

# TABLE OF CONTENTS

## General Practices

• Acceptable Use Policy, E-mail, Data Mgmt.	3
• Attendance Requirements-Students	3
o Partial Day Absence	3
o Tardies	3
• Child Abuse and Neglect	4
• Classroom Procedures	4
• Clinic	4
o Procedures	4
o Medications	4
o Diseases/Special Health Problems	5
• Collection of Student Money	5
• Code of Civility	6
• Committees	6
• Complaints-Instructional/Library Material	6
• Conferences	7
• Confidentiality	7
• Controversial Issues	7
• Dress and Grooming	8
• Duplication of Materials	8
• Duties	8
• Fire & Disaster Drill Procedures	8
• Flag and Pledge of Allegiance	9
• Handbooks	9
• Holiday Celebrations	9
• Interruptions of Classroom Activities	10
• Meals and Snacks	
o Frequently Asked Questions	10
o Smart Snacks	10
o Nutrition Standards for Foods	10
o Nutrition Standards for Beverages	10
• Parent Night	11
• Physical Activity	11
• PE Exemptions	11
• Playgrounds	11
• Playground Rules	12
• Public Information	13
• Purchases of Materials/Services	13
• Religious Matters – Neutrality	14
• Student Insurance	14
• Supplies Required of Students	14
• Touching Students	14
• Visitors	15
• Written Communications to Parents	15

## Instruction

• Cumulative Folder Guidelines	16
• Curriculum/Pacing Guides	16
• Curriculum Requirements	17
• Grading - Elem/Interm	
o Grade Books	17
o Grades	18
o Determining Grades for Academics	18
o Determining Grades for Block Specials	19
o Timeline for Grades	20
o Progress Reporting	20
o Report Card Guidelines	20
o Promotion & Retention	21

o Grading LEP Students	22
• Grading – Secondary	22
o Grading Procedures	22
o Determining Grades for Academics	22
o Middle School Grading	22
o High School Grading	23
o Grading System	23
o Conduct Grades	23
o Failure Notices	23
o Award of Credit	23
o Averages	23
o Progress Reports	24
o Grade Determination	24
o Tutorials	24
o Make-Up Work	25
o Extra Credit	25
o Late Work	25
o Penalties for Infraction of Standards	25
• Homework	
o Purpose	25
o Responsibilities	25
o Expectations	26
• Lesson Plans	26
• Lesson Plans/Substitute Teachers	29
• Pre-Kindergarten	29
• Re-teaching/Reassessing-Elementary	
o Re-teaching	29
o Reassessment	30
• Specialists	30
• Testing (Standardized) of Students	30

## Meeting Student Needs

• Adv. Placement/Credit by Exam	32
• At Risk	32
• Dyslexia	32
• ESL Students	
o Grading Guidelines	34
o Program Entry/Exit	34
• Gifted & Talented Students	
o Nominations	35
o Screening	35
o Selection	35
o Service Models	35
• Guidance Program	35
• Interventions	36
• McKinney Vento Act	37
• Section 504	37
• Special Education	38

## Transportation

• Bus Transportation for Students	39
o Kindergarten Transportation	39
• Field Trips	
o Definition	40
o Types	40
• Instructional	
• Non-instructional	
o Planning	41

## Appendix

- Conferences
  - Preparation 43
  - During the Conference 43
  - Follow-Up 44
- Cumulative Folders
  - Folder 44
  - Contents – Required 46
  - Contents – Optional 46
  - Additional Folders 47
  - Items to be Removed 47
  - Transitions Checklist 48

## Possible Campus Additions

- Attendance/Tardy Procedures
- Calendars
- Campus Mission and Vision Statements
- Crisis Plan
- Discipline Management Procedures
- Duty Assignment Schedule
- Master Schedule
- Safety Procedures (Fire Drill/ Tornado, etc)
- School Map/Room Assignments
- School Song
- Staff List
- Teacher Guidelines
- Textbook Procedures

## **GENERAL PRACTICES**

### **ACCEPTABLE USE POLICY, E-MAIL AND COMPUTER USE AND DATA MANAGEMENT**

Please refer to the District Employee Handbook under Acceptable Use Policy; Guidelines for Using Electronic Mail; and Computer Use and Data Management for all procedures and policies regarding these important topics.

### **ATTENDANCE REQUIREMENTS-STUDENTS**

Good attendance is of prime importance for the educational development of each student. A positive attitude on behalf of school staff, parents, and students should lead to the establishment of good attendance habits.

There is a minimum attendance requirement for grading purposes. State law requires that a student may not be given credit for a class if the student has been in attendance less than 90 percent of the semester or grading period.

If a student is in attendance less than 90% of the semester, the student will lose credit unless excessive absences are made up in an acceptable manner such as Saturday School with prior administrative approval. Extenuating circumstances will be considered by the attendance review committee during an appeal. Absences due to truancy are not eligible for Saturday School.

Students and their parents or guardians will be given written notice prior to and at such time when a student's attendance drops below 90 percent of the semester. Parents of secondary students are mailed a warning letter after the 3<sup>rd</sup> absence and a **loss of credit letter** will be mailed after the student has lost credit.

Students who have been absent must bring a written statement to the office signed by a parent or guardian. The signed statement must be returned to the school attendance office within three school days to enable the student to make up missed assignments.

### **PARTIAL DAY ABSENCE AND EARLY DISMISSAL**

Students needing to leave campus during the school day should bring a note from the parent or guardian stating the reason, the time the parent will pick up the student and the time he/she will return the student to school. The note should be dated and should contain a telephone number where the parent or guardian can be contacted. The note should be given to the teacher in the elementary/intermediate schools and to the attendance clerk in the secondary schools.

Parents or guardians are encouraged to schedule medical and dental appointments after school so that students may receive the full benefit of the school day.

Parents or guardians must enter the building and show identification (driver's license, passport, state ID) in order to pick a student up from school. Students must sign out and sign in upon returning to school.

### **TARDIES**

A student who does not report to class on time is tardy. He/she will be reported as tardy to the attendance clerk.

- Elementary/Intermediate – Students entering the building after the bell has rung will be stopped by office personnel and given a tardy slip before being allowed to proceed to class. If a student enters your room [more than a couple of minutes] after the tardy bell without a tardy slip, please send him/her back to the office for a tardy slip.
- Middle School – If a student is tardy ten minutes or less, the student is admitted to class and the campus tardy procedures apply. If the student is more than ten minutes late, the teacher will send the student to the attendance clerk to get a tardy pass for class.

- High School – Once the bell has rung a student is considered tardy and he/she must have a pass to enter a classroom. Hall sweeps occur each passing period and personnel conducting the hall sweeps will provide students with tardy passes.

## **CHILD ABUSE AND NEGLECT**

Please refer to the District Employee Handbook under Child Abuse and Neglect for all procedures and policies regarding this important topic.

## **CLASSROOM PROCEDURES**

Teachers will strive to share responsibility so classrooms are safe and productive and will continually emphasize to students the importance of being responsible, engaged, and motivated. Teachers will focus on teaching and encouraging responsible behavior rather than trying to control irresponsible behavior. This will be accomplished by helping students see how their behavior relates to the school's Guidelines for Success.

Also see **Supervision of Students** and **Student Discipline** in the Alief ISD Employee Handbook.

## **CLINIC**

### **PROCEDURES**

If a student becomes ill:

- give the student a clinic pass stating the time he/she leaves the class. The time the student is released will be noted on the pass by the nurse when he/she returns to your class;
- the school nurse is the only person at school that can send a student home for illness;
- students may not call parents to pick them up due to illness without the permission of the nurse. The school nurse will notify parents when their child is ill.

Sudden illness or serious injury:

- the principal must be notified along with the school nurse. The nurse or clinic assistant will attempt to contact the parents or guardians, using listed emergency phone numbers;
- the school nurse and administrator, possibly after consulting with the parent(s) or guardian(s), are responsible for determining if emergency medical assistance is needed.

Life-Threatening Emergencies:

- In life threatening situations when there is no time to consult with the nurse or administrator, the employee responsible for the student activity will exercise judgment as to determining if emergency medical assistance is needed. However, the employee must still notify the nurse and administrator of the actions taken.

### **MEDICATIONS**

Alief Policy FFAC states that only designated employees can administer prescription medication, nonprescription medication, and herbal or dietary supplements to students. A student who must take medication during the school day must bring a written request from his or her parent/guardian and the medicine, in its original, properly labeled container.

There are instructions in the student/parent handbook regarding medicine to be given to students at school. Any medicine (prescription or nonprescription) brought to school by a student must be kept only in the clinic. The student must be sent to the clinic for the nurse to give it to him/her at the prescribed time(s) designated on the medication bottle or by the parent. No medicine is to be given or taken at school, except in the clinic.

## **DISEASES AND SPECIAL HEALTH PROBLEMS**

If you suspect or learn that a child has a communicable disease or special health condition, please refer the student to the school nurse. There are diseases which must be reported to the local health authority.

If a student has a life-threatening condition that needs monitoring, that child's name should be flagged in some way in the grade book or substitute folder to alert the substitute to check with a team leader or department chair for more information.

Example – Jane Smith (Special Needs-see Mrs. Jones for more information)

**IMPORTANT -- Be sure to check with the nurse for the type of information you are allowed to share with the substitute.**

## **COLLECTION OF STUDENT MONEY**

### **ELEMENTARY/INTERMEDIATE**

The collection of student money by teachers will be minimized in order to preserve valuable time and preparation for instruction.

If the campus principal determines that personal checks are acceptable, please remind parents that, when paying by check...

1. Separate checks should be prepared for each child they have in the school AND for each item purchased (When multiple payments are being made, the parent must note which payment is being made).
2. The full name of the child, the homeroom teacher's name, and the item being purchased should be written on the lower left corner of the check.
3. Checks must be made for the exact amount of the purchase, including tax and shipping when applicable.
4. Checks should be made out to the company, organization or the school. Checks must never be made out to the teacher or staff member.

When student money is collected in the classroom (e.g., for field trips, book club orders, etc.), the teacher must...

1. **Never keep money in the classroom.**
2. Record each amount received. A class roster may be used, instead of individual receipts, for small, multiple collections.
3. Turn in cash, checks and documentation to the office daily, preferably immediately after collections have been made for the day.
4. **Submit all money collected in the same form as collected. If a teacher collects cash from students then the cash is submitted. The teacher's personal check may not be submitted for the cash collections.**

### **SECONDARY**

Checks -- any payments made to the school must be in cash or cashier's check. This includes money for lost textbooks, fund-raisers or for any other purpose. **No checks will be accepted.**

## **CODE OF CIVILITY**

Civility is the affirmation of what is best about each of us individually and collectively, not just an absence of harm. Therefore, Alief ISD requires that as we communicate, we (students, AISD faculty and staff, parents, guardians and all other members of the community) shall:

### **1. Treat each other with courtesy and respect at all times:**

- Listen carefully to each other, even when opinions differ.
- Share opinions and concerns without
  - loud or offensive language
  - gestures or profanity
  - threats (physical or verbal)
  - causing bodily harm
  - causing property damage

### **2. Take responsibility for your actions:**

- Share accurate information.
- Manage anger appropriately.
- Do not disrupt or interfere with classroom or school operations.

### **3. Cooperate with one another:**

- Obey school rules and district policies.
- Respect each other's time.
- Notify each other when we have information that affects student safety and/or success.
- Respond when asked for assistance.
- Understand that compromise is key.



## **COMMITTEES**

Various standing or ad hoc staff committees may be established by the building administrator. Depending upon the nature and function of the committee, members may be appointed, elected, or volunteers may be requested. Some examples of elementary/intermediate school committees are listed below. An asterisk denotes those committees which are required.

Team Leaders	*Above & Beyond (Discipline)	Hospitality
Special Events/Celebrations	*Campus Crisis Team	*Shared Decision Making
LEP-Bilingual & ESL	*S.T.A.T./At Risk	*Campus Data Team
Technology Team	*Placement Review Committee	
Curriculum Committees (e.g. *Literacy Team, Math Team, Accelerated Reader, etc.)		

## **COMPLAINTS REGARDING INSTRUCTIONAL/LIBRARY MATERIALS**

Any complaint made to the district central office will be referred to the specific campus. The campus person who first receives the complaint

1. listens neutrally to the complaint without commenting negatively or positively on the material;
2. assesses the seriousness of the complaint and the likelihood of its being carried further, and
3. documents the call and sends a copy to the librarian and/or the principal.

For those complainants who do not appear to be satisfied after having expressed concerns at this initial complaint:

- The principal may instruct staff members to refer the complainant directly to the building administrator.

OR

- The principal may instruct staff members to refer the complainant to the librarian to explain briefly the district selection policy and request time to read/re-examine the material and relevant reviews in professional literature. If the complainant remains unsatisfied, the librarian refers the concern to the principal.

## **CONFERENCES** -- Also see Appendix [CONFERENCES]

Conferences should be offered to each parent/guardian. A minimum of two conferences per year are suggested. Conferences may be necessary at other times during the school year, as well.

A written record of all conferences must be kept. Specific information needs to be recorded on form (45-0547) which is available in the office for this purpose.

If a personal conference is not possible for a parent/guardian, then a telephone conference will suffice; written records of such conferences must also be kept on form 45-0547.

*Please look in the Appendix under CONFERENCES for suggestions on how to prepare for a conference, what to do during the conference and what to do as a follow-up to the conference.*

## **CONFIDENTIALITY**

Do not discuss students or families in any area other than a closed office or official staff meeting. Confidentiality regarding students should be adhered to at all times.

Also see **Student Records** in the Alief ISD Employee Handbook.

## **CONTROVERSIAL ISSUES**

The following administrative and teaching regulations are to be observed when dealing with controversial issues:

1. Whenever in doubt about the advisability of discussing a given controversial topic, consult with the principal.
2. Teachers do not teach controversial issues, but rather provide opportunities for their study.
3. Teachers are ...
  - to deal with controversial topics as impartially and objectively as possible
  - not to impose their own biases
  - to handle all such topics in a manner suited to the range of knowledge, maturity, and competence of their students
  - to have readily available teaching materials dealing with all possible aspects of the topics
  - not to manufacture an issue; to take up only those issues that are current and real. Up-to-date teaching materials will be found in the current press and periodical literature. Generally, the best

source of reliable information will come from those publications and from court decisions and legal opinions.

- not to expect or require that the class reach an agreement

## **DRESS AND GROOMING (STAFF)**

For the purpose of establishing and maintaining a high standard of dress, staff members shall maintain dress and grooming standards that are appropriate for their assignments, and in accordance with Board Policy DH (REGULATION). Also, please see the Alief ISD Employee Handbook for specific criteria.

