

# Savannah Elementary Curriculum Playbook



**& Staff Handbook**

**2020-2021**

**Savannah Elementary School**

1101 Cotton Exchange | Savannah, TX 76227

Mr. Michael L. McWilliams, Principal | Mrs. Claire Springer, Assistant Principal

# Curriculum & Instruction

## Language Arts

### Anchor Charts

Anchor charts are created during the mini lesson **with your students**. These charts reflect the target of the lesson and the content taught. Anchor charts should always align with the standard and target. Anchor charts are a tool to be displayed for students to refer to during independent practice.

### Assessments

ELI: Teacher will give the first administration. MOY and EOY will be given by an alternate administrator. Teachers will follow the District Assessment Calendar.

Beyond our mandatory assessments, we should be informally assessing for reading on a daily basis.

Below are some ideas to do this:

- Book log
- Samples of writing about reading (post-its, reader's response journal)
- Flash drafts
- Running record
- Sight word list
- Spelling inventory
- Fluency
- Engagement inventory

### Book Boxes

All ELAR classrooms should have book boxes for their students. *Students should utilize their book box anytime they are independently reading.* Inside the book boxes contain “just right books” and “look books” - not all books inside the box have to be on the child's reading level. Past guided reading books can also be inside the book box. Book boxes should be changed out consistently by teacher and/or student. Students should not shop for books during workshop time. Other supplies that may be in the book box: pencil, reader's response journal, sticky notes, etc... Below you will find a recommendation of how many books a child should read a week depending on their level:

Level	# of Books Per Week
A-K	12-15
L-N	6-8

O-Q	4-6
R-T	2-4
U-Z	1-2

### **Classroom Library**

Our classroom libraries should have a plethora of book choices for our students. Libraries should be organized by genre, author, topic, and/or season. Students should have plenty of opportunities to shop for books for their book boxes. Books within the classroom library are leveled according to the campus leveling system.

### **Conferences**

One to one student conferences will begin the first week of school. This is a great way to get to know students. Teachers will use their observations within the conference to drive small groups and set goals with each child. Conferences can occur within the heart of the workshop and help supplement small group instruction. See a teacher rep who went to Homegrown for more information (Benne, Petolick, Ashcraft, Runion).

- Coaching Conference
- Compliment Conference
- Research - Decide - Teach Conference

### **Guided Reading**

Small group reading instruction will begin **no later than September 14th**. Guided reading groups should be based on end of year data. Teacher observations & running records can move students to more appropriate levels. Once the BOY DRA is given, this can also be used a data point. Students change groups as they grow in instructional reading levels. Students who are not making progress should be flagged as a 'Student of Concern' and brought to DMTSS. Guided reading lesson plans should be pre-planned and follow the Next Step Forward guided reading plan. See lesson plan example.

	<b>Frequency</b>
<b>Below Grade Level</b>	Daily; confer 1-2x/week
<b>On Grade Level</b>	2-4x/Week; confer 2-3x/week
<b>Above Grade Level</b>	1-2x/week; confer 2-3x/week

### **Grammar Talks**

Grammars Talks take place before your mini lesson using the Power of Pattern resource. Grammar should not be taught through Daily Oral Language.

### **Literacy Stations**

Literacy stations should not occur during Reader’s Workshop.

### **Istation Usage**

## **Withdrawals and Lost Textbooks and Guided Reading Books**

	<b>Frequency</b>
<b>Tier 3</b>	<ul style="list-style-type: none"><li>● 90 minutes minimum per week or</li><li>● 18 minutes per day</li></ul>
<b>Tier 2</b>	<ul style="list-style-type: none"><li>● 60 minutes per week or</li><li>● 12 minutes per day</li></ul>
<b>Tier 1</b>	<ul style="list-style-type: none"><li>● 30 minutes per week</li></ul>

### **Istation ISIP Data**

Students will automatically be assessed through Istation every 30 days. Teams will use this data to drive small groups within the classroom and target time. Istation data is required as a piece of MTSS data. The ISIP score will be documented on the Students of Concern spreadsheet each month.

### **Reader’s Response Journal**

Response journals are a place for students to write their thinking from their reading. Teachers model for students inside their own response journal during the mini lesson. Students use their reader’s response journal during the heart of the workshop during independent reading time. Students who are not fluent writers yet may choose to draw pictures to show their thinking. To scaffold students’ thinking, it is appropriate to use thinking stems to help get them started in their writing.

### **Running Records**

- Take one running record per day/per group. Spend about 5 minutes while kids are familiar reading.
- 100 words
- If the entire book is not 100 words, do a running record on the entire book

### **Stamina**

Students will begin building their reading stamina. Every classroom needs a stamina chart to track the amount of minutes students can read independently with limited to no distractions. Classrooms

celebrations can be earned once goals have been met. See the chart below for grade level stamina expectations:

Grade Level	Minutes Reading
Kinder	7-20 independent 7-10 with a partner (daily)
1st grade	15-25 independent 5-10 with a partner (daily)
2nd grade	20-35 independent 5-10 with a partner (daily)
3rd-5th grade	40-45 independent No less than 5-10 (2x/week) with a partner or club

### Strategy Groups

All teachers should begin meeting with small groups on September 14th. Strategy groups are based on student needs when it comes to reading strategies. These groups may be mixed reading abilities but specifically focus on a reading strategy of need (i.e. main idea, summarizing, character analysis, etc...) These groups are fluid and should not remain the same. These groups are based on DRA, reader's response journals, and classroom observations. Any child reading beyond a J/K are good candidates for a strategy group.

### Word Work

We do not give weekly spelling tests. Words should be practiced and hung on the word wall. Students should be held accountable in writing to the words that are on the word wall. Daily word work time is built into the master schedule for K-2 throughout the day. **Kinder, 1st, and 2nd Grade uses Phonics Units of Study.**

**Utilize Jan Richardson resource to help plan word work activities.**

- The first sight words introduced in guided reading are FAMILIAR words. They may be IN or OUT of the book.
- End of guided reading lesson are NEW words IN book.

### Word Wall

Begin the school year with an empty word wall. Add words to the word wall as you introduce them to your students.

### Workshop Model

Our classrooms will follow the workshop model in all content areas. Our lessons will fit into the workshop model.

<p style="text-align: center;"><b>Grammar Talks</b></p>	<ul style="list-style-type: none"> <li>● 5-10 minutes</li> <li>● Use of mentor sentences, Writing Strategies book, Grammar Keepers, etc...</li> <li>● Model correct grammar</li> <li>● Aligns with grade level TEKS</li> </ul>
<p style="text-align: center;"><b>Mini Lesson</b></p>	<ul style="list-style-type: none"> <li>● 10 minutes</li> <li>● Teacher models a strategy or skill</li> <li>● Use of anchor charts, mentor texts, etc...</li> <li>● Mini lesson aligns with the daily learning target</li> </ul>
<p style="text-align: center;"><b>Heart of the Workshop</b></p>	<ul style="list-style-type: none"> <li>● 40-45 minutes</li> <li>● Teacher will pull small groups &amp; confer with students</li> <li>● Students will independently practice the skills modeled for them during the mini lesson</li> <li>● Students will practice previously taught targets</li> <li>● Students will independently read and write and participate in partnerships.</li> <li>● Literacy stations should not occur during Reader's Workshop.</li> </ul>
<p style="text-align: center;"><b>Closing</b></p>	<ul style="list-style-type: none"> <li>● 5-10 minutes</li> <li>● Students will discuss their learning target, ah-ha's, questions, etc...</li> <li>● Teacher notes next steps for learning</li> </ul>

## Math

### **Guided Math Groups**

Math groups are pulled based on common assessment data, teacher observations, exit tickets, student work, etc... The groups are fluid and flexible. The bulk of teaching occurs in the small group instruction based on students' needs. Students will receive intervention & enrichment during their small group time. We will have a Tool Time over this topic on Sept 13.

