Our mission is to provide an outstanding, transformative education to prepare students for success in college, further education and beyond.

Our vision: We educate the whole student: mind, body and character. With the city and world as our classroom, we build a school community rich in rigorous academics and daily experiences of discovery. We continue to support our alumni in realizing their potential after graduation.

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Dorchester, Massachusetts 02124
617-287-0700 (phone)
617-287-9064 (fax)
www.codmanacademy.org
# Table of Contents

## Introduction
- About This Handbook ................................................................. 3
- Open Door Policy ................................................................. 3

## Norms and Professional Responsibilities - General
- Norms ................................................................. 3
- Non-Negotiables ................................................................. 3
- History ................................................................. 4
- Teaching and Learning ................................................................. 4
- Communication ................................................................. 5
- Accountability ................................................................. 5
- Customs and Traditions ................................................................. 6
- CACPS Student/Family Handbook ................................................................. 7
- Dress Code ................................................................. 7
- Telephone Usage ................................................................. 7
- Cell Phones ................................................................. 7
- U.S. Mail ................................................................. 7
- Technology ................................................................. 8
- Letters Home ................................................................. 8
- Forms Binders ................................................................. 8
- IEP for Special Needs Students ................................................................. 8
- Purchases and Reimbursement ................................................................. 8
- Textbook Collection ................................................................. 8
- Emergencies ................................................................. 9
- Suspicion of Child Neglect and/or Abuse ................................................................. 9
- Medication ................................................................. 9
- Referrals to Behavioral Health ................................................................. 9
- Helpful Tips for Working with Students ................................................................. 9
- Community Circle ................................................................. 10
- Classroom Management ................................................................. 10
- Space and Facilities Management ................................................................. 10
- Facilities Use Policies ................................................................. 10
- Money/Fundraising ................................................................. 11

## Professional Responsibilities - Staff
- Professional Development ................................................................. 12
- Meetings ................................................................. 12
- Performance Review ................................................................. 12
- Contract Renewal ................................................................. 13
- PowerSchool & JumpRope ................................................................. 14
- Report Cards ................................................................. 14
- Crew Leader Responsibilities (US and MS) ................................................................. 15
- Fieldwork Guide (US) ................................................................. 15
- Cleaning and Maintenance ................................................................. 16
- Substitute Teachers ................................................................. 16
PROFESSIONAL RESPONSIBILITIES – ADJUNCT STAFF, INTERNS AND VOLUNTEERS

Expectations ................................................................. 16
Saturday Teacher Hours ................................................ 17

STAFF POLICIES

Equal Employment Opportunity .................................................. 17
CORI Policy ........................................................................ 17
Confidential Personnel Files ...................................................... 17
Personnel Data Changes ............................................................ 17
Benefits Package ................................................................... 18
Workers’ Compensation ............................................................ 18
Parental Leave ...................................................................... 18
Unpaid Family Medical Leave .................................................... 18
Planned Absence: Personal Time/Days ........................................ 18
Unplanned Absence: Sick Leave Policy ....................................... 18
Payroll ............................................................................... 19
Workplace Conduct & Disciplinary Action .................................... 19
Junk Food and Tobacco Free Workplace ...................................... 20
Drugs and Alcohol Free Workplace ............................................ 20
Conflict of Interest .................................................................. 20
Employee Protection “Whistleblower” Policy ................................. 21
Confidentiality ...................................................................... 22
Violence in the Workplace ....................................................... 22
Bullying and Intimidation Policy ................................................ 22
Use of Equipment .................................................................. 23

Quick Reference Website Links (to be inserted)

Top Docs – one stop shopping for our most commonly used documents, including:

- Calendar
- Class Schedule
- Organizational Chart
- Decision Making Matrix
- Student Accountability Guides
- Staff Contact Information
- Emergency Protocols
- Benefits at a Glance
INTRODUCTION

About This Handbook
This Handbook sets forth some of the general procedures and policies currently in effect at Codman Academy Charter Public School. The School reserves the right to change, revoke, or add policies or procedures without notice. Please note that this Handbook does not constitute an employment contract.

Open Door Policy
Codman Academy encourages communication and interchange of ideas, suggestions, and issues affecting the School, including the students and staff. If you have any ideas, suggestions, issues, or concerns about any aspect of the School, please feel free to contact the Principal, Executive Director, or the Quality of Life Committee. The School wants to hear from you to foster mutual understanding and identify areas of improvement.

NORMS AND PROFESSIONAL RESPONSIBILITIES – GENERAL

Norms
What we need from our colleagues and ourselves in order to fulfill the school’s mission:
- Time and space to communicate with colleagues
- Constructive feedback
- Being open to others’ feedback
- High expectations of students
- Clarity in our roles and responsibilities
- Commitment to mission, vision and overall plan
- Professionalism
- Being fully present
- Honesty
- Patience
- Viewing cultural differences as differences, not deficits
- Sustainability through structures & an ethos that supports balance
- Gentle reminders
- Assume best intent

Staff Non-Negotiables
As a staff member of the Codman Community, I will hold myself and our students to high expectations, with the goal of supporting community learning, respect, and professionalism.

Learning Non Negotiables
Our overarching goal is to support student learning. Our most important job is to ensure that our students are in class receiving a high quality education (learning). Therefore, I pledge that:
1. I will write/assign passes (hallway, reflection, bathroom) for students during my class/activities and expect students to have a hallway pass when they are not in class.
2. I will complete my work with academic integrity and honesty and expect students to do the same.
3. I will hold learning in high esteem always and expect students to do the same.
4. I will update Student Accountability records weekly and expect students to regularly check the detailed report of their Scholar standing (grades 5-12). I will encourage students to engage in meaningful conversations about upholding community norms.
Respect Non Negotiables
Respect for our community is a fundamental principle. In order for our learning community to flourish, it is necessary to have certain common understandings. Therefore, I pledge that:

1. I will act respectfully to all members of the Codman community and expect students and fellow staff to do likewise. When I hear or see disrespect in the community, I will quickly follow up with persons involved.
2. I will strive to recognize the positive in all students and staff more often than I recognize what each needs to work on; I will aim to give more positive feedback than negative.
3. I will make myself available to discuss student needs, concerns, and suggestions and I will encourage students to respectfully advocate for themselves and other community members.

