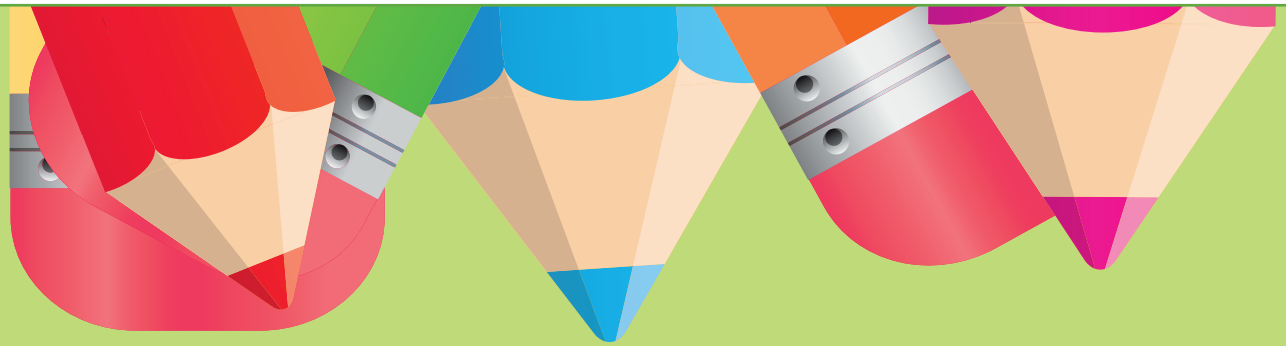




**ELEMENTARY
PROCEDURES MANUAL
2017-2018**



DOTHAN CITY SCHOOLS

VISION

The vision of the Dothan City School system is to challenge all students with an exciting, rigorous and relevant delivery of curricula designed to prepare them for the challenges they will face in the 21st century global economy. This common vision is couched in the belief that all children matter and can learn rigorous and relevant 21st century information to improve their knowledge and skills.

MISSION

The mission of the Dothan City Schools is to empower all students for the choices and challenges of the twenty-first century. We believe that we should:

- Teach students to respect themselves, others, and the environment;
- Teach students to participate productively and responsibly in a rapidly changing society;
- Teach them to communicate effectively;
- Teach them to use cooperative and independent learning strategies;
- Teach them to apply problem solving processes;
- Teach them to set and meet high standards.

Dothan City Schools is an equal opportunity employer.

DOTHAN CITY SCHOOLS

Director of Curriculum and Instruction

Teresa Davis

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Sarah Owen, Program Specialist

Christy Martin, Program Specialist

Sherry Corbitt, Program Specialist

Holly Mitchell, Program Specialist

Jennifer Williams, Program Specialist

Information in this manual is designed to answer frequently asked questions concerning system procedures for grades kindergarten through fifth grade. Please study this manual and keep it accessible as a reference document. The information in this manual has been approved and contains the adopted procedures for the Dothan City Schools elementary grades. Without prior written approval, any deviation from these procedures will fall out of the approved sanctions of procedures for Dothan City Schools.

Questions and/or concerns that are not addressed in this manual should be brought to the attention of the building principal and/or program specialist who will seek clarification from the Central Office. This process will ensure continuity of procedures for all students within our system.

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CURRICULUM

The Dothan City Schools curriculum is aligned with national and state standards. Grade level standards are available on the Alabama State Department website. Students are expected to master the curriculum at each grade level before advancing to the next grade. Special needs of students may be addressed through Exceptional Student Services (ESS), 504 Services, Learning in Collaboration (LINC), English Language Services (EL), Problem Solving Teams (PST), and/or school site-based programs.

Curriculum Mapping and Pacing for Instruction

Dothan City Schools uses a standards based curriculum that aligns standards instruction and assessments. Data from these assessments will be analyzed to adjust instruction, to reteach/strengthen skills and standards for identified students, and to determine curricula needs for the next year.

The comprehensive local benchmark assessment will be administered in Fall, Winter, and Spring.

- Data from the Fall assessment will be used as a baseline to determine the proficiency level of each student in reading and math.
- Data from the Winter assessment will be used to determine the students' proficiency growth in reading and math, and guide instructional decisions.
- Data from the Spring assessment will be compared to the Fall baseline scores to determine student growth and curricula needs for the next year in reading and math.

Pacing for instruction will be based on the needs of the students and the DCS' Accountability Plan. All students will receive on-grade level instruction, remediation as needed, and enrichment when appropriate based on content standards in all core subject (reading/language arts, mathematics, science, social studies).

Reading

Dothan City Schools follows the College and Career Readiness Standards as outlined by the Alabama State Department of Education. Scott Foreman Reading Street is the program used to teach phonics progression for grades K-2. It will be taught as directed in the teacher's manual under the direction of School Administrators, Instructional Coaches, and ARI. Grades 3-5 will use Scott Foresman Reading Street as one of several resources to teach the College and Career Readiness Standards. The EQUIP Rubric will be used as a tool to monitor rigor and relevance.

Quality reading instruction is designed to benchmark 80% of our students with strong whole group and small group components. Only 20% of students in a grade level should need reteaching or intervention. Teachers should conduct whole group, small group and reteaching lessons each day.

