

The University of Texas  
Elementary School



Faculty / Staff Handbook  
2008 - 2009

## **Mission Statement**

The mission of the University of Texas Elementary School is three-fold: to develop students into lifelong learners through rigorous research-based curricula delivered in a nurturing environment that includes parental and community involvement; provide opportunities for professional development and outreach for the University's academic units; and serve as a model of an exemplary program for diverse learners.

## **Peacekeeper's Pledge**

I am a UT Elementary Peacekeeper  
I promise to be helpful, truthful, and kind.  
I promise to respect my teachers, parents, and friends,  
I promise to solve problems with my words.  
I promise to always do my best!  
You can put me to the test!  
I am a UT Elementary Peacekeeper.

**ADD Staff roster and emergency  
phone tree here!**

# 2008-2009 Special Areas Schedule

Times	Monday PE/Spanish (30 min. each)	Tuesday PE/Art	Wednesday PE/Music	Thursday Art/PE	Friday Music/PE
8:00-9:00	K-1/K-2	K-1/K-2	K-1/K-2	K-1/K-2	K-1/K-2
9:05-10:05	1-1/1-2	1-1/1-2	1-1/1-2	1-1/1-2	1-1/1-2
10:05-10:40	Break	Break	Break	Break	Break
10:40-11:40	5-1/5-2	5-1/5-2	5-1/5-2	5-1/5-2	5-1/5-2
11:45-12:45	4-1/4-2	4-1/4-2	4-1/4-2	4-1/4-2	4-1/4-2
12:45-1:25	Break	Break	Break	Break	Break
1:25-2:25	2-1/2-2	2-1/2-2	2-1/2-2	2-1/2-2	2-1/2-2
2:25-3:25	3-1/3-2	3-1/3-2	3-1/3-2	3-1/3-2	3-1/3-2

## Early Release Specials

8:00-8:30	Kinder
8:35-9:05	First
9:10-9:40	Second
9:45-10:15	Fifth
10:20-10:50	Fourth
10:55-11:55	Break
12:00-12:30	Third

- Lunch schedules will remain the same
- K-2 classes will go to recess after lunch
- 3-5 no recess on early release days





## Lunch Schedule 2008-2009

Time	Class	Teacher
10:50 -	Kinder-1	Tanco
10:55	Kinder-2	Manglesdorf
11:00	2-1	Miles
11:05	2-2	
11:10	4-1	Tran
11:15	4-2	Williams
11:20	1-1	Flores
11:25	1-2	Perez
11:30	open	open
11:35	3-1	Wakim
11:40	3-2	Tannous
11:45	5-1	Ledbetter
11:50	5-2	Mullin/Zibilski

# Principal's Expectations of Teachers

Teachers will:

- Create clean, orderly, child-centered learning environments
- Create playful, well-planned, purposeful, literacy based centers
- Post classroom expectations and management plan - create individual plans with parents as needed
- Post Bloom's Taxonomy - teach to and question for highest levels and teach students to understand their own thinking
- Incorporate Clear Expectations, Accountable Talk and Academic Rigor Principles in daily instruction
- Change bulletin boards and posted work as appropriate (monthly)
- Change centers as appropriate (weekly)
- Post student work with explanation of TEKS addressed
- Change community center board monthly; use student work samples and post explanations of TEKS addressed
- Be on time for duty, dismissal, meetings and deadlines
- Never leave your class unattended
- Be present with students...sit with students, talk to students, eat with students
- Monitor students at all times on the playground and in the community center
- Always use student buddy system for errands, outside bathroom or drinks
- Prepare lesson plans weekly based on TEKS and annual plans - have on desk
- Formally teach character education using Second Step curriculum weekly; use classroom community meetings for problem solving
- Teach technology skills using technology annual plans and Learning.com weekly
- Use mobile computer lab weekly and use LCD projector in weekly lesson planning
- Produce projects or products from computer lab each nine weeks
- Follow reading assessment calendar (K & 3)
- Use PALM pilot for all Dibels and TPRI testing and submit results using electronic forms
- Use camera or PALM pilot each grading period to take a digital photo of student work or products for portfolios
- Create a portfolio for each student
- Be diagnostic-prescriptive, understanding each child as a learner
- Create a plan for all target students - keep instructional specialist informed
- Become a reading expert - use 2<sup>nd</sup> tier Wilson Fundamentals Reading
- Be professional and respectful in your conversations regarding all colleagues, parents, visitors, and students
- Plan collaboratively with teammate weekly, submit grade level minutes weekly and communicate all concerns to principal
- Follow the Four Agreements!
  - 1) Be Impeccable with your Word
  - 2) Don't Take Things Personally
  - 3) Don't Make Assumptions
  - 4) Do Your Best

# The Four Agreements

## Be Impeccable with Your Word

Speak with integrity.

Say only what you mean.

Avoid using the word to speak against yourself  
or to gossip about others.

## Don't Take Anything Personally

Nothing others do is because of you.

What others say and do is a projection  
of their own reality, their own dream.

## Don't Make Assumptions

Find the courage to ask questions and to express  
what you really want. Communicate with others as clearly  
as you can to avoid misunderstandings, sadness, and drama.

## Always Do Your Best

Under any circumstance, simply do your best,  
and you will avoid self-judgment, self-abuse, and regret.

# Employee Standards of Conduct

## CORE VALUE

A core value at the University of Texas Elementary School is respect for the individual. It is a goal of UTES to foster and model this core value. UTES believes that a valuable element of education is the development of respect for all individuals, regardless of race, color, creed, national origin, age, gender, sexual orientation, disability, or other personal attributes.

## CODE OF CONDUCT

This policy establishes a code of conduct intended to provide a safe educational environment, where each individual is treated with respect. No person shall engage in any verbal or physical conduct, which would tend to cause disruption of the educational setting or school activity; or would harass, threaten attack, injure, or intimidate any other person. All persons on the school property or attending any school activity shall be treated with respect.

## VIOLATIONS

Any violation of the UTES' code of conduct will be dealt with appropriately through consultation with UT Legal Affairs Office and the UT Police Department.

## PERSONAL AND PROFESSIONAL QUALITIES

It is expected that all professional personnel will:

- be punctual
- maintain the physical capability of performing assigned task
- exhibit poise and self control
- present an effective role model
- use common sense and behave realistically
- show enthusiasm for work
- exhibit an overall positive attitude
- demonstrate professional growth
- work effectively with teachers, student teachers, support personnel, and administrators
- comply with all policies and procedure
- keep school records and reports up to date and accurate
- documents student progress effectively

## MERIT PAY

All teachers are expected to follow standard expectations of performance as listed below and on individual teacher appraisal plans. The level of performance of these expectations will factor into yearly pay increases as noted on a yearly summative appraisal report. Merit pay will be awarded for service above and beyond standard expectations. Teachers are required to document evidence in narrative form and administrators will rate each category on a scale of 1 to 3, with 1 being some evidence, 2 being moderate evidence, and 3 being evidence to a high degree of contribution to the school above and beyond standard expectations. A yearly pool of funds will be determined by the UTES Budget Committee of the Management Board. Based on overall scores these funds will be distributed accordingly. Funding and scores will also fall into three categories, with 1 being average, 2 being above average and 3 being exceptional.

The merit pay rubric is listed below:

### **Merit Pay Rubric for Classroom Teachers**

#### Standard Expectations:

1. Classroom Webpage
2. Grade Level Bulletin Board
3. Grade Level Newsletter
4. Meets Deadlines
5. On Time for Duty, Dismissal, Meetings
6. Is Present with Students
7. Follows Campus Policies
8. Prepares Weekly Lesson Plans
9. Use of Technology in Instruction
10. Use of Digital Camera
11. Plans Collaboratively with Team
12. Creates Student Portfolios
13. Parent Conferences
14. Keeps School Records and Reports Up to Date and Accurate
15. Collaborates well with Colleagues
16. Communicates well with Parents
17. Student Achievement Scores
18. Successful Ratings on the Teacher Appraisal Plan

#### Merit Pay (service above and beyond standard expectations)

19. Home Visits
20. Teacher Leadership Roles:  
Examples:
  - Destination Imagination
  - Explore UT
  - Yearbook
  - Book Fair
  - Fun Run
  - Track & Field
  - Health Fest
  - Technology Contact
  - Science Fair

Team Leader

21. After school Club or Unpaid Tutoring
22. Participates in School-Wide Events
23. Plans and Implements School Wide Event
24. Attends Outside Staff Development
25. Continuing Education
26. Demonstration of Classroom Practice to University or Visitors
27. Publishes articles or papers relating to the school
28. Mentors New Teacher
29. Mentors Student Teacher
30. Prepares Campus-wide Professional Development

Other:

# School Procedures and Daily Routines

## EARLY MORNING PROCEDURES

The official school day begins for students at 8:00 am and tardy bell rings at 8:05. Students in grades 1-5 will meet each morning in the community center; breakfast will be served from 7:20 to 8:00 am. Morning announcements will be made at 7:50 - 7:55 a.m. All kindergarten students will report to classroom unless they are eating breakfast at 7:45. Pre-Kindergarten students will report to their classroom at 7:30 and then will be served breakfast at 8:05 - 8:30 am in their classroom.

