

Travis Heights Elementary

Face-to-Face & Remote Learning Teacher Handbook 2020-2021



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Table of Content

[History of Travis Heights Elementary](#)
[Vision and Mission](#)
[Campus Advisory Council \(CAC\)](#)
[Instructional Programs & Services](#)
[Roles and Responsibilities](#)
[Follow disinfecting/cleaning protocols](#)
[Health Room](#)
[Special Education Teachers](#)
[Instructional Practices](#)
[Curriculum](#)
[Mastery Learning](#)
[Learning Management System](#)
[Remote Learning Experiences/Lesson Plans](#)
[Student Coming Face-to-Face](#)
[Emergent Bilingual \(ESL/Dual Language\)](#)
[Dreambox](#)
[Special Areas](#)
[Social-Emotional Learning \(SEL\)](#)
[Universal Screener](#)
[Assessment – Formative & Summative](#)
[Feedback](#)
[Progress Monitoring](#)
[Progress Reports, Grades, Report Cards](#)
[Collaboration](#)
[Professional Learning Community](#)
[Communication with Students & Families](#)
[THES Campus Dojo](#)
[Student Attendance](#)
[Safety Protocols](#)
[Faculty & Staff Duty Day](#)
[Faculty Office Hours](#)
[Faculty Assignment Flexibility](#)

[Faculty & Staff Attendance](#)
[Zoom](#)
[Substitutes](#)
[Substitute Emergency Plans](#)
[Faculty Staff & Communication](#)
[Faculty & Staff Dress Code](#)
[Activity Funds](#)
[Climate](#)
[Planning & After School Meeting](#)
[Schedule](#)
[Teacher Motivation/Morale Booster](#)
[Reconnecting/Connecting with](#)
[Families \(Initial phone call\)](#)
[Meet the Teacher Expectations](#)
[Essential School Supplies, Baggies,](#)
[Consumables, Packet Distribution](#)
[Travis Heights Elementary Welcome](#)
[Back to School Parade](#)

To be discussed at upcoming meetings

[Awards/Friday Assemblies](#)
[LPAC](#)
[RtI Process \(eCST\)](#)
[Data Meetings \(VOM\)](#)



History of Travis Heights Elementary

Welcome to Travis Heights Elementary School. Our school was built in 1939 and has had several additions. The current principal, Mrs. Michelle Navarro, is beginning her first year as principal after serving as assistant principal at another AISD school. Ms. Dinorah De La Torre is our new assistant principal. She has served AISD students both as a classroom teacher and an instructional specialist.



The school mascot is the Thunderbird, which like our school, has a unique history. According to legend, the Thunderbird was born from the ashes and soared into the heavens to return reborn with the rain and thunderstorms.

We currently serve a diverse population of about 550 students. We have been a Two-Way Dual Language campus for 6 years, offering core subject in English and Spanish.

In 2012, we became the first and only in district charter school in Austin ISD. We collaborated with community members, parents and teachers to create a school that is focused and supported by four main pillars:

- Blended Learning
- Multicultural Education
- Whole Child Development
- Project Based Learning

THES is at an exciting crossroads where we examine our past and develop our future. We welcome you to be part of our family!

School Colors: White and Red
Mascot: Thunderbird



Vision and Mission

THES Vision

Our vision is to empower our inclusive community to learn, serve, and lead.

THES Mission Statement:

Our mission as the learning community at Travis Heights Elementary is to cultivate inquisitive learning that ensures students are successful in the continuing education of their choice in preparation for living our ever-changing world.

Campus Advisory Council (CAC) – Thunderboard

The mission of the THES Thunderboard is promote excellence in education for all students through broad-based representation. CACs provide valuable input to principals, who ultimately have decision-making responsibility of their campuses.

Travis Heights Elementary School Song

Thunderbirds united
Faithful, strong and true
Thunderbirds united
Good at all we do
Boys and girls together
Cheerful, brave and bright
Here's to the red
Here's to the white
Here's to Travis Heights!

Our motto is Learn, Serve, Lead/*Aprender, Servir, Guiar*



Instructional Programs & Services

Project-Based Learning

Students are engaged in collaborative learning that develops creative and critical thinking skills while fostering communication and reflection by:

- gaining skills and knowledge across multiple subjects by working for an extended period of time to investigate and respond to a complex questions, problem, or challenge
- presenting their analysis and solutions to an intended and purposeful audience
- making connections between their learning, local and global solutions

Blended Learning

Technology and teaching are seamlessly integrated in the classroom to support learning at all academic skill levels including:

- students use media and technology to collaborate with one another, and to connect to broader community
- 1:1 student technology ratio in 2nd – 5th with a station rotation model in PK-1st
- full time technology instructor to provide

Multicultural Education

Students will experience multiple cultures and languages to prepare them to value a diverse world and be good citizens in the global community by:

- offering two-way Dual Language (English/Spanish) program that works to create bilingual, bi-literate and culturally aware students
- fostering a safe environment conducive to exchange of cultural ideas, languages and values
- learning to respect self and others, thus increasing appreciation of people from different backgrounds and cultures

Whole Child

Each student will have a well-rounded education that supports whole child development, including:

- becoming proficient in Social Emotional skills such as self-regulations and conflict resolution through the integration of the five SEL components throughout all learning environments
- being healthy and active, with physical movement integrated into learning
- leaning in an environment of acceptance and kindness with positive behavioral supports
- fine arts and library programs that teach appreciation and progressive skill development in Music, Art, and Library Sciences

Special Education



We have four units on our campus that serve our attendance area and our Travis Heights vertical team. These three units include:

- Pre-School Programs for Children with Disabilities (PPCD) – provides special education services for students with disabilities aged three through 5
- Social Behavioral Skills (SBS) – is a service that provides behavioral support and intervention to facilitate the emergence and development of an internal locus of control that equips students to think, decide, and make choice in the self-responsible ways that can lead to success and joy in living
- Social Communication Resource and Services (SCORES) – instructional resource and service that supports students with Autism Spectrum Disorder and/or demonstrate impaired social, communicative, and behavioral functioning
- Resource & Inclusion – settings in which students who need special education services receive support.



