



EMPLOYEE MANUAL 2012-2013

Purpose

The purpose of this handbook is to define policies and procedures for teachers and staff members at Stevens Elementary School. You are directed to adhere to these policies and procedures as well as all those from the state and district including the following:

- Stevens Student-Parent Handbook
- Policies and Procedures of the Texas Board of Education (TEA Website)
- Stevens Elementary School Improvement Plan
- HISD Elementary School Guidelines (HISD Intranet)
- HISD Board Policies (HISD Intranet)

As our policies and procedures are changed or updated, you will be notified through e-mail and memos. You are responsible for reading the information and following the policies and procedures as outlined. Questions pertaining to this manual or any other publication should be directed to the administrative team.

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CAMPUS, DISTRICT AND STATE BELIEFS, VALUES, AND POLICIES

Stevens' Mission Statement

The Mission of Stevens Elementary School is that all students learn those academic, social, emotional & physical skills that will enable them to succeed in a changing technological & multicultural society.

Stevens Vision

In support of the mission, the shared vision is that Stevens is a place where students participate actively in an engaging, rigorous curriculum and achieve mastery on formal and informal assessments.

Teachers at Stevens hold high expectations for the students that they serve. They do “whatever it takes” to enable their students to learn the curriculum and beyond. If students are not learning or are struggling, teachers are flexible and will try new things until each student achieves mastery. Teachers respect each other, their students and the community that they serve.

Stevens Elementary is organized so that everything supports student learning. Every member of the faculty and staff as well as students, parents, and community members are personally responsible for its success. Our teachers and students ensure that every student learns at the highest possible level. Leadership communicates with each other and with the staff frequently through email, one-to-one conversations, and committee structures. We work together collaboratively, and share decision-making as well as the work necessary to make our vision a reality.

Steven's Values: Our values clarify how we intend to make our shared vision a reality.

Respect: We respect each other, students, parents, and community members.

Commitment: We are committed to the academic achievement and growth of every student that attends Stevens.

Perseverance: We do not give up but will keep trying new and different strategies until every child is successful.

Enthusiasm: We are passionate about our work and share this passion by implementing instructional strategies that are effective and fun for students.

Collaboration: We know that we cannot do this work alone. We collaborate with each other, district support staff, and parents in order to make sure that we reach our goals.

School Motto

Work hard. Be Kind. Achieve Excellence

HISD Purpose, Strategic Intent, Goals, and Core Values

PURPOSE: The Houston Independent School District exists to strengthen the social and economic foundation of Houston by assuring its youth the highest-quality elementary and secondary education available anywhere.

STRATEGIC INTENT: To earn so much respect from the citizens of Houston that HISD becomes their prekindergarten through grade 12 educational system of choice.

Goals: The district's primary goal is to increase student achievement.

Goal 1: Increase Student Achievement: HISD student performance will demonstrate gains as evidenced by scores on TAKS, SAT, and other state and national tests, thus narrowing the achievement gap, and graduating students who are college- and career-ready. Additional goals are established in support of increasing student achievement, as follows:

Goal 2: Improve Human Capital: The district seeks to create a performance culture that values employees who are results-oriented, talented, innovative thinkers; individuals who strive to increase student achievement and contribute to the reformation of public education.

Goal 3: Provide a Safe Environment: The district shall create a safe environment conducive to learning for all students and provide safety and security measures at district schools and facilities, and while attending district-related events.

Goal 4: Increase Management Effectiveness and Efficiency: The district shall have a decentralized organizational structure that will promote autonomy and innovation in schools. With a districtwide commitment to performance over compliance and a shared accountability system in place, the district shall employ best practices of administrative principles to make optimal use of district resources and taxpayer dollars.

Goal 5: Improve Public Support and Confidence in Schools: The schools belong to the people; hence, the board, administration, and support staff are public servants who exist to support the schools and the relationship between teachers, students, and parents. Public confidence will increase as the district increases transparency, accountability at all levels, and meaningful engagement of the community.

Goal 6: Create a Positive District Culture: The district's clearly articulated purpose will serve as the catalyst for creating a powerful sense of community and a shared direction among personnel, parents, students, and the public. Because the district realizes the value of investing in human capital, the district will work to attract and retain the best teachers and staff members, and create working conditions in which their talents can flourish.

HISD CORE VALUES:

Safety Above All Else—Safety takes precedence over all else. A safe environment must be provided for every student and employee.

Student Learning Is the Main Thing—All decisions and actions, at any level, focus on and support “the main thing”: effective student learning.

Focus on Results and Excellence—Each employee focuses on results and excellence in individual and organizational efforts.

Parents Are Partners—Parents are valued partners in the educational process, serving as the child’s teacher in the home. All school and district activities will give proper consideration to the involvement of parents.

Common Decency—The district shall be responsive and accountable to the public and its employees. Community members and employees shall receive respectful and courteous treatment.

Human Capital—Through recruitment, retention, dismissal, and professional-development programs, the district will work to make sure students are served by the top talent available, from teachers to superintendents.

ASPIRE (Accelerating Student Progress Increasing Results and Expectations)

HISD has implemented a model that incorporates the educational improvement initiatives to advance student learning.

The model contains four core components:

- Developing Human Capital
- Improving Teaching and Learning
- Informing Practice
- Recognizing Excellence

Code of Ethics and Standard Practices for Texas Educators

19 Texas Administrative Code Chapter 247.

Statutory Authority: The provisions of this Chapter 247 are authorized under Texas Education Code, 21.041(b)(8), which requires the State Board for Educator Certification (SBEC) to propose rules providing for the adoption, enforcement, and amendment of an educators' code of ethics, and Section 63(l) of the conforming amendments to Senate Bill 1 (74th Legislature, 1995), which provides for a code of ethics proposed by the SBEC and adopted by the State Board of Education.

(a) Statement of Purpose.

- The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom.
- The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty.
- The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession.
- The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen.
- The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community.

(b) Enforceable Standards.

- (1) Professional Ethical Conduct, Practices and Performance.
 - (A) Standard 1.1. The educator shall not knowingly engage in deceptive practices regarding official policies of the school district or educational institution.
 - (B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
 - (C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
 - (D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
 - (E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents, or other persons or organizations in recognition or appreciation of service.
 - (F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
 - (G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other applicable state and federal laws.
 - (H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(2) Ethical Conduct Toward Professional Colleagues.

- (A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
- (B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.
- (C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
- (D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
- (E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, sex, disability, or family status.
- (F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
- (G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC under this chapter.

(3) Ethical Conduct Toward Students.

- (A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

- (B) Standard 3.2. The educator shall not knowingly treat a student in a manner that adversely affects the student's learning, physical health, mental health, or safety.
- (C) Standard 3.3. The educator shall not deliberately or knowingly misrepresent facts regarding a student.
- (D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, sex, disability, national origin, religion, or family status.
- (E) Standard 3.5. The educator shall not engage in physical mistreatment of a student.
- (F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student.
- (G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any student or knowingly allow any student to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

Discrimination Policy

Lulu M. Stevens Elementary School serves all members of our community without regard to race, color, national origin, marital status, military, age, gender, or disability.

PERSONNEL

Office Hours

The Main Office is open from 6:30 a.m. to 4:00 p.m. Monday through Friday. The building is opened at 6:00 am and is closed at 8:00 pm. Due to safety and security concerns, you are not allowed on campus before or after this time.

Personnel Schedule

Teacher Assistants	7:00 to 4:00
Cafeteria Staff	6:30 to 2:00
Plant Operator	6:00 to 9:00
Teachers	7:20 to 3:05
School Secretary	7:00 to 3:30

Signing In and Out

You must sign in when you arrive on campus. You must check in before or by 7:20 a.m. according to the office clock. Administration reviews time sheets at 7:20 daily to ensure that you have arrived to pick up students and to ensure that no students are left without supervision when school starts.

HISD Board Policy (Employee Standards of Conduct, Employee Responsibilities #1) states:

Every employee shall be responsible for:

A. Arriving at work on time every day and following attendance procedures;

Please make sure you write the exact time that you arrive and leave on a daily basis and that you initial below the time. **No one may sign in for you.** Your hours are keyed into the main time and labor reporting system on a daily basis. Failure to sign in and out on time causes a delay in payroll and may result in hours lost for an employee with an incomplete sign-in sheet. **The sign-in sheets are located on the secretary's desk.**

The sign-in sheet is an auditable document and must be completed every time you arrive and leave. If you are late or forget to sign in, you will need to complete the appropriate form. Failure to accurately record your arrival and departure times may be considered falsification of payroll documents and be subject to disciplinary action.

Reporting Absences- Teachers and other Staff Members

You must do the following if you are going to be absent for an illness:

1. Text message or call Ms Anderson at 713-446-7274 as soon as possible to let her know of your absence.
2. **Call or post your absence** on-line on Aesop as soon as possible the day of your absence.

3. If you are going to be absent, you must leave lesson plans and materials available for your associate teacher. Emergency lesson plans must be available in the main office in case you are out unexpectedly.

You should call the school by 2:00 p.m. on the day of an absence and inform Ms Williams or Ms Anderson whether or not you will be returning the next day. Failure to do so may result in retaining the substitute and another absence will be charged to you.

Per HISD Policy, an Absence from Duty Form (40.4340) must be completed for all absences on the day of your return. The completed form is turned in to the secretary.

In accordance with HISD Policy DEC (LOCAL):

Everyone is entitled to 5 days of discretionary leave each year as long as it is approved a minimum of 24 hours in advance by the principal and with a maximum of five percent of the employees taking it on any given day.

- Discretionary personal leave may not be taken for more than three consecutive days.

SCHEDULE LIMITATIONS- Discretionary leave shall not be allowed during or on:

- The first week of a new semester,
- The day before or after a school holiday,
- Days scheduled for end-of-semester or end-of-year exams,
- Days scheduled for STAAR tests, or
- Professional or staff development days.

Board Policy states that the principal will have a conference with any employee that has had excessive absences throughout the school year in order to assist with alleviating the problem.

Requests for personal business that cannot be conducted outside of the regular school hours will be filed in writing to the principal **a minimum of 24 hours** prior to the time for which the leave is requested.

Employees must fill out an Absence from Duty Report No. 40.4340 form for each day of absence upon return. After 5 days of illness a doctor's excuse is needed to return to work.

Funeral leave for an immediate family member will not count against personal leave; however, it must meet the requirements of Houston ISD's Funeral Leave (see DEC Local for further explanation).

Jury duty does not count against personal leave, providing a copy of the jurors summons is given to the School Secretary. Being a juror is a practice of good citizenship and an experience you might want to share with your students.

Absences for Professional Development

All Professional Development during the school day must be approved by Ms Anderson in writing (email or absence from Duty report) in advance of the absence. The day before your training, please check to make sure that coverage has been provided for your class.

Request to Leave Early

Requests to leave early will be reviewed on an individual basis. An *Absence From Duty Request Form* must be completed and signed by the employee and approved by the principal. **PLEASE DO EVERYTHING POSSIBLE TO SCHEDULE APPOINTMENTS AFTER SCHOOL HOURS.**

Departure from campus before your designated duty day ends is considered early departure and will be counted as personal or sick leave.

Late Arrival

Should something happen and you find yourself running late, please notify the Ms Anderson or call the school so that we may cover your class or duty. It is important that you report directly to the principal, assistant principal or office personnel to let us know when you have arrived on campus.

Late employees must complete the *Absence From Duty Request Form* and return it to the secretary promptly to accurately input your time. A conference with the principal will be held with staff members who are habitually tardy. Late arrivals will count against your personal leave and could affect your rating on one of your Professional Expectations criteria.

HISD Board Policy (Employee Standards of Conduct, Employee Responsibilities DH (LOCAL)-X) states:

Every employee shall be responsible for:

1. Arriving at work on time every day and following attendance procedures

You must also arrive on time when you bring your students or pick them up from the cafeteria and ancillary. When you are late, it not only impacts you, but others as well. Remember student safety is HISD number 1 Core Value.

