“The strength of the pack is the wolf. The strength of the wolf is the pack.”

Faculty Handbook
2014-2015

Kymberli Chandler
School Principal

Michele De Gruy, Ed. S.
Vice Principal

James Q. Bacchus, II
Brenda Becton
Michael Hopkins
Phillip Nelson
Assistant Principals

Shelby County Schools offers educational and employment opportunities without regard to race, color, religion, sex, creed, age, disability, national origin, or genetic information.
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Mission Statement

Cordova High School is committed to preparing all students to be critical thinkers and lifelong learners.

Vision Statement

Cordova High School strives to be a student focused learning community where stakeholders collaborate to prepare all students for college or post-secondary endeavors.

Belief Statements

The faculty and staff of Cordova believe it is necessary to:

- Teach a student-centered curriculum, evaluate student progress in a fair and timely manner, and use that assessment data to make instructional decisions.
- Provide a safe, structured environment that protects the learning community while encouraging students to develop leadership and sound judgment making skills.
- Demonstrate to students the strength that comes from a diverse population.
- Utilize technology in instruction to improve students’ awareness of and interaction with a global society.
- Extend opportunities for integrated curriculum that promotes learning beyond the classroom walls.
- Offer opportunities for students to develop the critical thinking, creative thinking and problem solving skills necessary to function effectively in a rapidly changing society.
- Provide continual staff development in the areas of instructional strategies, classroom and time management, technology, diversity and inclusion, as well as learning styles.
- Strive for excellence in academics, the arts, community service, and athletics by providing challenging opportunities for all students.
- Ensure that students, teachers, administrators, parents and the community as a whole share the responsibility for advancing the mission of Cordova High School.
Teacher Effectiveness Credo

Teaching Effectiveness means:

1. Accepting no excuses for moving any student along the path of learning, and building the skills and confidence required to do so.

2. Taking responsibility for student growth advancing students one grade level or more per year.

3. Mastering pedagogy as well as content knowledge to ensure student engagement with the subject matter.

4. Continuously developing one’s own skills and professionalism in order to increase student growth through active self-assessment as well as the integration of principal, peer, and parental feedback.

5. Leading the classroom with purposeful planning, objective-driven lessons, and sound management techniques providing encouragement, discipline, and praise as warranted.

6. Engaging students at all levels of ability rather than teaching to the middle, and readily identifying those levels in students.

7. Building strong relationships with students that cultivate them socially as well as intellectually.

8. Working collaboratively with other teachers and administrators, to create a culture of excellence and active encouragement - align lesson plans, fill gaps in student learning, and address issues that impede academic success.

9. Strengthening trust-based relationships with families to help bridge a student’s home and school life.

“Quality Work” Indicators

School Climate

- The School is guided by a common vision.
- The School is safe and supportive of the teaching and learning process.
- There is a climate of respect for others and diversity is values.
- The staff holds high expectations of themselves and their students.
- Thematic instruction is evident.
- Student work is attractively displayed.
- Student work reflects high academic standards.
- The relationships within the school are child-centered (positive, friendly, etc.).
- The atmosphere (lighting, temperature, etc.) within the building is supportive of Learning.

Instructional Practice

- A curriculum that is integrated, rich in content and guided by SCS standards is provided to all students.
- Various curriculum resources are available and employed.
- Students are engaged in active, hands-on learning.
- Work given to students is clearly linked to some product, performance, or exhibition.
- Work given to students is related to work found in the “real” world.
- Work, rich in content, is available for all students.
- Teachers function as facilitators, coaches, and inventors of quality work for students.
- Teachers and students use available technology to enhance student learning.
- Teachers and others share in decision making related to instruction.
- Teachers design and utilize a wide range of assessment techniques.
Principal: Kymberli Chandler

Vice Principal: Michele De Gruy, Ed. S.
All Grade Levels Academics

Grade Level Administrators

9th Grade Assistant Principal…….(Freshman Academy)……………………Phillip Nelson

10th Grade Assistant Principal……………………………………………………James Q. Bacchus, II

11th Grade Assistant Principal……………………………………………………Michael W. Hopkins

12th Grade Assistant Principal……………………………………………………Brenda J. Becton

Instructional Facilitator……………………………………………………Angela Brumfield

PLC Coach…………………………………………………………………….Lisa Bennett
## Assistant Principals’ Daily Assignments
### School Year 2014 - 2015

<table>
<thead>
<tr>
<th>Assistant Principal</th>
<th>AM</th>
<th>Between Classes</th>
<th>Lunch</th>
<th>PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nelson</td>
<td>Cafeteria 2nd floor</td>
<td>Freshman Hall</td>
<td>Lunch A Freshman Academy 2nd Floor Junction Discipline</td>
<td>Foyer</td>
</tr>
<tr>
<td>Becton</td>
<td>Main Entrance (Dress Code)</td>
<td>Social Studies Hall</td>
<td>Lunch B Gym/Fine Arts Hall Discipline</td>
<td>Main Entrance Foyer</td>
</tr>
<tr>
<td>Bacchus</td>
<td>Cafeteria 1st Floor Junction</td>
<td>2nd Floor Junction</td>
<td>Lunch C 1st Floor Junction Discipline</td>
<td>2nd Floor</td>
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<tr>
<td>Hopkins</td>
<td>School Bus Arrival</td>
<td>1st Floor Junction</td>
<td>Cafeteria All Lunches</td>
<td>School Bus Departure</td>
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<tr>
<td>De Gruy</td>
<td>Front Entrance Outside</td>
<td>1st Floor Elevator</td>
<td>Lunch D 1st Floor Elevator Discipline</td>
<td>Front Entrance Student Parking Lot</td>
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<tr>
<td>Bennett</td>
<td>Foyer</td>
<td>Guidance Hall</td>
<td>Guidance Hall</td>
<td>Guidance Hall</td>
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<tr>
<td>Brumfield</td>
<td>Guidance Hall</td>
<td>Foyer</td>
<td>Foyer</td>
<td>Foyer</td>
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</table>
## Administrative Staff Responsibilities
### School Year 2014-2015

<table>
<thead>
<tr>
<th>Sophie Christian</th>
<th>Jackie Kish</th>
<th>Carol Melton</th>
<th>Reva Marshall</th>
<th>Kim Quarles</th>
<th>Nancy Wiggins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Secretary</td>
<td>Guidance Secretary</td>
<td>Principal’s Secretary</td>
<td>Financial Secretary</td>
<td>Main Office Secretary</td>
<td>Records Secretary</td>
</tr>
<tr>
<td>Discipline Referrals/File</td>
<td>SMS Coordinator</td>
<td>School/Staff Compliance</td>
<td>Fiscal Services</td>
<td>Discipline Referrals</td>
<td>Student Withdrawals</td>
</tr>
<tr>
<td>Suspension List</td>
<td>Grade Reporting</td>
<td>Teacher/ Substitutes/ Admin Payroll</td>
<td>Receipt Books</td>
<td>Student IDs</td>
<td>Transcript/ Records Requests</td>
</tr>
<tr>
<td>Daily Attendance Reports</td>
<td>Transcripts</td>
<td>Teacher Sign-in/ Attendance</td>
<td>eProcurement</td>
<td>Substitute/ Sign-in</td>
<td>Monitor/ Graduation Cohort</td>
</tr>
<tr>
<td>Student IDs</td>
<td>Student Enrollment</td>
<td>Smart Find Express</td>
<td>School Accounts</td>
<td>Emergency Substitute Folders</td>
<td>Address Verifications</td>
</tr>
<tr>
<td>PLASCO Management</td>
<td>Address Verifications</td>
<td>Field Trips/ Professional Leave Forms</td>
<td>Check Requests</td>
<td>Parent Passes</td>
<td>Student Records</td>
</tr>
<tr>
<td>Visitor Passes</td>
<td>Guidance Counselor Appointment</td>
<td>Principal’s appointment Book</td>
<td>Payroll</td>
<td>Daily Attendance Reports</td>
<td>Transfers</td>
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<tr>
<td>Compulsory Attendance</td>
<td>Parent-Teacher Conferences</td>
<td>SMS Data Entry</td>
<td>Athletic/ Activity Tickets</td>
<td>Compulsory Attendance</td>
<td>Tuition payments</td>
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<tr>
<td>Truancy Reports (3-5 days)</td>
<td>Student Data Entry</td>
<td>New student data</td>
<td>Lunch Cards</td>
<td>Expulsions</td>
<td>Expulsions</td>
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<tr>
<td>Disciplinary Referrals</td>
<td>Honor Roll</td>
<td>Expulsions</td>
<td>Fee Waiver</td>
<td>Truancy Reports (3-5 days)</td>
<td>Truancy (10 days)</td>
</tr>
<tr>
<td>Student Data Entry</td>
<td>Williams H Sweet Awards</td>
<td>Staffing/HR Forms</td>
<td>Purchase Orders</td>
<td>Disciplinary Referrals</td>
<td>Assist Guidance Department</td>
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<tr>
<td>Registration</td>
<td>Registration</td>
<td>Teacher Evaluations/ Files</td>
<td>Bank Statements</td>
<td>Bus Management</td>
<td>SMS Data Entry</td>
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<tr>
<td>Attendance Folders</td>
<td>Assistant Principal/ AP’s</td>
<td>Registration</td>
<td>SMS Data Entry</td>
<td>Student Data Entry</td>
<td>Registration</td>
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<tr>
<td>Assistant Principal/ AP’s</td>
<td>Assistance Principal/ AP’s</td>
<td>Registration</td>
<td>Registration</td>
<td>Assist Principal/ AP’s</td>
<td>Assist Principal/ AP’s</td>
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</table>
Administrative Support Staff:

Charles Truesdale  Plant Manager (Day)
Veronica Blayde  Plant Manager (Night)
Carol Melton  Principal’s Secretary
Reva Marshall  Financial Secretary
Jackie Kish  Guidance Secretary
Nancy Wiggins  Records Secretary
Officer Hall  MPD Officer

Support Services:

