



Mrs. Ferrell's Policies and Procedures

CONTACT INFORMATION:

email: mrs@ferrellweb.com

School Phone: 775-7842 (ext: 204)

Home Phone: 775-4065 {Will be activated on August 15th. Leave name & phone number.}

Cell Phone: 883-6113 {Do **not** use unless there is an **emergency**. Do **not** send texts.}

website: www.mrs.ferrellweb.com

Feel free to contact me (or have your child contact me) if I'm needed. If your child needs help with homework, or you have a pressing issue concerning your child that needs to be immediately addressed, feel free to call my home number. My husband and I are both teachers, so please leave a detailed message if you get the machine. (No Calls: 9PM-7AM)

Emails are a great way to reach me for after-hours communication. I check my email box frequently, so feel free to send me a note if you have a comment, question or suggestion. My email address is a professional one, and I ask that you not add me to your personal "groups" or forward emails from others to my address. Students are more than welcome to send me emails. I enjoy reading heartfelt or even silly emails from students. :)

Written notes or letters are the most convenient method of communication for me as a teacher. Just put the note in your child's take-home folder, and I will send you a response.

WEBSITE: Take a Look!

My website should be fairly easy to remember: [mrs.ferrellweb.com](http://www.mrs.ferrellweb.com)

The "homework" page should be up and running by next week, but the activities/games page, contact information page, school calendar, lunch menu, news & information page are all up to date. Feel free to browse around and see what material is available.

Like to read blogs? "The Wall of Writings" section of my website is designed for classroom blogging. It's available for all to read and share. (Even Grandma Betty!) If you register, you can comment on student posts. Register with your name or alias (Jane Doe or Joey's Mom). Participants with names that I do not recognize will be immediately deleted. If you are interested go to: <http://mrs.ferrellweb.com/> and click "Write on the Wall!" If you are confused, send me an email; I can help you sign up!

SUPPLIES & ITEM LISTS

A checklist of supplies is provided in this packet. Check off the supplies you have purchased and make note of those you haven't. Please make sure that your child has the supplies necessary for class. If you are having a hard time rounding up some of the supplies, please contact me immediately.

Become acquainted with items on the "Do Not Bring to School" list. Many items on this sheet may be confiscated from students and relinquished only to parents.

LUNCH MONEY

Lunch money is taken up on **Mondays** only. Charges must be paid promptly.

DISTRICT DRESS CODE (ELEMENTARY)

No wrestling shirts, unnaturally dyed hair, mohawks, or *indoor* hoods/hats. Bottom-wear must be worn at waist and be an appropriate length. No clothes with *inappropriate* sagging, messages, or holes. Underwear is not to be worn as "outerwear."

COMMUNICATION:

Daily: take-home folder, graded work, homework, notes home, website, online grades

Weekly: newsletters, fluency scores

Mid 9-Weeks: Progress Reports, individually scheduled conferences, Lunch Menus

Every 9-Weeks: Report Cards, select portfolios pieces

Yearly: TCAP scores, promotion/retention notices, 2 scheduled parent/teacher conferences

TAKE-HOME FOLDER:

Your child's take-home folder contains information I wish for you to view daily: daily graded work, multiplication drill sheets, fluency practice page, grade reports, and notes home. Please look over your child's take-home folder **every night** and review the contents with your child. [Conduct is recorded with the homework!]

GRADED WORK: arrives daily in take-home folders!

The easiest way to see the academic progress of your child will be looking at his/her graded work. Graded work will come home *almost* every day in your child's take-home folder.

Work in the pocket entitled "stay at home" may be taken out and kept. Work in the pocket "return to school" must be **signed** and returned to school (this may include a variety of tests or grade level assessments). Checkmarks/Smileys on papers indicates a completion grade.

REDO Work: look for the "checkmarks" of approval

I have no greater desire than to see all of my students succeed and thrive in third grade, and I have only the **highest expectations** for all work completed in my classroom.

To ensure that every student masters all of the material, mistakes are corrected in class. I grade papers as-is, mark the errors, then have the students fix any mistakes in a colored pencil or crayon. I give papers a "checkmark or smiley-face" of approval (next to the grade) after I have reviewed a correctly finished product. Example: Spelling 84 ✓ (The grade is 84 but was redone correctly in class.) No checkmark? You may want to review the work with your child.

Accidents happen. Papers stamped "REDO" must be redone at home on another piece of paper for a maximum grade of D- (70). (These must be **signed** and returned to school the **next** school day.) Grades on papers that are /not/ stamped REDO will not change, but **can** be "dropped" if they are redone correctly. I usually drop up to one grade per subject per 9-week quarters. It's always in your child's best interest to redo incorrect work or failed assignments.

