

# School Operational Plan

Submitted to Lawrence Public Schools  
By The Community Group  
Community Day Arlington Elementary School – K-4

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# Policies

## Discipline

### **Community Day Arlington Elementary School - K-4 Code of Conduct**

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Community Day Arlington Elementary School - K-4 holds the highest expectations for students, faculty, and parents in personal behavior and citizenship. Teachers use discussion and conversation to encourage and support behavior that is acceptable to the school community and to parents. Community Day Arlington Elementary School - K-4 staff has received training pertaining to the indicators of child abuse and neglect and follows established procedures for notifying the Head of School about any issues of suspected child abuse.

It is the belief of CDAES-K-4 that children need the security of knowing that the adults are in control and have the knowledge and skills necessary to support children. Children will learn skills related to the development of self-control, conflict resolution, problem solving and respect for others. We are aware that given the complex issues of today's families and society, there are individuals who need additional supports and services to be able to function as members of a group. If we find that our strategies and resources are not sufficient to create success for a student in our learning environment, we will work with the family and student to determine if we need to alter the setting, curriculum or strategies for that student or any other children who require modifications.

The following code of conduct applies to behaviors in many school settings, including:

- *working in class*
- *being a good audience*
- *eating in the cafeteria*
- *traveling in the bus*
- *participating in field trips*
- *doing community service*
- *playing on the playground*
- *playing sports*

#### **COMMUNITY DAY ARLINGTON ELEMENTARY SCHOOL - K-4** **CODE OF CONDUCT**

- *Each individual (student, teacher, parent and administrator) has a right to be treated with respect at all times, even if there are opposing points of view.*
- *Each individual has a right to be in a climate of physical and emotional safety.*
- *Each individual has a right to be viewed as a valued, contributing member of our community of learners.*
- *Each individual has a personal responsibility and investment in making sure that these rights are supported in our learning environment.*
- *Each individual must clearly understand the values and expectations set forth by our Code of Conduct and understand that violations of this code will lead to consequences.*

Appropriate behavior includes:

- *demonstrating respect for self, others, and property*

- *using courtesy and kindness for each other*
- *assuming responsibility for choices and accepting consequences*
- *being honest in all matters*
- *using good sportsmanship*

We are committed to providing a safe learning environment and will ask students to leave the group if their presence is a threat to the well being of other students or impedes the ability of other students to learn. We will not tolerate weapons, use of tobacco products or alcoholic beverages, possession or use of drugs, sexual or racial harassment within our school.

**At Community Day Arlington Elementary School – K-4 students will:**

1. Show respect for their teachers, all other adults, all other students, and their property.
2. Heed adult requests or directions at all times.
3. Not engage in aggressive, hands-on behavior.
4. Use acceptable language in school. Profanity and obscene gestures will not be tolerated.
5. Remain on school property during school hours.
6. Be in assigned classes/areas at designated times, and not leave the classroom without permission.
7. Take care of school property, including taking care of books, magazines, workbooks and other materials, as well as not defacing or otherwise damaging school property or facilities.
8. Maintain cleanliness in the classroom, halls, and inside and outside the building.
9. Not consume food or drink (other than water), other than at lunch or recess times unless through prior arrangement with teachers.
10. Bring in school documents or parental notes when due.
11. Bring absentee and tardy notes to school the day after being absent or tardy.
12. Not have in their possession any dangerous or disruptive objects.
13. Follow all other rules established by the school (for example, not wearing hats, using "walkmans" or chewing gum in school).
14. Not have in their possession other electronic devices such as cell phones or walkie-talkies.

**Failure to meet any of these behavioral expectations will, at the discretion of the teachers and administration, and taking into account the age and developmental level of the student, result in a warning, detention(s), or other appropriate consequences. The school administrator will first meet with the student, and the consequence will be assigned the day of that meeting or shortly after that. A violation of any of the above rules, which is sufficiently serious, may result in suspension.**

**GROUNDS FOR SUSPENSION**

1. A serious violation of any of the rules stated above.
2. Harassment of other students and adults (including, but not limited to, threats, sexual harassment, or racial, religious, or ethnic slurs).
3. Smoking
4. Actions involving drugs and alcohol, including, but not limited to (1) purchasing or attempting to purchase, (2) using, (3) possession, (4) selling or distributing or intending or attempting to sell or distribute, or (5) possession of drug paraphernalia. For purposes of this rule, alcohol and drugs include not only alcohol, controlled substances as defined in Mass. Gen. Laws, Ch. 94C (including but not limited to marijuana, cocaine and heroin), but also restricted drugs such as prescription or over-the-counter drugs, steroids, and other products that may be misused (aerosols, solvents, etc.).
5. Profanity or obscenity directed to or at school personnel.
6. Fighting.
7. Vandalism.

8. Stealing.
9. Causing a false fire alarm or other false alarm.
10. Possession and/or use of a dangerous weapon or injurious substance or material (suspension or expulsion).
11. Misbehavior by a student that becomes disruptive to the educational process of other students.
12. Truancy.
13. Severe bus problem.

**Suspension is the temporary exclusion of a student from the regular school program for a specified number of days, not to exceed the maximum allowed by law. Suspension can be served externally (student remains at home) or internally (at school, under the supervision of the administration) at the discretion of the administration. The number of suspension days assigned depends on the nature of the case and is determined by the administration.**

Students who violate the policies described in this Code of Conduct will be subject to disciplinary action up to and including expulsion as set forth in the CDAES- K-4 School Policies.