Teachers will rotate early morning duty on a weekly basis. Early Morning Duty is from 7:30 am - 7:45 am. One teacher will report to the community center and the other teacher will report to the morning drop off loop. Pre-kindergarten and kindergarten teachers may rotate early morning duty in classrooms.

### Week Rotation:

Group A	5th Grade
Group B	4th Grade
Group C	3 <sup>rd</sup> Grade
Group D	2nd Grade
Group E	1st Grade

### **Teachers on duty are expected to:**

- greet students and parents
- monitor cross walk and car traffic
- encourage students to read and practice math facts
- keep noise level low
- Keep students in area and seated - students are not to be in any other part of the campus with out an adult sponsor
- remind students there is to be no running, arm-wrestling, etc...
- assist students with any problems they may have

All staff members not on duty will join their classes in the community center at 7:45 am. The grade level on duty will be responsible for leading the pledge, school song, birthdays and announcements on a rotating basis.

## BREAKFAST

The official school day begins for students at 8:00 am. Breakfast is served to K-5<sup>th</sup> grade students each day from 7:20 am until 8:00 am. PK students will be served breakfast at 8:10. Students will be considered tardy after 8:05 am in the classroom. Breakfast is a time to reinforce proper nutrition, create

community, develop oral languages and social skills and start our academic day off in a positive manner.

## **ATTENDANCE**

Attendance must be taken electronically using RS-CCC on a daily basis.

**ATTENDANCE MUST BE TAKEN AT 10:00 AM DAILY.** If you are unable to take attendance, page the main office and you will be provided a paper roster to mark attendance which must be turned in by the end of the school day.

Teachers can also write names of absent and tardy students on a piece of paper accompanied with the date and teacher's signature in ink only.

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## **GENERAL RULES**

1. Each teacher or other school employee who records student attendance shall certify, in writing, that all such records are true and correct to the best of his or her knowledge and that the records have been prepared in accordance with laws and regulations pertaining to student attendance accounting. Electronic signatures are acceptable. **Signature stamps and pencil are not acceptable.** At the end of the week, you will receive an attendance summary, at which time you may make any corrections to student attendance. This must be signed at returned to the attendance clerk weekly.
2. Make all entries with ink, and under no circumstances use an eraser or ink eradicator in any attendance records. If errors are made: strike through the error, enter corrections nearby, and initial.
3. With the exception of any reason listed below students who are absent at the time the attendance snapshot is taken (10 am) are counted absent for funding purposes. Students present at the time the attendance snapshot is taken are counted present for funding purposes. For official attendance accounting purposes, "excused" and/or "unexcused" absences do not exist.
5. UTES will record tardies for students arriving after 8:05 a.m. We will use this for perfect attendance awards at the end of each 9 weeks. However, for official attendance accounting and FSP purposes, "Tardie" do not exist.
6. Students cannot be absent on the first day of school or before their entry date.
7. On enrollment in pre-kindergarten (PK) or kindergarten, a child shall attend school. PK and kindergarten students are subject to compulsory school attendance rules.
8. **If a student is absent for three consecutive days the teacher is expected to call to check on the child. If a student is absent five consecutive days and attempts to contact parents have unsuccessful, then the student will be withdrawn.** A teacher is required to send a notice to parents after five absences in a 9 week period. A copy of this letter should be submitted to the principal. If consistent absences are a problem, recommend to the principal to make a referral to the social worker. Forms for this referral are available in the office.
9. All class work missed by a student should be kept for that student, and he/she should be expected to make up this work.

## ABSENCES

Parents must provide a written note explaining the absence when the student returns to school (within 24hrs of returning to school). An absence will remain as "unexcused" until a valid "Absence Report" is received. Any notes received from parents or doctors should be forwarded to the attendance clerk immediately and parents should be reminded to send in absence notes.

## TARDIES

Tardy slips will be issued by the office to all students arriving after 8:05 am and before 10:00 am. Do not admit a late student to class without a tardy slip. Late students will be marked tardy in the main office. Form letters to parents are available from office after the third tardy. The principal is available to contact parents of consistent offenders. Please keep her informed of excessive tardies. Special area teachers should notify classroom teachers of any students tardy to their classes. **Each teacher is responsible for documenting and recording tardiness on the report card. Keep all tardy slips in the child's records for documentation.** Attendance/tardy form letters should be sent home with report cards. Please remind parents that being tardy affects the child and his/her instructional program and enrollment at UTES. Four tardies equal one absence for the purpose of perfect attendance only.

## EARLY RELEASE

Parents/relatives/guardians who are picking their children up early must do so from the main office. Do not allow them to pick their children up directly from your classroom. You will be paged by the office to send the student to office for early release. Students who are being picked up early will be issued a **Permit to Leave** pass in the office and these will be filed in the office's student portfolio folders.

## END OF DAY PROCEDURES

The last 5 minutes of the day with homeroom teacher, will be utilized for housekeeping and announcements. Notices sent home should be read to the students or have the students read them aloud. They should discuss what they learned that day, what was accomplished, and suggestions for improvement. Each teacher is to walk his/her class out of the building in a timely manner. Dismissal time is at 3:30. To assure safe traffic flow, all teachers must be prompt. Grades PK-2 should exit through main hallway and grades 3-5 through side gate by the library. All staff members are on dismissal duty until 3:45 pm. Please stress to parents that children are expected to be picked up on time, unless prior arrangements have been made. Please do not leave children with the office staff after the school day ends. Teachers should record in the front of the lesson plan book specific childcare arrangements; i.e. Pan American Recreation Center, parent pick up, etc. Students can only be released to adults approved on their registration form unless arrangements have been made by parents.

Four tardies equal one absence for the purpose of perfect attendance only.

## KEEPING STUDENTS AFTER SCHOOL

Students may be kept after school for enrichment programs or to make up work ONLY if parents have been notified ahead of time. Please do not arrange to keep them in your classroom on Faculty Meeting days. Students need to take all necessary possessions with them when they leave the classroom at dismissal time. Students may not reenter the classroom after the teacher has left for the day. Teachers are responsible for assuring students get home safely when kept after school unless the teacher makes other arrangements with parents.

# Communications Systems

## **PRINCIPAL'S BULLETIN**

All staff is responsible for the information provided in the weekly staff bulletin. Every effort will be made to get these to you via e-mail each Friday. Teachers will also receive a paper copy. Please file them as needed so they can be referred to throughout the year. All special events, such as field trips, resource speakers, etc. must be put in writing and placed on the master calendar in the office (Give to Emily). Please plan far enough ahead so it will be included in the bulletin. All information must be on the master calendar to avoid any conflict. Mini-principal bulletins will be sent to you electronically throughout the year, especially near holidays and the end of the school year. English and Spanish principal's newsletters will be sent home to parents the first Thursday of each month. Other flyers and bulletins will be sent home as needed. E-mail will be the primary means for school-wide communication. All agendas, bulletins and minutes will be sent via e-mail. Please check your e-mail twice daily.

## **MESSAGE/OFFICE BOXES**

Teachers please check your boxes at least THREE times each day: early morning, lunchtime, and after school. Students should NOT be sent to the office to check the teacher's box, make copies, or should not answer the classroom phone at any time. The mailboxes should be cleared of all materials at least once a day. Please remind substitutes of this.

## **WORKROOM BULLETIN BOARD**

School memos will be posted as they become available on a bulletin board in the workroom. Information, which needs your immediate attention and/or response, will be posted above mailboxes in the lounge. Please check daily.

## **EMERGENCY MESSAGES**

On occasion, the office has a need to relay an emergency message to the entire faculty and staff. When this happens, we will use the school-wide intercom system. This will work through your telephone system.

## **MONTHLY NEWSLETTERS TO PARENTS**

Each grade level is required to send home a monthly newsletter. All teachers are asked to gather parent e-mail addresses and send grade level newsletters electronically. Paper copies will also be given to students to take home. The letters should include units of study, upcoming events and any information you deem appropriate. All newsletters and other written communication to parents need to be electronically mailed to administrators before being sent to parents. All grade level newsletters should be sent in Spanish as needed.

