

Alliance College-Ready Middle Academy #8



Staff Handbook 2014-2015

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Table of Contents

Introduction

Principal's Message	4
ACRMA#8 Mission & Vision	5
About ACRMA#8	6
Faculty/Staff.....	7
2014-2015 School Year Calendar	8

Staff Policies & Procedures

Arrival & Departure	9
Signing in and out	9
Checking your box	9
Checking your email	9
Weekly staff newsletter.....	9
Using Messages.....	9
Staff Dress Code	10
Staff Absences.....	11
Unit Plan Submission.....	11

Professional Development

Overview.....	12
Teacher Observations.....	12

ACRMA#8 School Culture

School-wide classroom norms	13
School-wide student conduct policies	16
Enrichment & after-school support.....	20

Engaging Families

Parent Engagement Program Overview	22
The ACRMA#8 Website.....	23
Using Blackboard Connect.....	23

School-wide Grading Policy

Grading Policy	24
Online Attendance & Grading Using Pinnacle	28

Resources

Main Office Services.....	29
Laptops	29

Field Trips 30
Technology & Maintenance Requests..... 30

Appendix

Framework for Effective Teaching 32
Homework Center 40
Detention 41
Code of Conduct 42
Mandatory Tutoring 43
Bell Schedule 44



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3651 East 1st Street
Los Angeles, CA 90063
(323) 898-5338

Melissa Chew, Principal
www.laalliance.org/schools/crma8/

Dear ACRMA#8 Staff,

It is hard to believe that as of January 2014, our school was nothing more than an empty, run-down 99-Cent store and a 101-page charter petition document that spoke of building a model middle school for the East Los Angeles community. In August 2014, we will open our doors to 130 sixth graders and it will be up to us to turn our 99-Cent store into a welcoming, thriving, exciting place for student learning.

When you see the symbol of our wind turbines, I want you to think of the energy and momentum we will be providing to our students on a daily basis – this energy will propel our students toward high school and college-readiness. I want you to think of the innovation and creativity that will be required of us as we experiment with and execute our BLAST and STEAM missions. I want you to think of the strength and resilience that will be required of us as we undoubtedly face the unexpected obstacles that all new schools face.

I have hand-selected each of you, as there was something special about you that made me feel you would be the perfect addition to our founding team. I have complete confidence in the skill and dedication that each of you possess. As I have said over and over again, being a member of a founding teaching team carries with it much responsibility – but it can and will also bring great reward. Please know that I consider it my number one priority to support you each and every day – as you will be doing the hard work each day of teaching our students.

Lastly, I'd like to thank our office team – hands down the best around: Ms. Kim, Mrs. Gonzalez, Mrs. Medina, Miss Nicolas and Mr. Lopez. We would still be that 101-page charter document without each of you working relentlessly on a daily basis to bring our school to life.

Thank you all. I am always here for you in any way you may need. Please make sure you read this handbook all the way through and very carefully. Adhering to the guidelines set forth in this handbook on a daily basis will be step one to building and sustaining an effective school.

With much respect and admiration,

A handwritten signature in black ink that reads "Melissa".

ACRMA#8 MISSION AND VISION STATEMENT

Mission

The mission of Alliance College-Ready Middle Academy #8 is to operate a small, high performing middle school that will prepare all students to successfully culminate from middle grades, enter high school and gear all students towards entering and succeeding in college. As a Blended Learning for Alliance School Transformation (BLAST) school, ACRMA #8 has the additional mission component to create 21st century learners ready for college success through individualized, student-centered instruction that makes academics both personal and relevant for every student. To do this, ACRMA #8 will use the BLAST model that incorporates digital content, online courses, and interactive tools while leveraging human capital. Moreover, ACRMA #8 students will develop resilience, strong critical thinking skills and collaborative skills. These skills will create college-ready, socially responsible, and globally minded citizens that are an integral part of their community and beyond.

Vision

The vision of Alliance College-Ready Middle Academy #8 is to create a highly accountable model of innovation with highly effective teachers guided by core principles that are based on what research has shown to be best educational practices for adolescent age students and to serve as a research and development model for the district and other public schools.

Alliance College-Ready Middle Academy #8 will consistently demonstrate student readiness for high school with a high success rate in student proficiency on state content/common core standards; continuous progress towards 100 percent success rate in meeting middle grade culmination requirements; dramatic improvements in the student attendance rate to 95 percent; and achieving a 100% success rate of students enrolled for at least three years who will culminate ready to successfully enter high school with a focus on college-preparation.

ABOUT ACRMA#8

Alliance College-Ready Middle Academy #8 is an independent public charter school developed and operated by the Alliance College-Ready Public Schools, a non-profit organization that works with the Los Angeles Unified School District to help provide solutions to overcrowding and to improving academic performance and ultimately college-readiness in high schools. ACRMA #8 is a **Blended Learning for Alliance School Transformation (BLAST)** school. BLAST is an integrated technology educational model that builds upon Alliance's successful college prep curriculum. This new way of learning truly integrates technology into the classroom, making learning more relevant, personalized, and dynamic. The model was piloted in 2010-11 at two Alliance high schools and has expanded to four high schools and three middle schools within the Alliance in 2012-13.

For its first year of operation, ACRMA # 8's BLAST classrooms will utilize a two small-group learning station model. This will result in a vibrant, exciting classroom where all students are actively engaged in their learning. All students rotate among the stations in a group of 15 or fewer students during a two-hour block schedule, keeping them engaged and involved in their own learning. Teachers and students are supported by the use of technology, which is planned in advance with a digital agenda so that students learn to be more self-directed. Students are working at their different levels with technology programmed to address standards and skills based on individual need. Students will receive increased and better-planned differentiated instruction through digital content.

ACRMA#8 FACULTY & STAFF, 2014-2015

ADMINISTRATION/OFFICE

Melissa Chew, Principal
Young Mi Kim, Director of Instruction
Melina Gonzalez, Office Manager
Maria Medina, Parent Engagement Specialist
Jessica Nicolas-Torres, Office Assistant
Robert Lopez, Office Assistant

FACULTY

Ashley Evins, Resource Specialist
Sheryl Fayloga, English Language Arts
Angela Lim, Science
Kyle Magnuson, History
Earl Sanchez, Physical Education
Megan Walzberg, Mathematics



School Calendar 2014-2015 (As of April 7, 2014)

July 1, 2014 - June 30, 2015

July

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

July

6/26-6/27 **Principal's Retreat (2 days)**
 7/4 Fourth of July HOLIDAY
 6/16-7/14 **Summer Session (20 days)**
 7/19 New Teacher HR Onboarding
 7/21 New to Alliance Teacher Orientation
 7/22-7/23 New Teacher Orientation
 7/24 New BLAST Teachers 7/25 R/T BLAST
 7/28-7/30 Summer Conference(3 days)
 7/31-8/1 School Site Prof Dev Planning

August

8/4 First Day of School/Fall Semester

September

9/1 Labor Day HOLIDAY
 9/5 Progress Report (5-wk Parent Conf)
Q1 9 wks (39 days of instruction 8/4-9/26)

October

10/6-10/10 **Q1 Benchmarks**
CAHSEE 10/7-10/8
 10/10 Progress Report (10-wk Parent Conf)
 10/13-10/14 Pupil Free Day Prof Dev

November

11/10-11/11 Veteran's Day HOLIDAY (2 days)
 11/27-11/28 Thanksgiving
 11/14 Progress Report (15-wk Parent Conf)

December

12/15-12/19 **Q2 Benchmarks**
 12/1-12/17 FINALS
 12/19 Last day of Fall Semester
 12/19 FINAL FALL SEMESTER GRADES
 12/22-1/9 Winter Break
Q2 9 wks (45 days of instruction 10/13-12/12)

93 Total Days of Instruction

93

Legend

- Total Instruction Days 190
- Summer Session Days 19
- Holidays/Vacation Days 28
- Tchr PD, Retreat Days 10
- Pupil Free Days 6

93 Days Fall Sem; 97 Days Spring Sem
 19 Days Summer Session/Bridge Program for eligible students

10/13-10/14, 1/12-1/13, 4/7-4/8

7

January 2014

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

January

1/12-1/13 Pupil Free Day Prof Dev
 1/12 First Day of Spring Semester
 1/14-1/16 **Reaching Standards**
 1/19 MLK Birthday HOLIDAY

February

2/11 Progress Report (5-wk Parent Conf)
 2/16 Presidents Day HOLIDAY

March

Q3 10 wks (48 days of instruction 1/20-3/20)
 3/18 Progress Report (10-wk Parent Conf)
CAHSEE 3/17-18
3/23-3/27 Q3 Benchmarks
 3/30-4/3 Spring Break
SBAC Testing Window OPEN (Specific dates TB)

April

4/5 Easter Sunday
 4/6 Cesar Chavez Day, Observed
 4/7-4/8 Pupil Free Day Prof Dev
 4/13 CST Window OPEN (8th & 10th Gr. Scienc
 4/29 Progress Report (15-wk Parent Conf)

May

AP Exams 5/4-5/15
 5/15 CST Window CLOSED (8th & 10th Gr. Scie
 5/25 Memorial Day HOLIDAY

June

Q4 9 wks (42 days of instruction 4/7-6/4)
 6/9-6/11 FINALS
6/12 Last Day of Instruction
 6/15-7/10 Summer Session
 (Credit Recovery, Intervention,
 Summer Bridge)
 6/12 FINAL SPRING SEMESTER GRADE
 SBAC Testing Window CLOSED (Specific Dates)

97 Total Days of Instruction

190

STAFF POLICIES & PROCEDURES

Arrival and Departure

The ACRMA#8 school day begins at 7:45 a.m. and ends at 3:30 p.m. Faculty members are expected to arrive **no later than 7:30 a.m.** on all school days. Faculty members are expected to remain on campus until 3:45 p.m. even if they have their preparation period at the end of the day.

Signing In and Out

When you arrive on campus, please go through the main office and sign in to the daily record book on the sheet designated with your name. This is important for payroll purposes and to let us know that you are on campus, in case of an emergency. When you leave school each day, please sign out in this same book. Failure to do so can result in improper payroll accounting.

Checking Your Box

After you have signed in please check your box in the main office for messages from parents or students, and other communications. Please be sure to check your box prior to 7:40am for time-sensitive communication that may need to be distributed to your advisory students.

Checking Your Email

The majority of our inter-office communications will be sent through email. It is important that you check your Alliance e-mail account a minimum of two times a day. Be sure to check your e-mail in the morning before Advisory/1st period begins and at the end of the day before leaving campus to ensure receipt of time-sensitive messages.

To check your email account:

- Type the following into your web browser: *mail.laalliance.org*
- Your username is typically the first initial of your first name and your full last name (ex: *mchew*). Do not include “@laalliance.org”.
- Your password is assigned to you by home office IT staff. You are welcome to change it at first log-in.
- Please see Melissa if you need assistance with your username and/or password.

Weekly Staff Newsletter

Ms. Chew will send out a weekly newsletter with important information at the start of each week. Please be sure to read every newsletter thoroughly, and respond promptly (within 1 business day) with any questions, concerns, or replies with information.