### **DISCIPLINE POLICIES**

All disciplinary procedures are subject to school policies outlined above and students are required to comply with the same. No student shall be disciplined without being afforded appropriate due process. Prior to any disciplinary action, the student should be informed of the charges against him/her and the facts that led to those charges, and he/she should be given an opportunity to present his/her side of the story. This hearing must occur before a student may be directed to leave school, unless the student's conduct presents a threat to the physical safety of that student or others or is too disruptive as to make the student's immediate removal necessary to preserve the right of other students to pursue an education.. Discipline of students with special needs is subject to the provisions of Chapter 766 of the Massachusetts General Laws, as well as to the provisions of the Federal Individuals with Disabilities Education Act, as amended to date.

### **Community Day Arlington Elementary School - K-4 Policy on Suspension and Expulsion**

#### **Overview**

Suspension or expulsion from school is considered to be an extreme measure, whose primary purpose is to redirect the attitude and behavior of a student. *Suspension is the temporary exclusion of a student from the school program. Suspensions may be served out of school or in school at the Head of School's discretion.* This policy describes the process associated with suspension and possible expulsion.

#### **Description and Process for Suspension**

The Head of School has the power to suspend pupils for sufficient reason for a period not to exceed ten days. The student and his/her parents are given an opportunity to be heard within 24 hours of the investigation's completion and notice (to the parents) that the student is facing short-term suspension. In all cases of suspension, the suspended student's parents/guardians will be notified by telephone as soon as possible after the suspension is assigned, preferably on the same day. The Head of School will also provide the parents with a written report of the reasons for suspension, the period of suspension, the procedure for reinstatement and the student's right to appeal the decision. This report is given to the parents within one working day of the Head of School's final decision regarding the suspension. As a condition of reinstatement, the student must reassure the Head of School, in the presence of the parents, of his/her intent to improve his/her attitude and behavior. A copy of the written report to the parents is forwarded to the Executive Director's office immediately following the suspension.

#### **Repeated Suspensions**

The school sees repeated suspensions for any student as an indication of problems that are likely to have an adverse long-term effect on the student's classroom performance. This will result in a Student

Assistance Team process to determine appropriate interventions. Parents or guardians will be involved in that process along with the student's teachers, a counselor and an administrator.

### **Suspensions of Students with Disabilities**

A student with a disability may be assigned a suspension. When considering the suspension of students with disabilities, the Head of School will review the student's MLP/IEP to learn whether or not the team has determined that the student can meet the requirements of the school's discipline code. Written notification to parents/guardians of students with disabilities will also include a statement of the student's rights. These include the right to access the curriculum and the right to receive special education services should a suspension exceed ten days.

### **Repeated Suspensions of Students with Disabilities**

*The following procedures apply to suspension of students with disabilities when suspensions exceed 10 consecutive school days or when a pattern has developed for suspensions exceeding 10 cumulative days. These procedures include the responsibilities of the team and the responsibilities of the school.*

- a. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement.
- b. Prior to a suspension that constitutes a change in placement of a student with disabilities, the Team convenes:
  1. to develop or review a functional behavioral assessment of the student's behavior and to develop or modify a behavior intervention plan,
  2. to identify appropriate alternative educational setting(s); and
  3. to determine the relationship between the disability and the behavior and make a "manifestation decision" (Is the MLP/IEP appropriate? Is the placement appropriate? If there was a behavior plan, was it implemented? Does the student understand the impact and consequences of his/her behavior? Can the student control behavior?)
- c. If the Team (including a representative of LPS) determines that the behavior is NOT a manifestation of the disability, then the school may suspend or expel the student consistent with policies applied to any student without disabilities, except that the school must still offer an appropriate education program to the student with disabilities that may be in some other setting.
- d. Regardless of the manifestation determination, the school may place the student in an interim alternative setting (as determined by the Team) up to 45 days:
  1. If the behavior involves weapons or illegal drugs or another controlled substance while at school or at a school function; or
  2. If the school provides evidence that the student is "substantially likely" to injure him/herself or others and a hearing officer orders the alternative placement; and
  3. The interim alternative education setting enables the student to continue in the general curriculum, to continue receiving services identified on the MLP/IEP, and provides services to address the problem behavior.
- e. If the team determines that the behavior IS a manifestation of the disability, then the school takes steps (with the consent of the parent) to correct the MLP/IEP, the placement, or the behavior intervention plan and does not suspend the student again during the school year.
- f. The school provides written notice to the parent of all rights to appeal and to an expedited hearing. If the parent chooses to appeal, during the appeal the student stays put in the placement on the last accepted MLP/IEP or the interim alternative placement, unless the parent and the school agree otherwise.

### **Case for Expulsion**

Following the third suspension of a student within a given school year, the Receiver, based on the

seriousness of the offense and the number of suspensions during the school year, may recommend exclusion from school. Community Day Arlington Elementary School - K-4 will not exclude a student permanently from school without granting the student and his/her parent or guardian an opportunity to be heard.

The following infractions may result in expulsion by the Receiver:

- \* Possession of a dangerous weapon
- \* Possession of a controlled substance
- \* Assault of any member of the educational staff, based on discretion of staff members
- \*The Receiver will approve any expulsion

### **Documentation of Discipline Incidents**

Students involved in discipline incidents will receive written notices of the incidents and of the actions taken by school personnel. These notices are to be signed by parents and returned to the school. Notices will be placed in the students' yearly files, but in accordance with the law, will not become a part of students' permanent school records. Notices will remain in students' working files for the duration of his/her enrollment at Community Day Arlington Elementary School - K-4. In addition, parents of students who may have been involved in an incident but are not at fault will also receive written documentation of these incidents.