Roles and Responsibilities

Code of Ethics & Standard Practices for Texas Educators

The Texas educator should strive to create an atmosphere that will nurture to fulfillment the potential of each student. The educator is responsible for standard practices and ethical conduct toward students, professionals, colleagues, parents, and the community. The code is intended to govern the professional and the State Board of Educator Certification (SBEC) shall determine interpretations of the code. The educator who conducts his affairs with conscientious concern will exemplify the highest standards of professional commitment.

Principle I - Professional Ethical Code

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

Standard 1 The educator shall not intentionally misrepresent official policies of the school district or educational institution and shall clearly distinguish those views from personal attitudes and opinions.

Standard 2 The educator shall honestly account for all funds committed to his charge and shall conduct financial business with integrity.

Standard 3 The educator shall not use institutional or professional privileges for personal or partisan advantage.

Standard 4 The educator shall accept no gratuities, gifts, or favors that impair professional judgment.

Standard 5 The educator shall not offer any favor, services, or that of value to obtain special advantage.

Standard 6 The educator shall not falsify records or direct or coerce others to do so.

Principle II - Professional Practices and Performances

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



Standard 1 The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications and shall adhere to the terms of a contract or appointment.

Standard 2 The educator shall possess mental health, physical stamina, and social prudence necessary to perform the duties of his professional assignment.

Standard 3 The educator shall organize instruction that seeks to accomplish objectives related to learning.

Standard 4 The educator shall continue professional growth.

Standard 5 The educator shall comply with written local school board policies, Texas Education Agency regulations, and applicable state and federal laws.

Principle III - Ethical Conduct Toward Professional Colleagues

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

Standard 1 The educator shall not reveal confidential information concerning colleagues unless disclosure serves professional purpose or is required by law.

Standard 2 The educator shall not willfully make false statements about a colleague or the school system.

Standard 3 The educator shall adhere to written local school board policies and legal statutes regarding dismissal, evaluation, and employment processes.

Standard 4 The educator shall not interfere with a colleague's exercise of political and citizenship rights and responsibilities.

Standard 5 The educator shall not discriminate against, coerce, or harass a colleague on the basis of race, color, creed, national origin, age, sex, handicap, or marital status.

Standard 6 The educator shall not intentionally deny or impede a colleague in the exercise or enjoyment of any right or privilege.

Standard 7 The educator shall not use coercive means or promise special treatment in order to influence professional decisions or colleagues.



Standard 8 The educator shall have the academic freedom to teach as a professional privilege and no educator shall interfere with such privilege except as required by state and/or federal laws.

Principle IV - Ethical Conduct Toward Students

The Texas educator, in accepting a position of public trust, should measure success by the progress of each student toward realization of his or her potential as an effective citizen.

Standard 1 The educator shall deal considerately and justly with each student and shall seek to resolve problems, including discipline, according to law and school board policy.

Standard 2 The educator shall not intentionally expose the student to disparagement.

Standard 3 The educator shall not reveal confidential information concerning students unless disclosure serves professional purposes or is required by law.

Standard 4 The educator shall make reasonable effort to protect the student from conditions detrimental to the following: learning, physical health, mental health, or safety.

Standard 5 The educator shall endeavor to present facts without distortion.

Standard 6 The educator shall not unfairly exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, sex, handicap, national origin, or marital status.

Standard 7 The educator shall not unreasonably restrain the student from independent action in the pursuit of learning or deny the student access to varying points of view.

Principle V - Ethical Conduct Toward Parents and Community

The Texas educator, in fulfilling citizenship responsibilities in the community, should cooperate with parents and others to improve the public schools of the community.

Standard 1 The educator shall make reasonable effort to communicate to parents' information that should be revealed in the interest of the student.

Standard 2 The educator shall endeavor to understand community cultures and relate the home environment of students to the school.

Standard 3 The educator shall manifest a positive role in school public relations.



**Travis Heights Elementary Office Duties and Roles
2020 - 2021**

Secretary/ Bookkeeper – Kayla Perez		Registrar/Attendance Clerk – Giovanna Montalvo	
Campus Budget/Accounts: BTO, Title 1, Activity Funds, Account Sponsors, Payroll, Supplemental Pay	Field Trip Requests	Student Registration/Withdraw	Bus Passes
		Pictures Schedule	AISD PIE
AESOP/KRONOS	Copier Maintenance Support	Enter 290s	Project Help Coordinator
BOLT	Substitutes	PEIMS	Crisis Plan Support*
Workforce	Emergency Sub Plans	TEAMS	Safety Plan Support*
HCP Contact	Split Lists	TRex Requests	Translate
TSR	THES Meeting Setup/Clean Up	Student Schedules	Parent Cloud Rep
Facilities Use Requests	Textbook Distribution	Update Legal Orders	School Messenger
Work Orders	Wednesday Folder Facilitator	Cum Folders	Vision & Hearing Schedule
Worker's Comp Paperwork	Event Planning Support	Retentions/Placements	Quick Care- First Aid
Campus Keys	Master Calendar Support	Customer Service Rep	Check in visitors
Security Codes	Communication Liaison (PTA, Community, School)	Daily Attendance	Answer Phones
Warehouse Supplies	Crisis Plan Support*	Attendance Filings	Meal Applications
US Mail	Safety Plan Support*	Campus Average Daily Attendance	Exemplary Customer Service
Materials/Supplies Requests	Quick Care- First Aid	Monitor Attendance	Nurse Support
Order Picture Badges	Exemplary Customer Service	Tardies and Early Dismissals	Gradebook Facilitator
PD Attendance Sheets	Check in Visitors	Weekly Absences Reports	Report Cards
	PPE Inventory		
Textbooks	Answer Phones	Input Parent Notes	LPAC Clerk
Grade Level Accounts	Campus Dojo Support	US & AISD Mail	Attendance Plan
	Fixed Asset Inventory		



Custodians

Duty Times

Monitor	Day	Time
Ellie Cruz	M – F	7:00 – 4:00
Carmen Tovar	M – F	7:00 – 4:00
Carlos Andablo	M – F	7:00 – 4:00

The custodian schedule is created to ensure the building is kept clean, safe, and meets the expectations of AISD.