### **Manipulatives**

All students will have a math toolkit with manipulatives for personal use.

### **Number Talks & Problem of the Day**

Both are built into lesson plans & discussed in collaborative planning. Each are built into the master schedule. All teachers have to be trained in number talks & problem of the day. Campus expectations are explained in those meetings.

### Math Vocabulary

Classrooms will each have math vocabulary displayed. Math vocab should be added to the wall as the words are introduced. Words that are specified in the district scope & sequence need to be taught and displayed according to sequence.

### Workshop Model

Our classrooms will follow the workshop model in all content areas. Our lessons will fit into the workshop model.

<p style="text-align: center;"><b>Number Talks</b></p>	<ul style="list-style-type: none"> <li>● 10 minutes</li> <li>● ORIGO materials</li> <li>● Building number sense and mental computation</li> </ul>
<p style="text-align: center;"><b>Mini Lesson</b></p>	<ul style="list-style-type: none"> <li>● 15 minutes</li> <li>● Teacher models a strategy or skill</li> <li>● Use of anchor charts, manipulatives, etc...</li> <li>● Mini lesson aligns with the daily learning target</li> </ul>
<p style="text-align: center;"><b>Heart of the Workshop</b></p>	<ul style="list-style-type: none"> <li>● 45-60 minutes</li> <li>● Teacher will pull small groups &amp; confer with students</li> <li>● Students will independently practice the skill modeled for them during the mini lesson</li> <li>● Students will practice previously taught targets</li> <li>● Students will participate in math stations independently or with a partner</li> <li>● The stations will be in alignment with previous learning targets and current learning target.</li> <li>● Use of technology</li> </ul>
<p style="text-align: center;"><b>Closing</b></p>	<ul style="list-style-type: none"> <li>● 5-15 minutes</li> <li>● Students will discuss their learning target, ah-ha's, questions, etc...</li> <li>● Exit tickets</li> <li>● Teacher notes next steps for learning</li> </ul>

## Spiral Review

Spiral review should be done in stations or small group. **Packets with content that has not been taught is not acceptable.** All material presented to our students should have a learning target and previous mini lesson aligned to it.

## Imagine Math (2-5)

	Frequency
Tier 1	60-90 minutes; 2-3 lessons
Tier 2	90-120 minutes; 3-4 lessons
Tier 3	120+; 4 or more lessons

All students are required to have pathways.

All students are required to take the benchmarks.

Lessons will be monitored to ensure all students are reaching their frequency goals.

## Math Facts

**Timed tests for math facts are not allowed.** K-5 will use Math Facts (linked to Imagine Math) as our tool to practice math facts. Math Facts should be incorporated in math workstations. Students learn to conceptually think about numbers through Number Talks using the ORIGO materials.

# Science

Mini Lesson	<ul style="list-style-type: none"><li>● 10-15 minutes</li><li>● Teacher models a concept</li><li>● Use of anchor charts, manipulatives, etc...</li><li>● Mini lesson aligns with the daily learning target</li></ul>
Heart of the Workshop	<ul style="list-style-type: none"><li>● 15-20 minutes</li><li>● Students experiment or practice the lesson modeled</li><li>● Vocab</li><li>● Teacher pulls small groups or confers with students</li></ul>
Closing	<ul style="list-style-type: none"><li>● 5 minutes</li><li>● Students will discuss their learning target, ah-ha's, questions, etc...</li><li>● Exit tickets</li><li>● Teacher notes next steps for learning</li></ul>



# Social Studies

*\*\*\*Integrate into Reader's and Writer's Workshop when able.*

<b>Mini Lesson</b>	<ul style="list-style-type: none"><li>● 10-15 minutes</li><li>● Mini lesson aligns with the daily learning target</li><li>● Teacher models a concept using primary and secondary sources, children's literature, digital resources, etc...</li><li>● Use of anchor charts</li></ul>
<b>Heart of the Workshop</b>	<ul style="list-style-type: none"><li>● 15-20 minutes</li><li>● Students apply learning while reading, writing, researching</li><li>● Students apply critical thinking and communication skills by using a problem solving and decision making process</li><li>● Vocab development</li><li>● Teacher pulls small groups or confers with students</li></ul>
<b>Closing</b>	<ul style="list-style-type: none"><li>● 5 minutes</li><li>● Students will discuss their learning target, ah-ha's, questions, etc...</li><li>● Exit tickets</li><li>● Teacher notes next steps for learning</li></ul>

## Recommended Resources

- Lucy Calkins Writing Units of Study
- Thinking Maps
- The Writing Strategies Book
- The Reading Strategies Book
- Comprehension Connections
- Genre Connections
- Comprehension Tool Kit
- Literacy Continuum
- Fountas & Pinnell Guided Reading
- Genre Study

- Revision Decisions
- Comprehension from the Ground Up
- ORIGO
- Investigation
- Think Through Math
- STEMscopes Online
- AIMS Books
- Warm Up to Science (4th and 5th Grade)
- Page Keeley Probes Online Resource (5th grade)
- [Click here for more resources](#)

## Collaborative Planning

### Collaborative Planning is...

Using common criteria and a framework to

- (1) successfully reach an agreement
- (2) work efficiently together
- (3) serve the needs of ALL students
- (4) achieve our goal together

Collaborative planning is a shared responsibility and every member of the team comes prepared to offer ideas. It should be student centered and student outcome driven. Teacher and student behaviors should be discussed. It should not be activity based.

### Norms

Established by grade level teams.

### Planning Document

Teams will use a planning document to outline each day's learning targets & activities.

### When do we plan?

The master schedule reflects 45 minutes per day for instructional planning.

## Professional Learning Community

### District Mission Statement

Empowering lifelong learners to be engaged citizens who positively impact their local and global community.

### Campus Mission, Vision, & Values

Mission:

“Preparing for the Future...Today!!!”

**Vision:**

Savannah Elementary will become a collaborative community of excellence that challenges students to reach their academic and social potential.

**Values:**

**Attitude:** We will maintain a positive environment of encouragement, recognition, humor, and fun.

**Communication:** We will openly interact with each other in truthful and respectful manner to cultivate trust and productivity without fear of retaliation.

**Innovation:** We will build a forward-thinking environment that keeps up with technology, best practices, and is open to unconventional ideas.

**Respect:** We will value each other’s opinions and differences with open mindedness and tolerance.

**Team Work:** We will work together toward a common goal by sharing responsibilities while implementing our value system.

**Professional Learning Community (PLC)**

**Three Big Ideas:**

1. **Focus on Learning:** Do we share a common purpose?
2. **Collaborative Culture:** Highly effective teams
3. **Results Orientation:** Using assessments to make a difference
  - **Discussing instructional practices:** Teachers use their scope & sequence to plan instruction. Teachers write learning targets that align with the TEKS and write formative and summative assessments to address learning targets. The 4 critical questions should be considered and discussed:
    - What do we expect our students to learn?
    - How will we know they are learning?
    - How will we respond when they don’t learn?
    - How will we respond if they already know it?
  - **Discussing student work:** Teachers look at examples of student work, and then offer recommendations on how lessons or teaching approaches may be modified to improve the quality of student work. Teachers may look at strong and weak examples of student work to help improve instruction.
  - **Discussing student data:** Teachers analyze student-performance data from a class to identify trends—such as which students are consistently not meeting expectations or which—and collaboratively develop proactive teaching and support strategies to help students who may be struggling academically. Conversations about data will drive instructional decisions in the classroom and during Target Time. Common assessments are essential if teams are to shift their focus from teaching to learning.
  - **Discussing professional literature:** Participants select a text to read, such as a research study or an article about a specialized instructional technique, and then engage in a structured conversation about the text and how it can help inform or improve their teaching.