Incomplete work: grades with an "i"

Plenty of time is given for the preparation and completion of assignments, so all work finished or unfinished is collected and graded **as is** before the end of the day. I put an "i" next to grades to indicate that the paper was **incomplete** when graded. [Ex: 72i] These may be finished at home (independently), **signed** by the parents, and returned to school the **following day** for *partial* credit. (Failed papers will not earn over a D-.)

Incomplete **tests** do not receive partial credit and are not dropped. Other incomplete grades **can** be "dropped" at the end of the 6-weeks *if* the papers are completed correctly.

MAKE-UP WORK: given to students when they return to school

Make-up work is given to students *only upon their return to school* and will typically **not** go home with the student unless there is a pressing need. I do this for 3 specific reasons:

#1. Worksheets are **assessments**, not teaching tools. Worksheets are a reflection of what your child has learned from instruction. If I have not instructed your child, any work completed is not an accurate assessment of your child's ability.

#2. Students do not learn/performance as well when they are sick. Papers completed by sick students occasionally **make me sick** as well. :(

#3. If a student does work at school, I know for sure that it is the **student's** own work.

(Exceptions to the make-up work rule may be made **only** for students going on extended/short term family trips and have notified me at least 3 days in advance, or are temporarily homebound). All make-up work must be completed by 3 days following the student's return to school, or by the last day of the 6 weeks grading period, whichever comes first.

Class time is very valuable. When your child is absent, he/she is missing out on *learning opportunities* that are **impossible** to "make-up" with a mere worksheet. I maintain the right to give alternate but equal instruction, assessments, or assignments to all students who are absent from my instruction.

Late Work/Missing Work:

Projects and papers receive a reduction of one letter grade per day late. Late, lost, or missing assignments -- including those sent home as "make-up" work (and never returned) -- automatically receive a zero after 3 days. I will not make nor send home copies of such assignments or alternate assignments.

TESTS:

Test grades are based on the number of problems correct in a certain time frame. Tests may count twice and may **not** be "fixed" or "redone" at a later time for a higher grade.

Reading/Vocabulary Tests: Students use their reading books during the Reading Tests. Students use the story to answer comprehension questions based on the skills we learned that week. (This models the TCAP test.)

Spelling Tests: Students will be tested on their **individual** level *every* week. I often give a pre-test on Monday to determine student ability in the new skill and adjust the words accordingly (for each student). For Example: The first week, a student may initially be incapable of spelling with "silent e" and need *extra* practice with a *shorter* list of words. The second week, the student may understand how to spell /most/ *short vowel* words and need *less* practice with a *longer* and/or *harder* list of words.

BONUS POINTS:

Responsibility and *initiative* are ultimately reflected in the overall grades of the students. I **don't** give "extra credit assignments." Instead, I look for students who go above and beyond what was asked on their **daily** work, and award bonus points for fabulous answers or additional effort! :)

POWERSCHOOL: get grades /anytime/ online!

Want to see your child's grades on a daily basis? I post all grades to the school's secure PowerSchool gradebook program. Log-in to PowerSchool online and access your child's grades from any internet accessible computer! [You will have to visit the office to get a PowerSchool username and password for your child.]

NEWSLETTERS:

Newsletters are sent home weekly and contain spelling lists, reading vocabulary, math facts, and other information that you need to know concerning our daily classroom. (These are glued in the homework folder for students to use.)

PORTFOLIOS:

Occasionally I will send specific types of portfolios papers home for you to look over with your child. Portfolios **must** be signed and returned to school promptly. Portfolios let you see how your child is progressing in different subjects (math facts, writing, fluency, etc.).

CONFERENCES:

If you wish to have a parent/teacher conference in addition to the ones set on Rhea Central's agenda, please **contact me** and I will set one up for you. I am available every day directly after school. I will occasionally tutor after school or plan with the other 3rd grade teachers, so please be sure to notify me at least one day in advance.

CHECKING-OUT/TARDY:

I begin teaching **at 8:00AM every** morning. Be sure that your child is on time to my class. If your child is late, he or she has already missed out on valuable class instruction. Alternately, students who arrive *early* (7:45am) will receive *special* learning opportunities and will have the chance to earn small incentives.

Our class day is limited, so I am instructing from 8:00 AM until 2:45 PM *every single day*. Please try to schedule appointments, meetings, or family outings until **after** this time. If you know in advance that your child will be checking out early, please send me a note so I can prepare your child ahead of time. (Students checked out before 11:00AM are counted as absent on permanent records if they do not return to school that day.)