Employees Leaving Campus

You may leave campus during their 30 minute lunch period without administrative approval. **Remember that travel time is part of your 30 minute lunch period so plan accordingly so that you have sufficient time to eat your lunch.**

Leaving the campus at any other time besides lunch time needs prior administrative approval and the employee must complete the Absence From Duty Request Form.

It is critical that administration know when an employee leaves campus to avoid any lost time searching for employees and so that we know where to reach an employee in the event of an emergency during their absence from campus.

Breaks

All non-exempt employees and non-classroom teachers (those without a CAR) are entitled to one 15 minute break for every 4 hours worked. This time must be taken the day the employee works.

Stipends

Houston ISD provides many different types of stipends as extra pay. Stipend duties are for work that is above and beyond the exempt employee's normal job duties and normal work day. Stipends are only available for Exempt Employees

Incentive Pay

As part of the ASPIRE initiative, HISD implemented an incentive pay program for those teachers whose students show the most growth. In addition, incentive pay is provided to other Stevens personnel when the entire school shows growth. Information on incentive pay will be provided by the Principal. The model awards individual teachers as well as whole school growth, so teamwork and collaboration by all members in Stevens is imperative.

Cellular Phones

Refrain from personal cellular phone calls during instructional time or while supervising students (including recess). Place phones and pagers on silent mode when in the classroom, during staff development sessions, and during conferences. These devices should not interfere with the learning process or staff development sessions.

Committees

You will be asked to serve on committees as part of shared accountability for our school. Your input is valued and active participation is strongly encouraged. Remember this is your school.

- Shared Decision Making Committee (SDMC)
- Language Proficiency Assessment Committee (LPAC)
- Campus Referral Committee/Intervention Assistance Team (IAT)
- Admissions, Review, Dismissal/Individualized Education Program Committee (ARD)
- Grade Placement Committee
- Campus Safety, Security, and Emergency Preparedness Council
- Parent Advisory Committee (PAC) Title I
- Section 504 Committee
- Admissions/Exit Committee for GT

- School Attendance Committee
- Curriculum and Instruction Think Tank (formerly Grade Level Chair Committee)
- Discipline Committee

Shared Decision Making Committee/SDMC

Stevens has an SDMC to provide insight and input into budget, staffing, curricular, and staff development decision making. The SDMC consists of staff members, parents, and community/business members. Stevens SDMC meets monthly. The SDMC meet and plan collaboratively to work toward meeting campus goals.

If you have an issue that you would like to have brought forward to the SDMC, please let the principal or SDMC member know before the SDMC Meeting. SDMC minutes will be sent to all Stevens employees and posted on the Stevens Web Site.

Faculty Advisory Committee

The Shared Decision Making Committee (SDMC) and all sub committees will assume the responsibilities of the Faculty Advisory Committee. The faculty approved a waiver of board policy mandating the formulation of the FAC.

Copiers

Teacher assistants make copies after school. Make sure that you are clear about what you need copied. Our goal is to complete the copying within 24 hours, but sometimes there are delays. Please select what you will copy carefully and plan ahead accordingly. Help us keep our copiers working by adhering to copier use training guidelines and reporting problems with the copier to the office. Remember that Stevens promotes **Quality Teaching** and that work sheets may not be the best approach or strategy in **Quality Teaching**.

At 7:30, all teachers should be at their door greeting students and assisting in hallways – no copies should be made at that time.

Keys

Keys will be distributed to teachers and must be turned in at the end of the school year. Keys cost us \$40.00 to replace. Each key replacement will be charged \$10.00 to the person that signed for it. Lost key money will go into the activity fund.

Employee Evaluations

You are required to be assessed by your supervisors each year in HISD.

Classroom teachers are assessed using the Appraisal and Development System. Classroom teachers must attend training before they can be assessed using the system.

Other employees are assessed using a different system.

Staff Dress Code

Community members, parents, and students expect you to dress professionally. Professional attire includes appropriately fitted clothing, professional shoes (no flip-flops), and other clothes that will result in attaining respect, credibility, acceptance, and authority and will reflect positively on the district and adhere to the following guidelines:

- Tattoos must be covered
- No beach-type shoes (no rubber flip flops)
- No excessive skin showing – no low-cut blouses, short skirts, or short shorts
- Pants should fit – no baggy clothing
- No cut-offs
- Jeans, capris, culottes, and walking shorts are ok - as long as they are in good repair.

Computers

Computer usage at any time must be restricted to official school business. Personal use or use that is not school business is a violation of appropriate use and is grounds for dismissal. You signed an HISD Appropriate Use Form when you received your network access which outlined the HISD Guidelines. Be sure you review this. No one should access the computer during instructional time unless the computer is being used during the lesson.

Network Access (Internet And HISD e-mail)

Use of the Internet and HISD e-mail should be used for school business only.

Email should be checked daily. This is the main means of communication with compliance issues and issues from the district. E-mail should **never** be checked during instructional time.

There is no expectation to privacy when using HISD e-mail. Anything sent or received can be made available for anyone to view. Remember to use professionalism when sending and receiving email for HISD business use only.

“Access to the District’s wide-area network, local area networks, and all electronic communications, including the Internet, shall be made available to students and employees exclusively for instructional and administrative purposes and in accordance with guidelines set forth in the Technology and Information Systems Policies and Procedures Manual.

Access to the District’s electronic communications system is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations governing use of the system and shall agree in writing to comply with such regulations and guidelines. Noncompliance with applicable regulations may result in suspension or termination of privileges and other disciplinary action consistent with District policies. [See DH, FN series, FO series, and the Student Code of Conduct]

Violations of law may result in criminal prosecution as well as disciplinary action by the District.” *Board Policy CQ (LOCAL)-X*

Use of the Internet for personal business (including checking personal email) or use of HISD email mail system for sending or receiving non-school based information is a violation of the HISD Appropriate Use Policy and is grounds for disciplinary action up to and including termination.

Electronic mail transmissions and other use of the electronic communications system by students and employees shall not be considered confidential and may be monitored at any time by designated District staff to ensure appropriate use for educational or administrative purposes.” *Board Policy CQ (LOCAL)-X*

Students are protected under F.E.R.P.A. and their full names should never be used in an email.

Remember that you are a considered a public servant and services such as Facebook and MySpace should not contain information and/or photographs that can be deemed inappropriate by the public. Many of these personal pages were set up before you went into the teaching profession and may be a personal embarrassment as well a professional liability. Always use your professional judgment when attaching your name and pictures to these services.

Professional Communication

You must demonstrate and comply with our *HISD Core Value: Common Decency*. Treat all individuals with RESPECT and DIGNITY, including school staff, students, parents, visitors, and anyone that we communicate with in our everyday activities at school.

Communication

The white board by the teacher boxes, e-mail, and daily announcements will be used to pass on information. You must check your e-mail once a day to make sure that you are aware of important information. One of our goals at Stevens is to decrease the paper that we use and increase our technology proficiency. Please remember to use proper e-mail etiquette. E-mail cannot replace face to face conversation and interaction. It is an efficient way to distribute information quickly.

All communication (which includes e-mails, letters, and flyers) that is sent as a fan-out (multiple recipients – district or campus wide) must be approved by an administrator before it is distributed.

Faculty Information Sheet

It is important that we are able to contact someone in the event of an emergency. Please keep the office and Ms Anderson posted of any changes to your Faculty Information Sheet if you happen to move or change your telephone number. It is important that this information be kept up to date.

Faculty Meetings/Staff Development

Faculty meetings are scheduled every other Wednesday at 3:05 pm. They are on the monthly calendar in the main office, on the white board, and will be announced during the morning announcements. However, there may be times when an emergency meeting may have to be called. Please be prepared to meet on Wednesdays. Your attendance is mandatory at each faculty meeting.

Parties For Staff Members

Parties of any type are to be held after the instructional day. Requests to hold a party must be made to an administrator for approval. Upon approval, the event will be posted in the main school calendar.

Remember that we are public servants and anything that we e-mail or print is subject to request by the media or parents. Be sure that any type of invitation is professional in nature and that you are not using Houston ISD's resources.

Professional Development

You are required to attend professional development as outlined by district policy and the School Improvement Plan achievement goals.

The principal will advise you if there are funds to pay for the training, pay you to attend and/or pay for a substitute in the event that one is needed. **There will be no extra duty pay or payment for training unless it has been previously approved by the principal.** All appropriate paperwork must be completed in advance as required.

School Improvement Plan

Teachers and staff members are responsible for the implementation of strategies and actions as specified in the School Improvement Plan (SIP). The SIP is the driving force of all campus actions.

Sexual Harassment

HISD adheres to a policy that prohibits sexual harassment. All employees must receive Sexual Harassment Training each year.

Smoking

On January of 1992, the Board of Education declared that HISD would become a smoke-free district as of August 1, 1992. Accordingly, the board approved the policy stating that the use of all tobacco products by anyone is strictly prohibited ON and WITHIN ALL HISD PROPERTY.

Staff Lounge/ Workroom

You are expected to take care of the staff lounge. A neat and attractive area is "easier on the eyes" for all of us.

Take your dishes and glasses home. Do not leave personal belongings unattended in the lounge or office areas.

Students are not permitted in the Staff Lounge for any reason. Do not send students to the lounge or workroom to get drinks or snacks from the vending machines

Take home or discard food items. Empty the refrigerator of your dishes and old food. Respect the property of others.

Please label food items that are refrigerated for class rewards.

SAFETY AND SECURITY

Legal Responsibility

Once a child is on campus, we are responsible for providing a safe environment. While you cannot be held responsible for all accidental occurrences in activities under your supervision, you can be held legally responsible for the consequences of your negligence when negligence has resulted in injury to one or more children.

You are deemed negligent when you have failed to act, as a reasonably prudent person would act, under the circumstances. “Foreseeable ability” is the key to whether or not there is negligence. To avoid being held liable for negligence:

- Never leave a class unsupervised. This is especially important if (in rare occasions) dangerous equipment is being used.
- Do not involve students in dangerous situations.
- Do not assign an activity, game or exercise until you have thoroughly explained, demonstrated, and given students an opportunity to try it at a leisurely pace.
- Make sure that students with known disabilities are assigned only those activities that they are fully capable of performing without placing themselves in undue danger. Do not challenge students beyond their skill and physical capacity to perform.
- Provide safe equipment and facilities. Inspect your equipment at regular intervals. Send a written report regarding defective equipment to the principal and immediately remove from use.
- Do not transport students in your car unless you have legal authorization to do so.
- Always follow HISD policies, rules, and regulations. If you are unsure if the activity is acceptable, see the principal.
- **Address bullying and/or harassment (separate students, contact parents, apply consequences, etc.).**
- Diligently supervise during recess and other outdoor activities. **BE AWARE AND ALERT!**

- In case of an emergency, obtain help from a neighboring teacher (both doors must be open and the teacher must be monitoring both classes), and send a child to the office to get someone to supervise the students. Remember that if you take responsibility for someone's class in his/her absence, you are responsible for that class just as if it were yours.
- Walk all the way to ancillary and stay with your students until the ancillary teachers are ready for them. Sometimes the ancillary teachers need a quick restroom break between classes and that will not work if the teacher is not there watching his/her class allowing them to go to the bathroom.

Accidents or Injuries

Request the nurse for any child or employee that may be hurt. The nurse will notify the parent/emergency contact immediately and complete a written statement on the Student Accident and Injury Report.

If you are injured at work, you will need documentation from the nurse. You must have a written release from your doctor to return to work. If you are released to return to work with any restrictions, you must have prior approval from the HISD Workman's Compensation Department **before** you can return to work.

First Aid Kits

The school nurse will issue First Aid kits. Consult with the nurse for additional supplies as needed.