Using Messages

All staff members will be assigned an AIM account to use for school communications. Please sign in to your account when you arrive on campus for easy communication with other faculty members and the office staff. You can access your AIM account by using the Messages application on your laptop.

We absolutely expect that your priority during instructional time is the students, and we do not anticipate a quick response from you when we contact you via Messages. When it is appropriate, please do keep an eye on your Messages for any information (such as a summons for a student, etc.). The office may try to minimize distractions to your classroom by sending a message, rather than a messenger, for non-emergency messages that can be responded to at your convenience.

Here is a list of AIM usernames that will be helpful to have set up on your buddy list before day one:

Staff Member	Username
Ms. Chew	mschew.8
Ms. Kim	mskim.8
Mrs. Gonzalez	mrsgonzalez.8
Mrs. Medina	mrsmedina.8
Miss Nicolas	missnicolas.8

Staff Dress Code

All faculty and staff are expected to dress in professional, business attire.

- No jeans
- No sleeveless shirts
- No low-cut shirts
- No t-shirts
- No open-toed shoes or flip-flops
- No facial piercing

Special dress days:

- Monday, Uniform Day: all faculty and staff are encouraged to dress in the school uniform shirt and pants.
- Friday, Casual Dress: On Fridays, faculty and staff are encouraged to dress in casual, college-themed attire. Jeans are permitted, so long as they are accompanied by a college or ACRMA#8 shirt.

Class Coverage

In order to maintain our high level of instruction and academic expectations as well as the safety of our students, ACRMA#8 only occasionally employs an outside substitute agency. This means that all faculty members need to cover classes when called upon to do so.

- The office will notify you as soon as they know that you will need to cover another class.
- You will be compensated at your hourly rate for covering a class.
- You will be left with seating charts, lesson plans, and appropriate materials for the class you are covering.
- It is imperative that you follow lesson plans that are left by your fellow faculty members in order to ensure that their absence does not result in lost instructional time.
- **When you finish covering a class, you are expected to email the teacher you covered for to let him/her know what the class accomplished, and with information about any issues that may have taken place.**

Faculty Absences

Personal Days: To request a personal day for time-sensitive matters, such as a doctor's appointment, you must pick up a **staff absence request form** from the main office. Requesting a personal day does not ensure that you will be given that day off. It is best to request days for appointments or other personal needs as far in advance as possible so we are better able to accommodate your request. All staff absences must be approved in advance by Ms. Chew.

If you request a personal day, please be sure to email Ms. Kim your lesson plan and Power Point ahead of time. The lesson plan will be relayed to the covering teacher as soon as possible. You are responsible for leaving all necessary materials (seating charts, copies, etc.) in your classroom for the covering teacher.

Sick Days: If you are sick, notify Ms. Chew as soon as possible by calling her cell phone and leaving a message, or texting, **regardless of the hour** (310-210-4636). Please also send a text to Mrs. Gonzalez, regardless of the hour, at 323-445-3944. In addition to doing this, please send an email to Ms. Chew and CC Mrs. Gonzalez on the email. As soon as you notify the office of your absence, we are able to begin working on finding coverage for your class. Please note that in the event of a last minute absence, it will almost certainly be a colleague covering your class.

Be prepared to have the following available for the faculty members that cover your classes while you are gone:

- Seating charts for each class
- Lesson plans for each class with appropriate materials.
- Any special instructions for the teacher who is covering.
- All these items can be emailed to Ms. Chew/Ms. Kim and we will distribute to the necessary people.

Please call the school (323-898-5338) by 3:30pm on the day of your absence to confirm whether or not you will be returning the following school day.

Keep in mind that whether your class is taught by another ACRMA#8 faculty member or a substitute, there is no need to create a "filler" lesson plan that simply keeps students busy while you are out. You are expected to provide a typical, rigorous, standards-based lesson, even in your absence.

Unit Plan Submission

Although we will provide a recommended lesson plan template, and it is our expectation that teachers are lesson planning with detail ahead of time, we will not require the submission of daily lesson plans. However, we do ask that all teachers submit unit plans prior to the launch of a new unit with students. These unit plans should be created using the provided unit plan template (see Weebly website) and when completed, unit plans should be uploaded to our ACRMA#8 Google Drive and a notification emailed to Ms. Chew and Ms. Kim that a new unit plan has been submitted.

PROFESSIONAL DEVELOPMENT

We meet for professional development on Wednesdays at 1:40 p.m. Prior to each professional development session, the digital agenda will be posted to our ACRMA#8 teacher Weebly site (acrma8.weebly.com). Please be sure to check the agenda prior to the each professional development so that you bring any necessary materials with you. Professional development will begin promptly at 1:40 p.m. and conclude by 3:30 p.m. Please be on time for professional development as a courtesy to your colleagues.

ACRMA#8 professional development combines a focus on individual teacher reflection and growth, as well as whole school improvement and growth. Be prepared to think critically about your practice, as well as the education we provide to our students as a whole.

Regular components of ACRMA#8 professional development include:

- Individual teacher reflective journals
- Grade-level collaborative meetings
- Lesson study presentations by teachers and lesson study protocols
- Framework for Effective Teaching (FET) study
- Blended Learning study

Teacher Observations

Observations are an important part of ACRMA#8 professional development. You can expect consistent informal visitations from a member of the administrative team throughout the year. Each teacher will receive a minimum of:

- Two informal (differentiated) observations per semester
- One formal observation per semester
- You will be observed using the Framework for Effective Teaching (FET). A copy of this framework has been uploaded to our teacher Weebly and is also included in the **Appendix** section of this handbook.

Prior to each formal observation, you will submit a lesson plan in the TCRP format and attend a pre-observation conference with your observer. After each observation you will complete a reflection, self-rating and then attend a post-observation conference.

Observations will take place according to the schedule below.

Round	Window of dates	Type of Observation
0	August - September	Baseline Observation <small>*for teachers who are new to the Alliance only</small>
1	September – November	Fall Formal (1)
2	August – December	Fall Informals (2)
3	January - May	Spring Informals (2)
4	February - May	Spring Formal (1)

**Please note that this schedule is subject to change. You will be notified of any changes.*

Department	Observing Administrator
English Language Arts	Kim
Mathematics	Chew
Science	Kim
History	Chew
Special Education	Chew
Physical Education	Kim

ACRMA#8 CULTURE

SCHOOL-WIDE CLASSROOM NORMS

Unity on campus will be a major contributing factor to ACRMA#8's success. This unity begins in the classroom with common norms that all faculty members are expected to uphold at all times.

Digital Agendas

Every class will be guided by a digital agenda that will be posted online for students and parents to access. The digital agenda should be interactive, and should allow for some autonomy as students work independently to meet the daily learning objective(s). The digital agenda should also serve as a helpful resource for students who are absent, or for parents who would like to know what is going on in their child's classes. The main office will direct parents/students to the teacher's websites upon notification of any absence.

Digital agendas for the week (**3** on a typical school week) should be posted to your Weebly website no later than 7:30am every Monday.

Entering Classrooms

Teachers are expected to be at their door at the beginning of class to assist with monitoring the hallways and keeping their students orderly. All students will line up outside the teacher's door in a single file line and wait for the teacher's cue to enter the classroom.

Consequences for students entering the room improperly:

- Verbal reminder
- Student exits and enters again properly

Beginning Class Rituals

Class will begin immediately. Students are expected to follow the "#8 Warm-Up" for every class:

- Go straight to your seat without talking.
- Take out your materials.
- Hang your backpack on desk hook.

- Begin the “Do Now” immediately.

The first step of every Do Now should be to copy homework into their planner immediately and update their Table of Contents.

Consequences for students not complying with the steps of the Warm-Up:

- Verbal reminder

During Class

All teachers are expected to use a randomized method when calling on students. This keeps the students attentive and also ensures that you are hearing from a wide variety of students, rather than a small number of more vocal students. Some teachers choose to use popsicle sticks or cards. Some teachers choose to keep track of which students they call on with a chart or use an online class randomizer. Teachers can use whichever method they like, but are expected to be calling on students equitably and strategically.

Teachers are expected to be clear with the students at all times about specific behavioral expectations for class activities. Teachers should project a slide of norms prior to initiating any new activity. Sample norms templates will be provided prior to the start of the school year. Teachers may tailor these slides for their own use, but it is critical that behavioral expectations are clear at all times.

The grade-level team will also adopt a common set of classroom expectations and consequences that will be communicated and upheld by every member of the team at all times.

As a general rule, movies should not be shown in class. While we encourage the use of media clips to enhance instruction, an entire class period should not be monopolized by a movie.

- If you wish to show a particular movie that is related to the subject matter and that you believe is vital to your instruction, contact an administrator to get advance approval.
- Under no circumstances should a rated “R” movie be shown. Please ask for administrative approval prior to showing a “PG” or “PG-13” movie.

Please minimize students missing instructional time by leaving class. Every teacher should have a clear bathroom policy in place. The office will do its best at all times to keep classroom interruptions to a minimum.

Materials For Class

All students were given a materials list before the summer and are expected to have the following on a daily basis:

- (1) 2” 3-ring binder
- (1 pack) Dividers for 3-ring binder
- (Several packs) Loose college ruled leaf paper
- (1 box) Pencils (mechanical or regular)
- (1 box) Pens (black or blue)
- (2-3) Highlighters (any color)

- (3 packs) Post-its (3x3, any color)
- (3 packs of 100 each) 3x5 index cards (lined)
- (2) Glue sticks
- (1) small, individual pencil sharpener (*optional, but recommended*)

**It must be cleared with administration before requiring the purchase of any materials not on the list above.*

A single binder is being used for all courses. You may have students organize your section of the divider in any way you choose, but you must have students create a table of contents for your section, whether digitally or on paper. We ask for support from all staff members in ensuring that students maintain well-organized binders. If a teacher chooses to use an alternate system of organization, in addition to the binder, it must be approved by administration in advance.

Consequences for students not having class materials or not maintaining their binder:

- Verbal warning
- Blackboard Connect message or personal call home
- Send to administration for conference
- Detention

Exiting Classrooms

Because we will not have a bell system our first year, please be mindful of the time and dismiss students at the appropriate time. Please do not dismiss students early, or keep them late if they have another class immediately following.

Teachers should dismiss students in an orderly fashion and remind them to walk calmly through the halls to their next destination. It is recommended to dismiss students by section or row, rather than all at once.

Consequences for students exiting the room improperly:

- Verbal reminder
- Student is asked to reenter the class, sit for a moment, and exit properly

Advisory Norms

The advisor role is an extremely important teacher role. The goal is for the advisor to remain with his/her advisees for all three years of the student's ACRMA#8 experience. The advisor should be the primary parental contact and advocate for every advisee.

All advisors are expected to adhere to the advisory curriculum, which is reviewed each week during professional development. On Monday, Tuesday, and Thursday of every week, students will participate in our D.E.A.R. Program (Drop Everything and Read). Advisors should maintain a quiet and distraction-free environment during this time. After the advisor conducts the daily materials check, he/she should participate in D.E.A.R., as well.

Friday advisory time will be used for community and team-building amongst the advisory family. It is critical to school culture that the advisees feel connected and like a family. Specific curriculum for

community-building on Fridays will be provided and reviewed in professional development.