### **Nondiscrimination**

#### **Equal Opportunity/Affirmative Action/Title IX ADA Title I Section 504/Chapter 622 Grievance Procedure**

Community Day Arlington Elementary School - K-4, in accordance with federal and state laws, prohibits discrimination in its operations. This policy, providing equal employment and educational opportunities to all persons regardless of their race, color, gender, religion, marital status, age, sexual orientation, national origin or disability, will apply to all persons affiliated with the Community Day Arlington Elementary School - K-4, including students, parents, employees and prospective employees.

Brent Merten, Head of School is responsible for the coordination of Title IX, Section 504 ADA Title I and Chapter 622 in the Community Day Arlington Elementary School - K-4 and will be responsible for coordinating the following grievance procedures: A grievance shall be a complaint by a student, parent, prospective employee or staff member, alleging discrimination on account of race, color, gender, religion, marital status, age, sexual orientation, national origin or disability, which is filed no more than 30 business days after the alleged act and/or statement.

### **Attendance and Tardiness**

Regular attendance is expected of each child. In addition, students must be on time for school. Teachers keep attendance logs on a daily basis and are attentive to excessive absences and tardiness. Parents must call in if a child is going to be absent. Parents are expected to make arrangements with the teacher to receive homework for their child during absences. Any child who is consistently absent or consistently tardy without good reason may not be promoted. Parents will be required to conference with the Heads of School if their children have excessive absences or tardiness.

If a child is absent, a phone call is made home (unless parent calls us first) to ascertain why student is absent. The Operation Manager utilizes daily attendance reports from homerooms and logs that the phone

calls have been made. It is important to note that we do call daily, so if a student is sick and out three days, we call three days in a row to check on them. The Head of School views these reports daily to see who is absent and why and to see whether absences are excused or unexcused.

If the absence is unexcused, the Head of School personally calls home (or utilizes the Operations Manager for translation) to stress the importance of attending school, how each day matters for our academic program, and to remind them of our attendance policy which was discussed with them during enrollment at the beginning of the year. Students are expected to be on time, prepared, and not to take vacations during non-holiday periods.

## Promotion

Promotion requires the following with respect to students:

- Student is making satisfactory progress towards mastery of the standards
- Student has completed a satisfactory amount of the required work
- Student is achieving proficiency in literacy skills
- Student has a satisfactory attendance record –more than 6 absences in a term or more than 15 absences in a year will be reviewed by administrators and may result in retention

Satisfactory progress is measured by:

- Classroom work and school assessments that reflect an average score of 2- or above for reading and math for three terms
- Standardized benchmark test scores for reading are within 6 months of grade level or reflect a minimum of 9 months progress for the year
- Developmentally appropriate behavior is exhibited by the student in the classroom

Any child not making satisfactory progress is evaluated for learning issues, ESL issues and/or psychological issues as needed. Extra supports are put in place, including required summer school attendance, according to policies set by LPS. If a child's attendance indicates that more than three weeks work has been missed and achievement is below grade level, retention will be considered and may be required. A team meeting including teachers, special education staff, Head of School and parents will be held to determine if retention is the recommended choice. Parent participation in the process and subsequent approval weighs heavily on the outcome of this decision making process.

### **Before a school recommends retention, the following steps are taken:**

1. At the Student Support Team meeting, teacher informs Head of School of concern.
2. Parents are informed of lack of progress,
3. Meetings to develop strategies are convened.
4. Evaluations are recommended to rule out or identify special needs and child related data is reviewed by the team.
5. Student receives classroom modifications, extra support, ESL services and/or summer school classes.
6. Retention recommendation form by the teaching team is filed with Head of School.
7. Parents meet with teacher, special education staff and Head of School to make final decision.

## Grading

The following key will be used to assess student performance in all content areas:

<b>Key</b>
<b>4</b> - Excellent / Exceeds Expectations
<b>3</b> - Mastery
<b>2</b> - Basic
<b>1</b> - Needs Improvement
<b>0</b> - Unsatisfactory
<b>NA</b> - Not Applicable / Not assessed

Teachers will complete individual Personal Education Goals (PEGs) for each student three times per year and this will serve as our report card. In addition to the numbering grade system indicated above, teachers will write comments including a description of social development, reading level and math level for students. Parents are expected to attend meetings after the first trimester in early December to review their children's PEGs and speak with classroom teachers about language, academic, social-emotional, and physical development. This meeting also serves as an opportunity to work with parents to develop the student's action plan for the next term.

Subsequent parent meetings will be determined on an individual basis in accordance with the developed action plan.

## Student/Teacher Ratio

CDAES-K-4 will implement a co-teaching environment in all classrooms ensuring that at least two teaching staff will be assigned to each class. Each class will have at a minimum one certified teacher and one additional instructional staff. The guaranteed certified teacher to student ratio should not exceed 1 teacher to 24 students. Each class will also have one additional instructional staff person. In some cases this additional staff may be a teaching fellow, (Merrimack College, Princeton '55 or Teach for America) and in some instances the second staff person in the class will be a less experienced certified teacher. The ratio of teacher plus additional instructional staff person in each class to students will be 2 instructional staff to a maximum of 24 students or 1 instructional staff to 12 students.

## Uniforms

CDAES-K-4 will follow the uniform policy currently used in LPS:

- White Polo Shirt with embroidered Lawrence Public Schools logo
- Navy Blue Pants/Slacks (no jeans allowed)
- Navy Blue Shirt or Jumper
- Navy Blue Shorts or Bermuda Shorts
- Navy Blue Sweater or Sweatshirt
- Navy Blue Sweatpants for Gym
- Navy Blue Athletic Shorts for gym only
- White or Light Gray T-Shirt for Gym only (not oversized)
- White Turtleneck Skirt during the winter months, with logo

## School Calendar

Length of Student Day The instructional day for students will be eight hours daily, from 8:00 a.m. until 4:00 p.m.