## **DUPLICATION OF MATERIALS**

All schools have equipment for preparing and reproducing instructional materials; staff using the equipment should be trained in applicable operating procedures. The principal will provide instructions for submitting requests for duplication of materials.

When duplicating materials, remember to check the following:

1. The instructional value for children:
  - Does it provide practice for only what has been taught?
  - Does it require the student to think? On what level?
  - Will the work transfer to meaningful use?
2. Possible copyright infringements. (Refer to "Copyrighted Materials" in the last paragraph of this section)
3. Grammar, punctuation, capitalization, etc.
4. Quality of original/master. (Pale or otherwise illegible copies must not be given to students.)

The district also has its own Printing Services facility for high-volume duplication/production of instructional materials, district forms and stationery, handbooks, reports, Board of Trustees documents, information for the public, etc. Guidelines for proper preparation of masters for reproduction and the submission of printing requests may be obtained from Printing Services. The principal can help you determine which materials should be sent to Printing Services, and your building Printing Services contact person can assist you in preparing your materials and submitting the request, which must be done well in advance of need.

**"Copyrighted Materials"** to be printed must be accompanied by a written release from the owner of the copyright unless there is on file a release granted for the district as a whole. For example, the district may have received a release from the publisher of an adopted textbook series for district employees to duplicate freely the publisher's materials which relate to the textbook. Also, many publishers include a statement in an instructional work which authorizes reproduction for classroom use. A photocopy of the page containing this statement should accompany the material to be printed.

## **DUTIES**

Duty assignments are of the utmost importance. It is imperative that students be supervised at all times. If it is necessary for you to be absent from duty, please make arrangements for your station to be covered and notify your administrator of the change. In case of an emergency, please contact the administrator's office immediately.

## **FIRE AND DISASTER DRILL PROCEDURES**

The purpose of any drill is to practice the safety procedures set up for each building. Also see **Student Safety** in the Alief ISD Employee Manual.



## **FLAG AND PLEDGE OF ALLEGIANCE**

United States and Texas flags shall be displayed on a flagstaff on the school grounds daily during school hours. In compliance with state law, students will recite both the U. S. and the Texas pledge each day, followed by a moment of silence for reflection or prayer. However, no student shall be compelled against his/her objections or those of his/her parent or guardian to participate.

## **HANDBOOKS**

A handbook for students and parents/guardians has been prepared and is distributed to each student. An attempt has been made to avoid repeating information already available in this booklet. The handbook for parents includes the school-year calendar, district conduct code, conduct code acknowledgment letter, and information about the following:

- Board meetings
- Visits to the schools
- VIPS/volunteers
- Procedures for parent/student complaints
- Registration information (Student records/directory information)
- Attendance — school hours/tardiness, absences, release from class prior to dismissal, temporary exemption from P.E., and cancellation of school due to severe weather
- Student withdrawals/transfers
- Transportation — changing mode of transportation, school traffic patterns, and district bus service
- Clinic — nurse's duties, illness/injury at school, and medication for students
- Dress/grooming
- Meals at school — breakfast and lunch trays, free/reduced-price meals, meal tickets, and forgotten lunch/lunch money
- Elementary programs — subjects, homework, standardized testing, and specialist teams
- Special programs — gifted, ESL/bilingual, prekindergarten, summer school, Title I, and special education
- Progress reporting – grades, report cards, advanced placement, promotion/retention, and tutorials
- Student welfare - suspected child abuse, safety, pest control, and security

Human Resources provides each new staff member with an information packet that includes information regarding personnel records, contracts, evaluations, transfers/reassignments, resignations/terminations, absences from work, leaves, substitutes, salaries, and professional growth. Information regarding deductions, insurance, annuities, savings bonds, workers/unemployment compensation, sick leave bank, professional organizations, credit union, retirement, Medicare tax, payroll, and direct deposit is available from the Risk Management Department.

## **HOLIDAY CELEBRATIONS**

ELEMENTARY & INTERMEDIATE -- Two holiday celebrations per year are held for students during school hours. One takes place prior to the Winter Break in December and the other occasion is determined within each building (Valentine's Day, End of Year, etc). Specific information regarding these events will be provided by the building administrator. Party plans are made and implemented by the teachers and their parent helpers (room sponsors); refer any details in question to the principal. Costs for such events should be kept to a minimum for parents, school personnel and/or campus activity accounts.

Seasonal or holiday decorations and other original artwork made by the students are preferable to commercially prepared decorations. All seasonal/party decorations should be removed from the classroom areas after the event and before leaving for a holiday break.

In accordance with regulations of the Houston Fire Department, decorations should not be hung from ceiling tiles, light fixtures or sliding partitions. We are also advised not to use electric lights on Christmas trees (live or artificial), nor lighted candles within the classroom.

## **INTERRUPTION OF CLASSROOM ACTIVITIES**

Distractions from, interruptions to, and loss of scheduled class time by any activity during the school day shall be prevented. The public address system is used for morning announcements and only during the school day for emergencies. Students should be instructed to listen attentively to all announcements, and teachers should model this behavior for the children.

Teachers are responsible for knowing the public address signals designated by the principal for fire/disaster drills and emergency summoning of the building administrator and head custodian.

Classroom wall phones will be used for emergency communication with staff members during the school day; please answer promptly in order to minimize distraction.

## **MEALS AND SNACKS**

### **FREQUENTLY ASKED QUESTIONS**

**Q. Can meals be denied from students for disciplinary reasons?**

**R. No.** USDA policy prohibits the denial of meals as a disciplinary action against any student who is enrolled in a school participating in the Child Nutrition Programs. In summary, any student who is being disciplined and is not allowed to eat in the cafeteria must be allowed the same choice of A-line menu items as any other student. This regulation addresses the A-line (federal reimbursable) meal only, not a la carte items; therefore, the students do not have to be given the opportunity to choose a la carte items.

**Q. Is there a recommended length of time for students to eat breakfast and lunch?**

**R. Yes.** Adequate time should be allowed for students to receive and consume meals, and cafeterias should provide a pleasant dining environment. The minimum recommended eating time for each student after being served is at least 10 minutes for breakfast and 20 minutes for lunch.

### **SMART SNACKS IN SCHOOLS**

On July 1<sup>st</sup>, 2014, schools were required to follow the new USDA Smart Snacks in School nutrition standards that support better health for students. These standards apply to all foods sold in the schools, including (but not limited to) a la carte items in the cafeteria, vending machines, fundraisers, and school stores.

The Smart Snacks guidelines must be followed during the school day, which is defined as the midnight before, to 30 minutes after the end of the official school day. It applies to all areas of the school that are accessible to students during the school day, and for all foods sold by any groups.

### **NUTRITION STANDARDS FOR FOODS**

**Any food sold in schools must:**

- Be a "whole grain-rich" grain product; or
- Have as the first ingredient a fruit, a vegetable, a dairy product, or a protein food; or
- Be a combination food that contains at least ¼ cup of fruit and/or vegetable; or
- Contain 10% of the Daily Value (DV) of one of the nutrients of public health concern in the *2010 Dietary Guidelines for Americans* (calcium, potassium, vitamin D, or dietary fiber)

**Foods must also meet several nutrient requirements. All foods have calorie, fat and sodium limits.**

### **NUTRITION STANDARDS FOR BEVERAGES**

**All schools may sell:**

1. Plain water (with or without carbonation)
2. Unflavored low fat milk
3. Unflavored or flavored fat free milk and milk alternatives permitted by NSLP/SBP

4. 100% fruit or vegetable juice and
5. 100% fruit or vegetable juice diluted with water (with or without carbonation), and no added sweeteners.

Changes are ongoing so it is best to always check with the Nutrition Department for the most up-to-date information. Birthday parties or other celebrations should be planned in coordination with each campus principal.

## **PARENT NIGHT**

The purpose of Parent Night is to provide parents/guardians with end of grade level expectations. Parents/guardians should leave the evening knowing what their child should be able to do by the end of the school year. The focus is on learning more than administrative issues like discipline, schedules, etc.

Specific instructions will be given by the building administrator. In order of priority or emphasis, information presented on Parent Night should include the following:

1. Exit-level objectives for the course/grade level. (What should the child know at the end of the year that he/she doesn't know now?)
2. Criteria for grading. (What counts and how much?)
3. Skills that can be practiced at home to help speed learning at school.
4. How a parent/guardian can best work with the child at home. (How much time to spend studying, how many facts or words to include at one time, "fun" ways to practice, etc.?)
5. The discipline management system that will be used.
6. A handout of the child's daily schedule should be provided.

## **PHYSICAL ACTIVITY**

In accordance with TEC § 28.002, all students enrolled in K-6 are required to participate in physical activity for a minimum of 30 minutes daily or 135 minutes weekly. Physical activity must be provided in a TEKS-based physical education class or a TEKS-based structured activity. The physical activity may occur in P.E., music, structured recess, or breaks of physical activity within the regular classroom.

## **P.E. EXEMPTIONS**

Requests from parents/guardians for students to be temporarily excused from participation in physical education shall be in writing and shall be submitted to the physical education teacher for approval. The physical education teacher may accept a written excuse from the parent for the first three days for an obvious condition or injury. On the fourth day, the physical education teacher shall refer the student to the nurse, who, in turn, may excuse the student up to an additional ten school days. At the end of this period, the nurse shall require written medical instructions from a physician.

Upon the written request of parents/guardians and of a recognized religious official, a student may be excused from certain physical education activities which may infringe upon an individual's religious convictions. In these instances, the physical education instructor shall plan alternative activities within the scope of the program for the individual student.

Personnel are encouraged to develop appropriate physical activities for students who may have physical disabilities (a broken limb, allergies, etc.) in accordance with medical instructions.

## **PLAYGROUNDS**

The purpose of playground supervision is to provide children with a safe, secure, and comfortable environment in which to play. The most important factor in providing this environment is the teacher. Without alert supervision, the probabilities of student injuries, discipline confrontations, and safety problems increase.

The following guidelines provide a structure for a safe playground environment:

1. The maximum ratio for supervision shall be one teacher for every two classes.
2. Teachers should use whistles and develop signals to communicate with students.
3. While on duty, teachers should practice "vigilant supervision." Careful attention should be focused on all of the following:
  - close teacher proximity to students
  - continuous teacher circulation among students
  - constant visual scanning of the play area
4. The playground should be zoned into areas to ensure even distribution of students. Areas that include high-risk equipment such as climbing apparatus, slides, and swings should have fewer numbers of students assigned.

In case of a serious injury:

  - arrange for the nurse to be notified immediately
  - never leave the child until the nurse arrives
  - signal another adult to assist with supervision of other students
5. Proper and safe usage of all playground equipment should be taught and reinforced to students throughout the school year.
6. High behavior expectations for students, as outlined in the school discipline management plan, shall be maintained on the playground.
7. Anyone on the playground other than school students and personnel must have checked in at the office and wear a nametag. Report any questionable persons to the office immediately.

## **PLAYGROUND RULES**

Unstructured play is a time when students learn to interact, share, and cooperate with one another. Teach children how to use each piece of playground equipment properly, and always supervise them. Teach them these safe play habits:

### **SWINGS**

- Sit in the center of the swing; never stand or kneel.
- Hold on with both hands.
- Stop the swing before getting off. (No bailing out.)
- Walk way around a moving swing--not too close to the front or the back.
- Never push anyone else in the swing or allow others to push you.
- Have only one person in one swing at a time.
- Never swing empty swings or twist swing chairs.
- Avoid putting head and feet through exercise rings on the swing sets.

### **SLIDES**

- Hold on with both hands as you go up the steps of the slide, taking one step at a time; never go up the sliding surface or the frame. Keep at least one arm's length between children.
- Slide down feet first, always sitting up, one at a time. Never stand up on sliding surface.
- Be sure no one is in front of the slide before sliding down.
- Be patient, don't push or shove, and wait your turn.
- Leave the front of the slide after you have taken your turn.

### **CLIMBING APPARATUS**

Geodesic domes or arches and jungle gyms:

- Use the correct grip; use fingers and thumbs ("lock grip") for climbing and holding; use both hands.
- Watch carefully when climbing down and avoid those climbing up.
- Avoid having too many people using the equipment at once.

Horizontal ladders and bars:

- All start at the same end of the equipment and, using the "lock grip," move in the same direction.
- Stay well behind the person in front and avoid swinging feet.

- Never use equipment when it is wet.
- Avoid speed contests or trying to cover too large a distance in one move.
- Drop from the bars with knees slightly bent and land on both feet.

### **SEESAWS**

- Sit facing each other, not leaning back and keep a firm hold with both hands.
- Never stand or run on the board.
- Keep feet out from underneath the board as it goes down.
- Inform your partner before getting off; hold the board tightly and let it rise gradually so the child at the other end can get off safely.
- Never "bump" the other person by hitting the ground hard with either end of the board.

### **TUG-O-WAR**

- May only be done under immediate teacher supervision
- Must use official tug-o-war ropes with loops for hands.

### **PUBLIC INFORMATION**

Names, sex, ethnicity, salaries, titles, and dates of employment of all employees and officers of the district are public information. Staff members may choose not to allow public access to their home addresses and telephone numbers by indicating that choice on the Human Resources computer printout of employees, circulated annually for updating (refer to Board of Trustees Policy GBA).

### **PURCHASES/PROCUREMENT OF MATERIALS/SERVICES**

Elementary schools have two sources of revenue for the purchase/procurement of goods and services:

1. Money allocated annually through the district budget which requires approval of the Board of Trustees
2. Profits deposited in an activity fund account from such optional fund-raisers as vending machines for soft drinks and snacks, T-shirt sales, etc. Activity fund money must be used for the benefit of the school.

ANY PURCHASE OR PROCUREMENT MUST HAVE PRIOR APPROVAL OF THE BUILDING ADMINISTRATOR.

In order to submit the annual budget requests for the school, the principal will provide instructions and due dates for staff input. Furniture, equipment, and instructional materials and services are obtained in this manner: staff request, approval of principal, inclusion in the district budget, approval of Board of Trustees, and the issuance of district purchase orders.

Also included in the annual budget is a sum for warehouse-stocked items. The district warehouse is the source for a vast amount of desk, classroom, art, and other supplies (e.g., pens, staplers, manila folders, chalk, chart tablets, tempera paint, construction paper, colored markers, paper bags, etc.). Review the warehouse catalog in the office; requests for these items are made each spring in preparation for the fall and may be made throughout the school year. Filling these requests will depend upon the principal's approval, as stated above, and upon availability of funds.

The principal may elect to utilize activity fund money for items not included in the annual district budget (e.g., workshop fees not previously anticipated, fees for theatrical presentations for students, special project expenses such as for photography, incentive awards, field trips, and other expenditures as outlined in the district's Activity Funds Policies, Procedures and Responsibilities Manual.

