

# SPRINGDALE – MEMPHIS MAGNET

"Exploring the World with P.R.I.D.E Through The eyes of Education"



## Parent/Student Handbook 2020-2021



*Home of Panther*

**P.R.I.D.E.**

Patience   Respect   Integrity   Drive   Excellence

Springdale-Memphis Magnet Elementary School  
880 North Hollywood Street Memphis, Tennessee 38108  
901-416-4883, Fax 901-416-9280  
Ms. Carmen Gregory, Principal



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## Parents and Students of Springdale Elementary:

Welcome to the 2020-21 school year. Our theme this school year is **We Got You!** This theme came to mind when speaking with a parent who was really worried about her child being able to succeed this school year and ensuring her child had resources needed to be successful. I simply told her **We Got You!** You may ask, *'what does this mean'*. This simply means that as a school, we will do everything possible to ensure success for you and your child. What's happening this year is new for all of us, so don't worry and become frustrated. Just say to yourself, *'let me contact the school, because they are here to help me'*. Please know that this is exactly why we are here; to serve you and your child. Now that you know we have you, we need you to 'have us'. You may ask, *'how can I do that'*. Parents we need you to ensure your contact information in PowerSchool is correct. We need you to engage with us through our web-site:

<https://schools.scsk12.org/springdalememphis-es> . You can also connect with us on our social media sites: **Facebook:** Springdale Memphis Magnet School and **Twitter:** Springdale Elementary. We need you to make sure your child is ready to engage in learning each day and attends virtual school every day and on-time. We need you to participate in parent meetings and trainings. Most of all, we need you to let us know any help or assistance you may need.

As stated earlier, we are beginning the 2020-21 school year in a way that no one has ever before. For this reason, we want to ensure we are addressing the **whole child** as never before. We often have a tendency to believe that children don't have any issues or concerns. This simply is not true. Along with what children already concern themselves with, they are now having to engage in learning where they are taking on new forms of self-responsibility; where they can no longer interact directly with their teacher or peers; where they have to strengthen their focus along with a huge amount of new practices. I want to let you know that as a school we have taken all of this into consideration. Our school counselor is leading the way on ensuring that we incorporate daily check-ins on our students' social and emotional well-being. I would also like to advise you, as a parent, to check-in with your child daily to ensure their successful engagement in learning. Here is a beginning resource with additional opportunities to perform check-ins and remember we are here to support you: <https://www.edutopia.org/social-emotional-learning-parent-resources>.

Now parents, we are sure you have many questions. We want to start off with some helpful hints to begin this journey of virtual learning:

- Create a daily schedule for your child, place them in the frame of mind that they are preparing for school as a 'traditional' school year, they are just beginning at home
- We will have a support team at school and at the district level to address technical issues, simply contact the school @ 901-416-4883
- Ensure your child logs in each day and on time
- Participate in parent trainings and meetings

During this school year, we don't want to forget to engage in our school mantras. Parents call these to your child's memory, while at home. For example, if they become frustrated, ask them are they being patient. When they struggle with a work assignment and they want to stop, ask them are they demonstrating drive. Remember the first is **P.R.I.D.E.** This acronym represents patience, respect, integrity, drive, and excellence. They are the character traits that we emphasize to our students each day. When a student makes a decision that results in unfavorable outcomes, we ask them to reflect on these character traits and determine how they may have helped them to make a better decision. Our second mantra is **E3 = Education and Exposure...the great Equalizers.** I truly believe that exposure plays a major role in students who perform well and those that struggle academically. It is very important to me that as we educate our students that we expose them. You see we can and will only work to achieve those things for which we have knowledge. This is a strong part of the purpose behind our schools' Optional Schools Program, Exploratory Learning. Our students will engage in virtual field trips to continue this work.

Finally, we are looking to continue revitalizing Springdale as a Magnet School with a focus on the five pillars of Magnet Schools (Diversity, Innovative Curriculum and Professional Development, Academic Excellence, High Quality Instructional Systems, and Family and Community Partnerships) through incorporation of a STEM program and the goal of becoming a state and nationally recognized STEM school.

Please read all items of this handbook carefully. Parents and students are responsible for knowing the contents of the handbook. I look forward to working with you this school year.

*Sincerely*

*Ms. C. V. Gregory*

*Principal, Springdale-Memphis Magnet School*

# 2020-21 Student Calendar

(APPROVED 7/13/20)



**2020**

First Semester-90 days

**AUGUST**

31 First Day for Students | 1st 9 Weeks Begins

**SEPTEMBER**

7 Labor Day (Students Out)

**OCTOBER**

1 Parent Teacher Conferences (4-7 p.m.)  
12-16 Fall Break (Students Out)

**NOVEMBER**

3 Professional Development Day (Students Out)  
10 1st 9 Weeks Ends  
11 Veterans Day (Students Out)  
12 2nd 9 Weeks Begins  
23-27 Thanksgiving (Students Out)

**DECEMBER**

21-31 Winter Break (Students Out)

**JANUARY**

1 New Years Day | Winter Break Cont. (Students Out)  
4 Students Return  
18 Dr. Martin Luther King Jr. Day (Students Out)

**FEBRUARY**

2-4 1st Semester Exams  
4 1st Semester Ends | 2nd Nine Weeks Ends  
5 Professional Development Day (Students Out)

**2021**

Second Semester-85 days

**FEBRUARY**

8 Second Semester Begins/Third Nine Weeks Begins  
15 Presidents Day (Students Out)

**MARCH**

11 Parent Teacher Conferences (4-7 p.m.)  
29-31 Spring Break (Students Out)

**APRIL**

1-2 Spring Break | Good Friday (Students Out)  
15 3rd 9 Weeks Ends  
16 Professional Development Day (Students Out)  
19 Students Return | 4th 9 Weeks Begins

**MAY**

31 Memorial Day (Students Out)

**JUNE**

14-16 2nd Semester Exams  
16 Last Day of School | 4th 9 Weeks Ends

**JULY 2020**

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

**AUGUST 2020**

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

**SEPTEMBER 2020**

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

**OCTOBER 2020**

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

**NOVEMBER 2020**

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

**DECEMBER 2020**

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

**JANUARY 2021**

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

**FEBRUARY 2021**

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

**MARCH 2021**

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

**APRIL 2021**

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

**MAY 2021**

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

**JUNE 2021**

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

**LEGEND:**   1st Day of School/Students   Students Out (Full Day)   Summer Vacation   Parent Conferences   Start of Quarter   End of Quarter   Semester Exams

# Calendario Estudiantil 2020-21

(APROBADO 7/13/20)



2020

Primer Semestre -90 días

AGOSTO	
31	Primer Día de Clases Para Estudiantes   Comienza 1er periodo
SEPTIEMBRE	
7	Día del Trabajo (no hay clases para estudiantes)
OCTUBRE	
1	Conferencias de Padres y Maestros (4-7 p.m.)
12-16	Receso de Otoño (no hay clases para estudiantes)
NOVIEMBRE	
3	Día de Desarrollo Profesional (no hay clases para estudiantes)
10	1er Cuarto Termina
11	Día de los Veteranos (no hay clases para estudiantes)
12	Estudiantes regresan   Segundo Cuarto Comienza
23-27	Día de Acción de Gracias (no hay clases para estudiantes)
DICIEMBRE	
21-31	Vacaciones del Invierno (Estudiantes afuera)
ENERO	
1	Año Nuevo/Vacaciones del Invierno Continúan (Estudiantes afuera)
4	Estudiantes regresan   Tercer Cuarto Comienza
18	Día Feriado para el Dr. Martin Luther King Jr. (Estudiantes afuera)
FEBRERO	
2-4	1er Examen Semestral
4	Segundo Cuarto Termina
5	Día de Desarrollo Profesional (Estudiantes afuera)

JULIO 2020				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

AGOSTO 2020				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

SEPTIEMBRE 2020				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

OCTUBRE 2020				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

NOVIEMBRE 2020				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

DICIEMBRE 2020				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

ENERO 2021				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

FEBRERO 2021				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

MARZO 2021				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

2021

Segundo Semestre -85 días

FEBRERO	
8	Estudiantes regresan   Tercer Cuarto Comienza
15	Día del Presidente (Estudiantes afuera)
MARZO	
11	Conferencias de Padres y Maestro (4-7 p.m.)
29-31	Vacaciones de Primavera (Estudiantes afuera)
ABRIL	
1-2	Vacaciones de Primavera/Memores Santos (Estudiantes afuera)
15	Tercer Cuarto Termina
16	Día de Desarrollo Profesional (Estudiantes afuera)
19	Cuarto Trimestre Comienza
MAYO	
31	Memorial Day (estudiantes fuera)
JUNIO	
14-16	Exámenes del Segundo Semestre
16	Último día de la Escuelas

ABRIL 2021				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

MAYO 2021				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

JUNIO 2021				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

**LEYENDA:**   Primer día de Clases Estudiantil   Estudiantes fuera (día completo) ★ Conferencias de Padres   Comienza el Periodo   Termina el Periodo 1 Exámenes del Semestre

# Destination 2025



## 80/90/100% – A Strategic Plan for Student Success

In April 2014, School Board Members courageously embraced our 80/90/100% Strategic Goals to focus the District's work on college- and career-readiness for students. "Destination 2025" is not merely a new target for student success in Shelby County, it is a profound shift in culture. We are asking our stakeholders to hold us accountable to a clear set of highly ambitious outcomes for students. If we are successful, we will not only dramatically improve student achievement, there will be a significant multiplier effect for our entire community.

