

Alexander Elementary Family Handbook

2023-2024



Alexander
PANTHERS

Daily Schedule: Arrival, Lunch & Dismissal, Late Pick-ups

Arrival

- Daily Schedule: Doors open at 7:15AM.
 - Students dropped off prior to 7:15AM are unsupervised. Alexander staff monitoring begins at 7:15AM.
- Breakfast is served 7:15-7:35AM
 - Students who arrive before 7:30AM walk to either the cafeteria or sit outside their classrooms and are monitored by school personnel.
- Students should be in their classrooms before the 7:40AM schoolbell.
 - Students are escorted into the Front Office when arriving after 7:40AM.

Lunch

- School Cafe account to add money and look at the menu for breakfast and lunch.
- Parents are welcome to come have lunch with their child. Parents and visitors may sit on the stage with their child.
- Food can be brought into the Cafeteria for parent's personal child.

**THIS FALL, 'BACK TO SCHOOL' WILL ALSO MEAN
'BACK TO STUDENT MEAL RATES'
FOR NUTRITIOUS SCHOOL MEALS**

**PARENTS MUST SUBMIT AN APPLICATION
TO BE ELIGIBLE TO RECEIVE FREE
OR REDUCED-PRICE SCHOOL MEALS**

*Households that do not meet program
eligibility requirements must pay for meals.*

**Don't forget to complete this
part of the registration process!**
www.schoolcafe.com

The bottom right corner shows a screenshot of the **schoolcafe** website interface, which includes fields for Username and Password, a Remember Me checkbox, and buttons for Sign in, Sign in with Google, and Sign in with Apple. A red arrow points from the URL text to the website screenshot.

Daily Schedule: Arrival, Lunch & Dismissal, Late Pick-ups

Dismissal

- Walkers:
 - Dismiss at 2:55PM
 - Students dismissing as a walker will need to be off campus by 3:05PM.
 - Any students not picked up by 3:05pm will be taken to the Front Office and a guardian must fill out the “Late Pick-Up Form” with school personnel.
- Car Riders:
 - Students being picked up in a car must be picked up between 3:00-3:15PM
 - School-provided Car Tags are displayed everyday in vehicle.
 - 2022-2023 Car Tags are available beginning August 9 at Meet the Teacher. After August 9, please visit the Front Office.
 - After 3:15PM, students are checkout of the Front Office by guardian after completing “Late Pick-up Form” with school personnel.
- **Student Dismissal Changes**
 - **When a parent contacts the office to change how a child is going home that day, the changes will be only accepted before or by 1:30pm.**

Attendance

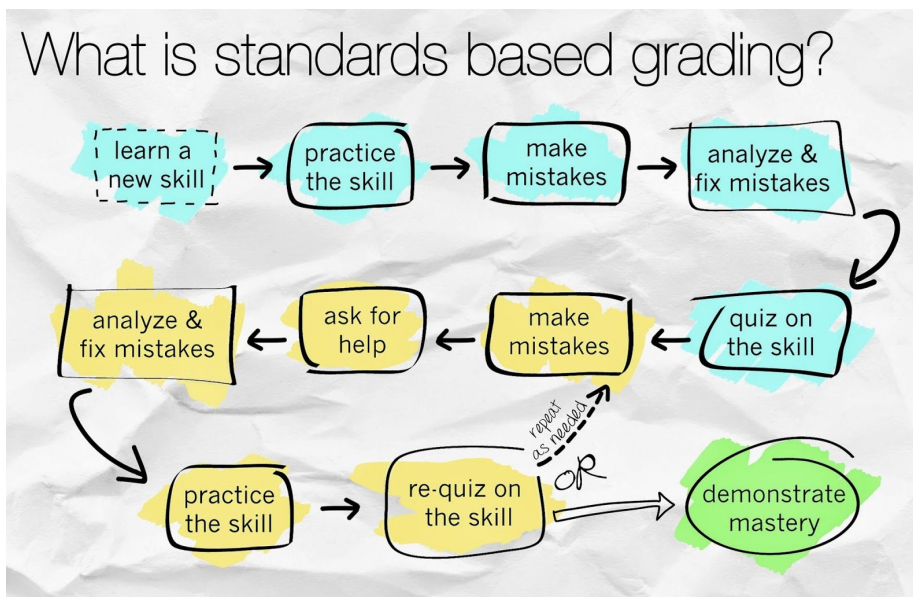
- Attendance is compulsory (Truancy)
 - Intervention plan is created when there are excessive tardies/absences. This can include parent classes, court appearance, summer school, etc.
 - You will get a warning first
- Doctors appointments should be scheduled after school or at the end of the school day, if possible.
 - Parent has to submit the medical attendance excuse form online within 3 days
- Missing school is missing a day of learning, please only miss if it is absolutely necessary
 - It affects the school funding which in turn affects the resources schools can provide for your student's learning.
- If you know you're going to miss let the teacher know ahead of time so they can send home school work
- Tardiness:
 - Learning starts at 7:40 am, be sure to drop your child off by at least 7:30 am so they have time to get to class and make a schedule at home.
 - If they need breakfast they need to be here when the school opens at 7:15am and go straight to the cafeteria to eat.
 - 3 tardies = 1 absence
- If your child has any anxiety about coming to school whether its due to stress/bullying/anxiety, encourage them to tell a trusted adult at school.
- Please don't take a vacation during the school week, it affects their learning and they could fall behind.
- If your child misses too many days of school and they are behind grade level they could be held back in their grade level another year.
- 15+ missed school days may result in retention