Sophie Christian  Attendance Secretary
Charmelle Herndon  Cafeteria Manager
Deputy Crews  Shelby County Sheriff
Deputy Paulk  Shelby County Sheriff
Kimberly Quarles  Main Office Secretary
Jennie Monterero  Bilingual Mentor
Akumdi Okwumabua  In-School Suspension

Faculty

DEPARTMENTAL CHAIRPERSONS

Careers & Technology………………………………………………………Linda Williams

English …………………………………………………………………Jerry Chappell

Fine Arts…………………………………………………………………..Chris Luter

Freshman Academy Dean………………………………………………Zena Bailey

Guidance……………………………………………………………………Lacrecia Brasher

Lifetime Wellness…………………………………………………………Bridgette Stafford

Mathematics………………………………………………………………..Randy Johnson

Science…………………………………………………………………….Paul Gentry

Social Studies………………………………………………………………Brian Edmiston

Special Education…………………………………………………………Beth Brick

Laura Kyle
<table>
<thead>
<tr>
<th>English</th>
<th>World Language</th>
<th>Mathematics</th>
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<tr>
<td>Armour, Tierney</td>
<td>Bailey, Zena</td>
<td>Baker, Matthew Basehart, Ashley</td>
<td>Callahan, Kellee</td>
<td>Beard, Joshua</td>
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<tr>
<td>Bailey, Zena</td>
<td>Crosthwaite Lisa</td>
<td>Conley, Bryna</td>
<td>Gentry, Paul*</td>
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<td>Brooks, Virginia Rae</td>
<td>Magee, Christina</td>
<td>Flint, JeVonda Heim, Michael</td>
<td>Gray, Jerry</td>
<td>Cardoso, Judith</td>
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<td>Chappell, Jerry*</td>
<td>Orbik, Jennifer Smith, Brittany*</td>
<td>Johnson, Randall*</td>
<td>Hackett, Jane</td>
<td>Edminster, Bryan*</td>
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<tr>
<td>Franklin, Chuatara Hamilton</td>
<td>Spires, Margaret</td>
<td>Johnson, Rashun</td>
<td>Heggie, Devin</td>
<td>Fearnley, Kelsey</td>
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<td>Hamilton, Bonnie</td>
<td>Villarreal, Abraham</td>
<td>Johnson, Tanita</td>
<td>Kirby, Justyna</td>
<td>Gadberry, Thomas</td>
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<td>Hanson, Rebecca</td>
<td>Washington, Kanesha</td>
<td>Metz, Pamela Schneider, Benjamin</td>
<td>Ryan, Robbie</td>
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<td>Johnson, Danyiel</td>
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<td>Simpson, Martha Tukes, Tracy</td>
<td>Scarbrough, Tommy</td>
<td>Loeffler, Brian</td>
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<td>Kell, Carrie</td>
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<td>Maynard, Gerald</td>
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<td>Walter, Marianne</td>
<td>Perkins, Charles</td>
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<td>Matthews, Marcus O’Brien</td>
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<td>Saulsberry, Calvin</td>
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<td>Steinfeld, Bryan (CLUE)</td>
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<td>Seery, Frances</td>
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<td>Tague, Harleen</td>
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<td>Calvin Williams, Linda</td>
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<td>Wood, Marie</td>
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<td><strong>Lifetime Wellness</strong></td>
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<td><strong>Careers &amp; Technology</strong></td>
<td><strong>Special Education</strong></td>
<td><strong>Freshman Academy</strong></td>
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<td>Barnett, Brad</td>
<td>Bonner, Mark</td>
<td>Cole, Jacquetta Currie, Patricia Harris,</td>
<td>Boswell, Diana</td>
<td>Bailey, Zena*</td>
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<td>Colwick, Williams</td>
<td>Graves, Patrick</td>
<td>Louis Hubbard, Thaddeus Jerden, Daniel</td>
<td>Brick, Beth*</td>
<td>Kirby, Justyna</td>
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<td>Scales, Terrence Smith</td>
<td>Hanson, David</td>
<td>Johnston, Wendy Jones, Anthony Mott, Carmen Rogers, Willie Smith, Charnel Sneed, Brian Thomas, Janice Van Nostrand, Norm Williams, Linda*</td>
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<td>Jarrett Stafford, Janie*</td>
<td>Luter, Chris*</td>
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<td>Downer, Monica</td>
<td>O’Brien, David</td>
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<td>Vanaman, Mike</td>
<td>Maclin, Adrian</td>
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<td>Harrington, Kyrus</td>
<td>Perkins, Charles</td>
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<td>Nelms, Richie Robbins, Heather</td>
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<td>Jauregui, Gabriel</td>
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<td>Subick, Chelsea Williams, Andrew</td>
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<td>Kyle, Laura*</td>
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<td>Unger, Pam</td>
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<td>Williams, Jacqueline</td>
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<td><strong>Guidance</strong></td>
<td><strong>Media Specialists</strong></td>
<td><strong>ESL</strong></td>
<td><strong>ROTC</strong></td>
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<td>Brasher-Wilson, Lacrecia</td>
<td>Carr-Bland, Dorothy Cooley, Cindy</td>
<td>Anderson, Susan Lowry, Kristine Smith, Nelly</td>
<td>Givens, J. Seargent Major</td>
<td></td>
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<td>Cameron, Latoya*</td>
<td></td>
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<td>Malone, A. Seargent</td>
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<td>Carroll, Margaret Louks,</td>
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<td>Linda Walker, Adrian</td>
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9
STAFF ETHICS

I. PURPOSE
To establish standards for appropriate conduct for employees of Shelby County Schools.

II. SCOPE
This policy applies to all individuals employed by Shelby County Schools.

III. POLICY STATEMENT
Each employee serves as a representative of the District and should strive to maintain standards of ethical behavior which will not detract from the educational process.

Employees are expected to adhere to standards of ethical behavior including, but not limited to, the following:

1. Maintain two-way communication with pupils, parents, staff members and community.
2. Solve problems which arise in a just and equitable manner.
3. Grow in skill and understanding in the job assigned.
4. Interpret the system's goals and operations to the public.
5. Represent the Board in such a manner that criticism is not directed at the Board.
6. Refrain from any activities or dealings which will personally enhance the employee to the detriment of the system.
7. Abide by established procedures to air complaints and grievances.
8. Follow all policies and administrative rules.
9. Maintain a professional relationship with students, parents, staff members, and community.
10. Maintain confidentiality of records as required by school system policy, state and federal laws. Teachers involved in recommending curricula; administrative/clerical personnel who work for senior management or key employees; financial secretaries; and others as deemed appropriate shall avoid any conflict or appearance of conflict between their personal interests and the interests of the system in dealing with suppliers, customers, and all organizations or individuals doing or seeking to do business with Shelby County Schools and/or in dealing with other employees of the Board (see the policy on Conflict of Interest – 4003).
Failure to meet the aforementioned standards of ethical behavior may result in disciplinary action by the employer up to and including dismissal. Additionally, educators are expected to adhere to the Teacher’s Code of Ethics established under T.C.A. 49-5-1003-1004.

IV. RESPONSIBILITY

A. All employees are expected to comply with the standards of appropriate conduct outlined in this policy.
B. Teachers are expected to comply with the standards of appropriate conduct outlined in this policy and to adhere to the Teacher’s Code of Ethics established by the State.
C. Supervisors are responsible for ensuring that their direct reporting employees are aware of and abide by this policy.
D. The Superintendent is responsible for determining if this policy is followed.

Legal References: Cross References:
1. T.C.A. 49-5-1003
2. T.C.A. 49-5-1004
Teacher Expectations

Work Day

Pursuant to the contract between SCS and the MSCEA, teachers are expected to be on campus the entire school day – including planning periods – in order to properly supervise the students. If an emergency arises causing you to leave the campus, please contact an administrator (principal or assistant principal only) to secure permission to leave the campus. Staff members should have administrative approval before leaving the campus for personal or professional business. You must sign out and back in at the main office. Absence from one's off periods (including planning) without permission will be considered insubordination; four or more periods will count as a full-day absence. The principal must approve all personal and professional leave in advance; you may only take one personal day per semester.

Teachers are to sign in and be at their classroom door ready to supervise students by 7:00 a.m. on all school days. Teachers not on duty by 7:00 a.m. are considered late; habitual tardiness to work will result in progressive discipline. School will begin at 7:30 a.m.; student dismissal is at 2:15 p.m. Teachers are expected to remain at their doors until 2:25 p.m. or until their hall is clear. Teachers may leave at 2:30 p.m. unless there is a faculty meeting or planned staff development activity.

Teachers are expected to meet with parents during scheduled parent conferences, district designated parent conference dates, and to perform additional professional responsibilities as assigned. Cordova High School has several night activities during the year; teachers are encouraged to participate in them, and to support our students in their extracurricular activities.

Personal Appearance and Conduct of Teachers

Teachers are expected to dress in a professional manner, appropriate for the activities planned for the day. Your appearance will impact the way students and visitors interact with you. At a minimum, teacher attire should always meet student uniform requirements.

School Improvement Meetings/SACS Committee Meetings/Faculty Meetings/Department Meetings/Professional Development

Please hold all Wednesday afternoons open for these events. You must clear with the School Principal if you have to miss a meeting. If you miss a meeting, you are responsible for the material covered.
Faculty Absences

If it is necessary for you to be absent, please notify the Automated Substitute System before 9:00 p.m. the night before or by 5:30 a.m. in case of emergency. As a backup to the system, please call Michele De Gruy’s cellular number – 550-4930 and leave a message or text message detailing your absence. If you want a specific substitute you should do the following:

1) Call the substitute
2) Code the substitute into the system.