### By the year 2025:

**80%** of seniors will be college- or career-ready



**90%** of students will graduate on time

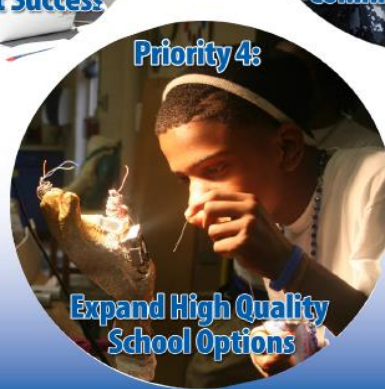
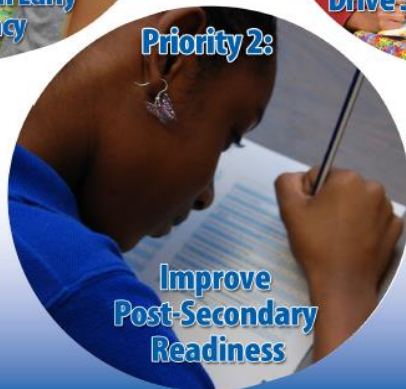


**100%** of college- or career-ready graduates will enroll in a post-secondary opportunity



### How will we reach our highly ambitious 80/90/100% goals for students?

We have identified five high-leverage priorities that will improve college- and career-readiness outcomes for students over time. We will align resources and efforts within and beyond the District to carry out these priorities.





# DR. JORIS M. RAY

SHELBY COUNTY SCHOOLS INTERIM SUPERINTENDENT

## 90 DAY PLAN

### LEADERSHIP PLEDGE

We will put the best interest of students first, actively listen and be transparent in our decision-making process.

### VISION FOR SCS

1

To realize  
**Destination 2025**

2

To create a system that provides equity for all students and ensures each student has the opportunity to meet and maximize his or her full potential

3

To provide all school-based staff with the resources and supports needed to maximize their ability to best serve students

4

To ensure all team members, district-wide, operate with the following: a belief that all students can achieve, collaboration/teamwork, integrity, a sense of empowerment, commitment to the work and a drive for innovation



**80%**  
of students  
will be  
college or  
career ready

**90%**  
of students  
will graduate  
on time

**100%**  
of graduates  
will enter  
college or a  
career

### SEVEN NEXT STEPS TOWARD DESTINATION 2025

#### 1. Academic Equity and Action Plan

Implementing the Academic Equity and Action Plan that will offer academic opportunities such as AP courses, enrichment classes and ACT prep to more students and at schools that historically lacked these offerings

#### 2. Social Emotional Learning

Developing a trauma-informed district from board members to educators who can effectively support a variety of student needs, including responding to Adverse Childhood Experiences or ACEs

#### 3. Culture Building

Establishing a more respectful and positive culture centered on teaching and learning that more intentionally includes the voices of students and teachers

#### 4. Create Servant Leadership

Refocusing the way we look at our roles, beginning with the Central Office, to develop a district community of servant leaders who provide service to our ultimate customers, parents and students

#### 5. Alignment of Resources

Passing a financially sound budget that focuses and aligns organizational efforts and resources to help close achievement gaps and provide greater equity for students

#### 6. Footprint Proposal

Engaging the community around the current footprint proposal and considering the academic plans for each possible school transition before making final recommendations to the board

#### 7. District-office Transition

Creating a high-level draft of the district's transition plans for the Bayer Building, which will ultimately become a more welcoming hub for district-staff, as well as students, parents and community members.





# 3RD GRADE COMMITMENT

Shelby County Schools identifies student achievement as its highest priority. Specific revisions to **Policy 5013 Promotion and Retention** were developed to ensure we hold district and school leaders, teachers, and all stakeholders accountable towards the **3rd Grade Commitment**. The intent of the policy revision is to ensure that students have the necessary reading skills to be successful before they reach third grade. Third grade has been identified as important to reading literacy because it is the year children are "reading to learn." If students are not proficient readers by the time they reach third grade, half of the curriculum they will be taught in third grade and beyond will be incomprehensible.

This 3rd Grade Commitment is a collaborative effort between schools, parents and community towards ensuring we all work together to best help SCS students reach reading readiness by third grade.

## FACTS



**As early as age 3**, a child's vocabulary can predict third-grade reading achievement\*



**61% of children** from low-income backgrounds have no children's books at home.\*



At the end of 2018, only **27% of SCS third grade students** were proficient on the TNReady English Language Arts assessment.



Students who do not read proficiently by the third grade are **4 times more likely** to drop out of high school.\*



## CRITERIA FOR SUCCESS

Students will have opportunities throughout their second grade year to demonstrate progress towards the 12 Criteria for Success. Based on Policy 5013, students must meet 8 of 12 success criteria by the spring term to be promoted to the third grade.

TYPE OF MEASURE	FREQUENCY OF MEASURE	MEASURE OF SUCCESS
REPORT CARD GRADE	ONCE PER QUARTER (4 POSSIBLE POINTS)	70 OR HIGHER IN ELA
FORMATIVE ASSESSMENT - MOVING FROM NWEA MAP TO MASTERY CONNECT	FALL, WINTER, & SPRING (3 POSSIBLE POINTS)	ON-TRACK OR MASTERY IN ELA
BENCHMARK ASSESSMENT - ILLUMINATE	FALL, WINTER, & SPRING (3 POSSIBLE POINTS)	FALL: LEXILE 350 WINTER: LEXILE 420 SPRING: LEXILE 485
SUMMATIVE ASSESSMENT - TN READY	SPRING (2 POSSIBLE POINTS)	ON-TRACK OR MASTERY IN ELA

## ADDITIONAL FACTS

ELA = English Language Arts

\*Lexile scores inform on a student's reading ability



**When will the specific revisions to Policy 5013, relative to the retention of 2nd graders take effect?** Full implementation begins 2020-21. There is no impact in 2019-20.



**How will parents know if a student will be retained?** Parents of second graders considered for retention will be informed by February 1 each year.



**How can retained students be promoted to third grade?** Second graders who meet the success criteria in summer school or within the first 45 days of the following year will be promoted.

Source: [literacymidsouth.org](http://literacymidsouth.org)

Shelby County Schools offers educational and employment opportunities without regard to race, color, religion, sex, creed, age, disability, national origin, or genetic information.

### ***Our Beliefs:***

- All students can learn.
- Students' learning needs should be the focus of all decisions impacting the work of the school.
- Each student is unique and should be provided with a variety of instructional approaches to support his/her learning.
- Real life experiences will provide a good academic foundation in reading/language arts, mathematics, science and writing.
- Students are evaluated through various methods of assessments.
- Students discover their abilities through appropriate and challenging learning experiences.
- Teachers, parents, staff, and the community work collaboratively to ensure that school, district, state and federal policies are followed and make decisions that will meet the needs of the students.
- A safe and physically comfortable environment promotes student learning, attendance and participation.

### ***Our Mission:***

All students will possess the knowledge and skills defined by state and district standards for their grade level and will demonstrate their knowledge and skills by meeting or exceeding proficiency levels in identified and assessed skill areas.

### ***Our Vision:***

We, the stakeholders of Springdale-Memphis Magnet Elementary School, envision a school where students experience success, achieve their maximum potential, and become successful citizens, while exhibiting ***Panther P.R.I.D.E.***; thus learning to be ***Patient*** and ***Respectful***, to have ***Integrity*** and ***Drive*** as they strive for ***Excellence***.

### ***Our Expectations:***

- Springdale students are expected to come to school prepared to learn new skills and to display dignity and self-respect in their language, behavior and appearance.
- Springdale teachers are expected to create a peaceful environment and to provide challenging learning experiences, which guide students to success.
- Springdale parents, guardians and community members are expected to support the school in all endeavors. If there is a potential problem, they are expected to contact the school either in person or by telephone.
- Springdale parents and/or guardians are also expected to:
  - ensure a quiet location so that the student(s) can study
  - make sure the child gets a good night's sleep
  - make sure the child has a good breakfast either at home or at school.
  - Make sure student arrives to school on time and remains in school for a full day of instruction

## **SPRINGDALE TEACHER PLEDGE**

*“As a Springdale teacher, my responsibilities are to create a peaceful learning environment and to plan challenging learning experiences, which will guide students to success.”*

## **SPRINGDALE STUDENT PLEDGE**

*“As a Springdale student, my responsibilities are to learn new skills, to be patient and respectful, to have integrity and drive which will lead me to social and academic excellence.”*

# Parent and Family Involvement Plan

## Springdale – Memphis Magnet Elementary

# 2020-2021

**Springdale – Memphis Magnet Elementary** embraces the concept that the more parents and the community become involved in our students' education, the more enhanced their achievement will be. **Springdale – Memphis Magnet Elementary** encourages the engagement of parents and the community, as individuals, groups, mentors, advisors, and as resource persons. To ensure we have our parents and community partners involved in the development and implementation of the school's program, Springdale Elementary will do the following:

- Jointly develop with parents and the community a written school level parent and family engagement plan and parent school compact.
- Convene an Annual Title 1 Parent meeting for all parents to inform them of the Title 1 requirements, school's participation in Title 1, and the right of parents to be involved in the school.
- Carry out the school board policy at the school level.
- Hold a flexible number of meetings (morning, afternoon, evening) such as Open House, Family Math & Science Night, Literacy Night and Testing Workshops.
- Provide timely information about our program (Data Boards, Parent Information Board, Newsletters, Weekly Announcement Letters, phone messages, e-mails, website, Facebook and Monthly School Calendars.)
- Involve parents in an organized, ongoing, and timely manner, in the planning, review and improvement of programs through the PTO, the parent/student handbook, evaluations, and parent handbook for Prime Time.
- Provide website, access to technology resources, classroom visitation opportunities, parent teacher conferences, surveys, and other information-gathering instruments, and provide feedback on suggestions and recommendations made by parents and other stakeholders.
- Provide a description and explanation of the curriculum in use at the school, forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet, during Literacy Night, Parent-Teacher Conferences and Title 1 Meetings.
- Disseminate the Parent and Family Engagement Plan and Parent-Teacher Compact to all students, parents, staff and community members and acquire all signatures.