Attendance:

- When a custodian is absent and, in the event, that a sub is not provided the area of that custodian will be divided and cleaned among the remaining custodians present on the campus.
- When running late or absent, notify head custodian and Administration
- Church Rotation, if custodian unable to come in, they will notify head custodian and Administration

Attire:

- Custodians should wear appropriate attire, e.g. jeans and covered shoes

Breaks/Lunch:

- Two 15 minutes breaks will be given to custodians.
- Lunch must be taken in 60-minute intervals.
- Breaks and lunches will be staggered between custodians.

Primary Duties of Head Custodians:

- Check with campus Administrator for any special task to be completed and important meetings/activities.
- Review Thunderbird Notes and THES Calendar online for important events to prepare for setup and take down daily.
- Communication and equity among distribution of custodial duties/areas.
- Turn on lights and unlock main entry doors. Inspect grounds for trash/debris. Check for vandalism and damages.
- Create schedules for buffing, window cleaning, dusting, emptying outside trashcans, and team projects.
- Inspect grounds for trash or debris in the morning and afternoon.
- Communicate and place work orders in a timely fashion.



- Assist and supervise staff with cleaning of cafeteria and ensure everyone is working together as a team to clean areas.
- Check supplies and equipment, resupply custodial closets, order supplies in a timely manner.
- Perform other supervisor tasks to include planning and organizing of special projects.
- Ensure all areas are cleaned at the start/end of the workday.
- Ensure that all COVID-19 health and safety protocols are followed by all custodians

Duties of ALL Custodians in the cafeteria:

- Everyone will carry and have access to their cell phone throughout the day for school issues.
- Limit personal use of cell phone to lunch and breaks
- Clean, store, disinfect all cleaning materials and equipment as needed.
- Clean cafeteria and ensure everyone is working together as a team to clean areas.
- Assist and supervise breakfast/lunch duty to include sweeping of floors, spot mopping spills, cleaning tables and chairs, vacuum stage steps, and sweep stage area.
- Dispose of trash into dumpster. Wash out trash containers daily.
- Working as a team, clean tables and setup/take down tables.

Duties of ALL Custodians-Hallway Areas:

- Schedule twice a week for dusting high/low areas.
- Mop floors, vacuum floor mats, clean walls, doors, windows and drinking fountains daily.
- Prep floors for buffing two times a week.
- Check and replace burned out lights /tubes.
- Keep outside areas walkways clean and free of trash and debris.

Duties of ALL Custodians School Grounds:

- Assist in picking up trash/debris on the exterior of the building daily.
- Empty front porch/outside trashcans into dumpster daily.

Cleaning Restrooms:

- Clean and disinfect restrooms daily.
- Refill toilet paper, paper towels, and hand soap daily.
- Sweep and spot mop floors daily.
- Schedule high/low dusting twice a week.
- Wiping of walls and partitions twice a week.

Cleaning Library:

- Schedule weekly for dusting high/low areas.
- Vacuum floor mats, clean walls, and doors daily.



- Check and replace burned out lights /tubes.
- Keep outside areas walkways clean and free of trash and debris.
- Empty all trashcans and recycling daily.
- Dust book shelves daily by section.

Cleaning Front/Administrator Offices/Teacher Lounge/Workroom Areas:

- Walk through Front/Administrator Offices/Teacher Lounge/Workroom Areas at the start/end of the day to ensure office areas are tidy.
- Empty all trashcans and recycling daily.
- Replenish toilet paper and paper towels as needed.
- Vacuum daily the carpet at the start/end of the day.
- Schedule twice a week for dusting high and low areas.
- Restock copier paper daily.
- Restrooms must be thoroughly cleaned according to restroom cleaning procedures.

Cleaning Health Rooms:

- Schedule weekly for dusting high/low areas.
- Vacuum floor mats, clean walls, and doors daily.
- Check and replace burned out lights /tubes.
- Keep outside areas walkways clean and free of trash and debris.
- Empty all trashcans and recycling daily.
- Clean and disinfect sinks and fixtures with germicidal solution
- Wet mop daily using a germicidal solution-disinfectant cleaning solution.
- Restrooms must be thoroughly cleaned according to restroom cleaning procedures.

Cleaning Classrooms:

- Clean and disinfect classrooms tables/desks daily at the end of the day for students with severe allergies, as assigned by administration.
- Clean and disinfect classrooms tables/desks three times a week at the end of the day.
- Schedule twice a week for dusting high and low areas.
- Empty all trashcans daily.
- Sweep/Vacuum daily the carpet areas at the end of the day.
- Clean sinks with a germicidal solution daily.
- Spot mop when needed inside/outside the classrooms.

Securing Building Grounds:

- Secure all doors of the building.
- Turn out lights and set alarm.



COVID-19 Follow disinfecting/cleaning protocols

- Focus areas: front desk/lobby area, restrooms, offices, handrails, phones, computer equipment, countertops, doorknobs, staff kitchen/breaks room areas, copy machines
- If an area is shut down due to COVID-19, deep cleaning of this area will be priority

COVID-19 Health Room

- Limit access to health room – minor care in classroom
- Follow student displaying symptoms protocol
 - Teacher will write out a nurse pass
 - Call the front office to make aware that student is in route to front office
 - DO NOT send with a partner
 - Nurse & Admin will follow “COVID-19 Response Protocol” set by the district