## **CLASS WEBPAGES**

Class web-pages are to be updated with information and a photo and sent electronically the last Thursday of the month in order for them to be uploaded on our school website. See the format and directions for these in this handbook.

### **STAFF / FACULTY MEETINGS**

The second Wednesday should be left open for faculty meetings and/or staff development according to the master calendar. This may be adjusted by faculty consensus due to UT class schedules. Please try not to schedule any type of appointments on faculty meeting days. Attendance is required and promptness is expected. Meetings will begin promptly at 3:45 and run until 4:45.

### **CURRICULUM TEAM MEETINGS/ EARLY RELEASE DAYS**

One early release day a month will be scheduled on the master calendar for curriculum team meetings. All faculty will be assigned one curriculum area (math/ science/ language arts/ social studies). Meetings will begin at 1:30 and adjourn at 4:30. The agenda for each meeting will be created by the curriculum team through the goals and objectives set by The Education Plan.

### **TEAM LEADER MEETINGS**

The team leaders will be called to meet four times a year, September, November, January, and March.

### **GRADE LEVEL MEETINGS**

Planning time on Tuesdays should be set aside for grade level meetings. Agendas will include curriculum items, school business, and grade level business. Grade level minutes should be recorded on the "Grade Level Meeting Form," listing all participants, action taken, and questions asked. These are to be turned into Ms. Chavez by Friday at 3:45.

### **UT EDUCATIONAL BENEFIT**

As a full-time employee, you will be entitled to the institutional Staff Educational Benefit. This benefit covers the cost of tuition and required institutional fees (but not fees charged by colleges) for one eligible UT Austin graduate semester 3 credit hour course during fall, spring or summer semesters. If you plan on taking coursework in your first year, the UT Elementary School will provide you with the equivalent of the institutional benefit from local resources. Additional information on the Staff Educational Benefit is available at <http://www.utexas.edu/hr/staff/edben.html>.

### **TEACHER DOCUMENTATION OF COMMUNICATIONS WITH PARENTS**

Teacher documentation of communications with parents about student's behavior and academics are very important. You are asked to maintain a folder or record keeping notebook, separate from the CUM folder, that best fits your needs and include phone calls and notes of any kind from parents, etc.

### **WHEN YOU NEED TO BE ABSENT**

If you need to be absent please arrange for a substitute teacher from our sub list. Use a **Staff Absence Report** to request an absence. A form will be put in your box if you need to take an unexpected absence. If the absence is an emergency please call Melissa (821-3376/ 797-4302) immediately to report that you will be out so that sub arrangements can be made ASAP. For extended absences, please advise the office by 2:00 pm whether or not you will return the following day. Each fulltime teacher accrues 1 sick day per month and 2

personal days per school year. Quarter time staff accrue 3 days total per school year.

### **VISITORS**

All visitors or drop-in deliveries are to be handled through the office first. A sign-in sheet for visitors (i.e. parents, coordinators, professors, building operators) will be kept on the office counter. Teachers must wear nametags while on duty and when representing UTES. For safety purposes, all gates to the school will be closed each day with the exception of the front doors. If you see a visitor without an identification sticker, please direct the visitor to the office. If assistance on this is needed, please call the office. Parents are welcome at UTES, but classroom visits should be cleared with the teacher first and then limited to approximately 30 minutes per visit. Parents must pick up and drop off students in the office, not come to the classroom. The teacher will not be expected to stop instruction to have a conference with a visitor/parent. If a problem with a parent arises regarding this policy, inform the parents immediately that instructional time is from 8:00 -3:30, and you will be happy to set up a conference time. If the parent/visitor persists, please send them to the office. Parent visitors should never videotape other children without permission. School staff cannot be responsible for preschool children or children from another school in the classroom or office area. Administrative staff must clear all visitations by children.

### **REPORTING CHILD ABUSE**

Texas law requires that person who FIRST suspects child abuse must make the report. To do so, follow these procedures:

1. Share information with principal or counselor at earliest opportunity
2. Obtain complete written report form (see example)
3. Telephone either the Dept. of Human Resources (DHS) or the U.T. Police Dept. (UTPD)
4. Leave the written report with the principal or counselor
5. Document concern online at: <http://www.tdprs.state.tx.us> or call Child Protective Services or UTPD.

\*\*Child Protective Services 1-800-252-5400

\*\*UT Police Department 512-471-4441

### **How do I make a report?**

1. Call the abuse and neglect hotline at 1-800-252-5400.
2. When you make a report, be specific. Tell exactly what happened and when. Be sure to record all injuries or incidents you have observed, including dates and time of day and keep this information secured.
3. Reports should be made as soon as possible but no later than 48 hours before bruises and marks start to fade. It is important for the investigators to be able to see the physical signs.
4. Give the agency person any information you have about the relationship between the child and the suspected abuser.

5. Please provide at least the following information in your report.

- Name, age, and address of the child
- Brief description of the child
- Current injuries, medical problems, or behavioral problems
- Parents names and names of siblings in the home

**Will the person know I've reported him or her?**

Your report is confidential and is not subject to public release under the Open Records Act. The law provides for immunity from civil or criminal liabilities for innocent persons who report even unfounded suspicions, as long as your report is made in good faith. Your identity is kept confidential.

**What if I'm not sure?**

If you have reason to suspect child abuse, but are not positive, make the report. If you have any doubts about whether or not it is abuse, call the hotline. They can advise you on whether the signs you have observed are abuse.

**\*\*NOTE: School personnel are not to investigate, i.e. call parents.**

# Teacher Responsibilities

## LESSON PLANS

Clear, well-prepared lesson plans are essential and expected. They are not only to serve as a reminder of intended activities, but are also important to the continuity of a well-run classroom. All teachers are to keep a weekly written lesson plan - they should not be written day to day. The lesson plans should be kept in the lesson plan books provided or in a book of your own choice. These plan books should be clearly marked and kept where they can be located by administrators and/or a substitute teacher. Your lesson plans will be reviewed by administrators during classroom walkthroughs. All lesson plans should include:

- subject and time allocated
- objective, materials used, procedures and evaluation methods used
- lunch and special area times
- differentiated instruction for GT students and students with other special needs
- inclusion groups/ team teaching
- ESL/bilingual documentation
- teacher directed P.E.
- 504/ dyslexia modifications

The plans do not have to be in detail step-by-step, however should contain enough pertinent information so that a substitute would find it easy to follow. The special education teacher will have her own lesson plans that reflect modification made for assigned student load. Inclusion special education teachers must be able to document that they are making daily lesson plans to modify classroom instruction.

## SUBSTITUTE TEACHER FOLDER

Each teacher is asked to have a substitute folder prepared and kept in a visible location, which includes:

- Daily Schedule
- Class Roll
- Map of school
- Seating chart
- List of Student Helpers
- Discipline Management Plan
- Exact location of instructional materials
  - Assigned teacher mentor to guide sub
  - Documentation of individual differences in students
  - Fire Drill Procedures
- Lesson plans that include:
  - Approximate time allowance for subjects
  - Materials to be used
  - Written explanation of lessons
  - Routines used by teacher and class

## **PLANNING PERIODS**

Every attempt will be made to assure all classroom teachers receive a 60 minute planning period each day. Unfortunately, there are times when this period is missed, such as when taking study trips, assessment dates, program rehearsals, assemblies or when a special area substitute is not available. In ALL cases, an adult must supervise children. Any variations of these alternatives must be approved by the principal ahead of time. If you need to leave campus for some reason during your planning period, please sign out in the office.

## **PHYSICAL ACTIVITY TIME**

State mandates require “daily structured physical education instruction.” All classroom teachers are required to provide this P.E. instruction on days when students don’t go to a P.E. specialist. The following are suggested P.E. guidelines to follow:

### **PRE-K AND KINDER**

Students will receive two 20-minute periods for physical activities every day. The TEKS for P.E. must be addressed in one of these 20-minute periods for Kindergarten and documented in your lesson plans.

### **GRADES 1 - 5**

Students will receive two 15-minute periods for physical activities every day or one 30 minute period. The TEKS for P.E. must be addressed in one of the two periods and documented in your lesson plans.

**\*\*Please note: Classroom teachers must submit a Field Trip Request Form (just one per school year) to take class to Pan Am during Physical Activity Time.**

## **PLAYGROUND SUPERVISION**

Teachers are responsible for closely supervising students while on the playground. It is not appropriate for one teacher to be responsible for the supervision and safety of more than one class on the playground. Teachers are asked to be up and monitoring the children closely. You must be physically close to the children in order to adequately supervise their play. I appreciate your help in assuring our UTES students the safest possible environment in which to play and learn. The playscape, bikes and sandbox are restricted to students in grade PK-1. The swings, sport court and field areas are available for grades 2-5. Children are to use all play equipment appropriately and safely. Use of restrooms and water fountain must be supervised by an adult.

