

# Frank Porter Graham Bilingüe Parent Handbook

Home of the Flying Lions



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## Parent Handbook

**Mission:** Ensure that all students are bilingual and biliterate and develop cultural awareness.

**Vision:** A community of excellence and equity providing a rigorous bilingual educational program that supports and challenges each student, eliminating any achievement gap.

**Beliefs:**

- Eliminate the achievement gap for LEP students, Latino, African-American, and/or economically disadvantaged students
- Provide the most effective and evidence-based practices to support Limited English Proficient (LEP) students
- Advance student achievement for all Dual Language students
- Create globally-minded and prepared students who work to solve real-world problems
- Recognize, advocate and take action on issues for social justice.
- Create a community comprised of students, staff, parents and community (and international) agencies and institutions that nurtures collaboration and each member feels ownership, valued and welcome.

**School Mascot:** Flying Lion

**School Colors:** Gold, Maroon, Navy

**School Motto:** ¡Sí se puede!

**Dual Language Program Model:** Our program is a two-way dual language model, with tracks of 90-10 and 50-50, meaning how much time is spent in Spanish-English instruction. Each homeroom has half dominant English speakers and half dominant Spanish speakers. Research supports two-way dual language models in that students tend to do better in academic achievement regardless of race, ethnicity or gender (for more information, please see: <http://www.cal.org/twi/guidingprinciples.htm>). Students provide language models for each other, thus raising the status of the minority language. Instruction integrates all content and is delivered through a project-based learning (<http://pbl-online.org/>) approach. Teachers plan and use intentional activities and strategies in the classroom that aid in comprehension of content while learning a language. What should you expect as dual language parent? Below are some articles and resources that will be helpful in answering some of your questions as well as the Dual Language 101 presentation.

[Dual Language 101 English](#)

[Dual Language 101 Spanish](#)

[PreK information](#)

[Interview with a Parent](#)

[CHCCS resources](#)

[Parent Questions from CAL](#) (Center for Applied Linguistics)

[Current Research from Lindholm-Leary](#)

**Global Connections:** The school centers around its place in the world. As with effective dual language pedagogy, the curriculum is integrated, providing students with experiences and connections among reading, writing, mathematics, science, social studies and health. As part of a global focus, the school has international connections, such as buddy schools around the world, international teachers and social justice projects.

**Family and Community Partnerships:** Community is an essential belief at FPG Bilingüe. We plan to build partnerships with timely and purposeful communication using tools such as our website and Friday folders, home visits, strength-based parent-teacher conferences, and cultural family oriented activities. We welcome collaboration with families and community groups to develop a core of parent and community volunteers, in which all talents are welcomed. This type of community will help us ensure a deeper cultural awareness and understanding of social justice.

**School Schedule:**

7:25- - Building opens/Students report to gym

7:40- Students dismissed from gym after morning meeting

7:50- Tardy bell rings and the Instructional Day begins

2:35-Students are dismissed

The school hours listed above should be closely followed for the safety and well-being of your child. There is no supervision provided for your child before 7:25 or after 3:00, unless the school has been notified in advance. When a child is not picked up by 2:50 without prior notice, the following will occur:

- 1st occurrence – verbal warning
- 2nd occurrence – notify parent in writing
- 3rd occurrence – Social Services will be notified.

**Delayed Openings:** CHCCS has a delayed opening each month in which students arrive 2 hours past the regular opening time. During the delayed openings, school staff engages in professional learning activities. Students should report to school at 9:25AM on those days.

**Teacher Workdays:** CHCCS has teacher workdays in which students do not attend school. These days are dedicated to professional learning, parent teacher conferences and report cards.

**Attendance:**

Students are expected to be in their seats and ready to work when the bell rings at 7:50. If your child is not in **his/her classroom** by the time the tardy bell rings, you and your child will need to report to the front office for a tardy note.

Please contact your child's teacher if your child is going to be tardy or absent.

Excused absences are defined as:

(1) personal illness or injury which makes the student physically unable to attend school-

### [CHCCS Chart of Communicable Disease Guidelines](#)

- (2) isolation ordered by the State Board of Health;
- (3) death in immediate family;
- (4) medical or dental appointments which cannot be scheduled outside of school time;
- (5) participation under subpoena as a witness in a court proceeding;
- (6) observance of an event required or suggested by the religion of the student or the student's parent(s) with prior approval by the principal; or
- (7) participation in a valid educational opportunity, such as travel, with prior approval by the principal. School administration must approve the absence. Please complete the [online form](#) when requesting an absence for educational leave. Ten days written notice should also be provided to the classroom teacher to ensure that classwork/ make-up work can be assigned.

