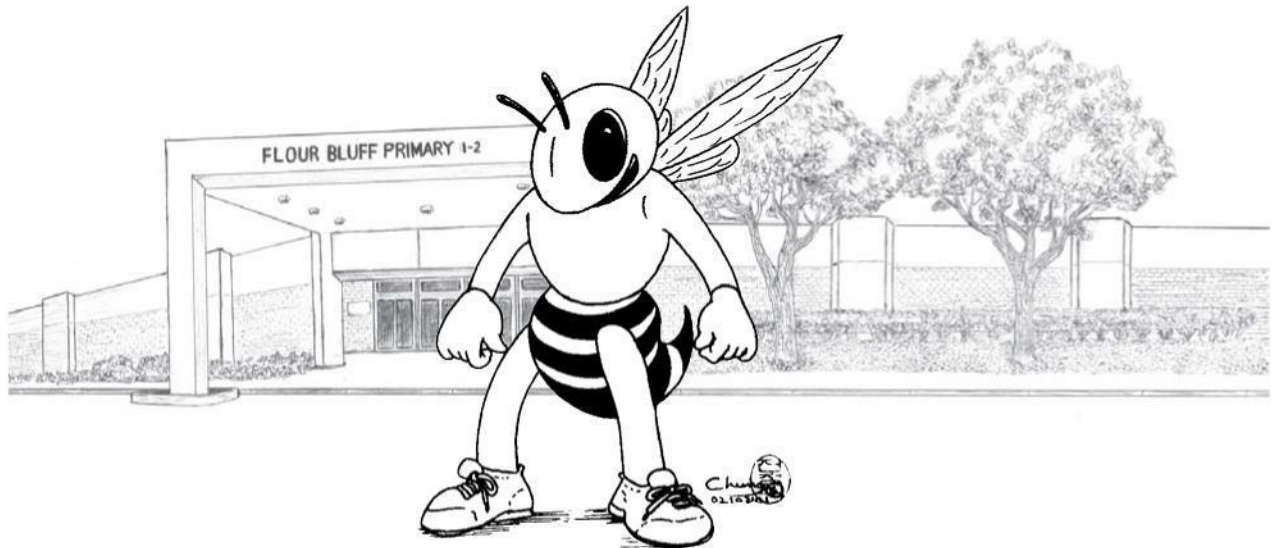


# Flour Bluff Primary



## Student/Parent Information Guide 2020-2021

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[www.flourbluffschoools.net](http://www.flourbluffschoools.net)

# **FLOUR BLUFF PRIMARY SCHOOL**

**“Every Student Deserves My Best”**

## **CAMPUS ADMINISTRATION**

Shea Hernandez, Principal  
Jessica Gutierrez, Assistant Principal  
Dr. Patricia Tijerina, Assistant Principal

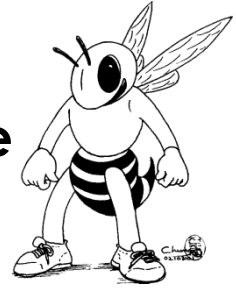
## **SUPPORT STAFF**

Cindy Blackstone, Counselor  
Kim Knief, Librarian  
Tiffany Wauson, Nurse  
Marion Bramblett, Secretary  
Krystal Jennings, Attendance Clerk  
Beth Champion, Receptionist

## **STUDENT/PARENT INFORMATION GUIDE**

Welcome to Flour Bluff Primary School. The goal of the Primary School is to provide an environment conducive to the absolute best academic, physical, and social growth of each student. Students will have the opportunity to develop academic and social skills that will enable them to function effectively in our ever-changing world. To attain our goal, there are certain academic and behavioral expectations that must be followed to ensure that each student has the best educational opportunity possible. This guide outlines those expectations and provides answers to questions regarding the school. For further clarification, or more information, parents may contact the school via email, telephone or personal visit.

# Principal's Message



Welcome to Flour Bluff Primary, an amazing school!

Hello, I am Shea Hernandez, your Primary principal. I am excited to be your principal and a part of this school district well rooted in tradition but also evolving with the 21<sup>st</sup> century.

I have 21 years' experience in education with kids from 3 years old to 8<sup>th</sup> grade. My passion for students lies in inspiring the love of reading and adventure. I hope to foster this in all our 1<sup>st</sup> and 2<sup>nd</sup> grade students here.

The staff and I are looking forward to an exciting and challenging year. This handbook has been prepared for the students, their parents, and others who may have questions concerning Flour Bluff Primary School. It is my hope that this resource will assist you in becoming a part of the tradition of excellence that characterizes our school and district.

The goal of this information guide is to provide you with the tools necessary for the successful operation of the school as well as information about the typical school day, school organizations, activities, and student academic and behavior expectations. Both students and parents are encouraged to read and become familiar with the information provided. If you have any questions or concerns, please contact us at the school.

I look forward to meeting and making friends with all my students, colleagues and families. Please feel free to stop by, anytime, to say hello and get to know the great things going on at the Primary campus!

Students first, success next!

