

# Curriculum Night 2023-2024 Tamarron Elementary



**don't stop  
believing**

# Administrator Contact Information

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# Behavior Expectations

Work Habits	Social Behavior
<ul style="list-style-type: none"> <li>• USES TIME WISELY</li> <li>• LISTENS ATTENTIVELY</li> <li>• FOLLOWS DIRECTIONS</li> <li>• PARTICIPATES</li> <li>• COMPLETES HOMEWORK</li> <li>• WORKS INDEPENDENTLY</li> </ul>	<ul style="list-style-type: none"> <li>• DISPLAYS POSITIVE ATTITUDE</li> <li>• RESPECTS AUTHORITY</li> <li>• RESPECTS OTHERS</li> <li>• EXERCISES SELF-CONTROL</li> <li>• WORKS WELL WITH OTHERS</li> </ul>

## WORK HABITS AND SOCIAL BEHAVIORS ON THE REPORT CARD:

- 0-5 marks for work habits or social behaviors results in an S on the report card in that area
- 6-10 marks for work habits and social behaviors results in an N on the report card in that area
- 11+ marks for work habits or social behaviors results in a U on the report card in that area

An office referral will result in an N on the report card.

**OVERALL CONDUCT: 0-10 marks = S, 11-20 marks = N, 21+ marks = U**





# Guided Reading/Literacy Circles

As part of our Balanced Literacy curriculum, teachers will differentiate reading instruction through Guided Reading.

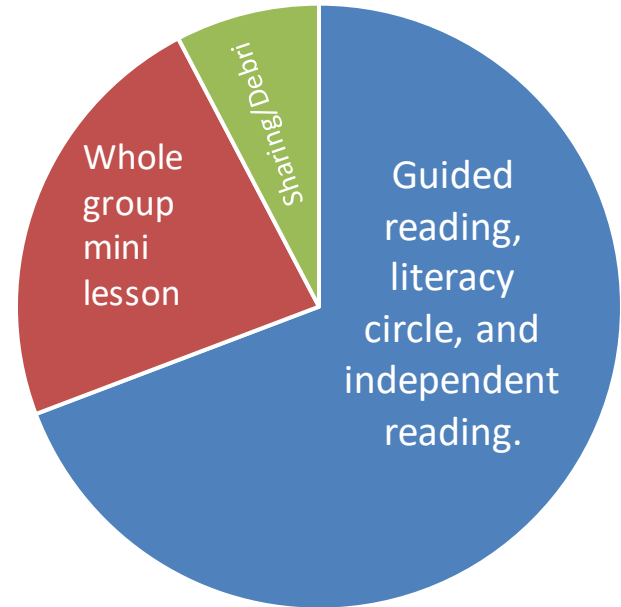
Teachers will use assessment data to plan and adjust small group Guided Reading lessons. Groups will be flexible and will focus on specific strategies and skills needed by students.

Students will rotate between literacy-based activities, independent reading, and meeting with the teacher as part of our Reader's Workshop approach.



# Reader's Workshop

Reader's Workshop is a balanced literacy model. It begins with a whole group lesson, then moves to guided reading and literacy circles, and ends with students sharing what they have been reading.



# Guided Reading Assessment (GRA Testing)

Each year, students are assessed through the GRA program. This a district assessment tool that helps the teacher understand what reading level a student is currently at and allows for students to receive instruction at that level.

Reading Level Expectations	
Grade Level	End-of-Year Expected Level
Kindergarten	D(6)
1 <sup>st</sup> Grade	I (16)
2 <sup>nd</sup> Grade	M (28)

Reading Level Expectations	
Grade Level	Expected Level Range
3 <sup>rd</sup> Grade	N-P
4 <sup>th</sup> Grade	Q-S
5 <sup>th</sup> Grade	T-V

Your child's teacher can give you ideas on how to work with your child at home to increase their reading level.



