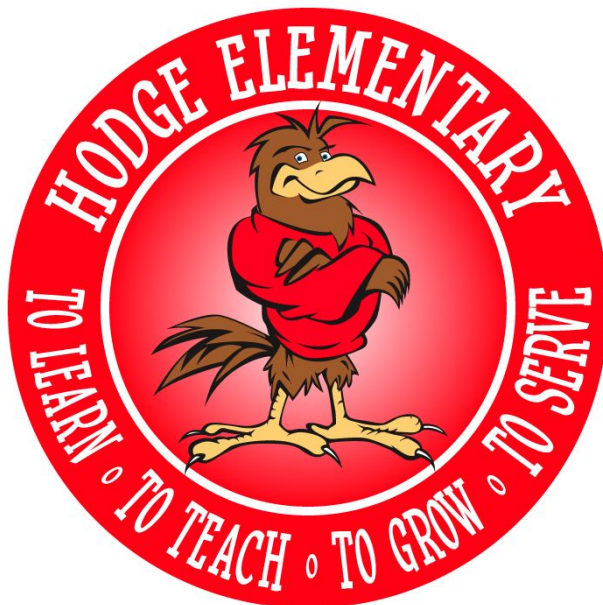


Hodge Elementary Parent/Student Handbook 2019-2020

Principal: **Andrea Hare**
Assistant Principal: **Rachel Hix**
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INDEPENDENT SCHOOL DISTRICT

The Denton Independent School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities.

To Students and Parents:

Welcome to the 2019-2020 school year! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

Please be aware that the term “the student’s parent” is used to refer to the parent, legal guardian, or any other person who has agreed to assume school-related responsibility for a student. Both students and parents should become familiar with the [DISD Student Code of Conduct](#) and the [DISD Student and Parent Handbook](#). The [DISD Student Code of Conduct](#) is a document adopted by the DISD Board of Trustees and intended to promote school safety and an atmosphere for learning. Both documents may be found on the [District’s website](#).

The Hodge Elementary Parent/Student Handbook is a document in addition to the [DISD Student and Parent Handbook](#) and is designed to be in harmony with board policy and the [Student Code of Conduct](#). Please be aware that it is not a complete statement of all policies, procedures, or rules that may be applicable in a given circumstance.

In case of conflict between board policy (including the [Student Code of Conduct](#)) and any provisions of the Hodge Elementary Parent/Student Handbook, the current provisions of board policy and the [Student Code of Conduct](#) are to be followed. Also, please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy or other rules that affect the Hodge Elementary Parent/Student Handbook provisions will be made available to students and parents through newsletters or other communications.

If you or your child has questions about any of the material in this handbook, please contact me, Andrea Hare through email or phone.

We, at Hodge Elementary, look forward to working with you to ensure the success of our students.

Cordially,
Andrea Hare.
Principal
ahare@dentonisd.org
940-369-2801

HODGE IDEALS

Our Motto

Whatever it takes, no excuses.

Our Mission

To Learn, To Teach, To Grow, To Serve

ARRIVAL & DISMISSAL

Arrival

Per Denton City Ordinance, in school zones, all drivers are prohibited from texting and using handheld devices while driving. To prevent congestion from vehicles when dropping off students in the morning and picking them up in the afternoon, please use the following procedures:

- At **7:15 a.m.**, the front exterior doors and rear cafeteria doors will open. Please do not drop students off before 7:15 or at any location other than by these designated doors.
- Under no circumstance is a student to be dropped off in the passing lane or parking lot and allowed to walk across the driveway alone.
- Please be cautious of pedestrians when driving through the parking lots.
- Under no circumstances are vehicles allowed to park in the passing lane, bus zone, or in any area of the parking lot that is not a designated parking space.
- In the morning, parents may park in the parking lot and walk their child(ren) into the school.
- All students will report to the cafeteria or playground before 7:30 a.m. At 7:30 a.m., they will be released to go to their classroom.
- At **7:40 a.m.**, all outside doors will be locked except the front doors. Visitors must notify the office staff as soon as they enter the building. ***Do not ask staff or students to open outside doors.***

Dismissal

Any person picking up a child should be prepared to show identification and needs to be on the child's contact or emergency contact list.

All students in PreK and Kindergarten have a car tag, and will be escorted by a teacher to the designated locations at 3:00. Parents will be issued a car tag to hang from their rearview mirror. ***Anyone who comes through the carline to pick up a child MUST have the school car tag.*** If they do not have the tag, they will have to park and to come into the front office of the school, show ID, and sign the child out. ***Please do not get out of your vehicle in the pick up lane. If you need to buckle your child in a car seat, please pull up past the last cone; this will allow us to keep the line moving at a steady pace.***

- Day care vans will load at the end of the C hallway by the marquee.
- DISD buses will be loaded in the back of the school by the cafeteria.
- Under no circumstances are vehicles allowed to park in the passing lane or in any area of the parking lot other than in a designated parking space. Please wait only in the right hand lane until active student dismissal has begun at 3:00. ***Do not block the left lane of the circle during arrival or dismissal.*** Cars need to be able to pass through the circle drive or enter the parking lot at all times.