Travis Heights Leadership Roles and Responsibilities

Michelle Navarro-Amezquita Principal	Dinorah De La Torre Asst. Principal	Gloria Cano-Counselor
Duty	Duty	No Place for Hate
ARD Meetings	Emergency Mgmt. Coord	SEL Contact
Thunderboard	CST Chair	Sponsor Student Council
Evaluations	Evaluations	Responsive Guidance
PTA Calendar Meetings	Discipline	Parent Resource Liaison
Campus Budgets	504	PD for Staff
Supervise Custodians	DMAC	Mentor Partnership
Curriculum & Instruction	Benchmark Coordinator	Rosalie Piedra-Counselor
Faculty Meetings	Website	Schedule MS Visits
Fundraiser Approvals	Team Planning	Sponsor Student Council
Field Trip Approvals	AP Mtgs/Training	Responsive Guidance
Leadership Meetings	Leadership Meetings	Parent Resource Liaison
PLC/Instructional Meetings	Parent/Teacher Concerns	PD for Staff
Team Planning	ARD Meetings	SEL Contact
Local, State & Federal Policies	Buses	Mentor Partnership
Website/School Newsletter	Supervise Teacher Assistants	Marta Maupin-Literacy Specialist
P.O. Approvals	LPAC Coordinator	TELPAS CTC
Coffee Chats	Account Binders	Istation Co-Lead
Campus Improvement Plan	Istation Co-Lead	Reading Program Contact
Principals Meetings	Thunderboard	Dyslexia Designee
Staff Development	STAAR CTC	Literacy Contact
Staffing/Hiring	Schedule Teacher observers	DRA/TPRI Training
SPED Team Lead	Student Teacher contact	Literacy Support
Student Handbook	Creativity Club Contact	PD for Staff
Teacher Handbook	Tutoring	
Weekly Staff Newsletter	Work orders	Vacant- Refugee/Asylee/DL/ESL Specialist
SPED Lead Administrator	PLC/Instructional Meetings	Pre-Las Contact
Parent/Teacher Concerns	PTA Calendar Meetings	LAS Links Contact
Discipline	Special Areas Lead	Parent Support Training
Scheduling	Textbooks	Teacher Support
Supervise Office Personnel		PD for Staff
Leave Approval		TELPAS Support
Building Security		GT Advocate
Payroll		



Mr. Hawes				
Hardware	Software	Students Instruction	Testing Online	Leadership
Coordinate Repairs Safety Event Set Up Assists w/ Fixed Asset Management	Quotes Install/ setup Login/ rosters In class use Issues Teacher/ Admin access/ dashboards	PBL Fidelity Assess ISIP PBL Tech Skills Google Login HW/SW Coding/ Keyboarding Cybersafety	TELPAS STAAR testing DMAC Support	Crews Assembly Greeters TV Stage Equipment
Media Assets	Professional Development	Data	AISD Blend	AISD Tech
Video Print Media Blogs Ppt. promos	Coordinate with vendors Lead	Campus Grade level Class Student	CIC Integration TBD	Non-warranty repairs EOL Interface w/IT COVID-19 Tech Organization and Distribution



Parent Support Specialist PSS – Sura Jasim

Schedule	Responsibilities
<p>20 hours per week</p> <p>Tuesday, Thursday, & Friday</p>	<ul style="list-style-type: none"> Dojo communication with parents Communication Ambassador Responsible for Organization a variety of community centric events <ul style="list-style-type: none"> Tamalada, Carnival, Thunder Joy, Coat Drive Building relationships with community sponsorship, families, businesses, vertical team Participation in school wide events Managing Thunderbird essential supplies bank Provide parent and family support eCST meetings Faculty meetings Organization of Coat Drive Lead parent trainings Participate in Coffee Chats Assist with students registration & parent conferences

Underwood

Bow Wow Buddies Contact	Library Inventory	GT Advocate	Technology Hardware Issues	Book Club
Character Dress Up	Read Across America	Book Fair	NAPE Coordinator	

Special Education Teachers

- Case managers are expected to ensure that the needs of students receiving services are being met (IEP, BIP, FBA, Resource, Inclusion, Bus Tickets)
- Clear communication with administrators, general education teachers, parents, and teacher assistants
- Supply general education teachers and students with supplemental aids, modifications, IEP goals, behavior intervention plans, crisis plans, alternate schedule (if appropriate)
- Having agendas for ARDs
- Schedule staffing ARDs with administrators
- Schedule ARDs in a timely manner



- Collaborate with general education teachers in lesson planning, Friday assessments, benchmarks, data meetings
- Archive whatsapp conversations monthly on a SPED google
- Progress reports should include data on goals NOT “continuing or making progress”
- Progress reports should be sent with 9-week report cards
- Send home ARD invite 2-3 weeks prior to ARD meeting
 - In the event that an ARD needs to be rescheduled, Case Manager should:
 - Communicate with Admin prior to changing on the calendar
 - Communicate with Gen. Ed. Teacher & LSSP for availability
- Provide parents & Admin with ARD DRAFT 1-2 weeks prior to ARD meeting
- Updated Agenda based on meeting needs & assurances
- ARD completed with Teacher’s planning time or tabled & rescheduled
 - In the event that an ARD should be scheduled on an off day/time, Case Manager should:
 - Collaborate with LSSP and Admin to find a time/day
 - seek coverage for Gen. Ed. Teacher
- Signatures need to be uploaded prior to dismissing from ARD or within 24 hours
- In the event that Parent does not want the “Parent’s Guide to Admission, Review, and Dismissal Process” and/or “Notice of Procedural Safeguards”, they must sign off that they did not want them
- Provide Gen. Ed. Teachers & TAs with a communication tool
- Collaborate with Gen. Ed. Teacher during lesson planning
- Complete requirements for Continuity Plans & consent for virtual learning

How to send calendar ARD invites

- Title: Type of ARD – First Initial Last Name e.g. Annual – D. De La Torre
- Nothing needs to be included in the body of the invite