Please note the following information:

- 3 unexcused tardies of 15 minutes or more equals 1 unexcused absence.
- Parent notification will be sent for 3 unexcused absences
- 6 unexcused absences violate the Compulsory Attendance Law and the School Social Worker will be appointed to assist the family.
- 10 unexcused absences will require further legal actions if the absences cannot be justified.

**Withdrawal:** If your child withdraws from school, please contact the data manager to complete the withdrawal form. If a child withdraws and remains in residence of CHCCS, he/she will attend the home elementary school. If a child withdraws and moves, school records will be requested by the receiving school and forwarded. Withdrawal from the magnet program is permanent, as seats are filled by other applicants.

**Medication:** Please refer to School Board Policy 6125 ([Link to Board Policy site](#)). in the Chapel Hill –Carrboro City Schools Parent Handbook, or contact the School Nurse, Janice Anderson, ext. 37102, if you have questions concerning the administration of medication to students.

## Uniform Guidelines

Show your FPGB pride by wearing our colors and adhering to the uniform guidelines. Uniforms are an expectations for all entering students beginning with Kindergarten students 2017-18. Our goal will be to achieve full compliance through the use of positive reinforcement measures.

The tables below show the components of the school uniform.

### Base Uniform

These are the essential pieces of the uniform that reflect our school colors; white, navy or burgundy top and khaki or navy blue bottom. These items are meant to be worn Monday – Friday.

SHOES OR SNEAKERS: • Style and color are student-choice.

Additional FPGB t-shirts and hoodies will be for sale before and during the school year as well.

### Uniforme Basico

Estas son las prendas esenciales del uniforme que reflejan nuestros colores de la escuela; blanco, azul marino, y borgoña y pantalón/falda caqui o azul marino. Estos artículos están diseñados para ser usados de lunes a viernes.

ZAPATOS O ZAPATO DEPORTIVO: • El estudiante puede elegir el estilo y el color.

Las camisetas y los “hoodies” de FPGB se venderán antes y durante del año escolar.

### Tops- blanco/white, azul marino/navy, burgundy



### Bottoms- caqui/khaki o/or azul marino/navy



## Behavioral Expectations

### PBIS Expectations-

#### [Frank Porter Graham Bilingual Expectations Matrix](#)

### Consequences- [positive and negative](#)

**Bullying:** The CHCCS District has a chart that outlines specific [bullying behavior and consequences](#).

<http://www.stopbullying.gov/>

**Curriculum for Antibullying:** Our School District uses the program “Second Step” to teach all students, grade Pre-Kindergarten - 5th grade about bullying and stopping bullying. “Second Step” and character education are taught weekly in every classroom.

**Character Education:** Character education is taught as part of the counseling curriculum and through classroom meetings using tools from restorative practices.

### **Mindfulness**

Our school implements the MindUp curriculum to support mindful practices throughout the school. In the beginning of the year, teachers support students in learning about their brains and practices that lead to mindful behaviors. Students use the practices each day.

### **Multi-Tiered System of Support (MTSS)**

Multi-Tiered System of Support (MTSS) is the process of providing high quality instruction and interventions matched to students' needs, monitoring student progress frequently to make changes in instruction or goals, and applying student response data to make important educational decisions.

The intensity of the instruction and interventions increase through a tiered system. The first tier is always high quality instruction at Tier 1 (Core Instruction). As a student demonstrates the need for more intensive instruction, interventions are delivered in Tier II (Supplemental Instruction). For students still requiring intensive instruction, interventions are delivered in Tier III (Individualized Instruction). These interventions are always delivered in addition to the core instruction being provided.

- 1) Providing high quality instruction and interventions matched to students' needs,
- 2) Monitoring progress frequently to make changes in instruction or goals, and
- 3) Applying student response data to important educational decisions.

MTSS is ongoing – that is the process does not end. As an instructional team, school staff will constantly evaluate the effects of our instruction, keep what is working and change what is not working.

## Curriculum, Instruction, Assessment

**NCSCoS:** Teachers follow the North Carolina Standard Course of Study, the only difference is that some of the standards are taught in English, while others are taught in Spanish. For additional information, please see <http://www.ncpublicschools.org/curriculum/>

Common core

[Math and Language Arts](#)

NC Essential Standards

[Science K-2](#)

[Science 3-5](#)

[Social Studies K-2](#)

[Social Studies 3-5](#)

[Technology K-5](#)

For complete list see [NC Essential Standards](#)

**Project Based Learning-** Students are engaged in an integrated curriculum that is project based and integrates science, social studies, writing, vocabulary and literacy. More information about project based learning can be found at following links.