During the first 5 minutes of advisory, have students take out their agendas and binders and show them to you. As the advisor, any support you can offer your advisees in improving their organization is greatly appreciated. All we ask is that you do your best to remember to check for an agenda and a binder each morning.

Consequences for students without binder/agenda:

- Verbal warning
- Blackboard message or personal call home
- Send to administration for conference

As part of our ACRMA#8 culture, we will begin each month with a Whole School Meeting (WSM) during Advisory time. WSM will take place the first Monday of every month, unless otherwise notified by administration. On WSM Mondays, please take attendance and then escort your students to the lunch area as quickly as possible. During WSM, you are to remain with your advisees and ensure their quiet attention.

If you would like to make an announcement at WSM, please communicate with Ms. Chew by 12:00pm on the Friday before WSM Monday. Be prepared with the topic, amount of time needed, and who will be making the announcement (or if you would like Ms. Chew to make it for you).

SCHOOL-WIDE STUDENT CONDUCT POLICIES

The ACRMA#8 Honor Code

“As a member of the ACRMA#8 community I pledge, on my Honor, not to lie, cheat, or steal, nor tolerate those who do.”

The honor code and its proper enforcement are tremendously important to the functioning of the ACRMA#8 community.

- All teachers will post and review the honor code with their students.
- All students will sign the Honor Code prior to exams. The pledge should be placed on the first page of any major assessment you design, or students asked to copy the Honor Code directly on their paper.
- If a student is suspected of violating the honor code, they should immediately be referred to Ms. Chew. Cases will be handled on an individual basis, but as a general rule:
 - Students found cheating on an assignment will not receive credit for their work.
 - Students will have to complete additional assignments to make up for their work.
 - A parent conference will be held.

Prevent Cheating

Do your part to prevent cheating by clearly reviewing expectations for students prior to major assessments.

- Review the Honor Code with your students on a regular basis.
- Create multiple versions of exams.
- Circulate during tests to make sure students are not communicating or sharing answers with their peers.
- Use barriers, such as folders, to separate students who share a desk.
- Make sure students are prepared for exams and understand the concept of academic integrity.

Homework Center

Homework Center is designed as a support for encouraging students to complete their daily homework even though it does not count toward their academic grade. In addition, Homework Center provides a safe space where students can go to receive help, in the event that the reason they are not completing their homework is because they do not understand it.

- Homework Center will take place in the Parent Center on Mondays, Tuesdays, Thursdays and Fridays from 3:30pm – 4:45pm and on Wednesdays from 1:30pm – 3:00pm.
- Supervision will be provided by the office and administrative team; however, teachers are encouraged to stop by as often as possible to support the students.
- If you would like to assign a student to Homework Center, you need to complete both steps below:
 - Tell the student they did not complete “X” assignment, and that they must attend Homework Center that day.
 - Log on to the “Homework Center” Google.doc and fill in the student name, assignment name, and the date. It is not enough to simply fill out the Google.doc. You must also inform the student directly.
- Administration will follow up with any students that do not attend Homework Center.
- Work submitted during Homework Center will be put into your mailbox.
- Please be sure that all names you have assigned Homework Center are in the Google.doc by the end of the day at 3:35pm.
- Please don’t negotiate or bargain with students regarding turning in their homework late and be consistent with your consequences for not completing homework.

For more information on the ACRMA#8 Homework Policy and Procedures, please see the Homework Policy in the **Appendix**.

Hall Passes

Each faculty member will be provided with one hall pass for students to use during class time. Please adhere to the ten-minute rule and do not send students out of class the first or last ten minutes of the period.

The rule of thumb is ONE PASS, ONE STUDENT.

- Do not send multiple students out of class at the same time with your pass.
- Do not send students out of your classroom without a pass.
- Before students leave the class, ask that they complete the log that is hanging by the door with their name, time and destination.
- Minimize use of the hall pass to important and/or emergency situations.

Detention

Teachers may assign detention to students for failure to follow the code of conduct.

Detention is held every morning before school from 7:00am – 7:30am. If assigned a detention, students are expected to serve their detention the very next morning. If assigned detention on a Friday, he/she will need to serve the following Monday. Students will receive a notice at the end of the day advisory reminding them of their detention. The slip will also require a parent signature.

To assign a student to detention, log on to Google.doc, open the “Detention Report Sheet” and fill in the appropriate information.

Please see ACRMA#8 Detention Policy in the **Appendix** section for more information.

Uniform Policy

Please check that students are in dress code as they enter and leave your classroom.

6th graders’ school uniform (2014-15)

- Light blue polo shirt with official Alliance logo only
- Khaki pants, shorts, or skirts
- Black sweatshirt with official Alliance logo – optional, highly recommended
- Solid dark-colored belt (no decorative buckle) – optional
- White or gray, solid color undershirts only
- Any color backpack, but no tagging/writing on the backpack

6th graders’ physical education uniform (2014-15)

- A grey t-shirt with school logo
- Black shorts
- Tennis shoes only (since other types of footwear are a safety hazard for students while running or participating in fitness activities)

*The physical education uniform is only to be worn for P.E.

Important: The following uniform requirements apply to all students.

- Uniform items, including pants and shirts, must be no larger than one size of the student’s regular clothing size
- Inappropriately tight and/or short clothing is not acceptable. This includes “skinny jeans” for both girls and boys.
- Shorts and skirts may be **no higher than 3” above the knee.**

- The official Alliance logo uniform black sweatshirt is highly recommended. However, if a student does not wish to purchase this sweatshirt, he/she may choose to wear a black, hoodless, sweater or jacket of his/her own selection. This outerwear must meet the following guidelines:
 - Absolutely no logos or designs
 - Must be solid black with no other colors
 - Must not have a hood
 - Must have a zipper or buttons in the front that go all the way down the jacket/sweatshirt
- Head/hair accessories such as hats, bandanas, and beanies are not to be worn
- Any attire that may be a distraction will be confiscated. Distracting attire includes but is not limited to accessories such as facial piercings, extra clothing pieces, and excessive and/or large pieces of jewelry.
- All uniform shirts will be tucked in for the entire instructional day.

Parents will be contacted immediately when their student is not adhering to the uniform policy described above. If a student is out of uniform, parents will be asked to bring the student a change of clothes before the student may return to class.

If a teacher discovers a student who is not in uniform at any time within the school day, please send the student to the office with a referral slip and send a heads up message to the office that the student is on his/her way. The incident will be logged in our administrative database, a parent/guardian contacted, and the student will be sent back to class as soon as possible to minimize disruption to the student's learning. It is important that teachers are checking for uniform violations at the start of every class throughout the day, and especially at the start of the day for advisory.

For the complete dress code, please refer to the *Uniform Policy* in the **ACRMA#8 Documents** section of this binder.

Cell Phone/iPod/Other Technology

Students are not permitted to use their cell phones, iPods, or other electronic devices while on campus. In order to decrease the chances of texting and/or accessing the internet during class, please insist that students keep backpacks off their desks and laps at all times. If a student needs to contact a parent or guardian, they are always free to use the phone in the front office (and vice versa).

- If a student is using their cell phone or other device on school grounds at any time, ask them to give it to you and deliver any confiscated electronics to a member of the office staff as soon as possible. Once taken, electronics will be kept in the office until a parent comes to meet with a member of the administrative team.
- Do not allow students to use their technological devices in class at any time or check with administration if you would like to plan an activity that incorporates the use of student owned technology. For more complete information on student technology use, please refer to the *Code of Conduct* document in the **Appendix** section of this Handbook.

Student Absences

When a student is absent from school, it is his/her responsibility to meet with their teachers upon their return to get any missing assignments.

- Encourage students to email or check your Weebly web page to get any missing work before they return from an absence.
- Please include information regarding your absence policy in your syllabus.
- Please keep your Weebly website updated at all times.

Student Behavior

All students are expected to adhere to the Code of Conduct in the **Appendix** section of this handbook.

- If a student is disrupting learning in your classroom you should immediately send him/her out of the office to see an administrator.
- Prior to sending a student out for behavior, please complete a student referral slip. Ask the student to go to the office and send the referral slip a few moments later with a trusted student.
- Also send a message via computer to the main office letting us know you sent the student out.

Student Illness

If students become ill and need to be removed from your classroom, please send them to the front office. There is no official illness slip for students. Please utilize iChat to communicate with the office or administration regarding why the student was sent out of your room or if the child is too sick to go to the office on her or his own and needs an escort.

ENRICHMENT & AFTER-SCHOOL SUPPORT

Enrichment

A unique feature of ACRMA#8 will be our enrichment program. Enrichment is designed to be an opportunity for students and staff to build relationships in a non-academic setting during the school day. Equally important, it is an opportunity for students to cultivate outside interests and passions and to foster creativity and critical thinking skills. Enrichment will meet twice a week, on Thursday and Friday, for an hour each time, for a total of 2 hours a week (see bell schedule in **Appendix**).

All enrichment courses, regardless of content, will have an underlying theme of literacy. All students will write in a journal to reflect on their experience at least once per week. Teachers will be asked to set aside the last 10 minutes of enrichment on Fridays for journaling. In addition, it is expected that teachers will use a discussion protocol to do group share-outs at least once per month, if not more often. This is an opportunity for students to share with their peers their reflections. Finally, at the end of each semester, we will host an all-school showcase where members from each enrichment

course will share their learning and accomplishments with the school community. This will be a technology-based presentation and families will be invited to the showcase, as well.

Each teacher will have the opportunity to select his/her enrichment theme based on a personal area of interest. Each enrichment course will last for one semester, at which point teachers will have the opportunity to select a new theme or remain with the same one.

Each semester, a menu of options will be created and students will opt in to a single enrichment course. Numbers will be carefully balanced as we are striving for no more than 20 students per enrichment class.

Each teacher will create a wish list in terms of supplies needed to execute enrichment. Teachers are not expected to pay out of pocket for these expenses; however, due to budget constraints, we do ask that teachers are mindful of materials they are requesting.

Tutoring Program

Every ACRMA#8 teacher is expected to offer at least 1 hour of tutoring a week. Teachers may hold up to 2 hours of tutoring a week, and are compensated at the standard Alliance tutoring rate of \$25/hour. Official tutoring hours will be determined during our teacher retreat in July.

Any student may opt to attend after-school tutoring for additional support. After the five-week mark, any student who is failing two or more classes will be assigned to mandatory tutoring for any class he/she is failing. In addition, teachers may elect to add students to the mandatory tutoring list if they feel that the student would benefit from the additional instructional time. Teachers will be responsible for taking attendance for tutoring on a Tutoring Google.doc and administration will take care of follow-up for any student who is required to attend but does not. Consequences for students for not attending mandatory tutoring may include:

- Conference with administration
- Phone call home
- Parent conference
- Loss of privileges

At ACRMA#8, tutoring does not consist of homework time or independent study time. Tutoring should include pre-planned, specific instructional activities that are led by the teacher. Students in attendance should benefit from the small group environment and the additional instructional time with the teacher. Examples of preferred activities during tutoring include:

- Review of previous taught content through direct instruction with a follow-up activity and exit slip
- Small group extension activity with teacher circulating and assisting
- Preview of future content through direct instruction or activity
- Structured review of homework and/or modeling of homework problems

Tutoring for all classes will be held in our Parent Center/Library, where Homework Center will also be held simultaneously. Teachers may work with small groups of selected students on the side, or if no students are present to work with a specific teacher, that teacher should rotate between any

students who need support in Homework Center. The presence of adults in Homework Center will greatly increase the effectiveness of our Homework Center program, as well.

