

Hidalgo Elementary School
“Home of Illustrious Children”

Staff Handbook
2009 – 2010



“Young Pirates at the helm”

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PURPOSE OF HANDBOOK

This handbook was written for the Hidalgo Elementary School staff. It includes school policies and procedures vital to the daily functioning of our school as well its safe operation.

It is requested that the faculty become familiar with the contents of this manual and update the information as needed.

Hidalgo Elementary School

VISION STATEMENT

The vision of Hidalgo Elementary School is to promote academic and personal success for each student. The support of staff, parents, and the community promotes student development and enrichment for a better society.

MISSION STATEMENT

Hidalgo Elementary School is committed to set the highest standards possible for each of our children. We are committed to promote literacy and social skills needed for a global economy. Students will experience success every day. We will provide a nurturing environment set with an abundance of love and therapeutic limits that will encourage them to blossom into productive, caring adults.

HIDALGO ELEMENTARY SCHOOL GOALS

2009-2010

Goal 1: Student Learning

Promote educational excellence through research-based instructional methods that actively engage all students.

Goal 2: Assessment and Evaluation

Utilize student performance data to drive adequate decision making to ensure effective instruction.

Goal 3: Discipline and Safe Schools

Provide a safe and secure school environment that is conducive to effective student learning.

Goal 4: Human Resources Development

Support a community of learners that engages professional improvement activities to ensure continual development of high quality staff.

Goal 5: Parent and Community Involvement

Strengthen academic partnership through enhanced communication, culture, involvement, and cooperation among staff, parents, community and supporting organizations.

Goal 6: Facilities and Finance

Enhance educational opportunities through creative use of funds, facilities and support staff that promotes a positive learning environment.

Goal 7: Technology

All Hidalgo Elementary School educators, students and parents will benefit from a technologically-rich environment that will upgrade current hardware and software applications that support student achievement and enhance accessibility for everyone.

GENERAL INFORMATION

1. Teacher's mailboxes are located in the school office. Please enter through the lounge, not the office. Check your mailbox and email daily. Memos, messages and other materials will be delivered via email and/or your mailbox. Paychecks will again be passed out by the secretary in the office.
2. The faculty lounge may be used for lunch, but every one should clean up their area after eating or working. Food or things not wanted should be thrown away. The lounge should be kept neat and clean at all times. Advise students that they are not allowed in the teacher's lounge. Do not send a student to get your lunch plate or any other item.
3. The teacher parking lot is located on the south side of the campus. Please do not leave valuables in your car unsecured. We are not responsible for items lost or stolen from your vehicle.
4. Smoking or use of tobacco products on school grounds or at any school function is strictly prohibited by board policy.
5. Report repairs needed in your room during the year or other damaged items to the principal's office or the appropriate administrator. If you need a computer or other technology devices repaired, you need to fill out the appropriate work order that you may obtain at the office.
6. Teachers are responsible for keeping their classrooms neat and orderly. Bulletin boards must be decorated in a neat manner and display current information throughout the year. Keep desks and walls clean from any writing on a daily basis. It is important that you provide an environment that is pleasant and conducive to learning. Nothing is to be tacked to the walls. Use reusable adhesive gum if you have to post something on the walls. Windows are not to be covered with decorations or announcements especially the small windows found on classroom doors (due to security reasons). Classroom doors should not be locked during instructional time. Paper and trash should not be on the floor.
7. A copy machine is located in the teacher lounge upstairs. Teachers are not allowed to use the copy machine in the office unless you get permission from Principal Reyes. The Parental Involvement room can be used to make large numbers of copies. Please request the assistance of a parent or Mrs. Blanca Hernandez.
8. The teacher work day is (8:00 a.m. - 4:00 p.m.). Teachers leaving campus during their conference period must notify the office. The conference period is set up for teachers to plan for instruction, and make parent contacts. If you need to leave the building during your conference period and/or school day, obtain permission from the campus administration before signing out. (Sign-out when leaving and sign- in when returning.) Do not extend your lunch period beyond the allotted time.

9. Students' cumulative folders are to be kept in order. If you need to look at a folder, please ask Principal Raquel Reyes for permission. They may be looked at in the lower floor teacher lounge or the library. They are not to be taken from the office area. All records must be returned to the file. Please keep the records in alphabetical order.
10. Do not leave your class unsupervised at any time. You must notify an administrator when you leave campus. Remember, you are legally liable for what goes on in your room.
11. Teachers/staff are not to provide a ride to students. It is also against policy to give your cell phone to students.
12. Do not eat or drink in your classroom during instruction or while monitoring the halls during passing periods. Do not send students to purchase snacks or to the teacher's lounge at any time. All drinking containers must have lids on them at all times in order to prevent accidents.
13. All visitors on campus should be directed to the office. No visitors should be in your classroom without the approval of an administrator. Strangers on campus should be approached and escorted to the office.
14. All staff members must display their school ID at all times.
15. The school district has the right to monitor employee/student use of e-mail and Internet usage. The school computer is the property of the school and subject to a search. All software must be pre-approved before installing.
16. An employee is prohibited from using a school computer for inappropriate or unacceptable material and messages.
17. Employees are prohibited from using a school computer for any non-profit or profit making businesses.
18. All staff members must sign the Acceptable Use Policy Form before having access to the internet. (See Appendix E)
19. All accidents and injuries should be reported to an administrator immediately.
20. All staff members should feel free to discuss any work related problems or ideas with the principal.
21. The telephones are business phones (for school business). Do not make unnecessary calls. Long distance calls must be logged with the secretary. Do not use your cellular phones and/or paging devices while in the classroom and they must not be visible while on campus.
22. Lesson plans should include TEKS and TAKS objectives. Language objectives should be included in all lesson plans as indicated by SIOP.

