

CENTER POINT INDEPENDENT SCHOOL DISTRICT 2018-2019 SECONDARY EMPLOYEE HANDBOOK

THE MISSION OF THE CENTER POINT INDEPENDENT SCHOOL DISTRICT IS TO PROVIDE EXCELLENCE IN EDUCATION FOR EVERY STUDENT. WITH A DEDICATED, CARING STAFF, WE SEEK TO FOSTER A POSITIVE, CREATIVE ATMOSPHERE. IN THIS ENVIRONMENT STUDENTS WILL BE EMPOWERED WITH THE CRITICAL-THINKING, PROBLEM- SOLVING, AND DECISION-MAKING SKILLS NECESSARY TO SUCCEED IN A COMPLEX, GLOBAL, MULTI-CULTURAL SOCIETY.

Introduction:

This Handbook is intended to correlate with our CPISD Employee Handbook. It offers more specific information about policies and procedures for the secondary campuses. Like the Employee Handbook, this is neither a contract nor a substitute for the official district policy manual. Policies and procedures can change at any time and those changes will supersede any handbook provisions that are not compatible with the change.

For more information, you may refer to reference the CPISD Employee Handbook and/or CPISD policy.

Suggestions for additions and improvements to this handbook are welcome and may be submitted to Keith Mills, Secondary Principal.

Personnel Folder

A personnel folder for each teacher shall be kept in the District Office in Center Point. The following will be forwarded to the District Office for inclusion in the folder:

1. Official transcripts of all college course work and documented (AAT) Advanced Academic Training Clock Hours. Official transcripts are those bearing the college seal. Once they are submitted to the District Office, they become the property of the school district and are not returned to the employee. Therefore, it is advisable to order multiple sets of transcripts, or make a copy of them before you submit them to Personnel.
2. Original Texas Teaching Certificate with TECAT seal affixed to the certificate or TExES scores.
3. One Year Certificate of Permit. This applies to individuals holding a valid out-of-state certificate.
4. Completion of the I-9 (Employment Eligibility Verification Form). This is now required by Federal Law as per the new regulations from the Immigration and Naturalization Service.
5. Completed service records for past experience.
6. Evaluations pertaining to performance.
7. Contracts - Probationary or Term.
8. Record of special significance pertaining to the teacher.
9. Form W-4 – Employee's Withholding Allowance Certificate.

**All policies are subject to existing Board policies.*

(All teachers who marry after being employed in the district should furnish the district office with the new information and initiate the changing of their teaching certificate to show the new name. Forms for such change of name are available in the superintendent's office.)

Telephone Calls

Teachers shall not be called from classes to accept telephone calls except in case of emergency. Ordinarily a note will be placed in the teacher's mailbox for the teacher to return the call during a conference or lunch period.

Personal cell phones are to be turned off during instructional time unless special permission is granted in emergency situations by the campus principal.

Fund Drives and Community Projects

No solicitation of funds, circulation of petitions, or drives may be carried on in any school without the approval of the superintendent. Teachers are also restricted from using their positions in soliciting children or parents in a project which would involve the expenditure of money for goods, services, summer camp attendance, and the like.

Requests for Fund-Raising Activities

Teacher/sponsors shall complete the request for approval of fund-raising activities for the school year no later than fifteen(15) days before the activity is to begin. Approved fund-raising projects and activities shall be placed on the District activity calendar prior to the start

of school. Students who do not wish to participate in fund-raising activities shall not be penalized.

Materials of merchandise for a fund-raising project may not be ordered without prior approval of the principal of the school involved. The person who orders merchandise without prior approval shall assume full responsibility for the bill.

Where no solicitation is involved and class time is not interrupted, an organization may have an unlimited number of service projects. There will not be two fundraisers at a time.

Sponsors

Teachers shall be called upon to sponsor various organizations and class groups. The sponsorship of classes may be rotated among teachers annually so that the same teachers shall not have the more demanding sponsorships in consecutive years.

Sponsors shall:

- Supervise projects and activities selected by organizations and class groups.
- Counsel and advise students in elections, and in the selection of projects and activities.

- Establish proper and adequate procedures for the collection and accounting of funds derived from fund raising projects.
- Keep the principal informed of projects and activity dates and have these posted on the school activity calendar.
- See that all projects and activities of classes and organizations are approved by the administration.
- Schedule projects and organizational work so that class time is not used for that purpose.

Teachers are urged to attend and participate in as many extracurricular activities as time and convenience permit.

Building Use

Policy GKD

The administration office is responsible for scheduling the use of facilities after school hours. Contact the administration office to request use of the facilities and to obtain information on the fees charged.

Entrance after hours The person responsible when a building is opened will see that all windows are closed and locked, all doors are closed and locked, that all lights are turned out, and the alarm is set before leaving the building.

Students shall never be allowed to enter any building for any purpose without being supervised by a district employee.

Keys. All keys used in school shall be the responsibility of the principal. Request for permanent issuance of keys shall be made only when the employee regularly needs a key in order to carry out normal activities of the assigned position.

Keys may be issued on a temporary basis with the approval of the principal. A key card showing the number of the key and the room(s) or building(s) which it opens shall be signed by the person to whom the key is issued. This receipt shall be filed and, upon return of the key by the school employee, shall be canceled. Each principal shall set up a key control system with a record of the number of each key for each building. The person issued a key shall be responsible for its safekeeping. Keys shall be used only by authorized personnel and shall never be loaned to students.

Keys shall not be duplicated by anyone other than the principal.

Administering Medication to Student

Policy FFAC

Only designated employees can administer medication to students. A student who must take medicine during the school day must bring a written request from his or her parent and the medicine, in its original, properly labeled container. Contact the principal or school nurse for information on procedures that must be followed when administering medication to students.