Shea Hernandez  
Principal

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- Primary School Positive Behavior Initiative & School Rules/Expectations
- Title I School-Parent Compact
- Official School Calendar
- School Supply List
- School Nutrition Charge Policy

*This guide is revised annually. Any questions or suggestions on the material may be directed to the campus principal.*

## Assessments

Flour Bluff Primary School conducts regularly scheduled assessments embedded into the instructional timeline. Aligned with the curriculum, assessments have been designed to measure the student's academic progress and to give teachers the

feedback they need to guide instruction and improve student achievement. The reading assessments determine a student's instructional reading level. We utilize the Texas Primary Reading Inventory (TPRI), Fountas & Pinnell assessments and teacher running records for reading progress. Students are required to read at an instructional level H in 1<sup>st</sup> grade and at an instructional level L in 2<sup>nd</sup> grade by the end of the school year. In math, we administer a TEKS based assessment each 9 weeks and a cumulative math assessment at the end of the year. Students are required to obtain 70% mastery on the end of year assessment.

## **Attendance**

Regular school attendance is essential for a student to make the most of his or her education, to benefit from teacher-led activities and to build each day's learning on that of the previous day. As your child progresses through school, the work will become more challenging and difficult to make-up. It is the desire of the Flour Bluff Primary School to work with you and your child to avoid unnecessary absences.

Students must be in attendance at least 90% of the required number of days that school is in session. **Once a student is enrolled in school, the student MUST attend school and meet the 90% requirement to receive credit.** An attendance committee shall review all cases where a student falls below the required 90% attendance requirement. The school attendance committee will review your child's attendance record and reasons for absences and shall formulate a plan of action providing a reasonable opportunity for your student to regain compliance with this requirement. The committee may impose any of the following conditions to regain compliance with the 90% attendance requirement: completing additional assignments (possible pull-out from other activities to complete), maintaining attendance standards for the rest of the year, providing documentation when a student is absent, completion of all make-up work missed due to absences, mastery of the required Texas learning standards for that grade level, tutoring, and summer school. **In addition, please know attendance law requires the District Truant Officer to file, in a court of law, on parents and students for non-attendance.**

When a student is absent from school, a parent/guardian must contact the Flour Bluff Primary School office by phone (694-9687) **and send a note within three days** of the absence explaining the reason. If the child went to the doctor, please provide a doctor's note. If a student attends school any portion of the day and brings a doctor's note from the appointment the same day, the student will not be counted absent for the day. If a student is absent for more than 3 consecutive days because of a personal illness, a statement from a doctor or health care clinic verifying the illness or condition that caused the student's extended absence from school must be provided and that they are cleared to return to school.

Punctuality is very important at Flour Bluff Primary School. Students who consistently arrive tardy are unable to receive the maximum educational benefits available to them. **Students are tardy after 7:40 a.m. Students arriving after 8:00 a.m. must be signed in at the reception desk by the parent or an adult.** A tardy slip will be given to the student to be admitted to class. The teacher is responsible for keeping track of the student's tardies. **Students arriving after or leaving before 10:00 a.m. will be counted as absent.** Students arriving late or having to leave early due to a doctor's appointment need to provide a doctor's note documenting the appointment. Leaving school early for non-emergencies such as transportation or parent work schedule are not advised.

### **Awards**

An awards celebration will be held in May to recognize those students who satisfy the following criteria.

- Achievement Awards- Certificate for areas of improvement or achievements.
- Participation Awards- Certificate for voluntary participation in school organizations and/or projects: Science Fair, Reading Fair, Student Council, U.I.L. and Good Choice Club
- Reading Program Awards - Certificate for reading programs offered: Reading Zone, Book It (Pizza Hut)
- Perfect Attendance Award - Students who were not absent during the school year will receive a Perfect Attendance Medal.
- Citizenship Award - Students who receive "3" in conduct throughout the school year will receive a certificate.
- Student of Character- Students are nominated by their teacher. One student per grade level is chosen from the campus to attend a spring assembly.

### **Bully Prevention and Intervention**

Reports of bullying are dealt with seriously and immediately. Students are consistently reminded to follow campus expectations – Be Safe, Be Respectful, and Be Responsible. Students are given a warning the first time a bullying incident occurs and are counseled by the campus counselor. All parents are notified of the incident. If there are repeated bullying incidents then there are consequences including but not limited to: parent notification, loss of privileges, removal from Good Choice Club, in-school-suspension and suspension. Counseling and support are offered to both the bully and the student who was bullied. Parents may report a bully incident by reporting it to the campus or on the district website under Report A Bully or <https://flourbluffschoools.net/report-a-bully/> .

### **Cafeteria**

Students are not allowed to leave campus for lunch during the instructional day. This is a safe schools practice which keeps the continuity of the school day and aids in socialization skills during non-instructional time. Students have a 30 minute lunch period. They may purchase a lunch or bring their own lunch. Students who bring a lunch may purchase a milk or bottled water.