Reading Time Allotment

Central Office is recommending at least 90 minutes for protected Tier 1 reading (whole/small group) in grades K-5. School administrators may adjust this time to meet the needs of individual schools. Spelling is now considered a part of the reading block, because it is an application of the phonics skills taught each week. 30 minutes of Tier II and 30 minutes of Tier III intervention is to be completed outside of the protected reading block daily.

Speaking, Listening, and Writing Standards will be integrated into content areas daily. Target standards should be indicated in lesson plans for all grades.

Reading Assessments

Kindergarten through 2nd grade will follow the phonics progression in Scott Foresman's Reading Curriculum. Kindergarten will grade according to the Kindergarten Report Card Guide, which is based on standards outlined in the Procedures Manual. **In first grade, Reading assessments should be read to students following a scaffolded release.** (For guidance see p. T8 of the Scott Foresman Benchmark Assessment Guide) **In January, students should begin reading all of the tests on their own to give a clearer picture of academic progress. However, it must be understood that not ALL 1st graders may be developmentally ready for complete release and teachers should use professional discretion in determining what is best for students.**

Students will be assessed on Oral Reading Fluency (ORF) and Retelling in grades K-2 using DIBELS Next.

Grades:

Nine Weeks	Grade 1	Grades 2-5
1st Nine Weeks	minimum of 6 grades <i>*grading begins after the 4th week of school*</i>	minimum of 8 grades
2nd Nine Weeks	minimum of 9 grades	minimum of 9 grades
3rd Nine Weeks	minimum of 9 grades	minimum of 9 grades
4th Nine Weeks	minimum of 6 grades	minimum of 6 grades

Grades **MAY** come from the following:

- Scott Foresman selection tests
- Scott Foresman Fresh Reads
- Engage NY (grade level will work with the Instructional Coach and Program Specialist to determine which assessments will be used)
- Teacher-Made Assessments (not Accelerated Reader)

Teacher-Made Assessments:

- Common Assessments - Each grade level will give the same assessment, unless otherwise approved by the Principal.
- Questions will align to CCRS
- Standards will be noted on each question
- Minimum of 12 questions

* **Any evidence** collected for a grade must have a minimum of 12 items.

** **DO NOT** use Scott Foresman Unit Tests. This is prep for ACT Aspire.

** **DO NOT** use Accelerated Reader for grades.

Spelling

Grades K-2 will teach Spelling during the reading block as part of phonics application using the Spelling component of *Reading Street*. On Friday, the Spelling test format will follow the day 5 plan in the *Reading Street* manual. The word test will consist of the skill words for that week. The dictation test will use the challenge word sentences. Challenge words will be shared with students weekly. (See grading section for specific guidelines)

Note: Challenge words are from application skills that have been previously taught.

In Grades 3-5 Spelling will not be graded as a separate subject. Spelling will be based on subject specific topics and will count as 25% of the Language Arts grade.

Language Arts

Language Arts will be taught according to the College and Career Readiness Standards. Teachers may use the current Language book and writing curriculum as a resource to teach grammar and writing. Speaking, Listening, and Writing Standards will be integrated into content areas daily. **Note:** Essay score is a suggested resource for writing.

Grades 3-5: Language Arts (25% Spelling, 25% Grammar, 25% Writing, 25% Speaking and Listening)

Mathematics

Math instruction will focus on the 2010 Alabama Course of Study (Alabama College and Career-Ready/Common Core Standards), local assessment outcomes, State assessment objectives and the Curriculum Pacing Guides. The goal of the mathematic instructional program is to ensure students have the necessary knowledge and skills for developing a strong foundation that leads from knowledge of facts and skills to acquisition of conceptual understanding. Additionally, the acquisition of problem solving techniques enables students to understand how mathematical ideas interconnect and build on one another to produce a coherent whole.

Math Time Allotment

Math should be taught daily with a **minimum of sixty (60) minutes allotted to instruction, guided practice, independent practice and remediation.** This should include whole group, small group, and intervention (Tier II) as needed.

Math Assessments

Kindergarten will follow the assessment procedures outlined in the Kindergarten Report Card Guide. First through fifth grades will follow the grading procedures below:

	1st grade	2nd-5th grades
1st Nine Weeks	minimum of 6 grades <i>*grading begins the fourth week*</i>	minimum of 8 grades
2nd Nine Weeks	minimum of 9 grades	minimum of 9 grades
3rd Nine Weeks	minimum of 9 grades	minimum of 9 grades
4th Nine Weeks	minimum of 6 grades	minimum of 6 grades

Grades **MAY** come from the following:

- GoMath
- Engage NY (grade level will work with the Instructional Coach and Program Specialist to determine which assessments will be used)
- Teacher-Made Assessments

Teacher -Made Assessments:

- Common Assessments - Each grade level will give the same assessment, unless otherwise approved by a building administrator
- Questions will align to CCRS
- Standards will be noted on each question
- Minimum of 12 questions

**Any evidence* collected for a grade must have a minimum of 12 items.

Math Fluency Practice

Each grade level contains a fluency standard (OA,NBT). When students are able to demonstrate fluency, they are **accurate** (correct answer), **efficient** (within 4-5 seconds), and **flexible** (using strategies such as making a ten or breaking apart numbers). Research has shown that teachers can best support students' memorization of sums and differences through varied experiences. It is important to push sensitively and encouragingly toward fluency of the designated numbers at each grade level, recognizing fluency will be a mixture of these kinds of thinking, which may differ across students. Students will be assessed on Math Fluency in grades K-2 using easyCBM NCTM Math (also known as DIBELS Math), which is based on the Focal Points from the National Council of Teachers of Math (NCTM).