Field Trips

- Background checks are **REQUIRED!**
<https://forms.dentonisd.org/Forms/volunteerapplication>
- If you do not pass your background check, you will not be allowed to attend the field trip at all.
- No extra family members
 - Siblings
 - Aunts, uncles, etc.
- The child must return to the school on the bus afterwards unless approved by admin
- Parents have “given permission” for field trips at the moment of registration
- Homeroom teachers are responsible for picking up and keeping student medication during the field trip.

HAC, Testing Calendar, Report Cards

- Parent Portal
- You can see their grades and attendance on HAC
 - <https://www.dentonisd.org/cms/lib/TX21000245/Centricity/Domain/1313/HAC%20Access.pdf>
 - Online
- Procedures to log in Testing Calendar
<https://sites.google.com/g.dentonisd.org/assessmentresourcesforfamilies/home>
 - STAAR
 - Report Card Assessments
 - IStation - ISIP - first school day of the month
 - Imagine Math
 - ELI/SELI
 - DRA
 - PNA
- Report cards are now 100% online (HAC)
- Contact the school registrar if you need assistance.
- Standards-based Performance Levels



1 = blue
2 = yellow
3 = green

PTA (Parent Teacher Association)

We know that active and engaged families are the key to success for our students! We need your support and input!

PTA Volunteers:

- Support classroom teachers and school. You may help weekly, monthly, or annually to fit your personal schedule
- Support in the development and organization of school and classroom events (such as class parties, Open House, Festivals/ Carnival, Field Day, Science night, Fundraisers,...) (This is your chance to have input!)

Membership Cost

How do these fees support your child?

Local: PTA supports the campus with resources and opportunities for all students.

State: PTA advocates for families at every level of policy-making. Help us back the future of Every Child with One Voice!

<https://www.txpta.org/>

SEL- Social Emotional Learning





What it is?

Response to students emotional needs so they can be ready to learn.

