers escort students from morning areas to their classrooms.

All K – 8 grade teachers escort students to the exit door at the end of the day.

Required Forms

Classroom teachers are responsible for collecting the following information from all students. Please use the “forms on file” sheet in the staff documents to track this information. These forms have been emailed to all teachers’ cps.edu email account and / or are available in the main office:

- Emergency form – whenever a parent updates information with you, make sure you or the parent also inform the office. Make copies of the emergency form with student I.D. # included on the form. These copies should be kept in your mailbox in a folder marked “Emergency Folder” with your room number.

- Video Release Form – Please encourage your students to return the video release form. It is important to know which parents give or don't give approval for their children to be photographed. No student's photo may be released or displayed without parent consent. Retain this form in the classroom.
- Lunch Applications – Each family must complete this application. Free and reduced lunch students generate State and Federal funds for Chavez School. Each completed form can mean close to \$800.00 in funding for the school. Please ensure that each child has a completed form. Lunch applications must be turned in to the office.
- Medical Records – submit all records promptly to the office so they can be forwarded to the school nurse. Medical records are confidential.
- Student Code of Conduct – receipt
- Walking Field Trip Permission

Textbooks

TEXTBOOK ACCOUNTABILITY

- Once textbooks are delivered to the classroom, teachers must make sure that each book is numbered using consecutive numbers.
- Record the number of the book issued to each student. Use the form in the emailed teacher packet.
- Teachers determine at the end of the first semester and in June which students have lost /damaged books.
- Students are responsible for paying for lost /damaged textbooks.
- Teachers send a letter home to parents informing them of the cost of the lost textbook. (A letter in English and one in Spanish is included in this handbook.)
- Teachers use the price list for textbooks.

STAFF INFORMATION

Information in this section pertains to procedures and schedules that relate directly to all employees.

Accident Reports

In the event of an accident (however slight) which occurs to an employee of the Chicago Public Schools while on the job, the employee must make an accident report. This procedure is to be followed even if there is no apparent injury at the time of the accident.

When a student or visitor experiences an accident on school premises, on the way to or from school, in any activity sponsored by the school, or as a passenger on an authorized bus, the Student or Visitor Accident Report must be completed by the certified staff member who witnessed or first became aware of the accident. It is not your responsibility to determine the severity of an injury. All injuries must be reported to the office and parents must be

notified. See office staff for an accident report form. Turn completed accident reports in to a clerk in the office.

Emergencies

Staff should contact the office immediately (via intercom, sending students to the office, using a phone) if:

- A student expresses any thoughts about suicide
- A student has signs of abuse (staff must also call DCFS immediately)
- A student is sick and needs medical attention
- A student's behavior is endangering him / herself and / or others
- A student reports or you have suspicion of someone carrying a weapon and / or drugs
- Intoxication of any person inside the school
- Adults (parent, teacher, guests) become belligerent (talking loud, making threats, using profanity)
- Guests / visitors are in the hallways without a pass from the office.

Classroom Organization

An effective classroom requires careful organization and planning of the physical environment and the daily routines and procedures. The environment both communicates teacher expectations and serves as a teaching tool. Discard old/faded posters and displays. Display ONLY materials used for current instruction. Emphasis should be placed on displaying student created work and instructional tools. Positive classroom rules must be established, posted, and clearly communicated to students. Daily routines must be taught to students during the first weeks of the school year.

A copy of the following items must be posted in each classroom in a visible location:

1. Classroom Rules
2. Fire/Disaster Drill Procedures
3. School Rules
4. Time Distribution Sheet or Schedule
5. LRE mandate

The following should be kept in a safe, easily accessible place and available for review:

1. IEP Binder
2. Substitute Folder
3. Student cumulative folders

Every general education classroom used for reading instruction must have evidence of the following items. Students should be able to point out each item and explain how each is used.

1. Classroom Library organized with check-out system in use
2. Displays of student writing

3. Bulletin boards with authentic student work that reflects current topics covered in class.

Each teacher is responsible for securing his / her personal items.

Parent – Teacher Conferences

If a parent requests a teacher conference, the teacher should contact the parent to make an appointment at a mutually convenient time within 2 days of receiving the request. During a conference:

- Limit your conversation to information regarding only the child of the parent you are speaking with. DO NOT speak to any parent about a child other than his / her own.
- Administration will be available upon request to be present during parent conferences.
- It is recommended to always begin conferences focusing on positive points and be able to clearly express any concerns with documented evidence.
- Document the conference once finished.

Payroll

All employees must swipe in and out every day. Failure to do so will cause payroll errors, may delay your full payment, and could result in a loss of pay. Report machine errors to Luz González.