Mental strategies are not required until the end of grade 2. Therefore, drills will not be timed in grades K and 1. Grades can be given on the fluency standard, not on the amount of time. Grade 2 will begin taking grades on timed drills during the 3rd nine weeks. In grades 3-5, timed drills for multiplication and division will be given beginning the 3rd week of school. **Only 1 timed drill each nine weeks will be taken for a grade.** Drill tests are not to be the cause of any student failing math.

The following chart is based on the PROGRESSION GUIDE for CCRS Math.

GRADE	TIME REQUIREMENT	FLUENCY STANDARD
Kindergarten	No time requirement	Fluently add and subtract within 5.
First Grade	No time requirement	Demonstrate fluency for addition and subtraction within 10.
Second Grade	By end of year, 1 minute 40 seconds for 20 problems (5 seconds per problem)	Fluently add and subtract within 20 using mental strategies. By end of grade 2, <i>know from memory</i> all sums of 2 one-digit numbers.
Third Grade	By end of year, 1 minute 40 seconds for 20 problems (5 seconds per problem)	<i>Know from memory</i> all products of 2 one-digit numbers. (Facts 0-9)
Fourth Grade	By end of year, 1 minute 40 seconds for 20 problems (5 seconds per problem)	**Since there are no mental standards for 4 th and 5 th grade, drills should progress as appropriate from 3 rd grade.
Fifth Grade	By end of year, 1 minute 40 seconds for 20 problems (5 seconds per problem)	**Since there are no mental standards for 4 th and 5 th grade, drills should progress as appropriate from 3 rd grade.

Writing

Kindergarten – Grade 5

Writing in Dothan City Schools will follow the standards set forth in the Alabama Course of Study for Language Arts. Students will be given opportunities to develop their writing skills in a variety of modes.

- Each school will develop a plan that includes a focus on the process of writing during the 1st nine weeks. This plan will address each standard in a reasonable sequence to ensure all standards are addressed, school goals are met, and district objectives achieved. **see plans on DCS website under Elementary Curriculum**
- 1st, 2nd, and 3rd nine weeks will include a school-wide focus on a specific mode of writing (narrative, explanatory, opinion). For the 4th nine weeks, the writing mode will be a review of all modes of writing addressing the particular needs of students.
- Each grade level will collect ‘**On Demand**’ (**non-edited**) writing samples by the end of each nine weeks. Rubrics for each mode of writing are found on the Dothan City Schools website under the Curriculum link.
- A cover sheet will be attached to the students’ writing samples. The sheet will include the student’s name, teacher’s name, school name, date of sample, and type of writing prompt addressed.
- Writing Samples with attached rubrics will be filed in individual writing folders. Writing Folders will be placed in student’s cumulative folder.

Writing Resources: Triumph Learning Coach, Achieve the Core website, Scott Foresman, etc.
ACT Aspire Writing Focus: 3rd grade - narrative, 4th grade - explanatory/informative,
5th grade – opinion

Handwriting

Kindergarten – Grade 5

Lexi's Law, Act 2016-352, requires each district to develop and implement a Handwriting Curriculum. Instruction in handwriting will be taught using the Handwriting Curriculum, to include cursive writing, developed by Dothan City Schools. Correct penmanship and neatness is required in all grades and **should be expected in all written work**.

Science

Instruction in Science is based on the 2015 Alabama Course of Study, the 2016 Science Curriculum Guide, and the integration of scientific concepts and scientific and engineering practices across Content areas. *To make learning relevant, project based learning is recommended in all grades. In grades K-2 Studies Weekly will be used to support instruction, and AMSTI Science and Studies Weekly will be the primary resources used in grades 3-5.*

Social Studies

The 2010 Alabama Course of Study will be used for instruction in Social Studies. *In order to be successful citizens in today's world, students need to be knowledgeable about the economic, geographic, historical, and political perspectives of the work and its people. Since students are more directly involved in these issues and need information and strategies to make informed decisions, it is imperative that students are taught how to be responsible citizens. Students in grades 2 and 5 will participate in the SUPER CITIZEN PROGRAM , which helps students identify good character traits and recognize those traits in others. In addition, project based learning activities are recommended in all grades.*

Physical Education

A minimum daily instructional period of at least thirty (30) minutes in elementary physical education is required by the Federal and State laws and by the State Board of Education.

GRADES

The Dothan City Board of Education recognizes the need for an adequate evaluation reporting system which equitably reflects the achievement of students. Grades must serve the best interests of students, be based upon the taught curriculum, be used constructively and positively and be based on standards that apply to all students. The Board of Education directs the Superintendent to develop procedures for grading in all elementary schools, report these to the Board, and insure their equitable application in all schools and to all students.

Kindergarten

Grades for Kindergarten students will be reported using the following grading scale:

Grade Key: Grade Level Expectations		
Meets or Exceeds Standards:	Student <u>consistently</u> grasps, applies and extends key concepts, processes and skills at a <i>satisfactory</i> rate.	S
Progressing Standards:	Student <u>mostly</u> grasps and applies key concepts, processes and skills at a <i>progressing</i> rate. Student needs minimal support.	P
Developing Standards:	Student <u>beginning</u> to grasp and apply key concepts, processes and skills. Student <i>needs</i> occasional support.	N
Unsatisfactory:	Student <u>not grasping</u> key concepts, processes and skills. <i>Unsatisfactory</i> progress requires maximum support.	U

Grades 1-5

Students in Grades 1 through 5 will be assessed using a ten point reporting scale.