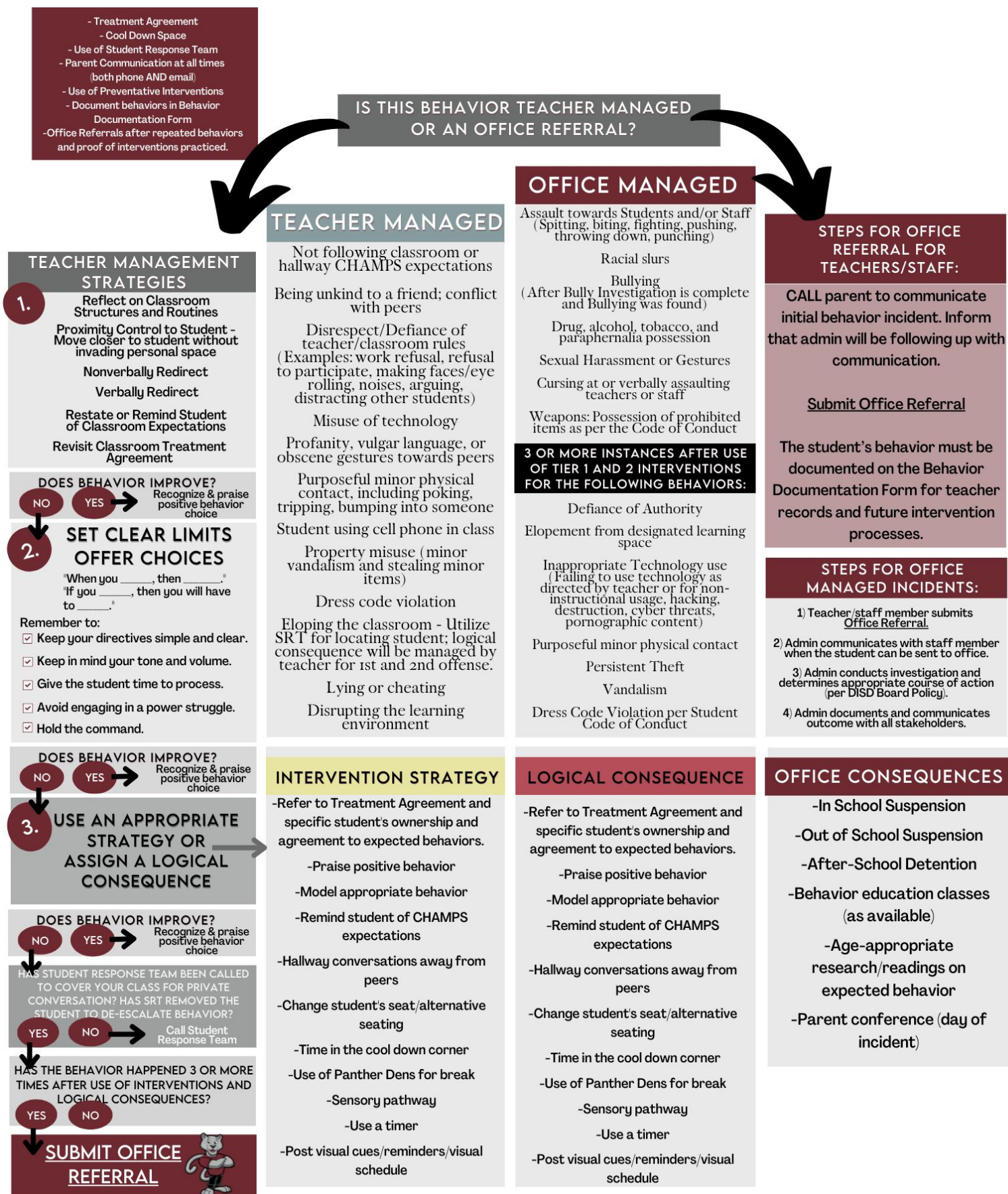
What it looks like

- Restorative Circles
- Morning Meetings: Include 2 min connections
- Daily Check-ins- Rhythm App
- Each classroom has a designated cool down spot/area with tools such as sensory items, zones of regulations poster, timers
- Teachers who are trained to be Trauma Informed Teachers
- Sensory Pathways in Halls

The **ZONES** of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

DISCIPLINE FLOW CHART





BEHAVIOR BELIEF SYSTEM

DISCIPLINE:

Discipline is the process of teaching appropriate behavioral expectations by providing natural, logical consequences to create opportunities for students to learn how their actions impact themselves and the world around them. Discipline helps students establish healthy intrinsic boundaries that will enable them to be successful in all situations, both inside and outside of the school building.

BELIEFS REGARDING DISCIPLINE:

- We seek to understand the root of behavior, presuming positive intent of the child. Discipline is not punitive, but a process.
- Discipline is a form of love because it sets up children for success in life.
- Consequences ALONE do not teach proper behavior. It is a piece of the puzzle.
- Discipline situations are an opportunity to teach and reinforce proper behavior.
- We believe children taking ownership of their choices is an impactful piece of learning the impact of their decisions.
- Consequences should be logical to the behavior exhibited.
- Parents are the foundational piece for students learning proper behavior.
- A united and collaborative teacher, parent, admin partnership is a vital component of student success.

PURPOSE OF DISCIPLINE PLAN:

- Provide clarity, consistency, and structure as a school community.
- Collaboratively develop behavioral expectations that are conducive to a safe, positive and productive learning environment, maintaining our campus focus on learning and teaching.
- Invite parents to participate in the reinforcement of proper behavior expectations at home.
- Staff and teachers to know their responsibility in the process and equip them with tools to respond appropriately.
- Model and reinforce good choices that set students up for success in life.
- Teach students proper behavior, including self-control, responsibility for actions, and healthy conflict resolution and proper ways to solve problems.

