

TULOSO-MIDWAY ISD



Educational Services Handbook

MISSION STATEMENT

Tuloso-Midway Independent School District educates every student to be a lifelong learner, a person of integrity, and a positive contributor to society.



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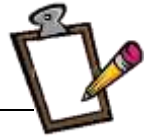
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SERVICES



Curriculum http://tea.texas.gov/index2.aspx?id=6148	District Academic Calendar https://www.tmsd.us/documents/2018/5/2018-2019%20Academic%20Calendar_APPROVED_3.19.18.pdf
Professional Development	Federal Programs/NCLB/ESSA
District Handbook & Code of Conduct	Family Engagement
Grading Policy https://pol.tasb.org/Policy/Download/954?filename=EIA(LEGAL).pdf	Accountability/Compliance http://tea.texas.gov/Student_Testing_and_Accountability/Accountability/
State Assessment: <ul style="list-style-type: none"> • STAAR • TELPAS • ALT-2 	Special Programs: <ul style="list-style-type: none"> • Bilingual/ESL • Gifted & Talented • Dyslexia
District Site-Based Committee	First Year Teacher Support
Instruction http://tea.texas.gov/index2.aspx?id=6148	Student Assessment Data
Instructional Materials	At-Risk/State Compensatory Education http://tea.texas.gov/index4.aspx?id=4082
Counselors/Guidance	Librarians
Nurses/Health Services/SHAC	TEKS Management System www.teksresourcesystem.net
DMAC www.dmac-solutions.net	

ASSESSMENT



Curriculum Checkpoints

Curriculum checkpoints (CCs) are gauges of student knowledge of the curriculum. CCs are intended to assist teachers in determining areas of instructional need of students to be addressed during small group instruction, tutorial/intersession opportunities, etc. CCs are also intended to be formative indicators of STAAR preparedness.

These assessments can be “STAAR-like” in format to help prepare students for state assessment. CCs will be given according to the Local Assessment Calendar.

All CCs will be recorded by DMAC (Data Management for Assessment and Curriculum).
www.dmac-solutions.net

STAAR Benchmarks

The instructional purpose of a STAAR benchmark is to diagnostically measure student readiness for state assessment in a grade/subject area. A released TAKS assessment will be used for this purpose and will be administered according to the local assessment calendar.

These assessments will be recorded by DMAC. The data that results from this assessment should guide campuses in determining tutorial, intersession and other instructional intervention approaches. Students not successful should be provided intervention opportunities.
www.dmac-solutions.net

State Assessment

All state assessment is scheduled by the TEA:
<http://tea.texas.gov/student.assessment/calendars/>

CURRICULUM



Texas Essential Knowledge & Skills (TEKS)

The TEKS are our curriculum. TMISD, along with all other Texas school districts, are required to follow and provide instruction of the SBOE approved and required curriculum. These can be found by grade and subject area at <http://tea.texas.gov/index2.aspx?id=6148>.

TEKS Resource System/Texas Curriculum Management Program Cooperative (TCMPC)

TCMPC provides instructional alignment based on the current Texas Essential Knowledge and Skills. Alignment documents (YAGs, IFDs, etc.) are to be followed by all core content staff.

<http://teksresourcesystem.net/module/profile/Account/LogOn>

Instructional Resources

Textbooks, district purchased programs and various other instructional resources are supplemental to the district curriculum.

Common Core

As per HB462, Texas school districts are prohibited from using Common Core standards, materials and/or assessments.

[http://tea.texas.gov/About TEA/News and Multimedia/Correspondence/TAA Letters/Statutory Requirements Prohibiting the Adoption or Use of Common Core/](http://tea.texas.gov/About%20TEA/News%20and%20Multimedia/Correspondence/TAA%20Letters/Statutory%20Requirements%20Prohibiting%20the%20Adoption%20or%20Use%20of%20Common%20Core/)

GRADING AND REPORTING



Grades are a means of evaluating and reporting student progress to parents and students. Grades should have a positive influence on students. The grading process should be valid, useful, and constructive. The process should be as fair and objective as possible, understandable to students and their parents, and should honestly and realistically indicate the strengths and weaknesses of student performance.

The Superintendent or designee shall ensure that **each campus or instructional level develops guidelines for teachers to follow in determining grades for students**. These guidelines shall ensure that grading reflects student achievement and that a sufficient number of grades are taken to support the average grade assigned. Guidelines for grading shall be clearly communicated to students and parents.

Grading policies:

1. Must require a classroom teacher to assign a grade that reflects the student's relative mastery of an assignment;
2. May not require a classroom teacher to assign a minimum grade for an assignment without regard to the student's quality of work; and
3. May allow a student a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade.

EIA (LEGAL/LOCAL)

Helpful Information for Creating Grade Level/Subject/Course Grading Guidelines

For consistency, the district recommends the following calculation of grades:

- Minor grades (daily work, quizzes, homework) will comprise **35%** of the total student average for the course.
- Major grades will comprise **65%** of the total student average for the course.

If a grade level/department wishes to deviate from the above recommendation, approval must be given by the campus principal and notice must be made to the Superintendent.

Grading Procedures

Campus departments should develop grading practices (that follow district policy and current law) that include information regarding:

- How grades will be determined based on student course/class work
- Requirements and calculations of 'major' and 'minor' grades should be explained
- Opportunities for re-teaching and re-testing are to be included
- Procedures to make up missed work

Homework

Procedures should give a rationale for homework. Everyone needs to understand why homework is given. The very act of formulating homework procedures helps a teacher to clarify his or her own objectives for homework. When these objectives have been identified, they can then be explained to students and parents.