Any needs which were not submitted for inclusion in the annual district budget or through a request for warehouse-stocked goods should be discussed with the principal.

## **RELIGIOUS MATTERS — NEUTRALITY**

1. The district is committed to the constitutional principle of the separation of church and state. The district will neither advance nor inhibit religion.
2. District students shall not be required to read/listen to passages from the Bible for religious purposes or prayers. Time will not be set aside during the school day for such activities.
3. Religious texts or materials shall not be distributed to students but may be indexed, shelved, and circulated as library materials.
4. The district may allow study of the Bible or religion for literary and historic qualities, when presented objectively as part of a secular program of education. Teachers may explain the background or significance of religious content and beliefs where appropriate to the subject matter being taught.

## **STUDENT INSURANCE**

Student accident insurance coverage is made available to each student at the beginning of the school year or upon enrollment. Applications are available in the main office.

## **SUPPLIES REQUIRED OF STUDENTS**

Each student is given a district supply list for his/her grade level each year. Supply lists are also printed in The Communicator, which is mailed to every Alief resident and accessible through the Alief website <http://www.aliefisd.net> under "District News." Additional copies are available in the school office. Parents are reminded that school supplies may need to be replenished throughout the school year.

If teachers "pool" supplies, a system must be established for assuring parents that if they withdraw their child during the school year, the student will leave with comparable materials and supplies.

Any requests for supplies other than those on the district lists must have prior approval of the principal and should be made in the form of a letter to the parents.

## **TOUCHING STUDENTS**

At no time should an employee touch a student in any manner unless the child poses serious danger to himself or others. Appropriate techniques other than touching would include:

- talking/conferencing with the students
- standing in close proximity to encourage appropriate behaviors
- specific verbal directive such as "Stop", "Move away", and/or "Come with me"

If these techniques are unsuccessful and further assistance is needed, contact an administrator, hall monitor or campus officer.

**Touching a student at anytime places an employee at risk of being in a questionable or volatile situation; therefore, it is imperative employees strictly adhere to this procedure.**

Also refer to the Alief Employee Handbook under the Code of Ethics.

## **VISITORS**

If you see any adult or student in the building without a visitor's permit, please give the person directions to the office and observe to see if they comply with the request. Call the office immediately to let them know your location and that you have sent a visitor without a badge to the front office.

Also refer to the Alief Employee Handbook under Visitors.

## **WRITTEN COMMUNICATIONS TO PARENTS**

**Any written communication to parents of a group of students must have prior approval of the principal for distribution.** The principal may ask that one or more copies of these communications be given to the office staff.

Newsletters or other communications to be sent home to parents should be distributed in accordance with building guidelines. Please stress to the students the importance of seeing that parents receive these communications. Students absent on the date of distribution should be given copies to take home on the day they return to classes.

## INSTRUCTION

**CUMULATIVE FOLDER GUIDELINES** -- Also see Appendix [CUMULATIVE FOLDERS] for more information about what goes in the cum folder.

The cumulative folder is a vitally important record of a student's school history. The information that it contains meets state and/or district requirements as well as documents the student's progress and educational standing. All information in each record is confidential; no one but school personnel and parents or legal guardians of the child may have access to this information without either a subpoena or the written permission of the parents/guardians.

As our population becomes more and more mobile and as we become more and more accountable for students' progress, the need for a complete and accurate cumulative folder becomes essential.

**IMPORTANT  
DO NOT REMOVE OR DISCARD ANY OF THE ATTACHED  
DOCUMENTS. THEY ARE CONSIDERED "LEGAL" DOCUMENTS  
AND MUST BE MAINTAINED FOR AUDIT PURPOSES.**

Parents/guardians may have full access to this information. Board policy specifies that a parent/guardian wishing to examine his/her child's cumulative records should send a written request to the principal, the designated records custodian. Often the counselor will be the person assigned by the principal to meet with the parents/guardians for the purpose of reviewing the child's cumulative record. Any requests for correction of records by a parent/guardian should be referred to the principal.

In custody situations, when the non-custodial parent requests information from a child's cumulative record, unless the custodial parent has listed the non-custodial parent on the child's enrollment card, contact information (address, telephone number, etc.) for the custodial parent must be removed from the copies of items shown the non-custodial parent, who will need to present adequate identification. Refer such situations to the principal.

Teachers may choose to maintain a separate file of daily work, tests, signed papers, and other items that are not a part of the cumulative folder.

Cumulative folders are returned to the counselor at the close of the school year or to the office if the student is withdrawn. Specific instructions regarding (1) folder maintenance/assembly of contents (in accordance with State and district guidelines) and (2) preparation of folders for end-of-year review or for withdrawal of students will be furnished by the principal.

The record retention guidelines indicate **complete approved files be kept for five years** after the end of the fiscal year (August 31) of application. If a student with Pre-K information withdraws, before forwarding the cum folder, **make copies of the documents to be retained at the home school.**

**NEVER KEEP ANY SPECIAL EDUCATION INFORMATION IN THE CUM FOLDER.** Copies of a student's classroom modifications page or other IEP sections needed by the regular education teacher should be kept in a separate folder outside the cum and returned to the special education teacher at the end of the year or when a student withdraws.

## CURRICULUM PACING GUIDES

Year at a Glance documents are located on the Alief webpage. Curriculum pacing guides are correlated with the State's essential knowledge and skills (TEKS) in all subjects for each grade level and are **located in the Alief Learning Management System: Schoology. Teachers are expected to follow the pacing guides, curriculum documents and recommended resources for each content area taught.**



## **CURRICULUM REQUIREMENTS**

State law establishes the following requirements for a well-balanced elementary curriculum. Each school district that offers kindergarten through grade 12 shall offer, as a required **curriculum**:

### **TEC. Sec § 28.002. Required Curriculum:**

- 1) **A foundation curriculum that includes:**
  - A. **English language arts**
  - B. **Mathematics**
  - C. **Science**
  - D. **Social studies, consisting of Texas, United States, and world history, government, economics, with emphasis on the free enterprise system and its benefits, and geography; and**
  
- 2) **An enrichment curriculum that includes:**
  - A. **To the extent possible, languages other than English**
  - B. **Health, with emphasis on the importance of proper nutrition and exercise**
  - C. **Physical education**
  - D. **Fine arts**
  - E. **Career and technology education**
  - F. **Technology applications**
  - G. **Religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature**
  - H. **Personal financial literacy**

## **GRADING – Elementary/Intermediate**

### **GRADE BOOKS**

All teachers are expected to maintain a grade book.

Grade books should:

- Document grades less than or equal to 69 with a phone call or signed parent note (within 48 hours), prior to entering a failing grade into the grade book.
- Have actual numerical scores (0-100) recorded.
- Teachers are expected to record grades electronically using the district's electronic grade book which links to the Report Card System. In addition, it links to the system that allows parents the ability to view their child's grades and attendance online. As a result, it is extremely important for grades to be entered into the system in a timely fashion. This system automatically backs up data nightly.
- Reflect a child's progress with respect to the Texas Essential Knowledge Skills (TEKS).
- Have a sufficient number of grades to substantiate the report card grade; the minimum suggested is two grades per week per core academic area.
- Have numerical grades for reading, language arts, math, science, and social studies.
- Have labels for grades (e.g. "Test-Explorers," "homework – P.87 2-digit addition with regrouping," "Electric Circuit Project," etc.).
- Refer to "Explanation of Elementary Progress Reporting" and "ESL Students - Grading Guidelines" for additional information on grading procedures.

All grade books, or hard copies of electronic files, must be turned in to the office at the end of the school year. The front cover of the grade book should be labeled with the school year during which the grades were given and with the teacher's name and assignment for that year.

Example:           2014-2015  
                          Jane Winters  
                          3<sup>rd</sup> Grade Language Arts/Social Studies **GRADES**

## GRADES

Actual numerical scores (0-100) must be recorded in grade books, on progress reports and on the report card.

- Work may be penalized no more than “5” points for incomplete headings (make sure a model of an appropriate heading is posted in the room throughout the year).
- Late work may be penalized no more than **one** letter grade per day. Parents/guardians should always be given an opportunity to intervene before multiple day late work penalties are assessed.
- Parents should be provided a copy of the school’s or class grading policies:
  - at the beginning of the school year
  - when new students enroll
  - mid-year, at the beginning of the second semester

Defining progress as movement toward mastery of the Texas Essential Knowledge Skills (TEKS) as required by the laws of the State of Texas, the following grading scale applies, beginning in first grade:

A = 90-100 = Excellent progress and/or exceeds grade level standards  
B = 80- 89 = Proficient progress towards grade level standards  
C = 75- 79 = Basic or minimum progress towards grade level standards  
D = 70- 74 = Poor progress or basic progress with support towards grade level standards  
F = 0- 69 = Failing; not meeting grade level standards

### Elementary Grading Guidelines

- Students retake/correct any failing **major-grade** assignments to improve – highest grade is recorded
- Three days to retest
- Run grade reports every 3 weeks to check for failing grades
- Options to demonstrate mastery may be retesting, projects, demonstrations, oral/verbal assessments

### Intermediate Grading Guidelines

- Required reteaching in small groups for failing grades
- Students retake/correct any failing **major-grade** assignments to improve – highest grade is recorded
- Make-up work accepted up to 3 days after parent contact
- Administrators will review grade/failure sheets every three weeks and conference with teachers

**PK and Kindergarten** – M, N, or / is used to reflect whether a child meets expectations (M), needs improvement (N) or is not formally evaluated at this time (/) on each skill.

**First through sixth grade** - Numerical averages will be recorded on the report cards in the areas of reading, language, math, science, social studies and conduct. Any grade less than 70% will be shown numerically (**the letter “F” is never recorded on student work, progress reports or the student report card**).

## DETERMINING GRADES FOR ACADEMICS

Grades should reflect the academic progress of a student in relation to state and district grade level standards and expectations. Each teacher's grade book should contain an adequate number of grades per nine weeks per content area (reading, language, math, science and social studies). The average grade for a content area is determined based on the following categories and percentages:

### **Elementary and Intermediate Schools**

<b>Minor</b> - Daily class work	= 35%	→	Minimum 3 grades per 3 weeks
<b>Major</b> - Tests/major assessment	= 50%	→	Minimum 1 grade per 3 weeks
<b>Other</b> - Homework	= 15%	→	Minimum 3 grades per 3 weeks

Example: Calculating a student's math grade —

Average of daily class work grades	= 85 x 3.5 (35%) =	297.5
Average of test grades	= 82 x 5 (50%) =	410
Average of homework grades	= 79 x 1.5 (15%) =	118.5
		<hr/>
		826.0

The total of 826 is then divided by 10; the student's math grade for the nine-week period is 82.6.

## MARKS FOR SPELLING AND HANDWRITING

90 -100	E
80 - 89	S
70 - 79	N
< 70	U

Daily applications of spelling and handwriting skills previously taught and practiced should constitute the overall grades for spelling and handwriting. These grades should be a combination of both formal and informal assessments. Spelling and handwriting grades will be recorded on progress notes and report cards as E, S, N or U grades. At least 6 grades per 6 weeks should be given for handwriting.

	<u>1<sup>st</sup>/2<sup>nd</sup> Grades</u>	<u>3<sup>rd</sup>/4<sup>th</sup>/5<sup>th</sup> Grades</u>
Daily application grades	40%	60%
Formal assessment grades	60%	40%

## MARKS FOR OVERALL CONDUCT

Numeric grades will be used to indicate student performance in conduct.

90 -100	A
80-89	B
75-79	C
70-74	D
< 70	Unsatisfactory

### Marks for ESL Beginners & Intermediates in Core Academic Areas

Refer to the AISD district ESL/Bilingual website for detailed ESL and Bilingual Grading Guidelines.

- E - Adequate Progress towards end of year TELPAS expectation (moving up one level)
- S - Limited or insufficient progress towards end of year TELPAS expectation (moving up one level)

### **DETERMINING GRADES FOR BLOCK SPECIALS**

At least 5 grades should be given every marking period within the two areas for each block course (Skills and Participation):

#### SKILLS

- Demonstration of lesson objectives
- Recommended number of skills grades is 5-10 grades per marking period.
- Skills grades will be designated as follows:
  - Elementary skills grades will be designated by an E, S, N, or U.
  - Intermediate skills grades will reflect the numerical average.

E	Excellent progress	90-100	(A)
S	Satisfactory progress	75 – 89	(B and C)
N	Needs Improvement	70-74	(D)
U	Unsatisfactory	<70	(Numerically listed)

- Skills grades should reflect progress toward mastery of the TEKS for each program area based upon a combination of both formal and informal skill assessments.
- When calculating grade averages, daily grades (informal assessments) should count individually but more formal assessment or project scores/grades may be counted twice.

## PARTICIPATION

- Social skills
- Following directions
- On-task behavior
  - All participation grades (elementary and intermediate) will be reflected by an E, S, N, or U.
- Participation grades should reflect the student's participation and on task behaviors. Minor infractions that are readily corrected with redirection will impact this grade. More significant behavior concerns need to be reported to the student's homeroom teacher and reflected in the student's overall conduct grade for the day/nine weeks.

## BEHAVIOR

- More significant behavior problems (such as fighting, major disruption of class, office referral, etc...) a form will be completed and given to the homeroom teacher.
- It will affect the general behavior grade.
- The homeroom teacher will send a copy of the form to the parent.

Parents must be notified and provided an opportunity to intervene any time a student's overall conduct grade reflects an N or U. When this occurs, progress reports must be provided to the parents during the third and/or sixth week of the nine-week reporting period.

### **TIMELINE FOR GRADES**

Only grades assigned during the last three class days may be rolled over to the next grading period. Teachers may not roll over any grade in the grading period without prior notice to the students. A principal has the flexibility to end a grading period early when circumstances necessitate such a decision, but the staff must be duly notified that a time change will be made.

### **PROGRESS REPORTING (Explanation of Elementary/Intermediate Progress Reporting)**

The Alief Independent School District recognizes that the individual needs of each child should be fulfilled and that each child matures and develops according to his/her own unique growth pattern. Thus, our teaching techniques are patterned so that each child receives instruction at the appropriate level of difficulty and complexity. However, a child's report card reflects his/her progress through grade level standards established by state law and the district. A child may demonstrate excellent progress (A) proficient progress, (B) basic progress, (C) basic progress with support, (D) or not meeting grade level expectations (0-69).

Grade reports shall be issued every nine weeks on a form approved by the Superintendent or designee. Performance shall be measured in accordance with this policy and the standards established in EIE. Interim progress reports shall be issued for all students every third week beginning with the sixth week of school. Supplemental progress reports may be issued at the teacher's discretion. Progress reports for Elementary must have grade sheets attached if grades include test or assignments with a score of less than 70.