Professionalism Non Negotiables
It is important that our students learn how to professionally engage in their learning and studies. We pay attention to professionalism at Codman so that students will pay attention to professionalism elsewhere (institutes of higher learning, the workplace, etc.). Therefore, I pledge that:

1. I will come to my classes and meetings on time and prepared and likewise hold my students accountable for coming on time and prepared for every class, activity, and meeting.
2. I will dress in accordance with the staff dress code and fully enforce the student dress code in all areas of the school and at all times.
3. I will ensure that my phone is on vibrate and not use electronic devices during any instructional time (unless necessary for urgent school business or emergencies) and I will expect students to turn off and put away all electronic devices during the school day and/or in the school building.

Our principle goal is supporting student learning; we do not want to spend time on issues that distract us from this. These are our staff ‘Non Negotiables’, meaning they are not up for discussion during the regular school day when classes, clubs, crew, and community meetings are in session. As part of a team, I will play an active role in supporting my fellow staff members.

History
Codman Academy Charter Public School opened as an Expeditionary Learning School in September 2001 on the site of one of its primary partners, Codman Square Health Center, with a founding class of 32 ninth graders as Dorchester’s first charter high school. The school was created in response to a strong community need for a college preparatory small high school in the Codman Square/Four Corners area. School Founders were George Brackett, Meg Campbell, and William Walczak. Founding faculty included Thabiti Brown, Juma Crawford and Ain Grooms. Our first charter was issued on February 28, 2001 for five years. We have subsequently been re-chartered every five years.

Teaching and Learning

“I dwell in possibility”
Emily Dickinson

Every one of us – regardless of our responsibilities or job title – is first and foremost a teacher. Everything we do and everything we say - or do not say – counts.
We teach by our positive example of integrity, leadership, thoughtfulness, and maturity. Our students read because they see that we read and that we value reading. Whether speaking or listening intently to a student in the hallway, classroom, lunch crew, in front of the school or field site, there always exists the opportunity to transform the slightest interaction into a “teachable moment”. Our awareness of ourselves as teachers all the time is one of the characteristics of Codman Academy culture we most value.

We are here to teach, but we are also here to learn. We support and challenge each other’s growth as professionals. We ask for and give each other feedback so that we can improve in our practice and in our own personal growth.

Communication
We try to err on the side of over communication with each other. Face to face communication is the most powerful form of communication, but it is not always possible and depending on the matter, not necessarily appropriate or efficient. While we make extensive use of email, as a general guide, communication about any matter that is sensitive and/or highly confidential should be done in person.

As a public institution, all written documents – including email – may be subject to Freedom of Information laws and could be summoned in any legal case. A personal email account is advised for personal communication.

If you have a concern, suggestion, idea, compliment or complaint, please share it promptly. We are very committed to sharing our learning with each other as well as a broader educational community. We are interested in hearing about your successes as well as what has not worked.

Communication with parents/guardians should be recorded in the event such documentation is later needed. For example: 8/25, Phone call with Ms. Williams regarding crew placement for Jennifer.

Professional development for staff is held every Friday afternoon. Teachers meet regularly with their supervisor to review curriculum and instruction issues or student progress.

Every staff member has a mailbox and shares responsibility for communicating his or her ideas, work and concerns with other adults in our community. Specifically, please share representative assignments with the Principal, Academic Deans and colleagues.

Accountability
Charter Renewal: The Commonwealth of Massachusetts has a strict accountability process, benchmarks and guidelines we must meet in order to receive a 5-year charter renewal.

Individual Performance Review: See performance review process for teachers and staff (p. 13)

School Review/Annual Evaluation: In order to improve our performance as a school community, we have periodic school reviews or evaluations conducted by an outside evaluator. Previous school reviews are posted on our public web site. Staff members are active participants in the school review process.
Customs & Traditions

In addition to the rituals, customs and traditions outlined in the Student/Family Handbook, as a Staff we observe the following customs:

Visitors to The School: As a school committed to sharing our learning with a larger education community, we often have visitors to our school and classrooms. While we try to plan these visits, sometimes they are impromptu and unannounced. Visitors must sign in at the front office at Walczak or Lithgow and may not observe in any classrooms without permission of the Principal or designee. Windows into our classrooms afford parents or guardians the opportunity to observe students in class.

Names: We are a small, family-oriented school and we grant our families (parents and students) the privilege of calling us by our first names. We always address parents and guardians as Mr. or Ms. unless given permission to do otherwise.

Howe Award for Innovation and Education: Harold “Doc” Howe, former U. S. Commissioner of Education and Harvard Graduate School of Education Senior Lecturer, was a great friend to Codman in our founding years. Always a champion for the importance of professional development for teachers, Doc recognized that continuing innovation requires time to recharge. “Training is for dogs,” Doc used to say. “Professional development is for teachers.” An anonymous donor has funded a $2,000 Howe Award for Innovation in Education to be given to a Codman educator for professional development and renewal. Staff and adjunct Staff are encouraged to apply to the Codman Academy Foundation by March 15 of each year. Application forms are online.

Celebrations: We are a “commercial and holiday free zone”. We welcome families of many different religious traditions and economic backgrounds at Codman and therefore do not observe holidays. (Our one exception is the Upper School’s participation in puppet making for the First Night parade held annually in Boston.) We do not accept commercial ads for display in the school and try to keep any commercially produced materials to an absolute minimum.

Birthdays: We post student birthdays. We ask that parents and staff not bring in cakes or otherwise celebrate a particular student's birthday with food on school premises. Thank you for your cooperation.