Cause of Absence Form

A Cause of Absence form must be completed accurately for each day absent. These forms are legal documents and must be signed by the employee and certified by the principal. A Cause of Absence should be submitted upon returning to work. If a form is not submitted prior to the end of a payroll period, the day will be entered as an O day and will be restored on a subsequent payroll correction after the form is received. It is the responsibility of the employee to personally complete the entire Cause of Absence Form. See office staff / emailed teacher packet for the Cause of Absence Form. Return to Luz González.

Non-Instructional Time

Teachers

Classroom teachers must escort their students to and from all specialists' classes in a timely manner. Specialist schedules begin the first day of class.

Educational Support

Educational Support Personnel (ESP) have different break and lunch time depending on their union's contract. SECAs have two 15 minute breaks and a 30 minute lunch; teacher aides, security, and clerks have a 30 minute lunch and two 10 minute breaks.

Staff Attendance

Teacher hours are from 7:45 – 2:45 (3:45 ALO); ESP hours are 7:20 – 3:05 (security is 7:30 – 3:00). Please inform administration if you need to leave the school building during work hours (except for lunch).

Absences

Staff must notify an administrator or Luz González regarding any *tardiness* or *absence* PRIOR to the start of the workday (the sooner she knows the more time the school has time to plan). In addition, staff must go to www.aesonline.com to report an absence and request a sub. Teachers must notify the school of their return date either at the time of reporting an absence or by 2:00 PM that day. A substitute will be retained in your position if you do not report your return date.

CTU Contract, Article 33-9 states that a teacher who has been absent must notify the principal of his or her return by 2:00 p.m. of the day prior to said return. CPS Policy 302.9(h) states that when a teacher reports for duty after a temporary absence without giving notice the school by 2:00pm, the day prior to his/ her return to duty and a substitute has been sent to the school, the amount paid to the substitute for one-half day service shall be deducted from the salary of the teacher.

Late Arrival

When you call to report tardiness, indicate your anticipated time of arrival and the reason you will be tardy. Staff arriving late to work for GOOD CAUSE AND IN AN EMERGENCY SITUATION ONLY are considered as having worked a full day if they are present three-fourths or more of the regular working day.

Personal Business

All CTU members are provided three personal business days during the school year. Members should (barring an emergency situation) request the use of a personal business day in writing at least three work days prior to the requested day off. By providing reasonable lead time, the school can be in the best position to ensure your classroom is covered. In an emergency situation, it is expected that employees contact the principal as soon as possible.

Meetings During School Hours

If you have the principal's approval to attend a meeting outside of Chavez during school hours, tell an office clerk that you will be at a meeting. Provide the clerk with any and all documentation related to the meeting that you have attended.

Absence Forms and Punch Edit Approval Forms

Absence forms must be completed upon return to work and promptly given to Luz González.

A Punch Edit Approval form will be placed in your mailbox if you forget to swipe in or out. These forms must be returned to Luz González within a day of receipt.

Leaves, transfers, and resignations

When an employee will be absent for more than 10 consecutive days, he or she must take a leave of absence. The forms can be found on the CPS HR4U web site. The central office contact that can answer questions is Kerry Frank (3-2418). Employees are highly encouraged to complete this paperwork as soon as they become aware that they will take a leave. The sooner that the leave paper work is approved, the sooner the position can be advertised so that a qualified employee can be temporarily placed into the position.

Board Rule 4-12 (f) states that employees must seek a leave if the employee is absent from work or anticipates that he/she will be absent from work for more than ten (10) consecutive workdays, or if the employee anticipates the need for an on-going, intermittent leave. The Chief Executive Officer or his/her designee may seek to discipline or dismiss an employee who fails to apply for a leave under this Rule.

Resigning from the board of education requires a specific form to be completed and submitted to central office. The form can be found on the HR4U web site.

Transferring to another CPS school without the approval of the principal takes place during specific times outlined in the CTU contract.

Transferring to another CPS school outside of the open transfer period requires principal approval. This approval will not be granted during the school year or in the three weeks prior to the beginning of a school year.

Visitors

Greet all visitors to Chavez with a smile and **positive attitude!**

All visitors to Chavez MUST stop at the office for a pass before visiting any part of the building; they must also state the purpose for their visit and sign the visitor's log. There is no exception to this rule. All parents are asked to wait outside for their children at dismissal time, and are not to follow their children to their classrooms at entry time. (The first week of school will be used to remind parents of this policy.)

No one is allowed to sell on Chavez property without LSC approval. Vendors must sell on the other side of the street.

When a parent reports to the office during the school day to visit a teacher, the office will first consult the master schedule to see if the teacher is

available. The office will notify teachers of the parents' arrival and ask when the teacher is available to meet. If the parent requests a meeting and you are unavailable at that time, please contact the parent promptly to schedule a conference date – THIS IS VERY IMPORTANT!