## **FIRST AID PROCEDURES**

1. Minor cuts and bruises can be attended in the classroom. All classes have a First Aid Box, which should be made available to the children to wash and bandage their own injuries.
2. A school nurse will be available to see students on a part-time basis. His/her schedule will be provided at the beginning of each school year and is posted on the health room door.
3. The office staff is limited to the aid defined in the American National Red Cross Manual. It is the immediate and temporary care given to the

- victim of an accident or sudden illness until a parent can be reached. Teachers must send a Health Room Referral Form with any child sent to the office or nurse for the first aid, which states the nature of the child's illness. This important communication will assist in effectively treating students. A copy of this form must be sent home to parents on the date of the incident and, a copy must be filed by the teacher and a copy must be filed by the office assistant. All student assistance in the health room must be documented in the health log.
4. Students will be sent home from the Health room when they have fever of 100.4° or have physical signs of injury or illness.
  5. Major accidents or injuries may require emergency Medical Services. The office staff will notify U.T. Safety office, and parents. If deemed necessary, you may be asked to also contact the parents to alleviate concern about the injury. An Accident Report is required to be filled out in any serious injury or accident.

### **ADMINISTRATION OF MEDICATION TO STUDENTS**

All medicines must be brought to school by Parents/Guardians and will be kept in the nurse's office under lock. **A "PARENT/GUARDIAN AUTHORIZATION OF MEDICATION AT SCHOOL" FORM MUST BE FILLED OUT AND SIGNED BY PARENTS/GUARDIANS IN ORDER FOR OFFICE PERSONEL TO DISPENSE IT.**

Prescribed and over the counter medication must be in its original container properly labeled with child's name, dose, and Doctor's name and phone number. Please assist students in coming to the office at the proper time for medication. All medication given must be documented in the health log in the nurse's office.

### **EMERGENCY FIRST AID PROCEDURES**

In case of a medical emergency to a child or co-worker, the following steps should be taken:

1. Assess the nature of the injury or medical situation/survey the scene/ determine as best you can the severity of the injury (broken bone, etc.) medical emergency (heart attack, etc.)
2. Send for help/notify the office immediately. (Send an adult if possible.) The person sent to the office should have all of the pertinent information regarding the medical situation. With the information, the office will then make decision as to what action should be taken. If you are unable to send an adult, send a child with the Red Cross. This communicates an emergency to office staff.
3. UNDER NO CIRCUMSTANCES SHOULD SCHOOL PERSONNEL MOVE THE INJURED PERSON UNTIL THE NATURE OF THE INJURY IS ASSESSED.
4. The teacher must fill out an accident report. You may request the appropriate form from the office staff.

### **LIBRARY USAGE**

The mission of the UTES library is to "nurture a lifelong appreciation of reading and learning by assuring that students have the opportunities for access to information and literature." The library materials are powerful tools for instruction in the classroom, and a means to share the love of learning and

reading. Story time is a way of sharing and encouraging reading in our young children. PK- 5 Grade will be scheduled for the library 30 minutes each week. Story time is not a time for teachers to leave their students. Books can be checked out on a bi-weekly basis. See Jan Evans to order library books for our library and/or concerns related to our library.

### **SPECIAL AREAS - ART, MUSIC, P.E., SCIENCE AND MOVEMENT**

It should be understood that special area teachers have TEKS to teach. Time spent in special classes should be rewarding and fun, but it should not be viewed by the children or us as playtime. It is an important, valid, and enriching part of a student's educational experience. Students **SHOULD NOT** be retained in their classes to make-up or finish work or as a consequence for behavior during special area class time without prior approval from an administrator.

Students should have gone to the bathroom and had a drink before special areas. If you are going to be late, please let the special area teacher know. Special area teachers should time their lessons to be finished on time. Appropriate notice, 1 week or more if possible, should be given to the special area teacher if the teacher knows his/her class will not be there for some reason such as a field trip, parties, rehearsals, etc. Discipline in special areas should be handled consistently, using the Specialists' Behavior Report. Communication and mutual support between classroom and special area teachers facilitate good behavior in all classrooms. Special area teachers should supply classroom teachers with completed grade sheets **ONE** week before report cards go home. These should be given to the classroom teacher and sent home, signed and returned to school.

### **STUDY (FIELD) TRIPS**

All study trips are to include the TEKS and the behavioral objectives being taught. All members of the team should plan trips and all classes on that team should participate. Study trips are to have activities before, during, and after the trip. The principal will need to approve all study trips **TWO WEEKS in advance and they must be RECORDED IN ADVANCE ON THE MASTER CALENDAR, in the office.**

These trips will be considered as regular class sessions; therefore, **ALL** students should attend. Students are expected to travel to and from the field trip on the school bus since study trips are considered **PART OF INSTRUCTION.**

If unusual circumstances arise, they should be discussed with the principal. This will include:

### **PARENT CONSENT**

No student may participate in a study trip without the written consent of the parent or legal guardian. In the event that a parent **DOES NOT** give permission for a child to go on a study trip, the student will be placed in

another classroom for the day to complete assignments around the content of the trip.

### **BEHAVIORAL CONSIDERATIONS**

Students who have had disciplinary referrals and show that they will be unable to make safe choices on a field trip may be required to have the child's parent attend the field trip OR the child may be asked to stay at school to complete assignments related to the study trips objectives. Students who are having difficulties making safe choices will first be placed on a behavioral contract outlining the behavioral expectations. The possibility of losing the field trip will need to be discussed with the child and the child's parent prior to suspension of field trips. An ARD committee will need to discuss behavioral issues and field trip safety for all students in special education.

### **BUSES and LUNCHES**

The teacher must make arrangements two weeks in advance with the business manager for buses and lunches for any school trip. Study/field trips forms and lunch forms are in the workroom. These forms must be filled out and given to Ms. Chavez for approval. A copy of the field trip form will be given to Julie. Lunches should only be ordered for the number of students whose parents paid for or indicated a free lunch. The lunch count **MUST** be given to the Business Manager, one week prior to the trip to insure the order is made.

### **CHAPERONS / PARENT VOLUNTEERS**

Parents are requested to be chaperons on some of the study trips, depending on the venue and experience. Each grade level makes that decision in collaboration with the study trip provider, taking into account space availability, and overall experience. For overnight trips, we kindly request that siblings not attend so adults can focus on the students' needs, safety and care. Parent may ride the bus with students, room permitting. In the event that there is not room, parents will be asked to drive in their own vehicle. Parents must incur own cost for the price of the field trip (admission fees, food, lodging, etc...). School instructional funds may not be used to pay for parent chaperons or volunteers.

### **OUT OF TOWN / OVERNIGHT FIELD TRIPS**

All out-of-city sponsored trips must be approved at least 10 days in advance by the Principal/ CEO. Request for all trips will be given consideration provided they are sound, valid educational purposes that directly relate to the school / state curriculum.

Parental permission will be obtained prior to trip. Emergency card records will be collected on every student to take on the field trip.

Teachers will provide an itinerary of events for the principal and the parents with an emergency contact number of one teacher and one chaperon.

Cell phones will be allowed on out of town field trips to allow for parental/ child contact. Phone calls home will have a designated time on the itinerary as

to not disturb instructional times. The school is NOT responsible for lost, damaged, or stolen cell phones.

We ask the electronic devices, such as hand held video games not be taken on field trips.

### **TEXTBOOKS and EDUCATIONAL MATERIALS**

The teacher will account for all textbooks and educational materials. Each teacher is responsible for keeping her/his records straight. The principal is primarily responsible for all textbooks in the school. This responsibility is passed to the teacher when he/she receives the books and materials in the room. The teacher then passes this responsibility to the students when they issue books to them. The teacher should record the number of the book issued to each child before it leaves the classroom. Teachers may not exchange textbooks checked out to them with other teachers. The student should pay for lost or damaged books. Books that are lost will be paid for at their original cost. When textbooks are needed, it is the teacher's responsibility to check with the business manager and fill out a textbook request. When children withdraw from school their textbooks and library books should be properly checked in. Teachers are asked to set up a method whereby all books will be under continual supervision. From time to time it may be necessary to levy fines against children for the deliberate mutilation of books or other school property. Contact the principal with the facts of the case and a decision will be reached after a hearing or explanation. We should not wait until the end of the school year to clear problems with textbooks. Teachers are responsible for seeing that all textbooks are kept in good condition and account for all textbooks and kit materials.