It is important for the regular classroom teacher to be present as much as possible. However, emergencies in our lives do occur. **When you return to school from an absence, you must turn in a completed Report of Absenteeism to Mrs. Melton.**

If you know in advance you are going to be absent, please fill out the TEACHER ABSENCE FORM and arrange for a substitute. Be sure to call the system as soon as you know you are going to be out. Always leave your class roll, seating chart, and lesson plans in an obvious location at your desk. Each teacher will be required to submit an emergency sub folder to his or her Academic Vice Principal. The sub folder must include: 1) 3 lesson plans, 2) class rosters for attendance, 3) copy of classroom expectations, 4) bell schedule, 5) morning/afternoon duties, 6) a seating chart for each class, will go to the department chairperson. Teacher substitute packets containing relevant instructional supplements should be made available for the substitute to use in the event of an unscheduled long-term absence. Emergency lesson plans will be updated once a semester. **Personal days must be submitted to School Principal in advance; you may only take one personal day per semester.** Once a personal day has been approved, you must secure a substitute.

**Securing A Substitute For Teacher Absences**

A teacher absence form and an updated substitute teacher list are included in your handbook. Whenever possible, please submit the absence report form to the School Principal in advance. It is imperative that you put any and all absences in the Substitute Employee Management System either by phone or via the Internet. In addition, please inform your sub of any extra duties that you may have by leaving special instructions on the system or in your box. Receiving a job number does not guarantee that someone will pick up the job. If it has not, we would appreciate you making calls to find an actual person to cover your classes. If a teacher needs to leave the school during the school day for a period extending over two hours, a half-day must be taken and sub will need to be secured. Please make every attempt possible to secure a substitute: we want to avoid asking teachers to give up a planning period, but this is a necessary measure when there is no substitute available. Remember that if you do not secure a sub, your colleagues will have to cover for you. Your assistance and cooperation in this matter is greatly appreciated.

**Payroll**

When calling in an absence for illness in immediate family (code 20) or death in immediate family (code 75), please inform the school by phone or special instructions in the SEMS system of the kinship. The kinship must be communicated or the payroll department will dock your pay for the days absent. Also, if you’re summoned for jury duty (code 72) you must have documentation from the court system showing the days you served. If this letter is not submitted to the payroll department, you will be docked for the days served.
NOTICE OF TEACHER ABSENCE

This form should be turned in to Mrs. De Gruy as soon as possible prior to the absence.

Teacher’s Name_______________________________________

Date of Absence(s)________________________________________

Time of Absence(s)________________________________________

Report to S.E.M.S.

( ) Yes, I have called S.E.M.S. or put the information on the web:

Job #____________________________________________________

Name of Sub____________________________________________

Sub’s Phone #___________________________________________

( ) No, I have not called or put the information on the web.

Note: Please submit this form to Mrs. De Gruy prior to the day of your absence (24 hours) via email. In case of an emergency, call or text her directly at 550-4930. Please leave a message if he is not available to communicate with you.
Cordova High School
Coverage for Absence

Date: ______________________________________
Teacher: ____________________________________
Department Chair: ____________________________

<table>
<thead>
<tr>
<th>Subject</th>
<th>Room</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd Period</td>
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<tr>
<td>3rd Period</td>
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<td>4th Period</td>
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<td>6th Period</td>
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<tr>
<td>7th Period</td>
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Special Notes: _______________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Michele De Gruy
Vice Principal
Email

The Cordova High administration will also be communicating with teachers and staff by email. Please check your SCS email several times a day.

**School Improvement Meetings/SACS Committee Meetings/Faculty Meetings/Department Meetings/Professional Development/PLC Meetings**

Please hold all Wednesday afternoons open for these events. You must clear with the **School Principal** if you have to miss a meeting. If you miss a meeting, you are responsible for the material covered.

**Teacher Effectiveness Measure**

TEM, Teacher Effectiveness Measure, is the measure for evaluating teachers. All teachers will be observed formally for evaluations by an administrator this school year. Observations are conducted by the guidelines outlined in My Learning Plan. The formal evaluation is an ongoing process. You should evaluate yourselves daily in order to improve and grow professionally. Administrators will drop-in on teachers’ classes on a routine basis. Feedback will be provided to the teacher.
# CORDOVA HIGH SCHOOL
## DUTY ROSTER
### 2014-2015

<table>
<thead>
<tr>
<th>AM/PM Bus Duty</th>
<th>Hopkins (AM/PM), (AM) Ryan, Chappell (PM)</th>
<th>6:30 am</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parking Lot</td>
<td>Vanaman</td>
<td>6:45 am</td>
</tr>
<tr>
<td><strong>Metal Detector 1</strong></td>
<td><strong>Report Time</strong></td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
</tr>
<tr>
<td>Names</td>
<td>Louks</td>
<td>Brasher</td>
</tr>
<tr>
<td><strong>Metal Detector 2</strong></td>
<td><strong>Report Time</strong></td>
<td></td>
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<tr>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
</tr>
<tr>
<td>Names</td>
<td>Armour</td>
<td>Shannon</td>
</tr>
<tr>
<td><strong>Cafeteria AM</strong></td>
<td><strong>Report Time</strong></td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
</tr>
<tr>
<td>Names</td>
<td>Franklin</td>
<td>Orbik</td>
</tr>
</tbody>
</table>

### Cafeteria Lunch
- Boyd, Hudson, A. Jones, Loeffler, Scales, Stafford, Vanaman

**Teachers on lunch duty will eat lunch on, A, B, C, or D**
- Hudson and A. Jones –A
- Loeffler and Vanaman – B
- Scales and Stafford – C
- Boyd - D

### Report to the your location at 6:45 am

<table>
<thead>
<tr>
<th>Hall/Floor</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>R. Johnson</td>
<td>(2nd Floor)</td>
<td>Jerden (Fine Arts)</td>
<td>L. Williams</td>
<td>(Library)</td>
<td></td>
</tr>
</tbody>
</table>

### Administration
- Metal Detector 2/Becton, Brumfield (Dress Code) | 6:30 am
Learning Environment

**Teacher Responsibilities in the Classroom**

- Do not leave your class unsupervised; in the event you must leave, ask a colleague to monitor your class.
- Do not place students in the hall as a disciplinary consequence. Deal with them in the classroom or write them up and turn the referral into the office. If the student continues to disrupt the learning process, use the call button to summon an administrator.
- Provide high quality work for students, work that challenges and engages them regardless of their “ability level.”
- Plan and prepare your work, keep accurate records.
- Start class as soon as the tardy bell rings. If time is wasted at the beginning, this could cause discipline problems.
- Be firm, fair and consistent with your students.
- Each teacher is to be at his/her classroom door or assigned duty stations during class changes. Please monitor student behavior in the hallways and restroom areas during these times.
- Teachers, administrators, and other professional staff should always model respectful communication and interaction with students, parents, and staff.
- Please do not send students to the office for any reason other than medical.

**Student Absences & Attendance Records/SCS Policy 6014**

All students are to be in attendance and on time each day. Student absences shall be excused only for the following reasons:

- Personal illness or hospitalization of the student (up to ten days)
- Death or serious illness in the immediate family
- Absence of a student officially representing the school in a school sponsored activity
- Recognized religious holiday
- One-day absence when the parent/guardian or custodian is deployed for military service and one-day absence when the parent/guardian returns from military service (10 days)
- Validated court appearance
- Any unusual cause acceptable to the principal.

A written note explaining the absence is required and should be submitted to the 1st period teacher when a student returns to school. All absences are coded as unexcused until a note or doctor’s statement is received. Notes for absences should be written by the parent/guardian or doctor and include the date(s) of the absence(s) as well as the reason for absence(s). Parent/guardian or doctor notes excusing absence(s) must be submitted within two (2) days of the student’s return or the absence(s) will remain Unexcused.

Regardless of the reason for an absence (excused or unexcused), a student must receive admit to Class from the first period teacher the day he/she returns to school. First period teachers will turn the white copy (with the parent or doctor’s note attached) in to the attendance office. The yellow copy is to be kept in files maintained by the 1st period teacher. Students must present the pink admit slip to all their teachers during the day. If a student is on regular schedule, they are to turn in their pink slip to their 7th period teacher at the end of the day. Pink copies will be kept in files maintained by the 7th period teacher. Please do not send students to the office for a duplicate form. Mark the absence unexcused until the student brings the correct paperwork. A written or an official statement within two (2) days of the student’s return to school must be submitted to the 1st period teacher. Attendance corrections must
be made within 3 days. A student is not allowed to make up work if it is unexcused. A written request to the teacher asking to make up is allowed and the outcome is determined by the teacher. Teachers are responsible for:

1. Taking accurate attendance in the computer each period. (State law also requires a written record from the teacher. The information in your book is the final authority.)

2. Signing the Admit to Class form

3. Reviewing the Daily Absence Report for the preceding day. Students reported as absent must have an admit slip.

4. Reporting class cuts on a disciplinary form.

**Student Tardiness, Hall “Sweeps”, and The 15 Minute Rule**

Students routinely late to school or class will be subject to the disciplinary plan. If you keep a student after your class and that causes them to be late for another class, please write him/her a note, unless it is the student’s fault.

When a hall sweep is announced, teachers are asked to close and lock their doors. Administrators will sweep and collect students left in the hall.

Please do not allow students out of class during the first or last 15 minutes of each period.

**Parent Contact**

The first line of communication between school and home begins with the teacher. It is important to let parents know of good things happening with their children as well as areas for correction. Hopefully, parents will hear from the teacher before it is necessary to call about behavior problems. Teachers are encouraged to ask guidance to set up parent-conferences. Teachers are required to keep a phone/email log that includes date and time of all correspondence with parents. Email in lieu of a phone call requires a response. Teachers are expected to return phone messages from parents within a 24 hour time period. Teachers are required to turn in parent contact logs two times per year.
### Phone Log

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Message from</th>
<th>Message to</th>
<th>Phone #</th>
<th>Resolved?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

#### Response requested
- [ ] Call back
- [ ] FYI-No response requested

#### Action taken
- [ ] Left message
- [ ] Spoke with

---

### Hall Passes

Students are not to be allowed to leave the room during class time to see another student. A student's primary responsibility is to the teacher to whom he/she is assigned during that period. Please remember the 15-minute rule.

No student should be in the halls during the class period, for any reason, without a pass. A pass should state the date, time, student's name, and destination. Hall passes are designed for emergency purposes only and should not be issued to students for the purpose of returning to their lockers to get something they have failed to bring to class.