Length of Professional Day The standard workday for LTU members during a school day will be 8 hours. For the majority of LTU members, required hours will approximate 8:00 a.m. to 4:00 p.m. While some LTU members may be asked to work a different schedule to accommodate school programming, required hours will never exceed 45 hours per week.

Length/configuration of school week The school week will be Monday –Friday.

Weekend Learning Saturday classes may be convened during the school year but these will not be mandatory for students or teaching staff.

School Year The first day of school for students in grades 1-4 is August 20<sup>th</sup>, 2014, and the final day is June 18<sup>th</sup>, 2015, for a total of 186 student days. Kindergarten students will begin on August 25<sup>th</sup>, 2014, and the last day of school will also be June 18<sup>th</sup>, 2015, for a total of 183 student days. The term of employment for new CDAES-K-4 teachers will be from August 4<sup>th</sup>, 2014, through June 18<sup>th</sup>, 2015. The term of employment for Principal, Heads of School, and Operation Managers will run from July 1, 2014 through June 30, 2015. Other CDAES-K-4 staff members may begin work at a date later than August 4<sup>th</sup>, 2014 but no later than August 20<sup>th</sup>, 2014. Terms of employment for teachers and fellows include:

- 12 days of orientation for all staff members prior to the beginning of the year (August 4 – 19, 2014);
- 64 hours of professional development throughout the academic year;
- 186 school days (Grades 1-4)
- 183 school days (Kindergarten)

Bell Schedules/Teacher Schedules During a typical Monday-Friday week, students will have at least 450 minutes a week of Tier I Reading instruction, 150 minutes/week of Tier II Reading intervention, 300 minutes/week of Mathematics instruction, 90 minutes/week of Science/Social Studies instruction, and 30 minutes/week of Character Development classes.

Teachers will teach classes throughout the school day with the exception of a 45 minute planning time daily, and a 30-minute lunch time for children. Additional team and school meetings may be required after school hours on occasion.

ESL Teachers support the learning of the school's English Language Learners. They may teach in small groups or in classrooms in an inclusion setting. Schedules depend on student needs to be determined by the Head of School.

Special Education Inclusion Teachers support the learning of students with disabilities. Schedules will depend on student needs and will be determined by the Head of School.

Instructional Staff (fellows) work with classroom teachers. Schedules will be determined by the Head of School.

*Vacation and Summer Learning* Staff members recommend summer classes for students who benefit from additional hours of study and practice. Classes may also be scheduled during school vacation times if students' academic needs warrant the additional time.

## **Services & Supports**

### *IEP implementation*

CDAES-K-4 is committed to meeting the individual needs of all learners in the least restrictive setting. The Special Education Program will address a broad range of student needs and provide services to support the student's inclusion to the greatest extent possible. In addition we will develop Section 504 accommodation plans for students with disabilities that do not require special education services. Special education services will be provided by a special education teacher, a school psychologist, a speech and language therapist, an occupational and a physical therapist (when warranted). In-class accommodations will be made for all students whenever possible in order to maintain momentum and focus throughout lessons and class activities. Accommodations may include but are not limited to, seating adjustments, additional time on task, varied book levels, audio books, and use of manipulatives. While most instructional supports are planned to be delivered in the regular education classroom via the inclusion model, some students may receive individualized instruction separate from the regular education classroom for short durations of time in order to strengthen specific areas of weakness, including reading, math, language, or social/emotional skills.

### *Implementation of Plans of Support for individual ELLs*

The CDAES-K-4 plan will call for an English immersion program that complies with state and federal laws and regulations. Each family of a new student completes a Home Language Survey, and an assessment to address language proficiency is given to each child for whom the family identifies a primary home language other than English. CDAES-K-4 will use appropriate assessments, including but not limited to, Pre-LAS, LAS, LAS-Oral, LAS Reading and Writing, IPT, and ACCESS Placement Test (W-APT) to measure English skills in the four required areas (speaking, listening, reading, and writing). Parents/guardians of students identified as having limited proficiency in English will be provided with written notice in the primary/home language and in English. Such information will include: the student's level of English proficiency; method of English Language Learner (ELL) instruction used at the school; how such method will help the student to learn English; and specific exit requirements of the ELL program. Also included is the right of the parent to decline enrollment in the program.

Each ELL student will be placed in a general education classroom and an Instructional Planning for English Language Learners document will be prepared to outline the subject/instructional focus, the teacher responsible, and the frequency of instruction based on the proficiency level of the student. Classroom teachers, language support teachers, reading specialists, learning specialists, and subject matter teachers will work together to provide the two components of effective Sheltered English Immersion (SEI) instruction: English as a Second Language, also known as English language development, to help students at the beginning and early intermediate levels of English proficiency as needed to achieve efficiency; and sheltered content instruction, which will include a variety of approaches and strategies to make the content of lessons more comprehensible to ELL students. We will monitor the progress of students who have exited the English learner education program for two years and will continue to

provide these students with language and other support services as outlined in the District Curriculum Accommodation Plan (DCAP).

ELL students will be administered the tests required by the Department of Elementary & Secondary Education including ACCESS which assesses progress in reading and writing, and the Massachusetts English Language Assessment–Oral (MELA-O), which assesses speaking and listening skills, to measure progress in the attainment of grade level learning standards. Parents/guardians will be provided with information about their child’s progress written in the primary/home language, as well as in English, and during parent-teacher conferences held in the native language of the parent.