**Breakfast is served in the cafeteria at no cost starting at 7:00 a.m. daily.  
Lunch is served between 10:30 a.m. to 11:45 a.m. daily.**

Parents are welcome to eat breakfast or lunch with their child. A meal can be purchased in the cafeteria at the adult meal rate or parents can bring their own meal. Additional information about the breakfast and lunch programs may be found in further in this handbook.

Parents can purchase lunches in advance for any number of days, weeks, or months for their child through the cafeteria or online at [www.myschoolbucks.com](http://www.myschoolbucks.com). Myschoolbucks is a software system that increases the efficiency of the food serving lines and the security of each student's account. Parents can view online their child's balance, review purchases, view menus, and deposit money into their child's food service account. Students who forget lunch money or exhaust their prepaid lunch balance can charge their lunch; however, parents need to promptly repay all charged meals. **Families are encouraged to apply for free or reduced price meals if they meet eligibility guidelines. A free or reduced price application may be submitted anytime during the school year.** Please see addendum for specific pricing information.

## **Clinic**

### Medicine at School

All medication must be immediately delivered to the school nurse upon arrival to 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 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, non-prescription medication, herbal substances, anabolic steroids, or dietary supplements, with the following exceptions:

- Only authorized employees, in accordance with policies at FFAC, may administer medication.
- Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request. The prescription must be current and not expired.
- 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 expired.
- Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request. The medication must be current and not 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 supply of non-prescription medication. Parents are expected to supply the appropriate medication for their child.

If a 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, administrator and 504 coordinator. 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 and administration. 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.

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, an administrator, nurse, 504 coordinator, 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 more information and see policy **FFAF (LEGAL)**.

The administration of any medication containing a narcotic is discouraged during school hours. If a student requires medication of this type for pain, it is recommended that he/she remain at home until a milder form of medication is indicated. It is highly recommended that parents do not administer narcotics before school due to safety issues at school.

**It is very important that each student has on file in the clinic, the emergency physician and hospitalization information with current working phone numbers. The emergency information must be signed.** 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 parent's phone number changes during the school year, please immediately give the new number to the nurse and the office.**

### **Counseling/Guidance**

Safety, character education, and positive behavior lessons are taught to all students throughout the year from the counselor and classroom teacher. Students participate in various lessons, activities, and assemblies designed to further each child's understanding of living and modeling good character. Topics covered in guidance lessons are based on district-wide character education traits. These traits include: Respect, Responsibility, Kindness, Initiative, Resourcefulness, and Communication.

Students have access to individual or small group counseling to reinforce character education through parent or teacher referral. Should you have any question, concerns or interest, please do not hesitate to call the school counselor.

### **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 and each campus' dress code additions. The dress code is also found in each campus handbook and on the district website at [www.flourbluffschoools.net](http://www.flourbluffschoools.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 back straps 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, rat tails, 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).
- Bandanas 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 ½ 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.

There are three (3) styles of acceptable shirts: All shirts must be appropriately buttoned/closed.

- Collared, buttoned or snap-up polo-style shirt
- Polo shirts no longer than where the wrist of the student falls, when arms are hanging down at the side, will be permitted.
- Button-up or snap-up, oxford-style shirt
- Spirit shirt - Flour Bluff I.S.D. themed t-shirt
- Zippers or sleeveless shirts are NOT permitted.
- Solid-colored shirts may be worn under the required shirts.
- 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

#### **Early Checkout**

Occasionally, parents/guardians find it necessary to check students out early during the instructional day. The office staff is required to check the child's enrollment card to verify which adults have permission to pick up a student. **PARENTS MUST ALWAYS SHOW A CURRENT AND VALID PICTURE I.D. WHEN PICKING UP A CHILD DURING THE SCHOOL DAY.** If there is a court order denying visitation privileges, this documentation must be a part of the child's permanent record. A student will not be released to anyone that is not listed on his/her enrollment card. The designated attendance accounting time is 10:00 a.m. This is designated by the state of Texas. Parents are encouraged to arrange doctor, dentist, therapist, etc., appointments after this time.

#### **Grading**

Report cards are issued to students at the end of every nine weeks' period during the school year. For students in grade 1, promotion to grade 2 shall be based on grade level proficiency of 70% of the TEKS for mathematics, ability to read on Level

H by the end of the school year and satisfactory completion of TEKS for language arts, social studies and science. For students in grade 2, promotion to grade 3 shall be based on grade level proficiency of 70% of the TEKS for mathematics and an ability to read on Level L by the end of the school year and satisfactory completion of TEKS for language arts, social studies and science.

Report cards will be marked for all areas according to the following criteria:

- 1= Below Expectations
- 2= Meets Expectations
- 3= Exceeds Expectations
- N/A = Not Assessed

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 teacher regarding any question they might have about the report card, academic progress and promotion expectations.

### **Progress Reports**

On Wednesday of the fifth week of each nine weeks grading period, a progress report is sent home indicating any areas where the student needs improvement. Parents are urged to discuss these reports with their children. Please contact the teacher when you need an explanation. The progress reports must be returned to the teacher with a parent's signature.