23. **Teachers will be responsible for submitting on a timely basis instructional assignments for students that have been placed in in-school suspension.**
24. **Faculty and Staff are to provide leadership to the student. Dress in a professional manner. Blue jeans will only be allowed on Friday with school staff shirts. Sleeveless blouses or dresses should not be worn unless a blazer, light sweater, or blouse is worn over it.** (See Appendix E for Dress Code)
25. Eligibility for Extra-curricular Activities - Students must make a grade of 70 or above in their six weeks average in each class to be eligible to participate in extra-curricular activities. U.I.L. sponsors, and organizational sponsors are responsible for checking the academic eligibility of the students under their direction.
26. Field trips - All school - sponsored trips must be approved by the Principal and accompanied by school personnel. A student must ride a school-designated vehicle to and from any activity unless parents have made arrangements with sponsor and Principal. Please complete a field trip student roster. Notify the administration at least 3 days before the trip. Use the same form that shows the Principal's permission signature. All students should return a signed permission slip 2 days before the trip.
All overnight out of town field trips require prior school board approval. Please see the Principal for approval at least two weeks in advance. You must develop a detailed itinerary with all-important information such as student roster, destination, phone numbers, location of daily activities, names of all adult chaperones, etc. See Appendix F
27. All spirit shirts must be approved by the principal for school use prior to placing an order.

DISCIPLINE

1. Discipline begins at home, but when students are in school; discipline begins in the classroom. Discipline with dignity!
2. Use a referral form for any case referred to the office. Date, prior actions taken, and your signature are all important items.
3. Only in extreme circumstances should you send the student to the office. Send only the referral. Be professional in your writing. These referrals are shown or mailed to parents.
4. Minor problems can be handled on the spot. Talk to the student individually rather than in front of a group. Discipline problems will be kept to a minimum if you have clear expectations, use preventive techniques, and train your students through Positive Reinforcement. Plan your day well with work from the moment students arrive to class. There should be no down time. Keeping students engaged from bell to bell is the best classroom management.
5. Teachers and staff are expected to enforce the student handbook and student code of conduct at all times.
6. Make the administrator aware of a problem before contacting parents, guardian, Police Dept., Welfare Dept., etc. Home visits are strongly encouraged, but let the administrator know about any serious problems in advance.
7. Do not allow students out of class unless it is absolutely necessary. Students out of class must have a pass at all times. Do not allow students into your class who do not belong there.
8. Do not allow students to eat or drink in the classroom, library, or halls. Gum chewing is not allowed on campus.
9. Take advantage of any opportunity to discuss grooming, health, citizenship, patriotism, behavior, etc. Stress good school behavior, attendance, and care of the school restrooms.
10. Inform the office if you hear something that will cause damage to the school, injury to a student, or a teacher. Most of the time these are rumors; if so, this is a good way to prevent rumor spreading. On the other hand if it is true, this gives the principal an opportunity to correct the situation.

11. Remove temptation: Don't leave money, purses, keys, wallets, and etc. unattended out in the open. Keep these items with you or under lock and key.
12. No running, yelling, or horseplay is allowed on sidewalks or in halls. Quietness must be maintained in halls while classes are in session.
13. Most discipline problems are best handled when and where they occur. If you feel a matter needs to be referred to my office, I will be more than glad to assist you.
14. Consistency is the key. If students know what to expect, there will be fewer problems.
15. **Set your class rules early. Be firm, fair and consistent.**
16. Students are not to leave campus during the school day without permission from an administrator or in some circumstances, from the school nurse. After obtaining permission, the parent or guardian of the student must sign the student out.
17. If you wish to make a home visit or set up a parent conference concerning a discipline problem and you would like for an administrator or counselor to sit in on the conference, let us know and we will be more than happy to do so. Conferences should be conducted in a professional manner and on a positive note. It is better not to set up a conference about a problem unless you have a specific way in which you feel the parent can help. Gripe sessions are of no help to anyone.
18. Instruct students in the care of our school. If we let our guard down situations can deteriorate quickly. Do not permit abuse of facilities or furniture. Report serious abuse to the office by using a referral. Be on the look out for problems. This includes students who are not in your class.
19. From the first day make it standard procedure that the minute students walk in your room they are ready to begin work. It is good to have a sponge or wrap up activity to prepare daily.
Examples: daily oral language activity, writing journal topic, math problems, etc.
20. Effective use of time minimizes discipline problems.
21. Students who are achieving success cause few discipline problems.
22. Encouragement is a prime factor in proper human behavior.
 - A. You will find if you always treat every student with dignity, talk to them respectfully, etc., you will find that if you say please, thank-you, yes sir, no sir, excuse me, and may I, continually; you will get good feelings and results.
 - B. Students in a bad mood may respond in a negative manner, but if we maintain our composure and ensure that every interaction with a student is

courteous, even when they are discourteous, we will get positive results. Professionals will behave professionally and not on the level of the child. Nor should we take such a child's outbursts personally.