- If you live in the neighborhood and your child is walking home, they will be released from the building at approximately 3:00.

Transportation Changes

Parents must notify office of any changes in transportation **no later than 1:30 p.m.** on the day of the change. Do not e-mail teachers on the day of the transportation change and expect them to see their e-mail prior to dismissal. While most teachers check their e-mail several times a day, they do not always see their e-mail prior to dismissal. Notes can be written to the teacher or you may call the school office. This change includes a change from parent pick up to bus and vice versa. ***Please refrain from doing this continually.*** When frequent changes are made, it creates confusion for the student.

***Without written or phone verification of a transportation change, a student will be sent home the way they normally go home.**

BACKGROUND CHECKS

All parents who wish to volunteer and/or attend a school field trip, must complete a background check. Please complete this form at the beginning of the year to allow appropriate processing time. If the form is not completed in a timely manner, we cannot assure you it will be processed in time for the event.

CLASSROOM PARTIES

Classroom parties will be held at Christmas, Valentine's Day, and the end of the year. These are sponsored by the room parents and refreshments will be served. Please notify your child's teacher if your child has allergies or a special diet.

Birthday Celebrations

Celebrating student birthdays is a time-honored tradition. It is up to teacher discretion to determine how and when birthdays will be celebrated in the classroom. Party invitations must be handed out before or after school only.

COUNSELING

Armandina Austin is our school counselor. If students are having issues that impede their ability to function at school, they are encouraged to see the school counselor. Individual or group counseling provides students with helpful tools for social interaction, coping, and well-being. Mrs. Austin can be reached at 940-369-2891. You can also use the following links to complete a referral online:

<https://goo.gl/forms/c2jxamRr1ulVSz6t2> (English)

<https://goo.gl/forms/yCnVoLHuHTKRBimt2> (Spanish)

DRESS AND GROOMING

Students are expected to abide by the DISD dress code guidelines set forth in the DISD Student-Parent Handbook. Our campus will have special events throughout the year that make exceptions to the dress code. However, students are expected to be fully clothed at all times. In no instances are midriffs allowed to be exposed.

FIELD TRIPS

Field trips are an extension of classroom academics. The Student Code of Conduct is to be followed and appropriate conduct shall be required at all times. Only those parents on the district approved chaperone list **and selected by the school as a chaperone for each field trip may attend the trip with the school.** A chaperone's duties include supervision

of students and enforcing school rules and teacher directives. **Siblings and other children are not permitted to attend the field trip with approved chaperones.** If siblings are brought, parent chaperones may be asked to leave. Due to limited bus space, adult chaperones will not be able to ride the bus with the students. Any fees from the students or chaperones for each field trip will be due prior to the day of departure. Because of student confidentiality issues, all chaperones are expected to refrain from posting on Facebook or social media sites any stories, photos, comments, etc. related to the event they are chaperoning. Chaperones are expected to report any concerns during the event to the teacher or administrator in charge. Campuses must follow strict guidelines in maintaining student privacy and confidentiality.

All students participating in school-sponsored events are required to use school-provided transportation to and from the event, per the [District Student-Parent Handbook](#). Parents wishing to sign out their child at the destination will be required to complete the Transportation Waiver and Release form **prior to** the date of the field trip. Any person transporting a child from a field trip **must** be on the student's emergency contact form in the front office.

HEALTH-CARE

Karen Asay is the school nurse. Please notify Ms. Asay of any health-related matters concerning your child. Ms. Asay can be reached at 940-369-2805.

For medications (over-the-counter or prescription) to be given at school by the nurse, parents must provide a physician order in writing to the nurse, and sign a medication administration form. All medications must be in their original, properly-labeled container with the student's name, date, dosage and instructions. No self-administration of medication by students is permitted without specific orders in writing from the physician to the school nurse. Teachers may administer medications on field trips, camp, or off campus activities with the same 3 requirements. Parents may occasionally administer medications under supervision of the school nurse, in the clinic, as needed.

LOST AND FOUND

A "lost and found" collection box is located in the cafeteria. If your child has lost an item, please encourage him or her to check the lost and found box. The district discourages students from bringing to school personal items of high monetary value, as the district cannot be responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

RECESS

Students will have an opportunity to participate in recess daily. Parents are asked to be cognizant of the weather outside and ensure their child(ren) are dressed appropriately for outside play. School administration will watch air quality warnings and temperatures to ensure student safety at all times.