All teachers should check students in the halls for passes and, if they have none, take the student to an administrator. If a counselor or an administrator has detained a student, his/her pass will designate the time of departure from the office.

**No teacher has the authority to assign a student to remain in the hall at anytime for any reason. Students should not be standing in the hall as a punishment at anytime.**

### Visitors & Classroom Resource People

You are encouraged to invite parents and other community members to share their expertise with your class. Please make sure that your visitor comes by the office to get a visitor pass. It is also a good idea to let the office know that you are expecting a visitor before they arrive.

Visitors to the school are required to check-in at the Attendance Office. Anyone wanting to come to the classroom areas must be cleared by the office, and will be wearing a Visitor’s pass. If you encounter anyone without the appropriate identification, please contact the office immediately.

Parents and guardians may visit classes to observe, with the principal’s permission. They must receive permission or approval to visit the classroom at least 24 hours in advance. However, parents are **not** to interrupt instructional activities for deliveries, or impromptu conferences. Please refer insistent parents to an administrator.
Classroom Telephones

Classroom telephones are for your use. If a student is to use your phone, it must be under your direct supervision. Each staff member has a discrete voice mail account so that calls and messages may be transferred to you. However, many calls will still come to the Main Office, so please assist us by doing the following:

- Check your mailboxes for messages at least 3 times per day.
- If you are expecting an emergency call, please let the office know so they will know to interrupt your class.
- If you place a call and are expecting a callback immediately, please let the office know where you are.
- Allow students to use the classroom phone only in case of an emergency.

Class or Program Fees

The superintendent has expressed concern about the fees parents and students are paying. He has requested that all fees undergo review by the school administrators and we are careful not to overcharge for students’ participation in their education. The principal is now required to submit a list of these fees to the board each year. Although some fees are reimbursed under Fee Waiver, not all are eligible – and there is a finite pool of money for that purpose, so…

1. If you need to charge fees for items, please develop a budget with the items requested and their cost and divide that amount by the number of students you have.

2. Submit that information to School Principal for review and approval. You will receive information from her authorizing you to charge the fee (if approved).

3. Please figure your needs closely. Revenues from excess fee charges will be refunded to students at the end of the year. For auditing purposes, you will be required to provide an individual written refund request for each student who is due a refund.

4. All coaches and extra-curricular organization moderators charging fees for their sport or activity must submit an itemized accounting of how the fee is spent on the child. Fee waiver cannot be used to pay for athletics, clubs, or extracurricular.
Lesson Plans

A lesson plan is a teacher's detailed description of the course of instruction for an individual lesson. It provides an organized framework for a class and is particularly helpful in keeping the teacher focused, ensuring that learning activities are suitable for the purpose of the class, planning the teacher’s time, and attending to some type of assessment regarding the learning that the teacher hopes has taken place.

Lesson planning is one of the most essential skills in teaching. A successful teacher intrinsically possesses certain traits, enjoys what he is teaching and is an inspiration to those he is teaching. In addition, he should possess skills that may be acquired through training. Planning, organizing and presenting a successful lesson implies capacity of producing a quality lesson plan, which provides direction to teaching and learning events in the classroom.

Why is lesson planning important? Lesson planning 1) forces us to think through WHAT we want the students to learn, 2) forces us to think through HOW we will teach it, 3) allows us to decide in advance what equipment, supplies, and materials we will need to assemble for the class, 4) provides structure for both teacher and students, and 5) increases likelihood that learning will occur.

It has to be understood that teaching and learning activities are complex, and as such cannot be left to chance but are reliant on sound pre-reflection and planning.

Plans MUST include a variety of instructional strategies (3 minimum) and materials to increase success among ALL students. Because students learn at various levels, please provide differentiated plans for at-risk and advanced students. Reteach and retest should be integral parts of the teaching strategies. When teachers are absent, plans MUST also be available for substitutes.
GRADING SYSTEM FOR GRADES 6-12

I. PURPOSE

To outline guidelines for grading in grades six through twelve.

II. SCOPE

This policy applies to Shelby County Schools students.

III. POLICY STATEMENT

The grading system for all 6-12 grades has been established in accordance with the Tennessee Uniform Grading System.

Report Cards and Interim Reports - Report cards are sent to parents at the end of each nine-week period, unless the parents/guardians have exercised their option for paperless reports. Parents must be notified within a report card period when a student is not doing acceptable work. At the midpoint of the nine weeks, parents will be notified of students’ progress; all will receive an interim report. Parent-teacher conferences should be held for gaining parental support in an effort to improve student performance.

Conduct Grades In all schools, students' conduct is graded as excellent, satisfactory, needs improvement or unsatisfactory, and the initial letter "E", "S", "N", or "U" is used to report the conduct grade. It is to be reported at each grading period on the report card with each subject grade.

Grade Adjustment - NOTE: If an erroneous grade has been entered, correction must be made and a new card issued to the student.

1. Grading Scale - Grades in all courses/subjects, including art, music, and physical education, will be reported on report cards and transcript records using numerical values as indicated below:

   A 93-100
   B 85-92
   C 75-84
   D 70-74
   F Below 70
2. **Nine Week Grades** - Grades given at the end of each nine-week period will be determined by the average of daily work, oral and written assignments, projects, and tests. A minimum of twelve (12) grades for the nine-week period should be recorded for each subject. Fifty percent (50%) of the twelve grades should be earned and recorded by the interim of the nine-week term. This gives the teachers the basis for the grades at the end of the grading period. The teacher will assess all student assignments and weigh the value of grades given for various assignments within the nine-week term in computing the term grade. This procedure will enable the teacher to allow for individual student differences in the grading process. Homework assignments are of value in affording students needed practice, and such assignments should be made within practicable limits.

3. **Grade Restrictions** - A student's academic grade is solely intended to reflect the student's acquired knowledge, ability, and/or skills in the designated subject. Therefore, academic credit/points may not be awarded or deducted for any purpose that is not directly related to the student's academic performance. For example, academic credit/points may not be awarded as an incentive to participate or achieve a certain goal in a school fundraising event. Academic credit/points may not be deducted for failure to purchase certain brands or types of school supplies. A reasonable number of academic points may be deducted from a student's homework or academic assignment grade for failure to submit the homework or other assigned academic work on the date specified by the teacher.

4. **Make-up Work** - Regular attendance should be necessary for passing grades. In the event of an excused absence, students are expected to make up work missed within a reasonable time. In the event of an unexcused absence, one day of makeup time shall be allowed for each day of unexcused absence, if the following conditions are met. The parent of a student or a student with an unexcused absence must submit a written request to the teacher to makeup the work and must participate in an appropriate intervention (e.g., student or parent conference with the teacher, Saturday school, and online tutorial, other appropriate intervention determined and scheduled by the teacher).

For absences due to long-term suspension (over 10 days)/expulsion, the program of making up work shall be in accordance with state law.

5. **Semester Grades** - Semester exams are not given in grades 6-8, except for high school level courses that are taken in eighth (8th) grade. Students who successfully complete a high school course will earn high school credit. Semester grades earned in high school courses will be recorded on the high school transcript. The grades earned will be included in the high school GPA.
6. **Tennessee Comprehensive Assessment Program (TCAP) Grade Inclusion** - Beginning with the 2011-2012 school year, for students in grades 6-8, scores on the Tennessee Comprehensive Assessment Program (TCAP) shall comprise 15% of the student’s final spring (second) semester grade in mathematics, reading/language arts, science and social studies.

7. **Additional Grading Consideration** - Students who meet only the minimum requirements should be given minimum passing grades. No student should fail for the semester or year if the only failing grade is that of the semester examination, provided the student has made an honest effort on the examination.

8. **Awarding Units of Credit** - Credits will be awarded in .5 increments upon successful completion of a semester. Additionally, a student will receive one full credit in the course if he/she receives a passing yearly grade in the course.

9. **Non-EOC Courses** - For courses which have no Tennessee State mandated EOC exam required during a given semester, semester grades are determined by counting the two quarter grades as 80% and the semester examination, or a comparable evaluation, as 20%.

10. **Tennessee State-Mandated EOC Exam Courses** - For courses which have a Tennessee State mandated EOC exam required during second semester, the semester grades are determined as follows:

    a. First semester grades are determined by counting the two quarter grades as 80%, the semester examination, or comparable evaluation, as 20%.

    b. Second semester grades are determined by counting the two quarter grades as 65%, the semester examination, or comparable evaluation, as 10%, and the state mandated exam as 25%.

11. In all Advanced Placement and International Baccalaureate courses/advanced courses comparable to Advanced Placement courses at the secondary level five (5) points shall be added to each quarter numerical grade and each semester exam grade. The two 9 week grades and the semester exam grade, with the points included, will be used to calculate the semester average.

12. In all grades for Honors courses/advanced courses comparable to Honors courses at the secondary level, three (3) points shall be added to each quarter numerical grade, and each semester exam grade. The two 9 week grades, the semester exam grade, with the added Honors course points included, will be used to calculate the semester average.
13. **Exemption from Semester Exams** - A student having a 90 or higher average for the two terms in a specific course, and having three (3) or fewer excused absences in that same course will be exempted from the semester exam if the student desires. The number of excused absences allowed under this provision may be adjusted by the principal in extenuating circumstances (e.g., long-term illness or hospitalization). When a student is exempted from the examination, the semester average will be the average of the two term grades and any state-mandated exam as outlined above. **ANY UNEXCUSED ABSENCE IN THE COURSE WILL DISQUALIFY THE STUDENT FROM ALL EXEMPTIONS. EXEMPTIONS APPLY ONLY TO TEACHER-MADE SEMESTER EXAMINATIONS.** 12th grade students are eligible for exam exemption during both semesters. All other students in high school courses who meet the above requirements may be exempted for only the second semester exam.

**IV. RESPONSIBILITY**

The Superintendent (or designee) is responsibility for administering this policy.

Legal References:

1. Tennessee State Board of Education Rule § 0520-1-3-.06
2. 2 Tennessee State Board of Education Rule § 0520-1-3-.05
PROMOTION AND RETENTION

I. PURPOSE
To establish the guidelines for promotion and retention of students and to outline assessment and intervention standards.