FIVE FUNDAMENTAL GUIDING PRINCIPLES

1. The most important factors in the development and maintenance of good discipline within a school lie in the attitude and effort of the entire school staff.
2. The welfare of the student is of primary importance. The focus of good discipline should be on helping the student in his/her adjustment and development in the school.
3. All of the staff members who have significant contact with the student and the parents should be involved in the disciplinary process.
4. **Young people need an atmosphere of structure.** They need to know the rules of the game and they need to know that the rules are enforced. Limitations and control within the school are not only necessary for the smooth functioning of a school, but they are desirable and, in fact, essential for a student's personal development.
5. Those who are involved with the student and who participate in the discipline process must have a positive attitude toward the student and knowledge of the goals of discipline.

STUDENT BEHAVIOR MANAGEMENT SYSTEM

What are the results we hope to gain from an effective discipline policy?

1. A safe environment
2. Student self-discipline
3. Acceptance of responsibility
4. Judgment of their behavior
5. Self-correcting skills
6. Improved relationships

What are the prerequisites for gaining these results?

1. Implementation of results by all staff
2. Knowledge of steps to achieve the desired results
3. Understanding all roles in implementation
4. Staff commitment

What are the important behaviors to model?

1. Emotional warmth
2. Deal with the present, not the past
3. Avoid preaching and self-righteousness
4. Eschew belittling students
5. Avoid yelling
6. Engage in effective teaching
 - Follow our instructional process
 - Establish a businesslike atmosphere
7. Encourage acceptance of classroom rules
8. Enforce rules consistently

What are the problems that must be avoided?

1. Refusal to change ineffective behaviors
2. Impatience
3. Ineffective behavior plans that are too long and inflexible
4. Untimely correction of behaviors
5. Insufficient follow up
6. Lack of knowledge of rules and procedures by students

When behavior problems occur in the classroom and the teacher is unable to correct them through teaching, strategies, reinforcement, simple reprimand etc., the following three-leveled process will be used.

Tier I (CLASSROOM TEACHER)

Misbehavior classified in this level represents relatively minor infractions on the part of the student which impede orderly classroom procedures or interfere with the orderly operation of the school. The frequency of their occurrence will determine the appropriate disciplinary response and classification of the appropriate level. Repeated offenses should be handled by the teacher.

MISBEHAVIOR:

1. Cheating or lying
2. Chewing gum, eating or drinking in the classroom
3. Throwing objects (spitballs, paper, etc.)
4. Refusal to participate in classroom activities, complete assignments, follow teacher directions, or adequately prepare for class
5. Failure to bring appropriate materials to the classroom
6. Disrespect
7. Sleeping in class
8. Abuse of hall, lockers, or restroom privileges
9. Horse play
10. Abusive language (not cursing, swearing, etc.)

11. Loud, boisterous noise
12. Tardiness
13. Violation of classroom procedures established by the teacher
14. Minor defacing of school property (writing on desks, books, walls, etc.)
15. Other misbehavior

TIER 1 PROCEDURES:

1. The teacher or supervising staff member will immediately intervene and apply the most appropriate classroom disciplinary action.
2. The teacher or staff member maintains a record of the offense(s) and the disciplinary action taken.
3. The teacher should make a parental contact.

DISCIPLINARY /OPTIONS AND RESPONSES:

1. Verbal reprimand (maintain a professional manner)
2. Seat change
3. Restriction or withdrawal of privileges
4. Counseling by teacher
5. Parental contact
6. Restitution of property and/or damages
7. Assign after school detention in your room (notify the parent of detention beforehand)

Tier 2 (COUNSELOR)

If a teacher feels that no progress is being made with a student and the behavior is interfering with student earning a referral should be made to the designated counselor.

Tier 3 (ADMINISTRATOR)

If either the teacher or the counselor feels satisfactory results are not being achieved at Level II, the problem may be referred to Level III.

Guide for Counseling with a Student, Setting up a Behavior Plan

As teachers, counselors, and administrators work with the students in their respective levels, the following five-step approach serves as a guide for working out problems. These five steps include:

Step 1 - What are you doing?

In which the student described what happened as clearly, fully, and objectively as he or she can. Describe what he or she did in detail.

Step 2 - What are the consequences?

In which the student lists the consequences of what he or she did. Be sure to list as many consequences as possible whether they are positive, negative, or neutral. Students should look at consequences and in this manner extend their vision in regard to the results of their actions.

Step 3 - How do you feel about these consequences?

In which the student states how he or she feels about the various consequences. Are they good? Bad? Why? In essence, the student is making a value judgment about these consequences.

Step 4 - What situation would you like to see?

In which the student describes the consequences he or she would like to see in his or her life in regard to one or more particular situations.

Step 5 - Make a plan

In which the student describes an action plan of responsible behavior that will get what he or she really wants. Describe in detail exactly what he or she can do to get the new consequences. Plans may be oral or written.

Step 6 - Follow-up

Agree on when teacher and student will check on progress of plan.

Most problems can be dealt with using this approach, beginning at Tier 1.

Generally, referrals to the next levels would be made when the staff member believes that support is needed. Specifically, reasons for moving from one level to another would include:

1. Broken agreement (not usually the first time)
2. Repeated offenses

When a student is referred to **TIER 2**, the counselor should have a copy of the broken plan from TIER 1.

It will now be the counselor's responsibility to:

1. Determine why the plan failed (What are the barriers?)
2. Help the student develop a second plan
3. Help the student develop a plan to recommit with teacher (The student may be timed out of Guidance until the above is accomplished.)

It is imperative that the teacher be receptive to the student returning from **TIER 2** and be supportive.