### **Homework**

Homework provides an opportunity for children to extend their learning. It reinforces skills taught in the classroom, provides time to makeup work due to absences, improves a child's performance during class, develops effective study habits, and provides an important link between home and school.

1. Homework and/or books to read (by child and parent) will go home at the discretion of the teacher. The length of assignments is determined by the individual student's needs and ability. A practical timeframe for children to complete homework should not exceed thirty minutes per night. Parent-teacher contact is essential to the learning process and should be utilized when questions arise concerning homework. Children are expected to complete and return homework on time. Homework will be corrected and students will receive credit for completion.
2. 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 missed work after returning to school.

### **Home/School Transition**

During the first two weeks of the school year, parents may accompany their child/children into the Primary School building and to the classroom to leave their backpacks. After this time period, please allow your child to enter at the front doors independently. Staff on duty will assist the children to arrive safely at their designated location.

### **Library**

The library supports and enhances the school curriculum. Primary students come to the library with their class on a weekly schedule. First grade students may check out one book. Second grade students may check out two books. Students may also check out books during open check out times. Check out privileges will be suspended for late or lost books. All books must be returned or paid for before student check out privileges are reinstated. The library offers reading incentives, including, but not limited to READO, reading fair, and reading incentive programs. Prizes are awarded for outstanding participation. The library also hosts two book fairs and an author visit each year. Library hours are 7:30 a.m.-3:15 p.m.

### **Lost, Found or Confiscated Items**

Lost clothing items, lunch boxes, book bags, and backpacks are placed in the back hall near the exterior doors to be reclaimed. Smaller personal items are turned into the reception desk. Students and parents are free to look through the lost and found. Confiscated items are turned into the office and parents can reclaim these items. If lost or confiscated items are not claimed within two weeks after school ends, then items will be disposed of or given to charity.

### **Messages**

Parents who need to leave a message for their child during the school day must write a note with the parent's name, child's name, and the date. Transportation changes must be written and signed by the parent/guardian. Verbal changes over the phone require a student ID number before delivery to the student. Parents will be issued a Student ID number card at the beginning of the school year. Please refer to this ID Number when leaving a message or asking/making a change to your child's after-school routine. Only share the student ID number with individuals who will be picking up your child. If you lose or misplace your child's card, please come by the school office with a valid picture ID to have the card replaced. After-school change forms are delivered to teachers at 2:00 p.m. **Please call prior to 2:00 p.m. to be sure your child receives the message before dismissal.** School staff will deliver messages only at the end of the day. **Do not rely on voice mail or email for changes in dismissal.** Voice mail is available for leaving non-emergency messages.

### **Parent-Teacher Conferences**

With parent help, teachers do the best job of educating each child. Parents have valuable information about their child that can be very useful to the teacher. The

teacher can offer suggestions to parents on how they can help with the education process at home. For these reasons, parent-teacher conferences are encouraged. These conferences are scheduled during the teachers' conference periods or at other times convenient for the parent and teachers' instructional time. Please call ahead of time to make an appointment.

### **Physical Education**

Students will have PE for 45-minute period four days a week. Students' physical fitness ability is tested twice during the year. Students are encouraged to wear tennis shoes each day. **Grading:** Student progress is measured each nine weeks in PE. **Excuses:** A student is not excused from PE for the day unless a note from the parent explains why they cannot participate or a teacher recommendation. A doctor's note will be required for those students in attendance at school who must miss more than (3) consecutive days.

### **Primary School Rules and Behavior Expectations**

Students will be expected to be well-mannered and abide by the expectations established by the school district and school staff. (See the Appendix for Primary School Rules and Behavior Expectations).

### **Recess**

All Primary students will take a scheduled 25-minute recess break daily.

### **S.A.I.L. (Gifted & Talented Program)**

The Flour Bluff Independent School District's gifted and talented program, Students Accelerating in Innovative Learning (S.A.I.L.), is designed to serve identified students who need challenges in their educational instruction beyond the regular classroom objectives. The S.A.I.L. instructional program is differentiated to promote extension and enrichment for identified students.

### Screening Procedures

1. Referrals are accepted at all times for the S.A.I.L. (Gifted and Talented) Program. Students are referred by anyone, including parents, staff, community members, or through self-nomination.
2. Students are assessed per the district timelines and procedures posted at each campus.
3. Each campus S.A.I.L. 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. Qualification is based on general intellectual ability, specific subject matter aptitude, and creative-productive thinking skills.

Parents receive notification regarding qualification. 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 extenuating circumstances. The student's eligibility to re-enter the S.A.I.L. Program shall be reviewed by the Primary campus committee at the end of the furlough period.

### Exit Policy

The Primary campus 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 nine 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.
- 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 S.A.I.L. committee, to include input from the parent, teacher, and Primary 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. An 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.

### Timeline and Procedures

Referrals for testing are accepted any time. Current students who are referred will be assessed in April/May for the following school year. Applications must be submitted by the specific deadlines communicated each year for testing. Assessment will occur for new August entry students within the first ten days of the semester. Students who qualify will be placed within the first three weeks of the fall semester. Students who have been enrolled in a gifted and talented program in another district immediately prior to enrollment at F.B.I.S.D. will be assessed for

entry into the program upon enrollment. Kindergarten students will be assessed for eligibility by March 1<sup>st</sup> of each year.

