

# Flour Bluff Elementary School



## Student/Parent Handbook 2021-2022

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FLOUR BLUFF ELEMENTARY SCHOOL

STUDENT/PARENT HANDBOOK

2021-2022

CENTRAL OFFICE ADMINISTRATION

Mrs. Velma Soliz Garcia, Superintendent  
Mr. James Crenshaw, Deputy Superintendent  
Nicole White, Executive Director of Curriculum & Instruction  
Ms. Ludivina Cansino, Chief Financial Officer  
Dr. Linda Barganski, Associate Superintendent of Student Services  
Edgar VanGeem, Director of Special Education

CAMPUS ADMINISTRATION

Dr. Nikol Youngberg, Principal  
Mrs. Veronica Cristan, 3<sup>rd</sup> Grade Assistant Principal  
Mrs. Jeanine Hoover, 4<sup>th</sup> Grade Assistant Principal

CAMPUS SUPPORT STAFF

Veronica Villarreal, Counselor  
Amanda Kalo, Librarian  
Mary Boles-Barnett, Nurse

## **PRINCIPAL'S WELCOME**

Dear Students and Parents,

Welcome to a new school year, 2021-2022! I am so proud to be part of this outstanding campus as the Flour Bluff Elementary School principal. This will be my eleventh year as the principal of Flour Bluff Elementary. Many of you are already familiar to me and I look forward to continuing to serve your children. For those of you that are new to me, I look forward to getting to know your family and your child! I know that together we will achieve our goal of success for all students as we have for the past eleven years.

Remember always that the faculty and staff of Flour Bluff Elementary are here to support you. Nothing is more important than meeting the needs of our students' day to day. Parents are crucial to this work. We cannot do it without you. Together, our students will meet the highest expectations.

Please take some time to review the important information within this handbook. It will clarify many questions you may have, and it has pertinent information for student achievement. The Elementary staff and I are committed to the students at Flour Bluff Elementary School. Therefore, please do not hesitate to call if you need additional assistance. I look forward to our time together. This will be an outstanding year at Flour Bluff Elementary, a Community of Champions!

Dr. Nikol Youngberg  
Elementary Principal

## **In Flour Bluff ISD We Believe...**

- All students are the key to our future, and they understand that strength is borne from our diversity, and each has potential for excellence through action and accountability.
- Parents and families will receive consistent communication, support, and collaboration so that they are true partners in the education of all students in our care.
- Faculty and staff are pillars in our community who demonstrate integrity, subject-matter expertise, and empathetic knowledge of our students in a way that inspires intellectual curiosity and commitment to excellence.
- Principals and campus leaders are servant leaders who lead with compassion, knowledge and support in order to lay the foundation for excellence for all students in our care.
- The Superintendent and Central Office Staff are servant leaders who lead with integrity and vision to support students, families, faculty, and staff while ensuring fiscal responsibility.
- The Board is a visionary team of trustworthy servant leaders who set the direction for our community's school system in a way that supports all students, families, faculty, and staff in pursuit of excellence while ensuring fiscal responsibility.

## **Flour Bluff ISD Mission:**

The mission of the Hornet community is to foster and empower students to become confident, productive members of society who pursue excellence with integrity.

## **Vision:**

Our vision is to make Flour Bluff ISD the premier district in Texas. Flour Bluff – North Padre Island – NAS/CCAD

## **Goals:**

- Goal 1: Students: Well-being and academic Success.
- Goal 2: Faculty and Staff: Well-being, Professional Development and Growth.
- Goal 3: Community Satisfaction and Engagement
- Goal 4: Financial Stewardship

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• Additional Information: The following websites provide information and resources for students with disabilities and their families. Legal Framework for the Child-Centered Special Education Process, Partners Resource Network, Special Education Information Center, Texas Project First.....	28

Para obtener ayuda con los estudiantes que tienen dificultades de aprendizaje o necesitan educación especial o servicios de la Sección 504, consulte el manual para padres y estudiantes del distrito.....28

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## Absences

Parents are responsible for doing the following when a child is absent:

- Call or email the attendance secretary at 694-9587 to report the absence and reason.
- Send a written excuse with your child when he/she returns to school or email the attendance clerk. Parent notes will be accepted up to 3 days after absence. Provide a doctor's note when the child has been to the doctor. Phone calls are not considered documentation.
- Attendance letters are sent home to parents after every 3, 5, 8, 9, and 16 absences.
- The Attendance Committee will meet in the fall and spring semesters to discuss excessive absences. Truancy charges are filed on excessive unexcused absences.
- If a student leaves early or returns after a doctor's appointment with written verification from the doctor, the student will be counted present for the day. All absences must have written documentation from the parent. The principal or designee will review the reason and determine if the absence is excused or unexcused. Student attendance must be at least 90% of the required number of days that school is in session. A list of reasons a student is excused from attendance are listed on our website

## Assessment

- Students will be given periodic assessments in subject areas of reading, writing, social studies, science, and math. The assessments will determine if students are acquiring the Texas Essential Knowledge and Skills (TEKS) taught each six weeks. The results of the assessments will be used to determine areas in which a student needs additional instruction. Students are assessed with the STAAR (State of Texas Assessments of Academic Readiness) in the spring semester. Some assessments are project based. Please see your child's teacher for their specific assessment schedule.

## Awards

All awards at Flour Bluff Elementary School are based upon the child's achievements including physical education and music. An awards assembly will be held in late May to recognize those students who satisfy the following criteria:

### Citizenship Award

Homeroom teachers will select students from their homeroom to receive an outstanding citizenship award. The award is in recognition of the following traits:

1. Good study habits
2. Dependability/Responsibility
3. Being a good citizen
4. Being a "Good Choice" student ALL year.

### "A" Honor Roll

We will present an "A" honor roll certificate and medal to those students who achieved a straight "A" report card for each of the six weeks and Excellent or Satisfactory in P.E. and Music.

### "A/B" Honor Roll

We will present an "A/B" honor roll certificate and medal to those students who achieved an "A/B" report card for each of the six weeks and Excellent or Satisfactory in P.E. and Music.

### Reading Program Awards

Certificates will be given for several reading programs offered such as Flour Bluff Reader's Club, Book-It, and Waves of Pages Reading Award.

### Awards – Perfect Attendance (subject to change in regard to COVID-19 stipulations)

Students who were not absent during the school year will receive a perfect attendance certificate and medal. This award will include attendance at other schools if it can be verified that perfect attendance was maintained.