### **REPORT CARD GUIDELINES**

A child's report card is a permanent record of a school year and should be prepared carefully as follows:

Report cards for grades PK through 6 will be completed electronically. Refer to Pacing Guides and/or subject area guidelines on the internet for grade level standards and expectations for each nine weeks.

- When a student transfers from one Alief school to another, only the current school name will remain with the new school's information. This information should automatically appear once a student transfer has been finalized in the computer by the registrar. MIS will handle the changes.

- When a child transfers within the district during a grading period, the original report card should be forwarded to the new school. [A photocopy of the card will also be sent on which should be posted the student's numerical averages for the current grading period to the date of transfer.] The receiving school will then combine grades given after the time of transfer with the grades from the former school to arrive at report card grades for that grading period. Determine the percent of time enrolled at each campus for the nine weeks and weigh the grade averages accordingly.
- If a child has not been in attendance in an Alief school for at least 15 days of a grading period, grades will not be marked for that grading period. Instead, record either an NE (elementary) or an NG (intermediate) in subject areas where there is not enough information to accurately assess. Post the number of days of attendance.
- If a child receives a grade below a D (less than 70), a conference must be held between the appropriate teacher and the parent/guardian and must quote or summarize credit/promotion requirements as well as the steps or interventions that the school will implement to increase the student's success in the subject or course. The conference should also include specific suggestions for how the parent/guardian can help the child at home. In attempting to schedule the conference, the parent/guardian is to be offered at least two alternative dates. Notification of a grade below 70 must also have been sent at the third and sixth week of the grading period.
- If a student receiving Special Education services receives a failing grade (below 70) in ANY subject area, then an ARD must immediately be scheduled to address academic concerns. If a student receiving Special Education services receives a grade of 70-74 (D) for two consecutive nine-weeks reporting periods in the same subject area, a review ARD must also be scheduled.
- There is no space for written comments on the actual report cards. Computer templates for notes are available which can be attached to the report card. The best place for comments, however, is on the three-week progress notes. Comments should be factual, positive, supportive, dated, and initialed by the teacher. Major concerns should be dealt with by means of conferences.
- A student who fails to return his/her report card envelope with a parent's signature should not be penalized. Try to reach a parent/guardian by telephone. If contact cannot be made within 4-5 days, make a copy of the report card and have the office send it by certified mail with a request that the envelope be signed and returned promptly.
- A copy of the report card envelope, showing parent/guardian signatures on the first three reporting periods, must be filed in the student's cumulative folder.

## **PROMOTION AND RETENTION**

Texas State law requires that students in grades 1-6...

- 1) Master 70% of the Texas Essential Knowledge Skills (TEKS) of that grade level in order to be promoted to the next grade level. (Caution: in assessing students with limited English language proficiency for mastery of the TEKS, districts shall make every effort to allow students to demonstrate knowledge or competency independent of their English language skills. These efforts shall include, but not be limited to, assessment in the primary language, assessment utilizing ESL methodologies, and nonverbal assessment with multiple varied instruments. Grades for **reading** and **language arts** will be based on the student's progress towards the goal of advancing one proficiency level by the end of the school year as reflected in TOP for grades K-2 and TELPAS for grades 3-6.
- 2) Meet Student Success Initiatives guidelines for grade 5
- 3) Meet District Promotion Standards

## **SUMMARY OF PROMOTION STANDARDS FOR ELEMENTARY, GRADES 1-5**

- Performance in on level or above level materials
- Language Arts Average of 70 or above
- Mathematics Average of 70 or above
- Combined Overall Average of 70 or above for Science, Social Studies, Math, and Language Arts
- Students in Grade 5 must pass both the Reading and Math portions of the STAAR exam.

## SUMMARY OF PROMOTION STANDARDS FOR INTERMEDIATE & MIDDLE SCHOOL, GRADES 5-8

- Performance in on level or above level materials
- Must have an average of 70 or above in 4 of the 5 core subjects (Reading, Language, Math, Science, and Social Studies)
- Students in Grade 8 must pass both the Reading and Math portions of the STAAR exam.

### GRADING FOR LEP STUDENTS

Refer to the AISD district ESL/Bilingual website for detailed ESL and Bilingual Grading Guidelines.

## GRADING – Secondary

### GRADING PROCEDURES

- Major and minor grades will total 100%. Major grades will count up to 50% of the nine-week average.
- Where applicable, homework assignments collectively will count no more than 20% of a nine-week average.
- No one particular grade will count more than 20% toward a nine-week average.
- The final exam will count 20% of the semester average.
- Each department will meet to establish guidelines for determining a major and minor grade.

### DETERMINING GRADES FOR ACADEMICS

Grades should reflect the academic progress of a student in relation to state and district grade level standards and expectations. Each teacher's grade book should contain an adequate number of grades per nine weeks per content area (reading, language, math, science, social studies and all other courses except staff aide). The average grade for a content area is determined based on the following categories and percentages:

#### **Middle School**

<b>Minor</b> - Daily class work	= 35%	→	Minimum 2 grades per 3 weeks
<b>Major</b> - Tests/major assessment	= 50%	→	Minimum 1 grade per 3 weeks
<b>Other</b> - Homework	= 15%	→	Minimum 3 grades per 3 weeks

#### **High School**

<b>Minor</b> - Daily class work	= 35%	→	Minimum 1 grades per 3 weeks
<b>Major</b> - Tests/major assessment	= 50%	→	Minimum 1 grade per 3 weeks
<b>Other</b> - Homework	= 15%	→	Minimum 1 grades per 3 weeks

Example: Calculating a student's math grade —

Average of daily class work grades	= 85 x 3.5 (35%) =	297.5
Average of test grades	= 82 x 5 (50%) =	410
Average of homework grades	= 79 x 1.5 (15%) =	118.5
		<hr/>
		826.0

The total of 826 is then divided by 10; the student's math grade for the nine-week period is 82.6.

### Middle School Grading

- Recorded grades in grade book will be monitored by specialists
- Major grade (test/project) below a 70 requires:
  - Documented parent contact via phone or letter
  - Re-test or Zeroes Aren't Permitted (ZAP) class to improve grade. On re-test the highest grade is recorded.

- Watch lists of failures from previous year and then each 3 weeks for counselors/teachers to meet with students will be utilized.
- Failure lists for teachers, specialists, and ILT for reflection on teaching practices and for PDAS documentation will be utilized.

### High School Grading

- Document major grades less than or equal to 69 with a phone call, signed parent note (within 48 hours) or parent conference, prior to entering a failing grade into the grade book.
- Failed major assignment **will** be retaken within 1 week of grade notification, highest grade is recorded.
- Administrators will review teacher grade/failure sheets every three weeks and conference with teachers.

### GRADING SYSTEM

Secondary schools are to be guided by the following procedures in determining grades and grade averaging:

#### Grade Averages

A = 90 - 100	Excellent Achievement	4 grade points
B = 80 - 89	Above Average Achievement	3 grade points
C = 75 - 79	Average Achievement	2 grade points
D = 70 - 74	Below Average Achievement	1 grade point
Below 70	Failing	No grade points

### CONDUCT GRADES

E = Excellent  
 S = Satisfactory  
 N = Needs Improvement  
 U = Unsatisfactory Behavior

The areas of attitude, behavior, and absences will not influence the academic grade. These areas will influence conduct grade and absences marked on report cards. If a student receives an “**N**” or “**U**” in conduct, contact with parent or guardian is to be made, and a disciplinary referral is to have been sent to the appropriate AP.

### FAILURE NOTICES

Failure notices are completed at the end of each semester. Each student who will receive a failing grade, incomplete, **NG** or **NC** for the semester is a candidate for a failure notice. **No failure notices will be issued without prior parent/guardian contact.**

Notices must contain the student’s correct name and proper grade level. Upon completion, failure notices are to be submitted to the appropriate counselor’s offices.

### AWARD OF CREDIT

- The school year is divided into two (2) semesters.
- Full year courses will receive ½ credit at the end of each semester. Students must complete the entire year of a two (2) semester course to receive full credit.
- Eighteen week courses will receive one (1) credit at the end of a semester.
- A student who has not maintained a grade average of at least 70 for a course shall not be given credit for the course.
- When averaging semesters together, if the two semester grades average together to a grade of 70 or better, one (1) full credit shall be earned.
- Students must meet attendance requirements in order to receive academic credit.

## **AVERAGES**

Each term average is computed using the following procedure:

9-week average is a culmination of the nine (9) weeks of work which counts for 100% of the term average. The final semester exam counts for 20% of the semester average.

- First 9-week average = 40%
- Second 9-week average = 40%
- Final Semester Exam = 20%
- Final Semester Grade = 100%

At three (3) weeks and six (6) weeks, progress reports will be issued [this does not include the first 3-weeks of the school year]. These progress reports will be calculated from the beginning of the grading period to the date of the progress report.

Students' three weeks' averages, final exams, and term or semester grades will be reported to parents/guardians by numerical grades.

## **PROGRESS REPORTS**

During the 3<sup>rd</sup> and 6<sup>th</sup> week of each grading period, all teachers must issue a progress report to each student [this does not include the first 3-weeks of the school year]. These are taken home for parents to see and will reflect grades in each class in which a student is enrolled. Middle School progress reports or 9-week failures require documented parental contact prior to the teacher awarding a grade.

Report Cards will be mailed or sent home at the end of each nine-week grading period. **A student should not receive a failing grade or an N or U in conduct without the teacher having notified the parent/guardian in advance.**

## **NO PASS-NO PLAY STUDENT ELIGIBILITY SCHEDULE**

Any student receiving a failing grade in a course at the end of the first six-weeks' of the grading period will be ineligible to participate in extra-curricular activities for the succeeding three weeks.

1. Check all student grades at end of first 6-weeks.
2. Check all student grades at end of 9-week grading period.
  - a. If passing all courses, check again at end of the next grading period (9 weeks).
  - b. If failing, check each 3 weeks until passing all classes – not just the course with a failing grade.

## **GRADE DETERMINATION**

The purpose of a grade is to measure student progress on state TEKS and local objectives as described in the course guides. When a grade is assigned, it will reflect the most significant learning of the course.

Each subject level academic area has the responsibility to determine the grade components so that some degree of consistency and fairness is maintained. In an effort to promote success for all students, a variety of assessment procedures should be considered.

Students are not to be denied grades as punishment.

Grades recorded should be for work the student has accomplished. All tests should be filed for future reference.

## **TUTORIALS**

Teachers are expected to provide tutoring in their classrooms for ninety (90) minutes weekly outside of the school day in all subject areas. All students are encouraged to attend any needed tutorial regardless of his/her grade in progress. Students in special programs (special education, compensatory education, migrant, and honors) shall be eligible for tutorial services, but the tutorial shall not replace other special services provided for these students.



All parents/guardians shall be notified of the availability of tutorial sessions. Progress reports and report cards serve as the primary vehicles for providing information to the parents/guardians, however, all teachers should make written or phone contact with parents/guardians whose students are in need of tutorials.

Middle School teachers will publish their tutorial times. High School interventions **will** include mandatory tutorials, use of in-school time, and redefined SAC.

### **MAKE-UP WORK**

If a student has missed work and his/her absence is not due to truancy, the teacher will make every effort to give the student the opportunity to make up the work. It is the STUDENT'S RESPONSIBILITY to ask the teacher for make-up work immediately upon returning to school. If a test was scheduled before the student was absent, then the student may be required to take the test the day he/she returns. If a student is absent several days, the student and teacher together will make reasonable arrangements for the completion of missed work. This work is subject to a deadline that will be determined by the teacher.

### **EXTRA CREDIT**

- Must be DIRECTLY related to subject matter (curriculum).
- Will not replace any missed work and can only be given if ALL required work has been completed.
- Can be used for enrichment.
- Will not increase the overall grade by more than five points during any grading period.

### **LATE WORK**

Major assignments which have been given advanced warning on due dates will be accepted with pro-rated penalties determined by each department with administrative approval. The acceptance period should not exceed three (3) days unless due to extended illness.

### **PENALTIES FOR INFRACTION OF STANDARDS**

Careful consideration will be given when assigning penalties for infractions of standards. For example, giving a student a zero for using ink rather than pencil would be deemphasizing the purpose of the assignment and placing too much emphasis on a minor rule infraction.

## **HOMEWORK**

### **PURPOSE**

Homework should be something students can do independently. It should be work that has previously been "guided" or modeled by the teacher so there is reasonable assurance that the students will practice correctly. However, should students need assistance, homework **should also be something parents/guardians can readily assist their children in at home.**

The homework policy is designed to help each child reach his/her academic potential and develop habits of self-discipline and responsibility. The policy also is intended to foster increased communication between the school and home.

The purpose of homework should be identified and articulated. Homework can be assigned for different purposes, and depending on the purpose, the form of feedback provided students will differ. Common purposes for homework are:

- To develop independent study habits
- To reinforce or practice classroom learning
- When homework is assigned for the purpose of practice, it should be structured around content with which the students have a high degree of familiarity
- To prepare students for new learning
- To elaborate on content that has been introduced or studied

Additional information and guidelines for homework can be found in Chapter 5, pages 60-71, of *Classroom Strategies That Work* by Robert Marzano, Debra Pickering, and Jane Pollack.

## **RESPONSIBILITIES**

1. The principal and teachers at each school site are responsible for the implementation of the homework policy on a class-by-class and individual child basis.
2. The parent's/guardian's responsibility is to facilitate and monitor their child's completion of daily homework assignments. The teachers will monitor the finished product daily and provide feedback in a timely manner.
3. The parent/guardian, the student, and the school all have a shared responsibility in providing the opportunity for the student to be successful.

## **EXPECTATIONS**

- Regularly assigned homework (Monday through Thursday evenings)
- STAAR practice opportunities as appropriate for age of student grades 3-12. This will likely increase a few weeks before STAAR administrations.
- An assignment sheet may be used for daily monitoring and communication.
- Recommended study times:

Pre-K	Read to student
K	20 minutes
Grade 1	20-30 minutes
Grade 2	30 minutes
Grade 3	30-45 minutes
Grade 4	45-60 minutes
Grade 5	45-60 minutes
Grade 6	45-60 minutes

## **LESSON PLANS**

The district expectation is that lesson plans be kept on line or in a lesson plan book provided by the campus. These plans must be available for review by the administrators as they are now one domain of the TTESS evaluation instrument. Lesson plans are official documents and must be kept by the campus for one year for possible review.