**Agenda** are created by a team based on the four critical questions.

# Target Time

## Schedule

Target time is built into the master schedule for reading and math intervention. Each block is 30-minutes for intervention or extension on the grade-level essential standards.

## Where do kids go?

Kids are shared amongst the entire team. Due to COVID-19, students will meet virtually with teachers. Target time groups are created based on post test & exit tickets.

# Multi-Tier Support System

## Roles & Responsibilities

[Best Practices](#) - A resource guide

[Universal Screeners](#)

[Flowcharts](#)

## Students of Concern

Teachers will document students of concern on the SOC spreadsheet located in the Savannah Binder. All students will be tracked on this document to ensure growth.

This form will be utilized in PLC meetings. All students who are given interventions need to be documented throughout the course of the year. Even if a student has not been brought to MTSS, but is receiving classroom interventions, it needs to be documented as a student of concern.

<b>Universal</b> 100% of students receive universal instruction.	<ul style="list-style-type: none"><li>● High quality core instruction</li><li>● Grade level standards and learning targets</li><li>● Research-based best practices</li><li>● Flexible groups, differentiated instruction</li><li>● Progress is monitored and documented</li></ul>
<b>Supplemental</b> 10-15% of students receive supplemental instruction	<ul style="list-style-type: none"><li>● Continued high quality core instruction</li><li>● Focused only on grade level essential standards</li><li>● Research based best practices</li><li>● Small group interventions with increased intensity</li><li>● Progress is more frequently monitored and</li></ul>

	documented
<b>Individualized</b> <b>1-5% of students receive individualized instruction</b>	<ul style="list-style-type: none"> <li>Continued high quality core and supplemental instruction</li> <li>Focused on closing the grade level academic gap</li> <li>Research based best practices</li> <li>Small group interventions with increased intensity and frequency</li> <li>Progress is more frequently monitored and documented</li> </ul>

## Restorative Practices

### Staff Spark Plan

*Motivational Monday*

*Thankful Tuesday*

*Warm-hearted Wednesday*

*Theme Thursday*

*Feedback Friday*

Classroom Circle is the first 20-minutes of the day built into the master schedule.

Co-create and post Relationship Agreement in every classroom.

Daily check ins with Mood Meter.

Cool down corners in every room.

## Bully Reports

1. Purpose
2. Pattern (David's Law: Single significant act)
3. Power

### First Offense- Classroom Teacher Level

- Discuss with victim & phone call home
- Discussing with child about the bullying behaviors & phone call home
- Identify the anti-social behavior
- Teacher takes child through a discussion process and issues a warning that another instance will be referred to Mrs. Chapman and then administration.
- Child who chose to bully should acknowledge and make amends or an apology for hurtful actions.

\*Once a pattern has been identified and documented move to 2nd level offense

\*All classrooms should have a way for students to be able to communicate anonymously when being bullied i.e.: Bully fielter mailbox, email, note on T desk, etc...

#### Second Offense- Counselor

- Discussion with victim & phone call home
- Discussion with student exhibiting bully like behavior & phone call home
- Child chose to bully should acknowledge and make amends
- Possible peer mediation/Peace table for conflict

#### Third Offense- Administration

- Discuss with student exhibiting bully like behavior
- Child who chose to bully should acknowledge and make amends
- Parent called
- School suspension or action appropriate to the student's past discipline history
- Stay Away Agreements implemented

# Staff Handbook

## Mission of Public Education in Texas

The mission of the Texas public education system is to ensure that all Texas children have access to a quality education that enables them to achieve their full potential and fully participate now and in the future in the social economic, and educational opportunities in our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of Texas and for the preservation of the liberties and rights of Texas citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. The objectives of public education are:

1. Parents will be full partners with educators in the education of their children.
2. Students will be encouraged and challenged to meet their full educational potential.
3. Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
4. A well-balanced and appropriate curriculum will be provided to all students.
5. Qualified and highly effective personnel will be recruited, developed, and retained.
6. Texas students will demonstrate exemplary performance in comparison to national and international standards.
7. School campuses will maintain a safe and disciplined environment conducive to student learning.
8. Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques appropriate to improve student learning.
9. Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

The academic goals of public education are to serve as a foundation for a well-balanced and appropriate education. The students in the public education system will demonstrate exemplary performance in:

1. The reading and writing of the English language.
2. The understanding of mathematics.
3. The understanding of science.
4. The understanding of social studies.

## Acceptable Teacher Behavior

Teachers are the model for behavior on campus. Teachers set the tone and atmosphere of the campus; therefore, teachers personify the campus expectations for students at all times. It is imperative that all staff members follow timelines and deadlines. It is important to always come to meetings prepared and reading to participate with an open mind and positive attitude. Savannah staff members are to model appropriate behavior for our students and community members. We must hold ourselves to a higher standard and always portray professionalism in our behavior and communication.

## **IEP Meetings**

EACH PROFESSIONAL SHOULD BE PREPARED TO OFFER INFORMATION

Information should be concise and summative.

Special Education teachers will provide grade averages, functional levels, general academic progress, attendance, sample work, modifications, alternative strategies, and social behavior information.

Regular Education teachers will provide grade averages, functional levels, general academic progress, attendance, sample work, modifications, alternative strategies, and social behavior information.

The Diagnostician and Special Education Teacher will complete all general information prior to the ARD meeting. The only information that may not be completed prior to the meeting relates to recommendations for placement. It is imperative to keep language in lay terms when parents are present. In the interest of everyone's time, it is essential to come prepared and to maintain an appropriate pace.

The IEP for a student in Special Education must be followed. Teachers must see that all modifications, restrictions, etc. are handled as stated in the ARD. Time schedules arranged by the Special Education teachers must be adhered to.

Remember when speaking to parents, to presume they understand you, unless otherwise suggested. We don't ever want to be perceived as talking down to a parent and want to remain professional at all times.

## **Assessments**

Teachers are expected to conduct formative and summative assessments throughout the year. The data collected will be reviewed by individual teachers and the collective team, as well as the administrative staff. Data meetings should happen regularly with all team members present. The data collected should drive small groups and allow teachers to better meet the needs of each student.

## **Attendance Reporting**

Attendance should be taken at 9:30 a.m. daily. Teachers should record absences and tardies for students daily in TAC. All notes to verify absences should be sent with the child to Mrs. Collins in the office.

Teachers should not collect notes to be turned in later. Parents can send notes to [savannahnotes@dentonisd.org](mailto:savannahnotes@dentonisd.org).