### **GRADE LEVEL FUND RAISERS**

Each grade level will have the option to sign up for a fundraiser to raise additional monies for grade level activities. A fundraiser can last up to two weeks and each grade level can have two in school and one off-campus fundraiser per year.

### **CLASSROOM CLEANLINESS**

Each teacher is responsible for the care and cleanliness of the room as it pertains to book storage, shelves, student's work areas, etc. You are asked to have specific procedures to take care of the following:

1. Students should pick up all papers, pencils, etc. from the floor around their desks at the end of the school day.
2. Students should remove everything from the tops of their work areas at the end of each school day, and put chairs on tables.
3. Check on keeping shelves, tables, desks, etc., in an orderly manner at the end of each day and put chairs on tables.
4. Please use discretion when putting things on walls or dry erase boards in the classrooms.
5. Do not use any tacks on the walls. Staples can only be used for long-term displays.
6. Be sure that all outside doors are locked behind you when you leave the building

7. Students should be encouraged to respect the buildings and property as part of their civic responsibility.
8. Writing on or defacing any part of the building, equipment or grounds, desks, or walls is prohibited. Students should be advised this is against Texas Law. All violations will be dealt with through the principal's office. Report any graffiti immediately to the custodian and office.
9. The use of paint on the deck and picnic tables is restricted to covered surfaces only and should be limited. Paint easels should never be cleaned on deck areas.

### **ANIMALS IN THE CLASSROOM**

Children love these classroom pets, we know! Animals do bring with them the responsibility of seeing that the pets are treated kindly and maintained in conditions that are healthy and safe for all concerned. Please see that cages do not ruin tabletops, that animals have more than enough food and water for overnight and weekends, that cages are not overcrowded, and that the animals cannot get out of the cages and do not trigger our alarm system. Under **NO CIRCUMSTANCES** should the animals be left in the classroom during winter vacation or spring break. **CAGES ARE TO BE CLEANED DAILY.**

### **MONEY ENVELOPES**

Money collected for purposes such as field trips or fundraisers should be turned into the office by noon in your Teacher Money Envelope with the total payment entered on the front. The office will not accept any money unless it is in teacher money envelope, and the payment is logged on the outside of that envelope. Please fill out the front of the envelope accurately and completely. A confirmation receipt will be sent back to you indicating receipt of money. If the amount indicated on the envelope does not match with the amount in the envelope, the envelope and the money will be returned to you. It is imperative that you count the money carefully before you send it to the office. All money collected must be receipted by the collecting teacher.

### **BULLETIN BOARDS**

First impressions of the school come from looking at the outside, and next, from seeing how attractive and welcoming the halls and classrooms appear. We can all participate in keeping the hallway displays attractive. Bulletin boards in the community center are assigned by grade level and should be changed each month. You are asked to have everything ready to go up on the first day of each month. No bulletin board should be empty for more than a single day. All displays should either be instructional or display student's work. Bulletin boards should be covered with cloth or butcher paper and attractive border. All displays will contain a title and name of the teacher and brief description of competency learned. **CLASSROOM BOARDS SHOULD BE CHANGED FREQUENTLY.** All displays and bulletin boards at UTES should be eye-catching and appealing to the onlooker, and be representative of what is being learned. All lettering should be neat and attractive. Word walls should be visible in all rooms.

Each classroom should have the school-wide UTES Peace Plan, Second Step Problem Solving Steps, daily schedule, mission statement, and Bloom's Taxonomy of thinking skills posted.

### **VIDEO USAGE**

Video usage will be closely monitored. Copyright laws must be strictly adhered to. When using a video as an educational aid, please reflect the appropriate documentation in your lesson plans and the objective being addressed. At no time should videos be used as entertainment to keep students occupied. If using a video for an occasional class reward, please receive prior approval from the principal. Any film rated higher than "G" must also have the principal's prior approval.

### **INSTRUCTIONAL MATERIAL AND SUPPLIES**

Instructional supplies are available in the teacher workroom. Teachers must notify the office when items are low in stock. Instructional materials not available in the workroom are to be requisitioned by individual teachers by filling out a Materials Request Form to be turned in to the business manager for approval. Colored paper will be kept locked in the workroom. The key is available upon request from the office. Instructional materials and supplies are only for teacher use. They are not available as school supplies for the students or for parent forum activities.

### **COPIER USE**

The copier in the teacher's workroom is restricted to school use only. Pre-K - 2<sup>nd</sup> grade will receive 5,000 copies per semester (Fall and Spring). Third - 5<sup>th</sup> grade will receive 7,500 copies per semester. This is due to the TAKS practice that is needed at this grade level, more amounts of homework practice needed, and the tiered groups.

Teachers who tutor will receive an-extra 500 copies per semester for their tutoring groups.

Any school-wide benchmark testing, grade level packets, and other approved packets will be copied by the office. Anything that not instructional (ie. Middle School Information for parents) but needs to go out to your parents should be given to the office to copy for you.

A "Request for More Copies Form" will go through Ramona Trevino, if you need more copies than allotted amount.

### **LAMINATING**

Please be sure to turn off the laminator when you are finished using it. Please do not run the laminating film completely out!!!

### **KITCHEN AND WORKROOM**

Faculty members are responsible for the cleanliness of the equipment and tidiness of the kitchen and workroom. The refrigerator will be cleaned out regularly. Everyone who uses the refrigerators is asked to do his/her best to take home items or they will be thrown out unless a note is attached to

indicate that it should be saved. Teachers are asked to cover dishes in the microwave with paper or plastic to avoid spattering. You are also responsible for filling up your own ice trays and cleaning up after cooking activities. Sign-up for use of kitchen area will be through the master calendar in the office.

### **CLOTHING WORN AT SCHOOL**

The standard for teachers' dress is left to professional discretion, although teachers are reminded that the way a teacher dresses creates an impression in the minds of many of our patrons. The minimum standard for dress in this building will be that which would be appropriate for professional teachers. Friday's will be "Spirit Days" and all teachers and staff are expected to wear the school uniform of white or burnt orange collared shirt and khaki.

### **TELEPHONE CALLS**

Office telephones are to be used for school business. All personal calls should be made from your classroom. Our office area should be treated as a business area. This includes respect for the work time of the business manager and main office staff. **NO LONG DISTANCE CALLS ARE TO BE MADE** except in an emergency. If an emergency arises please inform Julie. All calls should be limited to 3 minutes, incoming and outgoing so our lines will not be tied up for long periods of time. Use of the FAX machine should be related to school business, unless you have approval of office staff.

### **NUTRITION POLICY & REFRESHMENTS**

Food should be consumed during the time that staff is not directly responsible for students (before and after school, lunch and/or during planning time). Teachers should not be eating during instructional time in front of students. If you have a specific health problem that requires frequent snacks, please advise the principal. Teachers are reminded to follow and reinforce our school nutritional policy. See form in attachments.

### **CUSTODIAL DUTIES**

The head custodian has a schedule that he follows daily and specific areas assigned to him. If you need immediate custodial assistance, contact the office, and we will send someone to help. Please remember that his schedule makes it difficult to "drop" everything and to assist immediately. Head custodial hours are 7:00 am - 4:00 pm and the part-time custodian will work 4:00 pm - 8:00 pm.

Occasionally you will be asked to evaluate the custodians' performance. The custodians are expected to keep the classroom, bathrooms, and other parts of the building in spotless condition. The custodians are assigned to do the following daily and weekly duties:

#### **Daily**

1. Empty all waste containers.
2. Sweep floors and vacuum carpets of classrooms.
3. Clean boards and rails.
4. Empty pencil sharpeners.
5. Clean restrooms.

6. Check supplies in restroom twice daily.
7. Spot wet mop areas as needed.
8. Work community center duty including daily mopping, wiping tables after meals, placing of tables, etc.
9. Clean water fountains.
10. Sweep entrances and walkways.
11. Spray buffing classrooms and corridors.
12. Check and pick up grounds
13. Other related duties as assigned by the principal.
14. Clean custodial storage area.
15. Maintain plants.

### Weekly

1. Mop classrooms.
2. Check and replace all light bulbs that are dysfunctional.
3. During season, cut trim, and water lawn and hedges.
4. Clean windows.
5. Report supplies needed and order through the UT warehouse.