Parents are expected to become involved in activities that support the instructional programs by:

- Visiting the classroom to show support to the student and the teacher.
- Attending meetings, programs and other school activities.
- Serving as a volunteer at the school/joining PTO.
- Participating in organized ways to plan, review and improve the Parent and Family Engagement Plan and other parental involvement activities.
- Attending Parent-Teacher Conferences.
- Responding to surveys, memos, homework assignments and letters sent from the school.

Home of Panther P.R.I.D.E.

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Name \_\_\_\_\_ Date \_\_\_\_\_

**Springdale - Memphis magnet elementary**  
**STUDENT/TEACHER/PARENT COMPACT 2020-2021**  
**PARENT'S/GUARDIAN'S AGREEMENT**



I want my child to achieve. Therefore, I will encourage him/her by doing the following:

- See that my child is punctual, attends school regularly and or virtually.
- Support the school by communicating with faculty and staff regarding student achievement and proper discipline. (parent conferences, meetings, workshops)
- Establish a time for homework and review it regularly.
- Provide a quiet, well-lit place for study.
- Encourage my child's efforts and be available for questions.
- Stay aware of what my child is learning.
- See that my child adheres to school's dress code.
- Read with my child and let my child see me read.
- Provide the necessary school supplies and tools for learning.
- Volunteer to work at my child's school.

Parent's Signature \_\_\_\_\_

**STUDENT'S AGREEMENT**

It is important that I work to the best of my ability. Therefore, I shall strive to do the following:

- Attend school regularly and or virtually.
- Come to school each day with pencils, paper and other necessary tools for learning.
- Complete all assignments including homework.
- Observe regular study hours.
- Conform to rules of student conduct.
- Respect myself and others.
- Wear proper dress code attire.

Student's Signature \_\_\_\_\_

**TEACHER'S AGREEMENT**

It is important that students achieve. Therefore, I shall strive to do the following:

- Provide homework assignments for students.
- Provide necessary assistance to parents so that they can help with the assignments.
- Encourage students and parents by providing information about student progress.
- Use special activities in the (virtual) classroom to make learning enjoyable.
- Hold conferences to discuss school/parent compact as it relates to their child's achievement.

Teacher's Signature \_\_\_\_\_

**PRINCIPAL'S AGREEMENT**

I support this form of parent involvement. Therefore, I shall strive to do the following:

- Provide a "Family-Friendly, Open-Door" policy, which will allow parents reasonable access to positive communication between the teacher, parent and student.
- Encourage parents to volunteer, observe and participate in their child's education.
- Encourage teachers to regularly provide homework assignments that will reinforce classroom instructions.
- Provide teachers with high-quality professional development to support an effective learning environment.
- Encourage parents to allow students to participate in tutorial and intervention programs, which will enhance their learning abilities and expose them to new concepts of learning.
- Provide teachers and parents with supplemental training to enhance their knowledge for new resources that will supply students with high-quality curriculum and instruction.

Principal's Signature \_\_\_\_\_

Grade \_\_\_\_\_

# Instruction and Academic Achievement

## GRADING PROTOCOL FOR ELEMENTARY SCHOOL

### PREFACE

In accordance with Board policy, Shelby County Schools' (SCS) grading system for elementary schools adheres to the Tennessee Uniform Grading System, other state laws and regulations concerning grading, and grade inclusion standards required by the State of Tennessee student assessment system. Academic grades are determined by students' mastery of content in each subject using varied assessment strategies.

The District believes that providing academic grades is important to ensure that students and parents receive information regularly about student academic progress to facilitate learning and parent engagement. This grading protocol, aligned with Board policy, sets forth district-wide standards for grading students in grades 1-5 and provides a foundation for consistent grading practices from teacher to teacher and school to school within the district. Additionally, this protocol is intended to support, not duplicate, policy requirements and should be reviewed in conjunction with policy 5014 - Grading System for Grades Pre-K-5 to ensure compliance with Board policy.

In carrying out the requirements of this protocol, **SCS school teachers and principals are reminded that a district-wide moratorium on the use of grade floors was established in 2017 and remains in effect to date.**

**Note: This grading protocol does not apply to pre-K and kindergarten.**

### DISTRICT REQUIRED GRADING CATEGORIES & WEIGHTS (PER NINE WEEKS)

The District believes that a sufficient number of grades should be earned and recorded to accurately reflect a student's progress. Students in grades 1-5 must be provided an opportunity to earn **at least 17 grades per nine-weeks (quarter)** distributed among the following categories with the following weights. With the exception of projects, portfolios, and presentations, **two grades for each required category (totaling eight grades) must be earned and recorded by the interim of the nine-week period.**

Homework: 5% (min. of 4 grades)  
Class Participation: 5% (min. of 4 grades)  
Classwork: 40% (min. of 4 grades)  
Projects/Portfolios/Presentations: 5% (min. of 1 grade)  
Assessments: 45% (min. of 4 grades)

#### SCS Grading Scale

**A 93-100**  
**B 85-92**  
**C 75-84**  
**D 70-74**  
**F Below 70**

**District required grading categories and weights will be preset by the district in the PowerTeacher Pro gradebook. PowerTeacher Pro is the only official gradebook for the Shelby County Schools District; therefore, all recorded grades must be recorded in PowerTeacher Pro. In addition, a printed backup copy of the gradebook must be maintained per quarter.**

### **First-Grade Science and Social Studies and Non-tested Subject Areas for Grades 1-5**

Letter grades "E", "S", "N", or "U" will be assigned when grading the following subject areas: first-grade science and social studies and non-tested subjects for grades 1-5 (art, music, world languages, and P.E.).

The district-required grading categories and weights listed in this protocol shall not apply to these subject areas.

### **Special Education and English Learners**

Special education students receiving instruction in general education are graded as other students unless the Individualized Education Plan (IEP) makes provision for alternative grading procedures. The grading category requirements detailed in this protocol may be modified based on a student's IEP.

Students receiving services as English Learners must have an opportunity for modified instruction and evaluation that relates specifically to a student's stage of English Language Development (ELD) and provides access to grade level content and skills. The grading category requirements detailed in this protocol may be modified based on a student's Individualized Learning Plan (ILP).

Should this protocol contradict any requirements of a student's IEP or ILP, the plan shall govern.

### **Roles and Responsibilities**

Teachers will: (1) consistently implement common grade-level or department grading procedures in compliance with this protocol, (2) clearly communicate the common grading procedures to parents and students in writing under the direction of the principal and mastery criteria for projects or other assignments that are used to evaluate multiple concepts using tools such as rubrics or criteria charts, and (3) record grades in the PowerTeacher Pro gradebook.

Principals will: (1) ensure compliance with Board policies and regulations related to grading, (2) develop procedures to communicate the school grading practices, (3) monitor teacher gradebooks and ensure that grading protocols are followed, and (4) report student learning progress to all parents, school instructional staff, and others as deemed appropriate in compliance with law.

### **Homework (5%– min. of 4 grades)**

Homework should include assignments used to reinforce and support mastery of learning and engage parents in the learning process. When appropriate and possible, homework should be differentiated for students based on their mastery of the objectives. For non-graded assignments that are sent home for completion, comments that offer insight on students' progress and mastery should be provided when deemed appropriate. Homework should be based only on content standards previously taught and assigned.

### **Class Participation (5%– min. of 4 grades)**

Class participation includes opportunities where optimal student learning is characterized by students being actively engaged.

**Note: If a student is absent, the participation grade must be omitted for the time of absence.**

### **Classwork (40%– min. of 4 grades)**

Refers to a student's formative demonstration of ability based on the assignments administered during the school day.

Classwork should be rigorous and standards-based and should document cumulative mastery of content area concepts.

### **Portfolios/Projects/Presentations (5%– min. of 1 grade)**

A culminating project, portfolio, or presentation is an activity or final product that challenges students to demonstrate their academic knowledge in an experiential and summative manner.

### **Assessments (45%– min. of 4 grades)**

Assessments refer to a student's culminating, independent demonstration of mastery of one or more competencies.

## **MAKE-UP WORK**

Make-up work occurs **during a nine-week period.**

- Students should make every effort and be afforded the opportunity to make up work missed due to excused and unexcused absences.
  - In the event of an excused absence, students are expected to make up work missed within a reasonable time (e.g., at least one or more days of make up for each day of excused absence).
  - In the event of an unexcused absence (including short-term suspensions), one day of makeup shall be allowed for each day of unexcused absence (unless otherwise extended by the school or extended based on law or policy), **beginning the day after the student's return to class.** For example, if a student misses Thursday and Friday of a week and returns to school on Monday, the student has Tuesday and Wednesday to complete make-up work, and the work is due on Thursday.
- Students and/or parents should work with teachers for assistance in completing make-up work (e.g., obtaining make-up work/assignments, requesting tutoring, participating in available tutoring, etc.).
- Assessments should be made up under the supervision of the classroom teacher or a designee.
- Teachers must provide the make-up work and determine the grade during a nine-week period.



- For excused and unexcused absences, students should receive **full credit earned** on make-up work completed in the allotted time.
- No Report Card Change of Data form is required if all work is done and graded prior to report cards being issued.
- Teachers' make-up rules/regulations must be included in principal-approved written communication to parents.

## GRADE INTERVENTION

Grade Intervention focuses on principal-approved classroom and/or school level strategies and interventions. Grade Intervention must occur **during the nine-week period.**

Grade Intervention shall be available for students who: (1) need additional time to complete assignments necessary to pass a subject due to absences, (2) have experienced special/extenuating circumstances that jeopardize their ability to remain on track to pass a subject during a nine-week grading period (e.g., death/serious illness in the family, displaced due to fire, etc.), or (3) demonstrate academic difficulty and/or are at risk of failing.