Grading Scale	Median Grade
A (90 – 100)	95
B (80 – 89)	85
C (70 – 79)	75
D (60 – 69)	65
F (59 and below)	55

Physical Education will be reported using Satisfactory, Needs Improvement, & and Unsatisfactory for students in grade 1 through grade 5.

Grading Scale	
S (80 – 100)	
N (60 – 79)	
U (59 and below)	

Handwriting will be reported using Exemplary, Satisfactory, Needs Improvement, & and Unsatisfactory for students in Pre-Kindergarten through 5th Grade.

Grading Scale	
E (95 – 100)	
S (85 – 94)	
N (75 – 84)	
U (74 and below)	

Grading of Special Education and EL students should be done in collaboration between regular classroom teachers and special education/EL teachers.

Grades reported by teachers are not to be changed unless:

- Errors have been made in computation;
- Factors have been included that are not consistent with guidelines, or;
- Procedures have not been followed.

It is the teacher's responsibility to ensure accuracy in grading and reporting of grades in Chalkable. **Grades should be recorded in Chalkable within three days of administering a test.**

Grade changes will be made in consultation between the teacher and the principal for reasons stated. All changes must be documented. An appeals process that parents must follow is required. Decisions made in the appeals process are final.

The decision to retain a child is not to be made until the last nine weeks of the school year.

Promotion is to be based on grades which must support the promotion in all instances. Students in grades 1-5 must pass Reading and mathematics in order to be promoted to the next grade. Failing grades in two or more of the following subjects will also result in retention for the year: Language, Science, and Social Studies. Use extreme caution in retaining a student that has passed Reading and Mathematics but not two or more other subject areas.

In the year of retainment, the teacher and the administrative staff must develop and implement instructional strategies and approaches enhancing the probability of the student's success. All students enrolled in the magnet schools, must meet the behavior and achievement requirements to remain enrolled at those schools.

A second retention during the elementary years almost insures a school dropout. Therefore, it is incumbent upon administrators, teachers, and parents to facilitate success through appropriate placement and instruction. Students must be taught to the required standard. Mastery of basic skills is the goal of elementary educational programs. Social and administrative promotions are not permitted. Standards must be met for a student to be promoted (Alabama Act 93-367, page 26b).

(Dothan City Board of Education – Policy IHE – Revised July 20, 2009)

Grading and Reporting

All students in K -5 will receive a report card each nine weeks. The following subjects are to receive grades beginning with the first nine weeks of school.

Kindergarten

Habits of Success (Conduct)
Mathematics
Reading
Language Arts
Written Language
Speaking & Listening
Physical Education

Grade 1

Conduct
Reading
Handwriting*
Spelling
Mathematics
Physical Education

Grade 2

Conduct
Reading
Language Arts
Handwriting*
Spelling
Mathematics
Physical Education

Grade 3

Conduct
Reading
Language Arts
Mathematics
Handwriting*
Social Studies
Science
Physical Education

Grade 4

Conduct
Reading
Language Arts
Mathematics
Handwriting*
Social Studies
Science
Physical Education

Grade 5

Conduct
Reading
Language Arts
Mathematics
Handwriting*
Social Studies
Science
Physical Education

* Grades 3-5: Language Arts (25% Spelling, 25% Grammar, 25% Writing, 25% Speaking and Listening) *

*Manuscript writing will be taught in K, 1 and 2. Cursive writing will be introduced during the second semester of 2nd grade. Beginning the fourth nine weeks of third grade, grades will be based on cursive handwriting. Students may remain in manuscript when cursive writing appears to be developmentally inappropriate.

A and A/B Honor Roll recognition will be given to a student each nine weeks based on subject areas assessed **excluding Conduct, Handwriting, and Physical Education.**

A and A/B Honor Roll recognition will be given to a student at the end of the year based on final exit grades for subject areas **excluding Conduct, Handwriting, and Physical Education.**

1. Median Grades

In instances where letter grades are used, the grade median is to be used. Letter grades may be used for projects, oral and written reports, presentations, portfolio entries, etc.

2. A minimum number of grades should be recorded for each subject in order to get a true picture of a student's performance in each subject area. Grades should be taken from a variety of sources. The minimum number of grades by subject are:

- Reading See table on pg. 7 - Reading
- Math See table on pg. 9 - Math
- Spelling 9 grades per nine weeks
- Language Arts:
 - Grd 2 9 grades per nine weeks
 - Grds3-5 minimum of 10 grades per nine weeks
(25% Grammar, 25% Spelling, 25% Writing, 25% Speaking and Listening)
- Science 6 grades per nine weeks
- Social Studies 6 grades per nine weeks

Letter grades will not be recorded the first four weeks of the first nine weeks in Grade 1 for Reading or Math. However, teachers should use running records, observation with anecdotal notes, checklists, etc. to determine student progress during the first month of school.