II. SCOPE
This policy applies to students within Shelby County Schools.

III. POLICY STATEMENT
Assessment
Regular assessment is important in order to guide the provision of academic services, enhance district and classroom instructional strategies, and measure student learning and students’ progress toward meeting the district’s academic achievement standards. Therefore, the district shall employ a comprehensive student assessment system to help ensure that students remain on course to meet the academic achievement standards of the district and on target to meet the grade level standards recognized by state and federal governments. Promotion and Retention Decisions Assessment of the student in the context of the total learning situation and its attendant circumstances should be used to determine what is best for the student. Factors to be considered in deciding what is best for the student should include:

1. current skill level;
2. the student's age;
3. achievement potential;
4. previous performance;
5. evaluative data;
6. chances for success with more difficult material when current skills are inadequate;
7. number of absences;
8. previous retention;
9. maturity level;
10. standardized test results; and
11. What benefits can be accomplished by retention.

Promotion

Promotion shall be based on skill mastery and shall be considered on the basis of what is best for the child in terms of school success. Conditional Promotion and/or Assignment to Transitional Classes. If a student's ability to succeed at the next grade level is highly questionable, consideration shall be given to conditional promotion and/or assignment to transitional classes if such classes exist.

Retention

Retention is used to help students improve their knowledge base by providing an additional year of instruction to address inadequate skills mastery. Retention will be considered on an individual basis. Deficiencies in several of the factors to be considered in deciding what is best for the student that are listed above indicate that retention shall be considered. Retention, however, should not be used as a punitive measure or as a way to hold a student back because of parental wishes when a student's performance does not warrant it or when the school feels retention is inappropriate.

Special Consideration

Special consideration for promotion and/or retention shall be given to students with special academic, social, and emotional needs.

Academic Interventions

It is expected that interventions will occur on an ongoing basis and that effective intervention strategies may result in a student’s promotion. Therefore, instructional strategies, classroom grades, and intervention opportunities shall be monitored and reviewed by principals on a regular basis. Academic interventions shall be required for the following students:

Required Interventions

• Students who are not making satisfactory progress toward academic benchmarks;
• Students who have not met promotional standards by the end of the school year/(retained students)
• Students who are one or more years behind grade level in a course or grade
• Students not performing at the level to meet the College Readiness Benchmarks, as defined by ACT

English Language Learners (ELL)

ELL students shall meet the same standards as all students. However, in accordance with federal law, English language proficiency shall not be the sole factor in determining that a
student has not met performance standards for promotion. Intervention strategies shall include, where appropriate, assistance in the development of English language proficiency.

**Students with Disabilities**

To the maximum extent appropriate, students with disabilities shall be governed by SCS student standards established for students without disabilities. Students with disabilities who meet the requirements established by the Tennessee Board of Education shall earn regular diplomas. All enrichment, interventions/remediation, opportunities, benefits and resources made available to students without disabilities shall be made available to students with disabilities. Students with disabilities may be exempt from promotion/retention standards if an Individualized Education Plan (IEP) team determines that the student does not have the ability to successfully meet general curricular standards. Students with disabilities are not subject to promotion/retention standards if, due to the nature and severity of their disability, they have an IEP allowing them to take an alternative form of state/citywide assessment.

**Parent Concerns**

Parents who disagree with the decision of the teacher(s) and principal regarding the promotion or retention of a student may appeal the decision to the Superintendent or his designee. The decision of the Superintendent or his designee shall be final.

**IV. RESPONSIBILITY**

The Superintendent (or designee) is responsibility for administering this policy.

Legal References:
1. Tennessee State Board of Education Policy No. 3.300
2. Tennessee State Board of Education Rule § 0520-01-03
3. Tennessee State Board of Education Rule § 0520-01-03-.05
General Procedures

Field Trips

Field trips should be planned to meet educational objectives for your students, and planned in advance so that the trip can be approved. A Field Trip Request form must be completed and given to the office before parents are notified of a field trip. A Shelby County Schools Permission Slip should be completed on each child and signed by the parent/guardian. All permission slips should be turned in to the office, at one time, five days before the trip. Telephone or fax permissions will not be accepted. Children should not be allowed to come to the office to call for permission slips or money on the day the permission slips are due.

The following forms must be submitted for In Town/Out of Town Field Trips:

1. Field trips must be approved in advance (at least 3 weeks) by the Principal. (Out of town –4 weeks in advance)
2. Professional Leave Form
3. In Town Field Trip Form – must be submitted 2 weeks in advance prior to trip.
4. Out of Town Field Trip Form – must be submitted 4 weeks in advance prior to trip.
5. Students Attending Out of Town Field Trip Form
6. Parent or Guardian Approval for School Field Trip

Students must comply with the district uniform policy while on field trips unless otherwise approved by the principal. Teachers must dress professionally unless there are specific activities that require different dress.

Siblings of students and other children may not attend a class field trip. The teacher is responsible for securing 1 adult chaperone per 20 students for in town and 1 adult chaperone per 10 students for out of town minimum, and all chaperones must be approved by filling out the proper volunteer information form.

The teacher in charge should call before the field trip to confirm the date and time of arrival of buses used for the trip, and is responsible for ensuring all buses return to Cordova High before dismissal. The teacher in charge of the trip should have her/his name on the bus invoice. Buses for transportation other than Durham must be on the list approved by the Board. A copy of the approved list is in the Finance Office. Please see Ms. Marshall and Ms. Melton to submit all transportation requests.

If parents/guardians drive on a field trip, they must complete a form advising them of their personal liability in the event of an accident and to affirm appropriate insurance coverage. In accordance with Board policy, this form notifies them that they and their insurance carrier are liable in case of an accident.

When writing field trip receipts, please indicate the name of the field trip. All money must be collected and turned in to the office 3 days before the field trip.

Field Trip Insurance

SCS has school-sponsored field trip insurance available for any student, staff and chaperone. For approximately $1 a day, an individual can be covered by this insurance. It includes $1,000 medical coverage and $10,000 accidental death and dismemberment benefits for each person. Teachers should factor this cost into their field trip total costs.
If your school is planning a field trip during the school year, please contact Tanya Harris, NE office for more information.

Films & Videos

No film or video can be shown that is rented by you or anyone else, furnished by parents or friends, taped at home, or copied in any way (see SCS Copyright Policy). Teachers are required to show relevant films and videos to their classes; the Librarian can help secure the media through the Board Film and Video Services. Please seek administrative approval for any film or video not on the SCS approved list. Please do not put yourself in the indefensible position of not following Board regulations and the procedures set up at Cordova.

Student Transfers

When a student leaves Cordova, you will receive a Transfer Data Form from the office. Complete the form; note on the form any money owed or textbook not returned by the student. Teachers are responsible for maintaining grade information on students who transfer in to Cordova. You will receive a copy of grades we get from the school from which the student transferred.

Textbooks

Procedure for Receiving Textbooks

1. The teacher will submit a request for books to their Department Chair.
2. Department Chair will email the request to Mr. Bacchus to be filled.

Procedure for Issuing Textbooks

1. The teacher will hand write the student’s name inside the book in red ink.
2. The teacher will then write their initials beside the student’s name in the book.
3. The teacher will fill out a book card and have the student sign the back of the card.
4. The teacher will keep the card until the student returns the book. The card will function as the student’s receipt for the book. Teachers please emphasize to the student the importance of being able to produce this card in the event the school charges them for a lost book.
5. Book cards are turned in at the end of the school year check out as proof that the student has NOT returned the book.
6. Damages to textbooks should be recorded on the back of the book card when books are given out.

Lunch

Teachers are requested to not allow students to eat in their classrooms during lunch; students are only allowed in one of the two common areas during lunch times (cafeteria area). Students will be allowed to use the foyer during inclement weather days. Please remember NO FOOD or DRINK in the classrooms at any time.

Special Education Records

Teachers working with special education students will receive modifications to be implemented as mandated in the IEP. SPED students may not fail unless every component of the IEP is being implemented. If the IEP is being fully implemented and the student is still failing, it is the teacher’s responsibility to convene another IEP meeting to further modify the child’s program. If a special
education student’s IEP is needed, the teacher should come to the SPED office during their planning period. These records are not to be removed from the SPED office.

The Guidance Department will have specific information regarding student modifications as soon as the material can be updated. Teachers are responsible for reviewing and implementing the modifications for each special education student they teach. The SPED teacher who is the case load manager will provide each student’s modifications to each of his or her teachers.

Consistent with our philosophy on special education, a number of our special education students are being included in regular classes.

**Special Education Referrals**
A teacher, administrator, or parent can refer students for special education screening. Please check with a counselor for appropriate procedures.

**ISS (In School Suspension)**
In order to maintain an environment appropriate to redirect negative behavior, there must be consistency while implementing procedures for In-School Suspension. All students will comply with the uniform policy while serving ISS. Teachers are required to assign class work align to their lesson plan for all students that are assigned to ISS. Refer to ISS Procedure.

**School Resource Officer in the Schools**
The school resource officer is assigned to assist the school in maintaining a safe and orderly environment and to enforce the law. The officer should not be called to the classrooms unless there is an emergency or crime in progress. Teachers are to call the office; administrators will respond and/or contact the officer to respond with them.

**Teacher Assistants**
Due to stricter privacy act guidelines, student “teacher assistants” will be limited to the administrative offices only.

**Accidents**
Report all accidents to the office as soon as possible as an electronic accident report should be filled out. Please see Mrs. Melton or Mrs. Marshall in the Main Office.

**Room Maintenance**
Please ask the children to pick up things off the floor before they leave in the afternoon. This allows the building staff to better clean your room. If you have damage, need repairs, experience heating or AC problems, complete a Maintenance and Custodial Request Form so that your needs may be addressed as soon as possible. Completed forms should be submitted to Mr. Hopkins in the Attendance Office.
School Day Events:

School Day events are held during the school day. All school day events must be approved prior to the program/event. A school day event will occur during the AM Activity Schedule or PM Activity Schedule. If it is a fundraising event/program, you will the fundraising procedure and approval before implementing the School Day Event Procedure.