Student Health Problems. Students with special health problems such as diabetes or asthma, should be referred to the school nurse for evaluation and care. The school nurse is available to teachers as a resource for working with parents and students in the management of these problems at school. Individual procedures are established at each school by the nurse for the care of special health needs for each student.

Accident/First Aid. Students with injuries occurring during the school day should be sent to the nurse or classroom teacher. First aid will be administered by the nurse or her designated representative and if necessary, the parents notified. Should the student require medical care, a district accident report will be completed and forwarded to the superintendent. All students with head injuries should be sent to a clinic for evaluation. Records are kept in the school office regarding student accidents/injuries and the care given by school personnel.

Illness. Students who are ill should not be kept in class. Students who are sick or who become ill at school should be sent to the office for a pass to go to the nurse. If deemed necessary, parents will be notified and the student sent home. Students are not to be released to anyone not listed on the Student Emergency Card. However, every effort is made to keep the students in school and avoid loss of instructional time.

Communicable Disease/Exclusion from School. Students suspected of having or being able to transmit a communicable disease are to be sent to the school nurse/clinic. Guidelines for exclusion are followed as regulated by the Texas Department of Health. A child

suspected of having, or being able to transmit a communicable disease, shall be excluded from school until the child represents a physician's certificate stating that the child may return to school, or upon the completion of the period of exclusion required by State Health Department. The school nurse should contact the parent/physician should questions arise and more specific guidelines are needed.

Special Referrals/Medical Evaluations. Teachers or other school personnel should not refer parents to specific physicians or other health care providers without first consulting with the school nurse. This is particularly true in matters of suspected hyperactivity in students. The school nurse is available for parent conferences regarding these matters and protocol should be followed.

Vision and Hearing Screening. Students who have a suspected difficulty with vision or hearing should be referred to the school nurse for screening. Referrals will be made by the school nurse should the student need glasses/medical care.

Excuses From Physical Education. A student who wishes to be excused from physical education classes for a period of more than three consecutive days, must have a written statement from a physician specifying the need and the approximate length of the recuperative period. In special cases, the school nurse will contact the physician regarding the necessary P.E. limitations.

Supervision of Students. Adequate supervision of students by members of instructional staff during school hours is absolutely imperative. Without such supervision students should not be permitted to occupy school rooms at any time. The principals shall make arrangements for bus area and commons areas to be supervised at the beginning and ending of each school day. Careful attention should be given to safety and to the prevention of accidents in both the classroom and outside commons areas.

Pupil Control. In accordance with the belief that self-control is the preferred means of regulation, student cooperation shall be encouraged so that democratic control shall be employed throughout the district. However, it is always understood that the teacher is in charge of his/her class.

Detention. Students shall not be detained after regular hours unless a specific purpose is to be achieved, and this only after parents have been notified that the child shall not be released from school at the conclusion of the school day.

Corporal Punishment. Students should be offered an alternate disciplinary consequence when faced with option of swats. When administered, such punishment shall be administered by the principal, or designee, and witnessed by another district professional employee.

Corporal punishment shall be limited to paddling the student, and such discipline shall be administered only in accordance with the following guidelines:

- Corporal punishment shall be administered only after less stringent disciplinary measures have been attempted.

- The student shall be informed of the offense and be afforded an opportunity to explain his or her actions before corporal punishment is administered.
- Corporal punishment may be administered by the principal or a designee.
- The instrument to be used in administering corporal punishment shall be approved by the principal or a designee.
- When corporal punishment is administered, it shall be done in the presence of at least one other District professional employee and shall take place in a designated place out of view of other students.
- Corporal punishment shall be administered in a reasonable manner, with "reasonableness to be determined on the basis of factors such as the size, age, and physical, mental, and emotional condition of the student."
- Disciplinary record. A disciplinary record shall be maintained by the principal, and shall contain the name of the student, the type of misconduct, any previous disciplinary actions, the name of the person administering the punishment, the names of witnesses present, and the date and time of punishment.

Removal by a Teacher. A teacher may remove from class a student:

- Who has been documented by the teacher to repeatedly interfere with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn.
- Whose behavior the teacher determines is so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn.
- If a teacher removes a student from class, the principal may place the student into another appropriate classroom, into in-school suspension, or into an alternative education program. The principal may not return the student to that teacher's class without the teacher's consent unless the placement review committee determines that such placement is the best or only alternative available. The terms of the removal may prohibit the student from attending or participating in school-sponsored or school related activity.

Teacher Recommendations. A teacher may remove from class and recommend for expulsion a student who engages in conduct for which a student may be expelled. If a teacher recommends a student for expulsion, the board or its designee shall conduct a hearing on expulsion. If the board or its designee decides not to expel the student, and the student is again recommended for expulsion by the teacher during the same school year, the expulsion hearing may be conducted only by the board.

Distribution of Literature to Parents and Children

In the interest of good public relations, the distribution of literature requires discernment. Materials for use in the classroom or for distribution through the schools must be noncontroversial. Materials submitted by outside agencies are not to be distributed to the students or sent to the homes unless authorization for such distribution has come from the Superintendent or authorized representative.

Social Events on School Time

All student social events which are sponsored by the school shall be under the direct control and supervision of the principal or designated representative. All such events must be sanctioned by the superintendent before they can be held.

Attendance

Teachers and staff should be familiar with the district's policies and procedures for attendance accounting. These procedures require students to have parental consent before they are allowed to leave campus. When absent from school, the student, upon returning to school, must bring a note signed by the parent that describes the reason for the absence. These requirements are addressed in the campus training and in the student handbook. Contact the campus principal for additional information.

Tardiness. To reduce disruptions created by tardiness and to improve attendance and punctuality, the principal will develop administrative regulations and procedures that will be consistent district-wide in grades K - 12.

Truancy. Truancy shall be defined as absence from class or school for any portion of a period or day without proper permission from home and school. Any willful or premeditated violation of the state's compulsory attendance laws or regulations governing school attendance on the part of the student or parent(s) is regarded as truancy.