Monitoring of students' grades must be an ongoing practice throughout each nine-week period.

Once a student has been identified as having difficulty and/or in danger of failing, the teacher must notify the parent and intervene to reduce or eliminate low academic performance/failure.

The teacher and counselor will consult about grade-intervention options to best address a student's learning challenge. Notification and documentation of the grade-intervention option(s) determined by the teacher must be provided to the parent no later than the release of progress reports.

### Grading

Regardless of the type of learning environment provided to our students, teachers will continue to follow the grading protocols released during the 2019-20 school year. However, teachers will also ensure students receive credit for time spent using intervention software such as iReady, Edgenuity, or similar programs. Whenever a student completes at least 45 minutes on any day for ELA or Math, a 100 should be included as a class participation grade for the student for the relevant subject area for that day.

## **Pre-Kindergarten and Kindergarten**

The pre-kindergarten and kindergarten report cards show progress toward the state standards. The grade level standards are set by the state and indicate what a student should know and be able to do. Students are evaluated based on their progress toward meeting benchmarks for each standard. This is indicated by symbols expressing mastery or non-mastery for each skill. Additionally, the letter grades “E”, “S”, “N”, or “U” will be used to express basic grading for art, music, world languages, and physical education (P.E.).

### ***Report Cards:***

Report cards will be sent home every nine weeks. They are to be signed by a parent/guardian and returned to school the following day. **Report Card information will be provided by the district.**

### ***Progress Reports:***

At the end of the fourth week each nine-week period, progress reports will be sent home to parents/guardians of students.

# Attendance

## Shelby County Board of Education ATTENDANCE AND EXCUSES

6014

Issued Date: 08/26/10

Revised: 08/25/11

Revised: 06/11/13

### I. PURPOSE

To facilitate regular school attendance.

### II. SCOPE

This policy applies to Shelby County Schools students.

### III. POLICY STATEMENT

The Shelby County Board of Education believes that regular attendance is a necessary requirement of all students.

All students are expected to attend school on each day that school is officially in session. Only the following reasons will be considered for excused absences:

1. Illness or hospitalization of student. The District may require a parent conference and/or physician verification to justify absences after the accumulation of ten (10) days of absence during a school year. Notes must be date specific and will be required for subsequent absences beyond ten (10) days.
2. Death or serious illness within the student's immediate family.
3. When the student is officially representing the school in a school sponsored activity.
4. Special and recognized religious holidays regularly observed by persons of their faith.
5. Legal court summons not as a result of the student's misconduct.

Any administrative decision regarding attendance may be appealed to the department responsible for student services or the Superintendent's designee.

### **Make-up Work**

In the event of an excused absence, students are expected to make up work missed within a reasonable time.

In the event of an unexcused absence, one day of makeup time shall be allowed for each day of unexcused absence. A student with an unexcused absence must submit a written request to the teacher to makeup the work and must participate in an appropriate intervention (e.g., student or parent conference with the teacher, Saturday school, online tutorial, other appropriate intervention determined and scheduled by the teacher).

## **IV. RESPONSIBILITY**

A. The Superintendent (or designee) is responsible for implementing this policy.

### Legal References:

1. TCA 49-10-1101
2. TCA 49-63019(a)

### ***General Attendance Policy:***

- A student who accumulates 2 days of unexcused absences will receive a phone call.
- A student who accumulates 3 days of unexcused absences will be issued a Warning letter to parents/guardians informing them of the truancy laws and the consequences of noncompliance and requesting a parent/teacher conference.
- A student who accumulates 5 days of unexcused absences will receive the first official letter from the District Attorney's Office which will be automatically generated by the district and sent to the parents/guardians informing them of their noncompliance with compulsory attendance laws, the consequence for failing to comply, and that their presence is requested at a meeting of the Student Attendance Review Team (SART).
- A student who accumulates 10 days of unexcused absences will receive the final letter from the District Attorney's Office which will be automatically generated by the district and sent to the parents/guardians requiring them to bring their child to a mandatory meeting of the communitywide Student Attendance Review Board (SARB).

### ***Attendance at Springdale:***

Attendance is important. Students and classes having good attendance will be recognized with special events, certificates and other incentives.

Tardiness and early checkouts count against perfect attendance. Attendance is recorded on your child's permanent school record. Only the total number is recorded, regardless of whether the tardies or the absences are excused or unexcused. Remember, attendance is a good habit to develop early.

**Attendance expectations are the same as in previous years with the same outlined consequences. Students participating in virtual learning must sign-in to TEAMS daily to be counted as present. If students are absent, parents must submit an excuse note via email. Students are expected to attend for 6.5 hours to be counted as present.**

### ***Absences:***

Each day a child is absent, a form ***MUST*** be completed and submitted to the office giving the reason for the absence. If a child is absent without the parent's knowledge, the child is truant. Students on the streets during school hours may be picked up by the Memphis Police Department for truancy. Students absent with the knowledge of the parent may be considered as having an excused absence or an unexcused absence. ***State law recognizes ONLY five reasons as excused absences***-illness, court appearance of pupil, recognized religious holiday, death in immediate family, or away at a school activity. Baby-sitting, family business or family vacations are ***NOT*** excused. Students having an unexcused absence will be required and are responsible to make up all work missed. Unexcused absences will probably affect a student's grades.

If a student accumulates more than three consecutive absences during a nine weeks period, the office issues an absence notice, and a doctor's statement is required to document absences due to illness. If a student is absent five days and does not have a note/doctor's statement, or the reason for the absence is not one of the above, a ***Mandatory Conference*** is issued. In extreme cases of truancy and/or excessive unexcused absences, a child and the parents/guardians may be referred to Juvenile Court.

### ***Student Checkout:***

If you need to check your child out before the dismissal bell at 3:15 p.m., it will be necessary for you to come into the office and sign your child out. ***NO STUDENTS WILL BE CHECKED OUT BETWEEN 2:30 P.M. AND 3:15 P.M.*** Early check-outs count against your child's perfect attendance record. Five unexcused early dismissals (check-outs) will result in 1 unexcused absence.

**Students logging into TEAMS late or logging off of TEAMS before the school day ends (when it is not designated by the teacher) are counted as late and early check-out. These actions count against the student's attendance. Students must be in attendance for 4 hours to be counted present. Please note in the chat box and discuss with your child's teacher reasons why they are late or must complete an early check-out.**

We will not release a student to anyone other than the parent/guardian or approved persons listed on the student enrollment form. We will not allow a child to leave school during the day unescorted. For your child's safety, please cooperate with us on these procedures.

Arrangements **MUST** be made before a student comes to school for the afternoon pickup. Unnecessary interruption of classroom instructional time regarding how students are to get home, disrupt the learning environment.

**Students must be picked up no later than 3:30 pm. Shelby County School's Security Office will be called for any student remaining on school grounds after 4:30 p.m.**

### ***Tardiness:***

***STUDENTS report to their classroom beginning at 8:00 A.M.*** Teachers mark students tardy when they arrive at the classroom after 8:30 a.m. Attendance records are in the office by 8:30 a.m. All students arriving after 8:30 a.m. must be signed in by parents in the office to receive an official admit to class.

Children on late buses are not marked tardy. Children who miss their bus and get to school late will be marked tardy. A tardy is excused **ONLY** if the child is coming from the doctor's office or has been ill. A ten or fifteen-minute illness is extremely rare. Regardless of whether it is the parent or child's fault, the tardiness is recorded. Tardiness for traffic, weather or breakfast is unexcused. The number of tardies and absences are recorded on the child's permanent school record with no difference being made in excused and unexcused tardies. **For every 10 unexcused tardies and/or early dismissals a Mandatory conference will be issued.**

### ***Arrival to School***

- Enter the building through the front door.
- Breakfast occurs in cafeteria between 7:55 a.m. and 8:15a.m.
- Students will begin moving into classrooms from cafeteria at 8:15 a.m.
- You are tardy after 8:30 a.m. If you come to school after 8:30 a.m., you must report to the office before going to your classroom.

### ***Bus Riders:***

Bus riders are children who ride a school bus or day-care-van to and from school. These students are released from their classrooms to the cafeteria at 3:00 p.m. A designated staff member will facilitate the loading of students into vehicles. If the buses are not on time to pick up students, they will be waiting in the front hallway or the main office.

***While riding the school bus/day-care-van, students must avoid:***

- 1. Being loud.***
- 2. Holding his/her or head or hands out the window.***
- 3. Fighting or disobeying the bus driver.***
- 4. Moving from seat to seat.***

***and follow Shelby County Schools Bus Policies.***

### ***Car Riders:***

Car riders are students whose parents drive through the pick-up lane. These children are dismissed from their classrooms to the cafeteria at 3:05 p.m. A designated staff member will facilitate the loading of students into vehicles. If you are not on time to pick these students up, they will be waiting for you in the cafeteria or the main office. Parents are not required to enter building during evening dismissal. If parent must enter the building, they must adhere to the school visitors' sign in/out process.

***While waiting for their ride, (bus, van or car) students are expected to:***

- Sit or stand quietly.
- Keep their hands and feet to themselves.
- Leave their belongings in their backpacks.
- Respect authority.

### ***Walkers:***

Walkers are children who walk from their homes to school in the morning and from school to their homes in the afternoon. These students will be dismissed through the front door of the school at 3:15 p.m. Staff members will be assigned designated posts to facilitate an orderly and safe dismissal.

***While walking to and from school, students are expected to:***

- Walk directly to school, making no stops or detours.
- Keep their hands and feet to themselves.
- Leave their belongings in their backpacks.
- Walk directly home from school, making no stops or detours.