Sheltered English Immersion (SEI) Professional Development will be part of the annual professional development activities to ensure that all teachers and especially teachers of LEP students have access to high quality professional development tied to the World-Class Instructional Design and Assessment (WIDA) standards, which include social and instructional language, the language of language arts, the language of mathematics, the language of science, and the language of social studies. We will encourage and support staff to pursue SEI endorsement, whether through the full SEI endorsement course or through a bridge course for teacher who have already completed Category Trainings 1, 2, and/or 4 . During the August Annual Professional Development Institute and Orientation, ELL Curriculum and Teaching Strategies and other topics will be addressed. Other trainings in relation to reading and writing instruction include many topics contained in the WIDA Standards.

*Nursing services* Are provided to CDAES- K-4 by the Lawrence Public Schools in accordance with state requirements.

*Transportation services* Are provided to CDAES-K-4 for special needs children by Lawrence Public Schools in accordance with state requirements. No transportation is required for all other children who live in the neighborhood.

## **Budget& Procurement**

### *Models and Strategies*

Lawrence Public Schools will provide a budget to each school annually as stipulated in the contract between LPS and The Community Group Inc.

CDAES –K-4 funding will support its model with the curriculum and resources described below. Other resources not itemized here will also be purchased as needs require.

- Reading Curriculum – Journeys (Houghton Mifflin Harcourt)
- Math Curriculum – envision MATH: Common Core 2012 (Pearson)
- Progress Monitoring – STEP (University of Chicago)
- Classroom Libraries
- Teacher Strategies - Professional Development – “Teach Like a Champion” (Amazon)

## Private Grants/Private Funding

TCG will seek to secure private funds (foundation grants and donations) to the extent permitted bylaw and in accordance with state ethics law, to address identified needs of the school. TCG will act as a fiduciary with respect to these funds which includes collecting of the donation/ grant and management in accordance with TCG policies and procedures, including establishing separate general ledger codes to clearly identify and track donated revenues and expenses in accordance with the foundation's/donor's guidelines, and preparing and submitting reports required by the foundation/donor. Such donations and expenses are examined annually by the CPA firm hired by TCG to conduct independent audits.

## Public Grants

TCG will provide the district with data to inform and assist the district in applying for public grant resources. TCG will incorporate the requirements of public grant programs into the supervision of faculty and staff, and will collect/share data with the district to evaluate the impact of a grant program in the school.

## Staffing

### Staff Working Conditions

CDAES K-4 has discretion to select the staff for K-4 positions at the school, including administrators and teachers in accordance with Section 5i of the Memorandum of Agreement. CDAES- K-4 may formulate job descriptions, duties and responsibilities for any and all positions in its school. The CDAES K-4 model consists of 110-190 students with one Head of School and one Operations Manager.

In order to accomplish its mission, all teachers must be school teachers, not simply classroom teachers. Therefore, all CDAES – K-4 teachers have some responsibilities for the overall effective working of the school. In addition to the traditional responsibilities and duties listed, all teachers are expected to be involved in a variety of educational activities that are necessary to fulfill the mission of the school. These activities may include, but are not limited to, the following:

- Participation in a minimum of one parent conference and required parent events during the school year;
- Phone contact with parents/guardians about the academic progress of students;
- Preparation of daily lesson plans;
- Preparation of progress reports and report cards;
- Working regularly with school administration to improve one's instructional practices;
- Providing and checking homework daily;
- Attending student-related meetings;
- Home visits as needed

During a typical Monday-Friday week, all staff members are expected to perform additional duties that are necessary to fulfill the mission of CDAES – K-4. These duties may include, but are not limited to, the following:

- Coverage of lunch periods, break periods, or recess periods, not exceeding 60 minutes per day;
- Teaching in classes other than the ones to which they have been assigned on a very temporary basis at times when student needs necessitate such change;
- Tutoring of students

## Staff Recruitment

Staff is recruited during a process that includes the following elements:

- Creation of a rubric highlighting attributes of an ideal teacher for the TCG model. This is used by recruiters as a tool for evaluating candidates at each level of the process.
- Resume review by the Human Resource manager for TCG of candidates who meet minimum requirements.
- Phone interviews for selected candidates, with either the Director of Schools or the Executive Director.
- A demonstration lesson by those who pass phone interview that includes teaching a class of children from the grades for which candidate is being considered.
- Analysis by key coaching and teaching administrators from TCG/ CDAES- K-4 who observe demonstration classes and rate candidates.
- A meeting between the candidate and the director of schools, executive director and teaching staff to determine if a job will be offered.
- A reference check from three former supervisors of the candidate, using a proscribed form to record responses and observance of all LPS requirements for CORI and SORI.

A range of outreach activities are developed to secure an adequate supply of qualified candidates, both teachers and teaching fellows. These include: media advertising, on line web sites, college alumni placement services, conference and association job fairs, contact with groups like TFA, and local colleges for internships.

## Establishing Positions

### Community Day Arlington Elementary School – K-4:

46 FTE Classroom Instructors: a minimum of 23 certified teachers and a maximum of 23 teaching fellows. Teaching fellows are under the direct supervision of teachers.

3.0 FTE Generalists

1.0 FTE Music

2.0 FTE Spanish

2.0 FTE Physical Education

0.5 FTE School psychologist when required

1.0 FTE Principal/Senior Head of School

4.0 FTE Heads of School

4.0 FTE Operations Managers

0.5 FTE Special Education Administrator

2.0 FTE Parent Liaisons/Case Managers

1.0 FTE School Counselor

2.0 FTE Instructional Coaches

2.0 FTE Interventionists

5.0 FTE Special Education/Learning Specialists

## Staff Evaluation including observations

The goal of the evaluation process is to make student learning and progress paramount to the development of educators. This system is designed to promote growth and development through feedback and professional development that support continuous growth and improvement through collaboration. All evaluations are a five-step, continuous process:

- *Self-Assessment/Analysis,*
- *Goal-Setting, and Plan Development*
- *Implementation of the Plan*
- *Formative Assessment/ Evaluation*
- *Summative Evaluation*