BEHAVIOR + DISCIPLINE SYSTEM

PREVENTATIVE INTERVENTION:

Strategies implemented to prevent undesirable behaviors. Instead of waiting for problem behaviors to occur, proactive techniques implemented successfully decrease the likelihood of problem behaviors and promote safe and positive behavioral choices in the classroom.

SCHOOL-WIDE TIGHTS + EXPECTATIONS

- Treatment Agreements in every classroom in the building
 - Living documents, referred to daily, revisited to reinforce and remind of expectations.
 - Students and teachers co-create together and all sign to show ownership and agreement to the treatment expectations.
- Cool-Down Spot or Calm Down Corner in every classroom in the building.
 - 5 minute limit -
- Panther Dens: Regulation Stations for students and an adult to visit to regulate emotion prior to re-entering classroom or receiving consequence.
- Zones of Regulations posters displayed and communicated in every classroom.
 - Goal: Students will be able to communicate their emotional zone throughout their day and/or de-escalation process.
- Awareness of the Student Code of Conduct- Students and staff will be briefed on the Student Code of Conduct by Ms. Henderson and Mrs. Pearson.
- Positive Parent Communication- Every teacher will make one positive phone call or email to every student's family at the beginning of the year. This sets the tone for positive communication prior to parents receiving any behavioral or consequence communication. It sends the message that our staff and teachers believe in their child and see the good in them.
- CHAMPS Expectations: Teachers, staff and students will be trained in CHAMPS Expectations.
 - Posters will be displayed in all common areas to maintain campus-level CHAMPS expectations.
 - CHAMPS Expectations will be posted and referred to in the classroom to communicate expected behavior to students during instruction.
- Emergency Sub Plans: All teachers will have a folder to include Emergency Sub Plans for unexpected absences. These can be easily accessed by teammates, admin, or subs.



DISCIPLINE MATRIX

TIER 1: CLASSROOM/TEACHER MANAGED

Role of Student Response Team: Teachers should utilize the student response team in these instances to help manage classroom while teacher has conversation with student.	Parent contact and teacher-student conversation should be documented for possible future instances.	Consequences should include teacher to student conversations about the cause of the behavior, restating expectations, options of acceptable behaviors next time, etc.
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Repeated/Chronic Behavior = 3 instances of behavior. Move to Tier 2 strategies.

BEHAVIOR / OFFENSE	LOGICAL CONSEQUENCE EXAMPLE:	CLASSROOM INTERVENTIONS
Persistently not following classroom or hallway CHAMPS expectations	Teacher/student discussion, modeling and practicing appropriate behaviors	-Refer to Treatment Agreement and specific student's ownership and agreement to expected behaviors.
Throwing objects in classroom	Clean-up classroom during non-instructional time	-Praise positive behavior
Eloping the classroom	Teachable moment, teacher to student conversation. Could use student response team to cover class so that conversation can be had privately. Conversation includes giving students options for what to do when they need a break.	-Model appropriate behavior
Being unkind to a friend; conflict with peers	Teachable moment, teacher to student conversation, student restorative conversation. Can use student response team to cover class so that conversation can be had privately.	-Remind student of CHAMPS expectations
Disrespect/Defiance of teacher/classroom rules Examples: work refusal, refusal to participate, making faces/eye rolling, noises, arguing, distracting other students, cheating/lying	Teacher/student conference. Modeling appropriate behaviors and giving choice alternatives Contact parent regarding teacher/student conversation	-Hallway conversations away from peers
Misuse of technology	Student loses technology access for at least one full school day. Parents are notified. Teacher student conversation, reminding them of the acceptable use policy.	-Change student's seat
Profanity, vulgar language, or obscene gestures	Teacher student conversation, discussing student's emotions and how to better react in those moments. Giving choices for next time.	-Time in the cool down corner of the classroom
Purposeful minor physical contact, including poking, tripping, bumping into someone	Teachable moment, teacher to student conversation, student restorative conversation. Can use student response team to cover class so that conversation can be had privately. Model appropriate behaviors.	-Use of Panther Dens for break
Student using cell phone in class	Following district cell phone policy. Give cell phone to front office. Contact parent to pick up phone from the front office.	-Sensory pathway
Property misuse (minor vandalism and stealing minor items)	Student teacher conversation, restorative conversations, parents contacted (conference), replacing stolen item(s)	
Dress code violation	Contact parent for change of clothes. Discuss with student and parent the Denton ISD dress code.	