When a student is truant from school, it will be considered a discipline problem, and the student will be subject to the procedures as outlined in the adopted discipline management plan. A student who continues to be truant from school will be officially warned and subsequent legal charges will be filed against the parent(s).

Field Trips

Teachers must secure the principal's approval for any field trip and they must also obtain a signed statement of permission from the parent or guardian of each child in the class.

Appraisal of Certified Personnel

Teacher Performance Criteria

The District appraises teachers using the state appraisal process and performance criteria developed and approved by the commissioner.

In the appraisal of teacher performance, performance shall be appraised with the following performance criteria subsumed under five major areas hence forth called domains.

§150.1001. General Provisions.

- (a) All school districts have two choices in selecting a method to appraise teachers: a teacher appraisal system recommended by the commissioner of education or a local teacher appraisal system.
- (b) The commissioner's recommended teacher appraisal system, the Texas Teacher Evaluation and Support System (T-TESS), was developed in accordance with the Texas Education Code (TEC), §21.351.
- (c) The superintendent of each school district, with the approval of the school district board of trustees, may select the T-TESS. Each school district or campus wanting to select or develop an alternative teacher appraisal system must follow the TEC, §21.352, and §150.1007 of this title (relating to Alternatives to the Commissioner's Recommended Appraisal System).
- (d) The commissioner may designate a regional education service center to serve as the T-TESS certification provider for the state. The designated regional education service center may collect appropriate fees under the TEC, §8.053, from school districts and open-enrollment charter schools for training and certification.
- (e) Sections 150.1002 through 150.1006 of this title apply only to the T-TESS and not to local teacher appraisal systems.
- (f) The statutorily required components of teacher appraisal are defined as follows.
 - (1) The implementation of discipline management procedures is the teacher's pedagogical practices that produce student engagement and establish the learning environment.
 - (2) The performance of teachers' students is how the individual teacher's students progress academically in response to the teacher's pedagogical practice as measured at the individual teacher level by one or more student growth measures.

§150.1002. Assessment of Teacher Performance.

- (a) Each teacher shall be appraised on the following domains and dimensions of the Texas Teacher Evaluation and Support System (T-TESS) rubric that is aligned to the Texas Teacher Standards in Chapter 149 of this title (relating to Commissioner's Rules Concerning Educator Standards).
 - (1) Domain I. Planning, which includes the following dimensions:

- (A) standards and alignment;
- (B) data and assessment;
- (C) knowledge of students; and
- (D) activities.

(2) Domain II. Instruction, which includes the following dimensions:

- (A) achieving expectations;
- (B) content knowledge and expertise;
- (C) communication;
- (D) differentiation; and
- (E) monitor and adjust.

(3) Domain III. Learning Environment, which includes the following dimensions:

- (A) classroom environment, routines, and procedures;
- (B) managing student behavior; and
- (C) classroom culture.

(4) Domain IV. Professional Practices and Responsibilities, which includes the following dimensions:

- (A) professional demeanor and ethics;
- (B) goal setting;
- (C) professional development; and
- (D) school community involvement.

(b) The evaluation of each of the dimensions identified in subsection (a) of this section shall consider all data generated in the appraisal process. The data for the appraisal of each dimension shall be gathered from pre-conferences, observations, post-conferences, end-of-year conferences, the Goal-Setting and Professional Development Plan process, and other documented sources.

(c) Each teacher shall be evaluated on the 16 dimensions in Domains I-IV identified in subsection (a) of this section using the following categories:

- (1) distinguished;
- (2) accomplished;
- (3) proficient;
- (4) developing; and
- (5) improvement needed.

(d) Beginning with the 2017-2018 school year, each teacher appraisal shall include the performance of teachers' students, as defined in §150.1001(f)(2) of this title (relating to General Provisions).

(e) If calculating a single overall summative appraisal score for teachers, the performance of teachers' students, as defined in §150.1001(f)(2) of this title, shall count for at least 20% of a teacher's summative score.

(f) Each teacher shall be evaluated on the performance of teachers' students using one of the terms from the following categories:

- (1) distinguished or well above expectations;
- (2) accomplished or above expectations;
- (3) proficient or at expectations;
- (4) developing or below expectations; or
- (5) improvement needed or well below expectations.

§150.1003. Appraisals, Data Sources, and Conferences.

(a) Each teacher must be appraised each school year, except as provided by subsection (l) of this section. Whenever possible, an appraisal shall be based on the teacher's performance in fields and teaching assignments for which he or she is certified.

(b) The annual teacher appraisal, or full appraisal, shall include:

- (1) a completed and appraiser-approved Goal-Setting and Professional Development Plan that shall be:

- (A) submitted to the teacher's appraiser within the first six weeks from the day of completion of the Texas Teacher Evaluation and Support System (T-TESS) orientation, as described in §150.1006 of this title (relating to Teacher

Orientation), for teachers in their first year of appraisal under the T-TESS or for teachers new to the district; or

(B) initially drafted in conjunction with the teacher's end-of-year conference from the previous year, revised as needed based on changes to the context of the teacher's assignment during the current school year, and submitted to the teacher's appraiser within the first six weeks of instruction; and

(C) maintained throughout the course of the school year by the teacher to track progress in the attainment of goals and participation in professional development activities detailed in the approved plan;

(D) shared with the teacher's appraiser prior to the end-of-year conference; and

(E) used after the end-of-year conference in the determination of ratings for the goal setting and professional development dimensions of the T-TESS rubric;

(2) for a teacher in the first year of appraisal under the T-TESS or for teachers new to the district, a Goal-Setting and Professional Development Plan conference prior to the teacher submitting the plan to the teacher's appraiser;

(3) after a teacher's first year of appraisal under the T-TESS within the district, an observation pre-conference conducted prior to announced observations;