### **SAFETY & SECURITY**

UT Police: 471-4441

UT Alarms: 233-9835

APD Local Substation: 974-5900 (Located at 812 Springdale Road)

### **WORKING AFTER HOURS OR WEEKENDS**

Do not share your alarm code with anyone. New staff will be issued alarm codes at the beginning of the year. Enter only through the front door. Please do not enter through the gates after hours. Disarm security system if you are the first one in the building. (You can check the sign in/out sheet.) **The sign in sheet is on the reception table in the office. You must sign in and out after hours or on the weekends.**

When you are ready to leave the building, you must sign out. Check to see if you are the last person to leave the building. The last person out must re-arm the security system. Let the principal know immediately if you misplace or lose your school key.

### **GATES**

The gates will be closed and locked at all times. Please use the front doors to exit with your students, except for fire drills and for grades 2-5 dismissal.

### **RED CROSS**

You are provided with a red cross for emergencies. If you need help in your classroom and are unable to get to the phone, send two students to the office with the red cross and someone will come to your room immediately.

# Grading and Reporting Procedures

## STUDENT RECORD KEEPING

Each teacher will maintain a paper or electronic grade book. Grades will be kept for each subject area. An exception would be when portfolio assessment is used in an integrated program. The grade books should be available to administrators as report cards are reviewed each nine weeks and when requested. At least three grades per reporting period are required for special areas. For each elementary student, teachers will assess and document individual students progress a minimum of ten times during the grading period in Language Arts and Mathematics. Progress for each student will be assessed and documented a minimum of six times per grading period in science/health, social studies, and, if applicable, English as a Second Language. The grades must be based on demonstrated (oral or written) levels of achievement and mastery of content. Parents of students who consistently refuse to complete assigned work, or who are not progressing academically must be notified with a mid-nine weeks' progress report. All grade books are turned into the principal at the end of each school year.

## ASSESSMENTS

Each teacher in Kinder - Third Grade will be required to assess students' reading. Mathematics will be assessed using informal assessments, U.T. Math Assessments, and TAKS benchmarks. The UTES assessment schedule will outline the timeframe for all assessments.

- The Texas Primary Reading Inventories (TPRI and Tejas LEE) will be used to assess students in K-2. Kindergarten students should be assessed at the beginning and the end of the second semester of school (January and May). Students in Second and First Grades should be assessed at least two times at the beginning and end of the school year. Mid-year assessment for Second and First Grades students are recommended, especially those who are still developing readers (SD). The students' score on these assessments will be reported to the Texas Education Agency and the Management Board in the fall and spring. We are also required to report, in writing, to a student's parent or guardian the student's result on the reading instrument. We must notify the parent of each student in Kindergarten, First and Second grades that are determined, on the basis of the reading instrument results, to be at risk for dyslexia or other reading difficulties. A service plan will need to be created for all the students who are at-risk. You will find a copy of a letter to parents regarding the TPRI and Tejas LEE, and the service plans in this handbook under forms for your use. **See page 23a for the Reading Assessment Log.**
- The Developmental Reading Assessment (DRA) will be used by the teachers in grades K-3 on an as needed basis to determine reading level for daily reading instruction.

- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) will be used by K-3 teachers on an ongoing basis to determine the students' intervention needs in 3 of the Five Big Ideas of early literacy: Phonological Awareness, Alphabetic Principal, and Fluency with Connected Text. DIBELS will be administered as a Reading Benchmark at the beginning and middle and end of the school year. Progress monitoring will be administered monthly for students who do not meet the benchmark goals. Please see testing schedule for exact dates.
- Center for Improving the Readiness of Children for Learning and Education (CIRCLE) will be administered at the beginning, middle, and end of the year for all Pre-K students.
- TAKS benchmarks in Reading, Math, and Writing will be administered according to the testing schedule in grades 2-5. TAKS will be given in Reading and Math in grade 3 - 5 as well as writing in grade 4 and science in grade 5.

### GRADES

In grades PK-2 student progress in each subject area is reported on the nine-week elementary report to parents as:

- 3 - Skilled/Independent
- 2 - Basic Understanding/Developing
- 1 - Needs Improvement
- 0- Has not been evaluated

In grades 3-5 student progress in each area is reported on the nine-week elementary report to parents as letter grades.

- A 100 - 90
- B 89 - 80
- C 79 - 70
- D 69 - 60
- F < 59

UTES also utilizes the following rubric to reflect progress in specified areas of personal development at all elementary grade levels:

- 3 - Consistently
- 2 - Occasionally
- 1 - Rarely

### HOMEWORK POLICY

At U.T. Elementary students are expected to follow through with homework assigned by the classroom teacher. Each student is expected to practice their reading at home daily and record their efforts in a nightly reading log, as well as complete assignments in core content areas. Failure to complete homework

will result in a homework referral to the child's parent. The child's parent will be called by the teacher on the 3<sup>rd</sup> homework referral. The student will receive a discipline referral to the office on the 4<sup>th</sup> homework referral. It is an expectation of enrollment at UT Elementary School that homework be completed by students and supported by parents or guardian.

### **THURSDAY FOLDERS**

Teachers will provide weekly communication to the parents and/ or guardians of each student through the Thursday folders. All teachers must be consistent in sending notices and information home in take home folders on Thursday and checking them on Friday.

### **PORTFOLIOS**

A portfolio will be kept on all students as outlined by the UTES portfolio guidelines.

Purpose: UTES portfolios shall be "systematic collections of student work selected to provide information about students"

### **REPORTING TO PARENTS**

Report cards will be sent home each nine weeks. October and February will be used for conferencing with parents about student's progress. Keep documentation of all conferences. After three attempts to schedule a parent conference please confer with principal. Report cards will be reviewed by administrators on the Monday and/or Tuesday preceding the Wednesday they are sent home. Please make sure your comments are clearly and neatly written. The written text should be a model for students and parents.

### **PARENT CONFERENCES**

Elementary teachers will hold a minimum of one conference with the parents of each student each semester. All parents are required to conference with homeroom teachers and sign in (teacher's should create sign in sheet). A copy of the parent/teacher conference sign in sheet must be turned in to Ramona. UTES will provide one elementary conference day per semester. School surveys will be distributed to parents during the spring conference.

Below you will find a checklist for an effective conference:

- Make careful preparations
- Insure privacy
- Have an informal setting.
- Set a time limit.
- Establish rapport.
- Begin on a positive note.
- Encourage parents to talk
- Listen attentively.
- Develop an attitude of mutual cooperation.
- Delay making numerous definite suggestions yourself.
- Encourage suggestions from parents.
- Use parents practical suggestions as a springboard for action.
- Make plans together for future progress.

- Summarize points covered and complete the conference summary sheet.

### **TARGET LIST**

Teachers will develop a list of target students using the UTES target student list form. The area of concern will be indicated using the codes on the form. These will be turned in to principal in early October.

### **STUDENT SERVICE PLANS**

A service plan form must be completed on each student listed on the target list. **Teachers are reminded to check CUM folders for previously created service plans.** If a student has a service plan, then the teacher should update for the current school year or document the lack of need for the plan. Services plans must be presented to parents and signed by parents at the October conference day. Copies of signed service plans should be turned into the principal for the office file. The original is to go in the CUM folder. The student's service plan letter should be given to parents for records. Service plans will be reviewed in early January at grade level staffing meetings.

### **RETENTION/PLACEMENT GUIDELINES**

1. The classroom teacher and principal will make the decision together. Parents should have been informed of the possibility of retention by spring break and should have signed the retention form. Exception: students enrolled after spring break.
2. Following our retention conference, the classroom teacher will conference with the parent or call the parent to discuss the final retention decision. No parent should receive the retention checklist signed by me without prior notice from the classroom teacher. The retention checklist signed by me will be mailed the last week of school with a letter informing parents of the decision to place or retain.
3. A student can also be placed in the next grade level. Research shows parent attitude toward retention determines whether or not retention will benefit the student. For a student to be placed, the parent must agree to send the child to summer school, and the student must have regular attendance in summer school. Students who do not attend summer school without a justifiable reason will be moved back to the previous grade in August.
4. If a student is retained and attend summer school, the retention still holds. The teacher will assess the child in August and if the child has made great progress over the summer, the child can be promoted at that time.
5. Tell parents of students who are placed that the child will be placed in the next grade level on a trial basis. If the child has extreme difficulty, the child could be placed back in the previous grade.
6. Each teacher should talk privately to the child about retention the last week of school, so the child is not surprised/upset to see it written on the report card.
7. The decision to retain a special education student, including a speech student, must be made by the ARD Committee.

8. No pre-kindergarten students will be retained. Students in kindergarten will be retained in “exceptional” cases only.
9. A student can be retained once in grades K-4.