DO I
SUBMIT AN
OFFICE
REFERRAL?



For Tier 1 behaviors, you do NOT submit an office referral. See Tier 3 page for behaviors that require an immediate office referral.



DISCIPLINE MATRIX

TIER 2

Role of Student Response Team: Teachers should utilize the student response team to remove the student from the classroom for a break, time in the Panther Dens, etc.	Refer students to counselors to equip students with tools to address the behavior or emotions they are struggling with. Contact parents to communicate their child is talking with counselors.	Student behavior must be documented in the <u>Behavior Documentation Google Form</u> .
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BEHAVIOR / OFFENSE

Repeated/Chronic of Tier 1 Behaviors:
3 instances of behavior with the use of Tier 2 interventions.

Move to Tier 3.

LOGICAL CONSEQUENCE

- Loss of privileges
- Reflection sheet during non-instructional time
- Phone call home
- Parent conference
- Silent lunch in Thinking Room

CLASSROOM INTERVENTIONS

- Point sheet / Behavior Plan (Managed by teacher and communicated with parents. Students can earn rewards for positive behavior and work towards goals.)
- Student Response Team to respond to escalated behavior
- Refer to Treatment Agreement and specific student's ownership and agreement to expected behaviors.
- Refer student to counselor
- Praise positive behavior
- Model appropriate behavior
- Remind CHAMPS expectations

DO I
SUBMIT AN
OFFICE
REFERRAL?



For Tier 2 behaviors, you do NOT submit an office referral. Instead, refer student to counselor and assign logical classroom consequences. See Tier 3 page for behaviors that require an immediate office referral.



DISCIPLINE MATRIX

TIER 3

Role of Student Response Team: Teachers utilize SRT to remove student from classroom to de-escalate behavior. Once behavior is de-escalated, student is escorted to the front office to administrators.

Refer student to DMTSS Committee.

Schedule follow-up parent conference.

Student behavior must be documented in the Google Form.

Submit Office Referral

BEHAVIOR / OFFENSE (ZERO TOLERANCE)

- Assault towards Students and/or Staff (Spitting, biting, fighting, pushing, throwing down, punching)
- Racial slurs
- Bullying (After Bully Investigation is complete and Bullying was found)
- Drug, alcohol, tobacco, and paraphernalia possession
- Sexual Harassment or Gestures
- Cursing at or verbally assaulting teachers or staff
- Weapons: Possession of prohibited items as per the Code of Conduct

THE FOLLOWING ARE CONSIDERED TIER 3 BEHAVIORS AFTER 3 OR MORE INSTANCES AFTER USE OF TIER 1 AND 2 INTERVENTIONS:

- Defiance of Authority
- Elopement from designated learning space
- Being unkind / conflict with peers
- Inappropriate Technology use (Failing to use technology as directed by teacher or for non-instructional usage, hacking, destruction, cyber threats, pornographic content)
- Purposeful minor physical contact
- Persistent Theft
- Vandalism
- Dress Code Violation per Student Code of Conduct

LOGICAL CONSEQUENCE

Immediate removal from learning space:

- Assault
- Racial slurs
- Sexual Harrassment
- Cursing/verbally assaulting staff
- Drug, alcohol, tobacco, paraphernalia possession
- Possession of weapons
- Bullying

CONSEQUENCES PER ADMINISTRATOR'S DISCRETION:

- In School Suspension
- Out of School Suspension
- After-School Detention
- Behavior education classes (as available)
- Age-appropriate research/readings on expected behavior
- Parent conference (day of incident)

IMMEDIATE PLACEMENT REQUIREMENT, REPEATED BEHAVIOR OFFENSES WITH PROOF OF INTERVENTIONS USED (PER STUDENT CODE OF CONDUCT), AND/OR ADMINISTRATOR DISCRETION, UPON APPROVAL OF AREA SUPERINTENDENT:

- DAEP Placement

CLASSROOM INTERVENTIONS

The student's behavior must be documented on the Behavior Documentation Form, including all prior behavior incidents, interventions/actions taken, and parent contact included.

Submit Office Referral

CALL parent to communicate initial behavior incident. Inform that admin will be following up with communication.

DO I
SUBMIT AN
OFFICE
REFERRAL?



Yes, after completing Tier 3 Classroom Interventions.