## **Absences (Teacher)**



- Notify Mr. McWilliams and Mrs. Springer as soon as you know you will be out of the building.
- If the absence is for personal leave, please make sure you have completed the required paperwork and received the signed pink copy notifying you of approval.
- Input all absences in AESOP. The earlier the better!
- Be proactive by inputting absences into AESOP as soon as you learn of the need to be out. If you are ill at 11:00 PM, chances are you will be ill at 5:00 AM. It is always better to request a sub and cancel than to request one a few hours before school starts.
- It is a good practice to utilize the same sub when possible. AESOP should give you an option to request a specific sub.
- When utilizing a Educational Leave Day, email Mr. Mac and Mrs. Springer as soon as you put the absence in. These days require campus level approval and will not be filled without it. Notice is usually sent to our clutter files.
- Make sure your team is aware you will be out.
- Leave your substitute folder in a visible area of your desk and ensure you have provided the substitute with all of the information they need to run your class for the day. (Include students with 504, duty responsibilities, dismissal information, etc)

### **Bell Schedule**

The following building schedule applies to all students K - 5th grade.

7:10 AM Cafeteria doors open; Office opens

1. *All children eating breakfast go to the cafeteria.*
2. *All children not eating breakfast go to the gym.*

7:30 AM Front lobby doors open.

7:30 AM First bell rings for students to report for class from cafeteria and gym.

**7:40 AM Tardy Bell - Students arriving at this time are tardy.**

**(Students are documented tardy at 7:55)**

All doors are locked except for front door to the office.

7:40 AM Morning Announcements

3:00 PM Extended Day students are dismissed to the gym. Walkers and bike riders are dismissed from the bike rack.

3:00 PM Car riders are walked out by teachers by car tag number from the cafeteria in back of the school.

**Release students only after they are called. Please do not release students early!**

Classroom teachers will escort students through the hallways to the designated dismissal door. Bus riders and daycare riders will be dismissed and picked up at the front of the building. Siblings will sit together with the oldest sibling at his/her grade level. Teachers on each team should work out a dismissal duty schedule and provide this schedule to the Assistant Principal. Each team will be responsible for one teacher on bus duty and the remainder will be on car rider pick-up duty. Additional buses will be assigned to specific aides and special area staff. Other teachers on each team will stand outside with the walkers at the grade level car rider pick-up station. Teachers will assist students into the car. **This teacher supervision at dismissal time should have a positive effect on student behavior. THANKS FOR YOUR HELP!**

## **Book Club Information and Procedures**

Teachers distribute promotional information to the students with instructions to the parents stating that only checks or money orders made payable to the book club will be accepted. **NO CASH** will be accepted. Teachers complete the master order and enclose the checks and money orders. When orders arrive, teachers will distribute books and correct any problems.

*Please attach the following book order note from the campus principal to all book order information the 1<sup>st</sup> time it is sent home.*

**Dear Parents:**

**Book orders are provided at the discretion of your child's teacher. Your participation in this program is entirely voluntary. If you choose to order from this book company, please send a check or money order for the exact amount of your child's order. The check or money order must be made payable to the book company. Your child's teacher will not be able to accept cash.**

**Thank You,  
Michael McWilliams  
Savannah Principal**

## **Budget**

Each teacher has a budget allocation that was created in the spring of the previous year. In order to spend these funds, requests must be submitted on Purchase Order Request forms obtained from the secretary. It is the teacher's responsibility to track the expenditures of their classroom budget. Teachers should be aware of their balance.

**All purchases are handled with a PO. District policy also does not allow reimbursements. Each teacher has \$125.00 to spend by 2/14/2020.**

In some cases, the budget guidelines may be unique to Savannah Elementary. They are subject to review. If you have questions, concerns, or suggestions, please see the Secretary or Principal.

## **Building Environment:**

Noise levels must always be considerate. This includes teacher voices. Be sure that your standards do not infringe upon others. CHAMPS expectations should be followed at all times.

**Please keep to the right of the hallways** when leading your class to various areas in the school. Students should walk in a straight line. They must walk quietly with their hands to their sides, or behind their backs. **Students must be seated on their "pockets" while waiting to go to the restroom or special areas.**

**Please refrain from sending students to retrieve mail, snacks, etc. A staff member must accompany any student in the lounge or teacher work area.**

Children of staff members are welcome to attend Savannah. In fairness to everyone, it must be understood that the child of a staff member will abide by the same rules as all students. Children of staff members may not attend staff meetings. **Children are not allowed in the lounge, computer lab, workroom, or other areas in which teachers are working or meeting.**

**Always leave the workroom counters and machines clean and orderly.** There are cabinets labeled by grade level for your use, located in the workroom. Items not stored in cabinets will be discarded. If supplies are needed, please check with the front office staff.

### **Building Security**

It is a district and campus expectation to always have your badge on and visible. You must use the badge to access the building. Staff members should make sure all visitors have checked into the office first and are wearing a visitor's badge. If at any time you feel uncomfortable with someone in the building, please contact the front office.

### **Cellular Phones**

Teachers should refrain from taking calls, texting, and checking or updating social media accounts in the classroom during instructional time. If an emergency should arise and a staff member needs to use a cell phone to receive an emergency phone call **administrative approval is needed.**

### **Classroom Environment**

Classrooms are expected to be clean and free from clutter at all times. They should be attractive and conducive to learning and effective student management. Instructional materials should be organized and stored when not in use. Instructional displays are required and are expected to be kept current. Hallways should be maintained, as well.

**Classroom Rules** - The following **MUST** be prominently displayed in each classroom: The Savannah School-Wide Code of Conduct -- Appropriately Stated Classroom Rules, Consequences, and Rewards (developed with your students, hopefully) --Grading Scales (See Professional Handbook) --Schedules --School Motto and Mission Statement --Tornado Evacuation Map and Fire Drill Exit Map.

### **Classroom Security**

Please keep your classroom secure by keeping it locked at all times when unattended. Keep all valuables in a locked cabinet or desk. The school is not responsible for stolen or damaged property that may occur as a result of an unsecured room.

### **Communication**

Open lines of communication should be established with parents, students and other staff members.

Teachers are encouraged to document all communication with parents. It is a good practice to make your first contact with parents a positive one. Call all parents before the end of the first weeks of school to share some positive information with them about their child. This will build rapport and make them more receptive if you ever have problems.

Each grade level will send Springer grade level newsletter smore by Monday. Admin will send schoolwide email Tuesday morning each week.

### Copy Machine

A copy machine is available for your use in the teacher workroom. A pass code has been assigned for your use with this copier. Each teacher is allowed a set number of copies per month. Numbers may be adjusted throughout the year as the budget dictates. Should you have problems with the copy machine, please contact a member of the office staff for help. Teacher are allotted 2,600 copies per semester.

The district also has a copy center for bulk and special items that need special printing needs. A copy center form can be obtained through the campus secretary, or through the campus principal.

### Crisis Management

Teachers have the following responsibilities in the event of a crisis:

#### *MITIGATION / PREPAREDNESS DUTIES:*

1. Be familiar with the school disaster plan.
2. Keep the student roster readily accessible at all times.
3. Provide instruction and practice for students in emergency procedures.
4. Plan activities to lessen tension and anxiety during periods of confinement.

#### *RESPONSE DUTIES:*

1. Direct evacuation in accordance with signals of notification.
2. Take roll whenever the class relocates (if possible) and report any missing students to the administrator over your pod and emergency response personnel.
3. Render first aid, extinguish fires, restore order, and assist others as able.
4. Remain with students until relieved of authority by the administrator in charge.
5. If not on classroom duty, report at once to the principal or a reassigned station.

#### *RECOVERY DUTIES:*

- Assess classroom damage.
- Assist with response evaluation.

**EMERGENCY IN YOUR ROOM:** Call the office immediately.

**EMERGENCY IN BUILDING:** There is an emergency signal designated for our building. If you hear the following announcement:

“We will be having an inside/outside lockdown at this time.”