Professional norms

Refrain from non-CPS related activities while working (not on break). This includes but is not limited to surfing the Internet, using phones or email for personal business, shopping on the computer or in catalogues.

Secondary Employment

APPROVAL REQUIREMENT: Pursuant to Section XIII of the Chicago Public Schools Code of Ethics, all CPS employees who have Secondary Employment at the time of hire or any time during their employment with the Board must get approval from their supervisor and submit such approval to the Ethics Advisor, subject only to the following exception:

EXCEPTION: Bargaining unit Employees with a regular work schedule of less than 52 weeks need not obtain written approval for intersession Secondary Employment but must report such employment on a SECONDARY EMPLOYMENT INTERSESSION REPORTING FORM.

The secondary employment form is found in the staff documents.

STUDENT INFORMATION

Awards

Students are recognized for their academic accomplishments and perfect attendance at the end of each quarter. Students' names in each category will be recognized at the end of the year.

A Honor Roll – Awarded to students with all A's in the following areas: Reading, Writing, Listening, Speaking, Math, Science, and Social Studies. No other grade can be lower than an A. Awarded to students in grades 1-8.

A / B Roll – Awarded to students with A's and / or B's in Reading, Writing, Listening, Speaking, Math, Science and Social Studies. No other grade can be lower than a B. (Awarded to students in grades 1-8.)

Citizenship – Awarded to students exemplifying good citizenship. Awarded to students in grades K-8. (This award only takes place at end of school year. Teachers nominate students.)

Most improved – Awarded to students that have made the most gains, academically or behaviorally. Awarded to students in grades K-8 in their classrooms and nominated by teacher (quarterly).

Perfect Attendance – Awarded to students who have no absences for the entire period. (Note: Medical exclusions and out-of-school suspensions count as absences. In-school suspension does not count as an absence.) Awarded to all grades K-8. **Please note that students who are tardy due to a late bus are not considered tardy for purposes of perfect attendance awards.**

“I can read at level C, I, M, P” – Awarded to students who are reading on grade level. Please inform Mr. Dassinger when students start reading on grade level.

Student of the Month – Each month students from each homeroom will be selected by teachers for outstanding performance using the school’s core values. Please refer to Student of the Month documents in the Shared Folder of the Chavez drive for the dates, times, and core values.

Bus Program

Students scheduled for school bus service are required to board the bus at the end of each school day. A written request signed by the parent **MUST** be given to the school office if there is a change in the regular travel plans of the student.

Corporal Punishment

Section 6-21 of the Board of Education of the City of Chicago Rules states:
“No employee of the Board of Education may inflict corporal punishment of
ANY KIND upon persons attending the public schools of the City of Chicago.”

Reporting Child Abuse or Neglect - 1-800-25-ABUSE

All school personnel are mandated reporters. A school employee who first learns of an allegation of child abuse MUST immediately notify the Department of Children and Family Services (DCFS). School employees making a report must immediately notify the school principal. Teachers’ only responsibility is to report allegations or suspicions of abuse, not to investigate. DCFS will investigate and inform the school of their findings. Complete the DCFS form (located in the staff documents) after calling.

Dress Code

The Local School Council adopted a uniform policy for the 2014 - 2015 school year requiring students to wear solid white or navy blue tops and blue bottoms (this may include plain, appropriately fitting dark blue jeans). Students may also wear any shirts affiliated with Chavez clubs or activities.

Students who fail to adhere to the Chavez uniform policy may be asked to wear available uniforms at the school and be subject to the loss of extracurricular activities.

Recognizing the importance of appropriate school attire and its effect on the learning environment, Chavez will also institute a dress code policy prohibiting students from wearing certain items or particular styles of clothing and / or accessories. Students failing to comply with the Chavez Dress Code will be in violation of the Chicago Public Schools Student Code of Conduct and may be asked to change or alter their clothing.

In order to promote and maintain a safe and positive learning environment that will not disrupt the educational process for students, the following clothing will not be allowed:

- 1) Any clothing that exposes undergarments, midsections, backs or upper legs. Including but not limited to:
 - a. Transparent blouses,
 - b. Tight shirts,
 - c. Tank tops,
 - d. Spaghetti straps,
 - e. Halter tops,
 - f. Blouses with low necklines,
 - g. Pants that “sag” below hips
 - h. Pants with holes cut or torn into them
 - i. Pajama type clothing
 - j. Shorts and skirts that are not as long as a student’s finger tips when arms are hung down on sides

- 2) Any clothing that may constitute a safety hazard. Including but not limited to:
 - a. Bedroom slippers
 - b. Pants dangerously baggy or long
 - c. Clothing or jewelry that may be used to harm another person
 - d. Open toed shoes like flip-flops or sandals