Clubs

The initiation of clubs will be largely dependent on student interest and student leadership. If a student would like to start a club, he/she needs to find a teacher sponsor and complete a club application. It is entirely up to the teacher if he/she would like to agree to serving as the sponsor of a club.

ENGAGING FAMILIES

At ACRMA #8, we are committed to upholding the Alliance core value of “Working with Parents as Partners” to prepare students to successfully enter and complete college.

ACRMA #8 is committed to creating a welcoming school environment where parents see themselves as meaningful partners by:

1. Providing families information related to their child’s education
2. Strengthening families’ knowledge and skills to support and extend their children’s learning at home and in the community
3. Engaging families in school planning, leadership and meaningful volunteer opportunities
4. Connecting students and families to community resources that strengthen and support students’ learning and well-being

ACRMA #8 encourages all parents, guardians and adult family members to become actively involved in the school by serving as parent volunteers. We invite them to volunteer a minimum of 40 hours per school year with at least 20 hours supporting their child academically and at least 20 hours supporting the school.

Examples of parent volunteer opportunities:

Academic Support	School Support
Parent Workshops: Participate in parent education workshops to support learning at school and at home.	Meal Distribution: Assist with the set up, distribution of meals and cleanup.
School Coordinating Council/Town Hall Meeting: Attend monthly School Coordinating Council and Town Hall meetings to learn what is happening at the school and to provide feedback.	Visitor Supervision: (Morning/Afternoon Shifts): Welcome visitors, check-in visitors and give visitors a name badge. Check out visitors when they leave the school.
Classroom Visits: Parents are encouraged to make classroom visits.	Field Trip Assistance and Supervision: Serve as a chaperone.
Student support & enrichment: Help student with homework, take student to a museum, etc.	Campus & community beautification: Help clean campus/community or contribute to beautification projects.

ACRMA #8 is also committed to providing a series of parent leadership academy workshops designed to build their capacity to support their child academically.

The ACRMA#8 Parent Leadership Academy Calendar of Offerings:

August	September	October	November	December
Supporting the Transition to Middle School	Study Skills for Middle School Students	The Power of School-Family Partnerships	Communicating Effectively with Your Child's School	Mid Year Celebration (Acknowledging Volunteers 20+ Hours)
January	February	April	May	June
Monitoring Your Child's Progress	Understanding Testing and Measuring School Progress	Creating a College-Going Culture	Maintaining Your Child's Learning Gains	Award Ceremony (Acknowledging Volunteers 20+ and 40+ Hours)

Our goal is to build and maintain an exemplary parent engagement program. We ask for your support through maintaining consistent and meaningful contact with parents regarding their child's progress. In an initial survey of our parents, one of the primary expectations our parents shared with us was consistent communication from both teachers and administration. Let's be sure we live up to this expectation! If you need assistance with translation, this is no problem at all. Please see **Resources** section below for more information.

The ACRMA#8 Website

The ACRMA#8 website is a window into our school for current and potential students, parents, community members, and donors. More and more of our families rely on our website as a source of information. Therefore, it is important that we update it frequently with as much information as possible: www.crma8.org

Every faculty member will have the ability to set up a web page for his or her courses by logging in to: crma8.edlloadmin.org

- Login: first initial, last name (ex: *mchew*)
- Password: acrma#8

We ask that on your main page on our ACRMA#8 website, you simply include a link to your teacher Weebly web page. You are expected to maintain your Weebly web page on a daily basis, including digital agendas, homework, additional resources, etc. Weebly can be accessed at: www.weebly.com

Parents will often call in to inquire about homework and our first response is to direct them to your web page. Please be sure to keep your web page updated at all times. Remember that digital agendas for the week must be posted by Monday morning at 7:30am.

Using Blackboard Connect

Blackboard Connect is an automatic telephone messaging system used to send home notices regarding student behavior, academic performance, etc.

- Each faculty member will be provided with a Blackboard login and password.
- You are expected to be in regular communication with parents. The use of Blackboard messages can be one method of communication. These messages can be for low-level issues with students or to congratulate them on their performance. Access Blackboard via the link at the ACRMA#8 Weebly page: <http://acrma8.weebly.com> Should you have any issues with using the system, please see an administrator.

SCHOOL-WIDE GRADING POLICY

“Everyone can learn given the right circumstances—aptitude is the length of time it takes a person to learn, not how “bright” a person is.” *Benjamin Bloom, Educational Researcher, 1987*

At ACRMA#8, it is our mission to provide a learning environment where *all* students can thrive. Our grading policy is an important piece of culture as it has a profound impact on student morale and sense of self-efficacy, student work ethic, and family perception of the student and our school. Therefore, we will work together to create a school-wide grading policy that all staff members will adhere to and can buy in to.

Academic Grades

Standards-Based Grading

Students will earn letter grades (A, B, C or NP) for their courses based on the average of numerical scores (4, 3, 2 or 1) earned on their graded assessments of what students know and demonstrate. Each assessment will be connected to a specific standard or set of standards. Any grade entered in the grade book should reflect the students’ most current level of learning. We will use Marzano’s mastery learning rubric to assign a quantitative value to our students’ current level of understanding:

	Score	Description of Place on Scale
Advanced	4.0	In addition to Score 3.0 performance, in-depth inferences and applications that go beyond what was taught
	3.5	In addition to Score 3.0 performance, partial success at inferences and applications that go beyond what was taught
Proficient	3.0	No major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught
	2.5	No major errors or omissions regarding the simpler details and process and partial knowledge of the more complex ideas and processes

Basic	2.0	No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes
	1.5	Partial knowledge of the simpler details and processes but major errors or omissions regarding the more complex ideas and procedures
Below Basic	1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes
	0.5	With help, a partial understanding of some of the simpler details and processes but not the more complex ideas and processes
	0.0	Even with help, no understanding or skill demonstrated

A student’s overall academic grade will be determined by averaging scores across all standards and then using the following scale:

Rubric Range of Standards Proficient or Advanced	Overall Grade
3.40 – 4.0	A
2.70 – 3.39	B
2.00 – 2.69	C
0 – 1.99	Not Proficient (NP)

Formative Assessments

As part of ACRMA#8’s grading policy, assignments and formative assessments (exit slips, quick-writes, quizzes) will be used to track the progress of student learning, to provide feedback and for the teacher to modify instruction to guide the student towards mastery. Grades for formative assessments must be included in Pinnacle for tracking of progress based on standards but are not included in the final course grades. Please make sure to check “Diagnostic” when entering formative assessments into Pinnacle. Formative assessments should be tracked in Pinnacle a **minimum of two times per week**.

Summative Assessments

Summative assessments (individual projects, unit exams, essays) will be used to measure the amount of learning that has taken place at a given point in time and will contribute to a student’s overall grade. The summative assessment for each standard must include at least two components: (1) a standard, college-ready assessment such as a multiple-choice exam or essay and (2) an alternative form of assessment that is STEAM-aligned, such as an artistic representation, model, lab report, etc. A student’s overall grade will be based on the average of all standards-based summative assessments and must reflect the most current level of mastery. Please make sure to check “Summative” when entering summative assessments into Pinnacle.

Naming of Assessments

Assessments that are included in Pinnacle, whether they are formative or summative, are to be given specific names based on the standard(s) they cover. The names of assessments should also be very clear so that both student and parent can identify what the assessment is testing. If an assessment tests

multiple standards, each standard will be scored independently of the other standards. To do this, create a separate assessment title for each standard. When naming an assessment, please make sure it is written in the following format so that it is uniform in appearance to the student, parent and staff:

Standard: Description of Assessment (type of assessment)

For example:

- L4.0a: Reading Context Clues (exit slip)
 - EE3.0: Solving Multi-step Equations #1 (quiz)
 - EE3.0: Solving Multi-step Equations #2 (quiz)
 - LC1.0: Freak the Mighty Language (narrative essay)
 - WS1.3: Freak the Mighty Organization (narrative essay)
 - LR3.2: Freak the Mighty Theme Analysis (narrative essay)
- } A summative
assessment
testing 3
standards

Multiple Forms of Assessments

Each standard will be assessed multiple times over the course of the unit and semester and in different formats to most accurately assess their mastery of the content standard or skill. Students should have 2 to 3 opportunities for feedback on a standard prior to taking a summative assessment on that standard. Each unit must include at least two summative assessments. For students who continue to need extra support to demonstrate mastery learning of a standard, alternative and multiple forms of summative assessments should be considered and multiple opportunities offered.

Weighting of Grades

There is no way to weight standards or assessments in the final course grade in Pinnacle. However, since grades are standards-based on a student’s most current level of learning, weighting grades should not play a role in final grades.

No Zeroes

Our grading scale is not designed with zeros. If students are absent on the day of a test or fail to turn in an assignment, they should have the opportunity to complete the test or the assignment at a later date. Failure to complete an assignment should be noted in the student’s life skills grade, but students should have the opportunity, within reason, to demonstrate their learning and not be punished through their class grade by absences or tardiness. If students are missing exams and failing to turn in significant assignments, the teacher should look into the reasons for the student missing the assessment or not completing the assignment and support the student in addressing this issue. Teachers should contact parents and inform an administrator if a student persists in not completing the assignment despite multiple opportunities, such as 2 offered make-up exams that result in no-shows or failure to turn in a paper or a project despite multiple extensions and contact with the parent. You must contact an administrator and gain approval prior to issuing a student a score of zero.

Z (Missing)

As a temporary placeholder only, a Z may be assigned in Pinnacle to an assessment to indicate that the student needs to make up the assessment. When running a grade report, all assessments with Zs

show up as a missing assignment. However, a Z in Pinnacle is calculated as a zero and will impact a student's overall grade. Please adhere to the *No Zeroes* policy described above.

X (Excused)

To excuse a student from completing an assessment, use the letter X in Pinnacle. All assessments with an X will not count towards a student's overall grade calculation. It will not be calculated as a zero. The X is most often used when a student was absent and missed an assessment that cannot be made up, for example a class discussion. Please use the X as sparingly as possible.

No Extra Credit

Under standards-based grading, there is no extra credit. Students who wish to raise their grades can be given extra practice and the opportunity to re-take an exam or re-do an assessment to demonstrate mastery. This new score can then replace the original exam or assessment.

NPs (Fails)

To ensure clear communication with parents and immediate support, it is recommended to contact home as often as possible when students receive an NP (or 1) in Pinnacle for any formative or summative assessment. Notification may be made through TeleParent messages as well as personal phone calls or emails home based on the parents' preferred method of contact. Teachers may adopt an alternate system for communicating failing grades with the home, so long as the communication is occurring on a regular basis. This can be a timely process, but our parents will appreciate the consistent feedback.

As a minimum, any time a student's overall grade drops from passing to not passing, a parent should be contacted within two business days of the grade dropping.