## **Bicycles, Skates, Skateboards, Etc.**

Students who ride bicycles to school must obey state laws for their safety. A bike rack is available in front of the school for parking bikes during the school day. Bikes must be locked on the rack. It is the responsibility of the owner for any damage or theft. Skates, scooters, and skateboards are not allowed on campus.

## **Breakfast and Lunch**

Flour Bluff ISD offers free breakfast and lunch to all students at the Elementary. We believe in good nutrition and getting your children off to a good start each day. Studies from around the United States have shown:

- \* Kids who eat breakfast seem to have an easier time learning.
- \* Kids who eat breakfast behave better in school.
- \* Kids who eat breakfast are more likely to be on time.

Breakfast will available in the classrooms from 7:35 a.m. – 7:50 a.m. Lunches will start from 11:15-1:10 in the cafeteria.

## **Flour Bluff Independent School District 2021-2022 Cafeteria Policy**

All students will receive one reimbursable breakfast & one reimbursable lunch daily, at no cost to the student for the 2021-22 School Year. This policy is an exception due to COVID-19 Pandemic and meal charges may return 2022-23 School Year.

If students want an extra meal or á la carte items they are asked to pay at the time of purchase for these items. Currently there will be no charging allowed for extra items. Cash on Student accounts can be made at [www.myschoolbucks.com](http://www.myschoolbucks.com). There is also an app called “My School Bucks” available for download on your smart phone.

If students have a previous negative account balance from previous school years, they will still be contacted this 2021-22 SY to pay off these negative balances. An automated call-out is made each Monday & Thursday for students who have a previous negative balance. Payments can be made at the central kitchen, your students school, [www.myschoolbucks.com](http://www.myschoolbucks.com), or the app called “My School Bucks”. “My School Bucks” is available for download on your smart phone.



Please note that applying for the Free and Reduced program will not be necessary during this 2021-22 SY. Texas Department of Agriculture (TDA) will not allow applications to be processed if meals are provided at no charge.

Also, “Courtesy” meals will not be needed since reimbursable meals will be at no charge to students in our district this 2021-22 school year.

It remains the responsibility of students and parents to pay off previous debt to the School Nutrition Department. Please call us so that we may assist you as needed @ 361-694-9022. This Policy is updated yearly and will expire on May 25, 2022.

The U.S Department of Agriculture prohibits discrimination against its customers, employees, and applicants for employment on the

-bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual’s income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.)

If you wish to file a Civil Rights program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#), found online at [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at [program.intake@usda.gov](mailto:program.intake@usda.gov). Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish).

USDA is an equal opportunity provider and employer.

## **Bullying Prevention & Intervention**

Bullying occurs when a student or group of students repeatedly directs written or verbal expression through electronic methods, or physical conduct against another student on school property, at a school-sponsored or school-related activity, or in a district-operated vehicle, and the behavior:

- Results in harm to the student or the student’s property,
- Places a student in reasonable fear of physical harm to the student’s person or of damage to the student’s property, or
- Is so severe, persistent, and pervasive that it creates an intimidating, threatening or abusive educational environment.

This conduct is considered bullying if it exploits an imbalance of power between the student perpetrator(s) and the student victim and if it interferes with a student’s education or substantially disrupts the operation of the school.

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor-

spreading, or ostracism. In some cases, bullying can occur through electronic methods, called “cyberbullying.”

If a student believes he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, counselor, principal or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct. Bullying may be reported on our website.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action and the behavior falls within the established authority of the school district. The administration will inform the parent if the behavior is outside of the authority and jurisdiction of the district and advise on any known options for addressing the behavior. The district will also contact the parents of the victim and of the student who was found to have engaged in the bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

Any retaliation against a student who reports an incident of bullying is prohibited.

The principal may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. The parent of a student who has been determined by the district to be a victim of bullying may request that his or her child be transferred to another classroom. (Also see School Safety Transfers.)

The board has established policies and procedures to prohibit bullying and to respond to reports of bullying with investigation and intervention as necessary. (See policy FFI, **School Safety Transfers, Hazing** and the Student Code of Conduct.) A copy of the district’s policy is available on the district website at [www.flourbluffschoools.net](http://www.flourbluffschoools.net) and is available in the principal’s office or superintendent’s office.

A student or parent who is dissatisfied with the outcome of an investigation may appeal through FNG(LOCAL).

### **Clubs (subject to change in compliance with Covid-19 stipulations)**

There are several clubs offered at Flour Bluff Elementary. Students will receive information on clubs and specific requirements for each club during morning announcements. Below is a list of the clubs that are currently offered at the elementary. Please feel free to call the campus if you have specific questions about our clubs and requirements.

UIL Music Memory (3<sup>rd</sup>/4<sup>th</sup>)

UIL Number Sense (4<sup>th</sup>)

UIL Oral Reading (4<sup>th</sup>)

UIL Spelling (3<sup>rd</sup>/4<sup>th</sup>)

UIL Story Telling (3<sup>rd</sup>)

UIL Ready Writing (3<sup>rd</sup>/4<sup>th</sup>)

UIL Art (4<sup>th</sup>)

UIL Chess Puzzle (3<sup>rd</sup>/4<sup>th</sup>)

Running Club (3<sup>rd</sup>/4<sup>th</sup>)

STEM (Science, Technology, Engineering, and Mathematics) Club (3<sup>rd</sup>)

Technology Club (4<sup>th</sup>)  
Nature/Bird Club (4<sup>th</sup>)  
Math Club (3<sup>rd</sup>)  
Jazzy Bees (4<sup>th</sup> only) (see page 23)  
Student Council (3<sup>rd</sup>/4<sup>th</sup>)  
Oceans Club (3<sup>rd</sup>/4<sup>th</sup>)  
Cursive Club (4<sup>th</sup>)  
Book Club (3<sup>rd</sup>/4<sup>th</sup>)

## Clinic (Nurse) Facilities & Medication

All medication must immediately be delivered to the school nurse upon arrival to the school. (Please see the *Student Code of Conduct*.) At no time shall a student have in his/her possession any form of medication (non-prescription, prescription, herbal substances or dietary supplements.) All medication should be brought to school by a parent/guardian and is kept in the nurse's office. A medical release form/letter from the parent/guardian giving a written request to administer the proper medication must be signed by the parent/guardian giving authorized school personnel directions for its administration. The request must include the student's name, date, name of drug, time and dosage required and must be signed by the parent/guardian. District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, with the following exceptions:

- Only authorized employees, in accordance with policies at FFAC, may administer:
- Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request. The prescription must be current and not outdated.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified District employee from the original, properly labeled container. The prescription must be current and not outdated.
- Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request. The medication must be current and not be expired.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities. The supplement must be current and not expired.
- The district will maintain and administer to a student nonprescription medication for emergency situations, but only:
  - In accordance with the guidelines developed with an approved, licensed medical advisor, and
  - When the parent has previously provided written consent to emergency treatment on the district's form. The district and campuses do not maintain a regular supply of non-prescription medication. Parents are expected to supply the appropriate medication for their child.