Teacher Assistants			
Communication	Clerical Operations	Behavior Management	Lesson Implementation
<ul style="list-style-type: none"> • Ensure students IEP goals are being met in the general education classroom • Communicate with special education teacher when students are 	<ul style="list-style-type: none"> • Assist case manager with students in any capacity needed 	<ul style="list-style-type: none"> • Assist teachers/students with implementations of classroom management systems (i.e. classroom expectations, consequences, rewards, etc.) • Assist with the supervision and 	<ul style="list-style-type: none"> • Assist students with transitions from all areas in in general education setting • Work in small group with students who require SPED services



struggling using tool provided		implementation of BIPs in general education classrooms and special areas <ul style="list-style-type: none"> • Redirect student behavior in all areas when needed • Switch to student's alternate schedule when it is needed 	<ul style="list-style-type: none"> • Work one to one when it is needed
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Progress Report Criteria & Dates	
Criteria	Dates (Tentative)
<ul style="list-style-type: none"> • Progress reports should have the end data of progress monitoring in IEP e.g. end of 9 weeks • Data collection/progress monitoring can stop at a week prior to report card due date e.g. week 8, week 16, week 26, week 37 • Progress reports should include data on goals NOT "continuing or making progress" • Submit to progress report to Admin prior to it being given to Gen. Ed. Teacher to be sent home • Progress reports should be sent with 9-week report cards 	<ul style="list-style-type: none"> • October 16 • December 18 • March 12 • May 26

Instructional Practices

Student Engagement

- Students are actively engaged and interacting appropriately during direct instruction/group/independent work
- Lesson moves at an appropriate pace
- Teacher's concept explanation allows for student concept exploration
- Balance between direct instruction and student's application of their learning
- Teachers effectively use instructional time so that students are engaged from beginning to end

Assessment & Feedback

- Frequent stops throughout the lesson for checking for understanding and formative assessments



- Effectively using the results of checking for understanding/formative assessments to guide instruction and provide scaffolding
- Instruction is responsive to student needs, interest and questions
- Students are given the opportunity to engage in self-assessment and reflection
- Students are provided with the opportunity for feedback, confirmation of understanding, and clarification of misunderstood content

Differentiation

- Lessons have been adapted to meet the needs of all students
- Students are provided with the support needed for his/her learning style
- Teacher provides multiple ways to engage lesson content

Problem Solving & Critical Thinking

- Situations that challenge students to analyze, think critically, problem solve, be creative, and/or draw their own conclusion
- Various strategies to encourage students to think critically
- Probing questions for higher-level thinking
- Students engaged in authentic tasks, real world problems, or substantial endeavors

Classroom Expectations

- Objectives that provide clear expectations
- Teacher awareness of student levels and using the knowledge to guide instruction
- Multiple opportunities for students to engage in deep and meaningful discussion
- Student work, anchors of support, and supplemental aids are evident in the learning environment
- Lessons align with stated objectives, TEKS and curriculum requirements

Routines & Procedures

- Clearly communicated developmentally appropriate behavioral expectations
- Praise of positive behavior
- Respectful, relevant, and realistic consequences
- Effective redirection of misbehavior
- Physically safe classroom
- Shared classroom responsibilities

Classroom Climate

- Students actively listen and respond to teacher and each other in a positive manner
- Positive rapport between students and teacher
- Students are contributing, and their opinions/ideas are valued
- Celebration of student accomplishments
- Classroom arrangement adjusted to accommodate for learning



- Safe environment in which students take academic risks
- Students are supported emotionally

COVID-19 Curriculum

- PK3-4 Use YPG and or newly created model BLEND courses that have been designed to reflect YPG. These courses may be customized and adapted per differentiated student needs and teacher's pedagogical preferences.
- K-2: Use newly updated YPGs and or the newly created model BLEND courses that have been designed to reflect the updated YPGs, as resources for identification of Essential/Complementary TEKS, unit planning, and links to correlated instructional resources. These courses may be customized and adapted per differentiated student needs and teacher's pedagogical preferences.

COVID-19 Mastery Learning

- Adopt mastery learning concepts as a matter of practice:
- Identify essential standards (TEKS/PK Guidelines) and articulate them in student friendly language in clear learning goals on PAGES in BLEND or in Seesaw, particularly in the introduction of new content.
- Implement routines and procedures in the classroom that foster student ownership of understanding standards and articulating learning goals, student goal-setting and reflection, student metacognition, and other student-driven learning practices.
- Collaborate with students to co-construct a vision for success and a path toward mastery
- Use a student goal-setting process, such as Reflection Guides, that connects students to their progress toward standards and learning goals in BLEND.
- Make learning goals clear to students in all BLEND modules, pages, assignments, discussions, and quizzes or assessments.
- Develop playlists or choice boards in BLEND or Seesaw of scaffolded learning and practice aligned to the learning goal.
- Provide qualitative and quantitative standards-focused feedback to students on all assignments, discussions, and quizzes using Speedgrader, Playposit, BLEND Discussions, embedded Google Forms, self-reflection assignments, and in online learning platforms.
- Build proficiency toward referencing outcomes and rubrics in BLEND to support a clear articulation of goals and progress.
- Build proficiency toward using the mastery learning gradebook feature in BLEND to track student progress toward learning goals.

COVID-19 Learning Management System



- Use BLEND (Canvas) as the main system to allow parents/caregivers, students, and teachers to communicate regarding lessons, assignments, and other learning expectations. Additionally, in grades PK-2, Seesaw will also be available as a resource that teachers can link to BLEND.

COVID-19 Remote Learning Experiences/Lesson Plans

Synchronous	Asynchronous
<p>synchronous - describes lessons or learning experiences in which the teacher and students are engaged at the same time</p> <p>Examples</p> <ul style="list-style-type: none"> • Live interactive classes with students and teachers participating in real time • Teacher-supported work time on video conference calls • Scheduled and online tests 	<p>asynchronous - describes lessons or learning experiences in which the teacher and students are not engaged at the same time; the student views the lesson or engages in the learning experience on his/her own and works at his/her own pace</p> <p>Examples</p> <ul style="list-style-type: none"> • Self-paced online courses with intermittent teacher instruction • Pre-assigned work with formative assessments on paper or in learning management system such as BLEND or Seesaw • Pre-recorded videos of instruction

Plan, prepare, and provide a minimum number of synchronous daily minutes (do not have to be consecutive)

- Regarding remote instruction specifically:
 - **PK- K:** will be taught with a combination of asynchronous and synchronous learning opportunities with a minimum of **60** daily synchronous minutes, excluding special areas. Sample daily schedules for face-to-face and remote are included with this communication. **Daily synchronous touchpoints in PreK and K should be no longer than 15-20 continuous minutes.**
 - **1st-5th grade:** will be taught with a combination of asynchronous and synchronous learning opportunities with a minimum of **90** daily synchronous minutes, excluding special areas. **Daily synchronous touchpoints in 1st - 5th grades should be no longer than 30 continuous minutes.**
- Minimum number of lessons per week:
 - Language Arts - 5 each week
 - Math - 5 each week
 - Science - 5 each week
 - Social Studies - 5 each week

Note: Some lessons may be integrated across subject areas.