If the behavior does not require immediate removal of the student, wait for admin or SRT communication regarding office visit.

LINK: OFFICE REFERRAL

IF A STUDENT HAS REPEATED REFERRALS DESPITE INTERVENTIONS:

- Refer to DMTSS
- Consider more severe Tier 3 Consequences

- Parent/Teacher/Admin Conference
- Refer to Counselor

C

onversation:

What should my voice level be?

H

elp:

If I need help, how do I ask?

A

ctivity:

What are we doing right now?

M

ovement:

Can I get up and walk around?

P

articipation

What do I do to show that I am a part of the team?

S

uccess

Be proud of yourself for doing the right things!

Parent Communication

- Initial over the phone communication at the beginning of year to get to know you student's teacher.
- Become a “team” with your student's teacher so you can best serve your child
- Communicate with the teacher what your preferred method of contact is
- If a incident happens please let the teacher know within 24 hours and the teacher will respond with 24 hours of the school week
- If your child's teacher uses a online class communication apps like Class Dojo and remind 101, make sure to join.
 - Please check the app at least once a week at minimum
 - Have notifications on
 - If you have blended/separated family have all guardians join to communication app
- Communicate on a regular basis for both positives and negatives, also academics and behavior concerns
- If you have a dismissal change please message your child's teacher AND tell the front office. You can't tell your child about dismissal changes only, you must tell the teacher and front office for the change to occur.
- Commitment to communicating respectfully and appropriate with all individuals while on school property.



Dress Code

- Accessories that create a disruption
- Any headgear other than special days (Character day, Dr. Seuss, etc.)
- Bare midriffs
- Chains or accessories which can be used as a weapon (such as spiked collars/bracelets)
- Display of undergarments - if a dress or skirt is worn, Shorts/tights must be worn underneath
- Flip-flops/Slides/Crocs
- Garments containing offensive or obscene words or phrases, pictures, symbols, or images
- Garments that promote or advertise alcohol, tobacco, or other prohibited products
- Halter tops or tank tops
- Mesh/net clothing
- Pajamas, slippers, or house shoes

Dress Code

- Ragged or intentionally cut-torn clothing cannot be higher than mid thigh and not be larger than your hand as determined inappropriate by the campus administration
- Saggy/baggy pants
- See-through apparel, including leggings
- Shirts open at the sides (excessively large armholes)
- Short shorts/skirts (mid-thigh length)
- Strapless dresses/blouses
- Sunglasses
- Unnatural cosmetic contact lens colors (considered distracting)
- Inappropriate hairstyles that cause disruption
- Hoodies may be worn, but in the building the hood must be off.



Cell Phone Policy

- No cellphone through the day
 - Not to allowed to be on or on the child
 - Teacher can pick up the first time it is visible
 - \$15 charge after the 2nd time out
 - School policy is still enforced until an ACE teacher takes over



Academics

Homework:

Homework may be any preparation, work, or activity that a student does on nonschool time as requested by the teacher. This definition is broad in meaning to allow for many different types of homework assignments.

EX: Reading, make up work, absences, drill on basic skills,
Homework is

Chromebooks:

- Digital learning programs in SSO can they use at home for 2nd-5th grade as long as insurance fee is paid.
 - Fees- \$20

If you are concerned about your child's academics, contact your child's teacher. Please submit a written request to your child's teacher and to our campus diagnostican. This includes testing for

- EXPO
- Dyslexia
- specific learning disabilities
- behavior challenges
- counseling services

Updating Emergency Contacts

Please contact the Alexander Front Office to make any changes to Emergency Contacts.

When a guardian cannot be reached, school personnel will contact the emergency contacts listed.

Parties & Birthday celebrations

Parent Volunteers

Parent Cafes

Clubs- 3rd, 4th, 5th grades

Medications/ Clinic

MEET THE TEACHER



TUESDAY,
AUGUST 9

PRE-K, KINDER, & 1ST GRADE- 5PM-6PM

2ND-5TH GRADE- 6PM-7PM

ALEXANDER ELEMENTARY
800 MACK DRIVE, DENTON

CONOCE A LOS MAESTROS



MARTES,
9 DE AGOSTO

Pre-K, Kinder, & 1er Grade- 5-6pm

2do-5to Grade- 6pm-7pm

ALEXANDER ELEMENTARY
800 MACK DRIVE, DENTON

Q&A

<http://gg.gg/PantherOrientation22>