For example:

- Homework reinforces skills and information learned in class.
- Homework prepares students for upcoming class topics.
- Homework teaches students to work independently.
- Homework aids in evaluating student progress.

Parent Notification of Grading Practices/Procedures

A copy of the grade level/subject/course grading procedures should be reviewed and approved by the campus principal. Once approved, procedures should be sent home at the beginning of the school year to parents. In addition, teachers must discuss the grading procedures with students, making sure that all expectations are clear.

Recording Grades

Teachers are to input grades into the GradeSpeed system on a regular and timely basis. Grades entered are to be authentic.

Student Progress

Official progress reports are to be sent home to all students at the end of the third week of each grading period.

Report cards shall be issued each grading period on a form approved by the Superintendent.

Teachers shall notify parents or legal guardians at any time during the grading period that their student's performance is unsatisfactory. Teachers shall maintain record of the notification and contact.

EIA (LOCAL)

Extra Credit

To receive extra credit, the work completed must be directly related to the curriculum and assignment to be enhanced, should be used for enrichment, and should not replace any missed work. Extra credit should not be used to the extent that the grade does not accurately and authentically reflect the academic achievement of that student for the current grading period.

Extra credit and "dropped" grades will **not** be awarded for the following:

- Attending events not related to the subject
- Participating in fund raising events
- Bringing school supplies



TMISD Board Policy: [https://pol.tasb.org/Policy/Download/954?filename=EIA\(LEGAL\).pdf](https://pol.tasb.org/Policy/Download/954?filename=EIA(LEGAL).pdf)
Texas Education Code: <http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.28.htm#28.0214>

INTERVENTION OPPORTUNITIES



Along with daily intervention efforts, each campus may offer various opportunities for students to receive instructional assistance in areas of weakness outside of the school day. These opportunities may include:

Intersession

Educational Services staff will work together with campus principals to develop plans for intersession.

Staffing

Initial staffing will be based on the number of students recognized as needing instructional assistance. During the week of intersession, staff reductions may occur if student attendance warrants. Only professional/certified personnel will be considered for intersession teaching/classroom assignments.

Days/Times

Intersession will be offered 4 days per week.

Pay

Professional staff will be paid \$25 per hour. Intersession paychecks will be available the week after intersession.

Tutorials

Prior to offering any campus tutorial classes, campus administration will develop plans for offering tutorials for students in need of additional assistance or instructional intervention.

Plans are to be submitted to Central Office for review and approval. Plans should include:

- Description of assistance to be provided
- Number of students in need of assistance
- Number of teachers needed
- Description of instructional materials/approach to be used
- Transportation needed

PURCHASING INSTRUCTIONAL RESOURCES



To meet state and federal compliance, all instructional related purchases must be aligned with the academic needs of the campus. When using federal funds, strict documentation is required for compliance.

Procedures for purchasing instructional resources:

- Identify need based on Comprehensive Needs Assessment and Campus Improvement Plan.
- Complete compliance form.
- Submit to Educational Services for approval.
- Upon approval, a requisition in TXEIS can be processed.

PROFESSIONAL LEAVE OUT-OF-DISTRICT TRAVEL



What is Professional Leave?

Any attendance of a work-related, professional development activity is considered Professional Leave.

**DO NOT REGISTER FOR ANY PROFESSIONAL DEVELOPMENT ON YOUR OWN
ALL PROFESSIONAL DEVELOPMENT ARRANGEMENTS WILL BE HANDLED BY THE E.S. DEPT.**

Requests

All Professional Leave Requests are to be submitted to the Educational Services Department no later than **three weeks prior** to the date of the event for review and approval.

Staff development requests are to align with the Campus and/or District Improvement Plan. Each request is required to cite the goal and/or strategy listed in a CIP or DIP that supports the request. Requests that are not complete will not be approved.

In addition, in an effort to be good stewards of district funds, when considering professional development options, staff is to search proximity closest to the district to meet professional development needs. Only when needs cannot be met with local resources will requests for travel beyond the district be considered. *Travel out-of-state will only occur in extenuating, qualifying circumstances.*

OUT-OF-STATE TRAVEL

Out-of-state staff travel expenditures will only be considered upon proper documentation and prior approval of the agency/location being the sole source of access to the specific type of professional development needed/required.

Federal Funded Activities: The *'TEA Justification of Specific Expenditure: Program Related Out-of-State Travel'* form is to be used when requesting approval or providing justification. If deemed compliant with the above and approved, this documentation is to be completed and maintained by the Grant Manager.

Approval

Notification of approval will be sent to the requestor and campus principal. Substitutes are not to be secured until the request is approved. Approval should not be 'assumed'. DMD (LEGAL/LOCAL)

Travel Arrangements/Reservations

Upon approval by Central Office administration, all travel arrangements (hotel, registration, etc.) will be made by Central Office and forwarded to each staff member prior to the event.

Cancellation/processing fees that are the result of reservations made by staff other than Central Office personnel may be charged to the campus organization or the person responsible for originating the arrangements.



Please assure that the event date is accurate. Travel is based on the dates of the event. It is standard practice to secure a night in a hotel prior to the first day of the travel. If the event is out of the city and travel on the day prior is NOT needed, indicate this on the PLR form.

Travel Expenses Reimbursement

For approved travel, employees will be reimbursed for mileage and other travel expenditures according to the current rate schedule established by the district. Employees must submit **itemized** receipts to be reimbursed for expenses other than mileage. Meal advances are not provided.