# Student Discipline

## VOICE LEVEL

Children are to use their “Quiet Voices” in school, especially before entering any academic area and hallways. Be sure the students are familiar with your hallway procedures the first day of school. Before entering these areas each teacher should establish a procedure that students are familiar with.

## DISCIPLINE REFERRALS

Students sent to the office should bring a discipline referral with them from the teacher. The referral should state exactly what the student has done and said. State the offense in objective behavioral terms with exact quotes if possible. Do not include on the referral the teacher’s opinion of motivation or opinions about home or family life. It is the teachers’ responsibility to see that students sent to the office or health room are picked up in time to eat lunch with their class. Please follow all steps in the UTES Peace Plan.

## CLASSROOM DISCIPLINE PLAN

All teachers will follow the school-wide discipline plan. Variations to classroom consequences should be submitted to the principal for approval the first week of school. These approved plans need to be shared with the parents, and parents must sign the peacekeepers pledge form. This Pledge will be sent home the first day of school.

School wide discipline focuses on problem solving, character education and the growth and development of students’ internal control. All discipline actions address the inappropriate behaviors but also leave the individual child with his/her own dignity. All staff is expected to be instructional in their approach to discipline.

## MEALTIME BEHAVIOR

Students will be supervised by monitors at lunch. A significant part of your orientation to your students regarding classroom and school rules during the first days and weeks of school should include student behavior at breakfast and lunch. All teachers should make an aggressive, conscious effort to stress orderly conduct when students are in the community center for meals.

Teachers are responsible for monitoring students through the lunch line. When you bring your class into the community center, emphasis should be placed on:

1. Students entering in an orderly way
2. Students will speak softly
3. Students eating appropriately
4. Student being mindful of other students’ rights to eat undisturbed
5. Students not sharing food
6. Teachers will select two students to wipe and clean the tables

All students will be responsible for clearing their plates, and appropriately disposing of trash. See page 33 for the detailed mealtime plan.

### **STUDENT ASSEMBLY BEHAVIOR**

All students while at an assembly will be expected to follow school-wide rules. Teachers are expected to remain in assemblies to monitor students.

### **CLOTHING WORN AT SCHOOL**

All students are required to wear the UTES school uniform, which includes a white or burnt orange collared shirt and khaki pants, shorts or shirt. Students wearing shirts without a collar (or T-shirts) or colored shirts under the uniform shirt are not considered to be in uniform. Shoes should be comfortable with consideration being given to safety and gym activities. Flip-flops are not allowed. Hats, sweaters, coats, gloves and mittens should be labeled to facilitate the return of lost articles. Caps and hats are not to be worn inside the building at any time. If they are worn outside during teacher directed P.E., they are to be removed upon entering the building. Students are not to wear slacks up around their waistline with an appropriate belt and at the appropriate length. Low slung pants as well as mini skirts and short shorts are not allowed. Nose, eye, tongue or lip piercing are not allowed. If a student's dress impairs the learning process, parents will be notified, and the student will be asked to change his/her clothing. Any disallowed items (i.e. knives, gun, or marijuana charms, heavy chains, beepers) will be held by administration and then only released to parents.

Any unclaimed items found within the building or the playground will be brought into the office to be placed in our Lost and Found. Students that lose items should be encouraged to come by the Lost and Found and claim lost items. An appropriate description of the items is required.

### **HOMEWORK POLICY**

At U.T. Elementary students are expected to follow through with homework assigned by the classroom teacher. Each student is expected to practice their reading at home daily and record their efforts in a nightly reading log, as well as complete assignments in core content areas. Failure to complete homework will result in a homework referral to the child's parent. The child's parent will be called by the teacher on the 3<sup>rd</sup> homework referral. The student will receive a discipline referral to the office on the 4<sup>th</sup> homework referral. It is an expectation of enrollment at UT Elementary School that homework be completed by students and supported by parents or guardian.

# School-wide Peace Plan 2007-2008

## School-wide Commitments:

- All classrooms will hold a community meeting daily as a means to build community and model appropriate behavior.
- Successful socialization is considered an important aspect of learning and will be taught explicitly through character education annual plans developed by grade level teams, and the use of the Second Step Kit. This includes posting the Second Step Problem Solving Steps and use of a “Peace Table”.
- All teachers will also use the “Skills at a Glance” Level 1 social skills cards developed by *Cool Kids* as a means to teach appropriate social skills. A skill a week will be posted in the weekly bulletin and discussed at morning assembly.

## School-wide and Classroom Expectations: *Give Me Five!*

1. Listen to others
2. Follow directions on 1<sup>st</sup> request
3. Respect self, others, and property
4. Make safe choices
5. Always do your best

## School-wide Consequences:

First Offense: Verbal warning

Second Offense: Redirected to alternate activity

Third Offense: Loss of a class privilege and use of 2<sup>nd</sup> Step Problem Solving

Fourth Offense: Note or call to parent

Fifth Offense: Referral to the office use of Second Step Problem Solving Sheet

**Reinforcers in the classroom are determined by classroom teacher.**

### Suggestions include:

Praise, stickers, stamps, non-food treats, songs, treasure box, good notes, hugs, high fives, and special classroom activity.

### Exception:

There will be zero tolerance for any violent act against any staff member or student. In such cases, students will be sent immediately to the office.

# Classroom Adaptations to the School-wide Peace Plan

Teacher: \_\_\_\_\_

Grade: \_\_\_\_\_

## School-wide Expectations:

1. Listen to others
2. Follow directions on 1<sup>st</sup> request
3. Respect self, others, and property
4. Make safe choices
5. Always do your best

## Consequences:

First Offense: Verbal warning

Second Offense: Redirected to alternative activity

Third Offense: Loss of class privilege/2<sup>nd</sup> step problem solving step

Fourth Offense: Note or call to parent

Fifth Offense: Referral to office

## Reinforcers Used:

Approved: \_\_\_\_\_

Ramona Trevino, Principal

# The University of Texas Elementary School

August 15, 2007

Dear Parents:

Below you will find the school rules that have been established at UTES. These rules were decided upon with input from teachers. They were established in order to ensure a climate where students can come to school to learn and teachers can do the important job of teaching.

The school-wide rules are listed below. Class rules will be sent home along with grading and homework procedures. Please sit down with your child, review the rules, then both sign and return the last page to your child's teacher.

## The University of Texas Elementary School Peacekeepers Plan

### Expectations of Student Behavior

All students at UTES are expected to:

- Respect self, others and property
- Listen and follow directions on first request
- Choose peace over conflict
  - Listen to others
  - Follow directions
  - Use your words
  - Take care of others' feelings and bodies

### Consequences

First Offense: Verbal Warning

Second Offense: Redirected to Alternate Activity

Third Offense: Cool Down (In another classroom if necessary)

Fourth Offense: Note or call to Parent

Fifth Offense: Referral to the Office

**Exception: There will be zero tolerance for any violent act against any staff member or student. In such cases, students will be sent immediately to the office. A verbal threat of violence is subject to suspension from school.**

### Office Referral

**First Office Visit:** Administrator talks to the student and gives firm warning, stresses school-wide expectations and future consequences from the office. A discipline referral is sent home with the student and is expected to be brought back signed by the parent the next day.

**Second Office Visit:** Same as above. Administrator calls parent and then places student in cool down in the office for 1 hour.

**Third Office Visit:** Same as above, except student is assigned cool down for 1/2 day, to include lunch.

**Fourth Office Visit:** Same as above, except student is assigned cool down for 1 day in office.

**Fifth Office Visit:** Parent is called. Student is suspended to home for one day. Behavior Plan written.

**Sixth Office Visit:** Same as above, except parent conference is required before student can be readmitted to school. Behavior plan is reviewed with parent.

Excessive referrals for disruptive, unsafe behavior will warrant expulsion from UTES.

### **Field Trips**

Teachers may recommend that parents go on a field trip with their child. A volunteer may also be assigned to escort a child. An administrator may suspend a student from a field trip if she/he feels that the student may endanger himself or another in the group.

## The University of Texas Elementary School Parent and Child Review of Rules and Peace Plan

Please encourage your child to cooperate with school rules to ensure learning and success every day! When you and your child have signed the form, please return it to school.

Teacher's Name: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Today's Date: \_\_\_\_\_

I have read the UTES Rules and Peace Plan with my child.

\_\_\_\_\_  
Parent's Signature

I have had the UTES Rules and Peace Plan read to me and I agree to follow it.

\_\_\_\_\_  
Student's Signature or Mark

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# The University of Texas Elementary School Mealtime Plan

**Day 1:** Please remind your class of the mealtime rules. Role-play or have students model dos and don'ts of mealtime behavior.