Clinic Procedures

1. Students must be accompanied to the clinic with a Teacher's Referral to Nurse Form.
2. The child will be assessed and appropriate recommendations will be made.

If a child becomes ill or injured during the school day, **the nurse must contact the parent that same day.** It shows good professionalism for the teacher to follow up later in the day with a phone call. In the event that the nurse is unavailable, refer all students to the main office.

If the student is not mobile, do not carry them, but rather contact the nurse or office immediately. Moving an injured student may cause more serious injuries.

YOU MAY NOT CALL PARENTS TO PICK UP SICK OR INJURED CHILDREN WITHOUT PERMISSION FROM AN ADMINISTRATOR.

Children Leaving Campus

Children are not allowed to leave campus without permission from the office. In order to prevent child abduction, all staff members must ensure that an authorized person is checking a child out. The enrollment card will be used to determine legal guardianship. Do not release children from your supervision unless the office calls for them.

Medication Policy

All medication belongs at the nurse's office. There must be an official Houston Independent School District consent Form filled out by a physician. **You may not administer any medication to a child such as aspirin, ear, eye, or nose drops, even though they have a note from the parent to do so.** Prescription cases should be referred to the office when the nurse is not available.

Appearance of Building and School Grounds

You and your students are responsible for maintaining the cleanliness of the classrooms, restrooms, hallways, grounds, and cafeteria. You are responsible for encouraging students to maintain a clean and neat environment. When students throw trash on the school grounds, have the student deposit the trash in the nearest trash can. Our school must look neat, clean, organized, and attractive.

Each person should pick up trash that may be in the hallway, in the classroom, or on the playground at Stevens Elementary. Each student, teacher, and staff member is responsible for supporting our custodial staff and keeping our school as clean as possible.

Cafeteria

The attractive appearance of the facility depends on the cooperation of you and every student in the school. You are responsible for the behavior and care of children in the cafeteria. Tables and floors must be cleaned as each group leaves. Please review cafeteria rules with students on a regular basis. It is Steven's policy that during lunch, students will have a seating chart that is set up by the teacher assistants. This is done in order to minimize noise and problems.

Custodial Service

Teachers are to report to the principal and to the Plant Operator if their classrooms do not meet a **high standard of cleanliness**. Please give custodial work requests to the Principal, assistant principal or secretary through e-mail. In the interest of good citizenship, students are to be responsible for the cleanliness of their classroom.

Be sure to request a broom, trash bags, or other cleaning supplies for your room after special class projects.

Dismissal

(HISD Core Value: Safety above all else)

- 2:20 p.m. Teacher Assistants pick up private /metro bus students- for pre-k – 1st grade
- 2:20 p.m. Grades 3 – 5 Teachers dismiss private/metro bus students- Grades 3-5
 - Pre-K and K go to the front of the building
- 2:45 p.m. Teachers walk students to front gate

Each teacher must complete a class dismissal record which needs to be turned in daily. Next to each student's name, write how each student left and went home. You should designate by car, walking, or bus and the person who took the child from your supervision.

Pre-Kindergarten, kindergarten and first grade teachers must post a student list as well as how they get home so that if there is a sub or a teacher's assistant in the room at the end of the day, there is no question about how they get home.

Please make sure each student has a badge indicating how they get home. Any student without a badge will be sent back to the teacher to get one.

Never allow a student to leave your classroom with any visitor or parent unless you have authorization from the office.

Morning Duty And After School Duty

(HISD Core Value: Safety above all else)

You are on duty when your scheduled duty time begins and after school.

All clocks should be synchronized with the morning bell.

Be sure you are at your door to greet your students at 7:30 a.m.

Restricted Foods By Federal Law For Elementary

The foods that are restricted from sale to students are classified in these four categories:

1. **Soda Water:** Any carbonated beverage. No product shall be excluded from this definition because it contains discrete nutrients added to the food such as vitamins, minerals, and protein.
2. **Water Ices:** Any frozen, sweetened water such as "sicles" and flavored ice with the exception of products that contain fruit or fruit juice.
3. **Chewing Gum:** Any flavored products from natural or synthetic gums and other ingredients that form an insoluble mass for chewing. **There are no exceptions for chewing gum.**
4. **Certain Candies:** Any processed foods made predominantly from sweeteners or artificial sweeteners with a variety of minor ingredients that characterize the following types:

Hard Candy: A product made predominantly from sugar (sucrose) and corn item such as sour balls, lollipops, fruit balls, candy sticks, starlight mints, after-dinner mints, jaw breakers, sugar wafers, rock candy, cinnamon candies, breath mints, and cough drops.

Jellies and Gums: A mixture of carbohydrates that are combined to form a stable gelatinous system of jelly-like character and are generally flavored and colored and include gum drops, jelly beans, jellied and fruit-flavored slices.

Marshmallow Candies: An aerated confection composed of sugar, corn syrup, invert sugar, 20 percent water, and gelatin or egg white to which flavors and colors may be added.

Fondant: A product consisting of microscopic-sized sugar crystals that are separated by a thin film of sugar and/or invert sugar in solution such as candy corn and soft mints.

Licorice: A product made predominantly from sugar and corn syrup that is flavored with an extract made from the licorice root.

Spun Candy: A product that is made from sugar that has been boiled at a high temperature and spun at a high speed in a special machine.

Candy-Coated Popcorn: Popcorn that is coated with a mixture made predominantly from sugar and corn syrup.

Chocolate candies, treat bags with no candies, or fruits are appropriate to share with other students.

Failure to comply with this Federal Guideline could result in the entire district losing its Title Funds for the day of non-compliance.

Vandalism And Burglaries

Please make sure to secure your classroom door and windows daily. Report any leads you may have regarding any vandalism of the building. It is important that you report any unlawful entry, broken windows and/or missing items to the Principal or Plant Operator immediately.

Visitors

Parents may visit the classroom during the instructional day to learn more about the instructional program through observation only. They must, however, have a VISITOR'S PASS from the office. Your relatives and acquaintances must also obtain a VISITOR'S PASS to visit.

Conferences should only be scheduled during your planning or break time and not during instructional time.

NEVER ALLOW A STUDENT TO LEAVE YOUR CLASSROOM WITH ANY VISITOR OR PARENT WITHOUT VERBAL OR WRITTEN COMMUNICATION FROM THE PRINCIPAL OR OFFICE STAFF.

If you have a family member that will be here to help, they must pass the district's required background check.

School Safety

1. Safety and health of the children in your care are an IMPORTANT RESPONSIBILITY at our school. On the first day review the following with students:
 - a. Streets should be crossed at intersections.
 - b. Crossing at the middle of the street is not permitted.
 - c. Emphasize bus conduct for safety reasons.

- d. All bus students should be seated facing forward, with hands inside of the bus.
 - e. Get in and out of cars on the passenger side only. Do not walk out in the street.
2. Hazards on the grounds, in the building, in corridors and restrooms, etc. There should be NO RUNNING on the school campus.
 - a. The restroom is not a play area.
 - b. Instruct students to go to their designated areas in the morning as outlined in the Parent/Student handbook

Classroom Security

In order to ensure building security, teachers need to assume responsibility in securing the rooms.

1. LOCK doors and windows anytime you leave your classroom.
2. LOCK desk, file cabinet and closets.
3. Turn off window air conditioners or heater in T-buildings.
4. Never leave large amounts of money in the classroom overnight. Money collected should be turned in to the secretary on an AF-104 form. Teachers will be responsible for losing a student's money.
5. Pull down shades before leaving.

Fire and Disaster Drills

- On the first day of school there will be a walk through fire drill.
- Your fire drill map must be posted in your classroom at all times.
- Familiarize yourself and your students with your assigned escape routes.
- Select two students from your class to be the fire marshals: one to lead the class and one to make sure that all children are out of the room.
- The teacher must be in front of the line in order to lead away from an obstructed route.
- No talking during fire drills
- There will be one fire drill a month.
- Fire drills may be obstructed or unobstructed. If your regular exit is obstructed, please find the alternate exit route as quickly as possible.
- **The fire marshal requires that teachers must take an attendance record outside during the fire drill. After you have reached your designated area, take roll to ensure that all your children are with you.**

Lockdown/Shelter in Place

Lockdowns are called for when the threat of violence or gunfire is identified outside the building and an evacuation would be dangerous. A lockdown may also be called for when there is a threat inside. Movement within the school could be dangerous and barriers such as locked doors would minimize the risk to occupants. The main difference between a Shelter-in-Place and a Lockdown is that the former involves the

shut down of the HVAC systems, and allows for the movement of students within the building. Lockdown procedures may also be initiated in non-threatening circumstances to keep people away from areas where there may be a medical emergency or disturbance.

1. The PA system will announce “We have an intruder in the building, go into lockdown mode” or “We are sheltering in place – please stay in the classroom or whatever area you are.”
2. Take roll to ensure that all your students are with you – inform the office immediately if you are missing a child.
3. Quickly check the hallways/area by your classroom and order any students in the hall or nearby restroom into your classroom.
4. Lock your door, move the students to a corner of the room, out of sight of the entry door, interior windows and close blinds. Turn off the lights. Have the class sit on the floor quietly.
5. Make sure your cell phone is on silent mode.
6. Open the door only to a police officer or school administrator and follow the instructions. If told to evacuate, take your roll book.
7. You may also open the door if the principal announces the “all clear”.
8. If you are with students outside the building and receive a “lockdown” message, Direct students to an evacuation site if safe to do so, or instruct them to drop and take cover. Do not re-enter the building.

Extreme Weather Procedures

In the event of a violent storm, disaster drill procedures will be followed. Students in temporary buildings will be moved into the main building. In the event of high flooding, students and the faculty will remain in the building until the water recedes. The District will inform us whenever there is a need to close the school.

Supervision: Before School

1. Pre-K, Kindergarten, and first grade stay in the cafeteria
2. 2nd grade will sit in the front hall
3. 3rd, 4th, and 5th grades go to the 5th grade hallway.

Building Security

1. Post visitor notices on all building entrances.
2. You should be on the lookout for strangers on campus and to make prudent judgments about how or when to approach a person.
3. Notify Mr. Donato or the office immediately if person is behaving strangely. Send anyone to the office that does not have a badge displayed.

4. Custodial staff should check restrooms periodically during the day for the presence of intruders.
5. The Plant Operator will inspect the campus daily, particularly on Monday, for broken glass or other debris which could be harmful.
6. Do not permit students to bring pets onto the campus; report stray animals to the proper city department.
7. All adults are to display an identification badge. These are to be a staff badge, a volunteer badge, or a visitor badge.

Intruder in Building

1. Determine if the person is trespassing. Approach and ask "May I help you?"
2. Trespassers are asked to leave.
3. Warn that if they do not leave they will be subject to arrest for trespassing.
4. If possible, notify office with the emergency button.
5. If trespassers are possibly dangerous and you cannot get away, yell or make as much noise as possible.

Assault and Battery

1. If you witness an assault, render aid if possible.
2. Report the incident immediately to the Principal.
3. Nurse or Principal will assess the injury and call for an ambulance if it is necessary.

Weapons

1. Notify the principal immediately.
2. Attempt to persuade the carrier to put down the weapon (preferably to give you the weapon). Use common sense when approaching.
3. Principal will notify H.I.S.D. Security and the Houston Police Department.
4. Encourage children to pass information concerning weapons.

Vandalism--Notify Office immediately.

Suicide Threat

NOTIFY PRINCIPAL AND/OR ASSISTANT PRINCIPAL IMMEDIATELY EVEN IF SAID IN JEST.

Personal Security

1. Secure personal belongings.
2. Refrain from carrying large amounts of money or valuables so as not to encourage theft.
3. Early arrivals (students, teachers and staff members) should exercise good judgment and caution when leaving their cars and walking to the building.