STUDENTS' DESKS AND CUBBIES

Students' desks and cubbies are school property and remain under the control and jurisdiction of the school even when assigned to an individual student. Students are fully responsible for the security and contents of their assigned desks and cubbies. At no time is it appropriate for another student or parent to put items/materials in another student's desk or cubby without their permission.

Searches of desks or cubbies may be conducted at any time there is reasonable cause to believe that they contain articles or materials prohibited by policy, whether or not a student is present. The parent will be notified if any prohibited items are found in the student's desk or cubby.

TEXTBOOKS, LIBRARY, & LITERACY LIBRARY BOOKS

Textbooks and literacy library book are provided free of charge for each subject or class; students are required to use these books carefully. Students who are issued a damaged item should immediately report the damage to the teacher. Fines will be assessed on damaged books. Any student failing to return a book issued by the school shall lose the right to have free books until the book is returned or paid for by the parent or guardian.

VISITORS TO THE SCHOOL

Parents are always welcome and encouraged to visit the school. For the safety of those within the school and to avoid disruption of instructional time, all visitors are asked to check in at the main office upon arrival and comply with all applicable district policies and procedures. For the safety of all students, parents will not be permitted to walk their children to their classes in the mornings after the first full week of school. For specific appointments with teachers, counselors, administrators or other staff members, please call the office in advance 940-369-2800. When arriving on campus, all parents and other visitors should be prepared to show identification.

Visits to individual classrooms during instructional time are permitted only with the approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. Even if the visit is approved prior to the visitor's arrival, the individual must check in at the main office first.

Parents may eat lunch with their child(ren). Students are not permitted to bring a friend to eat with them. Additionally, we ask that parents do not bring food to any students other than their own due to food allergies.

School personnel will require identification of any person on school property. The principal or his/her designee may refuse to allow persons with no legitimate business to enter school grounds and/or may eject any undesirable person(s) from school grounds if that person refuses to leave peacefully upon request. Parents and guests are expected to conduct themselves in a proper and professional manner at all times.

APPENDIX A - TITLE 1 PARENT INVOLVEMENT POLICY

Statement of Purpose

Hodge Elementary teachers and staff are committed to providing a quality educational program that will challenge all children to reach their full potential. We believe when a school and parents work together, children succeed. Neither home nor school can do the job alone. Parents play an extremely important role as children's first teachers. Their support for their children and for the school is critical to their children's success at every step along the way. To ensure that basic skills and knowledge are taught, we will hold educators accountable for effective teaching, hold students accountable for learning, and encourage parental involvement in their children's education. We will continually assess student growth in order to provide timely interventions and evaluate our instruction. Additionally, Hodge teachers and staff will work collaboratively with parents and our community in the development, evaluation, and refinement of our Title 1 program.

Communication

Parents will receive timely information on their children's progress through parent-teacher conferences, home visits, progress reports, report cards, and teacher phone calls. Parents may also monitor children's progress through the online grade book system. Parents of children in third through fifth grade will receive a report on their children's score on the spring State of Texas Assessment of Academic Readiness (STAAR) assessment.

Parent teacher conferences are officially held once per year but can be called any time the parent or teacher feels that communication is warranted. Conferences are scheduled during the day and in the evening in order to accommodate parents' schedules. Spanish translators are provided to facilitate communication between teachers and parents. Parents are encouraged to take the initiative in calling their children's teachers when they are concerned about a problem. They may also call the school office and ask for a conference. As much as possible, notices will be sent home in English and Spanish. Parents are encouraged to like our Facebook page:
<https://www.facebook.com/hodgeelementary>

Annual Title 1 Meeting and Program Evaluation

We will convene an annual meeting during our first annual PTA meeting. The staff will describe our Title I program and requirements as well as provide parents with a copy of the Hodge Elementary Parent Involvement Plan. We will discuss parent rights and how they may be involved in the program. Classroom teachers will meet with parents during Meet the Teacher Night. At the parent meeting, teachers will describe our district curriculum, identify grade appropriate proficiency levels students must achieve, and explain how student progress will be assessed. Hodge staff will conduct parent involvement meetings at flexible times to encourage parent participation in our program. Parents of Hodge students are invited to participate on our Campus Leadership Team (CLT). The CLT will review our school data, evaluate school progress, and identify annual school improvement goals. Parent input is an integral part of the program evaluation.