- 3) Any clothing or particular style of wearing clothing associated with gangs. Including but not limited to:
 - a. Hats
 - b. Clothing with gang associated symbols, writing, or color combinations
 - c. Rubber bands or scarves wrapped around the pants leg
 - d. Shoes and / or shoelaces with color combinations associated with gangs

- 4) Seriously disruptive clothing. Including but not limited to:
 - a. Clothes with obscene pictures or language
 - b. Clothing that incites racial hatred or violence
 - c. Clothing encouraging illegal activity
 - d. Clothing advertising alcohol, drugs or tobacco

Homework

Chicago Public Schools mandate that homework be assigned **daily** to students. Homework should be a sequence of well-planned, meaningful assignments for completion during out-of-class time. Homework should additionally be a continuation / reinforcement of skills learned during the school day. The following are **MINIMUM** time allocations for teacher-directed homework assignments:

KG	15 minutes per day
Grades 1-3	30 minutes per day
Grades 4-6	45 minutes per day
Grades 7-8	90 minutes per day

Students are expected to spend additional time daily reading at home. Students can read independently, read to an adult or have an adult read to them.

Teachers are responsible for planning and implementing the homework policy in their classrooms. All classroom teachers are required to assign homework. Students in 1-8 are required to use their Chavez assignment books.

Failure to turn in homework is not in violation of the CPS Student Code of Conduct.

It is mandatory that homework be assigned to students serving an out-of-school suspension.

SCHOOL ORGANIZATION AND MANAGEMENT

This section contains information related to rules, procedures, and schedules to follow for effective classroom management.

Attendance in IMPACT

- **September - June** Teachers must record daily student attendance using IMPACT SIM.
- Teachers must complete attendance before 8:45 a.m. and send attendance folders to the office. (If necessary, a clerk will correct for tardy students after teachers have completed attendance.)
- When a student is absent, send home the “excused absence” form to be filled out by parents. Place the returned and signed form in the attendance binder.

- If for any reason you are unable to take attendance on IMPACT (SIM or Gradebook), please inform a clerk before 8:30 a.m.
- A copy of the emergency form is in the attendance folder. Please do not remove it and update it as changes occur. Clerks use this to complete their responsibilities. PLEASE NEVER REMOVE THE OFFICE'S COPY OF A STUDENT'S EMERGENCY FORM FROM THE OFFICE.

Initiative

All staff are expected to participate in the Race to 25 (or other incentives) to reward classes and students with perfect attendance. Teachers are also encouraged to motivate their students to come to school every day.

Absences

Chicago Public Schools accepts only 6 reasons for excused absences:

1. illness
2. death in the family
3. family emergency
4. observance of a religious holiday
5. circumstances which cause reasonable concern to the parent or legal guardian for the safety or health of the student
6. Other situations beyond the control of the student as determined by the principal or principal's designee, on a case by case basis, including but not limited to, homelessness and its attendant difficulties.

Within two weeks following a student's return to school after an absence, he/she must bring an "excused absence" form (or note) signed by a parent to indicate the date(s) and reason for the absence. Record excused absences in IMPACT SIM. Teachers are responsible for sending excused notes / forms to the office in the attendance folder.

Tardies

Students who arrive after 7:45 a.m. must obtain a tardy slip from a staff member. At the UGC, teachers must record student tardies on a form in the attendance folder. The school clerk will review the information so that students who have accrued three tardies can serve an after-school detention.

Parents of students who are frequently tardy will be contacted for a meeting with the principal so that a corrective action plan can be implemented.

Early Dismissal

Students may have an early dismissal due to illness. This will occur after the office (NOT A STUDENT) contacts a parent or legal guardian from the emergency form and that individual has arrived at school. If the ill student has been sent back to your classroom, he/she will be called back down to the office for dismissal.

Parents may request an early dismissal for other reasons. The parent must report to the office and complete and sign an Early Dismissal Form,

explaining the nature of the early departure. Office staff will ensure that the person is on the emergency form and has the right to remove the student. Office staff will contact the classroom teacher and ask for the student to be sent down for an early dismissal. **Do not release students to any parent or guardian before regular dismissal time if this procedure has not been followed.**

Guidelines for Student Attendance Tracking of Tardy and Early Dismissals

- Arrival before 9:15am = full day of attendance
- Early dismissal after 1:15pm = full day of attendance

- Arrival after 9:15am and before 11:45am = ½ day of attendance
- Early dismissal between 10:45am and 1:15pm = ½ day of attendance

- Arrival after 11:45am = full day absence
- Early dismissal before 10:45am – full day absence

Emergency forms

NO student should be allowed to leave the school with any person that is not listed on the emergency form.

Bulletin Boards in Main Halls

Classroom displays should include authentic, original student work. Student work displays should be changed monthly.