You will know that you are to immediately make certain that all of your students are in your classroom, lock your door, and remain locked in the classroom until otherwise notified. Obviously, this signal will only be used in a case of dire emergency, but it may save you or your students! This signal will notify the Crisis Team of the location to meet and assess the situation, if possible.

### **Daily Schedules**

Daily schedules will be organized by teachers and dropped into the Savannah Binder. All teachers are expected to consistently follow their daily schedule. A copy of your schedule should be displayed outside your door.

### **Detention of Students**

Under no circumstances are students to be detained after school without parental consent. Parents must give consent to the detention of their child after school, and agree to provide transportation. A message on an answering machine is not an acceptable form of parent notification. When possible written permission is preferred.

### **Dismissal of Students**

Walkers/busses leave the building at 2:55 PM.

Car riders leave the building at 3:00 PM.

### **Dress Code**

- **Teacher Dress** - Dress is to reflect professional appearance.
  - Fridays - any top or school shirt & jeans
  - PLC days - school shirt and jeans
  - Report Card Day - College Shirt and jeans

Teachers must have natural hair color at all times. The Student Code of Conduct offers additional information for appropriate clothing for students and should also be a guide for adults.

***Note: It is vital with our parent and school population that we establish the model for professional dress. When in doubt ASK!***

### **Expectations of professional dress:**

Between the toes plastic flip flops (shower shoes) & house shoes should not be worn. If your shoe can float, it is not allowed.

Head rags, bandanas, do-rags, stocking caps, scarves, hats, caps, and other headgear may not be worn on instructional days.

Tank top blouses must be 4 inches wide.

Leggings may not be worn as pants.

No sweats or wind suits should be worn on instructional days.

No faded, grayed, or patched jeans

No jeans with large rips

\*\*Jeans are pants made of denim of any color.

**Dress not considered professional by the administrative team will be handled with individual conferences.**

### Duty

Teachers are on duty from 7:20 a.m. until 3:20 p.m. Teachers should be in their classrooms promptly at the 7:30 bell. **First impressions are very important. Please stand at your door – greeting students when they arrive.** If you have duplicating or other work preparation before school, please allow yourself extra time in the mornings, so that you may be at your door by 7:30. **All teachers must be at their doors when the first bell rings. It is always best to prepare for tomorrow – today!**

Student hours are from 7:40 a.m. until 3:00 p.m. The cafeteria doors will be open at 7:10 a.m. Students must report either to the gym, or to the cafeteria for breakfast if they arrive early. Special area teachers and paraprofessionals will be assigned to help with morning duties. Students are not allowed in the front of the building.

Paraprofessional schedules are arranged through the Principal and Assistant Principal. All paras will sign in and out in the office daily and be responsible for completing their time sheets. They will be expected to perform duties before school, during lunch and after school.

*Not following duty expectations will result in a conference with admin.*

### Email Usage

Email is one of the primary forms of campus communication. All staff members are required to check their emails a minimum of twice daily. All staff members must respond to emails within a 24 hour window. Keep record of all parent communication through email.

### Emergency Lesson Plans

Teachers must turn in emergency sub plans to the office. If sub plans are used, it is the teacher's responsibility to supply new emergency sub plans to the front office. These plans should contain two days of work. The work included in the emergency plans must reinforce and address TEKS. Plans should be checked and updated every 6 week grading period. Plans should include but are not limited to:

Dismissal procedures

A list of responsible helpers

Seating arrangements

Daily schedule

Teachers who can help

Classroom expectations

List of Allergies

### Field Trips

Field trips are an educational experience. Teachers shall not deny students permission to attend a field trip without permission from the principal. Limited money is available for field trips through the building budget. **Teachers are allowed two field trips per year (one each semester) if funds are available.** Money is allocated on a per student basis. Should you desire to take your students on a field trip the following



procedures should be followed:

See Google form to complete field trip request. Once the field trip has been approved, submit web-trip ticket via the district internet site. See secretary for password information and log-on instructions.

Field trip permission slips should be obtained from the secretary, completed, and sent home with students prior to the trip.

Teachers should take a copy of each student's enrollment card and health card in a folder on the trip and the teacher must complete the student roster form for the bus driver. This form can be obtained from the secretary.

A student list must be provided for the bus driver. Transportation of students should be provided through DISD only.

Teachers should brief chaperones on their expectations prior to departing on the trip. An adult must supervise all students at all times. All volunteers must sign a chaperone agreement if they attend a field trip

**In event of a medical emergency, the teacher should:**

- Seek medical attention for the student.
- Notify the principal.
- Notify the parent

**The criteria for educational field trips include:**

- A field trip should be a motivating educational experience for the students.
- A field trip must be an integral part of the instructional program.
- Parent permission for field trips is given during the registration process. Additional permission slips are not required; however, notification of the trip date, time and location must be provided in writing to parents.
- Field trips, which substantially infringe upon academic time but cannot be scheduled at more appropriate times must have strong academic merits to be considered for approval.
- Trips are to be scheduled between the hours of 9:00 a.m. and 2:30 p.m. and after 5:00 p.m. to avoid conflicts with morning and afternoon bus routes.
- All non-athletic field trips require a purchase order number.

**Health & Safety**

Make sure all students are aware of emergency drills and exits. An emergency exit route map must be posted in all rooms. If your room does not have a map, contact the Assistant Principal.

Remember to report any student injuries at home or at school that cause a student to miss school. Please request accident forms from the secretary. You may ask the school nurse to assist in completion of the forms. Completed forms must be filed in the office. **Any head injuries must be reported to the nurse and**

the administration. Parents **MUST** be contacted if students receive **ANY** injury to the head. Other injuries may require parent contacts.

All visitors (including parents, salespersons, spouses, friends, etc.) **MUST** check in through the office, where they will be given a visitor tag. If you notice a visitor without a tag, please ask them if they have checked in at the office and refer them back to the office area. Please watch for these tags and immediately report to the office if you notice anyone without a visitor badge. Every attempt will be made to prevent interruptions to instructional time.

Students are out of the classroom for a 45-minute special areas class and a 20-minute recess daily. Please limit other times away from instruction. When taking outside breaks, students must never be out of the teacher's immediate sight and voice range. **No students may be in the classrooms without teacher supervision.**

When keeping a child after school, remember to first inform parents. The teacher keeping the student after school must supervise the child until the parent picks him up. If a student rides the bus, he is not to be kept after school unless the teacher has made arrangements for the child to be picked up.

Students may use the phones for emergencies only. They may **ONLY** use the phone in the office. In addition, students should not be allowed to answer classroom phones. Classroom phones are reserved for teacher use only.

### **Homework**

Homework – if properly used – can be very valuable in the process of student learning and is highly recommended by the administration. Homework should **always** be an enrichment type of activity. It should only be used to enrich the student in those academic skills that have been mastered. It should be used to reinforce what has already been learned. If the teacher gives homework on curriculum that has been newly introduced, it should only be used as practice for the student. Teachers are encouraged to create homework assignments that are separate from work that has been done in the classroom. It should never be used to finish something that the student did not finish that day in class.

### **Grievance Procedures**

Refer to link: <http://pol.tasb.org/Policy/Code/383?filter=DGBA>

Click on **DGBA (local)**

### **Leaving Campus**

All staff members that leave campus during the day are required to email Mr. Mac and Mrs. Springer, even if it is your conference period or lunch period. Please notify someone verbally on your team that you will be away from the campus.