### ***Procedures for Re-Entry***

Students will be admitted into the building @ 8:15 a.m. (the only exception is inclement weather). We are currently looking at a start time of 8:30 a.m. for Pre-K. All cars will enter and flow through the main drive-way. Only Pre-K parents will be allowed to flow through to the back drive-way and drop-off directly at side

door. Parents will not be allowed to exit the car. Pre-K and Kindergarten teachers will meet students as they exit the car. All students will have their temperature checked before exiting the car. Any student with a temperature of 100.4+ degrees will be required to return home. Students must receive medical documentation before returning.



# Uniforms

Springdale Elementary will implement a **uniform free** policy for the 2019-20 school year. Please see the uniform free policy below.

## Tops

- Acceptable styles include Polo or golf-style shirts, Oxford or button-down dress shirts, white blouses with Peter Pan collars or t-shirts.
- Long sleeves and short sleeves are both acceptable.
- Sleeveless tops or tops with spaghetti straps are **not** permissible.
- Mid-drift shirts are **not** permissible.

## Bottoms

- Acceptable pants styles include: full-length pants/jeans, boot cut or straight-legged pants, cargo pants/jeans, straight-legged Capri pants/jeans, cropped pants and **knee-length** walking shorts/jeans.
- Shorts, skirts and jumpers must also be **knee-length** or longer.
- **Sagging** is **not** permissible.
- If belts are worn, they must be fitted at the waist.
- Cut-up pants/jeans that allow skin to be show are **not** permissible.

**Shoes** should not have heels higher than an inch and a half.

- Athletic or tennis shoes, as well as boots, are acceptable.
- If sandals are worn, they must have a heel strap. (*slide-ins are not allowed*)

Policy #6.130 states the “shoes with rollers/wheels are prohibited.”

## Accessories

- Large jewelry and long necklaces are **not** permissible
- Smart watches are **not** permissible *i.e. (Apple Watch)*
- Hats, head wraps, head dress are NOT permissible (*special circumstances will be addressed by school administration on a case by case basis*)

**Clothing with inappropriate language or graphics is not allowed.**

Policy #6.130 states the “shoes with rollers/wheels are prohibited.”

**SCHOOL DRESS CODE for the VIRTUAL LEARNING ENVIRONMENT**  
Students are expected to look presentable regardless of the location in which learning occurs. To ensure continuity of expectations for appropriate dress while participating in the virtual learning environment, dress code requirements outlined above for elementary, middle and high shall apply. However, when a video of a student’s full body will not be captured, reasonable flexibility is provided for bottoms (e.g., pant, shorts, skirts) and footwear.

# Student Management

All students of Springdale Memphis-Magnet Elementary School are expected and required to follow the *Shelby County Schools Discipline Policy* and behavioral expectations outlined in Springdale's Response to Intervention- Behavior (RTI2-B) PRIDE Plan. Students who fail to follow the policy will receive outlined consequences. Springdale Memphis-Magnet Elementary School will be progressive and follow district policy requirements to address student behavior. School administrators, school counselor, and classroom teachers implement Springdale Memphis-Magnet Elementary School's RTI2B PRIDE Plan.

## **Student Conduct:**

Teaching personnel are expected to communicate district and school behavior policies to students throughout the school year. Teaching personnel are also expected to determine and respond appropriately to **classroom managed-vs.-office managed behaviors**. The following procedures should occur in addressing student behavior:

## **Classroom Managed Behavior**

### **E-Club**

Springdale Elementary School's **E-Club** is a celebration where we recognize students for demonstrating proper behavior and attending school every day, on-time. The 'E' stands for excellence. It consists of a school activity such as a sock-hop, movie day, or sports activities, a special treat and early access to the school's PTO concession stand. This year, **E-Club** will be school-wide and Springdale students are excited. E-Club will take place on each Friday, @ 1:30-2:00 p.m. for grades K-2 and 2:10-2:40 p.m. for grades 3-5. In order for a student to be eligible they must meet the following criteria:

- Be present each day that week
- Be on-time each day that week
- Have 5 or fewer tally marks for that week
- No office referrals for that week

Each homeroom will be provided a behavior-monitoring chart (**monitored behaviors on back**). The chart will travel with students during their homeroom, core subject rotations, support classes and the cafeteria. Students will be monitored for the listed behaviors.

Each time a student violates a listed behavior they will receive a tally mark for that behavior (*some behavior may warrant immediate referral to the office*). This will also be a record to inform you of behaviors your child exhibits in class throughout the week. Listed below are the rewards/consequences for weekly tally mark accumulation:

- 0-5 tally marks- **ATTEND THE E-CLUB CELEBRATION/ 3-5 STUDENT CONFERENCE**
- 6 tally marks- **NO E-CLUB/ GRADE LEVEL INDIVIDUAL CONFERENCE**
- 7 tally marks- **NO E-CLUB/ PARENT PHONE CONFERENCE**
- 8 tally marks- **NO E-CLUB/ PARENT SCHOOL CONFERENCE**

- 9 tally marks- **NO E-CLUB/ REFERRAL TO MENTOR**
- 10 tally marks- **NO E-CLUB/ REFERRAL TO OTHER SUPPORT PERSONNEL**
- 11 tally marks- **NO E-CLUB/ REFERRAL TO PRINCIPAL**

Parents and guardians, it is very important to us that you recognize us as partners with you. We want you to know that we have your child(ren)'s best interest in mind. As you are informed of behavior issues with your child(ren) from any teacher, please address it. Please discuss and encourage your child to be a part of the E-Club. Review the general expectations and encourage your child(ren) to follow the rules. As always, I want to thank you for entrusting your child(ren) to Springdale Elementary School.

**REMEMBER STUDENTS MUST BE AT SCHOOL EVERY DAY, ON-TIME TO PARTICIPATE IN E-CLUB!**

### **Office Managed Behavior**

- Teachers will fill out a disciplinary referral form. ***completely***. **Principal will address within 24-48 hours.**
- Documentation to demonstrate how behavior issues have previously been addressed with the student is provided.
- Student consequences issued are entered in PowerSchool within 48 hours to ensure proper documentation of progressive discipline for effective management of student behavior.

**Response to Student Behavior Will Include the Following (Classroom teachers do implement classroom policies to address student behavior):**

- Student Conference (Individual)
- Student Conference (w/Grade Level Team) ***if applicable***
- Parent Phone Conference
- Parent School Conference (*the parent has 3 days to respond, failure of parent to respond will result in an overnight suspension requiring the parent to clear during your assigned planning period, allowing for the conference*)
- Referral to Mentor

PLEASE NOTE: *Teachers are expected to hold conferences with parents at the parent's request. It is important, however, to remember that conferences are to be scheduled during the teacher's planning time, before school, or after school, **not** during instructional time.*

**Implementation of RTI2B PRIDE Plan to include, but not limited to:**

➤ *Referral to Guidance Counselor*

- *Development of Behavior Contracts*
- *Conflict Revolution/Problem Solving*
- *Student/Parent Conferences*
- *Referral To SRT/S-Team*

➤ *Referral to Principal*

- Detention/Suspension/Expulsion
- (Additional Intervention: Administrative Assignment I.e. Cafeteria Duty, Removal of Student Privileges, Student Incentives, etc.)

# Springdale Elementary School-Wide Rules

## Hall Rules

### **Patience**

- Walk to the right
- Keep appropriate pace

### **Respect**

- Give personal space
- Stay off walls

### **Integrity**

- Go to designated locations
- Return as expected

### **Drive**

- Transition without delay
- Tell problems to adults

### **Excellence**

- Carry a hall pass
- Walk with a buddy

## Restroom Rules

### **Patience**

- One person per stall
- Take turns

### **Respect**

- Respect privacy of others
- Respect property

### **Integrity**

- Go to designated locations
- Return as expected

### **Drive**

- Use time wisely
- Tell problems to adults

### **Excellence**

- Wash hands
- Place trash in can

# School-Wide Rules

## Cafeteria Rules

### **Patience**

- Stay seated
- Wait your turn

### **Respect**

- Follow direction of staff
- Say “please” and “thank you”

### **Integrity**

- Get items before seating
- Eat YOUR OWN items

### **Drive**

- Finish in allotted time
- Tell problems to adults

### **Excellence**

- Help others when needed
- Hands, feet, and objects to self

## Classroom Rules

### **Patience**

- Raise hand to Speak
- Take turns

### **Respect**

- Listen to others
- Use kind words

### **Integrity**

- Be truthful
- Do your best

### **Drive**

- Be ready for class
- Tell problems to adults

### **Excellence**

- Be Present
- Be positive

# School-Wide Rules

## Playground Rules

### **Patience**

- Walk to and from play area
- Take turns

### **Respect**

- Use kind words
- Respect property

### **Integrity**

- Use equipment as expected
- Leave sticks/nature outside

### **Drive**

- Line up quickly to leave
- Tell problems to adults

### **Excellence**

- Include others
- Practice sportsmanship

## Assembly Rules

### **Patience**

- Enter and exit in line
- Enter and exit quietly

### **Respect**

- Make space for others
- Respect property

### **Integrity**

- Clap appropriately
- Stay seated

### **Drive**

- Be a good listener
- Tell problems to adults

### **Excellence**

- Be positive
- Show appreciation

## **ZERO TOLERANCE Immediate Office Referral (No Exceptions)**

Class Cutting, Fighting, Threats, Inappropriate Language, Defiant and/or Aggressive Behavior Towards an Authority Figure, Blatant Insubordination

### ***Conduct:***

*Each day begins anew. Every student starts the day with an E in conduct. Grade level teachers and teams as well as support teachers will use a tally system to track students' behavior throughout the week to determine which students participate in E Club activities.*

### **Please Note:**

As an Exploratory Learning School, Springdale Elementary students are engaged in various field experiences (trips). Students who are referred to the office 3 or more times with a referral resulting in a suspension may not be allowed to participate in a field experiences. Parents may be requested to accompany students on a field trip.