ASSEMBLY PROGRAMS

There are many opportunities for assembly programs during the school year. Auditorium seating for assemblies is assigned by Advisory. Advisory teachers are expected to supervise their homeroom students during assemblies. Non-homeroom teachers and administrative assistants should expect supervisory assignments. Absence from responsibilities during assembly times should be with administrative approval.

Assembly Rules

- Students must enter and leave an assembly in an orderly manner.
- During an assembly for all grades, by grades, there will be no teachers or students remaining in classrooms.
- Each teacher’s first responsibility is to monitor students for appropriate behavior.
- Teachers will enforce these three basic rules for assembly behavior:
  - Remain quiet when entering the auditorium, throughout the program and when leaving
  - Sit erectly in your seat
  - Give the speaker/performer your undivided attention. This includes becoming quiet when the speaker steps to the podium/microphone and being attentive throughout the presentation.
- After dismissal from an assembly, students are to report directly back to their classroom or wait for further instructions to be dismissed from school. Students attending auditorium programs will leave books in classrooms.
- No food, gum, drink or anything that is considered food (sunflower seeds, chip, candy, etc.) is permitted in the auditorium.
- Students must respond to program performances with polite applause.
- The following actions will not be allowed: booing, catcalls, whistling, commenting, standing, chanting or dancing.
- Students will not be allowed to sleep.
- Inappropriate behavior will result in disciplinary action.
- All other school rules are in effect at all times. Students who do not obey rules will not be allowed to attend future assemblies.
- All students will remain seated in their designated areas with teachers until dismissed by the administrative staff at the conclusion of assemblies.
Cordova High School
School Day Event Planning Form

Name: _______________________
Organization/Dept.: ______________________

Event: _______________________
Date of Event: _______________________

Location of Event: ______________
Time: AM/PM Activity Schedule: ______________

Statement of Purpose: ____________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

Is this event a fundraiser? Yes ________________ No ________________
(If yes, follow the fundraiser procedure with:)

Are there auditions or practices for this event? Yes ________________ No ________________

Event Approved ________________
Event Not Approved ________________

Teacher/Advisor signature: _____________________________________________

Assistant Principal: _____________________________________________
Ms. Brenda Becton, Assistant Principal

Principal: ___________________________________________
School Principal

30 days’ advance notice; this form must be submitted in Ms. Becton’s mail box for the approval process. (Ms. Becton)
Cordova High School
School Day Event/Program Checklist

Name: ___________________________ Organization/Dept.:_________________

Event: ___________________________ Date of Event:________________________

Checklist:

☐ Rehearsal Date: _____________________ (Afterschool)

☐ Props or stage setup Committee/Students (Mr. Truesdale, Mr. Luter)

☐ Technology (Ms. Cooley)

☐ Handwritten Program

☐ Auditorium, Varsity Gym, or Stadium Layout for supervision of students

☐ Class Coverage, if needed

☐ Time to dismiss participants for the program/Announcement

☐ Administrator’s approval of the program (printed)
  (See Ms. Becton, or School Principal)

Program Time: Morning 1st period or Evening 7th period

As you prepare for the program, plan the event within the 45 minutes.
Sponsors’ Responsibility for Student Clubs and Organizations

Student organizations are an extension of the academic curriculum and are intended to compliment the basic instructional program. The principal’s designee, in cooperation with the faculty and student body representatives, shall approve all clubs and organizations within the school. Sororities, fraternities, and all secret organizations are prohibited as student clubs and organizations. All sponsors will adhere to the following guidelines for the student club/organization this school year. *(SCB of Education Policy #6064)*

Sponsors will submit the following:

1. Submit club/organization objective, constitution, and rules to club coordinator.
2. Outline student’s responsibilities for attending meetings and participating in activities.
3. Outline financial obligation placed on students and parents
4. Short statement of the requirements and expectations of student/parents
5. End-of-year
   a. Evaluate the club/activity and make recommendations concerning changes, continuance, or deletion from the school’s activity program.

**Club Day Procedure:**

Club Day is monthly. Club sponsors will be notified of any cancellation prior to this day.

The following procedure will be implemented:

1. Clubs Day is monthly.
2. Sponsors will meet clubs in their classroom or designated areas. If you need larger space, you may request it. (See Ms. Becton)
3. Sponsors are responsible for securing class coverage as needed. (within the department)
4. Sponsors cannot conduct a club meeting along with their class unless the class period students are members of the sponsor’s club.
5. Sponsors will submit a copy of their club roster to Ms. Becton. (date to be announced)
6. Teachers are to ensure that club members exit the classroom with a club card in hand.
7. Sponsors are to ensure that club members enter the club meeting with their club card in hand.
8. Students cannot sign up for a club on Club Day.
9. If there is a cancellation of the club meeting, give the club member’s proper notification, 24 to 48 hours, through communicating by a school announcement. Complete an announcement and submit to the main office.
10. During the meeting time, no students are allowed to use a hall pass for the restroom or to the locker.
Safety Crisis Procedures

Safety & Crisis Plans

An in-depth safety plan has been developed and will be refined each year. Various drills will be scheduled throughout the year; teachers will receive a master copy of the schedule as soon as the team develops it.

Fire Drill

The following is a guide for all teachers to follow:

- Wherever you may be in the school, use the closest exit.
- You are responsible for students you are with in case of a fire or drill.
- Everyone must leave the building immediately.
- Classes should leave in a quiet and orderly manner. Lights should be turned off, and the last class to exit any doors should be responsible for the closing of those doors.
- Teachers should have a roll book or roster of all students in their charge. **Roll must be called as soon as your class is assembled in their assigned area.**
- Report immediately to the office or administrative staff if a student is missing.
- The signal for the fire alarm will sound and remain on until evacuation is complete.

Tornado Drill

Students should be moved into the hallways. They should sit against the wall and cover their heads with their arms. This position should be maintained until the all clear is announced. Second floor students will evacuate to the 1st floor. The signal is an intermittent school bell.

Earthquake Drill

Duck, Cover, Hold! Students should seek cover under desks and tables, and then hold on to the object so that it will not move away from them. This position should be maintained until tremors have ceased. The signal is a continuous school bell.
Financial Procedures

Financial Guidelines Vendor Lists:

All suppliers to SCS must be on the district’s vendor list. This includes fundraisers, transportation, etc. If you wish to use a vendor not on the list, Ms. Marshall can get you the paperwork to supply the vendor.

Anyone being paid for services must also be an approved vendor. Vendors will not be paid directly from Cordova High School. A payment request along with an invoice must be submitted to Ms. Marshall for processing through Procurement Services. Check processing may take up to 3 weeks.

Receipt Books:

The receipt book is an official school record and subject to audit review. It is YOUR responsibility to safeguard your receipt book. It should never be left unattended nor should a student be allowed to bring it to the office.

Receipts must be written in numerical order from RIGHT to LEFT.

Accepted forms of payment are: Cash, Money Order or Cashier’s check.

All money collected must be receipted and turned in DAILY by 10:00 a.m. If you receipt money continuously during the day, please submit money by 10:00 a.m. and your receipt book will be given back to you to continue receipting. When this occurs, please remember to date receipts for the next day’s date and turn money and receipt book back in by the end of the day. Please DO NOT KEEP MONEY that has been receipted overnight.

The receipt should be written in duplicate and the original given to the student at the time the money is collected.

The receipt should be completely filled out and include school name, date, name of the student, amount, activity and teacher’s signature.

If an error is made on a receipt, the original receipt should be marked “VOID” and stapled back into the receipt book. In the event the original receipt is not available, write “VOID” on the duplicate in the receipt book. Do not mark through the error to correct it.

NEVER allow a student to collect funds or write receipts.

Expenditures/ Bids

All purchase requests must be submitted on a Check Request/Bid Form to the financial secretary for the principal’s approval PRIOR to purchases being made. Indicate fund account # to be used. Vendor must be on SCS’ Procurement Services listing. (This information can be obtained from the financial secretary).

Three competitive bids must be documented on the check request/Bid form when a single item costing $500 or more is purchased.
**Fundraising:**

1. All fundraisers must be pre-approved by the principal and be on the Approved Listing of Fundraising Companies supplied by the Division of Internal Audits. (See Ms. Marshall for this information)

2. You must secure three bids for your fundraisers to secure the most profitable project for the school.

3. A contract must be signed by the principal, sponsor, and fundraising representative.
4. After the activity, the sponsor must complete an Income Statement.

5. A debt list should be prepared, maintained and kept on file for students receiving, but not paying for fundraising items.

6. A maximum of 20% of each fundraising profit may be taken by the school for the general fund. (In the past, it has been a Cordova tradition to give at least 10%.)

7. Fundraising activities should generate a profit. Any items that are re-sold **MUST** include sales tax. If a vendor cannot charge sales tax, you cannot use them.

8. Scratch-off fundraisers and raffles are prohibited!

9. Any fundraiser that involves the participation of Cordova High school students must be run through the school finance office and NOT the booster clubs.
Building Usage

The following guidelines will be used to secure assistances with any events after school hours:

- Permits are needed at the school two weeks in advance of the activity. The principal must sign and approve all permits.
- Forms are in Ms. Marshall’s, Financial Secretary, office.
- **Consider:**
  - *How many are attending? What is the event? What’s the permit number?* What part of the building or part of the campus grounds, the date and hours are needed for the event.
- Mr. Truesdale will need a copy of the permit for his payroll.
- All work must be completed before personnel is assigned the job.