4. If you work later than 3:30 p.m., please use common sense and caution. 5. Teach students what to do in emergency situations and develop a classroom plan to follow.
6. Do not stay with a child alone in a classroom.
7. Do not send a child home during the day without the office calling your room.
8. Potentially troublesome parent-teacher conferences should be held with the Principal or Assistant Principal present.

Child Abuse

If a teacher suspects that a child is being abused, please notify the Principal or Assistant Principal as well as the nurse for assistance..

Cafeteria Guidelines for Teachers

1. You must take your students to the restroom before lunch.
2. You must instruct students to sit in a designated order at the assigned table. Severe discipline problems should be separated.
3. Advise the students to remain in their seats after they sit down. They may raise their hand if they need anything.
4. Students will be instructed to respect the person(s) in charge.
5. The aide in charge will dismiss the class one side of the table at a time. All food and paper is to be picked up.
6. Assign two students each week to be cafeteria managers.
7. Teacher must stay with students until they enter the kitchen.

Cafeteria Rules for Students

1. Wait quietly in line.
2. Keep your hands and feet to yourself.
3. Talk softly to the people sitting next to you.
4. Stay with your class.
5. Ask permission from an adult to get up from the table.

Recess Guidelines

1. You must must supervise at recess
2. Keep all students within your eye sight.
3. You are not to grade papers, hold conversations with colleagues, etc. while supervising recess. If more than one class is outside, you should split up and supervise an area.
4. You should walk around while monitoring students.

Discipline Management Plan and Letter Home

Discipline management plans consist of rules, rewards, and consequences which should be displayed attractively in a prominent place in the classroom. Listed below is a sample set.

Rules:

1. Respect other people's right and property.
2. Raise hand to ask questions.
3. Complete your assignments.
4. Work quietly.
5. Use your time efficiently.

Rewards:

1. Praise
2. Stickers
3. Extra recess time
4. Homework pass
5. Marble jar

Consequences:

1. Warning
2. Timeout
3. Note to parent
4. Phone call home

Once you and your students have developed your plan, send a parent notification letter listing the class rules, rewards, and consequences.

Discipline Records

H.I.S.D. Administrative Board Policies and Procedures state the following: "The principal shall maintain a record on each student who violated school rules and regulations. This is a confidential school record and does not become a part of the permanent record or transcript except as may be reflected in the citizenship mark and attendance. Principals may, however, request information from the previous school."

INSTRUCTIONAL PROGRAM

Instruction

All children can learn. We use best practices to ensure that all students will learn. If a student did not learn what was being taught, then it wasn't taught. In the last decade we have moved from a textbook based curriculum to a standards based curriculum and as educational leaders, we have to be sure that our students' meet standards.

At Stevens we use standards and not textbooks, workbooks or worksheets to develop our lessons as aligned by the HISD Curriculum, CLEAR. The district provides a number of resources to assist in curriculum implementation, including but not limited to the Vertical Alignment Matrix, the Planning Guide, and the Scope and Sequence. We are required to align instruction to these documents.

Texas Essential Knowledge and Skills

Grade Level Proficiencies and newly adopted TEKS can be found in CLEAR. Students must master seventy percent of these proficiencies in order to be promoted to the next grade level. It is the teacher's responsibility to document pupils' progress in language arts, math, science and social studies in the grade book throughout each nine weeks. Therefore, teachers will plan instructional activities so that all pupils will be involved in classroom experiences which provide opportunities for them to master the grade level proficiencies and the TEKS specifications.

Student Bells

The first bell for students rings at 7:30 a.m. At that time first and second graders are released to their classes. Kindergarten will pick up their students from the cafeteria. Pre-K teachers should report to the cafeteria to assist with breakfast. At 7:30 all teachers should be at their doors to greet their students. Please be sure that all halls are cleared by 7:45.

Ancillary

Ancillary classes (this is your planning time) will occur daily. By statute every classroom teacher is to be given 450 minutes every two weeks in minimum blocks of 45 minutes. At Stevens, we provide 55 minutes of ancillary each day so that on one day, teachers plan collaboratively with their grade level teams.

You must also arrive on time when you bring your students or pick them up from Ancillary. When you are late, it not only impacts you, but others as well. Student safety is HISD Number 1 Core Value.

Bell to Bell Teaching

Teaching begins at 7:30 a.m. when the bell rings and continues until five minutes before the dismissal bell rings. Teachers are to have activities for the students to do

during the entire day. Stevens holds high expectations for our students; we expect our students to meet them, so we don't wait for students who arrive late to begin instruction. Ten minutes of daily wasted instructional time equates to an entire week of missed instruction during the course of the school year.

Classrooms

Classrooms must be ready and orderly for instruction.

- Teacher and student supplies should be maintained in an organized manner.
 - Supply request forms are in the front office – Ms Reza's desk – please allow 24 hours to fill.
- Personal items are not to be stored at school.
- Allow a few minutes at the end of the day for students to clean up their own areas. **Do not dismiss students until the room is in order and desks and floors are clean and free of scraps of paper or trash.**
- Have students hang jackets, sweaters, and backpacks in a storage area, cubby, or on the back of a chair. **None** of these items should be on the floor as they are tripping hazards when not hung or stored properly. **We are obligated to keeping pathways clear in classrooms in the event of a fire or emergency evacuation.**
- Get rid of supplies and materials in your room that you do not frequently use. For example, do not store old newspapers and/or magazines in closets on shelves that are not being currently used.
- Update bulletin boards monthly.
- Display student made work in your classroom and in the halls.
- **Help us to maintain bulletin boards in good order by re-stapling items as they begin to fall off.**
- Abide by fire prevention codes.

Your classroom represents you and your professionalism. You would not think highly of a doctor whose office and examination room were cluttered and in disarray. Edit, Edit, Edit your room.

Classroom Visits By Campus or District Administration

District and campus administrators will observe classrooms without notice. They will come alone or accompanied by one or more visitors. Lesson Plans, Student data, daily lesson objectives, student departure Information, centers, and daily schedules will be reviewed during observations and walkthroughs. Please ensure that they are readily available.

Classroom Environment - Word Walls

Word walls should be developmentally appropriate and aligned with current or past learning. They should be updated as you introduce new vocabulary. Word Walls:

- Support the teaching of important general principles about words and how they work.

- Foster reading and writing.
- Provide reference support for children during their reading and writing
- Promote independence on the part of young students as they work with words in writing and reading.
- Provide a visual map to help children remember connections between words and the characteristics that will help them form categories.
- Develop a growing core of words that become part of a reading and writing vocabulary.

Collaboration Meetings (PLC's)

Collaboration meetings will be held weekly to discuss student growth, instructional strategies, and other academic areas. Meetings will be held with the principal, assistant principal, and/or the intervention specialist. Common planning periods are built into our schedule to provide opportunities for grade level team planning.

Daily Schedules

Submit your daily schedule to Ms. Corona by September 1st. Additional copies should be placed in the lesson plan folder and in the Substitute Folder. A complete Daily Program is essential for a substitute, especially with regard to ancillary scheduling, possible team teaching, and lunchtime. It also should be followed in the event that a walk-through by the Principal or other Stevens guest takes place.

Daily Schedules must be posted and visible near the door. Align your schedule with others on your grade level. Federal and State Compliance states the following must be in your schedules:

- Reading-everyday-90 minutes
- Math-everyday-90 minutes-immediately after the reading block
- Other Language Arts-Everyday-60 minutes (This can be in the afternoon, integrated with social studies)
- Science-Everyday-after math-50 minutes-Bilingual teachers must embed ESL instruction at this time (vocabulary, oral language, etc.)
- ESL-Everyday-please embed minutes within your instruction of all subjects (especially reading and writing) in order to meet the daily ESL requirement.
- Social studies, health, fine arts-according to the Elementary Guidelines: "weekly instruction in a well-balanced curriculum." So...Your daily schedule should reflect that you are taking time for these subjects, but not necessarily each subject everyday.

Lesson Plans

Lesson plans are due to Ms Corona each Friday by 4 PM. Lesson plans are legal documents and will be kept on file for 5 years. They must be available in your classroom and should reflect what you are teaching. If needed, update your lessons if you are altering them from the ones that you submitted.

Some grade level teams create their lesson plans as a team with common objectives and common assessments. If you are working collaboratively to complete the lesson

plans, you are still required to teach what is in them. You will need to adapt the team lesson plans for the children that you serve.

Lesson plans must contain the following:

- TEKS that you are teaching (write your objectives on the board in student friendly language each day.
- Specific activities you will teach or that a sub could implement in your absence,
- Resources that you will use
- Workstations
- Small group instruction/intervention
- The assessment that will show whether students mastered the objectives that you taught.
- IEP modifications
- LEP modifications

Lesson Plan Format:

Planning Considerations:

1. Assessment: Before you plan your instruction, create the assessment that will measure whether or not they have mastered the instruction. Consider your intended outcomes as you plan your lesson.
2. Check for Understanding: Plan a variety of questioning strategies to determine "Got it yet?" and to pace the lesson - move forward?/back up? Consider which questions you will ask your students as well as what point in the lesson you will ask them.
3. Differentiate: As you plan the lesson, consider
 - a. The levels in your classroom and develop outcomes for students who have already mastered the objectives as well as for those students who are struggling.
 - b. Resources you will use in order to make sure that students can access the subject matter in different ways (including but not limited to pictures, graphs, and movements.)
 - c. How and when you will provide small group instruction for those students who need additional and focused time with you.
4. Level of rigor: How will you stretch the students beyond what they already know and provide them opportunities to articulate their learning to each other?

Focus:

5. A short activity or prompt that focuses the students' attention before the actual lesson begins (sometimes called the "hook"). Used when students enter the room or in a transition. A hand-out given to students at the door, review question written on the board, "two problems" on the overhead are some examples of an AS.

6. Review the purpose of the lesson, why the students need to learn it, what they will be able to "do", and how they will show learning as a result are made clear by the teacher (generally, this is tied into the standards being taught).

I do:

7. Introduce new learning: including the vocabulary, skills, and concepts and general instructions the teacher will impart to the students - the "stuff" the kids need to know in order to be successful. This is generally the major part of the lesson.

We do:

8. Guided Practice with me - You assist students as needed through the steps necessary to perform the skill using the tri-modal approach - hear/see/do.
9. Guided Practice on your own – You monitor while students work together or individually on the skills

You do:

10. Independent Practice – You allow students time to practice on their own.
11. Closure/Assessment - A review or wrap-up of the lesson - "Tell me/show me what you have learned today". Students should be able to express in their own words the learning they have acquired.

Objectives

Lesson objectives for each subject must be posted in your classroom in student friendly language. Students should be able to articulate what they are learning as well as why they are learning it.

Substitute Information

In the event of your absence, your Substitute Folder should provide the following information:

- Daily Program
- Class Rosters
- Tutoring Schedule
- Planning Period Schedule/ Ancillary Schedule
- Special Education Schedule

All information in the folder should be current. It is the teacher's responsibility to see that lesson plans are available at the school for the substitute. In your absence, the students must continue their instructional progress.

Marzano Strategies

Stevens has used Marzano strategies extensively and successfully. Based upon 35 years of data collection, these 9 strategies are scientifically research based to provide the greatest impact on instruction. You are expected to integrate these strategies into

their daily instruction. The strategies are listed in order by greatest impact in student success:

1. Identifying Similarities and Differences (48%)*
 - a. Comparing
 - b. Classifying
 - c. Creating Metaphors
 - d. Creating Analogies
2. Summarizing and Note Taking (34%)*
 - a. Summarizing
 - b. Note Taking
3. Reinforcing Effort and Providing Recognition (29%)*
 - a. Reinforcing Effort
 - b. Providing Recognition
4. Homework and Practice (28%)*
 - a. Homework
 - b. Practice
5. Representing Knowledge (27%)*
 - a. Nonlinguistic Representation
6. Learning Groups (27%)*
 - a. Cooperative Learning
7. Setting Objective and Providing Feedback (23%)*
 - a. Setting Objectives
 - b. Providing Feedback
8. Generating and Testing Hypotheses (23%)*
 - a. Systems Analysis
 - b. Problem Solving
 - c. Decision Making
 - d. Historical Investigation
 - e. Experimental Inquiry
 - f. Invention
9. Cues, Questions and Advance Organizers (22%)*
 - a. Cues and Questions
 - b. Advance Organizers

* Denotes the average increase in student achievement when this instructional strategy is implemented, however, these are not content or grade level specific.