Guiding principles for decision-making:

- The core tenet of our decision-making is to prioritize what is best, both in the short-term and long-term, for our students, alumni, and families.
- However, we aim to be a sustainable organization and therefore make decisions that are respectful of staff energy and talent.
- Our decisions are guided by principles of fairness and social justice.
- We utilize a clear, transparent decision-making process.
  - We follow the methodology of our decision-making guide and the spirit of these principles.
  - We avoid triangulation; concerns are relayed directly to appropriate staff members.
- We value efficiency in the decision-making process. We use a “participative” decision style. Although decisions will reflect relevant input, we assign single-point accountability for decisions when possible.
- We deeply value the input of all of our staff members.
- We respect and encourage diverse perspectives.
- We provide solution-oriented input; we accompany criticism with realistic solutions and a willingness to implement them.
- We set a dedicated time and place for feedback and changes.

- Each staff member’s major influence is within the realm of his/her job responsibilities. Influence expands with proven excellence in areas of direct control.
- We support refining our vision as a school. While we value improvement, we respect the fundamental mission and structure of the school.
- We value consistency, innovation, and collaboration when making curriculum and instruction decisions.
  - The Principal serves as the school’s instructional and curricular leader; holistic instructional decisions reside with this role.
  - We empower Academic Deans and instructional teams to make division-specific, grade-specific and department-specific decisions.
  - We empower teachers to make classroom-specific decisions in consultation with Academic Deans.

We will support decisions once made, regardless of personal viewpoints. See Decision-Making Matrix for more details.

Student/Family Handbook
Approved by our Board of Trustees, the CACPS Student/Family Handbook is considered a legal document and is filed with the Massachusetts Department of Elementary and Secondary Education. All adult members of the school community are expected to be well versed in and implement all policies/procedures.

Dress Code
We expect all staff to dress professionally in “business casual” attire that they would feel comfortable wearing in the presence of an important visitor (e.g. parent, funder, government official, etc.). We share space with Codman Square Health Center, which also has a business casual policy. Our professional dress is an important way we show respect to our families, scholars and community.

The following items are considered inappropriate: short skirts, jeans, shorts, tank tops, sweat suits, flip-flops and overly revealing clothing. In addition, ripped or soiled clothing is inappropriate.

Exceptions to this policy will be made on certain occasions (e.g. field trips, etc.) and for certain staff, such as a wellness teacher.

Telephone Usage
School telephones are for school business use. Personal calls (incoming and outgoing) should be limited to essential matters and should be of short duration.

Cell Phones
Be sure to turn all personal cell phones to vibrate during the school day, on or off-campus.

U.S. Mail
The postage meter is for official school business only. Personal use of the postage meter is not allowed.
Technology
Staff are expected to acquire mastery in use of technology as it pertains to work.

Letters Home
Documentation is an important dimension of our work and extends to correspondence with families and students. This has legal implications so observance is particularly important. Prior to sending a letter, please share it with the Principal and/or your supervisor for a "second set of eyes" and approval. Please make a copy of any letters to your class or crew for inclusion in the Letters binder in the main office. If you are writing to an individual parent, please put a copy of the correspondence in the student's file in the main office.

Forms Binders
The first place to look for any form is in Top Docs on Google Drive. There are also forms binders in the main office at Lithgow and Walczak. These are organized by Personnel related forms and general forms. Please do not remove the original. If you create a new form, please post it to the server and give it to the Operations Manager for inclusion in the Forms Binder.

Individualized Education Program (IEP) for Special Needs Students
State law requires that every person who reviews an IEP folder initial and date on the enclosed log sheet kept in each IEP folder. Your cooperation on compliance with this is appreciated.

Purchases and Reimbursements
All purchases or planned reimbursements must be approved in writing prior to purchase and you must get a purchase order number. Approval for all expenditures is subject to the approval of the Executive Director or Principal. The school is tax exempt and does not pay or reimburse for sales tax. If you would like to get reimbursed, you must get prior approval.

Mileage Reimbursement for Travel by Automobile: For pre-approved travel only, Codman will reimburse per mile for travel. Codman will pay the current federal rate for mileage reimbursement. Carpooling is always encouraged. Codman does not reimburse for travel to and from work.

Submitting a Requisition: You may be reimbursed for items that have been pre-approved by Principal, Executive Director, or your supervisor. In order to be processed, requisitions must be completely prepared, dated, and signed by the person who is preparing the requisition so we can come back to you with questions, if necessary. Receipts must be taped or glued to an 8½ x 11 sheet of paper with the fund code and amount per page (e.g. all staff development expenses should be grouped then submitted). Staple the req cover sheet to the receipt page. Requisitions will be processed within 30 days. We are unable to reimburse expenses without the actual receipt.

Sales Tax Exemption: The sales tax exemption form is in the binder in the main office at Walczak and Lithgow.

Textbook Collection
 Teachers are responsible for signing books out to students for their respective classes and should keep a log for this of date signed out and returned. Please use the Classroom Text sign-out sheet (see the Forms binder in the main office). Class sets are numbered. Textbooks must be returned at the end of the school year. Summer paychecks are held until all textbooks have been returned.
Emergencies
In case of any medical emergency, call 911 first and then notify the front office. Our full Medical Emergency Response Plan is in a binder in either front office and also may be accessed on Google Drive: Emergency Protocols.

Codman Square Health Center provides security coverage at the Walczak building 4 –9 pm Monday – Friday and on Saturday. If you need to call health center security, call 617-825-9660 extension 0. Also, please notify the Principal or designee.

Suspicion of Child Neglect and/or Abuse
Department of Children and Families (DCF): 1-800-792-5200

Under Massachusetts state law, all adults working in schools are considered mandated reporters. Please notify the Principal that you are making a report and document that you have made the report and notified the Principal. See the above web site for extensive information about how to report a suspicion of child abuse or neglect.

It is our practice at Codman Academy for any suspicion of child neglect and/or abuse to be immediately reported to the school Social Worker, Student Support Coordinator as well as our Principal. Thank you for assistance in coordination of communication.

Medication
Staff should not administer medications, including over the counter medications, to a student, except for the school nurse or staff who have received prior approval from the nurse. If an older student has medication (including inhalers, Advil/Tylenol/Aleve, prescription medication, etc.) in his/her possession, he/she may administer it to himself/herself. Students should not share personal prescription medication with each other.