### **Clearing of suspensions and Conferences (virtual learning only)**

**All suspensions will be cleared virtually. In special circumstances where it is deemed necessary for parents to report to the site and a time is scheduled, they will enter following outlined guidelines for temperature checks, signing-in, mask requirement, and social distancing etc.**



# General

## ***School Hours:***

Normal hours are 8:15 a.m. to 3:15 p.m. **Doors will not be opened before 7:55 a.m. Teachers are not required to be available before 8:00 a.m.** Students and parents who enter the building between 8:00 a.m. and 8:15 a.m. must report to the cafeteria or the main office.

### **School hours virtual learning:**

**Virtual learning school day will begin at 8 a.m. and conclude at 3 p.m. All teachers and students will follow this schedule each day school is in session. Schools will revert to their standard bell times when the eventual return to in-school learning occurs.**

## ***School Visitors:***

For security reasons, school doors will be locked at 8:15 a.m. Anyone entering the building after 8:15 a.m. will have to ring the doorbell to gain entrance. **Upon entering the building, all visitors must report directly to the main office (to left of main entrance) to sign in, obtain a visitor's pass and leave an item of identification with office personnel. The item will be returned when the visitor's pass is returned.**

### **School visitors during virtual learning:**

**All visitors will complete health screening at entrance and may be denied entry. Campus access for all visitors by appointment only, Temperature checks for all visitors. face mask required and the following of social distancing guidelines.**

## ***Illness:***

If your child becomes ill at school, he or she will be sent to the office. Any child with a temperature of one degree or more above normal will be sent home. We will contact you or an emergency friend and your child will be dismissed through the school office. The office should be informed of any changes in your emergency information as soon as possible.

## ***Student Withdrawal:***

- If you are moving and/or withdrawing your child from Springdale, please call or come to the school at least 2 days prior to the withdrawal date. This will give us ample time to complete the necessary paperwork.
- All textbooks and library books must be returned, and all debts settled before your child's withdrawal papers are cleared. You will receive a Student Withdrawal/Entry Data form to take to the new school. The new school will then contact Springdale for your child's complete permanent record.
- The school records will be released upon request of the receiving school.
- Parents may review these records by scheduling an appointment with the school principal.

- Student withdrawals will take place between 9:00 a.m. and 10:30 a.m. Please allow 1 day to process.

### ***Textbooks:***

Books are issued to all students. It is the responsibility of the student to take care of his/her textbooks. Books are issued either new or used. If a new book is lost or damaged, the full price will be charged. If a used book is damaged or lost, 1/2 of the price of the book will be charged. The parents must sign the form titled "Textbook Rules" agreeing that the student is responsible for all books that have been issued to him/ her. The textbooks should not be written in or defaced in any way. If books are lost or damaged, fines will be imposed on the student to whom the textbook was issued.

### ***Lunch:***

Students must eat lunch each day. If you prefer that your child not eat lunch, please send a note to the principal and to the teacher. Also, please notify us of allergies. Parents are invited and encouraged to join their children for lunch. Please let your child's teacher know early when you will be joining your child so extra meals can be prepared and so that you can be contacted in the event we have a change in our lunch schedule.

**Virtual: Lunch will be provided every Thursday (9:00 am-11:am / 1:00pm-5:00pm) and Friday (7:00am-9:00am) Students will report to school to pick up a 5-day supply of Breakfast and Lunch (curbside pick-up only).**

### ***After School:***

All students should be off school grounds unless they are participating in extracurricular activities or one of the After-School Child Care Programs (Prime Time) by 3:30 p.m.

### ***Violent Crime Victims' Rights***

If your child becomes a victim of a violent crime, he/she has the right to transfer to another school within the LEA.

### ***Health Records:***

It is mandatory that every child, Pre-K - 12, be properly immunized and have on file a health card.

For children entering **pre-K**, four additional immunizations are required:

#### **New additional immunization requirements:**

- Hepatitis B (HBV)
- Haemophilus influenza type B (Hib): age younger than 5 years only (this requirement is resumed following suspension during a national Hib vaccine shortage in 2008-2009)
- Pneumococcal conjugate vaccine (PCV): age younger than 5 years old.
- Hepatitis A (1 dose by 18 months of age)

Current immunization requirements:

- ☐ Diphtheria-Tetanus-Pertussis (DTaP, or DT if appropriate)
- ☐ Poliomyelitis (IPV or OPV)
- ☐ Measles, Mumps, Rubella (1 dose of each, usually given together as MMR)
- ☐ Varicella (1 dose or history of disease)

For children entering **kindergarten**, additional doses of existing immunizations are now required and one new immunization was required as of 2011.

**New additional immunization requirements:**

- ☐ Poliomyelitis (IPV or OPV): final dose on or after the 4<sup>th</sup> birthday now required
- ☐ Varicella (2 doses or history of disease): previously only one dose was required
- ☐ Hepatitis A (2 doses): effective July 1, 2011

Current immunization requirements:

- ☐ Diphtheria-Tetanus-Pertussis (DTaP, or DT if appropriate)
- ☐ Hepatitis B (HBV)
- ☐ Measles, Mumps, Rubella (1 dose of each, usually given together as MMR)

### ***Dispensing Medication:***

Students are not allowed to bring **any** form of medication to school. If a student needs medication, it must be dispensed from the main office and the proper forms completed and on file.

### ***Field Trips, Fundraisers and Fines***

Any issues that require monetary payment must be made in cash and the exact amount. Per SCS policy, all funds must be given directly to homeroom teacher for receipt and must be received by 9:00 a.m.

[\*Students will participate in virtual field trips by grade level \(virtual learning\)\*](#)

## **Special Programs:**

### ***Adopt-A-School:***

This is a partnership formed between businesses and other organizations in the community and the school to help further the goals of Shelby County Schools. Springdale's official adopters are Buckman, Springdale Baptist Church, Cathedral of Faith, Christian Chapel Baptist Church, Community of Faith Christian Church, Brown Missionary Baptist Church, Memphis Area Association of Realtors, Alpha Kappa Alpha Sorority Inc., Real Life Ministries, and Rhodes College.

### ***Art:***

A certified Artist provides art instruction to all students once a week. An **Art Club** will be established for more in-depth art instruction.

### ***B.I.G. Panthers:***

The **B**oys **I**nto **G**entlemen Panthers Club is a mentoring program that serves to guide young male students in their decision making and abilities. They dress for success and meet each Wednesday.

### ***Book Club:***

Springdale Elementary School's Book Club is coordinated through the school library. Students are provided or select a book and meet with the librarian at designated times to discuss the text and be engaged in other learning activities.

### ***CLUE:***

Creative Learning in a Unique Environment (CLUE) is designed to meet the needs of academically talented and gifted students. Parents, teachers and principal recommendations are important in the identification process.

### ***Guidance:***

Our guidance program provides classroom and individual counseling sessions to assist students in the development of self-esteem, social communication skills, career awareness, stress, time management, decision making and problem-solving skills. The counselor and the family specialist work collaboratively with parents to meet the needs of students.

### ***Honors Day:***

Every nine-weeks Springdale students will be honored for their achievements in academics, attendance, and citizenship. A special program will be held each semester.

***Instructional Resource:***

This program provides additional assistance in the academic areas of Language Arts and Math for students who meet the requirements.

***In-School Suspension:***

An In-School Suspension Program is provided to maintain good attendance and to assist to students, who commit offenses that are disruptive, yet not disruptive enough to merit a Home or Board Suspension. The principal alone has the authority to issue a suspension. (Home, Board, and/or In-School).

***Orff:***

A certified Orff Music Specialist provides this music program on a weekly basis to students in grades K-5.

***PINK Panthers:***

The Positive Innovative Noble Kids Panthers Club is a mentoring program that serves to guide young female students in their decision making and abilities. They dress for success and meet each Thursday.

***Prime Time:***

Prime time is an after-school tutorial program that meets five days a week to tutor students in reading and math. This program also provides students the opportunity to go on field trips, and participate in arts, crafts and physical education activities.

***Science Lab:***

Science activities are provided on a bi-weekly basis to assist teachers with involving students in authentic, project-based learning.

***Science STEM Club:***

In addition to the exciting opportunities made available through our science curriculum, these students will experience high-level research within the community including Saturday Excursions and Rhodes College Partnerships. These students will also be engaged in STEM learning activities and competitions. Many activities stress the use of cooperative learning and team spirit, as well as thinking, reasoning, and problem solving

***Springdale Choir:***

The choir will consist of various students from various grades who exhibit a special interest and ability in singing. The choir will not only perform at school, but at other events outside of the school, as well as compete against other schools. The Orff Music Specialist provides instruction.

### ***Strings:***

Fifth grade students will be engaged in strings instruction preparing them for future opportunities through the parent request.

### ***Title I Services:***

Springdale operates a school-wide program. Support is available to all students as need arises and funds are available.

### ***Fun Friday Club Day:***

The last Friday of each month we hold a school-wide celebration. This celebration includes a theme-dress day; tech-day, allowing students to bring their technology devices to school; and students in grades 3-5 participating in various school clubs.

### ***Fund Raising***

Springdale-Memphis Magnet Elementary School, Springdale's PTO and its adopters come together periodically throughout the year to arrange various fund-raising events to benefit our students. Your cooperation is needed in this endeavor. The funds help to create a more engaging, enjoyable, and safe learning environment. They also help to reduce the cost of field trips, supply classrooms, and stock our clothes closet, pay for student / faculty/staff incentives and so much more.

Some additional ways that you can help include:

- Collecting General Mills Box Tops
- Participating in store donation programs. Springdale Elementary just mention that you would like to support Springdale-Memphis Magnet Elementary School during your purchase.