(4) at least one classroom observation of a minimum of 45 minutes, as described in subsection (g) of this section, with additional walk-throughs and observations conducted at the discretion of the certified appraiser and in accordance with the Texas Education Code, §21.352(c-1). Additional observations and walk-throughs do not require an observation post-conference. Additional observations and walk-throughs do require a written summary if the data gathered during the additional observation or walk-through will impact the teacher's summative appraisal ratings, in which case the written summary shall be shared within 10 working days after the completion of the additional observation or walk-through. Section 150.1004 of this title (relating to Teacher Response and Appeals) applies to a written summary of an additional observation or walk-through that will impact the teacher's summative appraisal ratings;

(5) an observation post-conference that:

(A) shall be conducted within 10 working days after the completion of an observation;

(B) is diagnostic and prescriptive in nature;

(C) includes a written report of the rating of each dimension observed that is presented to the teacher only after a discussion of the areas for reinforcement and areas for refinement; and

(D) can allow for, at the discretion of the appraiser, a revision to an area for reinforcement or refinement based on the post-conference discussion with the teacher;

(6) cumulative data, as described in subsection (f) of this section, from written documentation collected regarding job-related teacher performance in addition to formal classroom observations;

(7) an end-of-year conference that:

(A) reviews the appraisal data collected throughout the current school year and previous school years, if available;

(B) examines and discusses the evidence related to the teacher's performance on the four dimensions of Domain IV of the T-TESS rubric, as described in §150.1002(a)(4) of this title (relating to Assessment of Teacher Performance);

(C) examines and discusses evidence related to the performance of teachers' students, as defined in §150.1001(f)(2) of this title (relating to General Provisions), when available; and

(D) identifies potential goals and professional development activities for the teacher for the next school year; and

(8) a written summative annual appraisal report to be provided to the teacher within 10 working days of the conclusion of the end-of-year conference.

(c) A teacher may be given advance notice of the date or time of an observation, but advance notice is not required.

(d) Each school district shall establish a calendar for the appraisal of teachers and provide that calendar to teachers within three weeks from the first day of instruction. The appraisal period for each teacher must include all of the days of a teacher's contract. Observations during the appraisal period must be conducted during the required days of instruction for students during one school year. The appraisal calendar shall:

(1) exclude observations in the two weeks following the day of completion of the T-TESS orientation in the school years when an orientation is required, as described in §150.1006 of this title; and

(2) indicate a period for end-of-year conferences that ends no later than 15 working days before the last day of instruction for students.

(e) During the appraisal period, the certified appraiser shall evaluate and document teacher performance specifically related to the domain criteria, as identified in §150.1002(a) of this title, and the performance of teachers' students, as defined in §150.1001(f)(2) of this title.

(f) The certified appraiser is responsible for documentation of the cumulative data identified in subsection (b)(6) of this section. Any third-party information from a source other than the certified appraiser that the certified appraiser wishes to include as cumulative data shall be verified and documented by the certified appraiser. Any documentation that will influence the teacher's summative annual appraisal report must be shared in writing with the teacher within 10 working days of the certified appraiser's knowledge of the occurrence. The principal shall also be notified in writing of the cumulative data when the certified appraiser is not the teacher's principal.

(g) By written, mutual consent of the teacher and the certified appraiser, the required minimum of 45 minutes of observation may be conducted in shorter time segments. The time segments must aggregate to at least 45 minutes.

(h) A written summative annual appraisal report shall be shared with the teacher no later than 15 working days before the last day of instruction for students. The written summative annual appraisal report shall be placed in the teacher's personnel file by the end of the appraisal period.

(i) An end-of-year conference shall be held within a time frame specified on the school district calendar, no later than 15 working days before the last day of instruction for students. The end-of-year conference shall focus on the data and evidence gathered throughout the appraisal year; the teacher's efforts as they pertain to Domain IV, as identified in §150.1002(a) of this title; the results of the performance of teachers' students, when available, as defined in §150.1001(f)(2) of this title; and the potential goals and professional development plans, as identified in subsection (b) of this section, for the following year. The written summative annual appraisal report shall be shared with the teacher within 10 working days following the conclusion of the end-of-year conference but no later than 15 working days before the last day of instruction.

(j) In cases where the certified appraiser is not an administrator on the teacher's campus, as defined in §150.1005(b) of this title (relating to Appraiser Qualifications), either the principal, assistant principal, or another supervisory staff member designated as an administrator on the campus must participate in the end-of-year conference.

(k) Any documentation collected after the end-of-year conference but before the end of the contract term during one school year may be considered as part of the appraisal of a teacher. If the documentation affects the teacher's evaluation in any dimension, another summative report shall be developed to inform the teacher of the change(s).

(l) Except as otherwise provided by this subsection, a full appraisal must be done at least once during each school year. A teacher may receive a full appraisal less frequently if the teacher agrees in writing and the teacher's most recent full appraisal resulted in the teacher receiving summative ratings of at least proficient on nine of the sixteen dimensions identified

in §150.1002(a) of this title and did not identify any area of deficiency, defined as a rating of Improvement Needed or its equivalent, on any of the sixteen dimensions identified in §150.1002(a) of this title or the performance of teachers' students, as defined in §150.1001(f)(2) of this title. A teacher who receives a full appraisal less than annually must receive a full appraisal at least once during each period of five school years.

(1) District policy may stipulate:

(A) whether the option to receive a full appraisal less frequently than annually is to be made available to teachers;

(B) whether the option to receive a full appraisal less frequently than annually is to be adopted districtwide or is to be campus specific;

(C) if the appraisal accompanying a teacher new to a district or campus meets the option as specified in this subsection, whether the appraisal is to be accepted or whether that teacher is to be appraised by the new campus administrator; and

(D) whether a certified appraiser may place a teacher on the traditional appraisal cycle as a result of performance deficiencies documented in accordance with subsections (b)(6) and (f) of this section.