## Lesson Plans

Electronic lesson plans and the Denton Scope and Sequence located on Eduphoria provide a vital link between the Curriculum Framework and classroom instruction. While lesson plans are primarily for teachers' benefit, they also chronicle, help visualize, and map out teachers' implementation of the curriculum structure for principals and other instructional leaders who cannot visit the classroom on a daily basis. Whether created on a daily, weekly, or unit basis, lesson plans should identify not only the objectives being taught but also the tasks, resources, and assessment processes to be followed/used by the teacher. Teachers should be able to articulate how the lesson plan is derived from the District's curriculum structure. Elementary units of study have been developed by teachers in conjunction with Elementary Curriculum Coordinators. It is expected that these units will be used by all teachers.

Lesson plans are required and the Savannah lesson plan template should be utilized by each team. **Plans must also be submitted via EDUPHORIA by Monday of each week by 7:30 AM.** Plans must always be provided and available for substitutes. It is very important that all modifications utilized with special education students be reflected in your lesson plans.

Lesson plans and grade books are auditable records. Please maintain accurate records.

Reading & writing lesson plans do not have to be written with fidelity. The units of study are the expectations to be followed each day. The session

## Lounge

The faculty lounge is located in the main hall of the building. There is a refrigerator, microwave, and soda machine for your use. Please remember to clean up after yourself. Please do not send students to the lounge to purchase sodas, pick up items, etc.

Help keep the teacher areas (lounge, workroom) clean. Custodians are not responsible for cleaning up our individual messes. Below is a schedule for keeping the lounge area clean, neat, and decorated.

## Lunch

Each teacher will receive a 30 minute duty free lunch each day.

## Mail Boxes

Faculty mailboxes are located in the teacher workroom in the office. Please check your mail box a *minimum* of two times a day. Suggested times are at your planning period and before you leave for the day.

## Maintenance

Students may enter the building at 7:10 a.m. The building will close each day at 5:00 p.m. for all non-employees.

Building keys cannot be issued or loaned. Each staff member will be given an electronic access card that will be programmed via the secretary. This card will give the teacher access to the building M – F from 6:00

a.m. – 7:00 p.m. The security alarm will be set prior to 6:00 a.m. and after 7:00 p.m. Entering the building with your card before and after these times will result in the alarm being triggered.

Room appearance is a student and teacher responsibility. Students must pick up all paper and trash from the floors before leaving each day.

Report maintenance needs to Mrs. Barron. **She will fill out a HEAT ticket for you.**

Heating and Air issues need to be reported to the Secretary or the Principal. Thermostats are not to be changed by others. Please inform them so they can submit a heat ticket, or call maintenance.

Teachers are encouraged to decorate other walls/surfaces in their rooms and in the hallways. We are proud of our students' work – it should be displayed for all to enjoy! Please be sure that these displays are clean and neat at all times.

During lunch, we expect our students to clean up after themselves.

**ANY STUDENT WHO IMPLIES THAT IT IS THE CUSTODIAN'S JOB TO CLEAN THE BUILDING AND NOT THEIR OWN, WILL BE SENT TO THE OFFICE WITH AN OFFICE REFERRAL – NO EXCEPTIONS.**

### **Medication**

Elementary students will be given non-prescription, over-the-counter (OTC) medicine by school personnel only with a doctor's prescription. The doctor may sign this medication sheet or send written or faxed instructions for administration to the school nurse. No dietary supplements, herbal remedies, vitamins, performance boosters, etc., are allowed on school campuses or at school activities. Any exceptions to this policy will be as required by a student's individualized education program (IEP) or Section 504 plan of a student with disabilities, made in writing only after discussion with the student's doctor, parents, and school nurse, and in no other circumstances. All medicine must be in the original, properly labeled container, accompanied by this completed form. Please ask your pharmacist to dispense two labeled bottles of medication: one for home and one for school. Changes in dosages require new labels and new parent request forms.

### **Money**

See secretary for handling of money.

### **Morning Announcements**

Morning announcements will play at 7:40 each morning.

### **Office Security**

Teachers and/or parents are not allowed in the vault without verbal consent of office personnel. All visitors must check in at the front office and obtain a visitor's pass.

## Parent Communication & Conferences

All staff members are expected to establish and maintain open lines of communication with parents. Teachers should send home weekly newsletters (S'more) of positive things going on inside the classroom. Teachers should document conferences.

Conferences are Oct. 12 and 13 (1.5 days). The expectation is that teachers make every attempt to meet with 100% of parents in personal conferences. Principals should maintain documentation regarding percentage of "in person" and "phone" conferences conducted during this week.

## Parties

Holiday

Valentine Day

End of School Year

**Student Birthdays** – There will be no in-class birthday parties at any grade level. If parents wish to provide a birthday cake, cupcakes, or other such treats to classmates as a birthday celebration. This can only be done as part of the class snack time. Children should not bring invitations for a private party to school, unless the invitations include everyone in the student's class.

## Progress Reports

Reports are sent home for students who are at-risk as identified by the following criteria:

- Has a 1 in any core content area
- 2 "too long" = 2 six-weeks grading periods (A 2 that has been in place for 12 weeks, in other words.)

## Records

Please maintain a student folder for each child in your classroom. Include parent correspondence, discipline reports, absence excuses, sample work, and any other pertinent information. This folder could be extremely valuable and is considered confidential.

Cumulative folders must be kept complete and up-to-date. Parents, of course, have access to cumulative folders. These requests should be referred to the office. **These folders are considered official state records and should not be taken from the office area.** To protect confidentiality, parent volunteers may not work on cumulative folders. If a student withdraws during the year, the office staff will complete the folder with information you provide on the Student Withdrawal Form. If the Withdrawal Form is incomplete, the folder and form will be returned to the teacher to complete. Teachers are responsible for recording grades, attendance, etc. on cumulative folders at the end of the year. The office will complete student and family information sections upon enrollment. **It is the teacher's legal responsibility to maintain these records for the year they have the students.**

**Parent conferences MUST occur twice yearly, at a minimum.** These must be documented and reported by our campus to the central office. Please make contact with parents as soon as possible. Many teachers phone or send a note to parents and students as soon as classes are assigned or during the first week of school. This helps to build a positive relationship with the parents of our students. Research has shown that

parents are key to making a successful year for their child and YOU! The Principal, Assistant Principal, and the Counselor are available to assist with concerns regarding parent relationships

### **Recycling**

The recycling room in your classroom is your responsibility to empty. The custodians do not recycle the paper at the end of the day; however, they dump all bins into the trash dumpster. Please create a system in your classroom where students take responsibility for dumping your classroom recycling bin at the end of the hallway.

### **Report Cards**

Will be sent home each 9 weeks.

### **School Closing**

From time to time, inclement weather makes it necessary to close school. The radio and television stations will be notified by 6:30 A. M. of the day involved that school will be closed or if the school will open two hours late. Grade level chairpersons will give a courtesy call. Be sure to listen to the radio and or television for instructions.

### **Smoking on Campus**

Smoking is prohibited while on the Savannah Elementary Campus.

### **Special Areas**

Students will be escorted by the classroom teacher to and from all special area classes. **It is imperative that teachers are waiting when students are dismissed from special classes. Students must be seated on their pockets and quiet.**

### **Staff Absences**

If a staff member is absent it is his/her responsibility to put in the absence in AESOP. Staff members are also required to contact Mr. McWilliams and Mrs. Springer via phone call or text to inform them of the absence. If a staff member wishes to take a personal day they must complete a personal leave request form and submit it to Mr. McWilliams. After a staff member has utilized 10 days (personal or sick) a doctor's note and/or appropriate documentation is required for any additional absence(s).