There are two kinds of lesson plans for the regular teacher, as listed below (and a third kind for substitute teachers):

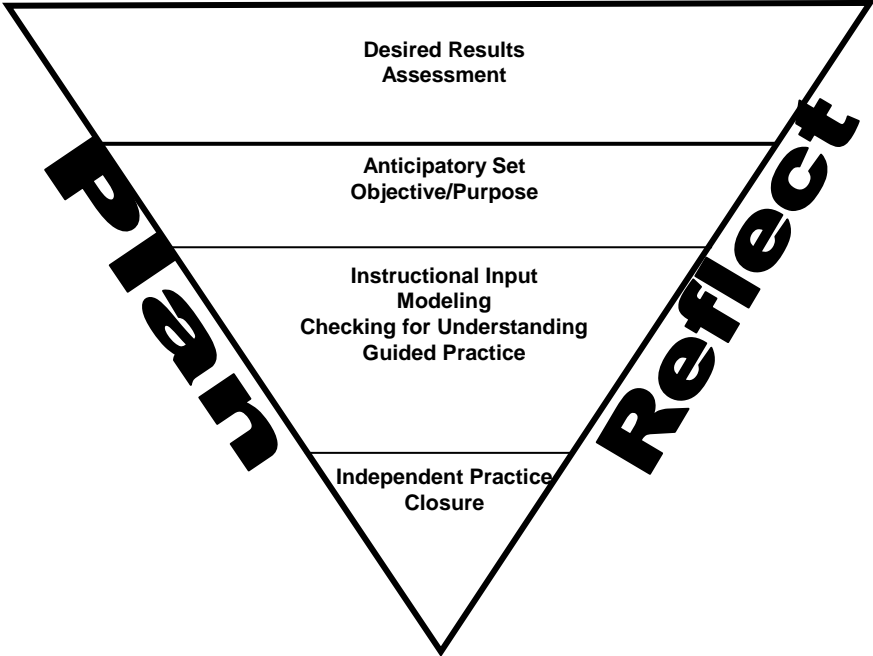
1. Long-range plans
  - Are for a week, month, semester, or year.
  - Provide a tentative itinerary of "what" and "when."
  - Must be continually monitored and adjusted.
  - Include distributed practice.
2. Daily plans
  - Determine - based on today's lesson - what will be taught tomorrow.
  - Should represent the next step beyond what the students already know.
  - Involve decisions about what to include and what to exclude for a clear presentation that speeds learning.

The daily planning model/process (Alief Components of Teaching-ACT) described below consists of mental steps that - depending upon teacher expertise/experience/style - may or may not need to be recorded. The extent of written detail for these plans should be determined by the teacher and principal based upon the above factors. It is this planning process (in written or mental detail) that separates the professional teacher from the educated man-on-the-street, who can read and follow the directions of a teacher's manual.

1. Diagnose
  - Ascertain what is the next new learning needed by a student or a group of students (i.e., the next step beyond what is already known). (Remember that previously learned concepts and skills can be practiced in sets/sponges, added to Independent Practice, etc.)

2. Task-Analyze
  - A broad generalization or concept must be broken into subsets or subskills. An essential element usually needs to be task-analyzed into long-term objectives; then each long-term objective must be further task-analyzed into daily objectives.
3. For a given daily objective, decide the following:
  - Is there a good purpose for teaching the objective? Can the student transfer the concept or skill into use in daily life? Will the student know how to transfer the sub skill(s) or part(s) to the whole?
  - Is the objective small enough to be taught in a 20- to 30-minute lesson?  
If the above criteria are met, then write the objective in terms so that observable validation can be made that learning has taken place by the end of the lesson.
4. Design the lesson, utilizing Lesson Design to select elements for inclusion. Remember that:
  - Input is a task analysis of the objective.
  - The brain must attach any new learning to previous learning.
  - Retention is best achieved through the visual, emotional and kinesthetic systems.
  - Teaching has not occurred until students have learned; check teaching with questions that facilitate group diagnosis.
  - Students can verbalize processes, etc., which they cannot execute or perform; make sure that application of knowledge is taking place as you observe.
5. Check the value of Independent Practice by determining the following:
  - Does the practice require implementation of the new learning (i.e., the objective just taught)?
  - Have the students demonstrated the necessary skills to do the practice reasonably well?
  - Does the practice require maximum learning/thinking, or can the student manage by guessing?
  - How many/few questions or problems will provide intense practice without a decrease in the level of learning intent?
  - Is it possible for the practice to be self-correcting?
  - Are the directions sufficiently clear for the students?
  - Is it legible and of good quality visually?
  - Are there emotional distractors?
6. If the period of independent work is for 20 or 30 minutes, ...
  - Plan mass practice of the new objective with several different activities.
  - Plan for practice of different objectives, keeping in mind the need for a variety of activity.
7. After the information is initially learned, plan to distribute practice over a long period of time, using it to increase the probability of retention.
8. Using the Alief Components of Teaching Model on the next page will help to insure quality teaching and learning and is the recommended lesson plan format for the 16-17 school year. The format will be reviewed for changes during the year to align with TTESS and current instructional practices.

# Teach



<u>AIM</u> students at the appropriate content and skills
<u>ACTIVATE</u> students' knowledge and set learning goals
<u>ACQUIRE</u> and <u>APPLY</u> knowledge <u>ASSESS</u> understanding and <u>ADJUST</u> future instruction
<u>ADVANCE</u> students' understanding to develop a more complex knowledge base

## Alief Components of Teaching Lesson Plan

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

Date(s): \_\_\_\_\_

Subject Area: \_\_\_\_\_

<p><b>TEKS:</b> Use state/district standards to develop the learning target(s).</p>	<p><b>Language Objectives (ELPS):</b> clear, student-friendly statement explaining language processes or skills in one language domain used during the lesson.</p>	<p><b>Assessment:</b> Develop assessment criteria and assessments based on the learning target.</p>
<p><b>Technology Application TEKS:</b> Use state/district standards to develop the learning target(s).</p>	<p><b>Language Stem(s):</b></p>	
	<p><b>Key Academic Vocabulary:</b></p>	

Teacher Use of Technology	<p><b>Anticipatory Set:</b> Engage students by focusing their attention and accessing their prior knowledge of the learning target.</p>	<p><b>Technology:</b> What and how is technology used to engage students and provide access to the information to reach the learning target? Give digital examples of acceptable products or processes students are expected to learn or produce.</p>	<p><b>Checking for Understanding:</b> Check to see if students have the skills they need to achieve the target and provide support as necessary.</p>
	<p><b>Instructional Input:</b> Provide access to the information students need to reach the target.</p>		
	<p><b>Modeling:</b> Give examples of acceptable products or processes students are expected to learn or produce.</p>		
Student Use of Technology	<p><b>Guided Practice:</b> Work collaboratively to achieve the target under the direct supervision and guidance of the teacher.</p>	<p><b>Technology:</b> What and how will students use technology to work collaboratively to achieve the target under the direct supervision and guidance of the teacher?</p>	<p><b>Methods of Differentiation/Sheltered Instruction:</b> Instructional methods, strategies, and materials that address specific student needs.</p>
	<p><b>Independent Practice:</b> Provide opportunities to work independently of the teacher to extend new learning and to develop fluency.</p>	<p><b>Technology:</b> What and how will students use technology to work independently of the teacher to extend new learning and to develop fluency?</p>	
	<p><b>Closure:</b> Revisit new learning and connect it to what students will learn in the future.</p>		

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## **LESSON PLANS FOR SUBSTITUTE TEACHERS**

Lesson plans for substitute teachers should be made well in advance for one- to two-day absences by preparing a distributed practice folder. Assignments using skills learned in the past can keep the students on task and give the returning teacher diagnostic information for reteaching from a quick skimming of the students' work.

Plans for longer absences should be in detail and should reach the substitute early enough to allow for preparation for presentation. **Having clear lesson plans for a substitute teacher is the responsibility of the classroom teacher.** In extreme emergency situations, the team leader and/or a teammate should prepare plans for a substitute teacher and monitor and adjust long-range plans which may already have been prepared.

## **PREKINDERGARTEN**

In accordance with the Texas Education Code and Board of Trustees Policy EHBD/Local and Policy FD, the Alief district provides free prekindergarten classes for children who are four years old as of September 1 and who meet at least one of the following qualifying criteria:

- The child is unable to speak and comprehend the English language (as determined by district testing).
- The combined gross income from all sources to all members of the household falls at or below the subsistence level as defined by the State Board of Education (documentation of income is required).
- The child and/or child's family is considered homeless, as defined by federal law [see FD (LEGAL)], regardless of the residence of the child, of either parent of the child, or of the child's guardian or other person having lawful control.
- The child is one of an active duty member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who is ordered to active duty by proper authority. A child who is eligible for enrollment in prekindergarten under this section remains eligible for enrollment if the child's parent leaves the armed forces, or is no longer on active duty, after the child begins a prekindergarten class.
- The child is one of a member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who was injured or killed while serving on active duty. A child who is eligible for enrollment in prekindergarten under this section remains eligible for enrollment if the child's parent leaves the armed forces, or is no longer on active duty, after the child begins a prekindergarten class.
- The child is or ever has been in the conservatorship of the Department of Family and Protective Services following an adversary hearing under Family Code 262.201.

Prekindergarten is a readiness/language development program. Report cards are issued for each nine-week period; grades include an "M" for meets expectations, an "N" for needs improvement, and a "/" if the skill is not formally evaluated at this time.

Parents of prekindergarten students are responsible for providing transportation for their children.

## **RETEACHING/REASSESSING PROCEDURES - Elementary/Intermediate**

### **RETEACHING** (For all students)

Reteaching is providing the student additional opportunities to achieve mastery through alternative instructional strategies. Reteaching is an integral part of the lesson cycle and part of first line instruction. It may occur in many different situations such as:

- during direct teaching or instructional focus as a teacher checks for understanding
- during guided practice as a teacher monitors
- during independent practice as students work individually or in cooperative learning groups
- using the support network of specialists and resource teachers
- in small groups during class or during instructional focus segments
- in tutorials both inside and outside the classroom
- through peer teaching, cooperative learning groups
- conferring with content specialists to develop individualized programs
- through volunteer assistance

- during monitoring and adjusting
- following checking for understanding

## **REASSESSMENT**

For students who did not achieve mastery of 70% of the TEKS over a unit or block of instruction. Reassessment methods include the following:

- retesting (written and/or oral)
- spiral testing (including objectives from previous assessments in distributed practice)
- projects, reports or interviews
- other appropriate methods used by teachers
- checking for understanding during reteaching

The documentation of reassessment will be recorded in the grade book.

## **SPECIALISTS**

Content specialists at all levels are responsible for student achievement and first line instruction by:

1. Serving as a master demonstration teacher for implementing...
  - Special district-wide programs and/or
  - New procedures and materials
2. Providing assistance to the classroom teacher in the diagnosis and remediation of difficulties in learning.
3. Assisting teachers in developing unit and lesson plans that align with the state and district curriculum and are differentiated to meet the needs of the students.
4. Assisting the teachers in disaggregating and analyzing data.
5. Keeping teachers informed of staff development opportunities; coordinates and presents inservices based on campus needs.
6. Serving as a mentor to new teachers in all aspects of classroom instruction.
7. Assisting in the selection, purchasing, and use of materials and resources for classroom use.
8. Serving as a liaison for campus personnel by attending and participating in district level meetings and disseminating information/knowledge.
9. Developing and implementing special programs for students identified as gifted/talented.
10. Serving as the coordinator of curriculum within a building by...
  - Monitoring the implementation of district content goals,
  - Conducting the necessary in-service training of teachers,
  - Coordinating the acquisition and use of needed curriculum materials,
  - Integrating the use of technology into the curriculum,
  - Serving as liaison between the individual buildings and the district content coordinators, and
  - Analyzing student, content, and program data for the purpose of improving instruction and student achievement.
11. Providing accelerated learning/interventions for struggling students...preferably limited to one or two groups prior to first administration of STAAR.

## **TESTING (STANDARDIZED) OF STUDENTS**

The district shall administer the State-adopted criterion-referenced assessment instrument STAAR (State of Texas Assessments of Academic Readiness) to all third through exit level students. Students in those grades who fail to master any section of the STAAR shall receive appropriate interventions or compensatory instruction in that subject area unless an analysis of all assessment data strongly indicates otherwise.

In addition to the STAAR, other tests are administered to students to monitor program efficacy and potential deficiencies in student mastery of the Texas Essential Knowledge Skills (TEKS.) Principals will inform teachers regarding the district testing schedule each school year.

1. Stanford 10 - an achievement test given to students in any grade on a need basis for additional diagnostic information
2. Naglieri - a group, non-verbal aptitude test given to third graders (also used as a diagnostic tool and a qualifying factor for gifted program entry)

(From Board of Trustees Policy EAA/LOCAL): The Board annually shall review results of student testing and, based upon the findings of the review, shall identify program strengths and deficiencies and provide direction to the Superintendent for making necessary adjustments in the instructional program.)

Any student who has a physical/mental impairment, a learning disability, or are limited English language proficient that prevents the student from mastering the competencies which the assessment instruments are designed to measure may be exempted from such testing programs. Check with the principal in these cases.

The results on assessment instruments are **CONFIDENTIAL** and may be made available only to the student, the student's parent or guardian, and the school personnel directly involved with the student's educational program. Other types of testing may be given by the school counselor, reading/math specialist, or speech therapist for screening purposes. More comprehensive testing may be administered by a diagnostician to determine eligibility for special education services.



## MEETING STUDENTS' NEEDS

**ADVANCED PLACEMENT/CREDIT BY EXAMINATION** -- See Parent Student Handbook  
(Examination for Acceleration – No Prior Instruction)

### AT RISK

School districts are required to identify and track the progress of students who are educationally at risk. As mandated, interventions and support services are provided throughout the year for these students, including those who...

- failed to meet requirements for promotion.
- did not perform satisfactorily on a readiness test or assessment instrument administered at the beginning of the school year.
- did not perform satisfactorily on a state-administered assessment instrument.
- are students of limited English proficiency. (Note that students in the bilingual program, however, are not considered at risk if they are meeting on grade level expectations in their primary language.)
- are sexually, physically, or psychologically abused based on an investigation and confirmation of abuse by Texas Department of Human Services staff.
- engage in conduct described as delinquent conduct in Family Code 51.03(a).

The principal will provide details regarding specific procedures for your campus.

### DYSLEXIA

#### DEFINITION AND CHARACTERISTICS OF DYSLEXIA

The student who struggles with reading, writing, and/or spelling often puzzles teachers and parents. The student displays adequate intelligence and receives the same classroom instruction that benefits most children. Still the student struggles with some or all of the many facets of reading and spelling. This student may be a student with dyslexia.