Referrals to Behavioral Health
Codman Academy Charter Public School recognizes that our scholars are dealing with many things in their lives aside from school that may be affecting their daily functioning. We recognize that scholars need a safe and trusting person they can work with to overcome their problems and excel to their full potential. Counseling services provided at the school are strictly confidential. What is talked about during counseling is kept between the social worker and the adolescent.

Students who are in need of additional services may access the school Social Worker, Codman Square Health Center counselors or off-site counselors. Consult the school Social Worker and/or Student support Coordinators for more information about the referral process.

Helpful Tips for Working with Students
(Informed by Monarch High School Volunteer Handbook, San Diego, CA)

When working with students at Codman Academy Charter Public School:
  1. Be sensitive to cultural differences (socio-economic, ethnic, etc.).
  2. Maintain a non-judgmental attitude; be open to listening (our students love to talk and like to have someone to listen to them).
  3. Be assertive and consistent; set limits for behavior and stick to them; use the Student Accountability System; avoid staff splitting.
  4. Do not make promises that you can’t keep; do what you say you will do.
5. Set boundaries; keep personal information confidential.
6. Maintain confidentiality and trust of student EXCEPT in cases of suspected abuse, concerns about suicide, etc. Report concerns to the Principal immediately.
7. Do not project your personal goals onto a student, instead, ask what is best for this student – how can I empower them to improve their lives and education?
8. Hold high expectations for students.
9. Be aware that intellectual development and social charm do not equal emotional maturity and what the student may be ready to do.
10. You are not responsible for changing the life of a student. You are a teacher, not a professional therapist.

Community Circle
Upper School: Community Circle is an important part of building community at Codman. Adult presence is important and expected. Staff should arrive at Community Circle no later than 8:45 am, and plan on staying for the entire meeting, unless excused in advance by his or her supervisor.

Classroom Management
Consult the Student Accountability Guides for more information.

Space and Facilities Management
1. If you're in early or stay late and allow students to be in the building with you, they must be under your direct supervision at all times.
2. Please lock the doors to classrooms/offices when you exit. Again, this is to protect school resources and further avoid the possibility of students being where they're not supposed to be unsupervised.
3. If you're the last one out, please double check to see that doors are locked behind you.
4. If you're using a laptop or tablets cart you are expected to count them at the beginning and end of each session. Lock the cart when it's not in use. You should never leave the room if the cart is unlocked.

Facilities Use Policies (From CSHC)
It is the Codman Square Health Center’s policy to operate the Walczak facility so it is functional, clean, safe and attractive to provide a good environment for health care, education, and as a sign of respect for staff, patients, students and the community. Codman Academy Charter Public School’s Upper School quarters occupy space in the Codman Square Health Center’s main facility at 637 Washington St. Because of the proximity to office and clinical areas, respect for neighbors and adherence to building use guidelines is important. The following summarizes relevant building use policies.

Work Orders
If you notice something that needs to be repaired in your classroom, work area or anywhere in the school, please submit a work order via email to the Operations Manager. Subject line: Work Order. Building. Room Number. Text should describe what needs to be fixed. Thank you for sharing when you notice a light out, wobbly desk, etc.

Housekeeping
• Place trash in proper receptacles. Cardboard is broken down for transport to the recycling bin. White paper is recycled; use blue bins.
• Report accidents, spills and broken or damaged equipment or furniture to Operations Manager promptly.
• Display posters, flyers and notices on the appropriate bulletin boards ONLY. In compliance with City of Boston Fire Code, *nothing may be taped or tacked to walls, doors, black/whiteboards or windows. In other words, only post to bulletin boards.*
• Pictures and posters must be mounted or framed.
• Use only dry erase markers on white boards and clean black/whiteboards after use.
• Food attracts rodents and insects. It should not be stored in the building.
• Consume all food and drink in the dining area ONLY. (Water is allowed in the classrooms)
• Please, no food or drink in Lithgow on Saturdays. We have no cleaning service on weekends.
• Gum is prohibited in all buildings and should not be dropped on the ground.
• Clean up after yourself.

**Security**
• Health Center and Codman Academy staffs are required to wear identification badges. Students should wear their school t-shirts or other identifiers.
• Use door, cabinet & file locks and computer tethers. Keep valuable items under lock and key – or at home. Close and lock doors when you leave a room.
• Don't wedge or bolt doors open or admit anyone not known to you as a part of the CACPS family.
• If you feel there is an unsafe situation follow school procedures. In an emergency, call 911 and the health center operator (617) 825-9660 and let the operator know what the problem is. The operator can page a security emergency and reach the evening security officer.

**Fire Protection**
• Staff and students should be familiar with the fire evacuation route from spaces they use as well as the location and proper use of extinguishers.
• There is a smoke/fire detection system connected to alarms and, in the main building, to sprinklers. Rule #1 is you NEVER want it to go off. If it does everyone must evacuate the building even if it's a false alarm. Alarm boxes have covers to avoid accidental alarms.
• Rule # 2 is you NEVER, EVER want the sprinklers to go off.
• Do not block doors; they are fire exits from adjacent offices. Ditto for classrooms.

**Parking**
• The front parking lot is a municipal lot for customers of Codman Square businesses. There is a 2-hour parking limit to accommodate this need. Please do not park there.
• CSHC has no reserved parking. Early arrival aids finding on-street space.
• Observe street sweeping alternate side of the street regulations.
• Avoid driving in winter, if possible; when you park please be considerate of residents.

**Money/Fundraising**
Any money collected by staff must be deposited with the Operations Manager in a locked box. Staff must have prior approval from the Executive Director or Principal before organizing any fundraising events.
**PROFESSIONAL RESPONSIBILITIES - STAFF**

**Professional Development**
Planning and professional development are built into the annual calendar, including Friday afternoons, at least one week of afternoons in June and two weeks in August. Shadowing someone with more experience in a comparable position is a particularly effective professional development opportunity. Staff are encouraged to explore this option. Additional, specific professional development particular to your discipline or professional responsibilities is arranged on a case-by-case basis with the Principal or designee.