Life Work Skills

At ACRMA#8, building life and work skills is an important part of the school day. In order to build diligent work habits and encourage collaboration with their peers, students' progress towards life and work skills should be tracked and updated weekly. Life and work skills are based on the following four general standards:

- Behavior (following classroom rules, not engaging in bullying or teasing)
- Participation (asking questions, being open-minded, staying focused)
- Work Completion (completing homework and classwork on time)
- Group Work (taking on group roles, acting as a mediator, collaborating)

Although the life and work skill grade will appear on the report card, it will not count towards the academic grade. Homework, in-class assignments and other activities that are designed as practice for feedback and building of skills are all examples of what would be included as a life work skill assignment on Pinnacle.

We will provide opportunities throughout the year to celebrate those students who consistently demonstrate excellence in their life and work skills grades.

Timely Grading Updates

In order to support students' learning, teachers are expected to provide timely and helpful feedback to students and parents. In summary:

- Formative assessments should not count toward students' final grades (achieved by selecting "diagnostic" on Pinnacle).
- At least **2** formative assessments should be recorded **per week** in Pinnacle.
- At least **2** summative assessments should be recorded **per unit** in Pinnacle (one standard, college-ready assessment, and one STEAM-based assessment).
- At least **2** life skills grades should be recorded **per week** in Pinnacle.

ONLINE ATTENDANCE & GRADING USING PINNACLE

Pinnacle is a website that enables you to:

- Submit attendance online
- Manage your grade book online
- Access student information

To access Pinnacle, use the following link: <https://laalliance.gradebook.net/pinnacle/>

Submitting Attendance

You are expected to take attendance within the **first 15 minutes** of each class period. If you do not submit attendance within this time frame, your instructional time may be interrupted by a reminder message from an office staff member or administrator. Please do your best to take accurate, timely attendance. If a student enters the class after you have submitted attendance and the student has a pass from the office, there is no need for you to correct your attendance. A member of the office staff will take care of that for you. However, if a student enters late with a pass from a teacher, you must correct your attendance. If you are meeting with a student until after the start of class or long enough that they will be late to their next class, please write them a pass. Students should never be admitted to class late without a pass. Please send them to the office if they come to your class late without a pass from the office or another teacher.

To take attendance, click on "Quick Attendance" along the menu options posted on the left side of the screen when you first log in to Pinnacle. Please use the following reference as a guide for the codes you will see in Pinnacle:

Code	Description
Pre	Present
A	Absent
T	Tardy

Lastly, when submitting attendance, note that there is no official "submit" button. However, a green check mark next to your class period along the tabs at the top indicates that attendance has been taken.

Managing Your Grade Book

It is critical that you maintain an accurate and up-to-date grade book. Both students and parents are able to view grades online at any moment. In addition, having an updated grade book leads to a more productive conversation with families about a student's progress.

Accessing Student Information

You can also use Pinnacle to access student information when you need to look up student's home phone number, student schedule, etc. See the menu of options along the left of the screen when you log in to Pinnacle and click on "Student Explorer." If you need any assistance with using Pinnacle, please contact an administrator.

RESOURCES

Main Office Services

Copies: The front office is happy to assist you with your copy needs. Simply fill out a *copy request form* in the front office and a staff member will complete your copies as soon as possible. For the best service, submit your copy request as far in advance as possible.

Translations and Phone Calls: If you need a letter translated into Spanish, the office staff can assist you. Simply email your request to Mrs. Gonzalez (megonzalez@laalliance.org) and she will make sure it is completed as soon as possible. Submit the request as far in advance as possible to ensure you give our office sufficient time to translate it before you need it.

If you need assistance making a phone call to a Spanish speaking parent or guardian, simply email Mrs. Gonzalez and she will arrange a time to make the phone call with you, or to contact the parent for you.

Supplies: If you need additional forms (discipline, health, reimbursement, parent consent, etc.) simply contact an office member.

In general, we do not keep classroom supplies on hand, so you should utilize your \$100 classroom budget to buy whatever you want in your classroom and we will reimburse you. We do keep a limited amount of staples, paper clips, paper, and white board markers. If you need any of these items, contact the office.

Laptop Reservations

We currently have two laptop carts available, each containing 20 laptops. You may reserve laptop carts online using the "Laptop Sign-out Sheet" on Google.docs.

- Type your name next to the cart you would like to request on the date they are needed.
- Please bear in mind that if you request two carts, and another teacher needs a cart, preference will be given to providing another classroom with laptop access.
- The laptop cart will be delivered to you on the day requested. If you enter your request on the same day that you need the carts, be sure to notify an administrator in person or via email as

the spreadsheet is checked every morning, but not after that time.

- Check the laptop cart prior to allowing any students to access them. Be sure that all laptops are present (unless marked “out for repairs”). Report any missing computers to an administrator prior to allowing students to use them.

Laptop Care

In order to ensure the longevity of our laptops, please be sure to monitor student laptop usage carefully.

- Under no circumstances should a student use a laptop while unsupervised. Students should be monitored constantly while on laptops.
- A student should never be allowed to take a laptop from your room and use it elsewhere.
- Under no circumstances should students have “free time” on the laptops. They should be utilized for specific, class-related purposes only.
- It is preferable that when using laptops, you have all students face one direction and have them keep their screens facing you.
- Before returning the cart, be sure that all laptops are accounted for, plugged in, and cords are properly tucked away. A member of the office team will collect laptop carts by 3:20pm at the start of second advisory period.

Field Trip Requests

If you would like to take your class or classes on a field trip, please send a proposal to your administrators. The proposal should include:

- The date, destination, and estimated time for your field trip.
- The purpose of your field trip.
- The number of students being taken, and a description of how students are being selected.
- The number of teachers you would like to take on the field trip.
- The number of chaperones you will have on the field trip that are not teachers.
- An estimated cost for the field trip (not including transportation and food).

Once your field trip proposal is approved:

- Notify Mrs. Gonzalez right away about the details of your trip. She will assist you with the coordination of buses, food, etc.
- Notify your fellow teachers of the students who will be on the trip and the date/time of the trip.
- Parent permission slips are available in the front office and must be turned in by any student who is going to take part in the field trip. A parent-signed trip slip must be on file in the office for every student attending the trip prior to departure. Give plenty of time and a clear deadline for completing field trip permission slips (We recommend a deadline of minimum one day before the field trip).

Technology and Maintenance Requests

- If you have any issue with the technology in your classroom, including your ACRMA#8 provided laptop, simply email Ms. Chew with a description of the problem and she will assist you as soon as possible.

- If you have any classroom maintenance issues, please notify Mrs. Gonzalez. She will assist you in completing a building/maintenance request form.

APPENDIX

Framework for Effective Teaching	32
Homework Center	40
Detention	41
Code of Conduct	42
Mandatory Tutoring	43
Bell Schedule	44

**Alliance College-Ready Public Schools
Framework for Effective Teaching Rubric
2014-2015**

Domain 1: Data-Driven Planning & Assessment (Lesson Planning)				
Standard	Level I	Level II	Level III	Level IV
1.1 Establish standards-based learning objectives and assessments	A. Selection of learning objectives			
	Learning objective(s) is missing a specific level of cognition or content. AND Learning objective(s) is misaligned with progress toward mastery of content standards.	Learning objective(s) is missing either a specific level of cognition or content. OR Learning objective(s) is misaligned with progress toward mastery of content standards.	Learning objective(s) includes both a specific level of cognition and content. AND Learning objective(s) is aligned to and progresses toward mastery of content standards.	<i>All of level 3 and...</i> Learning objective(s) exceed level of cognitive demand required by content standards. OR Learning objective(s) is differentiated to meet the identified needs of individual or subgroups of students.
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students	B. Measurability of learning objectives through lesson assessment			
	Lesson assessment does not measure the independent mastery of the learning objective(s).	Lesson assessment measures the independent mastery of the learning objective(s). AND Lesson assessment includes general criteria (quantitative or qualitative) for measuring success.	Lesson assessment measures the independent mastery of the learning objective(s). AND Lesson assessment includes specific criteria (quantitative or qualitative) for measuring success.	<i>All of level 3 and...</i> Lesson assessment(s) includes opportunity for student choice. OR Lesson assessment(s) includes opportunity for differentiated outputs. OR Lesson assessment measures mastery of learning objective(s) through multiple methods.
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students	A. Designing and sequencing of learning experiences			
	The design of the learning experiences is not aligned to the learning objective(s). AND Learning experiences are either not sequenced or not timed to enable students to demonstrate independent mastery of the learning objective(s) through the appropriate release of responsibility.	The design of the learning experiences is not aligned to the learning objective(s). OR Learning experiences are either not sequenced or not timed to enable students to demonstrate independent mastery of the learning objective(s) through the appropriate release of responsibility.	The design of the learning experiences is aligned to the learning objective(s). AND The design of the learning experiences is sequenced and timed to enable all students to demonstrate independent mastery of the learning objective(s) through the appropriate release of responsibility.	<i>All of level 3 and...</i> The timing or sequence of the learning experiences is differentiated for individual students or subgroups of students. OR The design of the learning experiences offers students choice in time or sequence of learning experiences.
1.3 Use student data to guide planning	B. Creating cognitively engaging learning experiences for students			
	Instructional plans do not provide opportunity for cognitively engaging learning experiences throughout the lesson. OR The instructional plans do not include appropriate support so that all students can access the content of the lesson.	The teacher designs each learning experience with appropriate support, but inconsistently plans cognitively engaging learning experiences throughout the lesson. OR Instructional plans include cognitively engaging learning experiences throughout the lesson, but inconsistently include appropriate support so that all students can access the content of the lesson.	Instructional plans include cognitively engaging learning experiences throughout the lesson. AND Teacher designs each learning experience with appropriate support so that all students can access the content of the lesson.	<i>All of level 3 and...</i> Teacher designs differentiated learning experiences for individual students or subgroups of students. OR Teacher structures lesson to offer students choice of learning experiences to enhance cognitive engagement.
1.3 Use student data to guide planning	A. Lesson design guided by data			
	The teacher does not cite data. OR Data is used to inform neither content nor instructional strategies.	The teacher cites multiple sources of data, but they are not relevant to the objective. OR The teacher cites multiple sources of data, but none of the sources are current and specific. OR Data is used to inform only content or instructional strategies.	The teacher cites multiple sources of data relevant to the objective including sources that are current and specific. AND Data informs the content and instructional strategies to scaffold for individual students or subgroups of students.	<i>All of Level 3 and...</i> The teacher plans different learning experiences to meet the needs of individual students or subgroups of students based on cited data. OR The teacher plans for students to use their own data to inform choice of learning experience.
1.4 Use knowledge of subject matter content/skills and learning processes to plan for student learning	A. Knowledge of subject matter to identify pre-requisite knowledge			
	The teacher does not accurately identify the prerequisite knowledge necessary to access the lesson.	The teacher accurately identifies the prerequisite knowledge necessary to access the lesson, but does not include strategies to activate prerequisite knowledge. OR The teacher accurately identifies the prerequisite knowledge or skills necessary to access the lesson, but does not include opportunities to address potential gaps.	The teacher accurately identifies the prerequisite knowledge necessary to access the lesson. AND The teacher includes opportunities to activate prerequisite knowledge necessary to access the lesson. AND The teacher includes strategies to address potential gaps in prerequisite knowledge or skills	<i>All of level 3 and...</i> The teacher designs differentiated learning experiences to address potential gaps for individual students or subgroups of students.

			necessary to access the lesson.	
	B. Addresses common content misconception(s)			
	The teacher does not anticipate common student content misconception(s).	The teacher anticipates common student content misconception(s) but does not include a strategy for addressing each misconception.	The teacher anticipates common student content misconception(s) that would inhibit the students' ability to master the learning objective(s) and includes a strategy for addressing each misconception.	<i>All of level 3 and...</i> The teacher includes strategies that ensure students recognize and correct these misconceptions. OR The teacher includes multiple strategies for correcting the same misconceptions.