As defined in TEC §38.003: "**Dyslexia**" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.\

"Related disorders" include disorders similar to or related to dyslexia such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

Students identified with dyslexia typically experience primary difficulties in phonological awareness, including phonemic awareness and manipulation, single-word decoding, reading fluency, and, spelling. Consequences may include difficulties in reading comprehension and/or written expression. These difficulties in phonological awareness are unexpected for the student's age and educational level and are not primarily the result of language difference factors. Additionally, there is often a family history of similar difficulties. Individuals demonstrate differences in degree of impairment.

The following are the primary reading/spelling characteristics of dyslexia

- Difficulty reading single words in isolation
- Difficulty accurately decoding unfamiliar words
- Difficulty with oral reading (slow, inaccurate, or labored)
- Difficulty spelling

The reading/spelling characteristics are most often associated with the following:

- Segmenting, blending, and manipulating sounds in words(phonemic awareness)

- Learning the names of letters and their associated sounds
- Holding information about sounds and words in memory (phonological memory)
- Rapidly recalling the names of familiar objects, colors, or letters of the alphabet (rapid naming)

Consequences of dyslexia may include the following:

- Variable difficulty with aspects of reading comprehension
- Variable difficulty with aspects of written language
- Limited vocabulary growth due to reduced reading experiences

## **STATE AND FEDERAL LAW REGARDING EARLY IDENTIFICATION AND INTERVENTION**

Both state and federal legislation emphasize early identification and intervention for students who may be at risk for reading disabilities, such as dyslexia.

### **Reading Diagnosis-TEC §28.006**

This education code requires schools to administer early reading instruments to all students in kindergarten and grades 1 and 2 to assess their reading development and comprehension. Additionally, the law requires a reading instrument from the Commissioner's approved list be administered at the beginning of grade 7 to any student who did not demonstrate proficiency on the reading assessment administered under TEC§39.023(a). If, on the basis of the reading instrument results, students are determined to be at risk for dyslexia or other reading difficulties, the school must notify the students' parents/guardians. According to the TEC §28.006(g), the school must also implement an accelerated reading program that appropriately addresses the students' reading difficulties and enables them to catch up with their typically performing peers.

Contact your campus Language Arts Specialist, REID teacher, or STAT/Rtl Committee if you have questions. You may also contact Coordinator for Special Services. Additional dyslexia information is located in *Alief ISD's Dyslexia Handbook*.

### **Elementary and Secondary Education Act (ESEA) Equal Education Opportunity Act (EEOA) Individuals with Disabilities Education Act (IDEA 2004)**

## **PROCEDURES FOR ASSESSMENT**

At any time that a student continues to struggle with one or more components of reading, schools must collect additional information about the student. Information to be considered includes the results from the following:

- Vision screening
- Hearing screening
- Attendance
- Universal Screening
- Home Language Survey
- TELPAS
- Teacher reports of classroom concerns
- District assessments
- Accommodations or interventions provided
- Academic progress reports (report cards)
- Samples of schoolwork
- Parent conferences notes
- Speech and language assessment
- K-2 reading instrument results as required in TEC §28.006
- 7<sup>th</sup>-grade reading instrument results as required in TEC §28.006
- State student assessment program results as described in TEC§39.022.

Among the actions that a school has available for the student is a recommendation that the student be assessed for dyslexia. The campus recommends assessment for dyslexia if the student demonstrates the following:

- Poor performance in one or more areas of reading and spelling that is unexpected for the students' age/grade
- Characteristics and risk factors of dyslexia

When the school recommends that a student be assessed for dyslexia, the school follows these procedures:

Students enrolled in public schools in Texas are assessed for dyslexia and related disorders throughout the school year (TEC §38.003 (a)). The appropriate time for assessing is early in a student's school career (19 TAC §74.28), the earlier the better. Students should be recommended for assessment for dyslexia even if the reading difficulties appear later in a student's school career. Dyslexia assessment is generated through the campus STAT/RtI committee and is an ongoing process.

Through the §504 process, the school completes the evaluation as outlined using the following procedures:

- Notifying parents or guardians of proposal to assess student for dyslexia (§504).
- Inform parents or guardians of their rights under §504.
- Obtain parents/guardians permission to assess the student for dyslexia.
- Administration of assessments by individuals/professionals who are trained to evaluate students for dyslexia and related disorders (19 TAC §74.28).

\*\*If the child is eligible for special education-IDEA 2004 regulations are followed

In compliance with §504 and IDEA 2004, test instruments and other evaluation materials must meet the following criteria:

- Be validated for the specific purpose for which they are used
- Include material tailored to assess specific areas of educational need and not merely materials that are designed to provide a single, general intelligence quotient
- Be selected and administered so as to ensure that, when a test is given to student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills
- Include multiple measures of a student's reading abilities such as informal assessment information (e.g., anecdotal records, district universal screening, progress monitoring data, results of informal reading inventories, classroom observations)
- Be administered by trained personnel and in conformance with the instructions provided by the producer of the evaluation materials
- Be provided and administered in the student's native language or their mode of communication and in the form most likely to yield accurate information regarding what the child can do academically, developmentally, and functionally, unless it is clearly not feasible to provide or administer

### **PROCEDURE FOR IDENTIFICATION**

The identification of dyslexia is made by a §504 committee or in the case of a student eligible for special education, the admission, review, and dismissal (ARD) committee.

### **ESL STUDENTS**

#### **GRADING GUIDELINES**

Refer to the guidelines on the district's instructional website for ESL and Bilingual for current grading guidelines.

#### **PROGRAM ENTRY/EXIT**

Each parent/guardian is given the TEA-approved Home Language Survey for completion at the time of enrollment.

When the Home Language Survey indicates the student may have limited English language proficiency, one or more of the TEA-approved tests will be administered. A language proficiency assessment committee (LPAC) will use the results of these tests, as well as any additional information that may be available, to determine whether or not the student's English language proficiency is limited. Students identified as having limited English language proficiency shall be assigned, with parent/guardian approval, to appropriate ESL programs.

Refer to the section covering elementary grading guidelines for specific information on grading and promotion/retention of ESL students.

The district may transfer a student of limited English language proficiency out of an ESL program if the student is able to participate equally in a monolingual instructional program; STAAR scores for students in grades 3-6 are used in making the determination. In second grade, Stanford 10 is used. Students who exit the program will be monitored by the ESL specialist for two years. For ESL students being monitored, check the Monitored Year 1 or Monitored Year 2 categories under ESL Levels in the Instructional Programs section of the report card. If later evidence suggests that a student who has been transferred out of the ESL program has inadequate English language proficiency and achievement, the LPAC may re-enroll the student in the program with the parent's/guardian's consent.

## **GIFTED AND TALENTED STUDENTS**

### **NOMINATIONS**

Students may be nominated for the program by teachers, counselors, administrators, parents, or themselves. Data on the three criteria will be evaluated by the campus committee before placement. Students transferring into the district who have been identified for a gifted program in another district will automatically be eligible for enrollment on a probationary basis.

### **SCREENING**

Screening will be conducted in the spring at elementary and intermediate levels. Middle School and High School screening will occur in the spring prior to the course selection process. Screening tools include, but are not limited to 1) The Naglieri Non-verbal Cognitive Abilities Test; 2) The Stanford 10 Achievement Test or Aprenda 2 Achievement Test for Spanish Speakers; and 3) The Torrance Test of Creativity-Figural. As group test scores become available, they will be scanned to identify potential nominees to the program.

### **SELECTION**

Data for all three components of identification will be collected on any student who scores at or above the 7<sup>th</sup> stanine on the cognitive abilities measure. Data collection will take place within 30 working days after receiving parent/guardian permission. Test scores from the prior year(s) will be used when available. Data will be recorded on the Identification Matrix.

### **SERVICE MODELS**

Self-Contained GT Classes - Campuses may elect to place all of their gifted students in one classroom if they have sufficient numbers of students to do so. This can be done by grade level or in multi-age groups. Talent Pool students may be used to fill a class if needed.

Cluster Grouping – Cluster grouping allows students to be in heterogeneous groupings within classrooms while providing the opportunity for students to be grouped homogeneously for enrichment experiences. Differentiation of instruction based on individual student needs is a district expectation.

Talent Pool – The flexible use of talent pools allows teachers and students special opportunities. Students are able to develop their interests and abilities and teachers may observe the cognitive and affective development of the students. The talent pool may not be used as the primary program design without an approved waiver from the state.

AIMS – The purpose of the AIMS program, housed at Outley and Boone Elementary Schools and all six of the Intermediate Schools, is to provide parents with a choice of programs for their gifted students in grades 2-6. PEP/QUEST students currently enrolled in grades 1-5 are eligible to apply for the program. Applications are made available in mid-April. All applications received prior to the deadline are entered into a random drawing to fill available spaces in the program. Once students are admitted to the program, they do not need to reapply.

## **GUIDANCE PROGRAM**

The major objective of the guidance program is to help all students make the best use of their educational opportunities... (excerpted from Board of Trustees Policy EJ/LOCAL).

A teacher needs to know that the counselor is an appropriate person to ask for help when he/she is concerned about a student who:

- is the victim of a family crisis, such as death, divorce, separation, etc.;
- exhibits very withdrawn behavior in the classroom;
- cries frequently;
- consistently seems lethargic or depressed;
- behaves inappropriately or aggressively toward others;
- demonstrates a radical change in behavior (e.g., from quiet to suddenly acting out or the reverse);
- has frequently been implicated in bullying type behaviors or has appeared to repeatedly be the recipient (victim) of bullying/harassment type behavior; or
- does not respond to normal classroom motivational techniques.

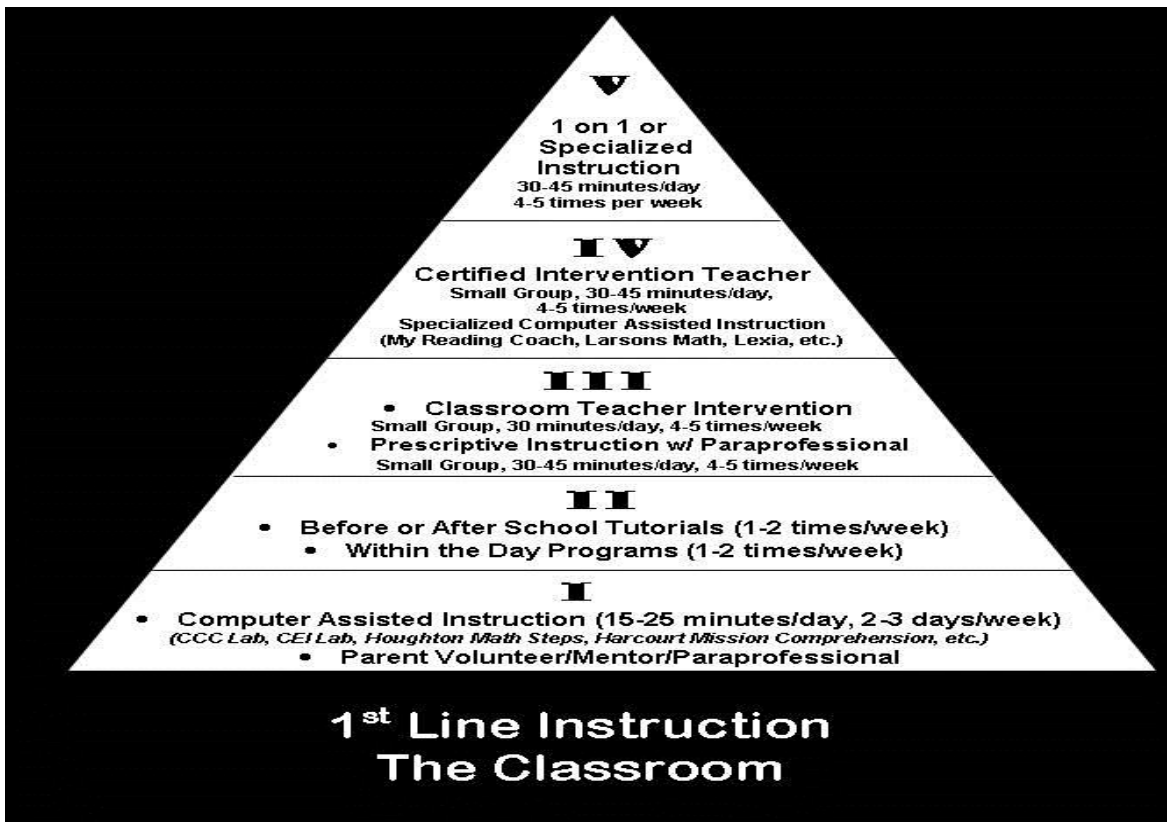
A counselor can help teachers...

- plan parent conferences;
- interpret test scores;
- help new students adjust to their new setting; or
- learn about available community services (and by serving as a staff-parent liaison in coordinating district/community services to meet pupil needs).

## INTERVENTIONS

Interventions are available for all students not meeting grade level standards/expectations. Interventions may be scheduled within the school day or before/after school hours. To help determine the appropriate intervention for a student not meeting grade level standards, work with the campus administrators, instructional leadership teams and/or campus STAT committee.

Each school has developed a pyramid of interventions available at the campus. The following is a typical example of the interventions available at the elementary/intermediate levels.



## **McKINNEY VENTO ACT: THE BASICS**

If families lost their housing and now live in a shelter, motel, vehicle, camping ground, or temporary trailer; on the street; doubled-up with family or friends; or in another type of temporary or inadequate housing, the child might be able to receive help through a federal law called the McKinney-Vento Act.

Under the McKinney-Vento Act, children in homeless situations have the right to:

- Go to school, no matter where they live or how long they have lived there.
- Attend either the local school or the school of origin, if this is in their best interest; the school of origin is the school the child attended when he/she was permanently housed or the school in which the child was last enrolled.
- Receive transportation to and from the school of origin.
- Enroll in school immediately, even if missing records and documents normally required for enrollment, such as a birth certificate, proof of residence, previous school records, or immunization/medical records.
- Enroll, attend classes, and participate fully in all school activities while the school gathers records.
- Have priority access to pre-kindergarten programs.
- Have access to the same programs and services that are available to all other students, including transportation and supplemental educational services.
- Attend school with children not experiencing homelessness; a school cannot segregate a student because he or she is homeless.

You can contact the Homeless Liaison at 281-498-8110, ext. 4492 if you have questions or concerns.

## **SECTION 504**

Eligible students with disabilities have the right to participate in and benefit from public education programs without discrimination on the basis of a disability. They have the right to equal opportunity to participate in school programs and extracurricular activities. The law states that an eligible person with a disability is one who has, has a record of having, or is regarded as having, a physical or mental impairment which substantially limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working, or performing manual tasks.

The principal of each building has designated a Section 504 Coordinator who will be the person responsible for implementing eligibility procedures and the provision of educational services. Jennifer Key is the District Section 504 Coordinator for students. Should the need arise you may contact her at 281-498-8110 X4670. You may also contact Teresa Ringlein at 281-498-8110, ext. 5992.