**EL Education (formerly Expeditionary Learning)**
www.elschools.org
As an EL school we have access to their professional development opportunities. Many EL institutes are offered in the summer but must be registered for well in advance. Check their website. If you are interested in attending, please discuss with the Principal for approval. Generally, fees are waived but participants are responsible for their own travel. In a limited number of cases Codman is able to offer travel. Plan ahead!

**Graduate Tuition Course Vouchers**
Each year, Codman Staff supervise graduate student interns from area colleges. If you are interested in a course voucher from Harvard Graduate School of Education, please speak with the Principal.

**Meetings**
Staff meetings, including division, department and grade team, are an opportunity to share across disciplines. Meetings will focus on ongoing conversations about students, teaching and learning and notes are posted to share with all staff. Announcements through email are encouraged.

Teachers meet with their supervisor on a regular basis to discuss aspects of teaching and learning, including implementation of classroom practices, resource gathering for curriculum development, long-term project planning and behavior management.

**Performance Review**
We are in the growth business. Our job as educators is to foster specific growth in our students. We enter each new school year with a goal in mind for where we’d like our students to be at the end of the year. We meet our students where they are, simultaneously recognizing the strengths that they already possess and coaxing them towards discovery of their weaknesses. Through classroom activities, fieldwork, conversations in the hallways and the like, we expose our students to new ways of being, previously unexplored concepts and brand new paradigms. At many points in the process we check in with our students, assessing their understanding of the information that we’ve exposed them to and their ability to utilize this information while thinking critically through problems. In the end we hold our students accountable for their knowledge, asking them to demonstrate their growth in areas of weakness and strength.

This process, the focused, multi-leveled approach to education, is what we aim at emulating in our own development as educators. The performance review process connects observation, evaluation, reflection and professional development. We assess where we are, set goals for where we’d like to be, expose ourselves to new information to improve our practice and demonstrate understanding of our own growth over time.
### Process (teaching staff)

1. **Goal Setting (Self-Assessment):** Teacher self-assesses against performance standards, proposes goals, and, with evaluator, creates Educator Plan in AUGUST/SEPTEMBER.

2. **Educator Plan:** Teacher implements Educator Plan and, with evaluator, collects evidence from SEPTEMBER through DECEMBER.

3. **Formative Feedback:** Teacher meets with evaluator to discuss progress toward goals and performance standards in JANUARY/FEBRUARY.

4. **Educator Plan:** Teacher continues to implement Educator Plan and, with evaluator, collects evidence from JANUARY through MAY.

5. **Summative Evaluation:** Evaluator and teacher meet to discuss Summative Performance Rating & plan future goals/PD in MAY/JUNE.

### Process (non-teaching staff)

1. **Goal Setting (Self-Assessment):** Staff member reviews job description and determine goals with supervisor in JULY/AUGUST. At least one goal must be student-centered.

2. **Action Plan (Analysis, Goal Setting, and Plan Development):** Staff member implements Action Plan and collects evidence from SEPTEMBER through DECEMBER.

3. **Formative Feedback:** Staff member meets with supervisor to discuss progress toward goals and Leadership Rubric in JANUARY. (Formative evaluation and Leadership Rubric due to supervisor by JANUARY 5, 2016.)

4. **Action Plan:** Staff member continues to implement Action Plan and collects evidence from JANUARY through MAY.

5. **Summative Evaluation:** Supervisor and staff member meet to discuss updated evidence and Leadership Rubric (due to Supervisor by MAY 1). Meet with supervisor in JUNE/JULY to discuss and receive feedback.

### Process for Renewing Current Staff Positions

**February 1st**

*Staff must email their direct supervisor and let them know if they are planning to leave Codman. Thank you in advance. This is important data for our budgeting process.*

**March 1st - April 30th**

*Principal or Executive Director meets with staff members to deliver offer letters.*
Notes on Performance Review/Position Renewal Process

- All new staff members have a 90-day probationary period. See probation document for more detail.
- Staff must sign and return offer letters within one week (7 days) of receipt in order to accept position
- Our goal is high quality staff performance that promotes high levels of growth in our students. In some cases, staff growth toward proficiency will not be at a rate high enough to remain at Codman. If your Formative Feedback includes a high percentage of ratings at Needs Improvement or lower, you are not on track to receive an offer letter for the following school year. In these cases, the Principal or Executive Director will also attend the Formative Feedback meeting. If you are concerned about being asked back, speak with your direct supervisor.

PowerSchool

Daily attendance is taken through PowerSchool every morning. Upper School also takes attendance for every class.

JumpRope

Every teacher is required to post assessments and grades for learning targets through JumpRope. Parents, students and Staff can check JumpRope for a student’s academic progress and teacher comments at any time.

For marking period dates, please see School Calendar.

Report Cards

The school sends home formal Report Cards 3 times a year, at the end of each trimester. We also send out Progress Reports 3 times a year, in the middle of each trimester. Taken together, these 6 updates keep families informed about each student’s academic progress.

Upper School

During the second trimester of each year we update families on student progress through a narrative report card. Each Crew leader writes a one-paragraph description of each Crew member’s social and academic progress over the preceding trimester.

Here is a sample course description:

In this semester in Geometry, the topics included angle relationships, linear programming, spatial visualization, volume, surface area and congruent triangles. Angle calculation problems gave students the opportunity to practice and review their algebra skills. In addition, students worked together to develop ideas about angles and parallel lines as well as postulates that prove triangles congruent. Using models of boxes and cubes, students learned about representing three-dimensional shapes in a two-dimensional form, looking at building plan views as well as isometric drawings. Volume was linked to graphing and problem-solving through an investigation of the maximum volume of a cake pan. In addition, surface area was explored through the concept of nets and wrapping a box. Students also focused on their passage portfolio projects in mathematics, selecting one of three projects to develop on a deep level.

Crew Leader comments are also included in each report card. These comments describe how each student is doing in and out of class, including conduct, attendance, and extracurricular activities.
Crew Leaders are expected to write comments that appear on Progress Reports and final report cards.