Emergency Lesson Plans and Substitute Teacher Folder

Emergency Lesson Plans

Emergency lesson plan packets for 3 days must be kept on file in the school office AT ALL TIMES. When a packet is used, a clerk will place a notice in the teacher's mailbox and the contents must be replaced within 3 school days after the teacher returns to work.

Each 3-day packet should include complete lesson plans for each day, which are generic and applicable at any time you have an unanticipated absence/tardiness.

Substitute Teacher Folder

Classroom teachers will prepare and continually update the Substitute Teacher folder. **Keep this folder in an easily accessible area in/on your desk.** The folder must include:

1. Classroom schedule and procedures
2. Classroom roster for paper attendance taking
3. Any emergency student information including lists of students with confirmed medical conditions.
4. Names of bus students and dismissal instructions

5. Lists of students involved in any special programs or assigned monitor duties. Indicate when and where students go and/or any pick-up and return procedures.
6. Seating chart

Emergency School Closing

The Chief Executive Officer may decide that an emergency closing of the school system is necessary. Once the decision has been made to close schools, the information will be given to the various radio and television stations. Employees are asked to tune in to the radio or television for updated information. Employees should monitor media outlets whenever weather is threatening to determine if the school and or offices are closed.

Exiting the school building with students

Teachers should take a class roster with them any time they go with students outside the school building (field trips, recess, fire drill, etc.). This roster will be used to ensure all students are accounted for upon returning into the school building.

Field Trips

Completed field trip applications (located in the shared google DRIVE folder or in the office) must be submitted to the office / principal at least **two weeks** prior to the field trip. Teachers will be notified by the office as soon as the trip is approved so that plans can be finalized. The following guidelines will be followed:

1. Notify the Lunchroom Manager in writing, two weeks prior to the field trip to cancel lunch for your class and/or order bag lunches.
2. Submit a room roster with the exact amount of money paid by each student and money collected to the school treasurer daily (use a payors list).
3. Signed parent permission slips must be completed and left in your mailbox prior to departure on the day of the trip. **NO STUDENT MAY LEAVE THE SCHOOL BUILDING WITHOUT WRITTEN PERMISSION FROM A PARENT/GUARDIAN.** Each teacher is responsible for placing non-participating students with another teacher and providing the student with ample class work for the day. Give the office a list of these students and their room for the day **BEFORE** leaving on the field trip. In **NO** case is the teacher to imply that the child stay at home if he/she is not going on the trip.
4. All field trips must have an educational purpose related to units of study being taught in the class.
5. There must be one adult chaperone (18 years or older) for every 10 students. At least two chaperones must be Chavez staff members. (At least 1 teacher and/or support personnel.) Staff chaperones should carry a cellular telephone and provide the office with the number of the phone prior to leaving for a field trip.

6. Overnight trips require chaperones that have completed a CPS volunteer background check, including proof of not having TB.
7. Notify the school clerk upon your departure and immediately upon your return to the school.
8. Each teacher is responsible for taking a class list of all students attending the field trip.
9. Every teacher is responsible for his/her class at all times, and the class must remain with the teacher during the field trip.
10. Students must be counted before the bus leaves the school and before the bus leaves the place of destination to return to school. The teacher is responsible for knowing how many children went on the trip and ensures that each child returns to school. Using student tags with school name and school / teacher contact information is strongly encouraged.
11. If a problem occurs, the teacher is to notify the school immediately.
12. Only children assigned to the room approved for the trip may go on the field trip. No siblings from another room or from outside the school may go on a field trip unless the parent volunteers to be a chaperone and the principal has given approval.
13. Classes may visit only the location(s) approved by the principal on the application and permission forms.
14. **ESPs must have permission from the school administration to accompany a classroom on a field trip.**
15. For more information on the CPS student travel policy go to the following website: <http://policy.cps.k12.il.us/documents/604.3.pdf>

Teachers must make arrangements for students unable to participate in a field trip:

- No more than one student unable to participate in a field trip may be assigned to one classroom.
- Students unable to participate must be assigned work for the entire school day.
- A field trip must be cancelled if more than five students from any one classroom are unable to participate (this does not include students failing to return permission forms).

Food in undesignated areas

The City of Chicago Health Department and the Chicago Public Schools will continue to make surprise visits to schools to evaluate cleanliness. It is imperative that everyone comply with the food rules to ensure that our school and lunchroom pass inspections.

- Students may not store any food in the classroom. Any food stored by the teacher must be kept in sealed plastic or glass containers (not bags).
- Food is currently allowed in your room during the course of the school day, i.e., universal breakfast, pizza parties, birthdays, snacks, universal breakfast etc. However, the eating area must be cleaned and

all food waste placed in one waste container. Whenever possible, plan these events at times when you can take your students to the lunchroom.