3. Science and social studies will be taught. Teaching science and social studies content should be encouraged in other subject areas such as reading and language arts.
4. **Grades are to be recorded in the grade book/grade spreadsheet, and entered into Chalkable within three (3) days of testing.**
5. Numerical grades will be reported on the report card. Guidelines for completing the Kindergarten report card can be found in Kindergarten Report Card Guide.
6. For Kindergarten, the fourth nine weeks grading period will also serve as the exit criteria **in each graded area**. For Grade 1, the fourth nine weeks grade will also serve as the exit grade **in Reading only**. Math grades for each nine weeks should be averaged for an exit grade for Grade 1. For Grades 2 – 5, all grades should be averaged to determine the exit grade for each graded area.
7. Exit grades are to be obtained by averaging the numerical grades of the four nine weeks grading periods.
8. The progress of any student exhibiting a **pattern** of failing grades must be discussed at grade level as the first step in the intervention process. If the pattern continues, PST strategies will be implemented. If failure and/or behavior problems arise for these students, they should be addressed by the PST. ***NO STUDENT IS TO FAIL ANY SUBJECT WITHOUT BEING BROUGHT TO THE PROBLEM SOLVING TEAM (PST).***

Progress Reports

1. Each teacher (K-5) is required to send a progress report on all students the fifth week of each nine weeks.
2. **Parent conferences are required on any student receiving a failing grade.** Documentation of these conferences should be kept until the end of the year. Documentation includes conference notes, missed conferences, phone call logs, etc.

Homework Guidelines

The purpose of homework is to provide independent practice for newly taught skills, review previously mastered skills, develop independent study habits, and/or to extend and enrich the curriculum.

- Homework is defined as written or non-written tasks that are assigned by teachers to be completed by students outside of the classroom.
- Homework should be related to the curriculum being taught.
- **Homework should not be used as a behavior management tool or as a form of punishment.**
- Homework should not be completed by parents.
- Homework is **NOT** to be given as a grade.
- Homework may be given 4 nights per week in grades 1 – 5 and should not be assigned on weekends.

- Reading assignments are to be incorporated into homework time allotments at each grade levels, but voluntary reading beyond homework guidelines is encouraged.
- Long term projects should be assigned at least two weekends before the work is due.
- Homework guidelines for students with special needs may be determined by the student's educational plan and should be specifically related to the student's learning profile.
- The appropriate time limits that children at each grade level should devote to homework each night are:

Outside work for Kindergarten should be limited to reading.

Grade 1	15 minutes	Monday - Thursday
Grade 2	20 minutes	Monday – Thursday
Grade 3	30 minutes	Monday – Thursday
Grade 4	40 minutes	Monday – Thursday
Grade 5	50 minutes	Monday – Thursday

(Times are cumulative, not by subject.)

Homework should be assigned as part of the teaching process. Homework should give students opportunities for independent practice after a lesson has been taught and guided practice has been supervised in the classroom. Homework should not take the place of guided practice. Teachers have a responsibility to:

- Identify the purpose of homework assignments for parents and students.
- Establish objectives and guidelines for special projects, including any expectations for parental participation.
- Follow the guidelines for the amount of time designated for homework, including special projects.
- Communicate expectations to students.
- Post all assignments and provide time for students to record them.
- Model homework strategies and provide models as appropriate throughout the school year.
- Review homework and return it in a timely manner.
- Establish a system for recording and reporting homework.
- Ensure that resources and materials required for homework projects are easily obtained by students.
- Notify parents early regarding homework problems and missing assignments.
- Assign long-term projects so that the completion time includes more than one weekend and is not limited to a school vacation period.
- Discuss homework practices with colleagues and provide guidelines for the type of homework given at each grade level.

LESSON PLANS

Lesson plans should include Alabama College and Career Readiness Standards, and indicate how instruction will be differentiated to address the needs of all learners. Speaking, listening, writing and technology standards are expected to be integrated into content areas DAILY. In addition these standards should be identified in lesson plans.

1. Each teacher is required to have a daily lesson plan, written for the week, on his/her desk and a copy turned in to the principal/designee. Detailed lesson plans should include times for all subject areas as well as CCRS standards. Plans should be detailed enough for a substitute to come in and be able to present the stated lessons. Materials should be readily available and/or directions given for locating materials needed for the lessons.
2. Lesson plans should be made using the Alabama Courses of Study, Dothan City Schools' curriculum mapping, ACT Aspire and/or local assessment objectives, the adopted text, and other supportive materials related to the topics being taught.
3. Each teacher is required to have a current substitute folder on his/her desk at all times. This folder should include the following:
 - Detailed schedule
 - Class roll
 - Seating chart and/or name tags
 - General information – class routine, procedures for taking up money, bathroom schedule, lunchroom seating, P.E. location, teacher's name to go to for assistance, library schedule, other relevant information.
 - Names of students on special schedules (include the schedules)
 - Names of students with special health problems which may or may not limit their activities (asthma, seizures, allergies, etc.)
 - Names of students who can assist the substitute teacher
 - Names of stations or centers, activities available for students to do and when
 - Extra work that students are able to do with minimal assistance.
4. ***Be prepared each day before leaving school as if you were not going to be at school the next day. Your preparedness will ensure that valuable instructional time for students will not be lost. It will also help insure that you return to a class that has been well structured with a minimum of problems for you to deal with upon your return.***

TEXTBOOKS

Principals/designees will receive and sign for all books from the Central Office. Principals/designees must request books, workbooks, teacher editions and ancillary materials in writing. Principals/designees are responsible for the distribution of books to teachers.