Here is a sample Crew comment:

It was a pleasure to have ----- in my Crew for the second year in a row. She has learned to master balancing academics with athletics and the social aspects of school. As always, she comes to school excited and ready to learn, and helps to inspire others around her. She had a great year in Biology class, working hard, constantly being a part of class discussions and doing excellent work. In Geometry class, at times was a bit too social, but finished the year strong, earning a B- as her final grade. She received the 10th grade Humanities Overall Excellence Award this year. Her work has greatly improved; she has a great work ethic and has excellent written work. She has also learned to successfully translate "every day" language to academic speak.

Overall, ----- has had a successful sophomore year. She is a bright, talented young woman, and teachers have come to depend on her for her leadership in and out of the classroom. We expect greatness from ----- and I am excited to see how the next two years will develop for her.

Crew Leader Responsibilities (US and MS)
Crew Leaders are the primary contact between the school and the family grades 5-12. Each Crew Leader is assigned to a group of between 10 and 12 students. It is the Crew Leader’s responsibility to check in with the student on a regular basis, regarding homework, conduct and daily activities. Crew Leaders will contact parents on a regular basis to report how the student is doing, both positive news and areas for improvement. Crew Leaders are responsible for completing Crew Comments, which appear on the Trimester 2 report cards. Crew “Buddies” assist the Crew Leader.

Fieldwork Guidelines (US)
Friday Fieldwork days run from 9am-noon. The intranet calendar must be updated with all relevant information about the Fieldwork experience no later than three days prior to the fieldwork date. We would like to communicate pertinent information about the days’ activities to parents/guardians in a timely manner. This is a potential liability issue for you and for the school and would appreciate your diligent cooperation in this matter.

Planning Stages
Teachers, in consultation with colleagues and the Academic Dean, create lesson plans for fieldwork. The lesson plan should include discussion of:
1. Agenda for the day including goals, logistics and whether additional adult needed;
2. Communicating with assisting staff so they are clear on their roles and responsibilities.
3. Post to intranet at least 3 full days in advance.

During
1. Contact the office 30 minutes after arrival at your site to let office know which students are late/absent. We will then call the homes of absent students.
2. Students who are late are subject to penalties by the supervising teacher.
3. Students who violate Code of Conduct regulations will receive the appropriate consequences as designated by the Student Accountability system.
4. Lunch will be operated according to the discretion of the supervising teacher.

Follow-up
1. Send thank you notes as needed. Please give copy of thank you note and business card to the Development Office or Executive Director.
Cleaning & Maintenance
Every teacher at Codman shares space with others, including Saturday Staff. Monday–Friday evening cleaning and maintenance is provided. Any concerns should be made by email to the Operations Manager about matters of health and cleanliness.

As the responsible adult in charge of your teaching space, you are expected to ensure that students have completed the clean up of the space by the end of the class or day. Teachers are also responsible for the care of furniture and equipment in their classrooms. Please periodically check your tables or desks for graffiti, etc.

Substitute Teachers
All teachers are responsible for having at least one day’s worth of work in the event a substitute teacher must be called in. For more information, please see the Academic Support Guide.

Professional Responsibilities – Adjunct Staff, Interns and Volunteers

Expectations
You are a critical part of Codman's comprehensive approach to education. Helping every student identify and pursue his or her own passionate interest is an important Codman goal. Our Enrichment block and Saturday courses are a key strategy we use for introducing students to a wide array of interests. For many students, they are learning in an area that is entirely new. We want to provide scaffolding so each one of them succeeds.

Students need the opportunity to make choices, to have meaningful adult relationships and to try out, as well as go deeper with a wide range of learning opportunities. Enrichment block and Saturday courses, while required of all students, are electives chosen by students. We do our very best to only assign students who have chosen your course or team. In the case of first year students, there is often the greatest opportunity for a 'disconnect' because they made their choices based on little or no experience at Codman. Your patience may be called upon as you win students over to your own passionate interest!

The most important guideline for all Adjunct Staff is to over communicate with the rest of us! Your name will be added to our staff e-list so that you will be able to check Staff Conversation through Google Apps. You will also have a designated person – Wellness Director, Enrichment Coordinator, Principal, Executive Director, or designee – as your primary contact. This person is available for discussions about curriculum planning. Also, please speak to your primary contact about any concern you may have before your concern or question becomes a problem.

Students are expected to adhere to the same norms laid out in the Student Accountability system. Saturday course students are required to wear their uniform. Enrichment block classes are required to wear school uniform, including PE t-shirts for Wellness classes and athletic teams.

Elective courses are taught by experienced and talented Adjunct Staff. Please see the School Calendar for Saturday Course dates.
Saturday Teacher Hours
For 9am classes, teachers must arrive by 8:30am for a morning check in and leave at 12:30pm following a debrief meeting.

**STAFF (EMPLOYEE) POLICIES**

**Equal Employment Opportunity**
Employment decisions at the Codman Academy Charter Public School will be based on merit, qualifications, and abilities. The School does not discriminate in employment opportunities or practices on the basis of race, color, religion, sex, national origin, age, sexual orientation, gender identity, disability, veteran status, or any other characteristic prohibited by law. This policy governs all aspects of employment, including selection, job assignment, compensation, discipline, termination, and access to benefits and training. Anyone found to be engaging in any unlawful discrimination will be subject to disciplinary action, up to and including termination of employment.

**CORI Policy**
The School is required to conduct Criminal Offender Record Information (CORI) checks on all school personnel and volunteers who come into direct and unmonitored contact with students. Where CORI checks are conducted, the School will be guided by the practices and procedures set forth in the School’s CORI Policy.

**Confidential Personnel Files**
The school maintains a confidential personnel file on each staff person. The personnel file will contain evaluation documents, as well as any other employment-related documents or correspondence, including such information as education, experience, work performance and progress. Staff who wish to review their own file may do so with prior notice to the Executive Director. Staff may view their files only in the presence of a person authorized to maintain the files.

All staff records kept by the School will be preserved for at least three years from the personnel action unless otherwise required by law. The School regards this information as confidential and will release it only with the written permission of the staff person or by legal process. When the School receives a request for information from agencies, stores, banks, or other institutions, only non-confidential information such as date of employment and name of position will be released. Confidential information such as pay rate, past earnings, home address, telephone number, or social security number will not be released unless authorized in writing by the employee.