# Writer's Workshop

- Shared/Modeled Writing

Teacher thinks aloud while modeling writing

- Guided Writing

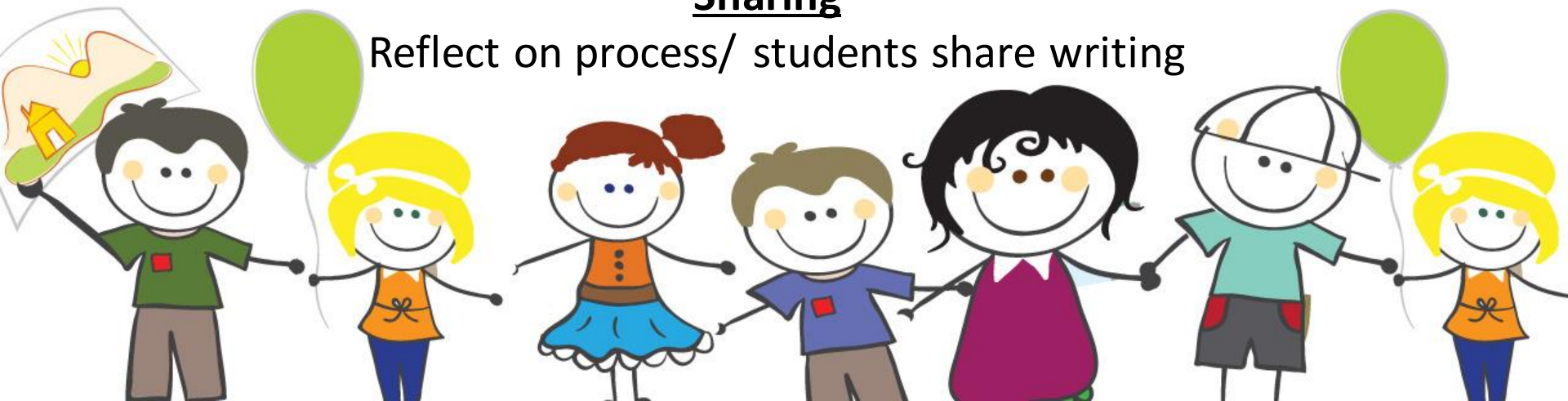
A needs-based group activity

- Conferring/Independent Writing

Student led; conferring with teacher and writing independently

- Sharing

Reflect on process/ students share writing





# Guided Math

Implementation of guided math consists of:

- ❑ Numeracy routines: daily - designed to foster conceptual math thinking and build numerical reasoning
- ❑ Number Talks: 3 days a week to support the development of students' ability to articulate and share mental math strategies
- ❑ Whole group instruction: 3-4 days a week, primarily to introduce a new concept or topic as a mini-lesson
- ❑ Small group instruction: 3-4 days a week so that teachers can effectively monitor student understanding and tailor instruction to meet needs of all students
- ❑ Math workstations: 3-4 days a week during the guided math cycle



# LCISD Problem Solving Model

In mathematics, students continually use problem-solving, language and communication, and reasoning (justification and proof) to make connections within and outside mathematics. The LCISD problem solving model is a method in which students use a three-step process called the 3 Reads Protocol to understand and solve a math word problem.



# 3 READS PROTOCOL

1

Read for context

2

Read to understand the quantities and their relationships

3

Read to determine what mathematical questions we could answer



# LCISD PROBLEM SOLVING

## 3 READS PROTOCOL

The 3 Reads Protocol helps students visualize problems, contextualize the numbers, and distinguish between necessary and extra information.

1. **Read for context:** *What is the story about?*

Draw a model that could represent the story and label the parts of the model.

2. **Read to understand the quantities and their relationships:** *What are the numbers in the story? What do they mean? How are they related?*

Carefully place the numbers from the story into the model.

3. **Read to determine what mathematical questions we could answer:** *What mathematical questions could we answer using the information in this problem?*

Brainstorm questions that could be asked.

4. **Solve:** *Does your model represent the story? What strategies can you use to solve?*

Provide the question for the problem. Verify that the model created accurately depicts the story. Solve and justify your answer.

5. **Check:** *Is your solution reasonable?*

Evaluate your answer.

## PS STRATEGIES

1. Draw a Picture
2. Make a Model
3. Make a List
4. Make a Chart or Table
5. Look for a Pattern
6. Act it Out
7. Work Backwards
8. Guess and Check
9. Use Logical Reasoning
10. Find a Pattern or Rule
11. Write a Number Sentence
12. Write an Equation
13. Use Objects
14. Simplify the Problem
15. Estimate





# Problem Solving at Tamarron Elementary

- At Tamarron, teachers will implement problem solving with fidelity.
- The 3 Reads Protocol helps students visualize problems, contextualize the numbers, and distinguish between necessary and extra information.
- Students will have time for guided and independent practice in the classroom.