Some problems or behavior may be referred to **TIER 3** immediately. These would include:

1. Fighting
2. Use of drugs, alcohol, cigarettes
3. Stealing
4. Student who is "out of control"
5. Reasonable suspicion that student may be in possession of illegal material

CLASSROOM RULES

The establishment of classroom rules is an important part of maintaining good discipline. Students should be involved in this process for several reasons:

1. Ownership. They are more likely to feel the rules are fair because they helped create them and will be more likely to follow them.
2. The act of discussing behavior and formulating rules, when properly done, allows students to think about their behavior and is much more effective.

The following classroom rules will be implemented in every classroom.

I. SCHOOL RULES FOR ALL CLASSROOMS

I WILL:

1. Come to class prepared to work with required supplies and assignments.
(completed work, books, paper, pen, pencil)
2. Behave in a way that allows teaching and learning to take place.
(excessive talking, out of seat, off-task, not following directions, disruptive)
3. Not bring the following into the classroom; food, drinks, gum, electronic devices, and any other materials that would interrupt instruction.
4. Be in my assigned seat when the tardy bell rings.
5. Treat adults, students and the property of others with respect.
(name calling, profanity, vandalism, fighting, threats, bullying, insubordination)

Take time to discuss these classroom rules and what they mean. Discuss the need for rules. Discuss what type of behaviors are acceptable and unacceptable under each of the rules and why.

Use plenty of positive reinforcement on a regular basis for the first several weeks until you feel the students have developed good habits and then gradually switch over to a schedule of intermittent reinforcement.

EFFECTIVE PRACTICE AND REVIEW

Practice, practice, practice! Independent Work is a skill for which the students needs to consistently strive.

THE THREE M'S

Practice (all assignments) should be as **Meaningful** as possible. **Model** before you ask them to do it. **Monitor** until you are sure they can do it consistently right.

Short intense practices are better than long ones for fast initial learning of a new skill or concept. Have at least two or three brief intense practice periods initially and several more throughout the period or day. Continue this until you are certain that the student has mastered the skill or has understanding of the concept.

For good retention (long-term memory) distribute practice. Schedule practice with gradually increased time intervals between practices. (i.e. start with once a day, gradually increase to once a week, every other week, once a month.) This helps to store fact, skill or concept in long-term memory.

If your students seem to be forgetting, this indicates that you probably increased intervals too rapidly. Go back and schedule mass practice again and move into your distributed practice again always monitoring and adjusting intervals based on student performance.

Be intentional. Make daily review and cumulative review a planned, integral part of teaching.

1. Review at the end of every lesson. Plan and schedule time for this.
2. Try to find time at the end of the day to review the important things you have taught throughout the day. Also, review things taught the previous day. Any time you find yourself with a few extra minutes use this time for review in the form of a sponge activity or a one-minute drill.
3. Review at the end of each chapter or unit. Review at least once a week. Spend a few minutes every period each Monday reviewing the prior week.
4. Once a month, every fourth Monday, take a little extra time to do a cumulative review of the primary things learned that month in each subject.

Review can be a written assignment (i.e. practicing math facts, or it can be signaling activity, but review should also take the form of discussions and questions (i.e. What did we learn in math today? Can you give me an example? Can you show me on the board? What else? Can you help him? Is there another way? etc.)

Monitor review carefully. If you find errors or misunderstandings, you need to make some decisions. You may need to re-teach the entire class or tutor two or three students. It may be that you did not give enough practice at the early stage or that your reviews were too far apart. Monitor and adjust accordingly.

If everyone (campus-wide) follows these guidelines consistently our students' retention of facts and concepts will increase.

HOW TO HAVE A SUCCESSFUL PARENT CONFERENCE

Beginning the conference:

1. Introduce yourself and try to make the parent feel at ease.
2. Begin (and end) the conference with some positive comment about the child.
3. Remind the parent how much you need his or her help.

During the conference:

1. Try to put yourself in the parent's position and imagine the effects your remarks will have.
2. Be honest, but tactful.
3. Be a good listener, try to learn how the parent feels about his child.

4. Avoid argument.
5. Watch closely for signs of emotional changes in the parent expressions, gestures; voice.
6. Do not permit comments about another child to enter the conference.

Ending the conference:

1. Limit the number of suggestions offered to the parent.
2. Summarize the major areas discussed.
3. Invite the parent to visit the school at any time.
4. Suggest another conference at a later date.
5. Record and file notes summarizing the conference for future reference.
6. At a later date make follow-up contact with the parent.

It is often helpful for the teacher to confer with the student following the conference, covering what was discussed, with attention to strong points as well as suggestions for improvement.

In summary, an effective parent-conference requires educators to have positive attitudes, be good listeners, and have specific reliable data to share with parents in non-judgmental, non-threatening way. Used skillfully, the conference can serve as a powerful tool for the student's emotional development.

GRADING

Progress reports are mailed out to all students at the end of the third week of each six weeks.

Grades are given on a numerical basis. All grades are to be recorded in the grade book. Report cards go out each six weeks. Our reporting system is computerized so all deadlines must be met. We are required to issue failure notices to all students whose grades are below 70 at the end of the third and sixth week of each six weeks period. Board policy explicitly prohibits giving grades below 50 on the report cards. All averages less than 50 should be converted to 50. Grades of 69 are discouraged. Most grading systems are not perfect. Give careful consideration before assigning a grade of 68-69.

RETESTING POLICY

In order that the student be given an opportunity to take a retest, the following criteria must be met:

1. All assignments completed before original test.
2. No unexcused absences.
3. Must not have been cheating on test assignments.
4. Must have shown an effort to increase or maintain status through tutoring, etc.
5. Must attend reteaching tutorial before retest.
6. Teacher will administer a different test.
7. The highest grade possible for a retest will be a 70 if the student passes the test.
8. Retest will be given within three school days. Teacher will determine the time within those three days.