There are four standards of practice with supporting rubrics defining four levels of effectiveness:

Curriculum, Planning and Assessment  
Teaching All Students  
Family and Community Engagement  
Professional Culture

Educators are rated on each standard based on evidence from a variety of sources, including:

- Judgments based on the evaluator's observations
- Multiple measures of student learning, growth, and achievement:
- Collection of additional evidence that informs performance

Procedures support Plan Development, Supervision, and Evaluation

1. During the summer orientation, supervisors will meet with all staff to review this process and answer any questions. Staff will receive a Teacher Evaluation Rubric, associated forms, and procedures for informal and formal observations.
2. Educator Plan Creation:
  - A. Supervisors will begin collection of data, analyze student performance and teacher goals (for returning staff), and conduct informal observations and walk-throughs to ascertain teacher performance.
  - B. Before October 1<sup>st</sup>, supervisors will meet with each staff member to discuss strengths, areas for support, and planned actions for support. This involves staff's self-analysis and the feedback from evaluator (rubric scores, data analysis, student goal attainment, and observations). This could include, but not limited to, changes in pedagogical practice, adjustments to curriculum, peer support and coaching, or professional development workshops.
  - C. Each staff member will draft their proposed goals and share it with supervisor for his/her approval. The goals are designed to enhance student learning and are consistent with the school's improvement goals.
  - D. During this time period, supervisor and educator will utilize this goal setting time and plan development conferences at the beginning of the evaluation cycle to review and approve Individual Professional Development Plans as well as (recertification). For teachers with overall summative rating of Exemplary or Proficient (an overall score of 3 or 4), plans can be self-directed and can reflect work on specific practices or planned career advancement activities.
  - E. For teachers with overall summative rating of Needs Improvement (2), the Individual Professional Development Plan is a directed growth plan based on standards that need

support and growth. For an educator who receives a summative rating of Needs Improvement, and whose impact on student learning is low, there will be an improvement plan, with specific goals to improve the performance. For this plan, there should be observations and evaluation within a 60- day time frame to assess progress, note where growth has occurred, or note where there is a need for a change to action plan or documentation for inaction or lack of growth in area. If the educator does not exhibit growth according to their Individual Professional Development Plan, they will be determined to be Unsatisfactory.

- F. Teachers with an overall summative rating of Unsatisfactory shall be placed on an improvement plan for 30 days (1). If the educator does not exhibit growth according to their Individual Professional Development Plan, after the 30-day probationary period, CDAES-K-4 may elect to recommend that the Receiver terminate the employee.
- G. Each Educator Plan will include:
  - 1) A minimum of one goal to improve the educator’s professional practice tied to standards of professional practice.
  - 2) A minimum of one goal to improve the learning, growth, or achievement of the students under the teacher’s responsibility.
  - 3) Outline actions the educator must take to meet these goals.
  - 4) Be aligned to standards as outlined on Teacher Performance Rubric (based on standards and indicators in 603 CMR 35.00).
  - 5) Be consistent with school goals.

### 3. Observation Process

A. Formal Observations: Every staff member will receive a minimum of one detailed and comprehensive classroom observation from Head of School during the academic year. This process will include pre-observation conference, observation, post-observation conference, and formal written documentation with use of Teacher Performance Rubric.

B. Informal Observations: All instructional staff will be informally observed *at least* once a month (may occur as frequently as once a day).

- 1) This process includes observations using quick rubric template, walk-through, attendance at team and data meetings, and other means of collection of evidence (review of on-line curriculum documents, student work, and data analysis).
- 2) Staff members should also expect the Head of School to give informal feedback on a relatively consistent basis. This could be in either verbal or written form.

### 4. Evaluation:

A. Each educator shall receive one of four performance level ratings on each standard and one overall ranking.

- Exemplary
- Proficient
- Needs Improvement
- Unsatisfactory

B. Evidence and professional judgment shall inform the ratings on standards and overall educator performance in accordance with the above rating scale and the supervisor’s assessment of the educator’s impact on the learning, growth, and achievement of the students under the teacher’s responsibility.

C. All standards shall be rated using multiple categories of evidence.

- D. To be rated proficient, a teacher shall, at a minimum, have been rated Proficient on the Curriculum, Planning, and Assessment and Teaching all Student standards for teachers.
- E. An educator who receives a Needs Improvement rating shall receive this rating for one year only. The educator either must earn a higher rating in the following summative review cycle, which shall be for no more than one year, or shall be rated unsatisfactory.
- F. An educator who receives an unsatisfactory rating at the end of the summative review cycle and has not exhibited growth to Needs Improvement (after 30 days) shall be subject to non-renewal/termination.
- G. Professional Teacher Status, pursuant to G.L. ch. 71 § 41, should be granted only to educators who have achieved ratings of proficient or exemplary on each standard and overall.
- H. Required areas of growth are addressed through the Educator Plan.

*Dispute Resolution*

CDAES-K-4 may choose to terminate or non-renew any LTU or non-LTU staff member as recommended by the Receiver, pursuant to federal and state law and municipal ordinances. CDAES-K-4 agrees that dismissal of staff shall be done in accordance with federal and state law, municipal ordinances, and Section 5i of the Memorandum of Agreement.

**Professional Development**

*Content and Structure/ Professional Development for Teachers*

Professional Development days will include 12 orientation days for all staff before the beginning of the school year (August 4 – 19, 2014), as well as training during the school year as described below. Each of the full days will be 8 hours in length, ½ days are 4 hours. Professional development includes, but is not limited to: teaching strategies, behavior management, curriculum programming (Reading/Language Arts, Math and Writing), curriculum mapping, progress monitoring and assessment, data analysis, ELL strategies, team teaching, special education, crisis prevention invention and school culture.