Teachers are responsible for all books assigned to them. An accurate school inventory must be kept by grade level by subject. Schools are responsible for adjusting inventories when books are transferred from the school back to Central Office. School inventories must match the central office inventory that reflects the books assigned to the individual schools.

Teachers are responsible for assigning textbooks to students. A textbook form, signed by the student and parent, must be filed in each student's cumulative file when textbooks are assigned. Students should be made aware by the teacher that when he/she signs for a book, they are totally responsible for the books indicated on the state textbook form.

Lost and/or damaged books must be replaced at full price. All consumable textbook materials and/or workbooks will be transferred with students who transfer within the system. DIBELS progress monitoring booklets and test books for K-2 will be sent to the next DCS school by the instructional coach. Student materials and workbooks will remain at the school for students who transfer out of the system.

Dothan City Schools has a disposal policy for books no longer on the state adoption list. Request that the old books be picked up and disposed of at the Central Office. Hold books in the school until this is done. Books no longer on the adoption list may be given to students *with written permission from the Principal to the Textbook Coordinator.*

PARENT CONFERENCES

Conferences are a way to establish communication between home and school about students' performance and achievement. Research shows that creating an atmosphere of open communication with parents increases the probability of success for students.

Schools will schedule an Open House at the beginning of each school year. **Personal conferences should be held with all parents by the end of the first nine weeks of school.** Additional conferences during each nine weeks should be held with parents of students that are at risk in any area that affects student achievement. Phone calls should be documented as conferences. Parent Involvement Specialists are available to assist teachers in making contact with parents concerning their children.

CUMULATIVE RECORDS

Cumulative Records are **legal documents** that certify a student's school history. It is imperative that these records be completed carefully and accurately. There should be only one card made on a child who attends Dothan City Schools. If a student leaves the system, the cumulative record is to be filed in the office of the school the student attended. If the student returns to the system, the record should be retrieved and used.

New cumulative record cards on preschool, kindergarten and first grade students should be made by the end of the first month of school. Cards should be completed on transfer students from another system within two (2) weeks after entry. Records should include all schools that the student has attended, including schools outside Dothan City Schools.

The Cumulative Record is to be completed in **black ink**. Correction fluid should not be used on the original Cumulative Record. If corrections are absolutely necessary, use buff colored correction fluid only. Corrections should be initialed by the person making the correction.

All students enrolled in Dothan City Schools who transfer to another school during an attendance period will be carried in attendance for the actual number of days the pupil was enrolled. **The withdrawal date will be the next school day after the last date of attendance.** Students on roll for twenty five (25) days or more will receive grades for that attendance period. Grades and attendance should be recorded *in pencil* on the cumulative record for transfers within the system. Grades and attendance should be recorded *in ink as exit grades and cumulative attendance* for transfers outside the system.

Cumulative records are kept in the school office in a secure area. Records may be checked out by a teacher for completion or review but must be checked back in at the end of the school day. They are **never** to be left unsecured in a classroom or taken home by a teacher. All cumulative records must be checked for completeness and accuracy at the end of the school year.

Guidelines for Completing the Cumulative Record Card

(see back of cumulative folder for details)

Notes:

1. List the student's state identification number.
2. Student withdrawal date is the next day after the last date of attendance (last day of attendance 5/16/17, withdrawal date 5/17/17).
3. All previous schools should be entered for students new to system.

Cumulative Record Requests

(see back of cumulative folder for details)

Notes:

1. During the school year, requests for cumulative records in-system and out-of-system should be made in writing. They should be filled within two (2) working days. After that time, a call should be made from the principal/designee if the record has not been received.
2. Include the following information in the Cumulative Folder when the student is transferring:
 - a. Application for Admission – original and current year
 - b. Copy of Birth Certificate or Record of Birth
 - c. Copy of Social Security Card (voluntary)
 - d. Copy of current Immunization Form
 - e. Testing Profile
 - f. Legal Information (adoption, health, guardianship)
 - g. Report Card
 - h. Textbook forms, if applicable
 - i. Current Code of Conduct form (signed by parent)
 - j. Language Survey Form
 - k. Parent/Teacher Compact
 - l. DIBELS Benchmark information
 - m. Current Writing Samples

STUDENT SUPERVISION

Teachers are legally responsible for students the entire day. **Teachers are not to leave students unsupervised at any time.** Leaving children unattended and unsupervised is a tort issue and leaves a teacher and the school system open to legal action. This is negligence and cannot be allowed.

DISCIPLINE

The Dothan City Schools' policy on discipline will be followed as outlined in the Elementary Code of Student Conduct. Classroom discipline plans should be written and submitted to the principal. Rules, rewards and consequences should be posted in each classroom. The first month of school should be spent teaching and modeling appropriate rules and procedures. A copy of the discipline plan should be sent home with students. Students will receive a conduct grade each nine weeks on their report cards. Students who receive a conduct grade below a C on their report card should have a discipline referral to support given grade.

Teachers should keep detailed records concerning discipline problems. The Dothan City Schools' Discipline Referral Form must be completed for any misbehavior serious enough to be referred to the principal or chronic behaviors that warrant a D or F on report card. Completed forms will be filed in the principal's office.