A student with asthma or severe allergic reaction (anaphylaxis) may be permitted to possess and use prescribed asthma or anaphylaxis medication at school or school-related events **only if he or she has written authorization from his or her parent and a physician or other licensed health-care provider.** The authorization must be on file with the school nurse. The student must also demonstrate to his or her physician or health-care provider and to the school nurse, the ability to use the prescribed medication, including any device required to administer the medication. If the student has been prescribed asthma or

anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse and principal. In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity.

A student with diabetes who needs treatment or care at school must have a Diabetes Management and Treatment Plan (DMTP) developed by the physician and parent. A copy is to be provided to the school; from this, the principal, nurse, parent or guardian, physician, and teachers are to develop an individualized health plan for the student. The parent or guardian must sign an authorization for care to be given. See the school nurse or principal for information. [See policy **FFAF (LEGAL)**.]

It is very important that each student has on file emergency physician and hospitalization information with current working numbers. Having the correct information on file will greatly assist personnel in contacting a parent or physician, if your child has an accident or becomes ill. If a student's phone numbers change during the year, please immediately notify the campus office and nurse of the new number(s).

## **Confiscated Items**

From time to time students will bring items to school which should be left at home (i.e. toys, cards, electronic items). These items will be picked up by the teacher and sent to the office. On the first offense, the parent will be called to pick up the item. If the student continues to bring items to school, the administrator will contact the parent and keep the item until the end of the school year. Items will be kept two weeks after school ends. Items which are not picked up will be disposed of or given away to charity. The school is not liable for lost or misplaced items.

## **Counseling and Guidance**

The school counselor is available to assist students with a wide range of concerns, including areas such as social, family, or emotional issues. During the school year the counselor presents programs in the classroom on a variety of topics including, but not limited to homework, study skills, bullying prevention and intervention, and working with others.

## **Discipline**

Positive Behavior Intervention and Support Initiative (PBIS) is a system for behavior management. It involves teaching and promoting the desired behavior of students and how to effectively address inappropriate student behavior. Through using this system, we hope to decrease behavioral problems by reinforcing positive interactions, creating a positive school climate for both the students and teachers, and increasing academic achievement. PBIS is a system in which collaboration between home and school helps to achieve overall student success presently and in the future.

**The following are the PBIS Expectations for Flour Bluff Elementary.**

- 1) Follow Directions      2) Be Respectful      3) Be Safe      4) Be Prepared**

## **Positive Reinforcement**

Teachers will implement weekly PBIS incentives to encourage positive behavior. PBIS incentives vary by classroom teacher, but may include incentives such as issuing “Bluff Bucks” that may be used to purchase items from the Bluff Buy store, positive office referrals, participating in classroom activities, board game day, or lunch in the classroom.

### **Agenda**

Each teacher will document class and homework assignments for the week. Students take their agendas home daily. If a student loses the agenda, he/she must purchase a new one from the front office for \$5.00.

### **Behavior Consequences**

Teachers will take the necessary steps to maintain order and promote student learning in the classroom. Possible teacher interventions include the following: verbal warnings, time out, conference with student, phone call to parent, parent conference, email to parent, conference with counselor, conference with administrator, notes home, lunch detention, and after school detention. Teachers may also write office referrals for serious Code of Conduct violations or persistent misbehaviors that have not improved after teacher interventions.

- **Lunch detention** in the cafeteria at a separate table.
- **After School Detention** (from 3:00 – 4:00 p.m.) may be assigned on any of the following days: Monday through Friday.
  - Transportation **will not** be provided. Parents/guardians will be responsible for picking up your child. Parent contact will be made prior to assignment to confirm transportation arrangements.

### **Office Referral**

Listed below are serious incidents that may lead to an automatic office referral. Teachers will handle all discipline except automatic office referrals due to major offenses:

1. Fighting, 2. Threats/Harassment, 3. Profanity, 4. Weapons, 5. Stealing, 6. Persistent documented misbehaviors, 7. Cheating, and 8. Forgery, 9. Contraband.

## **Dress Code**

If a campus administrator determines that a student’s grooming violates the dress code, the student will be given the opportunity to:

1. Call parent for a change of clothes.
2. If no contact can be made, the office will provide a change of clothes if available.
3. If parents cannot be reached and a change of clothes is not available, student will go to ISS for the remainder of the day.

## **Flour Bluff Independent School District 2021-2022 Dress Code**

The District’s dress code is established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. Dressing and grooming standards are considered an essential part of the educational process. All students are expected to dress and groom themselves neatly in clothing suitable for school activities.

The school has the right to ask a student to change his/her dress or personal grooming habits if it is deemed inappropriate or disruptive to the educational environment. Repeat violations of the dress and grooming code shall be considered defiance of authority and may result in disciplinary action as described in the Student Code of Conduct. Administrators will make the final determination as to what constitutes appropriate attire. Parents who have difficulty providing clothing or shoes for their children should contact the campus counselor for assistance.

Standardized Dress Code Guidelines apply for Elementary, Intermediate and Junior High School students in addition to the FBISD Dress Code. SDGC has additional requirements to the FBISD Dress Code, which are communicated in the SDGC Student/Parent Handbook. Extracurricular activities may require special dress requirements. The sponsor or coach shall make these decisions.

Exceptions and additional requirements to the dress code may be made in supervised physical activities, some extracurricular activities, or school-sponsored events as determined by the principal. Medical exceptions shall be made upon certification from the family physician of the student.

**The Student Code of Conduct** contains the District Dress Code. The dress code is also found on the district website at [www.flourbluffschools.net](http://www.flourbluffschools.net).