# DreamBox

- Each child will have access to DreamBox, a math program that connects in-class learning to at-home math practice.
- Students are engaged as they explore the math game world, where they answer questions to complete epic quests and earn in-game rewards.
- Educators and parents can visualize student progress, align in game questions with current math skills and motivate math.
- The top 3 weekly winners will be posted outside of the classroom. These names will be collected and a raffle will be held at the end of each nine weeks and prizes will be awarded.
- DreamBox login information is coming soon for those who don't have access yet!



# LCISD Grading Policy

- All graded work must be completed at school.
- Any work that is to be graded will not be sent home for completion.
- Students will not be given make-up work ahead of time when parents remove their children for trips during school days.
- Late Work Policy – Work not received within the grading period will result in a zero. Extenuating circumstances will be reviewed by campus policy.



# Grading – ELAR & Math

- 7 Minor Grades at 70%
- 2 Major Grades at 30%

# Grading – Language, Science & SS

- 5 Minor Grades at 70%
- 2 Major Grades at 30%





# Reassessment (Major Grades)

- The teacher shall provide ONE reasonable opportunity to reassess failure to master the TEKS on each major grade.
- The teacher will provide an alternate assignment for reassessment of major grades.
- The highest possible grade that can be earned and recorded on the reassessment is a 70.
- Minor grades are not subject to reassessment guidelines.
- The teacher will make a note in the electronic grade book of the date and grade of the reassessment. Original grades will be recorded in the notes section.



# Dual Language Information

## Bilingual English- Biliterate Reading Zones Pacing Guide (K-2)

English GRA (Next Step Guided Reading Assessment)

	First Nine Weeks			Second Nine Weeks			Third Nine Weeks			Fourth Nine Weeks		
	3 weeks	6 weeks	9 weeks	3 weeks	6 weeks	9 weeks	3 weeks	6 weeks	9 weeks	3 weeks	6 weeks	9 weeks
<b>K</b>	Pre-A	Pre-A	Pre-A	Pre-A	Pre-A	Pre-A	A (1)	A (1)	A (1)	A (1)	A-B (1-2)	B (2)
<b>1</b>	B (2)	C (3/4)	<b>C (4)</b>	C (4)	C-D (4-6)	<b>D (6)</b>	D-E (6-8)	E (8)	<b>E (8)</b> <small>(jumping records)</small>	E-F (8-10)	F (10)	<b>F (10)</b>
<b>2</b>	F (10)	F-G (10-12)	<b>G (12)</b>	G (12)	G-H (12-14)	<b>H (14)</b>	H (14)	H/I (14-16)	<b>H (14)</b> <small>(jumping records)</small>	I (16)	I (16)	I (16)

Bolded levels are the expected instructional level at the end of each nine weeks determined by the GRA assessment.

## Bilingual Spanish HMH ¡Arriba la Lectura! Pacing Guide (3-5)

Bilingual Spanish Expectations - Required for 3-5 Bilingual students.

	Grades 3-5 Spanish Reading Level Expectations		
	Beginning-of-Year	Middle-of-Year	End-of-Year
<b>3<sup>rd</sup> *</b>	N-P	N-P	P/38
<b>4<sup>th</sup></b>	Q-S	Q-S	S/40
<b>5<sup>th</sup></b>	T-V	T-V	V/50

## Bilingual Spanish HMH ¡Arriba la Lectura! Pacing Guide (K-2)

Bilingual Spanish Expectations - Required for K-2 Bilingual students.