Types of Involvement

There are many ways in which parents can become involved with their children's education at home or in the classroom. Classroom teachers send home weekly newsletters that include information on the skills students will learn, the homework assignments students will complete, and special classroom activities. We encourage parents to review the information sent home daily to help their children establish regular homework routines and reading time. We also encourage parents to volunteer in their child's classroom on a regular basis or during special events. Parents learn about these opportunities through the school's website, teacher newsletters, teacher contact, call outs, and information posted on the marquee.

APPENDIX B - THE VALUE AND UTILITY OF CONTRIBUTIONS OF PARENTS

The Value and Utility of Contributions of Parents

Parent involvement components are required in the federal Elementary and Secondary Education Act (ESEA) and in various federal and state education programs including Title I. Furthermore, the No Child Left Behind (NCLB) Act requires campuses that receive Title I to “educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (PL 107-110 Section 1118 (e)(3)).”

Because school age children spend 70% of their waking hours (including weekends and holidays) outside of school,¹ parental involvement and engagement is essential to the success of children in school. While volunteering at school is beneficial, and attending parent-teacher conferences, school events, and parent involvement activities are important, “the most significant type of involvement is what parents do at home. By monitoring, supporting and advocating, parents can be engaged in ways that ensure that their children have every opportunity for success.”²



“Do not confuse having physical presence with parental involvement. The research seems to indicate that when a parent provides support, insistence, and expectations to the child, the presence or absence of a parent in the physical school building is immaterial.”³

Involvement encompasses:

- setting goals with children and fostering achievement of those goals,
- accessing and using children’s academic scores to ensure they’re on track,
- frequently viewing the parent portal (or whichever tool their school uses),
- developing a relationship with children’s teachers and keeping in touch with them often, and
- advocating for improvements in the school building and with local school boards and state and federal government to ensure schools have the resources they need to provide a world class education to every student.”²



[Extensive research](#) demonstrates “a positive and convincing relationship between family involvement and benefits for students, including improved academic achievement. This relationship holds across families of all economic, racial/ethnic, and educational backgrounds and for students at all ages. The benefits for students include:

- higher grade point averages and scores on standardized tests or rating scales,

- enrollment in more challenging academic programs,
- more classes passed and credits earned,
- better attendance,
- improved behavior at home and at school, and
- better social skills and adaptation to school.”⁴



In 1997, the National Parent-Teacher Association (PTA) responded to the challenge of ensuring student achievement by issuing its national standards for parent and family involvement. Using the most recent research and working with national experts, PTA updated its national standards in 2007. When developed in 1997, the standards were called the National Standards for Parent/Family Involvement Programs. With a shift in focus from what *schools* should do to involve parents to what *parents, schools, and communities can do together* to support student success, the updated standards were renamed the National Standards for Family-School Partnerships.⁵ The six standards include:

1. Welcoming all families into the school community—Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.
2. Communicating effectively—Families and school staff engage in regular, two-way, meaningful communication about student learning.
3. Supporting student success—Families and school staff continuously collaborate to support students’ learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.
4. Speaking up for every child—Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.
5. Sharing power—Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.
6. Collaborating with community—Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.⁶

[Additional resources related to the value and utility of contributions](#)

include:



- Harvard Family Research Project:
 - Successful Family Engagement in the Classroom: What Teachers Need to Know: <http://goo.gl/WUbjVV>
 - Classroom Family Engagement Rubric: <http://goo.gl/fAc1V0>
 - Family Engagement Matters: <http://goo.gl/cx8wLp>
 - Most Effective Family Engagement: <http://goo.gl/gQ4mwy>
- [ESC Region 16 Title I Statewide School Support and Family and Community Engagement Initiative](#):
 - I SPY (Involvement Schools Parents, and You) Manual: <http://goo.gl/oW9Vnh>
- Southwest Educational Development Laboratory (SEDL):
 - Toolkit for Title I Parental Involvement: <http://www.sedl.org/connections/toolkit/>
 - Family Literacy Events: http://www.sedl.org/afterschool/toolkits/literacy/pr_family_literacy.html
- Minority Community Outreach:

- Minority Parent and Community Engagement Best Practices and Policy Recommendations for Closing the Gaps in Student Achievement:
http://www.maldef.org/assets/pdf/mco_maldef%20report_final.pdf

Works Cited

- ¹ Clark, R.M. (1990). Why Disadvantaged Children Succeed. Public Welfare (Spring): 17-23.
- ² Payne, Ruby K., Ph.D. (2005) Working with Parents–Building Relationships for Student Success:
1.
³ <http://neatoday.org/2014/11/18/the-enduring-importance-of-parental-involvement-2/>
⁴ <http://www.sedl.org/connections/resources/evidence.pdf>
⁵ <http://www.pta.org/programs/content.cfm?ItemNumber=1813>
⁶ <http://www.pta.org/nationalstandards>