“INCOMPLETE” GRADING POLICY

Teachers may give a student a grade of “Incomplete” at the end of a grading period if one or more of the following apply:

- a) The student has accumulated a number of excused absences during the grading period to the degree that the teacher, with the Principal’s approval, determines that opportunity to make up and turn in all assignments and exams.
- b) The student has experienced certain domestic situations and/or extenuating circumstances during the grading period beyond his/her control to the degree that the teacher, with the Principal’s approval, determines that this has been a major contributing factor in affording the student the opportunity to make up and turn in all assignments and exams.
- c) Late entry to school due to migrant status or other late entry reasons as approved by the Principal.
Example: Transfers.
- d) A student who required instructional modifications from regular education courses as per an ARD committee was not appropriately serviced during the grading period in the course(s) specified by the ARD committee.

“Incomplete” grades will remain on the record until all work/exams are submitted to the teacher for evaluation. All incomplete grades not made up by the end of the next grading period will change to a failing grade. End-of-year incompletes have to be made up by the end of the next grading period of the following school year.

SUSPENSION

The District shall not impose a grade penalty for make-up work after an absence because of suspension.

TUTORIAL

We are required to offer tutoring for students who are failing. Tuesday, Wednesday and Thursday will be the designated days for content tutoring.

3:30 p.m. – 4:30 p.m.

Keep a record of your tutoring and a sign in sheet. This form will be turned in to Mrs. Amy Macias, Assistant Principal, **every three weeks**.

COPY ROOM

The staff copy machine is located in the teacher lounge upstairs. The copy machine in the office is not to be used. It is only for office work. Please ask Principal Reyes for permission to use the office copier in an emergency.

DUTY

Each teacher will be assigned a duty station. Morning duty is from 7:25 a.m. to 7:40 a.m. and afternoon duty is from 3:15 p.m. to 3:30 p.m. You must be on time to your duty station. If you are absent please let the administrator know so that the substitute is aware of your duty and responsibilities. If you cannot make duty for whatever reason, it is your responsibility to get a replacement and inform an administrator. Please refer to Appendix D for duty assignments.

Note: Changes in duty assignments, schedules, and/or personnel will be made at the discretion of the principal in order to best meet the needs of our students.

Whether you are on duty or not, it is your responsibility to correct students when they are breaking rules, damaging property, or doing something which could cause harm to themselves or others. .

MEETINGS

Faculty meetings will be held as necessary. Normally these meetings will be held right after school. Only the principal can excuse a teacher and/or staff member from attending a meeting.

STUDENT ATTENDANCE

Student attendance should be taken very carefully. Mark absences in your grade book and on the absentee slip. It is your responsibility to inform the attendance clerk, Mrs. Maribel Rios, of any correction that same day

Regular attendance is vital for all students. Encourage good attendance so that we can have a good A.D.A. and can improve our teacher-student ratio.

Excessive absenteeism:

Students who are absent two consecutive days or more than three days in a six weeks are to be referred to the office in writing. NOTE: Teachers must contact parents following two absences.

No student is to be taken from class by a parent or any other person without a **signed permit from the office**. No student is to be allowed out of class without a written pass, specifying destination, time left, date, and with teacher's initials or signature. No student is to come to your classroom to talk to a student in your class without a **note from an administrator expressly for that purpose**.

TEACHER ATTENDANCE

Teacher attendance is vital. When you are absent it is often a wasted day for your students. A teacher who is not able to report to work must inform the Assistant Principal or the Principal. If you are ill and are unable to report to work call Principal Raquel Reyes at 956-451-0385. Notify the designated administrator the night before by 9:00

p.m. or the next morning by 6:30 a.m. If you are unable to return to work the following day notify the office by 3:00 p.m.

Know your school board policy on absences (See Appendix E). If you have any questions regarding sick leave, please read the district handbook or see the principal.

An employee absence form must be filled out the day you return to work. Forms are in the office.

TEXTBOOKS

Teachers are responsible for all books issued to them. You must keep an accurate record of all books in your care. The **teacher** should write the student's name in each book and write his/her initials next to the student's name. Textbooks will be issued by Mrs. Belen Zepeda.

All teachers must maintain an accurate count of textbooks because you are responsible for textbooks checked out to you. A copy of the textbook record must be turned in and updated as needed to Mrs. Amy Macias no later than the 3rd week of school year. Teachers must conduct periodic book checks to make sure books are covered and not damaged. You are **responsible** for them.

During the school year notify Mrs. Zepeda when you wish to return or check out any books.

Textbooks are to be covered at all times. Please see that all your students follow this rule.

Any student failing to return a book issued by the school loses the right to free textbooks until the book is returned or paid for by the parent. However, a student will be provided textbooks for use at school during the school day.

APPRAISALS

Note: See Appendix E for Appraisal Assignment. The appraisal will consist of one formal observation by one of the administrators, walk-throughs and informal observations.

FIRE DRILLS

Fire drills will be conducted on a monthly basis. Remember to take your grade book and conduct a quick roll count once you are outside. Discuss fire drill procedures with your students. Students are not to take anything from their classroom and they should exit single file. It is mandatory for all of your students to be aware of the route that they are to follow. Your door must be closed, lights turned off, and door unlocked. Wait for a signal from one of the administrators to return to the building.