The following expectations are required of all students in the district:

- All clothing must fit and be worn properly.
- All clothing must be appropriate for school.
- Revealing or tight-fitting materials/apparel are not appropriate.
- Garments may not have oversized pockets.
- Clothing are to be free of holes or frays.
- School-provided, athletics-issued garments are to be worn only during the designated athletic activities.
- All articles/layers of clothing together must meet the dress code requirements. No coats will be allowed to cover inappropriate dress.
- Hornet spirit apparel must be school or school organization related.
- Pajamas are not allowed.
- Beachwear is not allowed (casual playwear and sandals with backstraps are permissible for grades PK-2).
- Clothing must be in contrasting colors (Example: No black on black, red on red, blue on blue, camouflage on camouflage, etc.)
- The midriff may not be visible, even when hands are raised above the head.
- Undergarments must not be visible.

#### **Pants/Shorts/Slacks/Skirts/Jeans/Denim/Dresses**

- Jeans/denim, slacks, pants, shorts, and skorts/skirts/dresses must be appropriately sized for the individual and may not be oversized or undersized in whole or part.
- Items must be properly sized, fitted, and worn so as not to expose the midriff, other body parts or undergarments.
- Tights or leggings may be worn under another garment that meets the dress code.
- Must be standard jeans/denim/pants/slacks/shorts/skirts/dresses. Clothing must be no shorter than a dollar bill's width (2 ¾ inches) above the kneecap.
  - (Dollar bill's width does not apply at grades PK-4, Principal discretion).

At grades PK-6, girls are strongly encouraged to wear shorts/tights/leggings under dresses, due to involvement in physical activities.

### Shirts/Tops/Sweaters/Jackets/Coats

- No low cut fronts, cutouts or cleavage showing.
- The following items of clothing are not appropriate for school wear, if worn alone:
  - Muscle shirts
  - Tank tops (may be worn with other layers, if the other layers meet dress code)
  - Backless, see-through, short, bare-midriff, cut-out tops and/or strapless attire
  - Tops with thin shoulder straps (may be worn with other layers, if the other layers meet dress code)
- Shoulder straps of shirts/tops/dresses must be at least the width of a dollar bill at grades 3-12.
- No trench coats/oversized jackets/coats are permitted.

### Hair

- Male students will be clean-shaven.
- Hair must be clean, trimmed and kept out of the eyes.
- Sideburns may not be longer than the bottom of the ear.
- No arrangements that are distracting in the educational environment:
  - Designs (such as mohawks, words, symbols, etc.)
  - Styles

### Symbols

- Any article of clothing that displays illegal activities, alcohol or drug slogans or other suggestive or inappropriate designs, including, but not limited to, those that promote (suggest) sex, violence, or anti-social behavior or do not promote positive behavioral expectations will not be allowed.

### Accessories

- Beads, earrings, armbands, wristbands, or other items, which symbolize anti-social group membership will not be worn. This includes spiked rings, other spiked jewelry, wallet chains, or gang related jewelry.
- Head coverings - (for example, hats, caps, hoods, etc.) will not be worn or displayed at any time on campus during the school day unless the student is participating in a school-sponsored outdoor activity. **When permitted, hats must be appropriately sized and will not be worn sideways or backwards.**
- Oversized necklaces will not be permitted (i.e., dog chains, large chains).
- Bandannas are not allowed.
- Jewelry on teeth or in the mouth are **not** permitted.

### Shoes

- Shoes or sandals must be worn at all times.
- All shoes must fit appropriately (securely and appropriately fastened).
- Closed-toe and closed-heel shoes are strongly encouraged at grades PK-6, due to safety and outdoor activities.
- At grades PK-8, strapless, open-heeled sandals/shoes are **not** allowed.
- Platform, high heel or stacked sole shoes more than one-inch high are not permitted at grades PK-4.
- It is beneficial for the students to wear tennis shoes or sports shoes to activities such as P.E./Athletics or recess.
- Steel toe shoes/boots are not allowed.
- Shoes with wheels connected are not permitted.

- Bedroom slippers are not allowed.

### **Body Markings/Tattoos/Earrings/Piercings/Make-Up**

- Students will not be allowed to display tattoos while in school dress (must be covered at all times).
- Earrings are not allowed to be worn by boys in grades PK-6.
- Earrings and studs may be worn **only** in the ear.
- No other body piercing is permitted.
- Make-up must not be distracting in color, design and style.
- Writing/markings on any visible part of the body is not acceptable.

### **Identification Badges**

The student is to wear his/her school identification badge in front and above or at the waist (junior high and high school).

**The campus principal** has the final authority to determine whether a student’s dress is within requirements of the District and campus dress codes. The principal’s judgment will determine whether any items of dress, mentioned or not mentioned in the District or a campus dress code, will be considered inappropriate school attire.

*In addition to the District Dress Code, the following campuses have requirements.*

***ALL STUDENTS MUST ABIDE BY THE CAMPUS AND DISTRICT DRESS CODE GUIDELINES.***

### **Standardized Dress Requirements at Elementary, Intermediate and Junior High**

In an effort to teach expectations for dress at ages where students generally begin selecting their own clothing and where students tend to mature physically, a standardized dress code has been implemented for grades 3-8.

**All clothing must be in solid colors.**

### **Pants/Shorts/Slacks/Jeans/Denim/Skirts/Dresses/Skorts**

- Students can only wear plain, solid colored jeans/denim, slacks, pants, leggings, walking shorts, or skirts/skorts/dresses. Jeans/denim/pants/slacks/shorts/skirts/skorts/dresses must be standard-style.
- Shorts may have a solid color stripe on the side seam.
- Overalls are not permitted.
- Sweatpants are not permitted.
- No distracting embellishments or stitching.

### **Shirts**

Shirts may be short or long-sleeved.

Acceptable shirts are:

- Any solid colored shirt
- Spirit shirt – Flour Bluff I.S.D. themed t-shirt
- Zippers or sleeveless shirts are **NOT** permitted.
- May **NOT** have pictures, graphics, insignias, logos, stripes, or designer logos/emblems larger than one inch visible on shirt, collar or sleeve.
- **Collarless sweatshirts are permitted**



## Family Access

Family Access is a tool that allows parents to see information such as their student’s schedule, attendance information, grades and contacts designated by the parents, including names, phone numbers, etc. Parents may access this tool by logging on to the FBISD website at [flourbluffschools.net](http://flourbluffschools.net) and clicking on the Family Access link, which provides directions on how to enter the portal.

## Field Trips

Off-campus field trips may be scheduled during the school year. A permission form for field trips is included in the registration process annually. A student will not be allowed to attend a field trip without parent permission being on file. Parents will be notified of field trips at least one week prior to the trip. If a student is assigned a discipline consequence such as ISS / Suspension on an assigned field trip day, student will comply with discipline assignment and not be permitted to attend field trip.