This is the difference between teaching content and teaching children to learn.

All children must understand that **effort = achievement**.

Assessment of Student Work

Some guidelines are needed when planning assessment of student work and when recording grades in teacher grade books and on pupil report cards. The purpose of this section is to develop some uniformity at Stevens Elementary.

1. Accurate assessment of student achievement is one of the most important aspects of the instructional program.

2. You must record at least two grades per week in each subject. Grades must be recorded in Gradespeed.
3. Report card grades must be number grades (80, 95, 70, etc.) and based on teacher assessment of student work as documented in pupil folders and teacher grade books.
4. You may not give a grade below 50.
5. Parents and students must be aware of the system to be used in evaluating students' work. The teacher's systematic checking of pupil work must be clear as to when, how and how often pupil work is to be recorded for grades which will finally be reflected on the report card. The report card is a summary report to parents for the nine weeks period.
6. Senate Bill One mandates that parents must be notified in writing if a child is failing. The District's Progress Report to Parents must be used and supplemented with other information if needed. Obtain signatures and maintain copies of all written communications.
7. Grades which are recorded and count toward reporting to parents must be teacher-evaluated. No grades are to be taken on work checked by pupils themselves unless there has been teacher follow-up and a teacher mark assigned to the paper.
8. Pupils may check their own work for maximum learning; however, teachers will monitor pupil checking to insure accuracy. Pupils are not to exchange papers and grade each other's work. A pupil's work is the concern of the teacher and the student only.
9. Oral grades and grades on group projects may be taken.
10. At the end of each nine-week period numerical grades will be reported to the parents through the computerized grading system.
11. Grades must accurately reflect the exact level of achievement of students. A grade of "68" is assigned when a pupil's average is "68" based on the proficiencies for that subject.
12. Special Education students will be graded on mastery of their long and short term goals that are recorded on their Individualized Educational Plan.
13. Notebooks, skillbooks and grade books will be monitored on a scheduled basis to insure that teachers are assessing students in a manner which documents achievement or lack of achievement. Student products may be used for documenting mastery

Assessments

Averaging grades has been a historical focus by teachers. However, we need to take a look at this practice. If a student doesn't "get it" on the first attempt and gets a 0 and on the second attempt gets an 80 hasn't he improved 80 times yet his average is still a 40. If a runner ran 80 times faster wouldn't he be considered gifted? Be sure you are using other types of assessments to determine mastery of objectives. Examples might include inventory and logs, task assessments, self-assessments, portfolios, rubrics and observations, oral presentations (probably most real-life).

Rick Stiggin's sites four types of assessments that should be used to measure learning:

Selected Response Assessment: This is the classic objectively scored paper and pencil test. The student is asked a series of questions, which: (a) are either accompanied by a range of alternative responses as in multiple-choice and matching items; or (b) require very brief answers that are counted right or wrong, as in true-false items or short answer fill-in items.

Essay Assessments. The student is provided with an exercise (or set of exercises) that calls for preparation of an extended written answer. He or she might be asked to answer a question or provide an explanation of a solution to a complex problem. Open-ended math problems, where students are asked to show all work, also fall into this category.

Performance Assessments and Products: Assessments in which the student actually carries out a specified activity under the watchful eye of an evaluator, who observes the performance and makes judgments as to the quality of the achievement demonstrated, fall into this category. Performance assessments can be based either on observation of the process while skills are being demonstrated, or on an evaluation of the product created.

Personal Communication: One of the most common ways teachers gather information about student achievement, personal communication includes questions posed and answered during instruction, interviews, conferences, conversations, and listening during class discussions. The teacher typically listens to responses and either tallies them right or wrong is correctness if the criterion, or evaluates them according to some quality criterion.

Assessments for Learning are assessments that are conducted throughout teaching and learning as the learning is happening. To see evidence of this, teachers are leaning in and conferring with students. Intervention is happening in real time and the goal is to help students see and be in control of their journey to success. The grading function is laid aside and each student learns how to do better the next time. Students know where they are going, where they are now, and how to close the gap.

Formative Assessments are typically teacher-made, frequent assessments for whole groups of students to inform the teacher of the next steps in the teaching and learning process. There are four basic assessment categories: selected response and short answer extended written response, performance assessment and personal communication. All four methods are legitimate options when their use correlates highly with the learning target and the intended use of the information. Research shows that use of regular, high quality formative assessments increase student achievement. In a PLC we must have interventions planned for those student that “don’t get it” on the first time.

Assessment of Learning is summative and is used to determine if a student has met district, state or federal standards. These assessments are usually standardized tests and are referred to as the “autopsy”.

Common Assessments will be developed and given every 2 weeks by each grade level in science, math, and reading/language arts. Teachers should meet during PLC Collaboration and determine the objectives and develop a comprehensive common assessment to ensure mastery. Remember that in the PLC model, how we respond for students that don't get it is most important. Students should have interventions to ensure that all students meet the standards and should be given multiple opportunities to ensure success.

GradeSpeed

GradeSpeed is an online grade book program that is compatible with the Chancery student data system and gives students and parents' access to daily grades, daily attendance, and homework assignments. It can notify parents via e-mails or text messages when their child is absent or his or her grades drop below a specific level. Teachers can use the software to manage course selections and lesson plans online and even provide substitute teachers with a class roster. Teachers may work on their gradebooks from home and create detailed assignments with attached documents if needed, without having to log on to Chancery.

You are expected to maintain two grades per week in GradeSpeed and have your grades updated at least every other week.

Grade Changes

Under normal circumstances, grades that have been recorded on report cards are not changed. However, there are occasions when a teacher must change a grade after that grade has been recorded on the student's record. The **ONLY** reasons for changing a student's grade after it has been recorded are:

- If there was an error in the computation of the student's grade; or
- If an error was made in marking the grade sheet.
- The student received an incomplete because work was not completed or turned in

The principal must approve any change in a grade and the rationale for the change kept on file. However, all grade changes must be initiated by a teacher. A principal may not arbitrarily change a grade that has been assigned by a teacher. The correction must be made before the end of the next grading period. To make the change, the teacher should submit in writing a change of grade request indicating one of the acceptable reasons for such a change. The correct grade must also be entered on the Student Master File. This will be done by making the correction on the **SIS**. This can only be done administratively; teachers do not have the ability to access or change previous cycle grades. *HISD Elementary School Guidelines*

Grade Placement Committee

As per TAC 101.2007(b), the GPC shall now include the student's parent/guardian. A parent may offer a parent/guardian written designation to another person to serve on the GPC or a signed waiver of participation in the GPC.

Promotion Standards

Promotions: Students may be promoted only on the basis of academic achievement. The criteria are as follows:

- A. An overall yearly average of 70 or above in all courses taken and in reading, language arts, math, science, or social studies.
- B. A passing score on the reading section of the STAAR in grade 3,
A passing score on the reading and math sections of the STAAR in grades 4 and 5
- C. A passing standard on the Stanford/APRENDA as outlined by HISD.

(This is subject to change by HISD Board Policy)

S

Grading Practices

HISD Board Policy EIA Local provides that the Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grades are taken to support the grade average assigned. Guidelines for grades shall be clearly communicated to students and parents during the first three weeks of each school year.

Grades are given on assignments and report cards should reflect mastery of the district's standards-based curriculum.

Students experiencing difficulty in achieving mastery of the district's designed objectives shall be provided with interventions that will assist the student in improving his/her progress and achievement.

The principal will confer with the SDMC, faculty and staff to develop specific grading criteria that reflect the general district guidelines. Decisions at the campus level through the principal and SDMC must have 2/3 of the faculty vote. It may include the following:

- Categories of assignments
- Weights assigned to each category
- Number of grades per cycle
- Number of dropped grades per cycle
- Opportunities for reassessments
- Submissions of late work

The campus grading policy shall be applied across the entire campus and must be approved by the SDMC and 2/3 of the teachers and other professional staff.

Grading- Academic Subjects

The following courses fall under the heading of Academic Subjects:

- Reading

- Other Language Arts
- Mathematics
- Science
- Social Studies
- ESL

Writing, Spelling, Listening Skills, Oral Language, Viewing and Representing make up the subject Other Language Arts. There are no individual district weights assigned to these subjects so each school must decide what weight each of these subjects will carry in order to determine the grade for Other Language Arts.

For students in bilingual or ESL programs, each academic subject shall be taught in the child's native language or in English (through ESL methodology). The language of instruction for each subject is determined by the type of instructional program in which the student is enrolled." *HISD Elementary School Guidelines*

Houston ISD requires that you notify your parents of Stevens's grading policy within 3 weeks of starting of school.

The following indicators may also be used to verify that the student has mastered the required objectives in a subject area:

- Rubrics
- Standardized test performance
- Class work
- Projects, performances, and observations
- Teacher-made tests
- Practice released TAKS/STAAR tests
- Anecdotal notes

This information will be documented in the teacher's grade book, student's work sample folder, etc., and must be available to the parents upon request.

Stevens strives for a Learner-Centered environment. Worksheets and workbooks are generally considered teacher centered and should therefore be used minimally with learner centered instruction.

Grading Confidentiality

"Per HISD Board policy, under no circumstances shall students' grade test papers, record grades of other students, or handle documents on which grades are recorded." *HISD Elementary School Guidelines*

Stevens Grading Policy

This policy was approved by 2/3 of the faculty in summer, 2009.

Guidelines for Grading - Each campus shall develop guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that a minimum of one grade per week or six grades per reporting cycle to reflect student achievement and to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents during the first three weeks of the school year, and annually thereafter.

1. **The minimum number of grades to be given at Stevens is 2 grades per week or 18 grades per cycle.** The grade for any assignment may only be recorded one time.
 2. Numerical Grades – The campus will follow the District policy:
 - A = 100% – 90%
 - B = 89% – 80%
 - C = 79% – 75%
 - D = 74% – 70%
 - F = 69% and below
 3. Grading Responsibilities - Grades given on assignments and report cards should reflect mastery of the District’s standards-based curriculum – the HISD objectives which mirror the Texas Essential Knowledge and Skills (TEKS) objectives. If a course does not have district-developed standards, the grades given on assignments and report cards shall reflect mastery of the TEKS objectives.
 4. Grades shall be based solely on achievement of course/grade level standards. Student attendance, effort, ability, participation, improvement, attitude, and other behaviors shall be reported separately from achievement.
 5. These categories will be used for grades:
 - a. Plan for Core Content Courses – To include the following subjects: math, science, language arts, social studies, reading, ESL
Categories: Weights
 - Classwork ___40___%
 - Homework (*Not to exceed 10%*) ___10___%
 - Quizzes (*Not to exceed 50% when combined with tests and performance assessments*) ___15___%
 - Tests/Performance Assessments (*Not to exceed 50% when combined with quizzes*) ___35___%
 - b. Optional Plan for Other Courses – To include the following subjects:
2. Reassessment - Teachers shall provide students an opportunity for reassessment when the grade received on an assignment indicates that the objective assessed was not mastered. Reassessment methods may include observation, oral questioning, demonstration, reteaching in another unit,

correcting tests, class discussion/review, and retesting. Second chance (or more) assessment opportunities shall be made available to students.

- a. When a reassessment grade is used, the higher of the two grades (original/retest) will be used.