- Beans, rice, and seeds used for counting, planting and art projects, are also food items! Keep these instructional resources in sealed plastic or glass containers.
- **When disposing of food waste, please place the waste container in the hallway in front of the classroom door.** This routine will ensure that all food waste is removed from the building before the end of the custodial workday. We DO NOT want any food or food waste to remain in the rooms overnight.
- Staff members should eat in designated areas such as the staff lounge, conference room, or cafeteria.
- Exterior doors should remain closed as much as possible to prevent rodents from entering the school.

Information Boards/Memos

Daily and weekly notices will be written on paper memos or in emails. It is very important that you read this information. **CPS Email should be checked daily.**

Instructional Supply Fund

Classroom teachers are allocated \$200 to purchase supplies for instructional use. Any instructional supply money not spent before winter vacation will be transferred to the general school account for school purchases. Submit your receipts with a requisition request to Maureen Rafalin. Funds are available immediately. Teachers may combine supply stipends for a larger shared purchase.

Extended Day Pay

Pay for working extended hours must be approved by the principal.

Working additional hours without approval of the principal will be considered voluntary. This includes any and all work done beyond the hours in each employee's schedule.

Local School Council (LSC)

The LSC holds regular monthly meetings during the school year as determined by the organizational meeting in July. Notice of meetings and agendas are posted 48 hours in advance. All staff, parents, and community members are invited to attend LSC meetings. Minutes of all LSC meetings are maintained by the LSC secretary and are available for public review.

Lunchroom

Procedures

1. **Each teacher must escort his/her class to the recess** in an orderly manner at the designated time. **The classroom teacher is responsible for student supervision while students enter or wait to enter the**

lunchroom doorway if no other staff is available to supervise students.

2. Staff assigned to lunchroom duty will actively supervise students and direct them to clean up.
3. Teachers are required to pick up their students from the cafeteria at the end of their students' scheduled lunch period.

Passes

No student may leave the classroom without a pass or alone. This directive includes Middle School students. Teachers are to give students an "official" room pass. If students are gone for a long period of time, or leave the room without permission, notify the office immediately.

ANY STAFF MEMBER THAT SEES STUDENTS IN THE HALL WITHOUT A PASS OR WITH A QUESTIONABLE PASS MUST CALL THE OFFICE TO INFORM SECURITY AND / OR TAKE THE STUDENT(S) TO THE OFFICE OR ESCORT THEM BACK TO THEIR CLASSROOM. STUDENTS IN THE HALL WITH A PASS WHO ARE MISBEHAVING OR TAKING ADVANTAGE OF THE PASS WILL ALSO BE RETURNED TO THEIR CLASSROOMS.

Processing of Money Collected from Students

All money collected from students MUST be deposited with the treasurer, Dorcas Crespo, on the day it is collected. She will immediately issue a receipt for money received. Personnel that collect money from students must use one of the methods below:

1. Use a "Payor's List" (See office clerk or staff documents) to record the name and amount collected from each student. All money collected by teachers must be receipted by the school office clerk daily. This is used when amounts of money are small (less than \$20).
2. Staff may request a "Teacher Receipt Book" from the school clerk. This book will be used to issue receipts to individual students for the amounts paid. The receipt book and money collected must be given to the school treasurer who will issue a receipt for the total amount. The receipt book will be returned to the staff member during the period in which money is collected. When the receipt book is completely filled, or the money collection period has ended, the book must be submitted to the school treasurer. A receipt book MUST be used for all 8th grade graduation activities and when collecting amounts over \$20. (A Payor's list may also be used when a Teacher Receipt book is not available.) Personnel collecting money should make copies of all lists for personal records.
3. All fund raising activities MUST be submitted to the principal for approval using the Fund Raising Form at least 2 weeks prior to the beginning of the activity. Many fund raising activities also require the approval of the Local School Council. Please allow adequate time for both the LSC and the Area office to approve of fund raising proposals.

Student Management

Code

The Chicago Board of Education Student Code of Conduct is followed for each discipline case. Copies of the Code are distributed to staff at the beginning of each school year, to parents during the first report card pick-up, and to students at a school assembly.

(See:

<http://www.cps.edu/Pages/StudentResourcesStudentCodeofConduct.aspx> for the SCC.)

School and Classroom Rules

School rules must be discussed with students at the beginning of each semester and reviewed as often as necessary. Copies are sent home to parents and a copy must also be posted in the classroom. All staff must enforce school rules.

Each teacher must prepare classroom rules in August that elaborate on / specify how Chavez's behavioral code applies to their particular classroom. These rules should be posted in a visible area of the classroom.

Punishing students with academic work is an inappropriate punishment, as is punishing an entire class (or group) for the misconduct of a single student.

Failure to turn in homework is not in violation of the CPS Student Code of Conduct.