## **Mealtime Rules:**

1. Speak softly.
2. Keep hands and feet to self.
3. No playing with food.
4. Keep your area clean.
5. Stay in your seat.
6. Respect others.
7. Follow nutritional guidelines.

**Week 1:** Before leaving the community center each day, please review rules and monitoring procedures and consequences. Please be consistent in expressing high expectations of student behavior in the community center. Every student should expect every adult in the building to be consistent in enforcing high expectations through out the school.

**All Year:** Keep communication with parents on students' excellent behavior in classroom, community center, and playground. Likewise, keep up communication with parents on issues where an improvement in behavior is needed. Review expectations and accountability at school and at home as needed with students.

## **Mealtime Procedures:**

1. Please arrive at the community center on time.
2. Students wash hands and use the restroom before lunch.
3. Students get forks and napkins in serving line.
4. Students raise their hands for assistance from the monitors.
5. The teacher will assist in supervising the students through the lunch line.
6. Please reinforce respect of lunchroom monitors.

## **Mealtime Monitoring:**

Principals and teachers will recognize and reinforce good student mealtime behavior.

Thank you for setting a high standard for student behavior during mealtime and throughout our school. Our goal is to place as much emphasis on recognizing our good role models as we do correcting others. Your consistent support and high expectations of our students are what will make UTES an outstanding school!

**Silver Spoon Award:**

Each day the cafeteria monitors will award a silver star to the class who was demonstrating proper mealtime behavior. At the end of each month one class will win the *Silver Spoon Award*. This class will receive a certificate and eat lunch with the principal.

**UTES Fire Drill Schedule 2007-2008**

Public schools are required to have two fire drills a month - one obstructed and one unobstructed. Below is a list of school-wide fire drill dates. Classrooms should individually schedule to practice the alternate type drill once a month.

On the fire drill signal, each class is to follow the route outlined in the attached school floor plan. Students are to walk quickly and quietly. One student should check the restrooms, another close the windows and doors. Teachers need to take their grade book, student emergency contact information, and ensure that all students are out. The principal will dismiss students to the classroom when the drill is complete.

**REVISE THE DATES**

<b>Friday, September 8</b>	<b>9:00 am</b>
<b>Friday, October 6</b>	<b>10:00 am</b>
<b>Wednesday, November 15</b>	<b>9:00 am</b>
<b>Thursday, December 7</b>	<b>2:00 pm</b>
<b>Friday, January 12</b>	<b>9:00 am</b>
<b>Wednesday, February 21</b>	<b>2:00 pm</b>
<b>Thursday, March 8</b>	<b>10:00 am</b>
<b>Tuesday, April 10</b>	<b>2:00 pm</b>
<b>Thursday, May 10</b>	<b>9:00 am</b>

## The University of Texas Elementary School Student Service Plan

Student: \_\_\_\_\_ SS# \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

I. Assessment	First Semester	Second Semester
<b>TPRI</b> <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• Grapho-phonemic Knowledge</li> <li>• Word Reading Ability</li> <li>• Word Reading Accuracy</li> <li>• Listening Comprehension</li> <li>• Reading Comprehension</li> </ul>	<p>Developed</p> <p>Still Developing</p>	<p>Developed</p> <p>Still Developing</p>
<b>Tejas Lee</b> <ul style="list-style-type: none"> <li>• Conocimiento grafo-fonemico</li> <li>• Identificación de palabras</li> <li>• Lectura precisa de palabras</li> <li>• Comprensión auditiva</li> </ul>	<p>Developed</p> <p>Still Developing</p>	<p>Developed</p> <p>Still Developing</p>
<b>Dynamic Indicators of Basic Early Literacy Skills</b> <b>DIBELS</b> <ul style="list-style-type: none"> <li>• Initial Sound Fluency</li> <li>• Letter Naming fluency</li> <li>• Phonemic Segmentation Fluency</li> <li>• Nonsense word Fluency</li> <li>• Word Use Fluency</li> </ul>		
<b>Math Informal Assessments</b>		

**Other Concerns:**

\_\_\_\_\_ Retained in Grade \_\_\_\_\_

\_\_\_\_\_ Limited English Proficiency (LEP) is a factor

\_\_\_\_\_ Excessive Tardies

\_\_\_\_ Excessive Absences

\_\_\_\_ Behavior

## II: Service Plan Options and Interventions

Regular Classroom Accommodations and/or Interventions	2006-2007	2007-2008	2008-2009	2009-2010
Phonographix				
Tier 2 Assistance in Reading				
Cooperative groups				
Bilingual Services				
ESL Services				
Behavior Contract				
Daily / Weekly checklist				
Parent Conferences				
Mentor Program				
Tutoring in _____				
Enrichment Activities <i>(list below)</i>				
Peer Tutoring				
Attendance Monitoring				
Social Work Referral				
Parent Assistance Needed				
Outside Agency / Counseling				
LST Referral				
Other _____				

Please comment on the above classroom accommodations and interventions:

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## The University of Texas Elementary School Target Student Classroom Identification List

Teacher's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Target Student ID Code:

- (1) Still Developing on TPRI / Tejas Lee
- (2) Red - DIBELS
- (3) Failed TAKS \_\_\_\_\_
- (4) LEP (Limited English Proficient) is a factor
- (5) Attendance/ Tardies
- (6) Retained in grade \_\_\_\_\_
- (7) Placed in grade \_\_\_\_\_
- (8) Behavioral Concerns
- (9) Other \_\_\_\_\_

Classroom List of Target Students:

Student Name(s)	Code(s)
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. _____	9. _____
10. _____	10. _____

11. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

12. \_\_\_\_\_

## The University of Texas Elementary School Student Service Plan

Date: \_\_\_\_\_

Dear Parent:

As part of our commitment to have our entire students graduate from high school, special assistance is available for students who are experiencing academic difficulty. An assessment of your child’s academic record indicates the following areas of concern:

- \_\_\_\_\_ Still Developing on TPRI / Tejas Lee Reading Assessment
- \_\_\_\_\_ Red Level - DIBELS Reading Assessment
- \_\_\_\_\_ Failed TAKS \_\_\_\_\_
- \_\_\_\_\_ LEP (Limited English Proficient) is a factor
- \_\_\_\_\_ Attendance/ Tardies
- \_\_\_\_\_ Retained in grade \_\_\_\_\_
- \_\_\_\_\_ Placed in grade \_\_\_\_\_
- \_\_\_\_\_ Behavioral Concerns
- \_\_\_\_\_ Other \_\_\_\_\_

The following service options are recommended / implemented for your child:

- |                                |                                   |
|--------------------------------|-----------------------------------|
| _____ Classroom modifications  | _____ Peer Tutoring               |
| _____ Co-operative grouping    | _____ In-school tutoring          |
| _____ Phonographix Program     | _____ Bilingual Services          |
| _____ ESL Services             | _____ Behavior Contract           |
| _____ Daily / Weekly checklist | _____ Parent Conferences          |
| _____ Mentor Program           | _____ Tutoring                    |
| _____ Enrichment Activities    | _____ Peer Tutoring               |
| _____ Attendance Monitoring    | _____ Social Work Referral        |
| _____ Family Assistance Needed | _____ Outside Agency / Counseling |
| _____ LST Referral             | _____ Other                       |

The teacher will be monitoring your child’s progress at school. If you have any questions, concerns, or comments, please call the teacher or me to discuss this service plan.

Sincerely,

## Student Service Plan for Target Students Instruction Sheet

1. A service plan will be maintained on each student Pre-K through 5<sup>th</sup> who meets one or more areas of concern as stated on the service plan.
2. The service plan will be kept in the student's cum folder while the student is at UTES.
3. Students will be initially assessed by classroom teachers beginning in the fall of 2007.
4. Students will continue to be assessed in the spring and fall of each year.
5. Parents will be notified of the service plan during teacher conferences, home visits, or by letter. The letter is sent only if the parent is unable to attend the conference.
6. Documentation of parent conference, home visit, or letter sent home must be indicated on the student service plan. Parent signature/initials must be obtained at parent conference.
7. If parent is unable to attend conference or allow a home visit, please mail service plan letter to parent and make a copy to attach to service plan.
8. "Other" areas of concern may include: organizational skills, attention span, fine/gross motor development, listening skills, reading readiness, social/emotional development, and level of confidence.
9. Parents can have the option to remove their child's service plan from the cum folder, but must do so in writing. Please attach this parent request of removal to the service plan.
10. A master list of target students will be maintained by the principal. Please copy the front page only of the service plan each time you place or review a student (spring or fall) and give this to Mrs. Chavez.