Some major projects underway for the 2019-2020 school year are:

- New Stage Curtain
- New School Playground
- Restroom Revitalization
- Parent Resource room

Your continued support of Springdale-Memphis Magnet Elementary School is very much appreciated. We look forward to working with you during the 2019-2020 school year, as we continue to strive for **excellence**.

### ***Parent Volunteers***

Parents are welcome to volunteer on a daily basis, for special projects, for programs, or events such as field trips or May Day. We are reinstating our 'Give Me Five' program,

where parents are encouraged to donate five volunteer hours every 45 days. Parents who volunteer will be recognized through their name being posted and during our quarterly Honors Day Program. **School building is closed to parent volunteers until directives are received from the district.**

# Virtual Learning





## **Virtual Conduct Expectations & Protocols**

*All students will be expected to abide by the existing SCS Student Code of Conduct during virtual schooling. The virtual class is an extension of the school, just as the bus and any school related activity. This document is designed to be followed in tandem with the SCS Student Code of Conduct.*

*For additional clarity surrounding discipline protocols, contact  
Office of Student Equity, Enrollment & Discipline (SEED)  
901-416-6007.*

*SEED District Officials and Managers will provide direct consultation.*

*For revisions, contact Dr. JB Blocker, Manager of Equity & Discipline [BLOCKERJ@scsk12.org](mailto:BLOCKERJ@scsk12.org)*

## **RESTORATIVE PRACTICES & PROGRESSIVE DISCIPLINE**

A framework for a broad range of restorative approaches that emphasize the importance of positive relationships, proactively building school communities and working toward repairing relationships, is necessary for students when harm has occurred. This remains true, even within the virtual schooling environment. The true purpose behind restorative practices and disciplining progressively are to correct and mold the mental faculties and moral characters of students. Gradual, sequential and strategic responses should be implemented to deter negative student behavior. Behavior Intervention/Support Plans and sensitivity to social emotional learning are often the strongest evidence and indicators of restorative practices.

## **SOCIAL EMOTIONAL LEARNING**

The vision for Shelby County Schools is to provide equitable support to all students to build their emotional, social and cognitive development through the use of research-based strategies grounded in trauma-informed practice that leads to improved school climate and attendance, decreased suspensions, expulsions, drop-out rates, and reduced stress for staff and students. Addressing Adverse Childhood Experiences in Tennessee and Shelby County Chronic childhood trauma, or what experts call adverse childhood experiences (ACEs), can affect a child's brain-building process. ACEs are toxic to brain development and can compromise the brain's structural integrity. Left unaddressed, ACEs and their effects make it more difficult for a child to succeed in school, live a healthy life and contribute to the state's future prosperity — our communities, our workforce, and our civic life. Schools that build cultures of understanding and support can be an extraordinarily protective factor in the lives of students coping with trauma. (SCS CHESSEL Manual, 2019).

## STUDENT EXPECTATIONS

*Students must maintain virtual settings and behaviors that are conducive for instruction and that minimize distractions.*

### Virtual Work Settings

1. Working stations must be free of foreign objects that are not being utilized for instruction.
2. The recording device being used for instruction must be positioned to allow teachers to observe both the working space and student, especially during testing.
3. Eating and drinking are not allowed during virtual courses. This is hazardous to electronic devices and can also be distracting during instruction.
4. **When possible**, students are encouraged to work in areas that are isolated from other individuals and pets. If circumstances exist that do not allow complete seclusion, the parent will need to share this information separately with the instructor. Instructors will only require what the parent can reasonably provide.
5. Additional electronic devices should not be kept or used within the visible working area, unless they are being utilized for instruction/are teacher approved. This includes the use of speakers, phones, earphones and other devices that may provide distractions from teacher lead instruction.
6. Students will follow daily guidance from their teachers regarding best methods of communicating and participating during virtual schooling. Instructions regarding when and how to interact verbally and how to use audio and camera options will be dependent on the design of instruction and direction of the teacher.

### Student Dress & Conduct

7. Students are to wear appropriate dress, that does not distract from the virtual learning process. Inappropriate attire including but not limited to the following are prohibited: clothing with profanity; derogatory terms; racial slurs; sexual content; and clothing that is transparent or overly revealing. School uniforms will not be required for Virtual Schooling.
8. Students should refrain from engaging in any of the behaviors identified in [SCS Policy 6022](#) while engaged in virtual schooling. **Traditional school rules and behavioral expectations still apply.** Behavior that is disruptive to the virtual schooling setting will be addressed using progressive discipline measures.
9. Students are to remain positively engaged in instruction and participate.

## TEACHER EXPECTATIONS

*Every teacher will continue to hold student's accountable for misconduct during virtual courses, as authorized in [TCA § 49-6-4102](#). Teachers must continue to implement reasonable classroom management interventions prior to referring students to administration.*

### Virtual Classroom Management & Restorative Practices

1. Teachers will regularly communicate behavior expectations to students. Expectations should be briefly stated at the beginning of each virtual course to remind students of protocol and appropriate use of their devices.
2. Teachers may utilize audio and video features on the technological platform to limit a student's interaction, if the student's behavior is disruptive to the virtual schooling process.
3. Teachers will remain cognizant of the social emotional needs of students, even while interacting within the virtual setting.
4. Teachers will continue to monitor, implement and revisit interventions and restorative (i.e., Bright Bytes etc.) practices as a deterrent to removing students completely from virtual class.
5. Teachers will maintain Virtual ISS folders that contain rigorous class assignments that meet local and state standards. Teachers will communicate deadlines for assignments to be returned and collect ISS assignments electronically from students.

### Teacher Reporting & Communication

6. Teachers will routinely communicate student behaviors to parents and involve them in the development of behavior support plans and intervention strategies.
7. Teachers will report persistent misbehavior to administration, only after varied interventions and supports have been implemented and failed.
8. Teachers will report any instances of harassment, bullying, intimidation and any forms of harassment based on discrimination to administration within 24 hours.
9. Teachers will report possible criminal offenses, abuse, and neglect to DCS/law enforcement. Please see the following policy for more specifics [SCS Policy 7005](#).
10. Teachers will NOT penalize students academically for misbehavior in the virtual setting; However, students who miss virtual schooling due to suspension, run the risk of missing assignments, which can lead to academic decline.
11. A restorative credit/grade process should be established for first time offenders that will allow students to participate in grade/credit recovery. Teachers/Administrators may create reasonable stipulations that coincide with make-up work opportunities (i.e., reflective essays, community service if applicable, SHAPE etc.).
12. Teachers will continue to abide by all 504 and IDEA stipulations when responding to virtual conduct, just as required within the traditional school environment.

### PRE-OFFICE REFERRAL STEPS (may include additional restorative practices)

*As a result of student virtual misconduct, teachers may:*

- Redirect students verbally/electronically (i.e., audio and video restrictions etc.)
- Hold Virtual Parent Conferences at alternate times
- Restrict privileges/rewards
- Place students in isolated virtual classes (separated from the group but continuing with virtual instruction), if there is a teacher assistant to continue instruction with the removed student
- Submit student referrals to administration for persistent/serious misbehavior

## **CYBER-BULLYING**

As previously mentioned in Category (C), Bullying, Cyber-bullying and harassment of any kind are strictly prohibited and can result in disciplinary action (up to suspension). In addition to reporting directly to staff, victims of bullying may also report bullying using the Safe-School Web Tips reporting process, which can be found in [SCS Policy 6046](#).

Any complaints of harassment, intimidation or bullying should include the following information:

- Identity of the alleged victim and the person accused;
- Location, date, time and circumstances surrounding alleged incident;
- Description of what happened;
- Identity of witnesses; and
- Any other evidence available.

School principals will continue to follow the traditional school reporting processes for reporting and investigating bullying, cyber-bullying and harassment. Principals can reach out to the Office of Student Equity Enrollment & Discipline (SEED) by emailing [HARRISAEI@scsk12.org](mailto:HARRISAEI@scsk12.org) or [DICKERSONCL@scsk12.org](mailto:DICKERSONCL@scsk12.org) for additional guidance or review the policy above.

# LET'S GET DIGITAL!

## QUICK GUIDE TO SUPPORT YOUR STUDENT'S 2020-21 VIRTUAL LEARNING EXPERIENCE



SCS is expanding learning possibilities by providing 95,000 students with a personal device to support virtual instruction in 2020-21. The digital device plan aligns with our commitment to student equity and 21st century learning to prepare students for college and careers.

## ▶▶ RESPONSIBILITY

- Families are responsible for the proper care and maintenance of their SCS device(s), as outlined in the Student-Parent Handbook.
- Families are responsible for the reasonable cost of repair or replacement of lost, stolen or damaged devices.

## ▶▶ DIGITAL CITIZENSHIP

We will be teaching students about the responsible use of computers and the Internet, focusing on protecting themselves, protecting others and protecting content:

- Basic online safety, protecting accounts & device care
- Safe practices for social sites, sharing appropriate content & protecting personal info
- Treating others with respect & behaving ethically online
- Effective use of online content & avoiding plagiarism

## ▶▶ DEVICE SAFETY & SECURITY

Devices will have pre-installed features to ensure the security of content and safe use for students:

- Software to locate/lock devices & delete files when necessary
- Content filtering software to block harmful content online
- Antivirus protection software to prevent malicious viruses

## ▶▶ INTERNET ACCESS

Internet access is necessary for live virtual instruction and to access various web-based learning platforms at home. Families who meet specific criteria will receive an SCS Internet hotspot:

- Student qualifies as Direct Certified / Economically Disadvantaged
- Student is in grades 1-12
- Student has not already accessed SCS online resources

**GET FACTS, RESOURCES & MORE:**  
**SCSK12.ORG/ACCESSFORALL**

# QUESTIONS

### WHO OWNS THE DEVICE?

The device is owned by SCS.

### IS THERE A COST?

There is no fee for families in 2020-21. The only potential costs would be due to device damage or if the device is lost.