<http://www.edutopia.org/project-based-learning>

<http://bie.org/>

**Progress Reports:** Progress reports are sent home once each quarter for all students.

**Report Cards:** Report Card are sent home once per quarter for all students. Review your child's report card and send signed, empty report card envelopes back to your child's homeroom teacher.

**Grading Scale:** Grade K-5 students will be assessed in each subject area using the following proficiency levels:

4 = Consistently performs in a superior manner

3= Consistently demonstrates mastery of grade level skills

2= Inconsistently demonstrates mastery of knowledge and skills

1= Insufficient mastery of knowledge and skills

+ = Exceeds the standard

√ = Meets the standard

- = Below the standard

NA = Not assessed

**Assessment:** Teachers use data from informal and formal assessments for the purposes of planning and guiding instruction. Students are assessed using a variety of formal measures including: EOGs, ARC, F & P, AIMSweb, I-Ready Math, Stamp, and the Access. More information about these assessments can be obtained from your child's homeroom teacher.

**Field Trips:** We think learning is important not only in the classroom but also outside in the community. Students will take frequent field trips to support curriculum development. Permission slips must be signed and returned in order for student to attend the field trip. Field trip scholarships are available to those in need.

**Media Center:** The media center is open for circulation before, during, and after school. Students are able to check out resources in both Spanish and English. Classroom teachers and the media specialist collaborate on projects and help students select materials that are integrated with the classroom curriculum as well as support their own interests.

**Technology:**

Instructional Integration: Classes in grade 2-5 have 1:1 Chrome books and grade 1 has 1:1 i-pads. These devices are used to support student learning and integration of technology into the curriculum.

Devices: According to CHCCS School Board Policy 4318, “students are permitted to possess such devices on school property so long as the devices do not create a disruption to instruction, safety, or school operations”, in reference to wireless communication devices. These wireless communication devices include, but are not limited to, cell phones, smart phones, touch screen tablets (iPad), Netbooks, laptops, or other devices with Internet capability.

If wireless devices are used without permission during instructional time, a warning will be issued to the students on the first time, possibly confiscated and given back to the student at the end of the school day. In the case of repeat offenses, the parent/guardian is required to come to the school to collect the device.

For further information on this policy, please refer to School Board Policy 4318 ([Link to Board Policy site](#)).

## School Safety

**The school has a thorough, detailed safety plan that is intentionally unpublished. If you have specific questions, please contact administration.**

**Fire, Tornado and Lock-Down Drills:** A variety of safety drills are done monthly and annually. These drills are designed to support the safety and well-being of our students.

**Parent Sign-Ins:** When visiting the school campus, please sign in at the front office. Please bring your driver's license or identification when signing in. Each visitor must obtain a visitor's badge and a "fob" to access the buildings.

**Directory Information/Photos:** The PTA at FPG Bilingüe will publish a Directory with names, addresses, phone numbers and email addresses for all students. The school website and classroom websites, as well as community visitors will often take photos to demonstrate the exciting work the students are doing. As a parent, you have the right to opt out of both the Directory and all photos. To opt out from the directory and/or the photos, you must complete and return the CHCCS District form that is sent home at the beginning of the year. Please return the form to FPG no later than mid September.

**Cumulative Folders:** Each student has a confidential cumulative record that contains academic, health and formal testing information. Parents have the right to view their child's folder by contacting the school office. Records are released to other educational institutions (receiving schools) when requested.

**Snacks and Recess:** Students at some grade levels eat lunch within a reasonable time of breakfast being served; a snack time is not built into those classes' schedules. Other grade levels do have a scheduled snack time. The school district has a nutrition policy ([link here](#)) that must be followed, which includes a "no share" snack policy or "group/class" snack. If you would like your child to have a snack and are in a class that has a snack time, please send a daily snack with your child.

Recess is provided daily, usually before lunch, as is recommended by national organizations for healthy children. Recess is both structured and unstructured and is viewed as a time for physical, social and emotional development for our students. Our state and local policies prohibit the denial of recess as a negative consequence. In inclement weather, the classroom teacher uses a variety of activities to support this physical, social and emotional development.

**Breakfast and Lunch:** Breakfast and lunch are available for students to purchase on a daily basis. Breakfast can be purchased for \$1.30 and lunch can be purchased for \$2.75. Students that are eligible for free and reduced lunch must complete the district application and submit it to school as soon as possible. Until the application is approved, students must pay full price for breakfast and lunch.