### **Standards Based Grading**

All elementary grades, K-5, utilize a standards based report card. Report card scores should be reported based upon report card assessments and/or UBD transfer tasks (at grades 4 and 5). Students not demonstrating mastery on targeted standard, should continue to receive instruction and support from the classroom teacher until mastery is demonstrated. Each campus should have a plan for intervention to provide the necessary support for students unable to demonstrate mastery.

### **Student Absences**

When students are absent, the student must provide a note indicating the reason for the absence in order

to receive a medical or excused absence. It is the responsibility of the child to turn in the notes to the office. Parents can email Mrs. Collins their excuse too. Teacher should follow the attendance pyramid and document accordingly. Parents are encouraged to email savannahnotes@dentonisd.org

### **Student Attendance**

Attendance records will be maintained by the teacher and posted to the computer system in the office.

**You will have to enter attendance daily on the computer via TAC at the 9:30 a.m. bell.** You will receive login and password information from the campus tech. It is crucial that this be done every morning to ensure accurate attendance records and for us to receive proper funding.

**NOTE:** If a child who has been assigned to your room does not show up the first day of school he is **NOT** absent and should not be listed on the attendance slip as such. Students are only counted absent after they have attended school for the first day. You will mark his first day in your records the first day he is physically in attendance. (The first day of attendance will be considered his enrollment date.)

### **Student Discipline**

Student discipline is primarily the responsibility of the classroom teacher. Good classroom management is essential to provide an effective learning environment. Please adhere to the following guidelines:

Because it is the philosophy of our school that student needs vary and that these needs should be met on an individual basis, there is not a specific listing of class rules that is required in each classroom. Class rules should be developmentally appropriate if they are to be effective. However, there are some general expectations for student behavior, particularly when they are in a "public" area, which are explained through Savannah's CHAMPS system. These expectations vary throughout the building. Teach your children to recognize the posters around the school building and follow the expectations.

**These expectations are intended to encourage good citizenship and an awareness of how one's actions affect others. They are listed below and must be posted in each classroom at all times.**

#### **Gatoriffic Kids are ...**

- 1) Prepared
- 2) Respectful
- 3) Inquisitive
- 4) Dedicated
- 5) Enthusiastic about learning

Each grade level will develop a grade level student conduct plan that is consistent for all students in that grade level. This plan must reflect the school-wide leveling system that determines when a student is sent to the office for persistent misconduct. The conduct sheet will be used to determine the student's conduct grade and "Gatoriffic" eligibility. **A copy of the grade level discipline plan must be approved by the campus principal and assistant principal.**

**Gatoriffic Award** – Gatoriffic awards are given to students at the end of each nine-week period for good citizenship. The students are determined based on their behavior and the conduct plans determined by the grade levels. Gatoriffic students will prepare an “All About Me” poster that will hang in the front hall our school.

When formulating your classroom and grade level rules, the rules must follow along with the school-wide student code of conduct. Post these rules, along with rewards and consequences, in your classroom. Be sure to address a particularly disruptive problem, should it occur (severe clause).

Teachers may not ask students to leave the classroom as punishment. Do not place students in the hallway because of behavior problems. **This practice is unacceptable in DISD.**

**Each teacher must have an “Emergency Buddy” – this is a teacher located next door to you.**

**Students are required to attend special area classes. Please do not keep students from these classes as punishment.** Students will not be sent back from special classes as punishment. (Exception: This may occur on rare occasions when all teachers involved and the Principal or Assistant Principal are in agreement.) The Special Areas Team will develop a discipline plan that is consistent throughout the special area classes. The Special Areas Team will correspond misbehavior with the classroom teacher and parent by filling out a SPECIALS behavior sheet. The sheet will need to be signed by the student, teacher, and parent and returned the following school day. **Specials teachers will need to follow up with parents when forms are not returned signed.**

Because students learn best when working with skillful teachers, it is our goal that students remain in the classroom for as much instruction as possible. There are times, however, when students must be removed from the classroom in order to enable the class to progress. **When misbehavior occurs which would require a trip to the office, the teacher should accompany the student to the office. In order to allow proper support for the teacher, a discipline referral and any other pertinent information, etc. should be brought to the office, as well.**

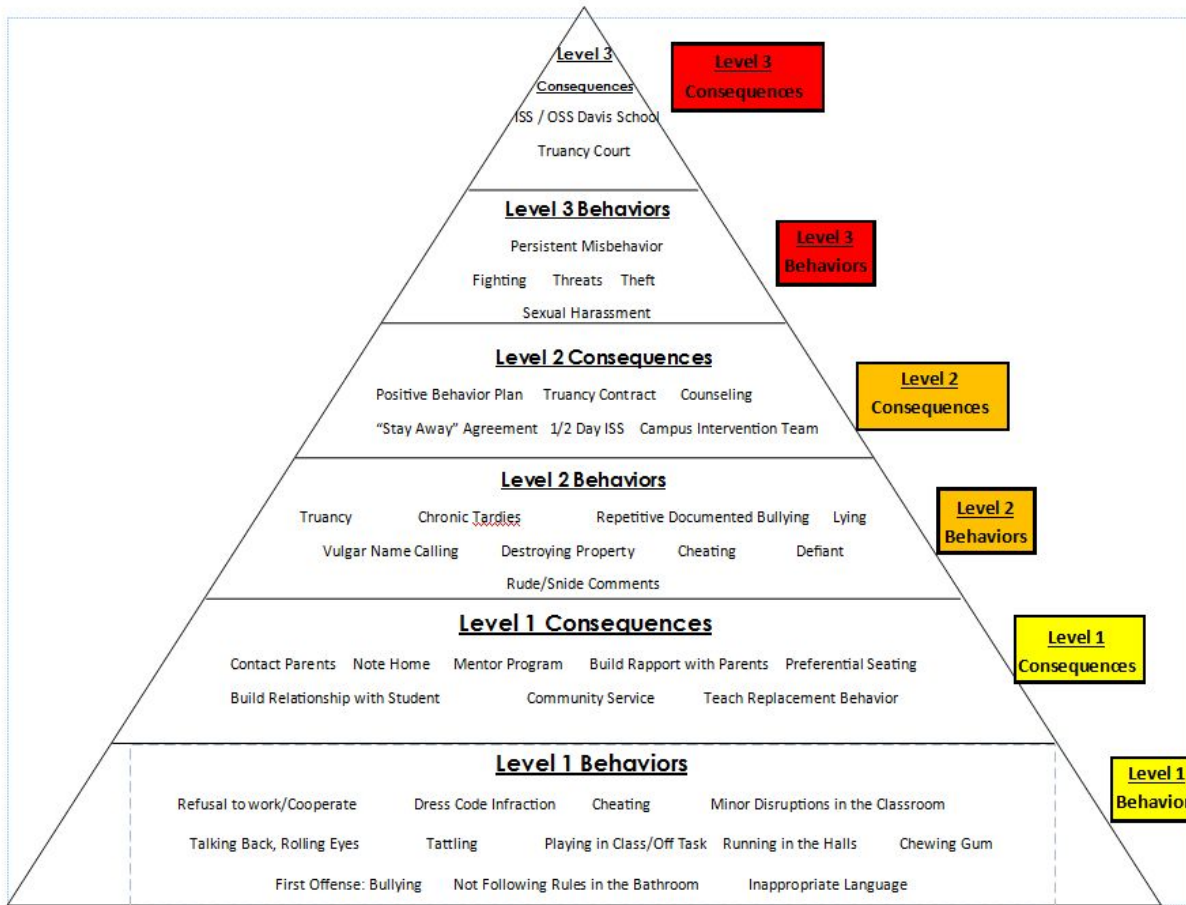
Discipline report forms are provided for your use in the office. You are asked to use these forms when discipline problems occur. They will provide an auditable trail in the event that ISS becomes a necessity. Remember to use professional communication on this form, as a copy will be sent to parents. When notifying parents of any discipline problem, be sure to describe and/or quote the child's behavior **EXACTLY** as it occurred.