Extracurricular Activities

- After School Events, Activities and Practices
  - *ANY events and activities that are beyond to 5:00 pm or begins at 5:00 pm must be approved by the School Principal.* Notification must be given at least 48 hours prior.
  - *ANY athletic practices beyond 5:00 pm must be scheduled through the Athletic Director, Robert Ryan*
    - All Coaches must remain with athletes until all team members have left the premises.
  - *No events, activities, or practices are conducted on a Sunday or SCS approved holidays.*
- **ALL non school day extracurricular activities including events and practices must be approved by the School Principal 48 hours in advance.**

Refer to the Emergency Management Plan for additional information regarding our safety procedures.
Reference Shelby County Board of Education Policies:

**Shelby County Board of Education**

**Policy Manual**

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**Link:** [http://www.scsk12.org/uf/policy/](http://www.scsk12.org/uf/policy/)

**Policy Manual:**

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<td>Families and School Collaboration</td>
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### Recently Adopted Policies and Regulations

<table>
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<th>Policy Description</th>
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<td>Naming of Schools and School Facilities</td>
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<td>Student Wellness</td>
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<td>Students of Legal Age</td>
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<td>Dress Code</td>
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<td>Student Conduct</td>
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<td>Valedictorian &amp; Salutatorian</td>
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<td>School Fees and Debts</td>
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<td>Parental or Guardian Notice to School of Child’s Criminal Record</td>
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<td>Assignment of Students to Classes</td>
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<td>Pledge of Allegiance / National Anthem</td>
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<td>Section 504 Grievance and Due Process Procedures</td>
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<td>Gifts</td>
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<td>Student Clubs and Organizations</td>
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<td>Student Government</td>
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<td>Family Engagement</td>
<td>7009</td>
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Cordova High School
Regular Bell Schedule
2014-2015 School Year

7:00 Bell
7:10 Bell
7:15 Start Bell

<table>
<thead>
<tr>
<th>Period</th>
<th>Start Time</th>
<th>Duration</th>
<th>End Time</th>
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<tbody>
<tr>
<td>1st</td>
<td>7:15</td>
<td>45 minutes</td>
<td>8:05</td>
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<tr>
<td></td>
<td>Bell 8:05</td>
<td>6 minutes</td>
<td>8:11</td>
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<tr>
<td>2nd</td>
<td>8:11</td>
<td>45 minutes</td>
<td>8:56</td>
</tr>
<tr>
<td></td>
<td>Bell 8:56</td>
<td>6 minutes</td>
<td>9:02</td>
</tr>
<tr>
<td>3rd</td>
<td>9:02</td>
<td>45 minutes</td>
<td>9:47</td>
</tr>
<tr>
<td></td>
<td>Bell 9:47</td>
<td>6 minutes</td>
<td>9:53</td>
</tr>
<tr>
<td>4th</td>
<td>9:56</td>
<td>45 minutes</td>
<td>10:38</td>
</tr>
<tr>
<td></td>
<td>Bell 10:38</td>
<td>6 minutes</td>
<td>10:44</td>
</tr>
<tr>
<td>5th</td>
<td>10:44</td>
<td>1 hour 40 minutes</td>
<td>12:33</td>
</tr>
<tr>
<td></td>
<td>A Lunch 10:44 25min 11:09  – (3 minutes transition)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>B Lunch 11:12 25min 11:37  – (3 minutes transition)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C Lunch 11:40 25min 10:05  – (3 minutes transition)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>D Lunch 12:08 25min 12:33  – (6 minute Bell)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bell 12:33 6 minutes 12:39</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6th</td>
<td>12:39</td>
<td>45 minutes</td>
<td>1:24</td>
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<tr>
<td></td>
<td>Bell 1:24  6 minutes</td>
<td>1:30</td>
<td></td>
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<tr>
<td>7th</td>
<td>1:30</td>
<td>45 minutes</td>
<td>2:15</td>
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2:15 Bell
2:25 Bell
### Activity/Club Homeroom Schedule

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<th>Activity/Club</th>
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<tbody>
<tr>
<td></td>
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<td>5B</td>
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<td>5C</td>
<td>6</td>
<td>11:40</td>
<td>12:05</td>
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<tr>
<td>5D</td>
<td>6</td>
<td>12:08</td>
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<tr>
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<td>7</td>
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<tr>
<td>5B</td>
<td>7</td>
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### PM Homeroom Schedule

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<th>End</th>
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<td>HR</td>
<td>2:00</td>
<td>2:15</td>
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Cordova High School
Lunch Schedule
2014-2015

A LUNCH
10:44 - 11:09 AM
Freshman Academy, Lifetime Wellness, FACS, Foundations of Technology

↓

B LUNCH
11:12 – 11:37 am
Social Studies, English, SPED

↓

C LUNCH
11:40 – 12:05 AM
Careers & Technology, Fine Arts, World Language

↓

D LUNCH
12:08 – 12:33 am
Band, ROTC, Mathematics and Science, PE, Orchestra I
Cordova High School
Forms

Report of Absentee.................................................................pages 13 & 50
Maintenance Custodial Request for Repair Form..........................page 51
Faculty/Staff Statement Form......................................................page 52
Student’s Statement Form.........................................................page 53
CHS Announcement Form........................................................page 54
Club Organization Information Form..........................................page 55

Landscape Documents

Leadership PLC Responsibilities.............................................1
Guidance and Facilitator Responsibilities..................................2
TEM 4.0 Lesson Plan Template...............................................3-5
NOTICE OF TEACHER ABSENCE

This form should be turned in to Mrs. De Gruy as soon as possible prior to the absence.

Teacher’s Name__________________________________________

Date of Absence(s)__________________________________________

Time of Absence(s)__________________________________________

Report to S.E.M.S.

( ) Yes, I have called S.E.M.S. or put the information on the web:

Job #____________________________________________________

Name of Sub______________________________________________

Sub’s Phone #______________________________________________

( ) No, I have not called or put the information on the web.

Note: Please submit this form to Mrs. De Gruy prior to the day of your absence (24 hours) via email. In case of an emergency, call her directly at 550-4930 and leave a message.
Cordova High School
MAINTENANCE/CUSTODIAL
WORK REQUEST

Date of Request:________________________ Requesting Party: ___________________________

Classroom Number:______________

Exact Location of Work: ________________________________________________________________

Description of work/repair to be done:


Request Priority:
Emergency – Do not use this form. Use phone or radio Mr. Truesdale or Mrs. De Gruy

_____ High – Must be done within 24 hours

_____ Medium – Must be done within a week

_____ Low – Can be done when schedule allows

-----------------------------------------------------------------------------------------------------------------------------

Date Reviewed: ________________________

Date Completed:____________________________

Work Order Generated to Board on:  ________________________________________________

Completed By: ____________________________________________________________________

Comment: _________________________________________________________________________
Student Statement

Name __________________________ Homeroom __________ Section _______ Date ____________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________
ANNOUNCEMENTS!

Date to be announced: ________________________________

Submitted by: _______________________________________

Announcement: _______________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

ANNOUNCEMENTS!

Date to be announced: ________________________________

Submitted by: _______________________________________

Announcement: _______________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

ANNOUNCEMENTS!

Date to be announced: ________________________________

Submitted by: _______________________________________

Announcement: _______________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
Club/Organization Name: ____________________________________________________________

Sponsor/s: ______________________________________________________________________

Objective: ______________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Constitution: (If applies)-
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Students Responsibilities for attending meetings and participating in activities:        
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Statement of the Requirements and Expectations of students and parents
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Financial Obligation for students and parents
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
<table>
<thead>
<tr>
<th>Role</th>
<th>Michele De Gruy II</th>
<th>James Bacchus II</th>
<th>Brenda Becton</th>
<th>Michael Hopkins</th>
<th>Phillip Nelson</th>
<th>Lisa Bennett</th>
<th>Angela Brumfield</th>
<th>Randall Johnson</th>
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<tbody>
<tr>
<td>Vice Principal</td>
<td>10th Grade Principal</td>
<td>12th Grade Principal</td>
<td>11th Grade Principal</td>
<td>Freshman Academy</td>
<td>PLC Coach</td>
<td>Instructional Facilitator</td>
<td>Master Teacher</td>
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<td>All Departments Instructional Supervisor</td>
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<td>CTE &amp; SPED PLC</td>
<td>Physical Education PLC</td>
<td>Social Studies &amp; Freshman Academy PLC</td>
<td>English PLC</td>
<td>Math PLC</td>
<td>Monitor Lesson Plan, Syllabi</td>
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<td>Student Enrollment Withdrawals</td>
<td>Lunch Supervision - C</td>
<td>Lunch Supervision - B</td>
<td>Lunch Supervision Coordinator</td>
<td>Lunch Supervision - A</td>
<td>Student Teacher Placement</td>
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<td>Testing Administrator-Calculators</td>
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<td>Master Scheduler</td>
<td>Well Child Coordinator</td>
<td>School Messenger Coordinator &amp; In Side Marque Updates</td>
<td>Emergency Management Coordinator</td>
<td>PBIS Discipline Administrator</td>
<td>Parent &amp; Community Engagement</td>
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<td>ISS Administrator</td>
<td>Maintenance Work Orders</td>
<td>Child Abuse Reporting Compliance</td>
<td>Professional Development Coordinator</td>
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<td>GEAR UP Coordinator</td>
<td>Bus Supervision</td>
<td>Compstat/SACS Data/SIP Reports</td>
<td>Compstat/SACS Data/SIP Reports</td>
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<td>Registration Supervisor</td>
<td>Textbook Coordinator</td>
<td>ASVAB Testing Coordinator</td>
<td>Security/Duty Coordinator</td>
<td>Teacher In-Service/PLC Meetings, Teacher Mentors</td>
<td>Teacher In-Service/PLC Meetings, Teacher Mentors</td>
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<tr>
<td>Graduation Coordinator</td>
<td>Teacher /Student Incentive</td>
<td>Graduation Coordinator</td>
<td></td>
<td>Testing Administrator</td>
<td>Building Test Coordinator</td>
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<td>Compstat/SACS Data/SIP Coordinator</td>
<td>504 Coordinator</td>
<td>504 Coordinator</td>
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<td>Monitor Lesson Plans, Syllabi</td>
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<td>Teacher/Student Compliance Policy</td>
<td>Outside Sign Updates</td>
<td>Teacher Handbook/Hall Pass</td>
<td></td>
<td>PLC Coordinator (All Departments)</td>
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<td>AVID Site Coordinator</td>
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<td>School Day Events/Club Day Coordinator</td>
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## Guidance and Facilitator Responsibilities
### School Year 2014-2015