1.5 Design assessments to ensure student mastery	A. Selection and progression of formative assessments			
	Checks for understanding are not aligned to the learning objective(s). OR Checks for understanding are not planned.	Checks for understanding are inconsistently aligned to the learning objective(s). OR Checks for understanding do not yield actionable data. OR Checks for understanding are planned for a single component of the lesson cycle.	Different types of checks for understanding are selected to yield actionable data about progress towards mastery of the learning objective(s). AND Checks for understanding are planned for different components of the lesson cycle, progressing towards student mastery of the learning objective(s).	<i>All of level 3 and...</i> Checks for understanding are differentiated to yield actionable data about individual students or subgroups of students. OR Teacher offers students choice of checks for understanding to enhance progress toward or beyond the learning objective(s).
	B. Planned response to assessment data			
	The teacher has not planned to adjust instruction based on the data from checks for understanding.	The teacher inconsistently plans to adjust instruction based on the data from checks for understanding.	The teacher plans to adjust instruction based on the data from each check for understanding.	<i>All of level 3 and...</i> The teacher articulates how students will be involved in establishing next steps.
	C. Planned Self-Monitoring			
	The teacher does not plan student self-monitoring. OR The teacher plans self-monitoring that does not assess academic skills or knowledge related to the learning objective(s).	The teacher plans self-monitoring to enable students to assess their academic skills or knowledge related to the learning objective(s), <i>but</i> self-monitoring exercises lack specific criteria.	The teacher plans self-monitoring with specific criteria to enable students to assess their academic skills or knowledge related to the learning objective(s).	<i>All of level 3 and ...</i> The teacher plans differentiated self-monitoring to meet the needs of individual students or subgroups of students. OR The teacher plans for students to specifically identify further steps in learning.

Framework for Effective Teaching Rubric

Domain 2: Classroom Learning Environment				
Standard	Level I	Level II	Level III	Level IV
2.1 Creates a classroom/community culture of learning	A. Value of effort and challenge			
	The teacher's words and actions provide little or no encouragement for academic learning or convey low expectations for student effort. Students do not consistently persist in completing assigned work.	The teacher's words and actions emphasize compliance and completion of work. Students seek to complete tasks without consistent focus on learning or persistence toward quality work.	The teacher's words and actions promote belief in student ability and high expectations for student effort. Students consistently expend effort to learn and persist in producing high quality work.	<i>All of level 3 and...</i> Students assume responsibility or take initiative for producing high quality work, holding themselves, and each other, to high standards of performance.
2.2 Manage student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection	A. Behavioral expectations			
	It is evident that the teacher did not teach standards for student behavior. OR Student behavior does not contribute to an academic environment.	The teacher inconsistently communicates standards for student behavior. OR Student behavior inconsistently contributes to an academic environment.	The teacher consistently communicates clear, high standards for student behavior. AND Student behavior consistently contributes to an academic environment.	The teacher has established clear, high standards for student behavior. Without being prompted, students articulate or demonstrate high behavioral expectations that support the classroom's academic environment.
	B. Response to behavior			
	The teacher does not respond to misbehavior when necessary, or the response is repressive or disrespectful of student dignity.	The teacher's verbal or non-verbal response to student behavior is inconsistent. OR Teacher's verbal or non-verbal response is focused on the whole-class. OR Teacher emphasizes consequences over positive reinforcement.	The teacher's verbal or non-verbal response to student behavior is consistent, respectful, proactive, and includes redirection, feedback or positive reinforcement to specific students.	Classroom exhibits minimal need for teachers or students to redirect negative behavior. OR Students appropriately respond to, redirect, provide feedback, or provide positive reinforcement to each other's behavior.
2.3 Establish a culture of respect and rapport which supports students' emotional safety	A. Interactions between teacher and students			
	The teacher's interactions with students are negative, demeaning, or inappropriate to the age and needs of the students in the class. OR Students exhibit disrespect for the teacher.	The teacher's interactions with students inconsistently demonstrate respect and positivity, are inconsistently appropriate for the age and needs of students, or inconsistently support student growth. OR Students inconsistently exhibit respect for the teacher.	The teacher's interactions with students are respectful, positive, and appropriate for the age and needs of the students and support student growth. AND Students exhibit respect for the teacher.	<i>All of level 3 and...</i> The teacher's interactions demonstrate a positive rapport with individual students.
	B. Student interactions with each other			
Student interactions are impolite and disrespectful, which interferes with learning for some students.	Student interactions are generally polite and respectful, but students do not support each other's learning.	Student interactions are polite and respectful, and students support each other's learning.	<i>All of level 3 and...</i> Students encourage each other individually.	
2.4 Use smooth and efficient transitions, routines, and procedures	A. Routines, procedures, and transitions			
	The teacher has not established or does not implement routines, procedures, and transitions, resulting in a loss of instructional time.	The teacher has established some routines, procedures, and transitions; however, some may be missing or inconsistently implemented, resulting in the loss of instructional time.	The teacher has established and implements routines, procedures, and transitions that maximize instructional time.	<i>All of level 3 and...</i> With minimal prompting, students effectively facilitate some routines, procedures, and transitions.

Framework for Effective Teaching Rubric

Domain 3: Instruction				
Standard	Level I	Level II	Level III	Level IV
3.1 Communicate learning objectives to students	A. Communication of the learning objective(s) of the lesson			
	The learning objective(s) is not communicated. OR The learning objective(s) is unclear.	The learning objective(s) is communicated but not referred to throughout the lesson. OR Students cannot articulate the learning objective(s).	The learning objective(s) is communicated and referred to throughout the lesson. AND Students are able to articulate the learning objective(s).	<i>All of level 3 and...</i> Students are able to articulate the relevance of the learning objective(s) within or outside of the discipline.
	B. Connections to prior and future learning experiences			
	The teacher does not make connections between current learning objective(s) and the students' prior or future learning.	The teacher makes connections between the current learning objective(s) and the students' prior or future learning. OR The teacher makes connections to prior and future learning but the connections are vague or are primarily based on connections to assessments and grades.	The teacher makes connections between the current learning objective(s) and the students' prior and future learning to further student understanding of the content material.	The teacher facilitates as students build connections between the current learning objective(s) and their prior and future learning to further student understanding of the content material.
3.1 Communicate learning objectives to students	C. Criteria for success			
	The teacher does not communicate criteria for successfully demonstrating attainment of the learning objective(s). OR Students are unable to articulate criteria for successfully demonstrating attainment of the learning objective(s).	The teacher communicates general criteria for successfully demonstrating attainment of the learning objective(s). OR The teacher communicates specific criteria for successfully demonstrating attainment of the learning objective(s), but students are only able to articulate general criteria for successfully demonstrating attainment of the learning objective(s).	The teacher communicates specific criteria for successfully demonstrating attainment of the learning objective(s). AND Students are able to articulate specific criteria for successfully demonstrating attainment of the learning objective(s).	<i>All of level 3 and...</i> The teacher solicits student discussion to define or affirm the criteria for successfully demonstrating attainment of the learning objective(s).
3.2 Facilitates Instructional Cycle	A. Lesson Structure			
	The teacher facilitates a lesson that is inappropriately sequenced or timed. AND The teacher does not execute a lesson that appropriately releases responsibility.	The teacher facilitates a lesson that is inappropriately sequenced or timed. OR The teacher does not execute a lesson that appropriately releases responsibility.	The teacher facilitates an appropriately sequenced and timed lesson that appropriately releases responsibility so that students can independently master the learning objective(s).	<i>All of level 3 and...</i> Teacher facilitates differentiated learning experiences for individual students or subgroups of students. OR Teacher offers choice of learning experiences for individual students or subgroups of students.
	B. Cognitive Level of Student Learning Experiences			
3.2 Facilitates Instructional Cycle	Learning experiences are not cognitively engaging. OR Learning experiences do not match the level of rigor required to attain mastery of the learning objective(s).	Some learning experiences are cognitively engaging. OR Some learning experiences match the level of rigor required to attain mastery of the learning objective(s).	Learning experiences throughout the lesson are cognitively engaging for all students. AND Learning experiences consistently match the level of rigor required to attain mastery of the learning objective(s).	<i>All of level 3 and...</i> Learning experiences are differentiated for individual students or subgroups of students. OR Teacher structures lesson to offer student choice of learning experiences to enhance cognitive engagement.
	A. Questioning			
3.3 Implementation of instructional strategies	The teacher poses few questions to students. OR The teacher does not scaffold questions toward cognitive challenge and mastery of the learning objective(s). OR Wait time is not used.	The teacher poses questions to a small number of students. OR The teacher inconsistently scaffolds questions toward cognitive challenge and mastery of the learning objective(s). OR Wait time is used inappropriately.	The teacher poses questions to a wide range of students that are scaffolded toward cognitive challenge and mastery of the learning objective(s). AND The teacher uses strategies to enable students to correctly answer questions and extend or justify their thinking. AND Wait time is used appropriately.	<i>All of Level 3 and...</i> Students pose questions that require cognitive challenge. OR Students initiate questions to further their own or other students' understanding of the content.
	B. Academic Discourse			
3.3 Implementation of instructional strategies	The teacher does not require students to use academic vocabulary, discuss academic ideas, or justify their reasoning.	In the whole class and small group discussions that occur, the teacher inconsistently requires students to use academic vocabulary, discuss	In the whole class and small group discussions that occur, the teacher facilitates conversations that require all students to consistently	Students facilitate whole class or small group conversations and consistently use academic vocabulary, discuss academic

	OR The teacher provides minimal opportunities for student discussion.	academic ideas, and justify their reasoning. OR Academic discourse is limited to a small number of students.	use academic vocabulary, discuss academic ideas, and justify their reasoning.	ideas, and justify their reasoning.
	The teacher does not check for students' understanding of the learning objective(s) during the lesson. OR The teacher does not adjust instruction based on the data.	The teacher inconsistently checks for understanding. OR The teacher adjusts instruction ineffectively or inconsistently.	The teacher checks for understanding using different techniques throughout the lesson to yield actionable data on students' progress toward mastery of the learning objective(s). AND The teacher adjusts whole-class instruction based on the data to meet students' learning needs as necessary.	<i>All of level 3 and...</i> The teacher implements differentiated instruction and continued checks for understanding based on the progress of individual students or subgroups toward mastery of the learning objective(s).
B. Feedback to students				
	The teacher does not provide feedback to students. OR Feedback does not advance students toward mastery of the learning objective(s).	The teacher provides feedback but not throughout the lesson. OR Feedback inconsistently advances students toward mastery of the learning objective(s).	The teacher provides feedback throughout the lesson that is specific and timely. AND Feedback consistently advances students toward mastery of the learning objective(s).	<i>All of level 3 and...</i> Students provide specific academic feedback to one another.
C. Self-Monitoring				
	The teacher does not facilitate student self-monitoring. OR The teacher facilitates self-monitoring that does not assess academic skills or knowledge related to the learning objective(s).	The teacher facilitates self-monitoring to enable students to assess their academic skills or knowledge related to the learning objective(s), <i>but</i> self-monitoring exercises lack specific criteria	The teacher facilitates self-monitoring with specific criteria to enable students to assess their academic skills or knowledge related to the learning objective(s).	<i>All of level 3 and...</i> The teacher facilitates differentiated self-monitoring to meet the needs of individual students or subgroups of students. OR Students specifically identify further steps in learning and explain how these steps develop the academic skills or knowledge related to the learning objective(s).