### **School Hours**

The instructional school day is from 7:40 a.m. – 3:03 p.m. Students are expected to arrive on time and to be picked up on time from school.

**Notice: Students should not arrive on the school grounds before 7:00 a.m. Primary students are not allowed to ride bikes to and from school for safety reasons.**

7:00 a.m.–7:35 a.m.	Breakfast is served in the cafeteria.
7:00 a.m.–7:30 a.m.	Students sit by their classroom (whisper/quiet time) in halls or have breakfast in the cafeteria.
7:35 a.m.–7:40 a.m.	Grab and Go Breakfast provided at front entrance. DEAR Time (Drop Everything and Read) - Students read during this time. Books are provided in each hallway or can be brought from home.
7:40 a.m.	Instructional day begins. Tardy bell rings.
3:03 p.m.	Dismissal

### **School-Parent Compact**

The School-Parent Compact outlines how parents, the school, and the students will share responsibility for improved student achievement, and the school and parents will build and develop a partnership to help children achieve Texas Academic Standards. (See Appendix)

### **School Sponsored Trips**

Off-campus field trips may be scheduled during the school year. Permission slips will be filled out at registration. Parents will be notified of field trips at least one week prior to the trip. A student will not be allowed to attend a field trip without a permission slip being on file.

### **School-Wide Programs**

Flour Bluff Primary is a Title I school. Teachers utilize team planning and collaboration as a vital component in planning for instruction. Interventions and enrichment are provided to meet the academic needs of all students. Students also receive Music, Physical Education, Science Lab and Library instruction from additional staff members. High expectations are maintained for all students in academic and behavior standards.

### **Security and Safety**

Security is an important subject with a student population of 800 students. Our first concern is always the health, safety, and emotional well-being of our students. **Access to the Primary School will be through the FRONT ENTRANCE ONLY.** Side

doors will be locked during the instructional school day. All side doors will be locked and alarms will be activated during the instructional day. To ensure student security at all times, there is a designated area for parents who pick up their children to wait at dismissal time. This area is either outside the front entrance or inside by the reception area. Parents and visitors are not allowed in the student hallways without a visitor pass and prior permission.

**All visitors must electronically register at the campus/reception desk. Visitors must wear a badge while on campus and return the badge upon checkout.** All parents/guardians must stop by the campus reception desk if they plan to pick up a child early. Parents/guardians/others who pick up children need to provide a non-expired picture ID before being allowed to remove a child from campus. The child's classroom will be called and the teacher will be asked to send that child to the front. Parents/guardians may visit in their child's classroom for a period of up to 30 minutes by a scheduled appointment through the principal's office. Additional visits will be discussed and approved by the principal. Visitors of school age will not be allowed in the classroom. **No pets or animals** will be allowed without written permission from the teacher and principal, unless a certified service animal.

The Primary School will conduct periodic drills for different types of emergencies. Teachers will take class rosters for roll call and an emergency equipped backpack to their assigned area. All students are expected to listen and follow directions.

### **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). The implementation of RtI 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: Jessica Gutierrez
- Phone Number: 694-9688

#### 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: Dr. Patricia Tijerina
- Phone Number: 694-9698
- 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](#)

### **Cómo ayudar a aquellos estudiantes que tienen dificultades de aprendizaje o precisan servicios de educación especial o de la Sección 504**

Para aquellos estudiantes que tienen dificultades en el salón de clases normal, todos los distritos escolares y las escuelas autónomas de inscripción abierta deben contemplar servicios de tutoría y compensatorios, y otros servicios de apoyo académico o conductual que estén disponibles para todos los estudiantes, incluido un proceso basado en la Respuesta a la Intervención (RtI). La implementación de la RtI tiene el potencial de impactar positivamente en la

capacidad de los distritos y escuelas autónomas de satisfacer las necesidades de todos los estudiantes con problemas.

Si un estudiante está experimentando dificultades de aprendizaje, sus padres pueden comunicarse con la(s) persona(s) mencionada(s) más abajo para obtener información sobre el sistema general de remisión o control de la educación general de la escuela para los servicios de apoyo. Dicho sistema vincula a los estudiantes con una variedad de opciones de apoyo, entre las que se encuentra la remisión para que se realice una evaluación de educación especial o una evaluación de la Sección 504 con el fin de determinar si el estudiante necesita asistencia, adaptaciones o servicios específicos. Los padres pueden pedir una evaluación para los servicios de educación especial o de la Sección 504 en cualquier momento.