- Grade levels plan together on designated day once per week
- Teachers that service our students with needs are expected to assist lesson planning meetings
- Lesson plans are expected to reflect instructional practices listed in the Instructional Practices section
- Lesson plans are expected to follow a clear scope & sequence and aligned to the TEKS
- Weekly lesson plans are shared with administrators and SPED Team the Friday before

COVID-19 Student Coming for Face-to-Face

- School will follow THES Reopening Plan
- Students are required to wear a mask
- Students will stop and disinfect at a disinfecting station prior to coming into the classroom
- Teacher will disinfect student's device every morning and end of day with alcohol
- Students will not bring in belongings, except water bottle, lunch, & district/campus provided technology device
- Students will be on campus for the equivalent duration of synchronous learning e.g. 60 – 90 minutes per day

Emergent Bilingual (ESL/Dual Language)

- For all bilingual/ESL programs, ensure that the linguistic, cognitive, and affective needs of students identified as emergent bilingual (English learners) are met, including at a minimum:
 - Strategies and scaffolds that support access to grade level curriculum (TEKS)
 - Explicit language goals for each lesson aligned with the state-mandated English Language Proficiency Standards (ELPS)
- For Dual Language, provide instruction in both program languages according to the language allocation plan in support of the goals of biliteracy and bilingualism, high academic achievement, and positive cross-cultural competence.
- For Bilingual late/exit, provide instruction in both program languages according to the program design and in compliance with Chapter 89.

Dreambox

- 60 – 90 minutes per week
- Teachers will assign lessons based on student need
- Data will be reviewed with students for progress monitoring purposes
- Students will be provided necessary credentials to access



COVID-19 Special Areas

- Art, Music, and P.E. will be taught weekly with one 30-minute synchronous and one asynchronous lesson per week in each special area. [Music, Art, and PE \(MAP\) Scheduling Standards for 2020-2021 Remote Learning](#)

Social-Emotional Learning (SEL)

- Integrate SEL concepts and skills into academic lessons and practice to enhance the overall wellness of the students.
- Include practices in the daily schedule such as community circles, morning meetings, mindfulness, brain breaks, and the SEL focus for the week.

COVID-19 Universal Screener

- Administer district-selected universal screener in reading and math to identify students who may need additional support in order to have desirable academic outcomes.
 - PK: CLI Engage Circle PM and MAP Reading Fluency
 - K: CLI Engage TX KEA Kinder Readiness Screener BOY only; MAP Growth and MAP Reading Fluency
 - 1-2 (MAP Growth)

Assessment-Formative and Summative

- Use daily formative assessment to understand where your students are in their learning and adjust teaching accordingly.
- Administer PK Guidelines/TEKS-aligned, campus-created and district-created assessments to monitor student mastery of standards.

COVID-19 Feedback

- Communicate clear learning goals and success criteria to students regarding what is expected on given tasks, including directions for completion and criteria being used to define success
- Provide ongoing, specific feedback, oral and written, to students about their submitted assignments, that helps to move their learning forward
- Provide opportunities for students to give feedback to one another.

COVID-19 Progress Monitoring

- Monitor and document student progress in mastery of standards on a weekly basis using TEAMS (grades) and eCST (progress).



- Send parents progress reports as required per Board policy. This notice should occur during the fourth week of each nine-week grading period if a student's performance in a core subject is consistently unsatisfactory (borderline grade average 70-73 or failing [EIA Local]).
- Monitor and document student and family wellness in eCST monthly (minimum). Students in need of more social and emotional support should be documented on more regular intervals.
- Monitor and document student behavioral support plans in eCST.

COVID-19 Progress Reports, Grades, & Report Cards

- Record grades on a regular basis, consistent with Board policy, in every subject area (including Art, Music, and P.E.), whether remote or face-to-face. TEAMS continues to be the gradebook or record. Full report cards will be generated whether remote or face-to-face.
- Be aware this is live – parents can see as soon as something is posted
- It is expected that progress reports go home for everyone
- Report cards should be finalized by the due date
- Teacher Comments – personalized e.g. reading, math, science, social studies, behavior
- Personal development – 1 for each available spot

Calendar Tentative		
Progress Reports	Report Cards (Finalized)	SPED Progress Reports
Sept. 15	Oct. 16	Oct. 16
Nov. 10	Dec. 18	Dec. 18
Feb. 3	Mar. 12	Mar. 12
Apr. 23	May 26	May 26

Collaboration

- Collaborate with others in order to address and meet the needs of ALL students. This includes collaboration with the following:
 - Parents/caregivers in order to better support the students' remote learning at home or face-to-face learning on campus
 - Instructional colleagues in order to plan academically rigorous, TEKS-aligned lessons and to review and calibrate student work
 - Special education colleagues to discuss and identify best ways to meet the needs of students receiving special education services
 - Counselors and other support staff to address specific needs of students and families
 - Campus administrators
 - District instructional coordinators or specialists
 - Other staff members as needed



Professional Learning Community

- We will continue to meet in our PLC and TILT once a month to continue alignment throughout the campus.

The purpose of the collaborative team meeting is to consider and respond to the following questions:

1. What are students expected to know and be able to do (essential standard)?
2. How will we know if a student learned the essential standard?
3. How will we respond if a student did not learn the essential standard?
4. How will we extend the learning for a student who has mastered the essential standard?