(2) A school district may choose annually to review the written agreement to have less frequent full appraisals with the teacher. However, at the conclusion of the school year, the district may modify appraisal options through board policy and may make changes to expectations for appraisals that apply to all teachers regardless of a teacher's participation in the appraisal option in the previous year(s).

(3) In a year in which a teacher does not receive a full appraisal due to meeting the requirements identified in this subsection, a teacher shall participate in:

(A) the Goal-Setting and Professional Development Plan process, as identified in subsection (b)(1) of this section;

(B) the performance of teachers' students, as defined in §150.1001(f)(2) of this title; and

(C) a modified end-of-year conference that addresses:

(i) the progress on the Goal-Setting and Professional Development Plan;

(ii) the performance of teachers' students, as defined in §150.1001(f)(2) of this title; and

(iii) the following year's Goal-Setting and Professional Development plan.

Instructional Program

Orientation

Orientation programs are held at various educational levels. Details for the orientation programs are handled by the principal and implemented by the teachers.

Referrals for Special Programs

Teachers of students who are exhibiting unusual learning and/or behavioral characteristics should request assistance from the principal and/or other available personnel. If, after consultation, additional services seem appropriate, referrals should be made by the teacher through the principal, counselor, and/or consultant after consultation with parent or guardian of the child.

Homework

Philosophy. Homework has a definite place in the instructional program and should be related to the school's aims or philosophy of education. As one important teaching tool it is to be used in meeting the individual needs and interests of every student in the classroom or subject area. Homework is individualized instruction to be planned with a particular child or with a small group in mind. At every grade level and in every subject area, homework must be purposeful, reasonable, and understandable to the individual student. To be a positive public relations factor, homework must be properly administered and free from unreasonably long assignments.

Grading. It is the teacher's responsibility to keep his/her class record book up to date, and to keep an accurate accounting of each student's performance. Because this information is accessible on-line to parents, it is critical to update grades regularly each week. Electronic and/or hard copy grade books are property of the school and must be turned in at the end of the school year. The actual grading system to be used is the one approved by the CPISD Board of Trustees and is found in the student handbook.

Parent-Teacher Conference. A teacher shall schedule one or more conference(s) with the parent(s) of a student if the student is not maintaining passing grades or achieving the expected level of performance, presents some other problem to the teacher, or in any other case the teacher considers necessary.

The parent-teacher conference is a valuable source of information and also an excellent opportunity for the parent and teacher to achieve an understanding regarding the welfare of the student. These conferences are best scheduled during the teacher's conference period or at a mutually agreed upon time immediately prior to or after school hours.

Progress Reports to Parents

Three-Week Reports. At the end of the first three weeks of a grading period, the District shall provide a notice of progress to the parent or guardian of a student whose grade average in any class is lower than 70 or whose grade average is deemed borderline.

The district shall make this information available to the sponsors of extracurricular activities in which the student participates. The notice shall stipulate that the student will have to bring the grade up to 70 or above and that the student will be suspended from extracurricular activities if the grade is not brought up to that point. The district may require any student whose mid-reporting grade average is below 70 or borderline to attend tutorial sessions.

Six-Week Reports. At the end of each six-week period, the district shall give written notice to parents of students' grades in each class subject. ("Parent" includes legal guardian). The report shall include the number of times the student has been absent. For students in alternative programs, the report shall clearly specify the instructional level at which the student is functioning.

If a student's level required of achievement for the grading period is below the level required for course credit or grade level advancement, the grade notice shall state the need for a conference between the appropriate teacher and the parent and shall quote or summarize the requirements for advancement or course credit. Teachers shall advise parents in the grade report whether students are recommended or required to attend tutorials in the subsequent six-week grading period.

Parent-Teacher Conference Plan Sheet

- I. Develop a brief statement telling the reason(s) for the conference.
- II. Outline the areas that are to be covered in the conference. Example: reading, math, behavior, get-acquainted.
- III. State what you hope to accomplish during this conference by listing possible outcomes or change as a result of the conference. Example: the student has not been attending school regularly or has been consistently late. Therefore, the outcome of this conference would be a commitment from the parent to make whatever arrangements necessary to get the student to school every day and/or on time.
- IV. List the steps that you plan to follow during the conference to insure the outcomes you desire from the conference. These steps may include questions to be asked, points to be made, materials such as attendance records or the student's work to be shown.

This part of your planning is probably the most important. How well you plan your conference strategy will be the greatest determining factor in your conferences. You should be organized, time efficient and confident in your conference.

Be positive and emphasize throughout the conference your desire to work with the parent! Solicit support for your program.

- V. Evaluation of the conference is probably the most critical but most overlooked aspect of the parent conference. This section of the "Parent Conference Plan Sheet" should include a description of method by which the conference will be evaluated.

Methods of Evaluation:

- _____ Attendance records
- _____ Logs
- _____ Grade improvements
- _____ Parent checklist of work done at home by the student
- _____ Comment made by the student's other teachers or school personnel
- _____ Test scores
- _____ Appearance, hygiene
- _____ Method outlined to chart behavior (discipline) changes
- _____ Student/Parent commitment form

- VI. Follow-up should include two statements:
1. A method by which the parent will be contacted within a decided period of time to inform them of the progress, changes, or outcomes agreed upon in the conference.
 2. A period of time or date the parent will be contacted.

EXAMPLE:

Method of Contact: Telephone

When: Two-Three Weeks (dependent on the student-parent follow-through).

Note: Minimum and maximum time for the follow-up to be completed.