#### Remisiones de educación especial:

Si los padres solicitan, por escrito, al director de servicios de educación especial o a un empleado administrativo del distrito escolar o de la escuela autónoma de inscripción abierta que se realice una evaluación inicial para recibir servicios de educación especial, el distrito o la escuela autónoma deben responder dentro de los 15 días lectivos después de haber recibido la solicitud. En ese momento, el distrito o la escuela autónoma deben entregar a los padres notificación previa por escrito respecto de si están de acuerdo o no en evaluar al estudiante, además de enviarles una copia de la *Notificación de salvaguardas procesales*. Si el distrito escolar o la escuela autónoma están de acuerdo en evaluar al estudiante, también deben darles a los padres la oportunidad de prestar su consentimiento por escrito para la evaluación.

Por favor tenga en cuenta que una solicitud para una evaluación de educación especial puede hacerse verbalmente y no necesita hacerse por escrito. Los distritos y escuelas "chárter" deben seguir cumpliendo con todas las notificaciones previas por escrito y los requisitos sobre las salvaguardas procesales de la ley federal para identificar, localizar y evaluar a los niños que se intuya puedan ser niños con alguna discapacidad y que necesite educación especial. Sin embargo, una petición verbal no requiere que el distrito o la escuela "chárter" respondan dentro del periodo establecido de los 15 días escolares.

Si el distrito o la escuela autónoma deciden evaluar al estudiante, deben completar la evaluación inicial y el informe de la evaluación dentro de los 45 días lectivos posteriores al día en que reciban el consentimiento por escrito de los padres para evaluar al estudiante. Sin embargo, si el estudiante se ausenta de la escuela por tres días lectivos o más durante el período de evaluación, dicho período se extenderá la misma cantidad de días lectivos que el estudiante haya faltado.

Existe una excepción al plazo de 45 días lectivos. Si un distrito o una escuela autónoma reciben el consentimiento de los padres para la evaluación inicial entre los 35 y 45 días lectivos previos al último día de clases del año, deben completar el informe escrito y proporcionarles una copia del mismo a los padres, a más tardar, el 30 de junio de dicho año. No obstante, si el estudiante falta a la escuela tres días o más durante el período de evaluación, no se aplica la fecha límite del 30 de junio, sino que se aplica el plazo general de 45 días lectivos más prórrogas por ausencias de tres días o más.

Al completar la evaluación, el distrito o la escuela autónoma deben proporcionar a los padres una copia del informe de evaluación en forma gratuita.

Hay disponible información adicional sobre educación especial del distrito o la escuela autónoma en el documento complementario titulado *Guía para padres sobre el proceso de admisión, revisión y retiro*.

#### Persona de contacto para las remisiones de educación especial:

- La persona designada para contactar en relación con las opciones para un estudiante que experimente dificultades de aprendizaje o en relación con una remisión a evaluación para recibir servicios de educación especial es:
- Persona de contacto: Jessica Gutierrez
- Número de teléfono: 694-9688

#### Remisiones de la Sección 504:

Cada distrito escolar o escuela autónoma debe tener estándares y procedimientos en vigor para la evaluación y colocación de estudiantes en el programa de la Sección 504 del distrito o la escuela autónoma. Además, los distritos y las escuelas autónoma deben implementar un sistema de salvaguardas procesales que incluya una notificación, una oportunidad para que los padres o tutores examinen los registros relevantes, una audiencia imparcial en la que puedan participar los padres o tutores y en la que haya representación por parte de un abogado, y un procedimiento de revisión.

#### Persona de contacto para las remisiones de la Sección 504:

- La persona designada para contactar en relación con las opciones para un estudiante que experimente dificultades de aprendizaje o en relación con una remisión a evaluación para recibir servicios de la Sección 504 es:
- Persona de contacto: Dr. Patricia Tijerina
- Número de teléfono: 694-9698
- Información adicional:

- Los siguientes sitios web ofrecen información y recursos para los estudiantes con discapacidades y sus familias.
- [Marco legal del proceso de educación especial centrado en el niño](#)
- [Red de colaboradores y recursos](#)
- [Centro de Información de Educación Especial](#)

### **Special Education in Texas**

A written explanation of the options and requirements for providing assistance to students who demonstrate learning difficulties or who need, or may need, special education may be found in the Appendix section.

### **Student Placement Procedures**

Parent input is accepted and reviewed at Flour Bluff Primary during May. Every consideration is given to try and accommodate these requests within the confines of maintaining an ethnically balanced, boy/girl ratio needed in each class. Parent input forms will be available by emailing the principal. Requests will be accepted during scheduled dates communicated. No more than ten requests per teacher will be allowed.

### **Supplies**

Supply lists for first and second grade may be found in the Appendix. Some items may be collected by teachers to hold as a class set. Please check with your child's teacher to keep supplies replenished.

### **Teacher Web Pages**

Teacher web pages are available on the district website at [www.flourbluffschoools.net](http://www.flourbluffschoools.net).

- Under campuses tab, click Primary
- Under campus links, click About Us
- Scroll down to Teachers and Teacher Webpages
- Click Teacher Webpages

### **Telephone**

Office telephones are available to students for emergency purposes only (sick, injuries, etc.). Students will not be called from class for phone calls. Teachers cannot receive phone calls during instructional time. Please contact teachers before school, after school or during their assigned conference period. For safety and consistency, teachers cannot accept transportation changes. All transportation changes must be made through the reception desk, 694-9694.