<table>
<thead>
<tr>
<th>Mrs. Mary DeGruy</th>
<th>Latoya Cameron</th>
<th>Adrian Walker</th>
<th>Linda Louks</th>
<th>Lacrecia Brasher</th>
<th>Margaret Carroll</th>
<th>Lisa Bennett</th>
<th>Angela Brumfield</th>
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</thead>
<tbody>
<tr>
<td><strong>Vice Principal</strong></td>
<td><strong>College &amp; Career</strong></td>
<td><strong>12th Grade</strong></td>
<td><strong>11th Grade</strong></td>
<td><strong>Department Chair 10th Grade</strong></td>
<td><strong>Freshman Acad.</strong></td>
<td><strong>PLC Coach</strong></td>
<td><strong>Instructional Facilitator</strong></td>
</tr>
<tr>
<td><strong>Teacher/Student Compliance (Policy)</strong></td>
<td>Grade Reporting Coordinator</td>
<td>12th Grade IEPs, Attendance, 504’s, Truancy, and Discipline Issues</td>
<td>11th Grade IEPs, Attendance, 504’s, Truancy, and Discipline Issues</td>
<td>10th Grade IEPs, Attendance, 504’s, Truancy, and Discipline Issues</td>
<td>9th Grade IEPs, Attendance, 504’s, Truancy, and Discipline Issues</td>
<td>NCLB/Title I Compliance</td>
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<td><strong>All Departments</strong></td>
<td>Scheduling Trouble-Shooter</td>
<td>12th Grade Academic Interventions</td>
<td>11th Grade Academic Interventions</td>
<td>10th Grade Academic Interventions</td>
<td>9th Grade Academic Interventions</td>
<td>PLC Coordinator (All Departments)</td>
<td>English PLC</td>
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<tr>
<td><strong>Instructional Supervisor</strong></td>
<td>William Sweet</td>
<td>Administrative Duties AM/PM</td>
<td>Administrative Duties AM/PM</td>
<td>Administrative Duties AM/PM</td>
<td>Administrative Duties AM/PM</td>
<td>Student Teacher Placement</td>
<td>New Teacher Coordinator</td>
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<tr>
<td><strong>Compsstat/SACS/Data/SIP Coordinator</strong></td>
<td>Administrative</td>
<td>Student Crisis Intervention</td>
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<td>Parent &amp; Community Engagement</td>
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<td>Registration Coordinator for Guidance</td>
<td>Grade Level Course Selection</td>
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<td>Professional Development Coordinator</td>
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<tr>
<td><strong>Teacher Evaluation Coordinator</strong></td>
<td>Graduation Coordinator</td>
<td>Co-Coordinator for Graduation</td>
<td>English III EOC Coordinator</td>
<td>Grade Level Course Registration</td>
<td>Grade Level Registration</td>
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<td><strong>Mast8er Scheduler</strong></td>
<td>ACT (11th Graders)</td>
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<td>U.S. History EOC Coordinator</td>
<td>Grade Level Registration</td>
<td>Peer Mediation Coordinator</td>
<td>Teacher In-Service/PLC Meetings, Teacher Mentors</td>
<td>Teacher In-Service/PLC Meetings</td>
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<td><strong>Substitute Management</strong></td>
<td>ASVAB Coordinator</td>
<td>Algebra I EOC Coordinator</td>
<td>TCAP Writing</td>
<td>PBIS Coordinator</td>
<td>Ed Plan &amp; Kuder Assessment</td>
<td>Department Chairs</td>
<td>Department Chairs</td>
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<td><strong>Guidance Administrator</strong></td>
<td>Dual Enrollment</td>
<td>Algebra II EOC Coordinator</td>
<td>Folio Writing Assessment</td>
<td>PLAN Coordinator</td>
<td>AP Coordinator</td>
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<td><strong>Registration Supervisor</strong></td>
<td>Honor Assemblies Coordinator</td>
<td>PSAT Coordinator</td>
<td>English II EOC Coordinator</td>
<td>English I EOC Coordinator</td>
<td>English I EOC Coordinator</td>
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<td><strong>Student Enrollment/Withdrawals</strong></td>
<td>College &amp; Career Coordinator</td>
<td>Grade Level Registration</td>
<td>Biology EOC Coordinator</td>
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<td>Monitor Lesson Plans, Syllabi</td>
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<td>Transcript Evaluation Coordinator</td>
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<td>Transcript Evaluation &amp; Student Schedules: 11th</td>
<td>Transcript Evaluation &amp; Student Schedules: 10th</td>
<td>Transcript Evaluation &amp; Student Schedules: 9th</td>
<td>Monitor Lesson Plans, Syllabi</td>
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### Department Chairs
- **12th Grade:** 12th Grade IEPs, Attendance, 504’s, Truancy, and Discipline Issues
- **11th Grade:** 11th Grade IEPs, Attendance, 504’s, Truancy, and Discipline Issues
- **10th Grade:** 10th Grade IEPs, Attendance, 504’s, Truancy, and Discipline Issues
- **9th Grade:** 9th Grade IEPs, Attendance, 504’s, Truancy, and Discipline Issues

### Administrative Duties AM/PM
- **Guidance Administrator:** Professional Development Coordinator
- **Registrar:** Teacher Evaluations
- **Substitute Coordinator:** Teacher In-Service/PLC Coordinator
- **Teacher:** Teacher In-Service/PLC Coordinator
- **Student:** Teacher In-Service/PLC Coordinator
- **Text:** Teacher In-Service/PLC Coordinator
- **Graduation:** Teacher In-Service/PLC Coordinator

### Other Areas
- **College & Career:** English PLC
- **Guidance:** English PLC
- **All Departments:** English PLC
- **Instructional:** English PLC
- **Supervisor:** English PLC
- **Compsstat/SACS/Data/SIP:** English PLC
- **Teacher Placement:** English PLC
- **Registrar:** English PLC
- **Teacher:** English PLC
- **Student:** English PLC
- **Text:** English PLC
- **Graduation:** English PLC
- **Coordinator:** English PLC

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**Notes:**
- The above list is not exhaustive and may be subject to change based on school policy and administrative decisions.
- The responsibilities listed are illustrative and may vary based on specific school requirements.
- The table includes a summary of responsibilities for various district roles, including but not limited to administration, teaching, and support staff.
- The table aims to provide an overview of the breadth of responsibilities within a school district, highlighting the collaborative nature of educational leadership and support.
### TEM 4.0 Lesson Plan Template

**Teacher A:**

**Teacher B:**

**Week of:**

**Subject:**

#### Teach 1: Objective Driven Lesson – Engage students in objective driven lessons based on content standards and student data.

#### Teach 2: Explain content clearly and accurately.

#### Teach 3: Appropriately Challenging Work – Engage students at all learning levels with appropriately challenging work by effectively leveraging the District’s curricula, guides, and resources.

#### Teach 4: Content Engagement – Provide students multiple ways to engage with content.

#### Teach 5: Higher-Level Thinking Skills – Use strategies that develop higher-level thinking skills.

#### Teach 6: Check for Understanding – Check for understanding and respond appropriately during the lesson.

#### Teach 7: Instructional Time – Maximize instructional time.

<table>
<thead>
<tr>
<th>Indicators</th>
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<tbody>
<tr>
<td>STAGE 1: What knowledge of your students’ performance data, interests, background, etc., are you using to inform your planning process? (<em>Data may range from district’s assessment data to teacher-created classroom data.</em>)</td>
<td>T1</td>
<td></td>
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<td>STAGE 2: What will students know and be able to do at the end of this lesson? The learning objective(s) is best stated in student friendly language (learning target or an “I Can” statement), measurable, stating what the student will be able to do by the end of the lesson. Objective(s) should also be communicated within the context of the standard(s).</td>
<td>T1, T3</td>
<td></td>
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<tr>
<td>Connecting Prior Knowledge: Bell work, Do Now, Journaling, KWL Chart, Review, Re-teach, etc.</td>
<td>T1, T7</td>
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<tr>
<td>Guiding Question(s): What are the questions that will drive the content and skills that you will teach?</td>
<td>T2, T5</td>
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(*Data may range from district’s assessment data to teacher-created classroom data.*)
**Indicators**

Higher order, open-ended, and frequently asked questions begin with “how” or “why”. Can be the driving question for the lesson or for a longer period of time (i.e., week, unit).

**STAGE 3.**

What instructional task(s) will be used to reach the learning target? Think about the standard’s level of rigor (revised Bloom’s taxonomy) when developing the task(s).

**Task(s):**

Think about including one or more of these instructional strategies:

- Literacy, interventions, differentiation, anticipation of students’ misconceptions, students guiding their learning, accommodations/modifications, extension of knowledge, scaffolding where appropriate, small groups, whole group, etc.

**How will you maximize the instructional time with each task?**

**Introduction (approximate time):**

**Guided Practice (approximate time):**

In what ways will your learners attempt to explain or do what you have outlined? How will you monitor and coach their performances? (WE DO)

**Independent Practice (approximate time):**

How will your different learners attempt the objective on their own? How will you gauge mastery? (THEY DO)

**Assessment (approximate time):**

How will you know that students have reached the targeted learning?

Assessments may include: Pre-assessment, formative assessment, summative assessment, post-assessment, discussions, performance, demonstration, etc.

**Closure (approximate time):**

T1, T3, T4, T5, T6

T7

T4, T5, T6

T6

T1, T6, T7
How will you engage students (not the teacher) in restating or demonstrating their learning?
Closure strategies are usually the last 5 minutes of class: 3-2-1, ticket out the door, journals, reflective stems, answering guiding question, PMI, etc.

Resources and Materials Needed for Addressing the Task
Consider any differentiated materials needed based on the developed tasks and student modifications (all levels).

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**STAGE 4:**
Thinking About This Lesson
How well did the students achieve the learning targets based on your evidence? What surprises, questions, dilemmas, or problems did you encounter?

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Thinking Ahead
What will you do next for your students; why? Consider students who mastered the learning target at different levels or not at all.

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