### WILL STUDENTS BE TRAINED TO USE THE DEVICE?

Yes. Students will receive continuous training, materials and video instruction on the responsible use of digital devices and platforms, online safety and Digital Citizenship tailored by grade level.

### IF I AM NOT ELIGIBLE FOR AN SCS HOTSPOT, HOW CAN I GET HOME INTERNET ACCESS?

You can find several low-cost home internet options at [scsk12.org/accessforall](https://scsk12.org/accessforall).

### WILL DIGITAL LEARNING REPLACE TEACHER INSTRUCTION?

No. Students will continue to receive live daily teacher-led instruction. The devices will expand and enhance learning opportunities and outcomes.

# SUPPORT



ACCESS LIVE & ON-DEMAND  
PARENT TRAINING

[SCSK12.ORG/ACCESSFORALL](https://scsk12.org/accessforall)



CALL FOR TECH SUPPORT  
M-F, 8 A.M. - 5 P.M.  
(901) 416-5300



# Accessing On-line Learning Materials





Microsoft Teams is the online platform students will use to go live with teachers. This is the main learning space. Please use one of the attached forms below for directions to access Microsoft TEAMS/.

# MICROSOFT TEAMS CHEAT SHEET

## 1. Download the app

- The Microsoft Teams app can be downloaded on any device from any app store.
- "Microsoft Teams- Hub for teamwork"

## 2. Sign-in

- Sign-in address is your student ID number (the six-digit number used for Clever) plus @student.scsk12.org
- Example: 456849@student.scsk12.org
- Once you type your student email address in and click sign-in, you should be auto-directed to the blue SCS screen where you enter your password. Your password is the same Clever password that you use. It is your birthday (MMDDYYYY)
- Example: If your birthday is July 20, 2015, your password is 07202014



- Click through these screens "Next" and "Cancel"
- "Microsoft Teams- Hub for teamwork"

## 3. Find your team

- Click the Teams button of the app to see what teams you are on and navigate through the app to see the different ways you can communicate.



## Using Microsoft TEAMS for the Virtual Learning 2020


Dear Parents,

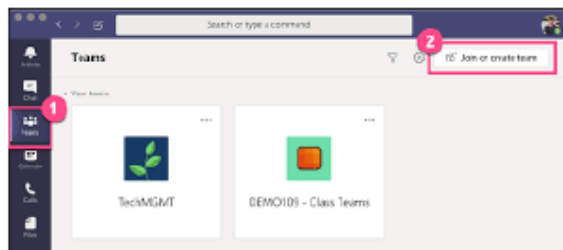
Microsoft Teams is a learning management system that will be used during the Virtual Learning Academy. Students will work closely with their teachers and peers to communicate and work on assignments online.

### How to Access Teams

Teams has been downloaded on your child's SCS laptop.

1. Students will use their SCS CLEVER login to sign into the computer. The Username is the six (6) digit ID number. The password is the Birth Date (03162012).

2. Click  on the desktop.
3. Once you are logged in, Teams will load the dashboard showing your child's classes. It will look something like to the image below.



### Quick Navigation

On the left side of the screen, you will see columns of icons. Here is what each icon represents:



**Activity** is the notification center in Teams. If your child was mentioned somewhere in Teams or if anything was done in a TEAM that they need to be aware of, it will show up here.



**Chat** is where students can chat with the teacher about the assignments and/or activities. (Note: For your child's safety, these chats are recorded.)

---



**Teams** is where most activities take place. There is where all your child's classes ( or teams) are located. There will be a team for each subject (Reading and Math). In Teams, students and teachers will communicate through messages, share files, have video meetings and many other things.



**Assignments** is where your child's assignments are posted. It is only used if the teacher has posted actual assignments. The teacher will communicate with you and your child if assignments have been posted.



**Calendar** is where your child's calendar is located. This is only used if the teacher posts events and assignment due dates.



Teams has audio and video calls built into the application. You will use this feature to have video calls with your teacher. For your child's safety, there is a history of calls recorded.

### Connect with Video

Your teacher will schedule meetings in Teams. Your child will join the teacher and classmates in online classes, study groups, presentations, and whenever you need to learn face-to-face.

1. Select **Calendar** to see any meetings your teacher has added. Click **Join** when it is time to meet.

Click on the link below to access the Teams Student Quick Guide for additional tips.

[https://www.fresnounified.org/learningguides/Documents/EDU\\_QuickStartGuide\\_Students.pdf](https://www.fresnounified.org/learningguides/Documents/EDU_QuickStartGuide_Students.pdf)

**Edugoodies**
**SCS Daily Links**

Home
Learn at Home
Fun and Games
SCS Daily Links

**Popular/Daily Logins**

Office 365 Portal	SCS Email Login	Employee Portal	PLZ
BrightBytes	Canvas Content Cadres	Clever	Ed Plan
EIS Login	Gen Ed Curriculum Pacing Guides	Illuminate FastBridge Student Portal	iReady Teacher Toolbox
Map and Skills Navigator	Memphis Virtual School	PowerSchool ADMINISTRATORS	PowerSchool STUDENTS & PARENTS
PowerSchool TEACHERS	SCS Website	Studies Weekly	ThinkCentral
Digital Device (DD) Signature			

Edugoodies is the hub where students can access Clever and Office 365 (Microsoft Teams).

Clever is the hub that contains students' online resources such as i-Ready

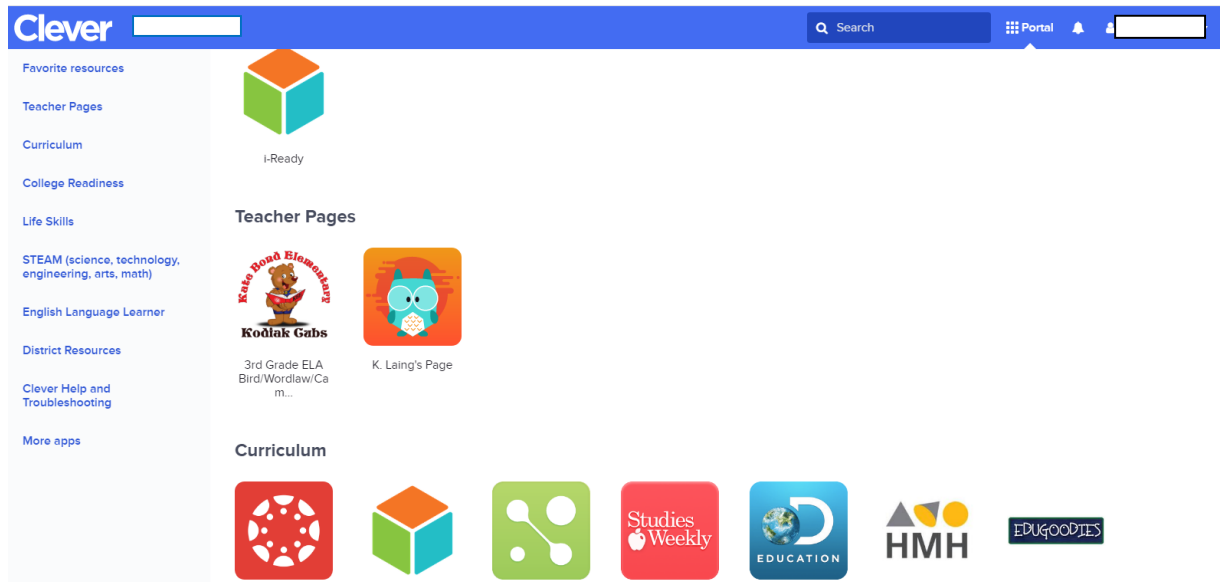
The screenshot shows a web browser window with the URL: `clever.com/oauth/authorize?response_type=code&state=3af44d5005c99f7873d6b3c06b033849647e41214bf2134c907526cb4e8a4fe&redirect_uri=https%3A%2F%2Fclever.com%2Ffin%2Fauth_callback&clie...`

The main content area displays the following text and elements:

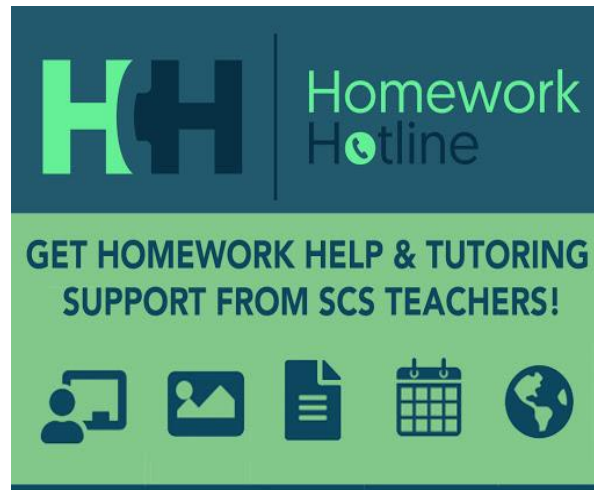
- Shelby County Schools (TN)**
- [Not your district?](#)
- Teachers - Log in with O365 (with Microsoft logo)
- Students - Log in Here (with Clever logo)
- Having trouble? [Get help logging in!](#)
- [Clever Badge log in](#)
- [District admin log in](#)

The Clever logo is visible in the bottom left corner of the page.

Clever homepage. Students from this page are able to access i-Ready and other instructional resources.



## Homework Hotline



Hours: 4 – 8 p.m. M-TH  
Call: (901) 416-1234  
Online: [homeworkhotline.info](http://homeworkhotline.info)



THANK YOU FOR CHOOSING  
SPRINGDALE MEMPHIS MAGNET ELEMENTARY

**SPRINGDALE  
ELEMENTARY**



AN EXPLORATORY LEARNING OPTIONAL SCHOOL

**E<sup>3</sup> =** *Education and Exposure*  
*...the Great Equalizers*