Remember to praise those who do well! Sending home “good” messages about your students can oftentimes be the best tool you have! The teachers who do this regularly have wonderful reports.

**Playground discipline will not be handled in the office unless it is one of the Tier 3 behaviors.** Teachers are expected to monitor the playground as they would the classroom.



We desire to support and assist you with discipline in any way possible. A teacher being “pro-active” can prevent most serious discipline problems!



### Student Arrival

Students begin arriving on campus at 7:20. Students can go to the cafeteria to eat breakfast or wait in line in the gym. Students are not to go to the classroom before the first bell, unless otherwise scheduled by teacher and parent.

### Student Illness

A student who is too ill to remain in the classroom should be sent to the clinic. All students should be sent to the clinic with a companion. A clinic referral is required.

### Staff Illness

If a staff member becomes ill during the day, the office should be notified immediately. Every effort will be made to cover the person’s room and duty. If a sub is not secured, students will be split among the grade level.

### Staff Meetings

Staff meetings will be held on the second and fourth Thursday afternoon of each month. Please block off

this day on your calendar and refrain from making appointments during this time. Staff meetings are designed to give you information that will help you impact student achievement; therefore, your attendance is required.

**\* Note – Due to scheduling conflicts, it may be necessary to have faculty meetings on other days.**

CLT (Campus Leadership Team) meetings are generally scheduled when needed. These meetings will be announced. Please feel free to attend – these are open meetings. Your input is valued! Minutes of all CLT meetings will be placed in all staff members' boxes. The purpose of this committee is to make site-based campus decisions that affect the entire campus such as budget, purchases and major decisions related to planning and procedures.

**Team Leaders** meetings are generally scheduled the second Monday of the month. These meetings are for the purpose of brainstorming and discussing campus based issues that affect all student populations.

### **Student Tardies**

Please do not allow tardy students into your room without a pass from the office. All tardy students must sign-in in the office. Students are to be counted tardy at 7:50 A.M.

### **Substitutes**

To obtain a substitute, call or logon to the district-wide Sub - Finder System. Information about the system can be obtained from the attendance clerk. Each teacher is responsible for updating the information on the system each year. If your grade level assignment has not changed, you will not need to update the information. **If possible, letting the office know you will be out the day before is greatly appreciated.** Information regarding personal leave can be found in the DISD handbook on the intranet. Subs will be requested only for the day(s) that are specifically requested by the teacher. Call the office by 3:00 on the day that you are absent to indicate whether or not you plan to return to work the following day.

*All teachers are required to keep a substitute information folder on their desks at all times. This folder should contain pertinent information regarding your class, including*

- *Class roster*
- *Seating chart*
- *Daily schedule*
- *Names of students in special classes*
- *Attendance and lunch count routines*
- *Names of reliable students who can assist the substitute*
- *Medical information concerning students*
- *Dismissal info (car riders, bus numbers, daycare, etc)*

### **Teacher Communication Committee (TCC)**

The Teacher Communication Committee, established by district policy, is composed of elected representatives from each school who communicate with the administration and Board of Trustees about wages, salaries, economic benefits, and work conditions. This committee also determines the "Teacher of



the Year” nominees. The Committee elects a chairperson and holds regular meetings throughout the year. Consult your campus representative for more details.

### Textbook Procedures

Mrs. Springer is the textbook custodian for the campus. Please see her for any textbook needs or concerns. Every effort will be made to supply the needed textbooks. **The individual classroom teacher is responsible for keeping a record of textbooks.** When a student transfers to another district school, **we do NOT send textbooks/workbooks.** Students who transfer into Savannah must use these same books.

### Withdrawals and Lost Textbooks and Guided Reading Books

When a student withdraws from the school, the teacher must check-in that student’s textbooks and consumables. If that student has lost a textbook or consumable, email Mrs. Springer as soon as possible.

If a student damages or loses a textbook, email Mrs. Springer. The teacher must also fill out a lost book form and send it home with the student, and notify the parent.

### UBD

Currently curriculum writers have completed units for Language Arts, Math, Science, Social Studies, Music, Art and PE. Savannah Elementary will use, but not limited to, the UBD in Social Studies and English Language Arts. To provide a guaranteed and viable curriculum for all students in Denton ISD, it is expected that UBD units be utilized in the two identified contents.

### Volunteers

Parental involvement is always welcome Savannah Elementary; however, if a parent wants to work with students or assist with field trips they must have a background check completed before their services are rendered. Do not allow any parent to volunteer in your class without a completed background check. The Savannah PTA has several yearly events. The PTA will provide a schedule of these events.

The PTA is a parent and **teacher** association. It is important as a staff that we make every attempt to support our organization. It is highly recommended that the Savannah staff participate in this organization.

Teachers will be required to attend Open House. If a particular grade level is performing at a PTA program, teachers at that grade level will be required to attend. If possible, please work with your team to see that each team is represented on these evenings.

### Videos

Teachers have the responsibility to preview and evaluate any video or movie prior to use in the classroom or assigned for viewing outside the classroom.

Teachers/librarians are strongly encouraged to use good sound judgment, extreme caution and appropriate decision making regarding the usage of any videotapes, streaming videos or online films in any classroom or library center. The age of the students should always be considered when making these decisions.

Teachers should consider the value of the instructional time dedicated to viewing videos/films and should carefully relate the content of the video/film to the specified objectives of the class.

The curriculum correlation must be demonstrated in the lesson plan. Teachers are encouraged to communicate to parents how videos relate to learning content. No film rented or purchased that includes a notice that the film is intended for "home use only" shall be shown to a class for entertainment purposes. Prior to showing any commercially produced video (VHS, DVD, etc.), the teacher will notify the campus principal on a form to be provided by the district of the date of the showing and the purpose/instructional intent of the activity. This requirement is in addition to the documentation required in the lesson plans.

### Visitors

All visitors must check in at the office. Visitors will sign in and receive a visitor's badge. If you see someone in the hall without a badge, please redirect them to the office. DO NOT release children to parents that come by your room unless they have a note from the office. All early dismissals from school should be handled through the office.

Visits to individual classrooms during instructional time shall be permitted only with the principal's or assistant principal's approval, and such visits shall not be permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment.

No staff member shall receive visitors for the purpose of transacting personal business during school hours.

### Website

Savannah's teacher websites need to be updated at the beginning of the year with current information. Each grade level page should include, but not limited to the following:

- **Current** bio & picture of each teacher
- Grade level schedule, including specials schedule
- Classroom expectations/procedures
- Curriculum resources
- Parent Resources
- Parent Toolbox link

**All websites need to be updated before August 13th at 1:00 PM.**

### Work Day

The teacher work day is from 7:20 AM – 3:20 P.M. ***It is imperative that you arrive promptly each day.*** Non-instructional staff hours will be determined by the administrative team. Staff members who are running late should notify the office and your team leader so appropriate coverage can be arranged.