Yes No

6. Make-up Work – Students shall be expected to make up assignments and tests after absences. Care must be taken to ensure that penalties (if used) do not distort achievement or motivation.

- a. Students will be given 5 days to make up assignments after returning from an absence.

- b. Students will be given 5 days to make up tests after returning from an absence.

- c. Students will be given 1 days to make up projects after returning from an absence.

- d. Teachers may exempt students from the zero penalty for late make up work.

Yes No

- e. The penalty for work handed in late shall not exceed 2% per day to a maximum of 10%.

Yes No

- f. Work that is not submitted will be identified as I (incomplete)

Yes No

7. Late Work – Students are expected to complete all required work and will be given opportunities to do so.

- a. The penalty for work handed in late shall not exceed 2% per day to a maximum of 10%.

Yes No

- b. The penalty for work handed in late shall be: maximum of 10 points per day not to exceed 30 points.

- c. Work that is not submitted will be identified as I (incomplete).

Yes No

8. The minimum number of grades to be dropped from teachers' gradebooks during a grading cycle and not included in the final grade shall be 0 . The maximum number of grades to be dropped from teachers' gradebooks during a grading cycle and not included in the final grade shall be 2 .

9. A weight of 15% shall be assigned to the final examination given in each high school credit course.

10. A teacher shall give a grade of "Incomplete" for a grading cycle to any student who does not complete assignments or assessments due excused absences or other extenuating circumstances. The grade of "Incomplete" shall be resolved by the end of the next grading cycle immediately following the grading cycle in

which the incomplete was first given. The District shall convert any unresolved grade of "Incomplete" to a grade of 50%.

This plan has been developed with the input of the Shared Decision-Making Committee, faculty and staff of the school and is submitted for approval of the Regional Office.

Grading Scales For Conduct And Ancillary

Conduct*:

E= Excellent

S= Satisfactory

P= Poor

U= Unsatisfactory*

***Board Policy requires that the Principal approve a U in conduct before it is entered on the report card.**

Ancillary Classes

E= Excellent

S= Satisfactory

N= Needs Improvement

U= Unsatisfactory

Grades will be recorded electronically in GradeSpeed for each subject area. A grading policy will be determined by the SDMC and approved by 2/3 of the faculty. This policy shall be used school wide and must be submitted to parents within 3 weeks after school starts.

Report Cards are distributed to parents during conferences after completion of each nine-week grading cycle.

Grading Work Habits/Citizenship

If a student's work habits are satisfactory, no marks will be given to a student. However, if a student "**needs improvement**" in any of the citizenship areas, an "**N**" will be gridded to indicate there is a need for improvement. Each student's work habits are evaluated in the following areas at the end of each grading cycle:

- Effective Use of Time/Material
- Follows Classroom Directions
- Class Participation
- Completes Homework
- Completes Class work
- Is Courteous
- Works and Plays Well With Others
- Follows Classroom Rules

Although a student's Work Habits/Citizenship and Conduct are related, grades issued using the eight work habits/citizenship and conduct are not to be used to determine a student's academic grade.” HISD Elementary School Guidelines

Notice Of Progress Reports And Report Cards

Progress Report Notices must be distributed to parents/ legal guardians during the fourth week of each grading period for each student who is failing a subject.

If a student's average falls below 70 after the scheduled “Notice of Progress” reports have been sent home, the teacher has the responsibility to send a report home immediately. It is imperative that extra effort be made to give parents advance notice of a pending failing grade before the report card is sent home. When students are failing, frequent contact with parents is strongly encouraged.

A notice of progress must be sent to parents/legal guardians of students who have exceeded ten absences, excused or unexcused. These should be sent home at the same time the notice of progress for unsatisfactory grades are sent.

This notice must provide for the signature of the parent or legal guardian and must be returned to the school to indicate to the teacher that the parent has seen the report. Please keep signed notices in your files and send the duplicate progress report to the principal's office. The Notice of Progress form will be in triplicate: one copy placed in the pupil's permanent folder, one copy to be sent to the principal, one copy for the parent. At the end of the year, all permanent folder Notice of Progress reports must be gathered and stapled in reverse chronological order with the most recent on top.

Homework

You need to select home assignments carefully in order to help children learn how to work independently, to accept responsibility for their own work and to develop their understanding of basic skills more adequately. Meet with your grade level to develop uniform homework guidelines and communicate these guidelines to the parents at the beginning of the year.

Home assignments need to be follow-up activities of the work done in the classroom and must be clearly understood by the pupils. Activities that can be completed independently by the pupil with little or no assistance from parents are recommended. Students require approximately twenty minutes of homework a night for the first and second graders; forty minute assignments for third, fourth and fifth graders are usually more effective.

All home assignments must be checked in the presence of the students during the appropriate subject time or when the teacher deems it most feasible to do so. You must have high expectations and require the students to complete assignments. This requirement must be taught from the very beginning of the school year.

Academic and Behavioral Intervention

You are required to provide and document (in Chancery) interventions for students who are below grade level in math and reading and/or struggle with behavior.

Documentation should contain:

- Objectives that the student is learning
- Date that you worked with the student
- Strategies that you used to work with the student
- Student mastery of the objective

If students do not improve after intervention is provided in the classroom, **you are required to work with the IAT/RTI committee in order to make sure that the student receives the additional support.**

Intervention Assistance Team/Response to Intervention

This team works together to make sure students who are struggling academically or with behavior are getting the support that they need. You **are required** to refer students who are struggling to the Intervention Assistant Team (IAT). You must also document that you are addressing the needs of your struggling students as well as communicate with the child's parents. Ms Walker will assist with the process.

Textbooks

You are responsible for all the textbooks and all components of your Teacher Editions in your classrooms.

As soon as you are aware of a lost book, you must immediately begin to recover the lost book: i.e. calling parents, sending letters home, or making a home visit. Keep written records of all parent contacts concerning the lost text book(s).

Textbooks are inventoried at the end of each school year and schools must pay the state any annual textbook losses. PLEASE HELP US AVOID UNNECESSARY PAYMENTS BY KEEPING UP WITH TEXTBOOKS AND COMMUNICATING THE IMPORTANCE OF BEING RESPONSIBLE FOR MATERIALS TO YOUR STUDENTS.

Workbooks and Notebooks

Students should not be allowed to scribble or draw on the covers of the drill books or in composition books, tablets, and Reading Comprehension student books. Please teach conservation and care of materials.

Workbooks issued at Stevens Elementary remain the property of Stevens Elementary. When a student transfers in or out of the district, the workbook is to be retained at Stevens for use by other students who transfer into this school.

Student Notebooks/Portfolios

In order to teach organizational and study skills, require that each child maintain notebooks. There should be regular entries in the reading and math notebooks and 2-3 entries per week in the social studies notebook. Since the District is encouraging the reduction of the use of drill books, notebooks will help to determine and document skill mastery. Please see the section on Documenting Mastery in this handbook.

The students will probably consume several notebooks throughout the year. Try to keep one of each student's first notebooks. Future notebooks can be compared to the first notebook in order to document student growth. Work done on worksheets should be glued, stapled or taped in the notebook or folder. Each spiral or folder should have been organized to reflect the child's work throughout the year.

Portfolios should be kept on each student containing selected dated items, showing the child's progression.

Advanced Academics (Neighborhood Vanguard)

Advanced Academics is provided to satisfy the state mandate (Texas Education Code 4, Section 29.122) for instruction of gifted and talented students. The GT program at Stevens is Neighborhood Vanguard. You are expected to provide differentiated instruction and to enrich the curriculum by teaching research skills, critical thinking skills, and advanced abstract concepts.

You are required to complete the thirty hours of GT training prior to their assignment of a Neighborhood Vanguard class. After the initial training, six hours of additional training is required annually.

An Enrichment Program is offered to students not identified as GT. All students are involved in differentiated curriculum during the designated GT/Enrichment time.

Students are screened for GT identification annually using multiple criteria. Kindergarten and fifth grade students are administered universal testing (NNAT). Any other student may be recommended for testing by teachers and parents. The GT Admissions Committee makes final decisions.

Students who meet the requirements for Neighborhood Vanguard will have priority placement in those teachers who have completed the 30 hours. Those grade levels that do not have teachers with the 30 hours will be serviced by the Neighborhood Vanguard Coordinator weekly.

At the discretion of the Certified Neighborhood Vanguard teacher, his/her students can be serviced by the Neighborhood Vanguard Coordinator.

Bilingual Program

Stevens provides a bilingual instruction program for students in Pre-K through fifth grade. Students receive daily ESL instruction according to HISD guidelines. You will use science for ESL instruction.

Students may exit the bilingual program upon:

- scoring a 40% or above in both total reading and total language on the Stanford in any grade before third, and Advanced High on the Writing Portion of the TOPT or
- passing the Reading TAKS exam in English for 3rd, 4th and 5th grade students and Advanced High on the Writing Portion of the TOPT
(These guidelines are subject to change)

Special Education

Special Education programs at Stevens include: Resource, Inclusion, Speech Therapy, PPCD, Life Skills, and BSC. The goal of our Special Education program is to include our Special Education students as much as possible in regular classroom instruction and activities and to mainstream and/or exit students from the program.

Technology And Audio-Visual Material

Ample supplies of these materials are available for you to use and may be requisitioned from the Librarian or Technologist. You are responsible for the material issued to him/her. If ever a piece of material or equipment is determined to be missing, REPORT IT IMMEDIATELY TO THE OFFICE. A police report must be made within 24 hours and documented in the school's inventory. Provide the office written documentation of any exchange of AV materials with another teacher. The record needs to have both of your signatures.

In the event that a piece of equipment does not work, return the equipment to the Technologist. A school form needs to be completed specifying your return of the equipment. As soon as possible, the equipment will be repaired and returned to you or a replacement will be sent.

Technology

Technology is a key component to modern day student achievement. You are responsible for teaching the Technology TEKS integration. Be sure you are aware of what is required to technology integration.

Students using the Internet must follow the Appropriate Use Policy in the HISD Student Code of Conduct that is signed by their parents and returned to you. The Appropriate Use Policy is currently a part of the Houston ISD Code of Conduct and once it is signed and returned by the parent, the students may begin accessing the Internet. However, you are expected to exercise due diligence when the students are using the Internet.

Use Of Televisions and Movies

The classroom televisions are to be used only for educational programs during the instructional day. Make note on your lesson plans of the programs and time of viewing, as well as, the motivational and follow-up activities to be implemented along with the programs.

Movies and video clips must be limited to 10 minutes or less. If they are used longer than 10 minutes for instruction, they must be in your lesson plans and have prior Principal approval before showing them.

Under no circumstances can a movie or video rated below a G be shown to students without signed permission by the student's parent or guardian and approval by the Principal.

Use of videos must **enhance a lesson and correlate to the objective(s) being taught**. Videos of movies must be rated G only (no PG allowed by district). **THE PRINCIPAL MUST APPROVE ANY QUESTIONABLE OR NON-RATED VIDEOS PRIOR TO VIEWING BY STUDENTS**. Please adhere to this directive, as there have been serious consequences for teachers who have to see inappropriate videos and for excessive use of videos in lieu of direct instruction.

List of Skills

In 2006 - 2007 the staff compiled a list of those skills they would like incoming students to possess. Please keep them in mind as well as the HAPG as you plan your lesson. Revised spring 2011.