### **Video recording**



Students are occasionally video-taped/photographed by local news, print media, and school personnel for performances, showcasing work, or honorable mentions. If this exposure is deemed inappropriate by parents/guardians, please notify the office in writing.

# APPENDIX

## Primary School Positive Behavior Initiative

The Primary School participates in the district's Positive Behavior Initiative and Support (PBIS) program. The following information is an overview of the discipline management system we have in place for the welfare and safety of each student on our campus.

### Primary School Rules and Behavior Expectations

#### Be Safe

#### Be Respectful

#### Be Responsible

There are three Expectations that are taught school wide. Each of these expectations have specific behaviors under their categories that are directly taught by the teachers and other Primary School staff members throughout the year. The expectations are taught in a positive manner at the beginning of the school year and reinforced throughout the year by all staff. It is our goal to teach all children to be responsible for their actions, to focus on behaviors that are positive, and to help children change behaviors that are not appropriate. It is our intention to help our students realize that the choice to follow the expectations and enjoy the rewards of their efforts is theirs, just as it is their choice to disregard them and accept consequences. We hope that positive responses are a natural, consistent part of our approach that will inspire our students to demonstrate respect, responsibility, and safety.

Students can earn "Golden Buzzy slips" for demonstrating those expectations in all settings of the school. Golden Buzzy winners are drawn and announced weekly. Teachers also give buzzy slips within the classroom to earn privileges decided by the teacher. In addition, students celebrate the end of each 9-week grading period as participants of Good Choice Club, when they have not had any office discipline referrals or more than 5 marks in the PBIS student folder during a 9-week period. Celebrations may be in the form of a game day, a movie in the auditorium/classroom, inflatable activities, field trips etc. It is our sincere hope that each student's experience at the Primary School is a positive one. In order to accomplish that, parent support is vital. We are excited about the opportunity to share your child's learning experiences with you and we encourage you to discuss the school expectations on a regular basis. There are posters displayed throughout the campus detailing the specific behaviors we are looking for. Come by to visit us and see how the students and staff are demonstrating the power of positivity!

***All consequences are intended to provide all students with a safe and respectful learning environment as well as help develop responsibility and positive self-esteem. Serious code of conduct violations will result in an automatic office referral.***

## Flour Bluff Primary Student/Parent/School Compact 2020-2021

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**In accordance with the Every Student Succeeds Act, each school must develop a school-parent compact. The compact outlines how the school staff, parents and students will share responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve to their highest potential.**

### **Student Pledge**

- ✓ I pledge to come to school on time each day unless I am sick.
- ✓ I pledge to show respect for myself, fellow students, the school and other adults.
- ✓ I pledge to do my best in behavior and school tasks and work cooperatively with other students and adults.
- ✓ I pledge to give my parents all notices and school information received from the school.
- ✓ I pledge to know and follow school rules and dress code.
- ✓ I pledge to do my homework daily, ask for help when needed and return it the next day.
- ✓ I pledge to read every day outside of school time.

### **Parent Pledge**

- ✓ I pledge to make sure my child attends school on time each day unless sick.
- ✓ I pledge to know and reinforce school rules with my child and support my child's teacher and school with discipline expectations.
- ✓ I pledge to ensure my child follows the dress code.
- ✓ I pledge to communicate regularly with my child and my child's teacher regarding his/her progress.
- ✓ I pledge to establish a time and place for homework every day and make sure it is returned to school.
- ✓ I pledge to assist my child in reading outside school time each day and monitor TV and computer usage.
- ✓ I pledge to participate in school activities such as decision making, volunteering and parent conferences.

### **School Pledge**

- ✓ We pledge to make the school a safe and positive learning experience each day.
- ✓ We pledge to treat children and families with dignity and respect at all times.
- ✓ We pledge to provide high quality curriculum and instruction aligned with the state standards.
- ✓ We pledge to participate in professional development opportunities to improve teaching and learning and support family & community partnerships.
- ✓ We pledge to provide a variety of teaching strategies, interventions, meaningful material and emerging technology to maximize student potential and individual learning styles.
- ✓ We pledge to be available for parent conferences upon request and return phone calls in a timely manner.
- ✓ We pledge to communicate regularly with parents and students about student progress, behavior and school/district/community activities.
- ✓ We pledge to provide opportunities for parents to volunteer and participate in school activities.