Teacher Evaluation of the Conference

After conference, a teacher might ask these questions:

- _____ 1. Was I prepared?
- _____ 2. Did I insure privacy, have an informal setting and a pleasant, neat room?
- _____ 3. Did I use time well?
- _____ 4. Did the parent and I establish rapport?
- _____ 5. Did I begin on a positive note by praising the child?
- _____ 6. Did I listen attentively and encourage parents to talk and offer suggestions?
- _____ 7. Did I delay making numerous, definite suggestions and plan with, not for the parents?
- _____ 8. Did I learn something about the child that will help in the future relations?
- _____ 9. Was I informed about school purposes, methods, and achievements?
- _____ 10. Did the meeting end on note of continuing cooperation?

- ____ 11. Did I make notes after parents left?
 ____ 12. If conference could be repeated, what would I do differently?

Here is a list of expressions which may leave a negative impression, and a kinder, more positive phrase which is preferred.

Negative Expressions

Must
 Lazy
 Troublemaker
 Uncooperative
 Cheats
 Never does the right thing
 Below average
 Impertinent
 Steal
 Unclean
 Help
 Poor
 Disinterested
 Contribute to
 Stubborn
 Insolent
 Wastes time
 Sloppy
 Incurred failure
 Mean
 Time and again
 Dubious
 Poor grade of work
 Profane
 Selfish
 Rude
 Bashful
 Show-off
 Will fail him

Positive Expressions

Should
 Can do more when he tries
 Disturbs class
 Should learn to work with others
 Depends on others to do his work
 Can learn to do the right thing
 Working at his own level
 Discourteous
 Without permission
 Poor habits
 Cooperation
 Handicapped
 Complacent, not challenged
 Invest in
 Insists on having his own way
 Outspoken
 Could make better use of time
 Could do neater work
 Failure to meet requirements
 Difficulty in getting along with others
 Usually
 Uncertain
 Below his usual standard
 Using unbecoming language
 Seldom shares with others
 Inconsiderate of others
 Reserved
 Tries to get attention
 Has a chance of passing, if

Academic Achievement

Promotions or retention are the responsibility of the principal even though there are functions that are delegated to the classroom teacher. The classroom teacher shall monitor and evaluate the progress of a student and shall exert every effort to assure the student's progress.

The principal in accordance with policies shall be responsible for the classification of students. Furthermore, the principal shall provide appropriate instructional programs for students needing advanced or remedial instruction.

Promotion, retention and/or placement of students shall be determined by using the appropriate Texas Education Code and the district administrative procedures developed in conjunction with State Board Rules.

All decisions regarding student achievement will be based on mastery of the essential elements for each subject or course. Classroom teachers shall discuss cases of retention with the principal before a decision is reached and by the end of the first semester.

It is the responsibility of the school personnel to make the final decision of promotion, retention or placement.

Acceleration should be used only in cases where valid data is available to ensure that the student is academically, physically, socially and emotionally capable of the acceleration.

Only under rare circumstances should a student be accelerated more than one time during his formal public school education.

All students to be accelerated must be recommended by the classroom teacher or principal.

The teacher shall ensure the understanding and cooperation of the parents by keeping them informed of a student's progress or lack of it long before the time comes to promote or to retain the student. Retention shall be discussed **with parents during the 4th six weeks.**

Promotion and Retention

In grades 6-8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based upon course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies.

Before deciding not to advance a student to the next grade level, or not passing the student in a subject area, Center Point Independent School District will consider alternatives to remedial assistance, including extended school day, extended school year, specialized tutorial support, peer tutoring cross-age tutoring, student mentoring, or a summer program.

Special Education - (See Special Education Handbook)

The Special Education Department is designed to provide appropriate services to all eligible handicapped students.

In order for a student to be considered as handicapped he must have qualified under criteria set down by the Texas Education Agency. Once a student has undergone a comprehensive Individual Assessment the Admission, Review and Dismissal (ARD) Committee will

determine whether any special education or related services are necessary to insure the student receives an appropriate education. If the student is determined to need specialized services the ARD Committee will develop an individualized educational program that will address the specific area(s) of need and determine the amount of time and under what condition these services will be provided.

Authorized Fees

The district is authorized by law to require payment of fees by students in the following areas:

1. In any program where the resultant product in excess of minimum requirements and at the pupil's option become the personal property of the pupil, not to exceed cost of materials;
2. Memberships dues in student organizations or clubs and admissions fees or charges for attending extracurricular activities when membership or attendance is voluntary;
3. A security deposit for the return of materials, supplies, or equipment;
4. Personal physical education and athletic equipment and apparel, although any pupil may provide his or her own if it meets reasonable requirements and standards relating to health and safety established by the school board;
5. Items of personal use or products which a student may purchase at his or her own option such as student publications, class rings, annuals, and graduation announcements;
6. Fees specifically permitted by any other statute;
7. Any authorized voluntary student health and accident benefit plan;
8. A reasonable fee not to exceed the actual annual maintenance cost for the use of musical instruments and uniforms owned and rented by the district;
9. Items of personal apparel which become the property of the student and which are used in extracurricular activities.

Prohibited Fees

The district is not authorized to charge fees to students in the following areas:

1. Textbooks, workbooks, laboratory supplies, or other supplies necessary for participating in any instructional course except authorized under this code;
2. Field trips which are required as a part of a basic education program or course;
3. Any specific form of dress necessary for any required education program or diplomas;
4. Instructional costs for necessary school personnel employed in any course or educational program required for graduation;
5. Library books required to be utilized for any educational course or program, except that fines may be assessed for lost, damaged, or overdue books;
6. Admission fees, dues, or fees for any activity the pupil is required to attend as a prerequisite to graduation;
7. Any admission or examination cost for any required educational course or program.

Personal Supplies

Students may be required to furnish personal or consumable items, including pencils, paper, pens, erasers, and notebooks.

School Store

Individual campuses may operate a school store where students may purchase school supplies and materials.

Waiver of Fees

The district shall adopt reasonable procedures for waiving a deposit or fee which a student and his or her parent or guardian are unable to pay. The procedures shall be posted in a central location and shall be included in the district's policy manual and student handbooks.