**Personnel Data Changes**
Each staff person must notify the School of any changes in personnel data such as mailing address, phone number, dependents’ names, emergency contacts, and new educational accomplishments. Also, the School needs to know any changes of marital status, life insurance beneficiary or W-4 Exemptions.
Benefits Package
Several programs cover all staff in the manner prescribed by law; they include: Workers’ compensation, state disability, and unemployment insurance. The school also offers several other benefits, including 75% paid Health insurance, 100% paid Short Term Disability, 100% paid Long Term Disability, 100% paid life insurance policy and a free Employee Assistance Program. Please see the Benefits at a Glance on Google Drive for a complete summary.

Workers’ Compensation
The School provides a comprehensive worker’s compensation insurance program at no cost to the staff. Staff who sustain injuries while on the job or work-related illnesses must inform their supervisor immediately. No matter how minor the injury may appear, it must be reported immediately. Failure to do so may affect an employee’s right to coverage. Neither the School nor the insurance carrier will be liable for injuries that occur during an employee’s voluntary participation in an off-duty recreational, social or athletic activity.

Parental Leave
The School provides one week (5 work days) paid parental leave for adoptive or biological parents upon birth or adoption of child. Mothers who give birth are eligible for Short Term Disability (60%) salary for up to 12 weeks. Short Term Disability insurance is paid 100% by the School.

Unpaid Family Medical Leave
Per Federal Family Medical Leave Act, any full time staff member may take up to 12 weeks unpaid leave for care for an immediate family member.

Planned Absence: Personal Time/Days
Personal time/days must be approved by the Principal or Executive Director and are available for observance of religious holidays, bereavement, jury duty and other special circumstances which cannot be otherwise scheduled. A Planned Absence form is available on top docs and should be submitted at least 48 hours prior to the request (unless it is an emergency). Personal time/days are at the discretion of Executive Director or Principal. They are not automatic. You are responsible for arranging coverage if you are out for ½ day or less after your leave has been approved.

Unplanned Absence: Sick Leave
For full-time employees, we operate on an honor system for sick leave. We are a small organization and share responsibility for coverage when someone is ill. If you are ill and a classroom teacher, call the Academic Support Coordinator and your supervisor by 7:30am. If you are not a classroom teacher, please notify your direct supervisor (eg. Food Service Assistant notifies Food Service Director). It is still the responsibility of the teacher to have Lesson Plans for the day. Either leave an “emergency” lesson plan in your classroom or email Academic Support Coordinator and Academic Dean your plan that morning before classes.

If you have been ill, you must still fill out a form online when you return. If more than 3 days ill, you must submit a medical doctor’s letter.

Part-Time Temporary Employees: Per state law, part-time temporary employees accrue 1 hour of sick leave up to a maximum of 40 hours per 12 months for every 30 hours worked.
Payroll
All staff are paid semi-monthly on the 15 and last day of the month; each paycheck will include earnings for all work performed through the end of the previous payroll period. If a regularly scheduled payday falls on a day off, staff will receive pay on the last day of work before the regularly scheduled payday. Staff may have pay directly deposited into their bank accounts if they provide advance written authorization to the School. Staff will receive an itemized statement of wages when their check is deposited directly.

Staff pay is subject to all deductions required by law, federal tax and state and local income taxes, as applicable. The amount of the deductions will depend on earnings and on the information furnished on the W-4 form regarding the number of exemptions claimed by the employee. If an employee wishes to modify this number, s/he should request a new W-4 form from the Business Manager. Only an employee may modify his or her own W-4 form. Verbal or written instructions are not sufficient to modify withholding allowances. The School advises all staff to check their pay stub to ensure that it reflects the proper number of withholdings. Other deductions may be made from paychecks with the employee’s permission, including Health Insurance Premiums and other voluntary authorized deductions.

The W-2 form staff receive annually reflects how much of their earnings were deducted for these purposes. Any other mandatory deductions to be made from paychecks, such as court ordered garnishments, will be explained whenever the School is ordered to make such deductions. Staff should discuss questions about pay and deductions with their manager or the Business Manager. Staff should not discuss their pay with co-workers.

Workplace Conduct and Disciplinary Action
All staff are expected to treat each other with courtesy and respect at all times; staff are expected to refrain from any conduct that may be dangerous to others. Weapons of any kind and other dangerous devices and substances are prohibited from the premises. The School will not tolerate threatening, intimidating or coercing another employee, student, parent, visitor, Trustee or member of the public at any time, including off-duty periods. Any and all threatening, intimidating and coercing conduct must be reported to a supervisor immediately. Staff engaging in conduct that threatens, intimidates or coerces may be subject to disciplinary action up to and including termination.

To ensure orderly operations and provide the best possible work environment, the school expects staff to follow rules of conduct that will protect the interests and safety of all staff, students, and the organization. The following is a non-exhaustive list of examples of infractions that may result in disciplinary action up to and including termination.

• Theft or inappropriate removal or possession of School property;
• Falsification of timekeeping records;
• Working under the influence of alcohol or illegal drugs;
• Possession, distribution, sale, transfer or use of alcohol or illegal drugs while on duty
• Fighting or threatening violence in the workplace;
• Abuse or neglect of any kind directed toward a student;
• Disruptive activity;
• Negligence or conduct leading to damage of property;
• Violation of safety or health rules;
• Smoking in prohibited areas;
• Sexual or other unlawful or unwelcome harassment;
• Possession of dangerous or unauthorized materials;
• Excessive absences or any absence without notice;
• Unauthorized absence from work station during the workday;
• Unauthorized use of School property;
• Unauthorized disclosure of confidential information;
• Violation of personnel policies;
• Unsatisfactory performance or conduct; and
• Insubordination.

Employment may also be terminated for any other reason deemed by the School to justify termination. In the absence of an executed written contract to the contrary, all employment with the School is at-will.

**Junk Food and Tobacco Free Workplace**
Smoking is prohibited throughout the workplace and up to one hundred yards from the school grounds. This policy applies to all staff, students, parents, visitors, and Trustees. Staff are also expected to observe the Junk Food Free Policy in the Student/Family Handbook.