## Grading

Report cards are issued to students at the end of every six weeks period during the school year. Students receive numerical grades for math, language, reading, science, and social studies. A grade of 70 or better is required for a student to pass each subject. Benchmark assessments count for 10% of a student’s final grade for that six weeks grading period. Daily grades account for 90% of a student’s grade.

Minimum number of grades per six weeks:		Grading scale	
Reading - 6	Math - 12	90 – 100	= A
Language - 6	Science/Health - 8	80 – 89	= B
(grammar\writing\spelling)	Social Studies - 8	70 – 79	= C
		69 – below	= F

Music, art, and physical education will be indicated by an “E” denoting excellent achievement, “S” denoting satisfactory achievement, an “N” denoting needs improvement, or a “U” denoting unsatisfactory. Parents are urged to carefully examine their child’s report card and return the report card envelope promptly to school with their signature. Parents are invited to conference with their child’s teachers regarding any question they might have about the report card.

### Reading Level

Students are expected to be reading on grade level by the end of the school year. An Instructional Reading Level will be included in your child’s report card each six weeks. The “instructional” level is the level at which your child receives guided reading instruction with support from his/her teacher. A child’s instructional reading level is usually one or two levels above his/her independent reading level. Reading levels A-Z are shown on the left side of the chart with their corresponding grade levels. We use the Fountas & Pinnell leveling system. The target reading charts for 3<sup>rd</sup> and 4<sup>th</sup> grades are shown on the following pages.

**Highlighted/Colored Area is your child's instructional reading level 3<sup>rd</sup> Grade**

	<b>1<sup>st</sup> 6 Weeks</b>	<b>2<sup>nd</sup> 6 Weeks</b>	<b>3<sup>rd</sup> 6 Weeks</b>	<b>4<sup>th</sup> 6 Weeks</b>	<b>5<sup>th</sup> 6 Weeks</b>	<b>6<sup>th</sup> 6 Weeks</b>
<b>S</b>	Above	Above	Above	Above	Above	Above
<b>R</b>	Above	Above	Above	Above	Above	Above
<b>Q</b>	Above	Above	Above	Above	Above	Above
<b>P</b>	Above	Above	Above	Above	Above	*
<b>O</b>	Above	Above	Above	Above	*	Below
<b>N</b>	Above	Above	*	*	Below	Below
<b>M</b>	Above	*	Below	Below	Below	Below
<b>L</b>	*	Below	Below	Below	Below	Below
<b>K</b>	Below	Below	Below	Below	Below	Below
<b>J</b>	Below	Below	Below	Below	Below	Below
<b>I</b>	Below	Below	Below	Below	Below	Below
<b>H</b>	Below	Below	Below	Below	Below	Below
<b>G</b>	Below	Below	Below	Below	Below	Below

Students must be reading on an instructional level P at the end of the 3<sup>rd</sup> grade to be promoted to 4<sup>th</sup> grade.

**Highlighted/Colored Area is your child's instructional reading level**

	<b>1<sup>st</sup> 6 Weeks</b>	<b>2<sup>nd</sup> 6 Weeks</b>	<b>3<sup>rd</sup> 6 Weeks</b>	<b>4<sup>th</sup> 6 Weeks</b>	<b>5<sup>th</sup> 6 Weeks</b>	<b>6<sup>th</sup> 6 Weeks</b>
<b>W</b>	Above	Above	Above	Above	Above	Above
<b>V</b>	Above	Above	Above	Above	Above	Above
<b>U</b>	Above	Above	Above	Above	Above	Above
<b>T</b>	Above	Above	Above	Above	Above	Above
<b>S</b>	Above	Above	Above	Above	Above	*
<b>R</b>	Above	Above	Above	*	*	Below
<b>Q</b>	Above	*	*	Below	Below	Below
<b>P</b>	*	Below	Below	Below	Below	Below
<b>O</b>	Below	Below	Below	Below	Below	Below
<b>N</b>	Below	Below	Below	Below	Below	Below
<b>M</b>	Below	Below	Below	Below	Below	Below
<b>L</b>	Below	Below	Below	Below	Below	Below
<b>K</b>	Below	Below	Below	Below	Below	Below

Students must be reading on an instructional level S at the end of the 4<sup>th</sup> grade to be promoted to 5<sup>th</sup> grade.

Grading is subject to change if students are required to complete several weeks of online learning from home due to COVID-19 or other school closure.

## Make Up Work

When students return to school after an absence, they will have the same number of school days to turn in work as they were absent. For example: 3 days ABSENT = 3 days TO MAKE UP WORK AFTER RETURNING TO SCHOOL. After this time, work is considered late and may not be accepted.

## Progress Reports

On Thursday of the fourth week, of each six weeks' grading period, a PROGRESS REPORT is sent home with each student. Parents are urged to discuss these reports with their children. Please contact the teacher when you need an explanation. These progress reports must be returned to the teacher by Friday with the parent's signature.

Listed below are the **report card distribution** dates for the current school year:

- 1st six weeks-September 23, 2021
- 2nd six weeks-November 4, 2021
- 3rd six weeks-January 6, 2022
- 4th six weeks-February 17, 2022
- 5th six weeks-April 7, 2022
- 6th six weeks-May 22, 2022

## Homework

Our instructional program has been organized in such a manner that homework may be kept to a reasonable time limit. Elementary students should generally not have more than an hour of homework each day. Please keep in mind that there is a need to vary assignments for the learning rate of the individual student. Homework may increase due to incomplete classroom assignments.

Parent-teacher contact is essential to the learning process and should be utilized when questions arise concerning homework. All homework is expected to be returned on time. Late homework may result in the denial of privileges or extension activities while the assignment is being completed and/or a grade penalty. Students are encouraged to take their homework and library books home as a regular routine. We want to work with the parent and the student in providing a good balance of classroom activities and homework assignments.

## Hours

<u>7:35 a.m. – 2:58 p.m.</u>	<u>School Day</u>
7:00 a.m.	Doors open
7:35 a.m. – 7:50 a.m.	Free Breakfast available in the classrooms
7:15 a.m.	Library open until 7:35 a.m.
7:15-7:35	D.E.A.R Time (Drop Everything and Read)
7:35 a.m.	Enter Classrooms & School Starts
7:40 a.m.	Announcements
11:15 a.m.-1:10 p.m.	Lunch (30 minutes)
2:58 p.m.	Dismissal

Once a student arrives on the school grounds, he/she will report to their designated hallway next to his/her classroom or the cafeteria for breakfast. Students should always have something to read or work on in the hallways before school. There the students will wait for their teacher to escort them into the classroom at 7:35 a.m. Students are not permitted to leave the campus and return unless accompanied by a parent or guardian.