Resources Available

Resource Personnel

The various instructional directors, supervisors, and consultants are responsible for assisting in the development and implementation of the instructional program. They work primarily with teachers and are available to assist them with their problems. In service training programs, curriculum development, and classroom visitation are among their varied duties. They may also be called in to help the superintendent in his evaluation of teachers.

Resource Materials

TCMPC TEKS Resource System.

The TCMPC TEKS Resource System is designed to be used alongside district-approved instructional materials, such as textbooks, and is customizable to meet the needs of individual students. Designed to empower teachers, the TEKS Resource System helps teachers focus on student learning.

The TCMPC provides content and support for an online curriculum management system known as the TEKS Resource System. The content includes curriculum components and sample unit assessment items aligned to the most current versions of the State Board of Education-adopted **TEKS** for the following subject areas:

- English Language Arts and Reading
- Spanish Language Arts and Reading
- Mathematics
- Science
- Social Studies

- Spanish translated versions of Mathematics, Science, and Social Studies

The TCMPC believes that teachers, working with parents and their communities, know how to best educate their students. Therefore, the TCMPC **does not** provide sample lessons.

Teaching Materials. Publishers of state-adopted textbooks have prepared a teacher's edition and/or a teacher's manual that relates directly to the student's textbook. Teachers should familiarize themselves with the suggested activities and procedures in the teacher's manual. Requests should be channeled through the principals.

Teachers may pick up purchase order forms from the building secretary. Complete the form and return to your principal. It will then be forwarded to administration where it will be approved and a check for available funds will be made by the business manager. Once this is done, the secretary will place your order. A copy of the purchase order will be returned to your principal. Please include any special ordering instructions with the form. Teachers need to submit budgets for the upcoming school year by May 1st.

Library Policies

Teachers are asked to request class time for the library at least 24 hours in advance. Also, teachers need to notify the library in advance if a scheduled class is not coming.

Teachers **MUST** accompany classes to the library. Before a substitute teacher brings a class to the library, prior approval must be obtained from both the librarian and principal.

Teachers may check out a limited number of books to take to the classroom for classroom projects. Teachers may also request certain books be put *on reserve* in the library for students to use.

The secondary library may be used for organizational meetings during the school day. A faculty sponsor **MUST** be in attendance. Meetings need to be scheduled 24 hours in advance.

Audio Visual Equipment

A list of materials and equipment available at the school, in the district and through Region XX, as well as in the other media libraries, is available in the library.

1. Requesting tapes to be made:

The library will assist with taping programs. The school will purchase stock of tapes for use. If the instructor wishes to preserve the tape, the tape will have to be purchased by the appropriate department from budgeted funds. If the tape is for temporary use the teacher may use a school tape and return it to the library. This is

- the procedure to use when programs are not on the air at times convenient for classroom use.
2. Use of machines for pre-made tapes:
To use the video recorder to view tapes it will be necessary to check through the library.
 3. The cassette recorder has the following options:
 - Playing purchased, pre-made tapes (2") tape.
 - Viewing and recording black and white or color programming.
 - Taping programs at a future hour when no one is at school.
 - Use of the machine is to be through the library. All teachers should log time in use of T.V. for instructional purposes.

Use of School Microphone, Cords, and Stands

Due to various problems in keeping track of sound equipment, the procedure for obtaining sound equipment is changed, and this new procedure is to be followed.

Only sponsors will be allowed to check out sound equipment, and will check it out through the principal. It will be the sponsor's duty to contact the custodians and arrange for them to help install the equipment if help is needed. It will be the sponsor's responsibility to return the equipment to the office following the activity.

Teacher Supplies

The supplies listed below are furnished by the school and can be received from the secretary in the principal's office.

Thumb tacks	Dry board erasers
White poster board (not for student use)	Rubber bands
Black and red pens	Paper clips
Stapler and staples	Dry board markers
Other supplies	

Mail Boxes

A mail box is provided for each faculty member in the teacher's workroom. These are not to be used for storage, and are to be cleaned out prior to 8:00 a.m. and after 3:30 p.m. Their purpose is to provide an avenue of communication, and papers cannot be put into a full mail box.

Communication Systems

Announcements will be made over the intercom system for the benefit of activities as well as messages for the faculty. These are to be considered as special and urgent. Announcements will be made once daily only.

All items for the written or announced bulletins must have the written approval of the principal.

Custodians

Maintenance requests are to be turned in to the principal. Please do not ask the custodians to do chores for you.

Additional Information

Classroom

The faculty shall be in their rooms at all times that a class is in session. Leaving the class unsupervised for any length of time is inviting a disturbance to the learning situation, or a problem that may become detrimental to the health and safety of others.

Damage to school property will as well most likely occur during periods of staff absence from the classroom. You are charged with the safety and education of the student during the period of time student is in your class. This is not a charge to be neglected.

If an emergency should arise which necessitates your leaving the classroom, the office should be notified and proper temporary supervision be provided. A neighboring instructor should be alerted to assist in supervising your class. This is not a charge to be neglected.

During the passing period, it is the responsibility of the faculty to be in the hall assisting in the direction and safety of hall traffic. All students are the responsibility of all instructors, regardless of the age or class that one teaches. During lunch, or other times that the classroom is empty, or at the close of school, the faculty shall lock their classroom doors.

Appearance.

One of the requirements of administrative policy is the teaching of good housekeeping habits. Teachers are expected to take a positive approach toward the care of the building and grounds. Students should be instructed and should share in the routine of daily housekeeping. A well-lighted, properly heated, and attractively arranged classroom has an aesthetic appeal for the student. Such an environment evokes a sense of pride and comfort in the student, thereby providing a framework for studying with a minimum of distraction and disorder.

Principals are obligated to show the buildings from time to time. Careless housekeeping can be a source of embarrassment for not only the principal and teacher, but also the district.