Framework for Effective Teaching Rubric

Domain 4: Professional Responsibilities				
Standard	Level I	Level II	Level III	Level IV
4.1 Engage in critical reflection, constantly revising practice to increase effectiveness	A. Accuracy			
	The teacher does not know the degree to which the lesson or its elements, was effective.	The teacher has an accurate impression of the lesson's effectiveness and success in meeting the instructional goals, but does not cite data to support the judgment. OR The teacher makes a somewhat accurate assessment of the effectiveness of specific learning experiences and strategies citing evidence to support judgments.	The teacher makes an accurate assessment of a lesson's effectiveness and success in meeting the instructional goals, citing data to support the judgment. AND The teacher makes an accurate assessment of the effectiveness of specific learning experiences and strategies citing evidence to support judgments.	<i>All of level 3 and...</i> The teacher makes an accurate assessment of a lesson's effectiveness and success in meeting the instructional needs of subgroups or individuals.
	B. Use in future planning			
	The teacher does not make suggestions about how the lesson could be improved.	The teacher makes only general suggestions about how the lesson could be improved. OR The teacher makes specific suggestions about how the lesson could be improved, but does not address future instructional plans or specific instructional practices.	The teacher makes specific suggestions about how the lesson could be improved. AND The teacher explains future instructional plans based on the results of this lesson. AND The teacher explains how their specific instructional practices can be improved.	<i>All of level 3 and...</i> The teacher explains future plans for differentiated instruction based on results of this lesson.
C. Acceptance of feedback				
The teacher is resistant to feedback from supervisors or colleagues and/or does not use the feedback to improve practice.	The teacher accepts feedback from supervisors and colleagues but may/may not use the feedback to improve practice.	The teacher welcomes feedback from supervisors and colleagues and uses the feedback to improve practice.	<i>All of level 3 and...</i> The teacher proactively seeks feedback on what has been implemented.	
4.2 Engage in collaborative relationships with peers to learn and share best practices and ensure continuity in student learning	A. Participation in a professional community			
	The teacher avoids participating in the professional community activities or has strained relationships with colleagues that negatively impact the learning community.	The teacher participates in professional community activities as required, maintaining cordial relationships with colleagues.	The teacher actively participates in the professional community by developing positive and productive professional relationships with colleagues.	<i>All of level 3 and...</i> The teacher assumes appropriate leadership roles and promoting positive and professional relationships
	B. Professional development			
	The teacher resists applying learning gained from professional development activities, and does not share knowledge with colleagues.	The teacher applies learning gained from professional development activities, and makes limited contributions to others or the profession.	The teacher welcomes professional development opportunities and applies the learning gained to practice based on an individual assessment of need. The teacher willingly shares expertise with others.	<i>All of level 3 and...</i> The teacher seeks out professional development opportunities and initiates activities that contribute to the profession.
	C. Shared commitment			
	The teacher demonstrates little commitment to supporting shared agreements that support student learning.	The teacher adheres to shared agreements that support student learning.	The teacher contributes to and actively endorses shared agreements that support student learning.	<i>All of level 3 and...</i> The teacher assumes a leadership role in contributing to, endorsing and encouraging others to embrace the shared agreements that support student learning.
D. Development of IEP Goals				
<i>For special education teachers only</i> IEP goals are loosely based on needs & California standards and/or represent low expectations for student learning. OR Objectives are not sequenced. OR IEP goals are not assessed.	IEP goals are informed by needs & California State Standards and represent moderately high expectations. OR Goals are assessed using only one modality/measure.	The RSP teacher collaborates with the family and the general education teachers to develop goals that are appropriate to the subject area and the student's needs. AND IEP goals align with student's needs & content standards and represent high expectations (high correlation to the student's needs) and rigor. AND Objectives are sequenced to help students access the level of rigor in the goals. AND Goals are assessed using multiple modalities/ measures for assessment.	<i>All of level 3 and...</i> Goals promote in-depth understanding of appropriately complex, college-ready or life ready concepts. AND The student understands the goal and how it promotes the student's college-readiness or life-readiness. AND Students self-assesses their progress on the IEP goals using various modalities. AND Objectives are scaffolded to address skills needed to achieve proficiency on the goal.	
E. Communication and Collaboration with General Education Teacher of IEP Goals				
IEP goals and accommodations/modifications are not provided to staff or provided to staff on a limited basis and updates are not provided when the new IEP is held.	IEP goals and accommodations/modifications are given to the staff but are not explained or updated when an IEP is held.	IEP goals and accommodations/modifications are given to the general education teachers and provide concrete examples and support of how the goals and accommodations/modifications can be implemented in the classroom.	<i>All of level 3 and...</i> The RSP teacher collaborates with general education teachers to develop accommodations appropriate to the subject area and the students' needs.	

	F. Schedule and Collaboration of IEP Implementation			
	<i>Does not have an established push-in schedule. AND Does not engage with the lesson or is disruptive to the lesson implementation</i>	<i>Inconsistently follows the established push-in schedule. AND The RSP teacher intermittently engages with the lesson and with students OR the RSP teacher inserts themselves into the lesson but does so at inappropriate intervals.</i>	<i>Consistently follows the established collaboration (push-in) schedule. AND Actively engages with the general education teacher by conferring about individual students before, during, and/or after the lesson, collaborating in the moment to support the flow of the lesson or making adjustments to the lesson, or modeling behaviors with the general education teacher.</i>	<i>All of level 3 and... Both the general education teachers' and the RSP teachers' lesson plans provide evidence that pre-planning and co-teaching have become an integral part of their working relationship.</i>
4.3 Uphold and exhibit the CMO norms and expectations	A. Professionalism			
	The teacher displays a low level of professionalism, and contributes to practices that put adult interests ahead of students.	The teacher displays a moderate level of professionalism in dealing with all stakeholders.	The teacher displays a high level of professionalism in dealing with all stakeholders.	<i>All of level 3 and... The teacher displays exemplary professionalism in dealing with all stakeholders at work and in the field.</i>
	B. Norms described by school/CMO handbooks			
	The teacher inconsistently complies with school and CMO policies and timelines.	The teacher complies with school and CMO policies and timelines, doing just enough to "get by."	The teacher fully supports and complies with school and CMO policies and timelines.	<i>All of level 3 and... The teacher assumes a leadership role in modeling school and CMO policies and timelines and encourages others to support them.</i>
	For special education teachers only			
	C. IEP Timelines			
<i>Does not meet legal timeline requirements for IEP process and documentation: IEP meeting timelines and notifications, assessment timelines and notifications, SESAC, SEIS (if applicable), progress reports, Welligent Tracker or other documents deemed necessary by the district.</i>	<i>Inconsistently meets legal timeline requirements for IEP process and documentation: IEP meeting timelines and notifications, assessment timelines and notifications, SESAC, SEIS (if applicable), progress reports, Welligent Tracker or other documents deemed necessary by the district.</i>	<i>Consistently meets legal timeline requirements for IEP process and documentation: IEP meeting timelines and notifications, assessment timelines and notifications, SESAC, SEIS (if applicable), progress reports, Welligent Tracker or other documents deemed necessary by the district.</i>	<i>All of level 3 and... Creates a long-range planning process to track timelines and proactively communicate timelines to other stakeholders as appropriate.</i>	
D. IEP Documents				
<i>Consistent errors (PLP is not aligned with goals, inaccurate/incomplete signatures, missing/inaccurate pages) in IEPs OR Documents compromise students' services, confidentiality or compliance.</i>	<i>IEPs may contain some errors (PLP is not aligned with goals, inaccurate/incomplete signatures, missing/inaccurate pages) OR Documents compromise students' services, confidentiality or compliance.</i>	<i>Documents do not compromise students' services, confidentiality or compliance. AND The teacher assumes a leadership role in completing an IEP free of errors (PLPs are aligned with standards-based, grade-level goals; all signatures/ pages are accurate and included), and locking (locking and obtaining the parent signature) the IEP at the meeting.</i>	<i>All of level 3 and... The RSP meets with the student prior to the IEP meeting to discuss PLPs, goals, transition planning.</i>	
E. IEP Meetings				
<i>Conducts IEP meetings without required participants in attendance. OR IEP meetings do not follow an agenda that follows legal guidelines. OR Appropriate brochures, pamphlets and information are not provided.</i>	<i>Conducts IEP meetings with all required participants in attendance. AND IEP agenda meets legal guidelines but is implemented inconsistently. OR Most required brochures, pamphlets and information are provided but may not be in the parent's preferred language.</i>	<i>All school personnel including external service providers are informed of IEP content and concerns prior to meeting. AND Conducts IEP meetings with all required participants in attendance. AND IEP meetings are conducted with an agenda that meets legal guidelines and ensures that the meeting is completed in a timely manner. AND All required brochures and pamphlets are provided to parents in their preferred language. AND The RSP teacher explains the purpose and content of each brochure and pamphlet.</i>	<i>All of level 3 and... The RSP teacher checks for the understanding of parents and students throughout the IEP meeting and clarifies/address any concerns or disagreements.</i>	
4.4 Develop two-way communication with families about student learning and achievement	A. Initiation of meaningful communication			
	The teacher provides minimal information to parents about individual students, and/or the communication is inappropriate to the cultures of the families.	The teacher adheres to the school's required procedures for communicating with families with an awareness of cultural norms	The teacher initiates communication with parents about students' progress on a regular basis, respecting cultural norms.	<i>All of level 3 and... Students contribute to the design implementation of the parent communication system.</i>
	B. Responsiveness to parent inquiries and communication			
	The teacher does not respond, or regularly responds insensitively to parent concerns about students.	The teacher responds to parent concerns in a superficial or cursory manner, or responses may reflect occasional insensitivity	The teacher responds to parent concerns in a timely and culturally respectful manner.	<i>All of level 3 and... The teacher handles parent communication with professional and cultural sensitivity.</i>
C. Inclusion of the family as a partner in learning decisions				
The teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	The teacher makes modest and partially successful attempts to engage families in the instructional program.	The teacher's efforts to engage families in the instructional program are frequent and successful.	<i>All of level 3 and... Students contribute ideas for projects that will be enhanced by family participation.</i>	
For special education teachers only				