List of Skills that Kindergarteners would like all Pre-Kindergarten students to have:

1. Recognize and identify all letters of the alphabet
2. Know all letter sounds
3. Recognize and identify numbers 1-15
4. Ability to count up to 32
5. Recognize patterns AB, ABB, ABC
6. Recognize rhyming words
7. Be able to say how many syllables in a word and words in a sentence
8. Ability to count up to 15 counters
9. Write their full name
10. Know their colors

List of Skills that first grade would like all Kindergarteners to have:

1. Write on baseline (first and last name)
2. Know letters (identify and recognize sounds)
3. Sight words (simple) top 25
4. Listening to comprehend
5. Identify numbers from 0-20 (recognize one-to-one correspondence) depth and complexity

List of Skills that second grade would like all first graders to have:

Phonemic Awareness

Students can

1. Name simple rhyming words
2. Blend sounds
3. Name beginning, middle, and ending sounds
4. Connect letters to sounds

Fluency

Students can READ READ READ

1. Automatically decode words
2. Sound out words that they do not know
3. Read 60 words per minute
4. Read with intonation and phrasing

Reading/Writing

Students can

1. Create and write complete sentences
2. Identify prefixes and suffixes, synonyms, antonyms
3. Underline, and paraphrase the main idea from paragraphs and stories
4. Identify and write cause and effect from reading selections

Math

1. Number concept (students will know that $12=10 + 2$, that two groups of 6 children is 12, that a dozen eggs are 12, 12 is 1 ten and 2 ones, etc.)
2. Solve one digit addition and subtraction problems

List of Skills that third grade would like all second graders to have:

Reading/Writing

1. The students need to be reading at least 90 words per minute.
2. The students need to be able to read a story with at least 4 paragraphs and answer questions about it.
3. The students need to be able to write a brief summary of a story.
4. The students need to know how to write a complete sentence with correct punctuation.

Math

1. The students need to know how to add and subtract up to 3 digit number.
2. The students need to know how to solve a basic word problem using a plan.

List of Skills that fourth grade would like all third graders to have:

Students are able to

1. Add and subtract without using their fingers.
2. Regroup/borrow in addition and subtraction.
3. Write a complete sentence.
4. Know that a sentence begins with a capital letter and ends with punctuation
5. Know their multiplication facts without hesitation (memorized).
6. Know what a main idea is and know how to use context clues.

List of Skills that fifth grade would like all fourth graders to have:

Reading/Writing

Students will

1. Write intelligent sentences in English
2. Use correct English spelling and punctuation
3. Read and write in cursive

Math

Students will

1. Understand math vocabulary
2. Answer basic math/division facts quickly and accurately
3. Know and use the problem solving process
4. Know how to show work in math

Science

Students will

1. Have all science skills and objectives that they were taught in fourth grade
2. Know the importance of science in their life and their surrounding environment, and how science is relevant to them in the real world.
3. Know and be able to use/identify the steps in experimental design
4. Have experience working in groups
5. Be aware that they will have to pass the science STAAR in 5th grade in order to go to 6th grade.

Teacher Portfolio

A Teacher Portfolio is a binder to keep track of your work during the year. It is a useful tool to use during conversations with your appraiser. Here are some suggested divider topics:

- **Professional Development** – Your IPDP and inservices that you attend or present or curriculum writing. How does the inservice correlate to your goals or the goals of the campus/district? How do you plan to use the information you received with your students? Does the inservice relate to a prior performance appraisal or needs assessment?
- **Annual Professional and Classroom Goals**
- **Curriculum Calendar**
- **Parent Contact Log** – Form documenting that you have contacted parents for academic purposes, attendance, other problems, or positive reasons, letters and newsletters (included copies) you have sent home to parents. Form provided for contact log and home visits.
- **School Functions** – Outside the classroom committees or activities you help sponsor such as cheerleading, dance club, art club, science club, etc.
- **Collaboration** – Team meeting sign-in sheets, grade level meetings (if focused on instruction), Vertical teaming.
- **Student Learning Data** – TAKS scores, Benchmark test results, pre/post test, portfolio, etc.

- **At-Risk /Interventions** – Modifications for special education students and intervention plans for At-Risk students in your classroom.

STUDENT DATA PROCEDURES

Permanent Record Folder

Permanent records are legal documents that must be updated and orderly at all times. You are responsible for entering information in the permanent record folder. The homeroom teacher is required to obtain, maintain and update the Student Permanent Record Folder throughout the school year.

The teacher enters the student's testing results on testing cards and place them in the permanent folders. LPAC information is entered by the LPAC Committee.

Permanent folders may be taken to classrooms to be worked on. They may be checked out in the office and kept in a secure place throughout the day. All permanent folders must be returned to the office before 4:00 p.m. so that they may be locked up for the evening.

Permanent records are reviewed in May. It is recommended that they be reviewed in January and kept up throughout the school year to ensure a smooth and quick check-out at the end of the year.

Each teacher must check to make sure that the folders contain the following information:

- Name
- Date of enrollment
- Grade on entry level
- Current year teacher/school
- Home language survey/LEP folder-stapled to left side of folder
- Birth certificate-stapled to right side of folder
- Social Security (if available)- stapled to right side of folder
- Proof of address(mortgage papers, lease agreement, utility bill, affidavit)-paper clipped on top of the birth certificate and Social Security
- Copy of guardians ID- paper clipped on top of the birth certificate, Social Security and Proof of address
- Admission slip or last year's enrollment card-in middle of folder
- Permanent Record Card-in middle of folder
- Permanent Test Record Chart-(HFWE/TPRI/Tejas Lee and other test data inside)-middle of folder
- Shot Record-middle of folder
- Report Cards/Progress Reports(paper clipped together)-middle of folder
- Code of Student Conduct-middle of folder
- Parent Acknowledgement of Promotion Standards-middle of folder
- Information from past schools/school years and other important information(paper clipped together)-middle of folder

- Special Education, LEP, and G/T information

Enrollment Cards (Sheet)

On the first day of school every child will be given an enrollment sheet to be completed by the parent and returned. It will be kept in the main office. Every paper must be properly completed, signed by the parent(s), and returned by the **end of the second week of school.** Make sure the parent has provided **two** emergency telephone numbers. Please alphabetize the cards by the last name and submit them to the office as soon as possible.

Remember to update the office in the event that the telephone number of the student changes so that it can be changed in Chancery.

Media Release Forms

On the first day of school every child will be given a **Media Release Form** to be completed by the parent and returned. The form will be kept in the main office. Every form must be properly completed and signed by the parent(s), and returned by the end of the second week of school. Please alphabetize the cards by the last name and submit them to the office as soon as possible. This form allows the student to participate in any activities in the event that the news media shows up. It will save you time if every student has one so that you don't have to remove your kids from any special events. If you encounter any resistance by parents, please send them to the main office or Ms Anderson so that further explanation can be made.

Chancery

Chancery is the Student Information System which houses all information that is reported to the district, state and federal government. It is important that the information in Chancery is as accurate as possible. Chancery contains information including demographics, grades and contact information.

Student Attendance

Average Daily Attendance (for state funding) will be determined by the attendance rate throughout the year. We need to make every effort to ensure the very best student attendance. Efforts for improving student attendance are outlined in our School Improvement Plan.

You will take attendance 3 times each morning.

- **Red Folder**-this folder must be turned in by 8:30a.m. so that we can make phone calls to absent students.
- **Manila Folder**-teachers are required to send in the manila folder with the C.A.R. by 9:45 a.m.
- **GradeSpeed**-teachers must take attendance on GradeSpeed by 9:45 a.m. each morning.

Contact parents if absence or tardy patterns are developed. If a mistake is made on your attendance, consult the Ms Long immediately (via e-mail or in the office).

You will receive a copy of your official CAR at the end of every nine week period to sign and return to Ms Long.

TEX. EDUC. CODE § 25.001 Requires that a referral be made to an Attendance Officer (Truant Officer) for absences if a student has 3 or more days or parts of days within a 4 week period or 10 or more days or parts of days within a 6-month period or for a pattern of absences (every Friday).

You must track your student's attendance and contact parents in order to assist with attendance improvement. Refer (email) Mrs. Long about students with excessive absences so that a truant or police officer can be sent to the home to investigate if you suspect truancy or on the student's third consecutive absence. We are obligated by law to notify the parents when there is a possibility that a child will fail due to absences.

All student absences will be unexcused until the parent sends a note. Teachers must turn the notes in to the office daily so that the attendance clerk can change the absence to excused. All student excuses will all be kept in a file in the office.

Student Withdrawals

When a parent withdraws a student, the teacher will be asked to complete information on the checkout sheet to clear the student of textbooks, money owed for library books, etc. If the student owes for a textbook, the teacher must record the book title and book number on the withdrawal slip.

This withdrawal form must also be completed by the librarian to ensure that all library books have been returned and are accounted for.

Tardy Policy

Students who arrive after 7:45 a.m. are to report directly to the office. Students will be given a tardy pass and then directed to go to their classroom. Do not allow students in your classrooms after 7:45 a.m. without a tardy pass. The number of tardies must be noted in your grade book.

You are encouraged to conference with parents of students who are habitually tardy. If the tardiness continues, please let Ms Long and/or an administrator know so that we can also address the problem.

STUDENT CONDUCT AND ACTIVITY

Discipline Of Students

In accordance with HISD board Policy, you responsible for his/her students' discipline. **HISD does not administer corporal punishment.** The principal will see students who violate Level II or III infractions. Level I infractions are to be handled by the classroom teacher. When in need of immediate removal for a minor infraction, use the buddy system. Make sure the student has assigned work to do in the new setting.

You will establish **CLASSROOM RULES** that provide “rewards” and “consequences” with the students. Teachers should have one or more buddy teachers to send a student to for temporary removal from the classroom. **Remember to establish and maintain good discipline the very first day.**

You must establish a culture of RESPECT, CARING, and RESPONSIBILITY in your classroom for the entire school year. The Stevens Discipline Referral Form must accompany students sent to the office in the event there is a violation of the HISD Student Code of Conduct.

Study habits, discipline, achievement, and time on-task are all influenced by student motivation for learning. **Students who are engaged in active learning activities that have a meaning and purpose are too busy to get into trouble.** When discipline problems arise, immediately contact the parent. If the child does not have a phone, write the parents a note. This will be very helpful and most parents will be very appreciative. Remember that parents are our partners.

Read the **Code of Conduct Handbook: Your Rights and Responsibilities** and review it with your students. If you have a “problem student,” and you have done all you can do toward correcting the problem (working with the student, parent contact and conference) and must have assistance from the principal, bring the student to the office and fill out a discipline form.

You must supervise students when moving throughout the campus. The children are to line up and walk on the right side of the walkway in a single file, very quietly. In moving through the halls, loud noise is a distraction to effective learning in nearby classrooms.

At Stevens we treat students with respect and dignity. Students perform and work better when they have a positive relationship with their teachers. We do not raise our voices to our students nor do we make sarcastic remarks. Students do not destroy things they care about. We also know from the research that fussing and raising our voices to students are not effective strategies in changing student behavior.

At no time are students to be put outside the classroom without supervision. They are also not to be sent to a corner for any length of time. This has been deemed by many as corporal punishment. It is recommended that you have a “time out” space where students can draw or reflect on how they can improve their behavior and calm down. Our goal is to make students responsible for their own behavior as they become life-long learners.

We do not touch or grab students, especially when we are angry or upset. In this day and age, litigation is prevalent and parents can press charges or contact CPS. If you are feeling frustrated, take some time for yourself or contact the office and we can see about someone coming to cover your class for a few moments. The only exception to touching students is if they need to be restrained to protect them from causing serious injury to themselves or others or causing substantial property damage. If a special education student is restrained, the person doing the restraining must be CPI certified or receive the training within 30 days of the restraint.

DO NOT SEND STUDENTS TO THE OFFICE WITHOUT ADULT SUPERVISION. Notify another teacher close to your room to supervise your students until you return. NEVER PUT A STUDENT IN THE HALLWAY NOR ANY PLACE OUTSIDE YOUR ROOM. Students must be supervised at all times.

In addition to rules contained in the Code of Student Conduct, the following rules will apply at all times on school property. This includes all school activities during, before, or after school.