Controversial Issues in the Classroom

Controversial issues with respect to instruction in the public schools appear to present, in essence, a two-fold problem; first, the problem of academic freedom of both the teacher and the student; and second, the problem of technique or method employed in handling

controversial issues in the classroom. For the best interests of the individual, the community, and the larger society, provision must be made so that teachers and students alike are free to exchange and develop ideas.

The teacher must present an unbiased position which would advocate no particular philosophy concerning the issue. Consensus on values or arriving at the "one truth" should not be a class activity or goal.

Extracurricular Activities

All staff members are strongly encouraged to attend as many school related events as possible.

Lunch

Teachers may **NOT** charge lunch in the cafeteria.

Meetings

All teachers and other employees will attend staff conferences and meetings held for them by the individual school or on a district-wide basis. The need to have periodic faculty meetings shall be determined by the superintendent. All teachers will be in attendance unless absence has been approved by the principal or superintendent.

Part-Time Teachers

The superintendent shall have the authority to assign part-time teachers as needed. Such teachers must meet the same requirements as any other teacher of this District.

Part-time teachers will be placed on the personnel agenda for board approval and if they are employed for the full year will be eligible to receive five (5) days sick leave, one of which can be used for personal emergency.

Publication of Articles

Teachers are required to obtain approval from the superintendent prior to the publication of any articles involving the district.

Retired Employees

Any person receiving a service retirement benefit under the Teacher Retirement System of Texas may be employed by the district:

1. On a part-time, day-to-day basis not to exceed 120 school days in any one school year as a substitute for an employee who is absent from duty.

2. As a substitute in a vacant position until such position can be filled, but not to exceed forty-five days, but any substitute employment in a vacant position shall be deducted from the 120 days permitted as a substitute for an absent employee.

Secretary

Our secretary does an excellent job, with the constant flow of children, chatter, and teachers notwithstanding, you are asked to respect this area unless on business with the secretary and please refrain from using her phone.

Student Schedule Changes

Students are assigned a schedule for their course work in a sequence and for reasons that are many and varied, having to do with a large number of variable items. Student-teacher rapport is one of the least significant reasons for determining classes and courses. We are required by law to educate all of the children. Students are taking subjects for their benefit, not teachers. We are all aware of the limits of this thinking, so far as practical real-life processes go. However, teachers are not to suggest changes of courses to students until after conferring with the counselor and principal. Nor should they permit any changes in schedule to be accomplished in any other manner than that permitted by policy. All changes must be approved by the student's parents, and notices sent to involved teachers, prior to a student changing schedules.

Substitute Teachers

High School and Middle School. . If you are sick and need a substitute, contact the secondary secretary and the principal. Please make every attempt to be at the school until some arrangements can be made for a substitute. If you should know in advance that you will be needing a substitute, inform the campus secretary.

The substitute teacher should be provided with lesson plans, and an updated seating chart, in order to be able to deal with the students by name. Grade books and any other material the substitute will need for the day should be given to the principal's secretary for use by the substitute. The secretary will receive all of the materials back from the substitute upon completion of the day.

All substitutes shall meet the qualifications set forth by the district. A substitute whose name does not appear on the district's official substitute list may not be employed except when specifically approved by the principal.

Complete the absentee form provided at the office and return it to your principal as soon as possible after your absence.

Teacher Aides

Teacher aides are noncertified personnel used to relieve teachers of many of the nonteaching activities such as preparing materials, assisting with exceptional student's physical needs and monitoring children's routine activities. Teacher aides are never to be in charge of a class.

Transportation

Use of School Buses. Center Point buses are available to individual schools for trips that are in accordance with the state law and local district policy. All special trips must be planned for in advance and cleared through the principal and superintendent. There is a fee for the use of school buses which consists of an hourly rate for the driver and a mileage charge for the use of the bus.

All bus drivers must be certified and licensed by the Department of Public Safety. The number of passengers allowed on the bus is determined by the size of the school bus and the grade level of the students. The information can be obtained from the superintendent.

Bus Drivers. All teachers are eligible to qualify as school bus drivers. Anyone interested in earning extra income may contact the superintendent. Bus drivers are paid an hourly wage in addition to their annual teaching salary.

Lesson Plans. Email a copy of your lesson plans by 8:00am Monday to the principal.

Center Point I.S.D. Faculty/Staff Dress Code

The standard of dress for the staff shall be such that is befitting professional employees, reflects positively upon our school, and provides a good role model for students. Dress and grooming should be clean, neat, and modest in appearance.

- *All administrative, professional, and paraprofessional employees are allowed to wear shorts only on workdays, field trips, field days, or with their principals' or supervisors' permission.
- *Jeans of any color may be worn only on Fridays.
- *Crop pants and capris should be worn as an ensemble.
- *Tops and blouses should be modest. T-shirts may only be worn on Fridays.
- *Shoes should be professional (i.e. no flip flops).
- *Shorts are not permitted in the building. – Exceptions may be made by campus administrator for certain duties.
- *Caps are not permitted to be worn in the building.

WEB PAGES

Web pages shall be updated each six weeks. Web pages must include conference period times, six weeks objectives; test schedules, and other beneficial student/parent information.

CONFERENCE PERIOD

Teacher conference periods should be utilized for classroom/instructional preparation. This includes making copies, preparing lesson plans, parent conferences, making parent contacts, or coordinating with other team members. If a faculty/staff member needs to leave the campus for any reason, it must be cleared with the principal, and the secretary must be notified. Permission to leave during conference times will be granted only for school related business or if there is an extreme need.

SCHOOL DAY

Work day for teachers is as follows:

Monday/Friday: 7:35am – 3:45pm

Tuesday/Wednesday/Thursday: 7:30am – 4:15pm

30 minute lunch with a one hour lunch once every six weeks.(dates TBA)

On days that teachers have assigned morning duties, they will need to be at their duty by 7:15am.

Afternoon duty will end at 4:00pm.