## **Insurance**

Student accident insurance is available for those who wish to purchase this type of coverage. Two types are available: one is for accidents only at school and the other covers the pupil on a twenty-four (24) hour basis. Forms will be available during registration. The school is not financially responsible for accidents or insurance.

## **Jazzy Bees (subject to change in compliance with Covid-19 stipulation)**

Jazzy Bees is open to all girls and boys in 4<sup>th</sup> grade at Flour Bluff Elementary. It is an opportunity for students to learn some fundamental techniques of dance, make new friends, and participate in an extracurricular activity. Our Jazzy Bees represent the Elementary by performing in various functions such as the homecoming parade.

Each Jazzy Bee must maintain a “B” average or better in all classes and be in the Good Choice Club. Dancers will wear the official Jazzy Bee uniform when designated by the sponsor and on Friday spirit days. Hair must be kept out of the face and no make-up is permitted. For safety reasons, jewelry should not be worn. Ear studs in the earlobe are acceptable for girls.

Jazzy Bees must commit to regular practices, which are after school on most Wednesdays. Parents are asked to pick up students promptly from practices and events.

Cost:	\$80 Includes cost of uniform.
Due:	Before September 24, 2021
Jazzy Bee Hotline:	694-9513
Sponsor:	Tia Sykes

## **Library**

Children may check out two books when they come with their class to the library. The student should **check** the books **for damage BEFORE** leaving the library. If the book is damaged when it is returned, it is the responsibility of the student and parents to pay for the damaged book as soon as possible.

Students have the book for a 2-week period and should return the book on time. Books may be rechecked but must be brought to the library for rechecking.

<b>1st time late:</b>	A late notice is given to student to have parents sign and return.
<b>2nd time late:</b>	Parents are called by teacher or librarian.
<b>3rd time late:</b>	Librarian contacts parent by mail or phone. Student may not check out other books until the book is returned or paid for.

## Lost and Found

Students who have lost articles of clothing may look in the lost and found boxes located in the short hall leading to fourth grade hallways. Students who have lost small items may look in the lost and found drawer located in the office. Items will be kept two weeks after school ends. Items not picked up will be disposed of or given to charity. The school is not responsible for lost, stolen, or misplaced items.

## Parent Compact

### Flour Bluff Elementary School 2021-2022 Title 1 School-Parent Compact

In order to envision the highest level of success at Flour Bluff Elementary School for every individual, we make this agreement to motivate, to challenge, to inspire each other, and to accomplish this, we hereby sign this compact to work together.

#### Student Agreement

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

- Try to do my best
- Follow rules of student conduct
- Complete and return homework assignments on time
- Follow teacher classroom rules

#### Parent or Guardian Agreement

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

- See that my child attends school daily and gets to class on time
- Support the school in its efforts to maintain proper discipline
- Establish a place and time for homework and review it regularly
- Encourage my child's efforts and be available for questions
- Be aware of what my child is learning
- Provide the opportunity for reading with my child; provide an opportunity to reinforce math skills
- Sit down and visit with my child's teacher at least once a year
- Provide the necessary school supplies my child needs, or speak to the teacher about help with this
- Contact the teacher first with concerns or questions

#### Staff Person Agreement

(Teacher, support staff, or administrator)

*We agree to:*

- Show that we care about all students
- Have high expectations for ourselves, students, and other staff members
- Communicate and work with families to support all students' learning
- Arrange Parent/Teacher visits at least once a year
- Provide a safe and orderly environment for learning
- Provide reports on all students' progress each six weeks (report card)
- Provide reports on students' progress at three weeks if there are academic or behavioral concerns
- Be on time and instruct daily
- Be prepared and teach the state required curriculum (Texas Essential Knowledge & Skills)
- Keep all visits and student information confidential within the school

*Thank you for your commitment to our partnership!*



## Parent-Teacher Conferences

Parent-Teacher conferences provide great opportunities for parents and teachers to work as a team for the success of their student. With parent help, teachers can do the best possible job of educating each child. The parent can supply information about the child that could be very useful to the teacher. The teacher can offer suggestions to parents on how they can help with the education process at home. These conferences are scheduled during the teachers' conference periods or at any other time convenient with the parent and teachers' instructional time. **Please call ahead to make an appointment.**

## Physical Education (P.E.) (subject to change in compliance with Covid-19 stipulations)

Students have P.E. for 30 minutes each day. It is beneficial for the students to wear tennis shoes or sports shoes at P.E.

Unless exempted by a doctor, all students must participate in the Fitness Gram testing which involves a running (pacer test). We will provide a copy of Fitness Gram results with the end of year report card.

### Grading

Physical Education grades are based on student participation. (See Grading on pg. 19)

### Excused participation:

A student must have a parent note explaining why the student cannot participate in order to be excused from P.E. A doctor's note is required for those students who must miss more than three (3) consecutive days of physical education. The note should indicate when the student can resume physical activity.

## Promotion Policy

Promotion to the next grade level shall be based on attaining **all** the following:

1. An overall average of 70 or above for all subject areas, which shall be derived by averaging the final numerical score for language arts (reading, language arts, spelling), mathematics, science, and social studies.
2. An overall average of 70 or above specifically in language arts and mathematics;
3. Reading at the student's grade level based on local assessments; and

### Instructional Reading Level Expectations

	<u>August</u>	<u>May</u>
Grade 3	L	P
Grade 4	P	S

To be considered "on grade level" in reading for promotion requirements, students must be reading at Instructional Level on the district reading assessment for the grade level enrolled. Students who do not

meet all four criteria may be retained. Students may be promoted if they successfully meet the deficient criteria in summer school.

### **Options and Requirements For Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education**

If a child is experiencing learning difficulties, the parent may contact the person listed below to learn about the district's overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for tutorials and other support services that are available to all students.

A parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the district must decide if the evaluation is needed. If an evaluation is needed, the parent will be notified and asked to provide consent for the evaluation. The district must complete the evaluation and the report within 45 school days of the date the district receives the written consent. The district must provide a copy of the report to the parent.

Contact Person: Veronica Villarreal, Counselor

Phone Number: 694-9593

## **Recess**

All Elementary students will take a scheduled 20-minute recess break daily.