	D. Transition Plan			
	<i>The RSP teacher does not engage families in the explanation of secondary (for middle schools)/post-secondary transition services.</i>	<i>The RSP teacher makes modest and partially successful attempts to engage families in the explanation of secondary (for middle schools)/post-secondary services.</i>	<i>The RSP teacher successfully explains post-secondary services and engages families and students in the development of a secondary (for middle schools)/post-secondary transition plan (transition plan is N/A for students under 13).</i>	<i>All of level 3 and... The RSP teacher facilitates students' participation in real-world activities related to the secondary (for middle schools)/post-secondary transition plan.</i>
	E. Communication to Family about IEP Goals			
	<i>IEP goals and accommodations/modifications are not communicated to families. OR Updates are not provided when the new IEP is held.</i>	<i>IEP goals and accommodations/modifications are communicated to families but are not clearly explained. OR Updates are not clearly explained when an IEP is held.</i>	<i>IEP goals and accommodations/modifications are clearly communicated to families. AND The RSP teacher clearly explains their purpose and benefit to the student, and provides concrete examples of how the goals and accommodations/modifications will be addressed. AND The RSP collaborates with the family and general education teachers to develop accommodations and modifications appropriate to the subject area and student's needs.</i>	<i>All of level 3 and... The student explains the purpose of the specific accommodations/modifications.</i>
	F. Interaction with Family			
	<i>Does not provide opportunities for equal interaction of team members in the IEP meeting. Meeting content may not be made accessible because foreign language translation is not provided as needed or technical terms are not fully explained. When asked, neither student nor parent understands various technical terms or whole sections of the IEP.</i>	<i>Provides limited opportunities for interaction of team members in the IEP meeting and creates an atmosphere where parents feel comfortable to ask questions and state concerns. Foreign language translation is provided as needed. The RSP teacher translates and explains technical terms into functional language that all IEP team members, including parents and students, are able to fully understand. Students and parents have a basic understanding of various technical terms and sections of the IEP.</i>	<i>Provides opportunities for interaction of all team members in the IEP meeting and creates an atmosphere where parents feel comfortable to ask questions and state concerns. The RSP teacher uses parent and student friendly language. The RSP teacher encourages the student to take an active role during the meeting</i>	<i>All of level 3 and... Student and parent initiate discussions, ask questions and state concerns.</i>



Homework Center Policy 2014-2015

As a college preparatory school, we understand the importance of homework to a child's academic progress. We believe that in order for our students to be true scholars, they must demonstrate the independence and responsibility to complete homework outside of the school setting. Although homework will not count towards the grade, it is our expectation that homework is completed *every night* to ensure the appropriate academic progress. As a sixth grader, students and parents can expect an average of 2 hours of homework a night.

If a student comes to class and is not prepared with his/her homework 100% completed, he/she will be expected to stay after school until 4:40pm for Homework Center. Please read below for details.

Why would I be sent to Homework Center?

You may be sent to Homework Hall if you do not complete or fail to turn in an assignment for class. This includes not having a homework assignment ready at the very beginning of class, the assignment being incomplete, and/or an assignment not being typed when the instructions were explicitly for the assignment to be typed.

When must I go?

- You MUST attend the same day your teacher asks you to attend Homework Center. If you have an emergency conflict, you should speak to an administrator about the conflict prior to leaving for the day.
- You MUST arrive to Homework Center by 3:35pm on Monday, Tuesday, Thursday and Friday. On Wednesday, please arrive by 1:35pm.

How long do I have to stay?

You MUST stay for a minimum of 30 minutes or until you complete your missing assignment.

What happens if I fail to show up?

- You will meet with an administrator.
- You will receive a phone call home.
- Repeated no-shows to homework hall will result in a parent conference with the principal and possible suspension.

Homework Center Rules

1. If your work is complete, you must complete other homework or read your Accelerated Reader book until it is time to leave. There will be no socializing or free time during Homework Center.
2. Once your work is done, you must turn it in to the supervisor in the room to be cleared from the list.
3. Multiple Homework Center violations and failure to attend Homework Center will result in a parent conference.
4. If you do not bring the correct materials necessary to complete your assignment, you must work on other school assignments.
5. If you do not understand the assignment, ask for help. There will be teachers and/or student tutors available to provide support.



Detention Policy 2014-2015

Alliance College Ready Middle Academy #8 students are expected to adhere to all expectations as outlined in the Alliance College Ready Middle Academy #8 Code of Conduct. Any Alliance College Ready Middle Academy #8 teacher, member of office staff, or administrator may assign a student to detention when a violation of the Code of Conduct occurs. The Code of Conduct can be found in the Parent-Student Handbook.

Behaviors, which may result in detention, include, but are not limited to:

- Classroom disturbance
- Eating and/or chewing gum in class
- Failure to follow directions
- Horseplay/pushing/throwing/running/yelling
- Cheating
- Inappropriate use of technology and telecommunications
- Public displays of affection
- Coming to class without proper materials
- Excessive tardiness to school or class
- Uniform violation

Students and parents will be notified of their assigned detention date/time in writing via a slip that will be distributed during second advisory at the end of the day. Detention will be held every morning from 7:00am – 7:30am so as not to conflict with our after-school academic program.

Detention will be **silent** time and overseen by an Alliance College Ready Middle Academy #8 staff member. Absolutely no talking is permitted in the detention room.

Acceptable things to do during detention include:

- Completing the required “Think Sheet”
- Reading
- Working on homework

The following are unacceptable things to do during detention:

- Sleeping and/or head down on the desk
- Tagging/drawing
- Writing letters or notes
- Communication with others students (verbal, written, telecommunication)
- Listening to iPod or other music playing device

Students must attend detention when it is assigned. If a student is unable to attend for any reason, he/she must speak to an administrator. If there is no valid reason for missed detention, failure to attend detention on assigned date/time repeatedly will result in an administrative conference and loss of privileges.

Students will not be allowed to change uniform the following school year if they have any owed detentions.



Code of Conduct 2014-2015

Student responsibilities include, but are not limited to:

- Following all rules of behavior and conduct set by the classroom teacher and contained within this policy
- Respecting fellow students and school personnel
- Attending classes regularly and on time
- Completing all assigned work (to the best of the student's ability)
- Being prepared for class (bring materials, e.g., books, homework)
- Participating in all assessment measures (e.g., tests)
- Respecting the property of the school and others
- Keeping the campus clean
- Wearing school uniform, one is provided at no cost to each student

Unacceptable student behavior will include, but not be limited to:

- Classroom disturbance
- Eating in class
- Failure to follow directions
- Horseplay/pushing/throwing/running/yelling
- Cheating
- Inappropriate use of technology and telecommunications
- Public displays of affection (holding hands, hugging, kissing)
- Violations of the school uniform policy
- Use, possession or sale of alcohol, tobacco or a controlled substance.
- Fighting
- Possession of a knife, gun, explosives or other dangerous objects.
- Destruction of school property
- Theft
- Failure to follow lawful directions of staff members.

Alliance College-Ready Public Schools believes in a student discipline philosophy that is progressive in nature, and at all points, tries to provide students with supports and opportunities to improve.

Students who violate the school rules are subject to, but not limited to the following progressive actions:

- Verbal warning
- Loss of privileges
- Community Service
- Detention
- Written notice to parents
- Conference with student/parent
- Suspension
- Opportunities for voluntary transfers to other Alliance schools



Mandatory Tutoring Policy 2014-2015

At ACRMA#8, we believe that all students can and will be successful in their academics. Some students may require additional support outside of classroom hours, and it is our job to provide that support. We tailor this support to each individual child to ensure that we are providing exactly what each student needs to succeed.

Every five weeks, you will receive a progress report that details your current grades. If you are failing two or more academic courses when these reports are printed, you are required to attend **mandatory tutoring** for 5 weeks in the classes that you are failing. Even if your grades improve prior to the next progress report, you are expected to attend for the whole five weeks. You will be provided with a mandatory tutoring schedule, which you are expected to follow exactly. It is not acceptable to show up late to tutoring, nor is it acceptable to show up without proper materials.

Being sent out of tutoring for uncooperative behavior counts as failure to attend a tutoring session.

Failure to attend tutoring sessions will result in:

- A conference with an administrator.
- A phone call home.
- A parent conference.
- Loss of privileges.

Students who have 100% attendance for 5 weeks of mandatory tutoring will be honored and receive positive rewards. If after 5 weeks you are no longer failing two or more academic classes on the next progress report, you will no longer be required to attend tutoring sessions. We will be very proud of you for the improvement you have demonstrated.

However, it is recommended that ALL students regularly attend tutoring as part of their academic program. All tutoring is open to any student who would like to attend. The ACRMA#8 tutoring program is designed to ensure that all students are successful. Individual teachers will announce their tutoring days at the start of the school year. **Tutoring for all classes will occur in our Homework Center after school from 3:40pm – 4:40pm.** All students are expected to be picked up from campus no later than 4:45pm.



**Bell Schedule
2014-2015**

Monday (Odd)	Tuesday (Even)	Wednesday (All)	Thursday (Odd)	Friday (Even)
Advisory 7:45-8:20	Advisory 7:45-8:20	1 st Period 7:45-8:35	Advisory 7:45-8:20	Advisory 7:45-8:20
1 st Period 8:25-10:25	6 th Period 8:25-10:25	2 nd Period 8:38- 9:28	5 th Period 8:25-10:05	2 nd Period 8:25-10:05
Nutrition 10:25-10:45	Nutrition 10:25-10:45	3 rd Period 9:31- 10:21	Nutrition 10:05-10:25	Nutrition 10:05-10:25
3 rd Period 10:50-12:50	4 th Period 10:50-12:50	4th Period 10:24- 11:14	3 rd Period 10:30-12:10	4 th Period 10:30-12:10
Lunch 12:50-1:20	Lunch 12:50-1:20	Lunch 11:14- 11:44	Lunch 12:10-12:40	Lunch 12:10-12:40
5 th Period 1:25-3:25	2 nd Period 1:25-3:25	5 th Period 11:47- 12:37	1 st Period 12:45-2:25	6 th Period 12:45-2:25
Advisory 3:25-3:30	Advisory 3:25-3:30	6 th Period 12:40- 1:30	Enrichment 2:25-3:30	Enrichment 2:25-3:30
<i>Each Class:</i> 2 hours	<i>Each Class:</i> 2 hours	<i>Each Class:</i> 50 minutes	<i>Each Class:</i> 1 hour, 40 minutes	<i>Each Class:</i> 1 hour, 40 minutes

Reminders:

- ACRMA#8 administrative supervision will begin in the mornings at 7:00am. If you would like to arrange for drop-off prior to 7:00am, please speak to Ms. Chew.
- Students who are not participating in after school activities should be picked up by 4:00pm on Monday, Tuesday, Thursday and Friday and by 1:40pm on Wednesday.
- Students who remain on campus for after-school tutoring or Homework Center must report directly to their teacher. They may not leave campus and then return. **All after-school activities will end by 4:45pm and all students are expected to be picked up by this time.**
- For the safety of our students, it is requested that students are dropped off and picked up within the time frames listed above.