COVID-19 Communication with Students and Families

- Communicate on a weekly basis at minimum with students and families via phone calls, emails, conferences, class newsletters, BLEND (Seesaw linked as resource for PK-2 in many cases), and social media.
 - Communication should include:
 - Initial remote individual family conference to establish home school relationship. This initial visit should be at least 30 minutes and focus on two-way communication. Families may be asked what their child needs to be successful in school including but not limited to technology, materials, individual support or other requests.
 - Weekly/daily learning goals in core content areas with success criteria defined (i.e., I am learning to draft stories about my family by including a beginning, middle, and end.)
 - Due dates for assignments and methods by which to submit student work (i.e., in person, via BLEND and/or Seesaw options for hard copies)
 - Student progress on the essential standards
 - Feedback on status of assignments
 - Teacher contact information and office hours
 - Counselor contact information and office hours
 - Any necessary updates from the campus administration and District

THES Campus Dojo

- 1:1 Parent to teacher communication – no need to give out your cell phone anymore or have parents call the classroom outside of planning time
- Teacher to class communication – send reminders, requests, announcements to the entire class's parents



- Schoolwide communication – THES can send reminders, requests, announcements, and even upload flyers school wide!
- SEL/Climate & Culture Plan – teachers can use videos to supplement SEL lessons, use skill point system to encourage students to choose good behavior. Dojo should be used to send out positive communication. Concerns about student's behavior should be done face: face, through phone calls and/or email
- Share classroom activity – teachers can take pictures of students and share their successes with parents. They can also share videos of presentations for parents who can't be there.
- Administration – inform/remind parents that Administration's form of communication is face: face, through phone calls and/or email

COVID-19 Student Attendance

- Attendance must be recorded daily for students whether attending school in person or remotely. If attending remotely, engagement must be demonstrated in at least one of the following ways:
 - Daily progress in BLEND (Canvas)
 - Daily progress via teacher-student interactions
 - Completion/Turn-in of assignments from student to teacher (potentially via email, online, or mail)

Please refer to Student Attendance Coding During COVID-19 for Elementary Campuses (**Will link when revisions are completed.**)

COVID-19 Safety Protocols

- Follow all health and safety protocols as identified by Austin ISD.
- Follow Travis Heights Elementary Reopening Plan
- Enforce COVID-19 health and safety measures and protocols
- Follow facemask protocol and ensure students follow it too
- Be familiar with COVID-19 symptoms
- Assist with social distancing during morning drop off and afternoon dismissal time
- Follow social distancing requirements in staff common areas
- Assist with disinfecting/cleaning protocols
- Assist with disinfecting playground equipment after use
- Follow the health room protocol

COVID-19 Faculty & Staff Duty Day



- All faculty and staff are expected to follow the below start and end times of their duty days

Position	Start	End
Teachers	7:30	3:30
Teacher Assistant	7:00	3:30
Administrative Assistant & Bookkeeper	7:00	3:30
Clerk	7:30	4:00
Custodians	Varies	Varies

COVID-19 Faculty Office Hours

- Designated one hour per day on remote schedule

COVID-19 Faculty Assignment Flexibility

- Expect that any certified instructional staff member (librarian, assistant principal, instructional specialist, special area teachers, counselor, etc.) may be asked to teach remote in any subject area or grade level base on campus need and within his or her certification area
- Expect that a teacher may be asked to teach a different grade level or subject area than he or she expected based on campus need and within his or her certification

COVID-19 Faculty and Staff Attendance

- Attendance impacted due to COVID-19, Faculty and Staff will follow appropriate avenues
- Follow appropriate avenues when requesting COVID-19 leave and/or accommodations
- There may be exceptions to the start and end times (i.e. duty week, beginning of the school year, etc.)
- In the situation of an emergency and/or sudden sickness, teachers & staff are expected to communicate promptly with an administrators, administrative assistant and team leader with a text or phone call
- Requests for personal time off must be submitted a minimum of 3 days in advance
- Per district policy, faculty & staff may not use personal days the day before a holiday or break
- Per district policy, faculty and staff may not use 3 personal days consecutively
- It is expected that 1 person per team attend PTA events/meeting



COVID-19 Zoom

- Create a space/home office
- Be present & engaged
- Have camera turned on and facing you
- Be on time
- Communicate with Admin if you are unable to attend a zoom meeting

School Events Representation Tentative		
Representative per Team	All Staff Participation	Participation Encouraged
PTA Meetings: Thurs. Nov. 12th	Virtual Meet the Teacher – Fri. Sept. 4th	Fall Beautification – Sat. Sept. 26th
Tamalada –	Back to School Night –	Travis Height Art Trail – Fri. – Sat. Nov. 7th – 8th
Multicultural Festival – Sat. Dec. 5th	Grade Level Performances: Thurs. Nov. 12th Thur. Thur.	Pillars Fundraiser –
	Faculty Meetings	Staff Holiday Celebration –
	Thunderbird Show Case – Thurs. Jan. 14th	Spring Beautification –
	Fall Carnival – Fri. Oct. 23rd	3rd – 5th Grade Shamrock Dance –
	Shamrock Dance –	Thunderbird Thrift Sale –
	Guero's Fundraiser –	

Substitutes (tentative)

- Substitute is to be requested by the teacher as soon as possible if out sick/emergencies
- For personal days off, subs need to be requested at the time or before personal time of request is submitted
- Substitute plans with appropriate material should be readily available in classroom or with team leader
- Before requesting a sub for professional development, teachers need prior approval by an administrator



Substitute Emergency Plans – Communicate location with Mrs. Kayla (tentative)

- 3 days of emergency sub plans
- Originals of each handout needed for the 3 days
- Class Schedule
- Class Roster
- Classroom Rules and Procedures

Faculty & Staff Communication

Phone

- Personal cell phone usage is not permitted to interrupt the workplace nor the instructional environment
- Faculty and staff are expected to adhere the items discussed during the Student Safety Campus Training

Emails

- Teachers are expected to check their email periodically throughout the day
- It is expected that Teachers respond to parents within 24 hours

Faculty & Staff Dress Code

- Employees are expected to follow the AISD dress code policy
 - Tuesday is THES Wear Red day and jeans
 - Friday is THES or College T-shirt day and jeans

COVID-19 Activity Funds

Making Deposits (Credits)