## **Safety Drills**

Fire, weather, and safety drills are held regularly to help students move quickly and orderly to safe areas in case an actual emergency occurs. Students should remain quiet and calm and must listen to their teacher's instructions when the fire alarm sounds or when instructions are announced by the principal.

## **Schoolwide Program**

Goal: All Students will work on Grade Level

Flour Bluff Elementary School is a Title I School- wide school. Teachers utilize team planning and collaboration as a vital component in planning for instruction. Four classrooms are clustered into what is termed a "pod." Students are assigned to a homeroom teacher in that pod. Students receive Music, Art, or Interventions and Physical Education instruction from additional staff. In all areas, high expectations are maintained for all students.



## Security

Security is a critical issue with the student population in excess of 800 students. Our first concern is always the health, safety, and emotional well-being of our students. Access to the Flour Bluff Elementary School will be through the **FRONT ENTRANCE ONLY**. Visitors must present a valid photo I.D. to visit student areas. Side doors will be locked throughout the school day. The front doors in the third and fourth grade halls are alarmed at 7:40 a.m. and deactivated at 2:40 p.m. To further facilitate student security there is a designated area for parents who pick-up their children at dismissal time.

### Student I.D. Number Card

Parents will be issued one student I.D. number card. You must give this I.D. number when leaving a message with staff members for your child or asking staff members to make a change in your child's after-school routine.

Only share the I.D. number with people you believe need this information. If you lose or misplace your child's card, please come by the school office with a picture I.D. to have the card replaced.

All after-school changes **must be made by 2:30 p.m.** Change forms for after-school directions are delivered to teachers at 2:30 p.m.

## Special Programs

For a list of the district's special programs, please refer to the district handbook. Flour Bluff Elementary offers all these programs listed below according to district/state/federal standards.

## Students Accelerating in Innovative Learning (S.A.I.L. - Gifted and Talented Program)

The Flour Bluff Independent School District's Gifted and Talented program, S.A.I.L., is designed to serve identified students who need challenges and educational instruction beyond the general education curriculum. The S.A.I.L. instructional program is differentiated to promote extension and enrichment for identified students.

### SCREENING PROCEDURES

1. Nominations are accepted anytime for the S.A.I.L. (Gifted and Talented) Program. Students are nominated by parents, staff, community members, or through self-referral.
2. Students are assessed according to district timelines and procedures, which are posted on each campus.
3. Each campus S.A.I.L. (Gifted and Talented) Committee meets to review assessment data, screen applicants, and to recommend placement of students, for whom the S.A.I.L. program is an appropriate placement, utilizing established criteria. Qualification is based on general intellectual ability, specific subject matter aptitude, and creative/productive thinking skills.

Parents will receive notification regarding a student's qualification for the program. Students who qualify must submit a parent permission form in order to be placed and served.

## FURLOUGHS

A student or parent may request a temporary leave from the program of not less than one semester or more than one year, for serious, extenuating circumstances. The student's eligibility to re-enter the S.A.I.L. program shall be reviewed by the campus committee at the end of the furlough period.

## EXIT POLICY

The Campus GT/S.A.I.L. Committee may exit a student from the S.A.I.L. Program upon the recommendation of the teacher and/or parent when the program fails to meet the student's educational needs. Reasons for consideration of exit will include: evidence of working at a level of frustration, observable through performance and/or behavior; demonstration of clear inability or unwillingness to maintain the standards of program performance by maintaining a below satisfactory grade average for two six weeks or more; failure to participate in the program in the appropriate grade level and course offerings for the areas in which the student is qualified; and parent request for removal is automatic. (An Exit form requesting removal is signed and dated by the parent.) Procedures for exit will include a parent conference, a counselor/student conference, and a dismissal review by the Campus GT/SAIL Committee, to include input from the parent, teacher and campus administrator.

## APPEALS

Parents or students may appeal any final decision of the campus committee regarding selection for or removal from the S.A.I.L. program. Written notice of desire to appeal should be given to the campus administrator or curriculum supervisor. Appeal shall be made first to the campus committee within 10 days of notification. The Campus Committee then meets and reviews the appeal and makes a decision. Any subsequent appeals shall be made in accordance with FNG (LOCAL) in board policy.

## **STUDENT WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES**

### **Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services**

For those students who are having difficulty in the regular classroom, all school districts and open enrollment charter schools must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RTI)/(MTSS) Multi-Tiered System of Support. The implementation of RTI/MTSS has the potential to have a positive impact on the ability of districts and charter schools to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parent may contact the individual(s) listed below to learn about the school's overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine if the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

### Special Education Referrals:

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or an administrative employee of the school district or open enrollment charter school, the district or charter school must respond no later than 15 school days after receiving the request. At that time, the district or charter school must give the parent a prior written notice of whether it agrees to or refuses to evaluate the student, along with a copy of the *Notice of Procedural Safeguards*. If the school district or charter school agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts and charter schools must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district or charter school to respond within the 15-school-day timeline.

If the district or charter school decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent to evaluate the student. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an exception to the 45-school-day timeline. If a district or charter school receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30th due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply. Upon completing the evaluation, the district or charter school must give the parent a copy of the evaluation report at no cost.

Additional information regarding special education is available from the district or charter school in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process*.

#### Contact Person for Special Education Referrals:

- The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:
- Contact Person: Veronica Villarreal
- Phone Number: 694-9593

#### Section 504 Referrals:

Each school district or charter school must have standards and procedures in place for the evaluation and placement of students in the district's or charter school's Section 504 program. Districts and charter schools must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

#### Contact Person for Section 504 Referrals:

- The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:

- Contact Person: Veronica Cristan (3<sup>rd</sup>), Jeanine Hoover (4<sup>th</sup>)
- Phone Number: 694-9598 & 694-9590
- Additional Information: The following websites provide information and resources for students with disabilities and their families. Legal Framework for the Child-Centered Special Education Process, Partners Resource Network, Special Education Information Center, Texas Project First

Para obtener ayuda con los estudiantes que tienen dificultades de aprendizaje o necesitan educación especial o servicios de la Sección 504, consulte el manual para padres y estudiantes del distrito.

## Response to Intervention Team/Multi-Tier System of Supports

Response-to-Intervention (RTI)/(MTSS) is a multi-tiered system of supports, data-driven education model in which the academic and behavioral needs of all students are addressed in general education settings. The RTI/MTSS team gives all students assistance needed for academic and behavior concerns. It provides their teachers with teaching strategies, interventions, and modifications that benefit the student. The team is made up of an administrator, teachers, counselors, and specialist. Students are referred by teachers, parents or administrators.