	First Nine Weeks			Second Nine Weeks			Third Nine Weeks			Fourth Nine Weeks		
	3 weeks	6 weeks	9 weeks	3 weeks	6 weeks	9 weeks	3 weeks	6 weeks	9 weeks	3 weeks	6 weeks	9 weeks
<b>K</b>	Pre-A	A (0-1)	<b>A (1)</b>	A (1)	A-B (1-2)	<b>B (2)</b>	B (2)	C (3-4)	<b>C (3-4)</b> <small>(jumping records)</small>	C-D (4-6)	D (6)	D (6)
<b>1</b>	D (6)	D-E (6-8)	<b>E (8)</b>	E (8)	E-F (8-10)	<b>F (10)</b>	F-G (10-12)	G-H (12-14)	<b>H (14)</b> <small>(jumping records)</small>	H (14)	H-I (14-16)	<b>I (16)</b>
<b>2*</b>	I (16)	I-J (16-18)	<b>J (18)</b>	J-K (18-20)	K (20)	<b>K (20)</b>	K-L (20-24)	L (24)	<b>L (24)</b> <small>(jumping records)</small>	L-M (24-28)	M (28)	<b>M (28)</b>

Bolded levels are the expected instructional level at the end of each nine weeks.

## Bilingual English- Biliterate Reading Zones Pacing Guide (3-5)

English GRA (Next Step Guided Reading Assessment)

Bilingual English Expectations - Required for 3-5 Bilingual Students.

	Grades 3-5 Bilingual GRA Level Expectations		
	Beginning-of-Year	Middle-of-Year	End-of-Year
<b>3<sup>rd</sup></b>	J-M	J-M	M/28
<b>4<sup>th</sup></b>	N-P	N-P	P/38
<b>5<sup>th</sup></b>	Q+	Q+	Q+

Refer to the District Testing Calendar for specific testing window.



# TELPAS Information

2/20/2023 - 3/22/2023

- TELPAS State Assessments K-5  
For all ESL and Dual students

Coming soon: Exact dates will be added to our calendar



# Skyward Family Access

- Allows parents to track student grades and progress
- Go to [www.lcisd.org](http://www.lcisd.org) and click on the Family Access button at the top of the page.
- Sign in with your username and password.
- Update all email addresses associated with your account.





# Parent Conference Dates

- Teachers will meet with parents to review student progress for the first nine weeks.
- Zoom meetings for Report Card Conferences will be held during the week of \_\_\_\_\_.
- The first nine weeks report card will be distributed after the conference.



# MAP Growth

## Measures of Academic Progress® Growth

Gives immediate data and dynamic, interactive reports

Challenging, appropriate, and dynamic

Provides immediate results for students

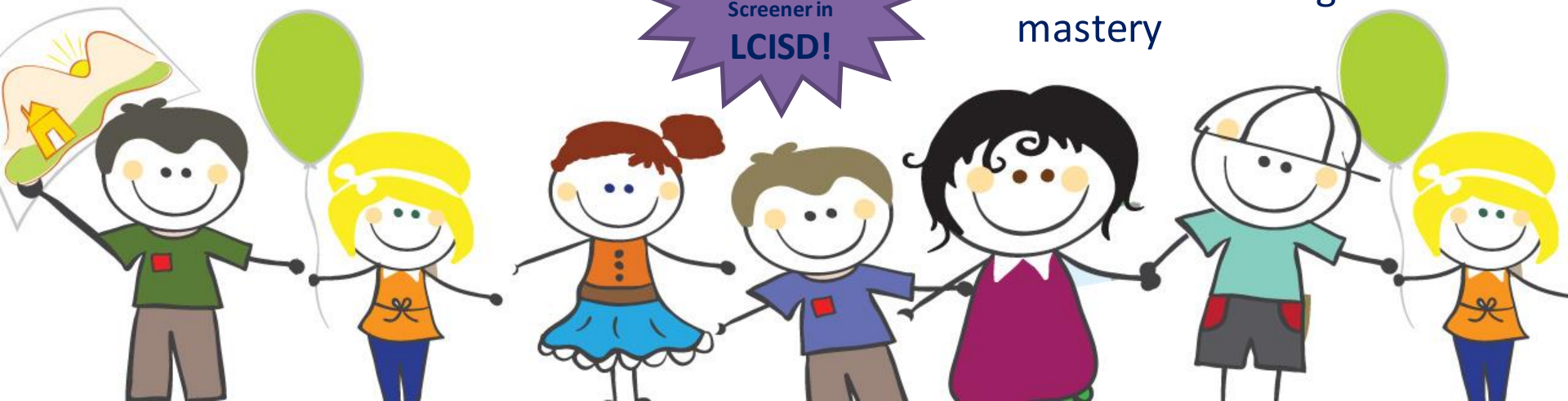
Untimed and can be done in more than one session

Can be measured up to four times per year

### What's the purpose of administering MAP® Growth?

- Measures growth over time
- Identifies instructional level with TEKS alignment
- Informs instructional decisions and provides a road map for students towards achieving mastery

This is our new Universal Screener in LCISD!