**Classroom Parties:** Celebrations for student birthdays, classroom achievements and accomplishments, and end-of-unit projects will be communicated to you by your child's classroom teacher(s). **At our school, food is not part of any celebration.** We must follow the district's nutrition policy. However, celebrations can include fun educational opportunities such as: mystery readers; project presentations to parents, other classrooms, and stakeholders; cultural activities such as a pinata filled with toys and pencils instead of candy; and scavenger hunts. At other times, students will be allowed to vote on their non-food class celebration.

**Drop Off and Pick-Up-** Bus riders are dropped off and picked up in the bus circle (near the UNC building). Buses arrive between 7:25-7:40am and depart by 2:45pm each afternoon. Car riders are dropped off and picked up in the front of the school. With the limited amount of space for traffic, it is critical that parents follow procedures. In the morning, students may be dropped off along the kiss and go driveway (from the bus circle past the front of the school) where school staff are located.

To ensure a safe and secure dismissal, all teachers, teacher assistants, and specialists will conduct dismissal procedures. Pre-K parents will pick up from the classroom.

All other students should be dismissed to one of three areas: the bus lot at 2:35, the gym at 2:35 (TAs in K-1 partner so one takes bus riders and another takes afterschool; grades 2-5 can send their students to the gym for afterschool when they walk by), the main entrance for car pick up at 2:35.

Teachers will escort car riders to the front lawn to the designated grade level area (K-1 near bus loop, 2-3 in front of school, 4-5 near gym) and remain with students until dismissal is over. Students should wait quietly in their designated grade area for their names to be called. A staff member will view the placards in each window and will radio the names of the students to be picked up. The teacher/TA will send those students to the designated pick up area. Safety patrol will open doors and move traffic along. Students who are not picked up by 2:50 p.m. will wait with their teacher and their parents/guardians will be contacted immediately. Parents/guardians will then need to sign students out on the computer located at the receptionist's desks. After the third late pick up time in a semester a phone call will be made by administration.

For parents who need to park for some reason, they will be admitted to the bus loop after all the buses have been dismissed. They will pull all the way to the next available spot and park. Parents will walk to the front of the school and pick up their child.

See [map for pick-up areas](#).

If your child is late, please park and walk in to sign in your child at the front office. If you sign your child out before the end of the school day, you must do so by 2:15. The receptionist will call the classroom and the child will meet parents in the lobby.

## Communication

**Communication-** newsletters are sent monthly, progress reports at mid-quarter and report cards at the end of the quarter; communication is always done in the preferred language of the family.

**Volunteers-** We encourage all parents to volunteer. A large variety of opportunities exist in the classrooms, (some can be completed in your home), in the building at-large, with the PTA and the School Improvement Team. Please ask your child's teacher, PTA members, or at the front office for ways YOU can be involved! Community institutions such as UNC, are actively involved in volunteering. Members of the community are also encouraged to volunteer.

**Friday folders-**This is the primary method of communication between parents and school. Friday folders will be sent home every Friday containing important information from your child's teacher and/or school. There will also be community information relevant to children events and activities.

**Home visits-** Academic home visits for students who need intervention or additional support will be done between quarterly report cards. All entering kindergarten students will have a home visit in August before school starts.

**Parent Teacher Conferences -** Parent teacher conferences are held at the end of the first quarter of the school year (early November) for all students. At other times, conferences may be scheduled at the parent or teacher request. Here are some helpful links for effective parent teacher conferences:

<http://www.colorincolorado.org/article/33953/>

<http://www.scholastic.com/teachers/article/teacher-tips-successful-parent-teacher-conferences>

<http://www.hfrp.org/family-involvement/publications-resources/parent-teacher-conference-tip-sheets-for-principals-teachers-and-parents>

<http://www.pta.org/programs/content.cfm?ItemNumber=1710>



Parent/ Student Handbook Signature Page

Student's Name \_\_\_\_\_ Grade \_\_\_\_\_

Teacher's Name \_\_\_\_\_

We have read and understand the FPG Elementary Parent-Student Handbook. It has been discussed with my child and will hold him/her accountable in following the rules and expectations contained in this document.

We will actively support the educational process and work with teachers and school administrators to create and maintain the best learning environment possible.

Parent signature \_\_\_\_\_ Date \_\_\_\_\_

Parent signature \_\_\_\_\_ Date \_\_\_\_\_

Student signature \_\_\_\_\_ Date \_\_\_\_\_