Corporal punishment may be administered by the principal or his/her designee. In all instances, the student must be given an opportunity to explain what happened. Corporal punishment must be approved by the principal/designee based on a **written disciplinary referral for documentation.** Corporal punishment must be administered in private and not in front of other students or adults other than those approving and/or serving as witnesses.

GENERAL INFORMATION

FIELD TRIPS

Field trips should be directly related to instruction that takes place within the classroom. The purpose of field trips should be educationally sound. All field trips must be first approved by the principal. All out of town field trips must have the approval of the principal and the superintendent before the trip takes place. All students must have permission slips signed by the parent/guardian to participate in any off campus activities. Trips will be made in accordance with guidelines as outlined in the system-wide Emergency Management Plan. Guidelines, checklists, and application forms can be found in **APPENDIX B.**

FEES AND TUITION, COLLECTION OF MONEY

Chromebook usage fees and textbook damage/replacement fees are the only approved fees to be collected in Dothan City Elementary Schools. Teachers are not to collect any money without prior approval of the principal. Receipts must be given for any money collected by the teacher other than recess and/or lunch money. Collected funds should not be left in the classroom unattended or overnight.

INITIAL REGISTRATION REQUIREMENTS

A birth certificate, verification by County Health Department, hospital record, or Bible record are acceptable records to verify birth dates for any child entering the first grade or kindergarten programs in Dothan City Schools. A child entering kindergarten, first grade or Dothan City Schools for the first time must present a certificate of immunization, certificate of measles immunization, and record of birth. Immunization cards and copies of record of birth are to be attached to the original Application for Admission and become a part of the cumulative folder.

Nonresidents shall not be admitted to the Dothan City public schools, unless such nonresident qualifies for admission under one or more of the following exceptions:

Pursuant to the requirements of the Elementary and Secondary Education Local assessments as amended by the improving America's Schools Local assessments of 1994 and the Stewart B. McKinney Homeless Assistance Local assessments, all homeless, migratory, and LEP children must have equal access to the same free appropriate public education, including public preschool education, provided to other children and youth. Such children will be provided the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated. The enrollment of homeless, migrant, and limited English proficient children and youth shall not be denied or delayed due to any of the following barriers:

- lack of birth certificate
- lack of school records or transcripts
- lack of immunization or health records
- lack of proof of residency
- lack of transportation
- guardianship or custody requirements

A child who is five years of age on or before September 1 shall be entitled to admission to Kindergarten. It shall be the policy of the Dothan City Schools to enforce kindergarten attendance requirements which are the same as those which apply to all other students enrolled in the Dothan City Schools.

If a child's "Proof of Birth" indicates that the child's sixth birthday is on or before December 31, the child will be entitled to admission to the first grade.

VISITORS

All visitors are to register in the Office of the Principal. Students are not permitted to bring other students as visitors to school. Parents may visit by securing permission from the principal's office. All visitors must sign in and wear a visitor's badge when in the building from 7:00 a.m. – 5:30 p.m. **Staff members are expected to stop anyone without a visitor's badge – NO EXCEPTIONS.**

All Dothan City Schools' employees not assigned to a particular school site are required to go by the principal's office before going to other areas of that school. Any sales or promotional activities must have prior approval of the principal before contact may be made with DCS' employees.

LEAVING SCHOOL DURING THE DAY (refer to Dothan City Schools Student Code of Conduct)

Any child leaving school during the school day must check out in the Office of the Principal. Students should not be permitted to leave except on the authority of the parent. Early checkout for students should be discouraged because of the instructional time that the student will miss. Parents are encouraged to make appointments after school hours. Students who have appointments scheduled during the school day will not be excused for a whole day of attendance (ex. 10:00 dentist appointment and student does not come to school). In instances like this, the student should come to school, check out before the appointment, and check back in after the appointment.

PROFESSIONAL DRESS

As a professional educator, the teacher is the role model for students in the work place. Clothing worn by teachers affects the work, attitude and discipline of students. Teachers should dress for the main effects of respect, creditability, acceptance and authority as outlined in the Dothan City Schools Employee Dress Code.

Name tags are provided for all faculty and staff. Name tags are to be worn during the school day and during any school functions.

APPENDICES

APPENDIX A

Teachers should go beyond the expected report card and parent conferences when reporting student progress to students, their parents, and others. The teacher should use the results of both formal and informal assessment to provide student progress information to students, parents/guardians, and others. Results from student projects, cooperative group assessments, and both criterion-referenced and norm-referenced tests may be used for this purpose. A variety of procedures such as letters, phone calls, reports, e-mail, progress charts, and in-class evaluation sessions may provide information to both students and parents.

The teacher should engage in some pre-planning thought before sharing student information with others.

- Obtain up-to-date information on the student's skills
- Consult other available resources (health records, staffing, cum folder, special programs personnel)
- Determine the purpose of the conference (student's physical health, behavior records, skills and interests, friends, self esteem, work habits, developmental levels)
- Provide an attractive, comfortable and quiet setting where all can talk privately and frankly
- Record information or questions to discuss with the parents on a conference form

The teacher should establish a cordial, friendly working relationship with the parent(s) and student when sharing information.