# STAAR (State of Texas Assessment of Academic Readiness) by Grade

Grade Level:	Subject:	Subject:	Subject:
3 <sup>rd</sup> Grade	Reading	Math	
4 <sup>th</sup> Grade	Reading	Math	
5 <sup>th</sup> Grade	Reading	Math	Science



# STAAR (State of Texas Assessment of Academic Readiness)

- ❑ Questions designed with a higher cognitive complexity level to match the TEKS
- ❑ Emphasis on critical thinking and reading across different genres
- ❑ Assessing process skills with content skills in mathematics
- ❑ Question types (include written, drag and drop, hot text, etc.)
- ❑ SCR (short constructed response) - the student will give a brief explanation in their own words to demonstrate their understanding of the content.
- ❑ ECR (extended constructed response) - will require the student to provide an in-depth response by explaining, analyzing, and evaluating information in a reading selection or stimulus.
- ❑ STAAR is timed – 1 school day





# STAAR (State of Texas Assessment of Academic Readiness)

Testing Window (2023-2024):

3 <sup>rd</sup> – 5 <sup>th</sup> ELAR	5 <sup>th</sup> Science	3 <sup>rd</sup> – 5 <sup>th</sup> Math
4/9 – 4/12	4/16 – 4/19	4/23 – 4/26



# Library Reading Programs

This year we will be participating in three different Beanstack Reading Challenges (Fall, Winter, Spring). Beanstack is a program located on Classlink and is used for tracking student reading minutes and other reading challenge activities.

Be on the lookout for more information throughout the year from our librarian Mrs. LeCompte on how your child can participate in our Beanstack Reading Challenges. We hope to get as many students participating as possible, so we can spread the love of reading to our Timberwolves! We also want our Timberwolves to have the chance to earn prizes and recognition for all their hard work!

Be sure to follow the Tamarron Facebook page for updates throughout the school year.



# Library Reading Programs

Our first Beanstack Challenge is called "***The Back to School Reading Challenge***" and it will run through September 30th. This is how the challenge will work:

1. Students will read books at home and in class, log their minutes in Beanstack to earn badges, and complete activities in Beanstack to earn badges.
2. Once they have completed the whole challenge, students will be eligible to be entered in the District Drawings!



# Counselor's Corner

- **Counseling services-** Your child can participate in the following when needed:
  - Small group/one-or-one counseling for on campus students.
  - Please contact the counselor if you are needing assistance.
- **Character Counts-** Your child will be learning about 6 core values that will help prepare your child to succeed in school, live happy, worthy, and fulfilling personal lives, and become engaged, responsible and productive citizens.
  - On campus students will receive character lessons for each pillar.





# Counselor's Corner

- **No Place for Hate-** Our school will continue to participate in No Place For Hate. Activities will be available for both virtual and face to face students.
- **Contact information for Mrs. Holden**
  - [Lekia.holden@lcisd.org](mailto:Lekia.holden@lcisd.org)
  - 832-223-5700



# Birthday Guidelines

- Flowers, balloons, pencils, invitations and any other treats in honor or recognition of a child's birthday cannot be delivered or distributed at school.



# Tardy Policy

- Students are counted as tardy if they are not in the classroom by 7:45 a.m.
- Students with excessive tardiness will be referred to the attendance committee for consideration of ISS and a home visit by the social worker.



# Attendance Policy

- Excused absences include Holy Days, death in the immediate family, medical appointments, and personal illness.
- If absent, send a signed note on the day the child returns to school. Medical verification from a doctor may be required.
- Parents of students with excessive absences will attend a meeting with the Attendance Review Committee.





# Attendance

- Official attendance taking time is at 8:45 a.m. each day
- When absent, a student must bring a note signed by parent or medical professional giving the date(s) of the absence(s) and describing the reasons for the absence.
- The absence will be documented as excused or unexcused.
- A student absent for more than five consecutive days because of personal illness, must bring a statement from a doctor.
- A student is considered tardy if they are not in the building by the 7:45 bell.