Student Management Procedures

Inappropriate Behaviors listed in Groups I, II, and III are to be handled in teacher's classroom with teacher's classroom management plan. *A few* examples of these inappropriate behaviors include but are not limited to:

- Throwing paper
- Playing with a friend
- Not lining up
- Talking back
- Making noise
- Chewing gum
- Out of seat without permission
- Out of uniform

Students exhibiting behaviors from Groups IV, V, or VI (or fighting 3-3) should be sent to the office with a completed "Administrative Discipline Referral Form." (These forms are used to track data relative to student

behavior.) *A few* examples of these inappropriate behaviors include but are not limited to:

- Fighting
- Physical contact with a staff member
- Weapons
- Drugs
- Gang affiliation
- Endangering him/herself or others

When a student receives an out-of-school or in-school suspension, it is mandated CPS policy that the classroom teacher provides instructional assignments for completion while the student is on suspension. Parents must be notified before an out-of-school suspension can begin.

Detention Program

Teachers may give students detentions for various inappropriate behaviors. Teachers that give detention to students are responsible for contacting parents before a detention is served and staying with the student during detention. The detention period runs from 3:45 – 4:15 (ALO) or 2:45 – 3:15 (non-ALO) Mondays through Fridays. A parent/guardian **must** be notified by telephone or in person before any student serves a detention.

In School Suspension program

The ISS form must be completed for all students serving in-school suspension. This form can be found in the staff documents, behavior folder.

Role of the Teachers

The first disciplinarian is the classroom teacher. Every teacher **MUST** establish and maintain discipline in his/her classroom using appropriate classroom management skills. The teacher can deal with most discipline problems occurring in the classroom.

Role of Administration

The principal and administrative staff supports all appropriate and progressive disciplinary actions taken by classroom teachers. Consequences for student inappropriate behaviors will be determined in accordance with CPS Student Code of Conduct. The CPS Student Code of Conduct requires that schools follow progressive discipline with students.

Student Supervision

Students MAY NOT be left unsupervised at any time. Students may not be left alone with any non-CPS employee (student teacher, parents, etc.) Students must not be sent out of the classroom for misbehaving without adult supervision – contact the office for a student escort. If you need to leave your classroom in the case of any emergency, ask a neighboring

teacher to supervise your class. The neighboring teacher should notify the office if the duration of your emergency is more than 5 minutes. Avoid being alone with one student at any time.

Washroom Breaks for Students

- Teachers must provide students with supervised washroom breaks every day.
- Remember that the washrooms can serve only 3-4 students at a time.
- Students should be sent to the washroom with a room pass ONLY in an emergency or if the student has an individual need (that should be documented with the nurse). In the case of an emergency, a student should be accompanied by an adult or another student.
- There can be only one classroom using a washroom at any time. Other classrooms should not be waiting for a turn in the hall as this wastes valuable instructional time.

Curriculum and Instruction

Items listed in this section directly impact the student's instructional program.

Grading Policy

Teachers must use IMPACT / Gradebook to keep their grades.

All grades for class work and assessments that will be used to average the quarterly grade must be recorded as numbers. Gradebook will convert numerical grades to letter grades based on the following CPS grading scale:

A	100 - 91
B	90 - 81
C	80 - 71
D	70 - 61
F	60 and Below

Bilingual Program Students

If a student is unable to participate in English language instruction, consult with Barton Dassinger or Dinorah Lozano regarding appropriate grading procedures. ELL students must have grades for English Proficiency.

The English Language Proficiency Standards can be found at:

<http://www.wida.us/standards/>

Other important bilingual information can be found at:

<http://www.olce.org/>

Specialized Services

Consult with a special education teacher to make sure the modified grade correlates with the child's IEP.

Kindergarten

Kindergarten teachers use symbols to describe the level of development of skills. Teachers may use one evaluation chart per student per quarter to record the date and grade for each.

Grade 1 – 8

Grading policies should aim to provide a student and parent an accurate reflection a student's learning of the Common Core State Standards or Illinois Learning Standards. It is recommended that one grade per week be given based on major assignments, plus at least four test/assessment grades per marking period. (Total recommended grades per quarter are a minimum of 10). Categories of grades that are heavily weighted should have enough assignments to accurately reflect a student's learning of the material taught and provide opportunity for a student to recover from a low grade. Homework should count no more than 10% of a student's grade.

Grade Book & Report Card Review

IMPACT Gradebook will be reviewed periodically and report cards will be submitted for review / checked on-line at the end of each marking period. Teachers will continue using IMPACT to report grades.

Students with Disabilities

Teachers must become aware of student's IEPs within the first week and begin incorporating the modifications and accommodations listed in the IEP during that time. Your observations of the impact of the modifications will be valuable information used at the student's next IEP review. Services listed in the IEP are not optional.