## **REFERRAL**

- Referrals shall be made in writing.
- Referrals should be sent to the Section 504 Coordinator at the school.
- The Campus Coordinator will convey all requests to the Campus Section 504 Committee.

## **EVALUATION**

Evaluation data may include: formal and informal test instruments; aptitude and achievement tests; teacher observations and recommendations; physical or medical reports; sociological information; student grades; progress reports; parent observations; and anecdotal reports. The nature and the extent of the evaluation is left to the Section 504 Committee and/or school personnel performing specific parts of the evaluation for the district. A re-evaluation of eligible students will occur every three years or more frequently if conditions warrant.

## **SECTION 504 COMMITTEE**

The Section 504 Committee will determine if a referred student meets the qualification criteria as disabled under the §504 definition. The committee will be composed of at least two persons, including persons knowledgeable about the student, meaning of the evaluation data, placement options, the legal requirement to place a student with a disability with non-disabled peers to the extent appropriate and possible, and the legal obligation to provide

comparable facilities to students with disabilities. Before taking any action regarding identification, evaluation, or placement, the district will provide parents with prior written notice.

## **SPECIAL EDUCATION**

Special Education services means specifically-designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability. "Children with disabilities" means those children evaluated in accordance with state and federal regulations as having an intellectual disability, hearing impairment, speech or language impairments, visual impairments, emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, specific learning disabilities, deaf-blindness, or multiple disabilities, and who because of those impairments need special education and related services.

Students with disabilities must be placed in the least restrictive environment consistent with their needs, which might be (1) a general education classroom without special education support, (2) a general education classroom with special education support, (3) a special education classroom, or (4) a central program unit (possibly at another campus).

Once the referral is made and the comprehensive individual assessment conducted, an admission/review/dismissal (ARD) committee will make recommendations regarding special education eligibility and placement of the child in a special education program. If placement occurs, the ARD committee will develop an individualized education plan (IEP) for the student in accordance with State and Federal regulations. The district has established procedures to ensure the ongoing monitoring and evaluation of the progress of each student receiving special education services.

# TRANSPORTATION

## BUS TRANSPORTATION FOR STUDENTS

For a student to ride a school bus to/from a babysitter's address in the school's attendance zone rather than to/from the home address, the parent must file an application in the office, and approval must be obtained from the Transportation Department in advance.

Please refer to the office as soon as possible any request for a student to ride a bus other than his/her regularly assigned bus or to be let off at any bus stop other than that nearest his/her home address or babysitter's address (if approved in accordance with the procedure described above). The office staff may need to call for further information regarding the request. If the request is approved, the student will be furnished a "Special Bus Permission" slip (45-0935) with the principal's signature to be given to the bus driver.

If an eligible bus rider has not previously been riding a district bus, but needs to begin doing so after the beginning of the school year, a "Special Bus Permission" slip will be required for his/her first day to receive bus transportation. Please refer this type of request to the office as soon as it is received.

If a child is a regular bus rider, but claims the parent wishes him/her to leave school by another means, contact the parent (or have the office staff do so) for verification if the student has not brought a note from the parent. **Without parent verification, student must follow his/her regular mode of transportation.** Document all attempts to contact the parent(s) or guardian(s).

Telephone the parents of any child who misses his/her bus.

The principal will provide information on your school's dismissal routines and regulations for students. Teachers will accompany students assigned to them for dismissal to the appointed location(s); students will not be left unsupervised. Supervision must be transferred to the designated staff member(s) at each dismissal location. Collectively, we are responsible for insuring students get home the appropriate way. Students are expected to obey the regulations of the Transportation Department while on the school bus. The basic rules are: sit flat, talk quietly, keep hands and feet to yourself, bus driver is the boss. (More specific rules are posted on the buses and distributed by Transportation annually.) These guidelines should be included in safety lessons. Consequences for infractions are printed in the handbook for parents.

Students also need to be told that the bus driver is authorized to assign seats; eating, drinking, and gum chewing on the bus are prohibited; no radios, tape players/recorders, glass containers, or live animals are allowed on the bus.

In its letter to parents, Transportation asks the parents to be responsible for getting children safely to/from the bus stop, to have them at the bus stop five minutes before pick-up time, to insist on orderly behavior, and to provide transportation if bus privileges are suspended.

## KINDERGARTEN TRANSPORTATION INFORMATION

When a kindergarten student registers at an elementary school, a transportation card and a student information sheet are to be completed by the parent/guardian if the student will ride a bus. The school retains a copy of the student information form and sends the original form and transportation card to the transportation department where the information will be placed on the appropriate driver's route sheet and the student will be served accordingly.

If a parent/guardian checks Option #4b on the **Kindergarten Student Information Form** that means they have asked that their kindergarten child **NOT** be released at the bus stop unless a designated adult is present and waiting at the bus stop. In order for the bus driver to release their child to the designated adult at the bus stop, the following requirements must be observed.

1. The kindergarten child will be issued a student IDENTIFICATION TAG. This tag must be worn every day.



2. The designated adult must be present at the school bus stop ready to receive the kindergarten child off the bus – waiting in a car is unacceptable.
3. The parent will receive an Alief ISD PLACARD with their child's name on it. This PLACARD must be held up by the responsible adult that has designated to meet the child at the bus stop so the bus driver can see the child's name.
4. If the bus driver sees the Alief ISD PLACARD and the child's name, the child will be released off the bus. If the bus driver does not see the Alief ISD PLACARD, the child will NOT be released off the bus. The child would then be returned to the school where the parent would need to arrange for transportation to pick him/her up.
5. If the designated adult fails to meet the child at the bus stop on three occurrences the school will schedule a conference so that a modification of transportation services can be made. Failure to schedule a conference and meet with the school would result in loss of transportation services for the child.

The Alief ISD PLACARD and student IDENTIFICATION TAG will be issued by campus staff. In the event that a PLACARD is lost it is the responsibility of the parent or guardian to notify the school so arrangements may be made to obtain a replacement.

## **FIELD TRIPS**

### **DEFINITION**

- A field trip is a school-sponsored activity. It is any gathering, at any time, of students along with related school personnel that occurs away from the school building or school property. It is an extension of the regular program.

### **TYPES**

**Instructional** – trips that extend or complement the regular school instructional program (TEKS) or trips that fulfill UIL or performance obligations. Budgeted funds must be used to pay for these trips. All instructional field trips must have prior approval from the Area Superintendent and will use Alief school buses. Exceptions to the types of transportation used must have prior approval from the Area Superintendent. At **NO TIME** may students be transported on trips by school personnel. Instructional Field Trips should only be considered if:

- Activities of the trip are directly related to the current unit of study,
- Student learning will be extended or enhanced in a manner that is not possible through the regular school program, and
- The high cost of the field trip is justified by the quality of the student learning that will take place as a direct result of the field trip.

### **Skating and swimming parties/trips are not allowed as an instructional field trip.**

**Non-instructional** – all other trips – including but not limited to rewards for academic achievement or behavior, end of year celebrations, yearly grade level trips, social gatherings of clubs or teams that are not UIL events or performance obligations. Student or club/organization activity accounts are used to pay for these trips. All non-instructional field trips must have prior approval from the Area Superintendent and will use commercial transportation. Exceptions to the types of transportation used must have prior approval from the Area Superintendent. At **NO TIME** may students be transported on trips by school personnel. All non-instructional field trips are highly discouraged due to the following:

- Danger of injury to students or staff members and resulting liability
- Shortage of buses and bus drivers – non-instructional trips handicap the smooth running of regular routes which include home/school transportation
- High cost of transportation for field trips

### **Skating and swimming parties/trips are not allowed as a non-instructional field trip.**

## PLANNING

Field trips are considered an extension of the regular school program and all rules of conduct and dress will apply as if a student was on the campus.

Like any good lesson, the field trip requires careful planning. Because it is removed from the school environment, it necessitates administrative and parental approval, behavior suitable for the occasion, and sufficient orientation to ensure the most effective learning outcomes. Any trip is of questionable value unless the class and the teacher together determine why they are going and what they hope to learn.

1. Contact persons in charge of the site to be visited regarding available dates, fees (legally, not allowed to charge for any program or activity that is considered required), and any other pertinent information.
2. The teacher should be acquainted with the place to be visited. At times, a personal review of the place and the route to the site will be necessary. Potential hazards must be considered and precautionary rules of conduct established. Any conditions of the site with which students will be involved (e.g., toilet facilities, drinking water, terrain, etc.) should be examined.
3. Check the proposed date(s) with the principal and advise those at the site of the date(s) selected (pending approval). Obtain instructions regarding the handling of any deposit which may be required, collection of student fees, etc. Verify with transportation about bus availability.
4. If the trip requires a contract of any type and/or is considered non-instructional in nature, submit plans and contracts to Risk Management for review and approval.
5. Complete and process a "Field Trip Request Form" (45-0335) at least four weeks in advance of the anticipated trip; attach or include learning objectives. Approval of the principal and the central office campus supervisor is required.
6. Upon approval of the trip, bus requisitions should be completed immediately and forwarded to the Transportation Department. *Note: Trip departure times may not occur prior to 8:30 a.m. and buses must return to the school by 1:30 p.m. Monday through Friday. Please try NOT to schedule field trips on Fridays due to secondary UIL and athletic demands.*
7. Confirm reservations with personnel at the destination.
8. Obtain written parent permission for all students participating. The permission slip (see form 45-0340), supplemented by a letter to parents (approved in advance by the principal), should include the following and must be kept on file at the school:
  - Purpose(s) of the trip
  - Place to be visited
  - Means of transportation
  - Date
  - Times of departure and return
  - The names of the teachers who will supervise the trip
  - Responsibility of the students
  - Cost (if any) to the students
  - Special arrangements (if any)
  - Plans for lunch if the trip will extend through lunchtime
9. Secure enough chaperones to supervise the group and fully inform them of their responsibilities and the plans for the trip. A minimum of one adult for every ten students is suggested. Preschool children should not accompany parent chaperones. REMEMBER: any person being used as a chaperone who is not an employee of the school district must complete a volunteer registration form and clear the criminal history check before helping with field trips. Volunteer applicants must complete the forms and allow enough time for the clearance process. If they are not cleared in time for the field trip, please refer to your campus and district cleared volunteer lists and pull from those already cleared volunteers. Please contact the Community and Public Relations Department for more information.
10. Discuss trip plans with the class:
  - The purposes and objectives of the trip should be discussed and clearly understood. The students should be aware that the field trip supplements basic learning and is not an end in itself.
  - Standards of safety, conduct, and courtesy should be discussed. Students should be instructed regarding the regulations and conditions of the place to be visited and reminded to be respectful of the property of others. Written field trip guidelines may be helpful for students in the upper elementary grades. Guidelines, which should be covered with the class, include:
    - ❖ Everyone must be seated and the aisles kept clear on the bus. Heads/arms/hands are kept inside the bus.

- ❖ The rules of the site visited and all traffic regulations will be obeyed.
  - ❖ The group will stay together. (Students should be told what to do in the event of becoming separated from the group.)
  - ❖ Each student will have identification, such as a nametag with the student's first name (only), the school's name, and the school's phone number (e.g., Alice, Youens Elementary, 281-983-8383).
- Instruct students to dress for the occasion and the weather.
11. Notify all staff members whose plans may be changed by the group's absence (i.e., specialists, resource teachers, cafeteria manager, etc.).
  12. Recheck all plans a few days in advance of the trip. Remember that it is the responsibility of the teacher in charge to see that children get back to school or, in the case of an unexpected event causing the return to school to occur after regular school hours, to see that parents are notified and that the children get home safely. **Since teachers are not to transport students due to liability considerations**, if a parent cannot be reached within a reasonable time to pick up a child after an unexpectedly delayed field trip, contact the district's Police Department at 281-498-3542 for assistance.
  13. Make arrangements and plan work for students in the group who will not be going on the trip.
  14. Review procedures for handling an injury or illness, which are the same as if the occurrence took place at school. The teacher in charge should:
    - Render first aid and/or call the local police department.
    - Notify the parents.
    - Call 911 for medical attention if the parents cannot be contacted and if the condition warrants. Hospital costs should not be assumed; this responsibility belongs to the parents.
    - File a report of any accident with the principal.
  15. Be alert for students with any problems (slow walkers, etc.).
  16. Make sure that students are able to load and unload from the bus without having to pass through vehicle traffic lanes.

# APPENDIX

## CONFERENCES

### PREPARATION

1. Determine the school's objective(s) for the conference (academic, behavioral, social). Inquire regarding the parents'/guardian's objective(s).
2. Collect data (assessment data, samples of work, report card, grade book, cumulative folder, information from other teachers, curriculum guides, etc.).
3. Begin the "Parent Conference Summary" form (45-0547) (general information at the top, specific suggestions for school/home) and leave space for additional input.
4. Plan the setting (persons who will participate, location with privacy, beginning and ending the conference time, etc.).

### DURING THE CONFERENCE

1. Set - Greet the parent/guardian with something positive about the child and/or that you are glad they could meet with you.
2. Objective/Purpose - State the objective and/or purpose of the conference.  
Examples:
  - "I'd like to talk with you about \_\_\_\_\_'s progress in \_\_\_\_\_. By the end of our conference, I hope that we will have shared some things I'll do here at school and some suggestions for home."
  - "You indicated that you wanted to know how \_\_\_\_\_is interacting with other students on the playground. I will be happy to share with you what we have observed and certainly, want to hear your thoughts or concerns. Together, we can come up with a plan to better assist your child."
3. Receive Parent/Guardian Input – Ask the parent to share what he/she has observed regarding academics or behaviors (what strengths, what concerns – or – what progress, what difficulties?)
4. Campus/Teacher Input - Share data (assessment results, work samples, etc.). Give specific, not generic, explanations as to strengths and difficulties.  
For example:
  - If a child is struggling with comprehension, provide specific information as to the areas of comprehension that are providing the most difficulty such as "Your child is struggling with decoding words as he/she reads which interferes with his/her ability to read fluently and causes him/her to lose meaning," or
  - "Your child seems to respond appropriately to basic literal comprehension of text but struggles when making connections and inferences regarding the text." (Then cite specific examples of what you mean.)
  - "Your child demonstrates the overall mechanics of computation skills in the areas of addition and subtraction, but I am concerned that he/she does not have a good conceptual understanding of those processes as he/she has difficulty determining which processes to use to solve situational problems." (Then share specific examples.)
5. Provide a Plan for Assistance – Explain to the parent/guardian what will be done at school to provide support or interventions and then offer concrete examples of how the parent/guardian can help at home. Ask the parents/guardians what types of support they need from you or the school to assist them in helping their child at home. Would it be helpful to come observe, do they need training, do they need materials or a list of resources, would the Parent Center help, etc.?
6. Checking for Understanding – Ask parents/guardians if they have any questions or if there is anything else they would like or think would be helpful. Complete the "Parent Conference Summary" form at the conference if you can. If not, share with them that you will send the summary home but that you need one copy signed and returned. Assure them they may add anything to the summary they feel was important but not included so the summary is an accurate reflection of the conference.
7. Closing - Plan for follow up. Determine a time for checking back either by phone or schedule the next conference date (if needed). Then end with a positive comment about their child. Let the parent/guardian know you genuinely care and want to work with them to help their child be successful and happy at school.