## Response to On Campus Absences

- 3 Unexcused absences  
**Skyward parent letter & phone call**
- 5 Unexcused absences  
**Parent meeting with Attendance Review Committee**
- 6 Unexcused absences  
**Social Worker visit**
- 8 Unexcused absences  
**Parent meeting with Administrator**  
*(notification of truancy at 10 unexcused absences)*
- 10 Unexcused absences  
**Truancy filed**

## Response to On Campus Tardies

- 3<sup>rd</sup> Tardy  
**Parent phone call**
- 4<sup>th</sup> Tardy  
**Detention at recess**  
*\*Subsequent tardies will result in ongoing detention*
- 5<sup>th</sup> Tardy  
**Parent meeting with Administrator**
- 6<sup>th</sup> Tardy  
**Attendance Review Committee**
- 7<sup>th</sup> Tardy  
**In-school suspension**
- 8<sup>th</sup> Tardy  
**Social Worker Visit**



# Dress Code

- Shirts/blouses may be: Any collared, T-shirts and other pull-over tops, Sweatshirts, School designs/logos, brand names and/or other appropriate words are acceptable. Shirts and blouses must be buttoned in accordance with design and appropriateness.
- Pants: Acceptable pants/slack are worn at the waist, belted, if appropriate, and not “baggy”. No holes or tears above mid-thigh that expose skin are acceptable unless worn over leggings or tights. Leggings worn as pants must be accompanied by a shirt/dress/skirt/shorts covering to mid-thigh length.
- Shorts: Acceptable shorts are no shorter than mid-thigh for all grades.
- Dresses/skorts/skirts are: Worn at the waist (skirts/skorts), No shorter than mid-thigh for all grades. Dress tops must meet the guidelines requirements



# Dress Code

- Shoes must be: Worn at all times, Chosen for safety and health reasons and for quietness. Athletic shoes with a rubber sole, closed toes, and full support around the heel should be worn for PE and recess.
- Accessories: Earrings, hair jewelry, watches, bracelets, rings, and necklaces that are not a safety hazard or create a material/substantial disruption may be worn.
- Hats, caps, sport headbands, bandanas, headcovers, or scarves shall not be worn indoors except in the interest of religious practices, safety, cleanliness, or with the permission of the principal.
- No backless shoes, flip flops, overalls, hats, caps, scarves, skate shoes, sweat pants, or rolling backpacks are allowed.





# SMART Tag

- Student Identification Requirements: All students must always have their student ID visible. At the beginning of each school year, students shall receive a new student ID badge for no charge. Should a student need to replace their student ID a \$5.00 fee shall be charged.



# Transportation Changes

- If your child requires a transportation change, please send a note to the classroom teacher.
- Email [TESdismissalchange@lcisd.org](mailto:TESdismissalchange@lcisd.org)
  - Student First and Last Name
  - Teacher Name and Grade Level
  - Change of transportation
- You may also call the front office but no changes will be made after 2:00 p.m.



# Safety Awareness

- A campus crisis team is in place at all campuses in the district. The Frost team consists of administrators, office staff and facilitators/specialists.
- Campus Emergency Procedures Training was completed with the staff on **8/9/23**.
- District staff training is underway
  - Staff will complete district training requirements by **9/5/23**
    - Blood Borne Pathogens
    - Child Abuse
    - Emergency Go Kit Training
    - Suicide Prevention
    - Bullying
    - FERPA - Confidentiality of Records
    - Texas Cybersecurity
    - Health Emergencies – Seizures & Allergies
  - Fire Drills will take place monthly
  - Additional drills are conducted each semester such as Lockdown, Duck and Cover, Evacuation, & Shelter-in-Place



# Swimming

As part of the PE Curriculum, students will participate for 10 days in water safety instruction and Red Cross swim lessons. Instructors are certified by the American Red Cross Water Safety. LCISD will provide bus transportation to and from the Foster High School Natatorium. During swimming instruction, students will be under adult supervision at all times. More information will be sent home to parents at a later date.

Start: Wednesday, 8/30





# Personal Items

Please make sure your child's name is on all personal items, such as supplies, lunch kits, sweaters, jackets, etc.



# Newsletters

Newsletters can be accessed through Canvas this year. Canvas is the Lamar CISD online learning portal. Newsletters will be uploaded to Canvas as an announcement for you to view.