**Drug and Alcohol Free Workplace**
The School is committed to maintaining a workplace that is free from illegal drugs and alcohol. Staff are strictly prohibited from the use of alcohol while on duty at any of the School's programs. In addition with respect to illegal drugs, the manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the workplace. Pursuant to Federal regulation, staff are mandated as a condition of employment to notify the School of any drug statute conviction occurring in the workplace within 5 days of such a conviction.

Any employee who violates this policy will be subject to immediate disciplinary action, up to and including termination. The School aims to provide drug and alcohol abuse awareness training to all staff. Such training will include information on any available drug counseling, rehabilitation, and employee assistance programs.

**Conflict of Interest**
Staff are required to take an online Conflict of Interest Training Program as required by the State of Massachusetts as a condition of employment. Briefly stated, the following activities are restricted or prohibited by the conflict of interest law:

Actions on the Job (Section 19)
• To discourage “self-dealing”, the law prohibits you from participating in a particular matter in which you or any of the following have a financial interest: your immediate family; your partner(s); a business organization in which you serve as an officer, director, trustee, partner or employee Municipal Contracts (Section 20)
• Section 20 prevents you from using your position to benefit from municipal contracts and to avoid the public perception that municipal staff have an “inside track” on municipal contracts. Accepting Gifts (Section 3)
• Extra payments, gifts or privileges offered because of (but not necessarily to influence) your official actions are prohibited.
Outside Activities (Section 17)
• The law limits what you may do for someone other than the municipality which employs you—in other words what you may do on the side. This section is designed to protect the municipal employee and municipality from the problems resulting when people “serve two masters”. Standards of Conduct (Section 23)
• Essentially, the conflict law prohibits you from using or attempting to use your official position to secure an unwarranted privilege or from giving a reasonable basis for the impression that you can be improperly influenced in the performance of your official duties.
Former Municipal Staff (Section 18)
• The conflict law aims to prevent the “revolving door syndrome”. It prohibits former staff from deriving unfair advantage by improperly using friendships and associations formed or confidential information obtained while serving the government.

Employee Protection “Whistleblower” Policy
If any employee reasonably believes that some policy, practice, or activity of Codman Academy Charter Public School is in violation of law, a written complaint must be filed by that employee with the Executive Director or the Board President.

It is the intent of Codman Academy Charter Public School to adhere to all laws and regulations that apply to the organization and the underlying purpose of this policy is to support the organization’s goal of legal compliance. The support of all staff is necessary to achieving compliance with various laws and regulations. An employee is protected from retaliation only if the employee brings the alleged unlawful activity, policy, or practice to the attention of Codman Academy Charter Public School and provides Codman Academy Charter Public School with a reasonable opportunity to investigate and correct the alleged unlawful activity. The protection described below is only available to staff that comply with this requirement.

Codman Academy Charter Public School will not retaliate against an employee who in good faith, has made a protest or raised a complaint against some practice of Codman Academy Charter Public School, or of another individual or entity with whom Codman Academy Charter Public School has a business relationship, on the basis of a reasonable belief that the practice is in violation of law, or a clear mandate of public policy.

Codman Academy Charter Public School will not retaliate against staff who disclose or threaten to disclose to a supervisor or a public body, any activity, policy, or practice of Codman Academy Charter Public School that the employee reasonably believes is in violation of a law, or a rule, or regulation mandated pursuant to law or is in violation of a clear mandate of public policy.
concerning the health, safety, welfare, or protection of the environment.

**Confidentiality**
The protection of the School's confidential information is vital to the interests and the success of the School.

It is the policy of the School to ensure that the operations, activities and business affairs of the School are kept confidential to the greatest possible extent. If during the course of employment, you acquire confidential information or proprietary information about the School and its students, such information is to be handled in strict confidence and not to be discussed with persons outside the School. Such confidential information includes, but is not limited to, the following examples: student records, compensation, certain policies and procedures, and building and security-related information.

Staff are also responsible for the internal security of such information.

Please remember that keeping all of the School's proprietary information confidential is part of your employment arrangement with the School. This obligation shall remain in effect during your employment at the School and at all times thereafter. Violation of this policy is a serious breach of confidence and may lead to disciplinary action, up to and including immediate termination.

**Violence in the Workplace**
The safety and security of all of our staff is of primary importance. Threats, threatening and abusive behavior, or acts of violence against staff, visitors, consumers, tenants, clients or other individuals will not be tolerated. Violations of this policy will lead to corrective action up to, and including, termination and/or referral to appropriate law enforcement agencies for arrest and prosecution. The School reserves the right to take any necessary legal action to protect its staff.

Any person who makes threats, exhibits threatening behavior, or engages in violent acts shall be removed from the premises as quickly as safety permits and shall remain offsite pending the outcome of an investigation. Following investigation, the School will initiate an immediate and appropriate response. This response may include, but is not limited to, suspension and/or termination of any business relationship, reassignment of job duties, suspension or termination of employment, and/or criminal prosecution of the person or persons involved.

All staff are responsible for notifying management of any threats that they witness or receive or that they are told another person witnessed or received. Even without a specific threat, all staff should report any behavior they have witnessed that they regard potentially threatening or violent or which could endanger the health or safety of an employee when the behavior has been carried out in connection with the School’s business. Staff are responsible for making this report regardless of the relationship between the individual who initiated the threatening behavior and the person or persons being threatened.

**Bullying and Intimidation Policy**
Codman Academy is committed to providing a school free of bullying and intimidation. Accordingly, bullying and intimidating behavior are strictly prohibited.

Staff are required to familiarize themselves with the School’s Bullying Prevention and Intervention Plan, and the Policy Against Bullying, Cyberbullying, and Retaliation found in the School’s Student/Parent Handbook. Please contact the Executive Director or the Principal with any
questions regarding the School’s anti-bullying efforts.

**Use of Equipment**
Staff are expected to exercise care, and follow all operating instructions, safety standards, and guidelines. Staff should report all defective and/or damaged equipment to the Technology Department immediately. Improper, careless, negligent, destructive, or unsafe use or operation of equipment may result in disciplinary action up to and including termination.