Student Signature: \_\_\_\_\_  
Teacher Signature: \_\_\_\_\_  
Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_  
Date: \_\_\_\_\_  
Date: \_\_\_\_\_





# FLOUR BLUFF ISD

## AUGUST

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## SEPTEMBER

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## NOVEMBER

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## LEGEND

- New Staff Inservice
- Inservice (Student Holiday)
- Staff Preparation Day
- First / Last Day of School
- Holiday (District-wide)
- Six Week Reporting Period Begins
- Six Week Reporting Period Ends
- STAAR/EOC Test Days
- High School Graduation
- Student Holiday / Staff Weather Day
- Student Half Day / PM Inservice
- Nine Week Reporting Period Begins
- Nine Week Reporting Period Ends

## PROGRESS REPORT DATES

**ECC & Primary – 9 Week Grading Period**  
Sept. 16, Nov. 10, Feb. 3, Apr. 14

**Elementary, Intermediate, Junior High & High School – 6 Week Grading Period**  
Sept. 3, Oct. 15, Dec. 3, Jan. 28, Mar. 25, May 13

## REPORT CARD DATES

**ECC & Primary – 9 Week Grading Period**  
Oct. 14, Jan. 6, Mar. 17, May 26

**Elementary & Intermediate – 6 Week Grading Period**  
Sept. 24, Nov. 5, Jan. 7, Feb. 25, Apr. 22, May 26

**Junior High & High School – 6 Week Grading Period**  
Sept. 25, Nov. 6, Jan. 8, Feb. 26, Apr. 23, Jun. 4

## FEBRUARY

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## APRIL

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## JULY

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## School Supply List

2020-2021

### First Grade Supply List

- |   |   |
|---|---|
| (2) Boxes of crayons (24 count)                                       | (2) Bottles of hand sanitizer (12 oz.)          |
| (1) Bottle of white glue (8 oz.)                                      | (2) Large boxes of facial tissue                |
| (6) Large glue sticks   | (2) Containers of disinfecting wipes            |
| (2) Large pink erasers  | (1) Box of gallon freezer bags (girls)          |
| (36) #2 sharpened pencils   | (1) Box of snack size bags (boys)               |
| (1) Pkg. washable markers   | (1) Headphones (not earbuds) for technology use |
| (1) Pointed tip student scissors                                      |   |
| (1) Regular size plastic school box                                   |   |
| (2) Spiral notebooks- wide rule (red, blue, yellow, green, 70 count)  |   |
| (4) Dry erase markers ( <b>black</b> , low odor)                      |   |
| (5) Sturdy <b>plastic</b> folders with brads & pockets (solid colors) |   |
| (1) <b>Primary</b> composition book                                   |   |

### **Optional:**

- (1) Paper towels (girls)
- (1) Paper plates (boys)
- (1) Pkg. watercolors
- (1) Pkg. of colored pencils
- (1) Bottle of Lysol spray

### Second Grade Supply List

- |   |  |
|---|--|
| (1) Bottle of white glue (8 oz.)                                      | (4) Dry erase markers ( <b>black</b> , low odor) |
| (6) Large glue sticks   | (2) Large boxes of facial tissue                 |
| (4) Spiral notebooks (70 count-solid colors)                          | (1) Pointed tip student scissors                 |
| (2) Boxes of crayon (24 count)  | (1) <b>Primary</b> composition book              |
| (2) Large pink erasers  | (1) Headphones (not earbuds) for technology use  |
| (36) #2 sharpened pencils   |  |
| (4) Sturdy <b>plastic</b> folders with brads & pockets (solid colors) |  |
| (1) Regular size school supply <b>pouch</b>                           |  |
| (1) Pkg. of washable markers  |  |
| (1) Box of gallon freezer bags (girls)                                |  |
| (1) Box of snack size bags (boys)                                     |  |
| (2) Bottles of hand sanitizer (12oz.)                                 |  |
| (2) Containers of disinfecting wipes                                  |  |

### **Optional:**

- (1) Pkg. 3x5 index cards
- (1) Pkg. of colored pencils
- (1) 12 in. standard ruler
- (1) Pkg. of wide rule notebook paper
- (1) Pkg. watercolors
- (1) Bottle of Lysol spray

### **PLEASE NOTE:**

ROLLING BACKPACKS ARE NOT ALLOWED FOR SAFETY REASONS.  
NAME IS NOT NEEDED ON ALL SUPPLIES. ITEMS FOR WHOLE CLASS USE.

## *School Nutrition Department* 2020-2021 Charge Policy

Students in Grades Pre-K - K may charge a maximum of 7 days of Lunch meals  
Students in Grades 1-4 may charge a maximum of 7 days of Lunch meals  
Students in Grades 5-6 may charge a maximum of 7 days of Lunch meals  
Students in Grades 7-12 may charge a maximum of 5 days of Breakfast/Lunch meals

An automated system call out is made on Mondays, Wednesdays, & Thursdays for students who fall below a credit balance of \$2.00 and for students who have a negative balance. If parents/guardians have a financial issue, please call 361-694-9022. Prepayments 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.

Applying for the Free and Reduced program is allowable at any time of the year should your financial situation change. You may apply online or call 361-694-9022 for an application to be mailed to you or any campus should have an application available. The application is processed the day it is received in the Central Kitchen if all the information is complete.

A "Courtesy" meal may be provided to students after the maximum number of charges have been accumulated. Students are not charged for this "Courtesy" meal.

The Head Cashier in the Central Kitchen notifies parents when a courtesy meal has been given to a student. It remains the responsibility of the student and parents to send money to school for meals.

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