Full day PD will take place on September 16, 2014 and May 29, 2015. Orientation will take place for all staff members from August 4 to August 19 (weekdays) 2014. During the course of the school year 2014-2015, professional development opportunities are scheduled for the following dates (from 12:00 p.m. to 4:00 p.m.).

September 3, 2014	December 3, 2014
September 17, 2014	December 17, 2014
October 1, 2014	January 7, 2015
October 15, 2014	January 21, 2015
November 5, 2014	May 20, 2015
November 19, 2014	June 3, 2015

Similar patterns of PD will be scheduled during Fiscal Years 2016.

*Professional Development for Principals* Heads of Schools work with the Principal/Senior Head of School and Director of Schools to establish professional goals both as

individuals and as a group. The Principal/Senior Head of School and Director of Schools will meet bi-weekly with the Heads of School to identify areas for improvement as well as areas of expertise to share. Progress toward goals is monitored through data analysis and other forms of evidence both formative and summative. HoS are teamed to support one another.

*Professional Development for Staff* Administrative and other staff work with supervisors to set goals for their professional development. Supervisors are responsible for providing training/resources to enrich and support staff in attaining these goals.

## **Curriculum & Assessment**

### **Curriculum Requirements**

Community Day Arlington Elementary School – K-4 will implement curriculum that is aligned to the Common Core learning standards for Massachusetts and provides the academic foundation that prepares students for success in middle school, high school and beyond. Curricular elements include published curriculum and supplementary materials in addition to an extensive library of teacher-created, multi-week curriculum units.

Teachers are responsible for: curriculum mapping, unit design, and daily/weekly lesson plans that are posted on the school website. The three-tier instructional model is used to teach reading and math in order to give students the scaffolding they need to succeed. The co-teaching and inclusion models as well as the flexible use of staffing and space all contribute to the school's ability to differentiate instruction to meet individual needs of all students. The curriculum materials listed below have been aligned to Common Core standards.

#### **English Language Arts**

K-4: Journeys (Houghton Mifflin Harcourt)

- **Other programs/materials:**

K-4: Reciprocal Teaching (Palinscar and Brown)

3 – 4: QAR: Question-Answer Relationships (Raphael) (modified version of QAR shared by Dr. Maria Elena Arguelles)

2 – 4: Writing Workshop model (Write Source handbook & other resources; all ELA teachers receive a Writer's Toolkit based on the following texts: The Reading Zone by Nancie Atwell, Lessons that Change Writers by Nancie Atwell, and The Art of Teaching Writing by Lucy McCormick Calkins)

- **Supplemental intervention programs**

K-3: Foundations

K-4: Read Naturally

2-4: Wilson Reading

#### **Math**

K-4: enVisions Math: Common Core – 2012 (Pearson)

- **Other programs/materials:**

Grades 3 -4 : MCAS Preparation: Various (Buckle Down) & Massachusetts Mathematics Curriculum Framework: Review, Practice, and Mastery (Perfection Learning)

- **Supplemental intervention programs**

3-4: Accelerated Math (may be used with whole class or as intervention)

### **Science/Social Studies**

K-4: teacher-created units

### **Foreign language, Music, and Comprehensive Health Frameworks**

In Spanish we will implement teacher-created lessons aligned with the Foreign Language Framework to give students in K-4 the opportunity to develop Spanish vocabulary, communication skills and an understanding of Hispanic cultures.

Classroom teachers, along with the physical education and music teachers and school administrators, develop and implement activities aligned to physical health standards for young children. They support knowledge and skills related to physical activity, fitness and nutrition. Many of the physical activities involve dance and music. They also support and reinforce student academic standards whenever possible. In addition to these classes, special consideration is given to opportunities for children to exercise throughout the day during recess and breaks.

### **Assessment and Calendar**

CDAES – K-4 will monitor students’ progress using the STEP Literacy Assessment in September, November, February, and May. Progress monitoring is done by classroom teaching staff at 6 week intervals throughout this year. Progress monitoring also takes place following the completion of math units which are tied to K-4 Math Core standards. Students in grades 2-4 will also be assessed using MCAS-based benchmark assessments three times per year for English-Language Arts and four times per year for Mathematics. Students in kindergarten and grade 1 will be assessed in mathematics using NWES MAP three times per year.

### **Curriculum Specific Professional Development**

Almost all professional development at CDAES- K-4 is devoted to the improvement of teaching skills with regard to curriculum and student learning. In addition to the schedule of training outlined above, the following school operations support teacher competencies in the classroom.

All members of the teaching team, including the classroom teacher, the reading specialist, a reading interventionist and a special education teacher, collaborate in data analysis. Analyses are used to develop action plans for both groups of children and individual children within the classroom. Action plans use assessment data to revise and develop teaching strategies and subject content. Heads of School are responsible for assuring that implementation of the plan is effective and on target.

The classroom teacher is the “captain” of the team in the sense that she directs all of the specialists, including Special Education specialists, in developing and implementing the team’s planning. Data is reviewed and action plans are updated by teams according to the schedules outlined above.

All staff members will be provided with Common Core standards for their grade level and subjects each year. They are expected to internalize the standards and to map them onto a yearly curriculum map. Maps serve as instructional planning tools and are updated regularly by using data from both formative and summative assessments as described above

The Personal Educational Goal (PEG) is a vehicle for insuring that assessment data is used effectively in developing individual plans for each child. Following each assessment, goals are set for each child in both subject matter and behavior. These are shared with parents and updated periodically in report cards that record children's progress three times a year.