## Supply List

### 3<sup>rd</sup> Grade

No rolling backpacks for safety reasons.

45- Sharpened Standard #2 Pencils (No Mechanical Pencils, Ticonderoga preferred)

1- Large Supply Zipper Bag (not school box)

4- Sturdy **Plastic** Folders w/pockets & brads (solid colors only, no designs)

4- Black and White Wide Ruled Composition Books

1- Spiral notebook

1- ream wide ruled paper

1- Pair Scissors

2- Boxes 24 count Crayons

6- **Large** Glue Sticks

2- Red Correcting Pens

2- Large Boxes Facial Tissue

1- Box Sealable Quart Size Bags (boys)

1- Box Sealable Gallon Size Bags (girls)

2- Paper Towels

2- Containers Disinfecting wipes

2- Yellow Highlighters

1- Package Expo Markers (black 4-count slim)

1- Set Ear Bud Headphones

1- Package 12 count Color Pencils

1- Package Erasers

1- package post-its

#### Optional Supplies

1- Package Washable Markers

- 1- package index cards
- 1- package multiplication flash cards

#### **4<sup>th</sup> Grade**

- 1 Large Pencil Pouch
- 1 Plastic Pencil Box
- 8 Folders with pockets and brads (2 blue, 2 yellow, 2 green, 2 red)
- 4 Black and white composition books (WIDE RULE)
- 6 Three-hole spiral notebooks (70 count, WIDE RULE)
- 2 pkgs. Notebook filler paper (WIDE RULE)
- 60 #2 standard pencils (No Mechanical)
- 1 package Red Correcting pens
- 1 pkg 4 black expo markers
- 1 box Colored pencils
- 2 boxes of Crayons
- 1 pair Scissors
- 12 Glue Sticks
- 1 box Markers
- 1 container anti-bacterial wipes
- 1 bottle Hand sanitizer
- 1 pkg Quart size sealable bags (boys)
- 1 box Gallon size sealable bags (girls)
- 2 boxes Facial tissue
- 1 – 3 pack Paper Towels
- 2 pink eraser
- 1 pkg Post-it notes
- 2 yellow highlighters
- 1 pair personal ear buds/headphones
- 1 hand-held sharpener
- 1 personal water bottle for refills
- NO Names on Supplies
- NO rolling Backpacks for safety reasons

#### **STAAR**

**State of Texas Assessments of Academic Readiness  
(STAAR): Student Assessment Calendar 2021-2022**

<i><u>Test Date</u></i>	<i><u>Test</u></i>	<i><u>Grade Tested</u></i>
<b>May 10, 2022</b>	<b>Mathematics</b>	<b>3 &amp; 4</b>
<b>May 11, 2022</b>	<b>Reading</b>	<b>3 &amp; 4</b>

#### **Tardies**

Students may enter the building at **7:00 a.m.** daily. Instruction begins promptly at **7:45 a.m.** with school announcements. To prevent classroom disruptions, and to begin the school day promptly, all students should be **present in their homerooms before the 7:50 a.m. tardy bell.**

- Teachers will document tardies in Skyward if the student is not present in the classroom by the 7:50 a.m. bell.
- Documented tardies will be printed on the six-week progress report and report card.
- Students arriving after the 7:50 tardy bell must check in at the front office and will receive a tardy slip to enter class.
  - Bus riders that arrive after the tardy bell will be excused tardies.

After the fifth *unexcused* tardy, the teacher will inform the parent/guardian. The student may be disqualified from participating in that 6 weeks' Good Choice Club celebration.

## **Notification to Parents of Teacher Qualifications**

As a parent of a student at Flour Bluff Elementary, you have the right to know the professional qualifications of the classroom teachers who instruct your child. Federal law requires the school district to provide you this information in a timely manner, if you request it. Specifically, you have the right to request the following information about each of your child's classroom teachers:

- Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he or she teaches.
- Whether the teacher is teaching under emergency or provisional status because of special circumstances.
- The teacher's college major, whether the teacher has any advanced degrees, and the field of discipline of the certification or degree.
- Whether paraprofessionals provide services to your child and, if so, their qualifications.

If you would like to receive any of this information, please contact the campus principal at 694-9595.

## **Teacher Webpages**

You may access your student's teacher webpage by logging on to [www.flourbluffschoools.net](http://www.flourbluffschoools.net), click campus, click Elementary and choose the teacher webpage link on the left. You will find information on the teacher webpage that will be helpful during the school year.

## **Telephone**

Office telephones are available to students for emergency purposes (sick, injuries, etc.). Routine types of calls can be made through the classroom with the permission of the teacher. Students will not be called from class for phone calls. Teachers will not be called away from instruction unless it is an emergency that cannot be handled during the conference time or after school.

Please call during the teacher's conference time or leave a message for him/her to return your call at that time.

## **Textbooks**

Books are issued to the student and the student and his/her parents become responsible for the care and safe return of each book issued. All lost or damaged books must be paid for by the student before their school record will be cleared. Some textbooks may be consumable so students may write in them.

## **Video Recording**

Students are occasionally video recorded or photographed by local news, print media, and school personnel for performances or showcasing work. Forms for release of videotaping and photographs are part of the online enrollment package. (See online enrollment form at registration.)

## **Visitors**

**All visitors must have a valid photo I.D. and register in the office. Visitors will wear a badge while on campus and return it to the office upon checkout.** All parents/guardians must stop by the front office if they plan to pick up a child early. Parents, guardians, or others who pick up children need to be prepared to provide proper identification before being allowed to remove a child from campus. We will call the teacher's room and ask the teacher to send that child to the office. Parents/guardians may visit their child's classroom for a period of time approved by the school principal. Visitors of school age will not be allowed in the classroom. No pets or animals will be allowed without written permission from the principal.

## **Weekly/Daily Communication**

Students have a planner which will be used to record homework and to communicate between teacher and parents daily. Parents need to sign the planner daily and return it with the student the next day. Every Thursday a "Take Home Folder" will be sent home with the student's work and other important notices. A parent should talk with his/her child about the work while encouraging the child to continuously improve. If a parent does not receive the planner daily or the Thursday folder, please contact the teacher. Using this weekly/daily communication assists the school in keeping close communication between school and home. Teachers may also communicate with technology to parents.