- Each grade level has a grade level sponsor who maintains the grade level activity fund
- The district is encouraging Sponsors to ask Parents to donate via School Cash online as opposed to in person deposits, you can request the School Cash packet from the Bookkeeper so that you may email or share on Dojo with parents
- Any money you receive in person is to be deposited to bookkeeper on a daily basis
- Money should stay locked up before deposit is made
- Your deposit **should not** be sent to the office by anyone but the Account Sponsor for that Grade Level



- In the absence of the Bookkeeper the only person who can receive the funds to be deposited is Administration
- Sponsors must receipt all funds received.
- Each Sponsor should track deposits via ledger, receipt book, and School Cash online report to assist with maintaining an accurate deposit balance for their account before they meet with the Bookkeeper for their bi-monthly reconciling.
- Any deposits turned in for money received from Students must have a deposit slip fully filled out and a ledger included of each student who gave money and how much, along with total amount being deposited, date and your signature at the bottom as confirmation of total funds received from class.
- Activity funds should be kept current with bimonthly report

Tracking & Submitting Purchases (Debits)

- All Purchase Approval Request (PAR'S) will be submitted electronically now
- You will need to fill out all information required in order to submit your form to me electronically
- You must check your current account balance before submitting a PAR so that the account balance section on PAR reflects the correct account balance.
- Your electronic PAR will be rejected if the amount on the Account Balance is not correct or missing detailed description etc
- Sponsors should create a spreadsheet, file or binder of PAR's submitted to Bookkeeper to assist in keeping a running balance of what your grade level has spent

Reimbursement

- A request for reimbursements should be submitted before a purchase is made by completing the electronic 'Purchase Approval Request' form, auditors will check the electronic PAR's against the receipt to make sure the date requested for purchase (PAR) vs date purchased have no conflicts.
- You must check your current account balance before submitting a PAR, this is why it is important to keep track of credits and debits to avoid an Audit issue with the PAR not having the correct balance.
- Your electronic PAR will be rejected if the amount on the Account Balance is not correct
- Itemized receipts are needed in order to complete the reimbursement
- Request a tax-exempt form since taxes are not reimbursed (Email the Bookkeeper)
- Purchased to be reimbursed must be the only items on a receipt

Climate

- Promote a positive school climate through collaborative, and supportive communication and a positive attitude
- Maintain cordial and professional relationships with all members of staff



Planning & After School Meeting Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
During Planning				
1 st & 3 rd week of month -Primary VOM Meeting	PTA Calendar Meeting (Admin only)		ARD/504 Meetings	1 st & 3 rd week of the month Front Office Staff Meeting (Admin only)
2 nd & 4 th week of month - Intermediate VOM Meeting				2 nd & 4 th week of the month Custodian Meeting (Admin only)
After School				
__ & __ After School Lesson Planning	__ & __ After School Lesson Planning	__ & __ After School Lesson Planning	1 st week of month - eCST Meeting	
3 rd week of the month – Thunderboard Meeting	2 nd week of month – PTA Executive Board Meeting		2 nd week of month – Cohort Meeting	
	SPED Team Meeting		3 rd week of month – Faculty	
			4 th week of month – TILT	

Teacher Motivation/Morale Booster

- Recognition Certificate
- 1 Week Jeans Pass
- Picture on Recognition Bulletin Board

Thunderbird Apple Recognition

- Based on colleague to colleague recognition
- Fill out shout-out and place in the shout-out box



- Recognized at faculty meeting

Team Thunderbird of the Month

- Based on Admin recognition
 - Communication
 - Deadlines
 - Collaboration
 - Dress Code
 - Initiative
- Recognized at faculty Meeting



Reconnecting/Connecting with Families (initial phone call)

- Document contact/attempts in call log
- Contact all the families on your roster (Aug. 18 – 21)
- Invite them to Meet the Teacher (Week of Aug. 31 – Sept. 4)
- Connect them to Dojo
- Invite them to come out for the THES Welcome Back Parade (Sept. 4th)
- Explain to parents what face to face will look like at THES
- Survey parents
 - Will you be engaging in remote learning or face-to-face?
 - Do you have access to technology? (ipad, chromebook, computer, phone)
 - Do you have reliable internet access?
 - What size shirt is your child? (only the student in your classroom)
 - No exchanges/returns for t-shirts
 - What essential school supplies do you have?

Sample Script:

https://docs.google.com/document/d/1N6Ay8prw2tSyUo2qJj8fBLzHnDRv7jDVpE_KE_yfivM/edit

Meet the Teacher Expectations

- 1 hour - Zoom
- Warm & inviting greeting
- Review:
 - Daily schedule
 - How to contact you
 - Where to join Sept. 8th
 - Invite them to parade on Sept. 4th
- Answer any questions you feel comfortable answering
- Be comfortable in directing them to Admin or getting back to them

Essential School Supplies Baggies, Consumable, & Packet Distribution – on need basis (Sept. 2 – 4)

- School Supplies to include: crayons, pencils, glue, scissors, 2 folders, 2 notebooks
- Grade level supplemental aids e.g. 100's chart
- Consumables
- Packets



Travis Heights Elementary Welcome Back to School Parade

Date: Friday, September 4, 2020

Teacher Set-Up: 12:00 – 12:30pm

Time: 12:30pm – 2:30pm

Meeting Place: Travis Heights – Alameda

Before Teacher Set-Up Time Instructions

- Arrive between 12:00 - 12:30 to set up
- All are encouraged to make sign to cheer on students
- Faculty & Staff can line up on Alameda in front of the school
- Wear your best THES gear
- Follow all safety guidelines
 - Stay in your chosen area
 - Wear a mask covering mouth and nose
 - Stand at a safe distance - 6 ft apart
- Faculty will be able to exit after the parade has concluded
- No building access or restrooms will be available
- Families are welcome to join you, however must stay with you at all times

During

- Parade will begin at 12:30pm
- Mr. Hawes/Jason will be the leader of the parade
- Follow the vehicle in front of you
- Be a cautious driver as we will be driving slowly & having to cross Congress several times

After

- Once the parade has finished the planned route, faculty & staff is free to exit
- No building access or restrooms will be available
- It is recommended that faculty & staff do not congregate at the conclusion of the parade