## **Key Personnel**

**Executive Director:** Sheila Balboni

**Director of Schools:** Kennedy Hilario

**Director of Community Relations:** Manuela Su

**Director of Data Analysis and Accountability :** Bruce Bean

**Educational Consultants:** To be Named

**Director of Development and Compliance:** Susan O'Neill

**Executive Assistant:** Meaghan Dowdle



# LAWRENCE PUBLIC SCHOOLS

## Community Day Arlington Elementary School

**School Hours: 8:00 AM - 4:00 PM**

	SUN	MON	TUE	WED	THU	FRI	SAT		SUN	MON	TUE	WED	THU	FRI	SAT
<b>Aug./Sept.</b>	3	4	5	6	7	8	9	<b>February</b>	1	2	3	4	5	6	7
<i>Student Days</i>	10	11	12	13	14	15	16	<i>Student Days</i>	8	9	10	11	12	13	14
<i>24 Days (K)</i>	17	18	19	20*	21	22	23	<i>Staff Days</i>	15	16	17	18	19	20	21
<i>Student Days</i>	24	25*	26	27	28	29	30	<i>15 Days</i>	22	23	24	25	26	27	28
<i>27 Days (1-4)</i>	31	1	2	3	4	5	6								
<i>Staff Days</i>	7	8	9	10	11	12	13								
<i>40 Days</i>	14	15	16	17	18	19	20								
	21	22	23	24	25	26	27								
	28	29	30												
<b>October</b>	SUN	MON	TUE	WED	THU	FRI	SAT	<b>March</b>	SUN	MON	TUE	WED	THU	FRI	SAT
<i>Student Days</i>	5	6	7	1	2	3	4	<i>Student Days</i>	1	2	3	4	5	6	7
<i>22 Days</i>	12	13	14	8	9	10	11	<i>Student Days</i>	8	9	10	11	12	13	14
<i>Staff Days</i>	19	20	21	15	16	17	18	<i>Staff Days</i>	15	16	17	18	19	20	21
<i>22 Days</i>	26	27	28	22	23	24	25	<i>Staff Days</i>	22	23	24	25	26	27	28
				29	30	31		<i>22 Days</i>	29	30	31				
<b>November</b>	SUN	MON	TUE	WED	THU	FRI	SAT	<b>April</b>	SUN	MON	TUE	WED	THU	FRI	SAT
<i>Student Days</i>	2	3	4	5	6	7	8	<i>Student Days</i>	5	6	7	1	2	3	4
<i>17 Days</i>	9	10	11	12	13	14	15	<i>16 Days</i>	12	13	14	8	9	10	11
<i>Staff Days</i>	16	17	18	19	20	21	22	<i>Staff Days</i>	19	20	21	15	16	17	18
<i>17 Days</i>	23	24	25	26	27	28	29	<i>16 Days</i>	26	27	28	22	23	24	25
												29	30		
<b>December</b>	SUN	MON	TUE	WED	THU	FRI	SAT	<b>May</b>	SUN	MON	TUE	WED	THU	FRI	SAT
<i>Student Days</i>		1	2	3	4	5	6	<i>Student Days</i>	3	4	5	6	7	8	9
<i>15 Days</i>	7	8	9	10	11	12	13	<i>19 Days</i>	10	11	12	13	14	15	16
<i>Staff Days</i>	14	15	16	17	18	19	20	<i>Staff Days</i>	17	18	19	20	21	22	23
<i>15 Days</i>	21	22	23	24	25	26	27	<i>20 Days</i>	24	25	26	27	28	29	30
	28	29	30	31					31						
<b>January</b>	SUN	MON	TUE	WED	THU	FRI	SAT	<b>June</b>	SUN	MON	TUE	WED	THU	FRI	SAT
<i>Student Days</i>	4	5	6	7	1	2	3	<i>Student Days</i>	7	8	9	3	4	5	6
<i>19 Days</i>	11	12	13	14	15	16	17	<i>14 Days</i>	14	15	16	10	11	12	13
<i>Staff Days</i>	18	19	20	21	22	23	24	<i>Staff Days</i>	21	22	23	17	18	19	20
<i>19 Days</i>	25	26	27	28	29	30	31	<i>14 Days</i>	28	29	30	24	25	26	27

**200 Teacher Days - 186 Student Days (Grades 1-4) - 183 Student Days (Kindergarten)**

<p>Aug. 4 Teacher Orientation</p> <p>Aug. 20 School Opens (Grades 1-4)</p> <p>Aug. 20-23 Kindergarten Screening</p> <p>Aug. 25 School Opens (Kindergarten)</p> <p>Aug. 29-Sept. 1 Labor Day Weekend</p> <p>Sept. 9 Professional Development Day</p> <p>Oct. 13 Columbus Day</p> <p>Nov. 11 Veteran's Day</p> <p>Nov. 26 Early Dismissal (12:00pm)</p> <p>Nov. 27-28 Thanksgiving Break</p> <p>Dec. 22-Jan. 4 Winter Break (for students)</p>	<p>Jan. 5 School Re-Opens (Grades K-4)</p> <p>Jan. 8-Feb. 11 ACCESS for ELL Students</p> <p>Jan. 19 Martin Luther King, Jr. Day</p> <p>Feb. 16-20 Mid-Winter Break</p> <p>March 23-April 6 ELA MCAS</p> <p>Apr. 3 Good Friday</p> <p>Apr. 20-24 Spring Break</p> <p>May 4-19 Math MCAS</p> <p>May. 25 Memorial Day</p> <p>May. 29 Professional Development Day</p> <p>Jun. 18 Last Day of School (12:00pm Dismissal)</p>
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	<b>No School</b>
	<b>Teacher Professional Development Days (No School for Students)</b>
	<b>Early Release (12:00pm)</b>
	<b>Testing (ACCESS/MCAS)</b>