Students with disabilities who receive services in a regular classroom setting should be provided with instructional modifications, as appropriate, consistent with each student's Individualized Education Plan (IEP). The assignment of a grade for a student should reflect that student's level of success given the expectations for the student and the modification(s) allowed. Additionally, in assessing performance on tasks, a student could be graded on completeness, group cooperation, separate components of activities and accuracy.

Decisions regarding a student's need for instructional modifications must be made and documented at an IEP meeting. Documentation of instructional modifications must appear in the student's IEP.

Communication between regular and special education teachers must be ongoing to ensure a team approach to educating students with disabilities. **When a regular and a special education teacher share responsibility for the instruction of a student with a disability, grading must be collaboratively determined.** Moreover, the instructional modifications that must be implemented in the classroom setting should be discussed regularly and modified as needed pursuant to the IEP process. **It is anticipated that students with disabilities will not fail given appropriate instructional support and modification.**

All individuals responsible for developing the IEP, including the special education teachers, general education teachers, and related service providers, must have their respective sections completed in draft form at least ten calendar days prior to the scheduled IEP meeting. The case manager and/or the administrative team will provide written feedback a maximum of three times on a single IEP regarding the content and mechanics of the document. Staff members are expected to make all identified changes prior to the scheduled IEP meeting. If the changes have not been integrated into the individual's respective section after three different occasions, the administrative team may begin the disciplinary process for any non-responsive staff members. Additionally, once written feedback has been provided by the case manager and/or administrative team on the same section of the IEP for at least three different students, the administrative team may, again, begin the disciplinary process for these non-responsive staff members.

Lesson Plans

Teachers will be expected to continue turning in lesson plans electronically every Monday. All teachers are expected to plan for each lesson each day and maintain their own lesson plans. Lesson plans will be reviewed for REACH Domain 4. Submit weekly lesson plans electronically into your first class lesson plan file Monday morning.

Teachers serving ELL students must have WIDA standards in lesson plans; additionally, these teachers must have ESL and / or native language instruction noted on their time distribution sheets.

Inclusion teachers have the responsibility to modify instruction for students with IEP's and to make other accommodations as required. Special Education teachers should participate in the planning of lessons and will also develop modifications as needed.

Report Cards & 5 Week Progress Reports

Students receive report cards every 9 - 10 weeks. Teachers are responsible for completing the Gradebook report cards. The administration may review report cards before being printed and sent home.

Students in grades 1-8 receive a progress report at the 5th week of each quarter. Teachers, who anticipate a student failing one area, MUST enter a progress report grade of F in that area, along with a remediation plan (found in staff documents).

Students who are in danger of failing to meet the promotion/grade level criteria should be provided a remediation plan. Interventions should be implemented using a number of alternative strategies to meet students' needs. The purpose of this initial notice is not to fail, but to prevent possible failure. This procedure includes a parent conference and mutual agreement regarding intervention strategies that will be used to prevent failure. A failing grade CANNOT be issued during any quarter without this step. Teachers, as professional educators, have ultimate responsibility for doing everything possible to prevent a student from failing.

Employee Discipline and Due Process

The complete employee discipline and due process policy can be found on the HR4U web site and should be reviewed by every employee.

The Legal Department emphasizes to all employees that the below egregious acts will not be tolerated and will subject employees to discharge:

- 1) Sexual Misconduct
- 2) Degrading or hateful language or epithets used in the presence of students
- 3) Corporal punishment that results in the deliberate use of physical force with a student

Important Web Sites to Read

The Illinois learning standards and other great resources are available at the Illinois State Board of Education web site: www.isbe.net

Sample PARCC assessment items are available at:
<http://www.parcconline.org/samples/item-task-prototypes>

IMPACT Gradebook training guide is available at:
https://secure.impact.cps.k12.il.us/spt/gradebook/Gradebook_for_Teachers.pdf

CPS Ethics Policy is available at:
<http://policy.cps.k12.il.us/documents/503.1.pdf>

Common Core State Standards: <http://www.corestandards.org/>

Technology

When experiencing technology / computer problems, the first course of action is calling 773-553-3925 (the Tech XL help desk). Chavez does not have an employee freed to work on computer maintenance. Email the principal concerns that Tech XL is unable to handle so that repair services companies can be called.

Sports

The Chavez sports teams provide a healthy after school activity for many students. In order to participate, students must:

- Attend games on the bus provided by Chavez. All students will go to and return from games on board a bus.
- Maintain above a D average in core content classes (use the progress reports and report cards to determine grade averages).
- Maintain 95% attendance (use the progress reports and report cards to attendance).

Students that are absent from school on the day of a practice or game must not participate in practices or games the same day. Coaches must check players' attendance on days of games and practices. The attendance clerks can assist with this.