- Assume a positive attitude when talking with parents about their child
- Be specific by preparing a list of written observations to support the status of the student
- Furnish the parent with positive and accurate statements about the student
- List for the parents any suggestions to help the student in any area of concern (academic, physical, social or emotional)

Discuss with the parent and/or student

- Objective assessment data
- Strengths/weaknesses in each area of the curriculum
- Interests, abilities, work habits and conduct
- Attitudes and adjustments to school, concerns about physical problems, vision, hearing or speech
- Ways you plan to help the student reach his/her potential
- School/Teacher/Parent/Student Compact
- Grading and reporting system

Seek information about

- The student's attitude toward school
- Any health problems
- Home responsibility and behavior
- Leisure activities
- Relationships with other students
- Special hobbies, interests or abilities

Conclude the conference by

- Summarizing the conference
- Adding points discussed to the conference form
- Requesting parent's signature on the conference form
- Providing a copy of the conference form to the parent
- Filing a copy of the conference form, note, e-mail, or other record relating to the content and time of the discussion

Group Parent/Teacher conferences may be held at Open House and/or Parent Visitation to

- Outline the curriculum
- Outline conduct expectations and consequences
- Discuss school activities
- Explain reporting practices

APPENDIX B

FIELD TRIPS

Field trips will be made in accordance with guidelines as outlined in the system-wide emergency plan.

A. Out-of-Town Field Trip Plan

1. Guidelines for Field Trips
 - 1.1 A Field Trip Application Form will be completed by the Field Trip Coordinator (teacher) at least ten (10) school days prior to the trip.
 - 1.2 The Field Trip Coordinator (teacher) will send the completed form to the principal who will sign it, retain original, and remaining copies to Transportation.
 - 1.3 Transportation will schedule the trip and buses, complete the bottom section of the form, return two (2) copies to the school, send one (1) copy to the Central Office, and retain one (1) copy in the Transportation Office.
 - 1.4 A Review Meeting will be held between the Principal and Field trip coordinator.
2. Roles and Responsibilities of Field Trip Coordinator
 - 2.1 Complete and submit Field Trip Application Form to principal.
 - 2.2 Submit supervision plan to principal during the Review Meeting.
 - 2.3 Complete Field Trip Checklist.
 - 2.4 Assume lead role for the trip (make decisions, delegate responsibilities).
 - 2.5 Coordinate implementation of the supervisory plan.
 - 2.6 Maintain necessary communication.
 - 2.7 Remain at return site until all students have been released to appropriate individuals.

Report to principal upon completion of the trip.

OUT –OF-TOWN FIELD TRIP CHECKLIST

The following checklist must be completed for all field trips. A folder containing information marked with an asterisk (*) must accompany each bus and one must be left at the school.

Teachers check and recheck to assure that all students are on the bus before departure from any location.

- ____ 1. Field Trip Application
- ____ 2. Arm Band Identification for each student/teacher/adult
- ____ 3. * Parental permission slips (including medical release) for each bus, place in Transportation Kit.
- ____ 4. Complete list of occupants on each bus (Students/Adults).
- ____ 5. List of students not participating in the field trip. Make copies as necessary.
- ____ 6. Arrangements made for another teacher to keep any students not participating in the field trip. Work/activities provided for students who remain at the school.
- ____ 7. Lunchroom manager has been notified at least ten days in advance if lunch will not be eaten at school or if a sack lunch will be required.
- ____ 8. Arrangements made for meals if they are to be provided away from school.
- ____ 9. Arrangements have been made for student pick-up if the return arrival is after school dismissal time.
- ____ 10. All special area teachers have been notified of any students who will be going on the trip (so that schedules can be adjusted accordingly).
- ____ 11. Review meeting held.

- ____ 12. * List of emergency phone numbers to include:
School
Principal
Assistant Principal/Program Specialist
Counselor/Parent Involvement Specialist
Transportation Department 794-1450
Jay Bruner 701-5219
- ____ 13. * List of non-school chaperones including emergency names/
numbers
- ____ 14. * Transportation Emergency Kit (provided by Transportation
Department)
- ____ 15. * Copy of Trip Emergency Procedure
- ____ 16. * Information Folder placed with Transportation Emergency Kit
- ____ 17. If a student rides the school bus to an activity and wants to ride
back with parents, the parents must give the teacher a written
note stating that the child has permission to ride home with them.

FIELD TRIP APPLICATION FORM

SCHOOL _____ GRADE _____ DATE _____

TRIP DESTINATION & ADDRESS _____

DESTINATION CONTACT PERSON _____

DESTINATION PHONE NUMBER _____

LEAVING _____
Place _____ Date _____ Hour _____

RETURNING _____
Place _____ Date _____ Hour _____

OBJECTIVE(S) OF TRIP _____

CLASSES GOING ON TRIP

_____ # _____ # _____

_____ # _____ # _____

_____ # _____ # _____

_____ # _____ # _____

FIELD TRIP COORDINATOR

PRINCIPAL

To be completed by Transportation:

Bus # _____ Seating Capacity _____ Driver _____

Bus # _____ Seating Capacity _____ Driver _____

Bus # _____ Seating Capacity _____ Driver _____

Bus # _____ Seating Capacity _____ Driver _____

Route _____

Signature of Transportation Supervisor

Distribution: Original – School (Principal) Remains at School. **Carbon Copies** are to be sent to the Transportation Department and then distributed as follows: **Green** – School (Field Trip Coordinator) **Canary** – School (Principal) **Pink** – Central Office **Gold** – Transportation