Students earn the opportunity on Friday afternoons to visit the "treasure box" and trade in any stickers they have earned during the week for fabulous prizes. Students that are not present at the *end* of the day on Friday are **not** given another chance to go to the treasure box until the **next** Friday afternoon.

If your child checks out before homework is assigned, the assignment can be printed from my website or gotten from a classmate. Completed homework is expected every day. If your child needs help on an assignment, feel free to have them call me. (423-775-4065)

SLEEP

Students should get plenty of rest every night to be alert and ready for school. Students who do not get enough sleep are not attentive in class and suffer academically and physically. Please schedule bedtimes to accommodate the sleep needs of your child.

HOMWORK:

I assign homework every -- single -- night. The purpose of homework is to provide the students a way to practice skills in a different and meaningful environment. It also allows students some reflection on the day's work, while also providing a lesson in responsibility.

Fluency practice:

Students will bring home a "fresh reads" sheet each week to practice fluency (how many words they can read in one minute). Please have the student read the story to you *every night* and practice any missed words. Students will read the same story on Friday and will receive a grade based on how well they meet their goal.

Multiplication practice:

Students will bring home math fact drills to practice each night. These can be practiced orally or with clearboards, but should not be physically written on with a pencil or pen.

Homework is daily communication for the parents:

For parents, homework is a glimpse inside the classroom. Homework is *always* a reflection of the day's lessons and of your child's conduct. If your child does not know how to do their homework, then he/she did not fully grasp the skill taught in class. Look over your child's homework to make sure he/she did it fully and *correctly*, perhaps even discuss the questions with your child. Then, **sign it**. (Note the conduct smiley on the homework. green/yellow=good, orange=mediocre, red/blue=poor)

Homework as a grade:

Homework is checked and graded every day. When I grade homework, I pick out **one** subject, circle it, check it, and grade it. Students don't know /which one/ I plan on grading the next day, so they will need to carefully complete **all** homework problems for the maximum points. By the end of the 9 weeks grading period, the students will have up to 5 homework grades in each subject. These homework grades count for up to 10% of the final grade in each subject. (It could make the difference between having a B and getting an A.)

Correcting Homework:

Each day, homework will receive either a "check" (100) or an "x" (0). Incorrect, incomplete, or missing homework that has received an "x" can be redone for a "check minus" (70) **if** it is correctly completed by the **next day**. (Please draw a star in the corner of the current homework page so I will know to go back and recheck it.)

Homework-o-poly:

Students who get a check on their homework get to play Homework-o-poly. After grading homework, we roll the Homework-o-poly dice and move around the board. Students that are playing will receive special prizes for landing on different squares. If **all** students get a check on their homework, the class will get to buy houses and hotels for the board (They receive extra prizes and are closer to winning the game and ending homework for the year).

Homework on the Website:

Starting next week, I will begin posting homework online. Just click the "homework" link on the main page of my website. It will include the weekly spelling list, vocabulary, and math facts, and a copy of the current day's assignment. (mrs.ferrellweb.com/homework)

TCAP TESTS -- IMPORTANT NEW GRADING POLICY

Starting this year, **all** Tennessee schools will be required to average TCAP scores into students' 2nd Semester average. (12.5% for Rhea Elementary Schools, 20% for High School).

The TCAP (Tennessee Comprehensive Assessment Program) is a compilation of 8 tests that cover every skill that should have been mastered in in 4 subjects (Language Arts, Math, Science, & Social Studies). This test is given in multiple choice format, and it is similar to the ThinkLink tests we will be taking the year. Scores from the ThinkLink tests will be a good indicator for you to see how your child will do on the TCAP test.

TCAP week is April 23-27th. To ensure your child's success on this test and in 3rd grade, please help him or her by: checking homework & grades, encouraging reading fluency, ensuring punctual school attendance, and establishing appropriate bedtimes to allow for a rested night of sleep.

Want to do some TCAP preparation at home?

There are many TCAP preparation books available. The Tennessee Education Department has free practice tests available online. I, also, have several types of practice books that can be checked out during the year (just send a note). Many book stores sell review and test prep handbooks. So, if you'd like to get a head start on test review with your child, there are many options available.

Please cut along the dotted line above and keep the main packet for your records.

Please **sign and return** the bottom portion of this sheet to school with your child:

I have read and understand Mrs. Ferrell's policies and procedures. I understand that this list is tentative, and that Mrs. Ferrell maintains the right to add, retract from, or change any policy or procedure.

Parental Signature: _____ Date: _____

Child's Signature: _____

Would you like to receive emails from me as a form of communication?
Please list email addresses below:

Email address 1: _____

Name on account: _____

Email address 2: _____

Name on account: _____