You must monitor students during the fire drill. Students in your class are under your supervision throughout the fire drill. Classes should be kept together when you are outside. Students should not leave your supervision to go to other groups, they are still

your responsibility. Students should be single file while waiting and returning to the classroom.

LOCKDOWN PROCEDURE

Purpose: an emergency situation occurs on campus whereas a need arises for the campus principal or designee(s) to declare **LOCKDOWN**.

LOCKDOWN steps to follow by campus:

Personnel: Campus Principal or designee will come on the intercom announce a **LOCKDOWN** status.

- 1) All students in every classroom will move with their desk to an area farthest from the classroom door quickly, orderly, and in a calm manner.
- 2) Teachers will quickly lock the door and turn lights off. Teachers may use discretion and turn on a flashlight for safety purposes within the classroom.
- 3) Teachers will allow a few seconds to expire to permit any student in the hall due to bathroom, library, or other reasons to go in the nearest classroom.
- 4) Students in gym class, band hall, library, etc. will be designated an area at that location. During a **LOCKDOWN** status students or teachers may not leave their designated areas for any reason.
- 5) All classroom doors will be locked and lights will be off until **LOCKDOWN** status is lifted. Principal or designee(s) will come on intercom to announce the end of the **LOCKDOWN**.

Specific instructions from the principal or designee are forthcoming upon an actual emergency requiring a lockdown.

Child Abuse Reporting Procedures

The role of the teacher in reporting cases of child abuse is unique. No other member of our society, except the parent, has the opportunity to observe a child in daily situations, as does the teacher. Any deviation from a child's normal patterns of behavior or changes in physical appearance could be a signal of neglect and/or abuse in the care of that child. The teacher should be constantly aware of the well being of every child with whom he or she comes in contact.

The Supreme Court of the United States let stand a Fifth Circuit Court of Appeals decision in the Doe V. Taylor case establishing the "deliberate indifference" decision. This decision reduced or abolished the normal tort immunity of administrators and districts in cases of sexual and physical abuse against children where such abuse is ignored.

The law clearly states that a person who suspects that a child has been abused or neglected by any person must immediately (within 48 hours) report the suspected abuse or neglect (Chapter 261 of the Texas Family Code).

1. There must be no attempt to verify the suspicion by investigating or confronting the parents or suspected abuser.

2. If there are physical injuries, the school nurse will make an examination.
3. A district employee may not delegate to or rely on another person to make the report. The first person to whom the child discloses the abuse or neglect, or the first person that suspects a case of abuse, must make the initial verbal report. This report may be made anonymously.
4. School personnel are not required to report suspected child abuse or neglect to a school administrator prior to making a report. If the suspected abuser is a school employee, please notify the principal.
5. Call the Abuse Hotline (1-800-252-5400) toll-free 24 hours a day, 7 days a week, nationwide. Make your report through the secure web site and you will receive a response within 24 hours. www.txabusehotline.org All reports of suspected child abuse are confidential.

Campus Improvement Plan

The CIP- the "map" which indicates the way the school is going to meet its academic goals will be developed and utilized by all teachers and staff members.

Each teacher will have a CIP in his or her campus notebook. Remember that this document is our roadmap to success. Review it often. Every day ask yourself, "Where am I in relation to this document? Am I where I should be at this time? If not, why not?"

Fund Raisers

All fundraisers must be approved by the principal.

HIDALGO INDEPENDENT SCHOOL DISTRICT

JOB DESCRIPTION

TITLE: TEACHER

REPORTS TO: CAMPUS PRINCIPAL

PRIMARY PURPOSE:

To promote the district's goals and help achieve and maintain exemplary status by providing students with appropriate learning activities and experiences designed to fulfill their potential for intellectual, emotional, physical, and social growth, enable students to develop competencies and skills to function successfully in society.

QUALIFICATIONS:

- **Education/Certification:**
Bachelor's degree from accredited university
Valid Texas teaching certificate, with required endorsements for subject/level assigned.
- **Special knowledge/Skills:**
Knowledge of subjects assigned
General knowledge of curriculum and instruction
Ability to communicate (verbal and written)
Ability to instruct, maintain emotional control under stress.
- **Experience:**
At least one year of student teaching or approved internship.

MAJOR RESPONSIBILITIES AND DUTIES:

1. Assist in designing the curriculum to meet the need of the students.
2. Develop and implement plans for the curriculum program assigned and show written evidence of preparation as required.
3. Deliver the district's curriculum to the students and be responsible for their mastery of prescribed objectives.
4. Assess the students' degree of mastery of the curriculum.
5. Provide input for adjusting curriculum design and delivery based on assessment results.
6. Assist in alignment of written, taught and tested curriculum.
7. Prepare lessons that reflect accommodation for individual student differences.

8. Present the subject matter according to guidelines established by Texas Education Agency, board policies, and administrative regulations.
9. Plan and use appropriate instructional/learning strategies, activities, materials and equipment that reflect accommodation for individual needs of students assigned.
10. Plan and supervise purposeful assignments for teacher aide(s) and/or volunteer(s).
11. Use technologies in the teaching/learning process.
12. Assist students in analyzing and improving methods and habits of study.
13. Consistently assess student achievement through formal and informal testing.
14. Assume responsibility for extracurricular activities as assigned; sponsor outside activities approved by the school.
15. Present a positive role model for students that supports the mission of the school district.
16. Create a classroom environment conducive to learning and appropriate to the physical, social, and emotional development of students.
17. Manage student behavior in the classroom and administer discipline according to board policies, administrative regulations, and IEP.
18. Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
19. Assist in the selection of books, equipment, and other instructional materials.
20. Establish and maintain open lines of communication with students and their parents.
21. Maintain a professional relationship with all colleagues, students, parents, and community members.
22. Use acceptable communication skills to present information accurately and clearly.
23. Participate in the district staff development program.
24. Compile, maintain, and file all reports, records, and other documents required.
25. Attend and participate in faculty meetings and serve on staff committees as required.
26. Integrate measures, which support all instructional and assessment initiatives.
27. Integrate instructional aspects required to reinforce areas of instruction subject to state assessment measures in a collaborative and team effort.