**FOLLOW-UP**

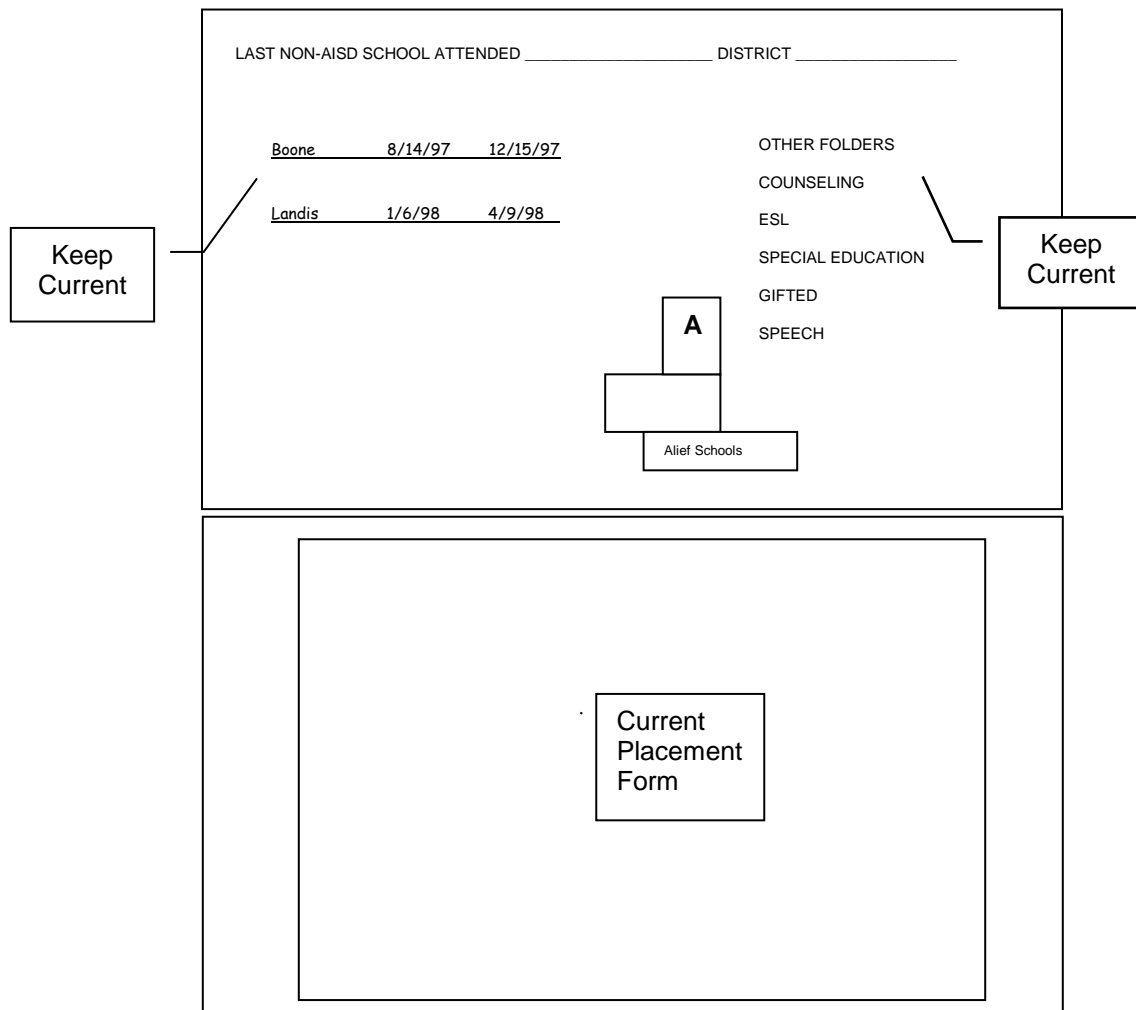
1. Send any additional applicable information which may not have been presented at the conference.
2. Meet with the student to share information from the conference.
3. Place the signed copy of the conference summary in the student's cum folder. Only a conference summary that has been signed by the participating parent can serve as official documentation of the communication that occurred.

**CUMULATIVE FOLDERS**

**FOLDER AND CONTENTS** -- An accurate and complete cumulative folder should meet these requirements:

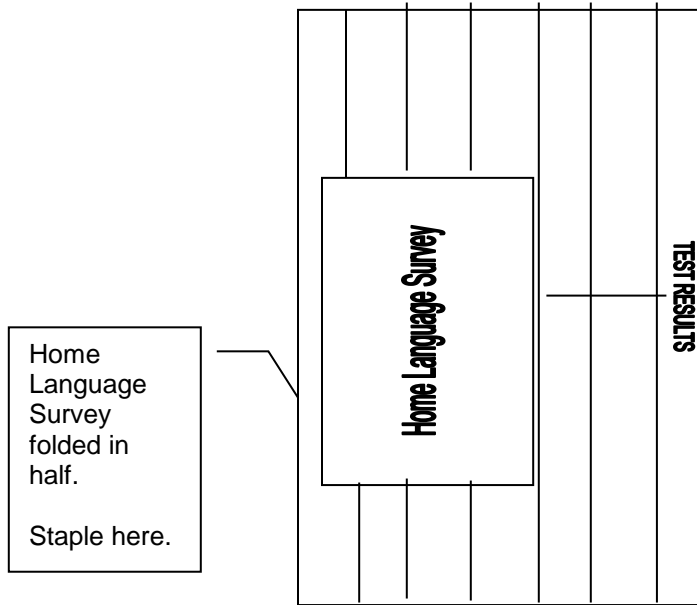
Front Cover

1. School names and entry and withdrawal dates listed.
2. Other folder information marked.
3. Current placement form stapled to front. This form needs to be removed at the beginning of the year.



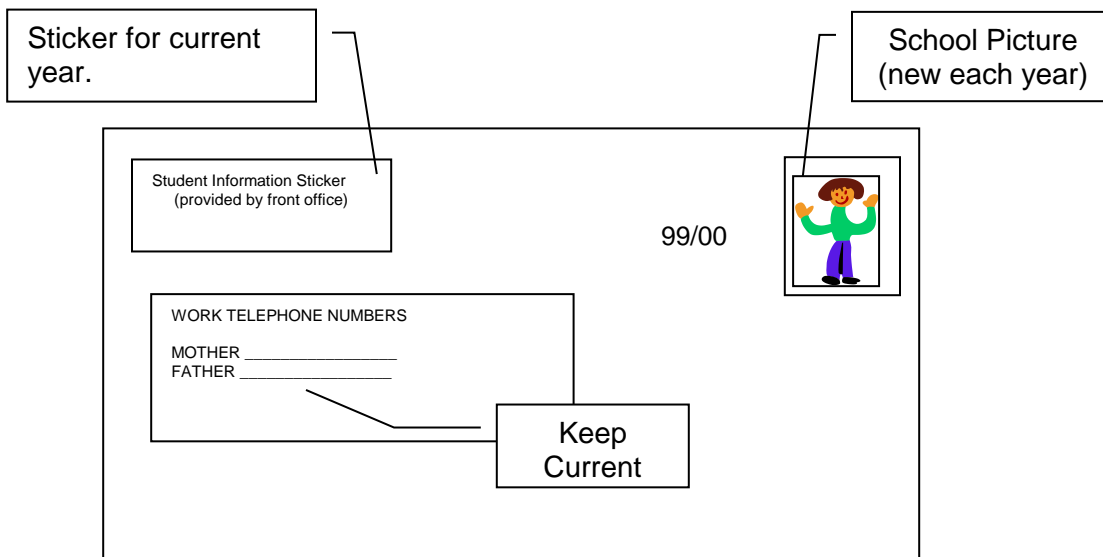
Inside Front Cover

1. Home Language Survey stapled to inside



Back Cover

1. Student name label with up to date information placed in top left corner. Request labels from attendance clerk.
2. Current year's school picture in photo spot with date (ex. 99/00).
3. Current work phone numbers for parents (if available).



4. Pre-K information must include either (a), (b), (c), (d), or (e):
  - a. -income verification (yellow copy) with copies of benefits of paychecks, etc
  - birth certificate
  - residency verification
  - copy of parent identification
  - b. -home language survey
  - birth certificate
  - residency verification
  - copy of parent identification

- c. -copy of the McKinney Vento Survey
  - birth certificate
  - residency verification
  - copy of parent identification
  
- d. -Department of Defense photo identification
  - a "Statement of Service" from the Adjutant General (AG)
  - a copy of the Death Certificate using the Service appropriate Department of Defense form
  - a copy of Purple Heart orders or citation
  - "Missing in Action" (MIA) appropriate documentation
  - birth certificate
  - residency verification
  - copy of parent identification
  
- e. -verification letter of PK eligibility from the Texas Department of Family and Protective Services, Division of Child Protective Services
  - birth certificate
  - residency verification
  - copy of parent identification

The copies of (a), (b), (c), (d) or (e) should be stapled to the back of the cum:

**CONTENTS – REQUIRED - (in order of placement in folder):**

1. **Home Language Survey** – Stapled inside front cover
  
2. **Report Cards/Elementary Test Score Card** – Report cards from previous years and Summer School should be stapled in descending chronological order (most recent on top) to the backside of the test score card. A copy of the envelope with parent/guardian signatures should be included here as well. Test result stickers and an up-to-date student name label should be placed in the appropriate boxes on the test score card. NOTE: Stanford 10/Aprena scores and computer scores should be recorded in the appropriate boxes.
  
3. **Parent Conference Summaries** – from all grades, stapled together in descending chronological order (most recent on top). Other parent/guardian communication documentation may be included, such as copies of NCR notes sent home, if parents/guardians received copies of such items during the year.
  
4. **Progress Reports** – stapled or paper-clipped in descending order (most recent on top).
  
5. **Current Enrollment Information** – This constitutes another "set" which should be stapled together.
  - General Information Survey (on top of the set)
  - Birth Certificate
  - Lease/Residency information
  - Parent I.D.
  - Student's Social Security Card if they have one
  
6. **Attendance** – Letters regarding insufficient attendance and attendance committee decisions.
  
7. **Code of Conduct** - signed acknowledgment form
  
8. **Transportation Letter** – signed
  
9. **STATE TESTING Profile Sheet** (Grades 3, 4, 5, & 6)

**CONTENTS – OPTIONAL**

- Office referral copies and parent notes
- Portfolios of student work samples
- DCA Tests

## ADDITIONAL FOLDERS

- **Grey** Student Success Initiative documentation including all parent/guardian notifications, intervention information and accelerated instructional plans.
  - **If used for RTI/STAT – “RTI/STAT”** written on the folder tab: This folder should include Success Plan Cognos Report (only if a success plan was created), Teacher Concern Checklist, STAT Intervention Plan, STAT Accommodation/Modifications Checklist (if used), STAT Data Plots, Focus Behavior Analysis and Behavior Intervention Plan (if a behavior concern) and STAT Parent Information/Interview form.
- **Green** ESL-If folder is removed, there should be a green card indicating that the folder is with ESL Specialist
- **Purple** G/T (Quest/PEP)
- **Manila (For students in K-2 prior to 2014-15)** Measuring Growth and Literacy Survey (MGLS) K-2
  - MGLS summary sheet
  - Phonemic awareness recording form
  - Alphabet letter name and letter sound recording form
  - Concepts of print recording form
  - The latest running record form unfamiliar reading
  - The latest dictation recording form
  - The latest writing vocabulary recording form
  - The latest writing sample if appropriate
- **Red** For “504”, Dyslexia, or Title (List on folder tab all that apply)
  - **If used for 504 – “504”** written on folder tab; 504 Committee Decision letter; Individual 504 Plan (modifications page). Conference summary indicating parent/guardian was informed of the committee decision , the individual plan, and 504 parent rights should be included with the other parent conference summaries in the main body of the cum folder. A photocopy may be placed in the 504 folder for reference.
  - **If used for Dyslexia – “Dyslexia”** written on folder tab; Dyslexia Screening Information and Individual Plan (modifications page). Conference summary indicating parent/guardian was informed of the committee decision should be included with the other parent/guardian conference summaries in the main body of the cum folder. A photocopy may be placed in the Dyslexia folder for reference.
  - **Modifications Folder**

## ITEMS TO BE REMOVED FROM CUMULATIVE FOLDER

Please review a student’s cumulative folder and remove items at the following times:

- **In-District Transfer-remove these items**
  - Parent notes
- **Out-of-District-remove these items**
  - Registration materials such as utility bills, lease agreements, etc...
  - Progress Reports
  - Code of Conduct form
  - Transportation letter
  - Office referral copies
  - Parent notes/Absence notes
  - Portfolios of student work
  - DCA and Measuring Growth in Literacy Folder
- **End of School Year-remove these items**
  - Code of Conduct
  - Progress reports
  - Transportation letter



- Office referral copies
- Parent/Absence notes
- Portfolios of student work
- ATMS cluster tests
- Suspension letters
- Measuring Growth in Literacy Survey Folder (after 2<sup>nd</sup> grade)
- Pre-K information (after 4<sup>th</sup> grade-Only remove qualifying information)

## **TRANSITIONS**

Checklist when a student moves from Elementary to Intermediate or Intermediate to Middle School:

1. Current demographic label
2. Home language survey
3. General information survey
4. Copy of birth certificate
5. Copy of current lease/proof of residence
6. Copy of picture I.D. of parent/guardian
7. Permanent record card (white testing card)
  - test scores
  - report cards-stapled with most recent on top
  - STAAR/TAKS labels
8. STAAR/TAKS or any standardized testing results sheets – (arranged with most recent on top-- including cluster test information, NOT the booklet.)
9. Parent conference summaries
10. Modification sheets
11. Special program folders
  - Quest
  - 504, Dyslexia, Title
  - ESL
  - SSI

- Cum folders should be arranged into an entire group in alphabetical order without portfolios. Do not forward any folders without current STAAR results.

The record retention guidelines indicate **complete approved files be kept for five years** after the end of the fiscal year (August 31) of application. If a student with Pre-K information withdraws, before forwarding the cum folder, **make copies of the documents to be retained at the home school.**