- Students are expected to come to school directly from home and to go directly home after school (no loitering on the school grounds).
- Students are not to leave the grounds for any reason without the permission of the principal.
- Students should report directly to their waiting area upon arriving at school in the morning.
- Students are expected to have **orderly and respectful** behavior at all times throughout the school.
- **Students are expected to walk quietly in the hall and respect quiet learning zones.**
- Students who damage school property must reimburse the school for losses (books, furniture, restrooms, etc.).
- Regular attendance and punctuality is expected of every student.
- Students are expected to be neat and orderly and use good manners in the cafeteria and restrooms.
- Fighting is not permitted on school property or to or from school. Any participation in fights will be grounds for suspension.
- Students may not have any sort of over the counter or prescribed medication(s) in their possession at any time.
- Any item that does not serve an educational purpose (headsets, radios, electronic games, etc.) must be left at home.
- Paging devices will be confiscated and not returned (according to law).
- No knives, weapons of any kind, cigarettes, firecrackers, poppers, or bullets may be brought on campus.
- No live animals may be brought on campus without permission from the principal.
- Riding bicycles and skateboards on campus is prohibited. Bikes and skateboards must be walked/carried on campus and secured throughout the day.

- Students are expected to maintain a clean campus by depositing trash in the trash cans.
- ***Students are expected to follow the dress code daily. Only the principal may give permission to wear anything outside the dress code.***

Stevens Campus Rules

In 2011, Stevens Discipline Committee created the following rules that apply at all times to students. These rules should be posted in each teacher's rooms and throughout the school.

- We are polite to each other
- We walk quietly in the school
- We keep our hands and feet to ourselves
- We come to school prepared everyday
- We are here to Learn – at all times in every class

Discipline Forms

Discipline forms are available in the office. Staff members must send a student to the office with a completed form (no blanks). Please keep all remarks professional, concise, and specifically related to the immediate incident (refer to the HISD Student Code of Conduct). When you describe the incident please do not mention the names of students other than the one whose parents will receive the form. Discipline reports are public record and copies will be sent home to parents who request them.

Field Trips

Requests for field trips and bus transportation must be made at least 3 weeks in advance and submitted to the secretary, who in turn will secure the approval from the principal.

Action Steps

1. Check the calendar in the main office in order to select a date that does not have any conflicts.
2. Fill out form #40.5110 "Sponsor's Request for Approval of Field Trip" – Available online – the form **MUST** be typed.
3. Fill out "Cafeteria Field Trip Request Form." This form must be filled out at least two weeks in advance of your scheduled field trip. The cafeteria manager will prepare sack lunches and make adjustments so that you can miss your lunch period.
4. Complete an itinerary for the field trip that details the schedule and places in the trip (departure, lunch, arrival at school etc) as well as cell phone numbers of teacher chaperones.
5. Complete and get signatures for the HISD permission slips before distributing to students. Copies of the signed permission slips must be turned in to the office the day before the trip to ensure that all legal paperwork is processed. **Students who do not have signed parent permission slips cannot attend the field trip.** Verbal approval over the telephone is not acceptable.

6. Staple the Field Trip Approval Form, Cafeteria Request Form, itinerary, and permission trip Form together and submit them to Ms Corona/Ms Anderson for approval – put the field trip on the calendar.

Field trips must include pre-learning and follow up activity or enrichment activities that correlate to a unit of study, i.e. an instructional support to the students' learning. If you cancel the field trip, please ensure that the bus reservation request is also cancelled to avoid being charged for the cost of the bus. There is a cancellation fee in the event that cancellation is not made 48 hours in advance. Please see the secretary as the rates change periodically.

The day before the trip, all permission slips must be turned in to the secretary for copying with teacher name on each slip. Please take the original slips with you on your trip. Money collected must have an AF-104 form and must be turned in the day before the field trip.

The day of the field trip:

- All students **MUST** have a signed permission slip-our count must equal your count.
- Ms. Corona must have a typed list of which students are going on the trip and who their chaperone will be during the trip.
- Chaperones **MUST** have background clearance with the district. Mrs. Enriquez can look the person up on line.
- There must be 10 students to one chaperone-if Pre-K, Kindergarten or 1 the suggested number is 6:1.
- One or two teachers in the grade level must leave a contact number (cell phone) so that we can reach you from the school if necessary.

The school will keep on file:

- Permission slip copies, field trip request form, bus request form, agenda for the day, list of chaperones and the students that they are assigned to.

Remember that no parents or other adults may accompany the trip if they have not been through the security check.

Fundraising Activities

A fundraising activity may be defined as any activity involving participation of a student body or a student group undertaken for the purpose of deriving funds for a school or school-sponsored group. Fundraising activities are not confined to the school day but are considered an extension of the school program. Fundraising activities are in the name of the school, and all funds raised become school funds. The School Improvement Officer or his/her representative must approve all school-wide money

raising activities one week in advance of the date of the activity. The request must be submitted on Form AF-108, which may be obtained from the school secretary.

Student club sponsored activities shall be authorized by the principal and do not require approval by the School Improvement officer, provided that such activities are not conducted during the regularly scheduled school day. The request must also be submitted on Form AF-108, which can be obtained from the school secretary.

Remember that HISD Board Policy requires that any money taken from a student requires that an AF-104 be completed and the money is turned into the school secretary. The school secretary will then issue an Activity Fund Check for the event or payment of goods and/or services.

NEVER USE ANY OF THE STUDENT MONEY COLLECTED OR COLLECT MONEY AND NOT TURN IN AN AF-104.

Money Collections

Money may be collected from students only for authorized reasons (fundraising activities, field trips, etc.). The principal must approve all money collections. All money collected from students must be listed on Form AF-104, completed by the teacher collecting the money, and submitted to the school secretary weekly or whenever the aggregate amount of such collections exceeds \$20.00. Form AF-104 is available in the cubby located outside the clinic.

End of year audits require that the following procedures have taken place:

- All money collected must be submitted in the same form as collected.
- Employee's personal checks may not be substituted for cash collections.
- A receipt must be issued.
- The original AF-104 form must be written in black ballpoint ink.
- Teachers **must** sign their complete name on AF-104 form.
- No pencil or scratching out of names or amounts is permitted.

Please do not leave monies you are responsible for in the classroom overnight. Monies must be turned in to the office for security reasons.

Remember collecting money from students is a very serious manner. These guidelines are HISD Board policy and must be strictly followed.

Morning Announcements

Morning announcements will be broadcast over the intercom each morning beginning at 7:45 a.m. Students will lead the required Pledge of Allegiance, Texas Pledge and Minute of Silence as required by the Texas State Law. In addition other important daily announcements will be given.

Students and teachers must hear the announcements daily to be aware of school happenings and so that they don't miss important information and celebrations.

Parents

Parents play a vital part in the education of their children. You must make every effort possible to conference with parents on a regular basis.

Administration encourages and welcomes parental involvement at all levels. District policy dictates the following:

- Parents wishing to volunteer in the classroom and/or serve as chaperones on field trips must go through an HISD required background check if they will be supervising students without a teacher monitor.
- All parents are expected to check-in in the main office or security desk and receive a visitor's pass. Please refer parents without a visitor's pass back to the office. Your assistance is needed with this matter to ensure the safety of all our students and employees.

Please avoid any type of confrontation with parents (especially in the presence of students). All issues with parents must be dealt with professionally and courteously. If you need assistance from the Office, please let them know.

Parent concerns received by the principal will be referred back to the person(s) involved. For some cases, parents will be encouraged by administration to observe classrooms and/or hold conferences with the teacher and the principal to address concerns. *HISD Core Value: Parents as Partners and HISD Core Value: Safety above All Else*

Parent Conferences

Make allies of your parents! All parents are invited to meet with teachers and pick up report cards on campus. Parent sign in sheets are provided to each teacher and are turned in to the principal once all parents have been seen.

Conferences with parents can also be scheduled during your daily conference time. If a conference is scheduled outside of your daily conference time let the office know. Otherwise the office staff will not permit parents to go to your room and interrupt your instruction.

Remember that conferences should not be held once the bell rings in the morning or during dismissal time as you are responsible for the safety of the children. It is recommended that you inform parents of this so that they understand your expectations for conferences. As a professional, you would not walk into your doctor's office requesting to see him without an appointment.

Our goal is to keep parents well informed. Parents should always be notified of any problem areas well in advance of each report card.

It is recommended that you call parents on a regular basis to let them know what success that their child is having. This builds great teacher/parent relationships so that when there is an issue, the parent is on your side. We do not want the parent to think

the teacher calls only when the student misbehaves. Being proactive certainly outweighs being reactive.

Parties For Students

School Board Policy limits the number of class parties held on a campus to TWO per year to ensure that we make use of the full day for instructional purposes. When scheduling a unit on cultural function or event, principal approval is needed in order to make office staff aware of the activity. This applies to all grade levels. **Refer to the Foods of Minimal Value Policy and Guidelines for refreshments list.** Also see Celebrations.

School To Home Communications

All communications from school to parents must be accurate in terms of spelling and punctuation. Please edit notes accordingly. **Principal approval must be obtained for any school-wide notices.**

Volunteer In Public Schools (VIPS)

Each teacher and staff member is expected to work closely with parents and seek the services of two persons to become VIP representatives for your classroom. Our school welcomes the involvement of community and family members. All VIPS are now required to complete VIPS registration forms. All field trip chaperones must have an approved background check per HISD policy. (HISD Core Values: Safety above all else and Parents as Partners)

Hair Inspections

The school nurse will conduct hair checks when notified by teacher or parent. Inspections will be done discretely. Students infected with head lice will take a letter home to parents requesting that they be treated and cleared of nits and lice. The students must report to the clinic upon returning to school where the nurse will see that the student is clear of nits and/or lice before admitting the student to class.

Phones

Students may bring phones to school but they must not be visible or audible. If the student is seen using them or if they make noise during the instructional day, the phone will be confiscated and given to the principal or his designee. The parent must come to the school to pick up the phone. The student may use the phone after the bell rings or after they have been dismissed from the after school program.

Student Absences

You must e-mail Ms Long when a student is absent three days in a row or if the student has an established record of excessive absences (more than three) or a pattern of absences (i.e. Every Friday) is evident. If the teacher/ office staff member suspects a particular reason for a child's absence (i.e. student does not have shoes to wear,

student has not received medical care), the teacher or office staff will refer the child to the appropriate personnel on campus (Counselor, Nurse, etc.).

Toys

No electronic devices (i.e. games, radios, CD players, iPods Walkmans, and cassette players) be brought to or seen to school. Telephones and pagers may be brought by students but if they are seen they will be confiscated.

Any object or device brought from home that may cause an injury, disrupt instruction, or create a discipline or management problem must be picked up by a staff member and given to the principal so that it can be returned to the parent. Employees should never keep things of value that belong to students in their desks or classrooms.

PLEASE READ THE HOUSTON ISD CODE OF STUDENT CONDUCT CAREFULLY FOR OTHER RULES AND GUIDELINES PERTAINING TO STUDENT PROCEDURES.

“The education we want for our own children we must want for all children.” -Dewey

Student Dress Code

(Approved by the Shared Decision Making Committee)

Clothes

1. Tops: Students may wear white, yellow, navy, light blue, red, or dark green shirts with collars (Turtlenecks may be worn under shirts in cold weather) or school t-shirts.

2. Bottoms: Navy blue or khaki shorts, pants, capri's, jumpers or skirts. **Blue jeans are NOT allowed.**

3. Jackets must be plain and in the uniform color. Students who wear other jackets must take them off and leave them in their classroom during the day.

It is the teacher's responsibility to monitor uniforms on the students. Parents should be notified if the students are not in uniform. Discipline referrals may be used for chronic offenders.

***If finances are an issue, please see Mrs. Enriquez.

You should use common sense and tact when dealing with dress issues. School safety is a priority.

- Students may not wear wheelies or other shoes that might be dangerous for the child.
- Jewelry that might put the child at risk should be discouraged (large belt buckles, dangly/hoop earrings)
- Dyed hair that does not occur in nature.