28. Establish and maintain professional lines of communications with colleagues, students, parents, and community members.

SUPERVISORY RESPONSIBILITIES:

Supervise assigned teacher aide(s).

WORKING CONDITIONS:

Mental Demands:

Ability to communicate (verbal and written); ability to instruct; maintain emotional control under stress.

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities, duties, and skills that may be required.

HIDALGO ELEMENTARY HIGH STANDARD EXPECTATIONS

The following are standard expectations for all elementary school teachers for the 2009-2010 school year. These things should already be in place. If they have not been your practice, you need to establish them quickly. They are the foundation upon which we must build. We must move on if we are going to accomplish our mission.

1. **ALL** teachers should be in the hallway by their door during passing periods and should actively work at getting students directly into class.
2. Instructional learning activities should begin in each classroom as soon as students begin walking in door. This is **PRIME LEARNING TIME!** This habit also prevents many discipline problems.
3. Class time should be used as wisely and effectively as possible. There should be absolutely NO "free" periods. The entire class period should be used for instruction. "Nothing should be prized more highly than the value of each day." Nothing should be more important than student learning. Nothing should stand in the way of our objectives. **TEACH WITH A SENSE OF URGENCY!**
4. The last five to ten minutes of each period is **PRIME LEARNING TIME!** It should not be squandered. It is excellent time for **QUALITY, TEACHER-DIRECTED CLOSURE ACTIVITIES** (i.e. review, summary, checking understanding, teacher-directed drill and practice). Active whole group activities should be used frequently. No one is allowed outside of class during the last 10 minutes of each class period.
5. Student writing should be a priority. Journals of free writing should also be included in class work, homework, and on tests more often than not (Writing to Learn).
6. Vocabulary should be **DIRECTLY TAUGHT** in every class (minimum: three words a week). Note: This does not mean looking up and copying definitions.
7. **ALL** classes should be business-like, classrooms neat and orderly, students supervised at all times, and good management practiced on a daily basis.
8. Teachers should **ACTIVELY MONITOR** student throughout the period. Active monitoring provides for accurate, ongoing evaluation of student progress, which can reduce teacher paperwork. This will result in better decision making, more effective instruction and improved learning if done properly. It also prevents off-task behavior and the spread of graffiti. The effective teacher will spend little class time sitting behind his/her desk.
9. Videos and films are to be shown **ONLY** when and if **ALL** of the following conditions are met:
 - A. The film is directly related to the unit objectives.
 - B. It assists **SIGNIFICANTLY** in accomplishing those objectives.
 - C. The value of the film has been carefully weighed against the time spent.
 - D. It is to be used as an active teaching tool.

- E. The title and length of the film is recorded in the unit plan along with the date to be shown.
- F. Prior approval must be given by campus administration. (See Appendix F)

10. TEACH FOR SUCCESS! NEVER GIVE UP ON A STUDENT, YOU MUST BELIEVE THAT ALL STUDENTS CAN LEARN AND THAT **HOW YOU TEACH MAKES A DIFFERENCE.**

CODE OF ETHICS AND STANDARD PRACTICES FOR TEXAS EDUCATORS

This Code of Ethics was adopted by the State Board for Educator Certification pursuant to Section 21.041 (b) (8) of the Texas Education Code, which requires the Board to provide for the adoption, enforcement, and amendment of an educators' code of ethics. The Code of Ethics is codified at Title 19, Part VII, Texas Administrative Code, Chapter 247.

Professional Responsibility

The Texas educator should strive to create an atmosphere that will nurture to fulfill the potential of each student. The educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community. In conscientiously conducting his or her affairs, the educator shall exemplify the highest standards of professional commitment.

PRINCIPLE I: Professional Ethical Conduct

The Texas educator shall maintain the dignity of the profession by respecting and obeying the law, demonstrating personal integrity, and exemplifying honesty.

I. Professional Ethical Conduct, Practices and Performance.

Standard 1.1. The educator shall not knowingly engage in deceptive practices regarding official policies of the school district or educational institution.

This Standard provides that, in order to commit an ethical violation, an educator must knowingly attempt to and/or deceive an individual regarding official policies of the school district or an educational institution through deceptive practices which may be written or oral conduct by the educator.

Standard 1.2. The educator shall not knowingly misappropriate, divert or use monies, personnel, property or equipment committed to his or her charge for personal gain or advantage.

In order to define clearly an educator's ethical obligations regarding the property and personnel placed under his or her control, the drafters of the revised Code propose this standard, which better identifies the unethical conduct required to comply with this ethical obligation. This standard was adopted because it was felt that the current Code of Ethics, which requires an educator to "honestly account for all funds committed to his or her charge," did not adequately identify conduct that is required for full compliance with the Standard.

Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses or pay.

This is a new Standard that was adopted in an effort to identify particular types of unethical conduct not specifically delineated in the current Code of Ethics. Presently, the Code speaks of conducting financial business with integrity without offering any guidance regarding that business, which is subject to this provision and what, precisely, constituted unethical conduct regarding an educator's financial business.

Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

This Standard (previously Principle I, Standard 3) has not been revised.

Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents or other persons or organizations in recognition or appreciation of service.

This Standard combines two of the current Standards, so that it includes both the offer and the acceptance of inappropriate gifts, which may impair the educator. The drafters of the revised Code of Ethics recognize that tokens of appreciation given to educators are commonplace and that the acceptance of these nominal gifts should not constitute unethical behavior by the educator. Consequently, this revised Standard specifically excludes from any definition of unethical behavior tokens of recognition, such as plaques, fruit, baked goods, coffee mugs, ornaments and the like in an effort to reflect the normal, acceptable interactions between educators, students and parents.

Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

This Standard (previously Principle I, Standard 6) has not been revised.

Standard 1.7. The educator shall comply with state regulations, written local school board policies and other applicable state and federal laws.

This Standard (previously Principle II, Standard 5) has not been revised.

Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

This Standard was revised to remove the language "and shall adhere to the terms of a contract or appointment." Contract abandonment and assignment are issues that are addressed elsewhere in the Board's rules (see 19 Texas Administrative Code §249.14), and therefore the Revisions Committee felt that those issues were already adequately addressed.

**PRINCIPLE II:
Professional Practices and Performance**

The Texas educator, after qualifying in a manner established by law or regulation, shall assume responsibilities for professional administrative or teaching practices and professional performance and shall demonstrate competence.

Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

This Standard was revised to add the phrase “health or personnel” in order to clarify what types of information should appropriately be included under this Standard.

Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

This Standard was revised to include a requirement that, in order to sanction an educator, he or she must have made a false statement that actually caused harm to a professional colleague.

Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

This Standard was revised to the extent that it specifies that it applies to “personnel” rather than “processes.” This was done to clarify that ethical conduct applies to individuals, not simply to policies and procedures.

Standard 2.4. The educator shall not interfere with a colleague’s exercise of political, professional or citizenship rights and responsibilities.

This Standard was revised to include professional rights, such as the right to belong to a professional organization.

Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, sex, disability, or family status.

This Standard was revised to eliminate the word “harass.” The Committee reasoned that sexual harassment is addressed in state and federal law, in that the definition of discrimination includes the concept of harassment. Therefore, the word “harass” was redundant.

Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

This Standard (previously Principle III, Standard 7) has not been revised.

Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC under this chapter.

This is a new Standard added in an effort to protect individuals who file complaints with SBEC from retaliation for filing the complaint.

**PRINCIPLE III:
Ethical Conduct Toward Professional Colleagues**

The Texas educator, in exemplifying ethical relations with colleagues, shall accord just and equitable treatment to all members of the profession.

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

This Standard (previously Principle IV, Standard 3) has not been revised.

Standard 3.2. The educator shall not knowingly treat a student in a manner that adversely affects the student’s learning, physical health, mental health or safety.

This Standard has been revised to require that an educator knowingly treat a student in a harmful manner for such conduct to be viewed as breaching the Code of Ethics. The current Standard requires that an educator make a reasonable effort to protect a student from harmful conditions. The drafters of the revised Code believe that, in order to subject an educator to possible sanctions, there must be an act of willful misconduct committed by the educator that adversely affects a student’s well-being, rather than a far more nebulous one.

Standard 3.3. The educator shall not deliberately or knowingly misrepresent facts regarding a student.

This Standard currently requires that an educator shall not “distort facts.” This revised Standard now prohibits deliberate and knowing misrepresentations of fact regarding a student. In the simplest terms, the revised language prohibits an educator from lying about a student.

Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, sex, disability, national origin, religion, or family status.

The word “unfairly” has been removed from this Standard. The Committee believes that whenever an educator treats a student in the manner described in this provision, that treatment is “unfair” by definition. Therefore, the word “unfair” was redundant.

Standard 3.5. The educator shall not engage in physical mistreatment of a student.

This is a new Standard drafted to reiterate an educator’s responsibility to treat every student in a respectful manner and to specify that inappropriate use of force against a student is not tolerated by the educational community.

Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student.

This new Standard was drafted to specify that any kind of romantic encounter or relationship between an educator and a student is unacceptable, regardless of the age of the student.

Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any student or knowingly allow any student to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

This is a new Standard drafted to emphasize that the conduct described in this provision is not tolerated within the educational community.

Hidalgo Elementary School

<i>Announcement Form</i>

Oral announcements will be made daily during the morning and/or afternoon. Any announcement must be submitted in legible writing on this Announcement Form by 7:45 a.m. in the main office. Announcements need to be a reasonable length.

From: _____

Date of Announcement: _____

Number of Times to Be Announced: _____

Announcement: _____

Submitted By: _____

Hidalgo Elementary School

Budget Request

Date: _____
2009-2010 Academic School Year

To Principal

From: _____
Person Making Request: _____ Classroom Teacher
_____ Team Leader
_____ Department Leader
_____ Staff

Reference: Request for Instructional Supplies & Materials

Teacher Name/Grade Level/Department: _____

Item/s Requested:

Justification:

Amount:

Hidalgo Elementary School

Counselor Referral Form

Teacher: _____
Grade: _____
Date: _____
Time: _____
Student: _____

The student named above is being referred to the counselor for the following reason(s):

Failing grades:

Excessive tardies:

Frequent absences: _____

Not bringing materials to class: _____

Not working in class: _____

Disruptive behavior: _____

Reasons other than above: _____

Comments: _____