## Canvas Parent/Guardian Accounts

*What is Canvas? Canvas is Lamar CISD's online learning portal. Canvas provides parents and guardians "view only" access to see your student's online course work. This allows you access to information such as calendar reminders, announcements, student assignments, & instructional notes. As LCISD teachers begin using Canvas throughout the school year, you will see valuable information in Canvas!*

Parents can learn more about what Canvas has to offer here:

<https://www.lcisid.org/students-parents/canvas-information>

Each video is full of valuable information!

Before You Log In To Canvas for the First Time

What do I need to get started?

**You must know...**

- ✔ The email address associated with your Skyward Family Access account.

**NEED HELP?** Log in to Skyward Family Access <https://goo.gl/CKEUEu> & tap My Account to add or update your email address.

*Having Trouble?*

- Forgot Skyward Family Access Username/Password - <https://goo.gl/XftKb9>
- Report Other Skyward Family Access Issues - <https://goo.gl/nf477A>

*Please note...once the email address has been successfully added or updated in Skyward, it may take up to a week for Skyward to "push" this email address into Canvas.*

Create a Password to Access your Canvas Account

Visit <http://canvas.lcisid.org/>

1. Tap "Forgot Password"
2. Username: Enter the email associated with your Skyward Family Access account
3. Tap "Request Password"
4. Open your email. Follow the prompts found in your email to change your password.

Log in to Canvas

After you have gone through the steps above to create a Password for your Canvas Account, you can access Canvas using your parent credentials online, or through the Canvas App!

Visit <http://canvas.lcisid.org/>

Download on the App Store

<https://goo.gl/uE67HM>

GET IT ON Google Play

<https://goo.gl/XK1ebi>

Update Notification Settings

**Add Cell Number -**

- Tap Account
- Tap Settings
- [+ Contact Method](#)
- Add Cell Number, Select a Carrier & Tap Register SMS
- Follow the prompts in your "Text Messages" on your Cell Phone to confirm.

**Recommended Notification Settings-**

- Announcement
- Conversation Message
- Administrative Notifications

View Course Announcements

- By default, important course announcements will be emailed to the email address listed in Skyward Family Access.
- If you would like to see ALL course announcements...

**Log into Canvas - <http://canvas.lcisid.org/>**

1. Select a Course
2. Tap "Announcements"
3. Tap the Title of any Announcement to view details.

**IMPORTANT:** If you do not see the "Announcement" button in a course, then no announcements are currently posted for that course.



# Notes from the Nurse

## Exclusion Criteria If Your Child Is Sick:

- Children must be free of fever (**less than 100.0 degrees**) for **24 hours** without the use of fever-reducing medication (such as Tylenol or Advil) before returning to school.
- Any student with diarrhea illness must be excluded until they are diarrhea free **for 24 hours**.
- Children that have vomited (**2 or more times within 24 hours**) must be excluded for at least 24 hours and must be eating and drinking without any problems.
- If your child is severely ill or is known to have (or suspected to have) a contagious health condition, please visit a doctor for medical clearance to return.

**Please contact the school nurse if your child has been diagnosed with a contagious condition** such as pink eye, strep throat, chicken pox, head lice, impetigo, ringworm, flu, vomiting, and/or diarrhea.

The district is also required to report certain contagious (infectious) diseases or illnesses to the Texas Department of State Health Services (TDSHS) or our local/regional health authority. Feel free to contact the school nurse if you have questions or are concerned about whether your child should stay home.

- If your child has tested positive for **COVID**, please notify the school nurse. There is a 5-day quarantine period from the onset of symptoms or a positive test date.

Crystal Castaneda, RN

School Nurse

[crystal.castaneda@lcisd.org](mailto:crystal.castaneda@lcisd.org)

Clinic: 832-223-5706

Fax: 832-223-5701



# Parent/Guardian Expectations



## Parent/Guardian Standards of Conduct

Lamar CISD welcomes parents and guardians to be engaged and involved in student academics and activities. Mutually respectful behavior at school campuses and in interactions with campus staff is essential for fostering a positive and productive school environment. Establishing clear parent/guardian standards of conduct sets expectations and creates a respectful and supportive atmosphere for everyone involved.

**Safety and Security:** Parents/guardians must comply with safety and security protocols on campus, including sign-in procedures and visitor badges.

**Adherence to School Policies:** Parents/guardians must familiarize themselves with school policies and follow them, including rules related to student drop-off and pick-up, dress code, and behavior expectations.

**Respectful Communication:** Parents/guardians must communicate with school staff in a respectful and courteous manner. This includes using appropriate language, listening to staff members' perspectives, and refraining from disrespectful or aggressive behavior.

**Appropriate Use of Technology:** Parents/guardians are expected to use technology, such as email or messaging apps, responsibly when communicating with school staff.

**Appropriate Time and Place:** Parents/guardians are expected to understand the appropriate times and locations for discussions with teachers or school staff. There may be designated parent-teacher conferences or specific office hours when staff can address concerns.

**Privacy and Confidentiality:** Parents/guardians must respect the privacy and confidentiality of other students and families. Discussions about individual students must be conducted privately and not shared with others.

**Conflict Resolution:** Parents/guardians are expected to engage in constructive conflict resolution if they have concerns or disagreements with school staff. This includes seeking appropriate channels for dispute resolution and avoiding confrontations on campus.

**Feedback and Suggestions:** Parents/guardians should feel welcome to provide feedback and suggestions to the school administration but should do so in a constructive and respectful manner.





# Parent/Guardian Expectations



## Estándares de Conducta para Padres/Tutores

Lamar CISD invita a los padres y tutores a comprometerse e involucrarse en las actividades académicas de sus hijos. El comportamiento de respeto mutuo tanto en los planteles escolares como en la interacción con el personal en el plantel es esencial para poder fomentar un ambiente escolar positivo y productivo. El establecer normas de conducta claras para los padres/tutores establece una atmósfera de respeto y de apoyo para todos los involucrados.

**Seguridad y protección:** Los padres/tutores deberán cumplir con los protocolos de seguridad en el campus, lo que incluye los procedimientos de ingreso a la escuela y los gafetes de identificación para visitantes.

**Cumplimiento de las políticas escolares:** Los padres/tutores deben familiarizarse con las políticas de la escuela y acatarlas, las cuales incluyen las normas relacionadas con el dejar y recoger a los estudiantes, el código de vestimenta y las expectativas de comportamiento.

**Comunicación basada en el respeto:** Los padres/tutores deben comunicarse con el personal de la escuela de manera respetuosa y cortés. Esto incluye utilizar un vocabulario apropiado, prestar atención a los puntos de vista de los miembros del personal y abstenerse de comportamientos irrespetuosos o hostiles.

**Uso apropiado de la tecnología:** Se espera que los padres/tutores hagan uso responsable de la tecnología, como por ejemplo el correo electrónico o las aplicaciones de mensajería, al comunicarse con el personal de la escuela.

**Lugar y horarios apropiados:** Se espera que los padres/tutores conozcan los horarios y lugares apropiados para hablar con los maestros o personal de la escuela. Es posible que se organicen reuniones de padres y maestros a una hora de oficina específica en las que el personal pueda tratar asuntos delicados.

**Confidencialidad y privacidad:** Los padres/tutores deben respetar la privacidad y confidencialidad de los demás estudiantes y familias. Las conversaciones sobre un estudiante en particular deben llevarse a cabo en privado y no compartirse con otras personas.

**Resolución sobre desacuerdos/conflictos:** Se espera que los padres/tutores participen en la resolución constructiva de problemas si existiese alguna preocupación o desacuerdo con el personal de la escuela. Esto incluye buscar los medios adecuados para la resolución de estos evitando confrontaciones en el campus.

**Comentarios y sugerencias:** Los padres/tutores deben sentirse en libertad de hacer comentarios y sugerencias a la administración de la escuela, siempre y cuando lo realicen de una manera constructiva y respetuosa.



# Lunch Visitor Schedule

- Lunch visitors will be allowed to eat lunch with their student on the class's designated days with a max of 2 visitors per child (this includes any siblings). Please follow all school procedures and sign in at the office for a visitor's badge. All visitors must be listed in Skyward or accompanied by an adult that is listed in Skyward. PLEASE NOTE: We will not have campus visitors until the week of August 28<sup>th</sup>.
- Teacher will post their specific dates for lunch visitors [HERE](#)



# Thank you for coming!

