

4TH & 5TH GRADE ORIENTATION

2026-2027



ORIENTACIÓN PARA ALUMNOS DE 4.º Y 5.º GRADO

2026-2027



WELCOME

"SUCCESS IS EARNED ONE DAY AT A TIME. START BY SHOWING UP."



School Start Time- 7:45



Tardies- 7:50



School End Time- 3:00



Late Pick-Up- 3:30

***Regular drop-off starting first day of school**

BIENVENIDO

"EL ÉXITO SE GANA DÍA A DÍA. EMPIEZA POR PRESENTARTE."



Hora de inicio de clases: 7:45



Tardanzas: 7:50 Hora de finalización



de clases: 3:00 Recogida tardía: 3:30



Late pick-up 3:30

WELCOME



Tabitha Acevedo
Head of School



Amanda Valdez
Assistant Head of
School



Grace Schneegans
Assistant Head of
School

BIENVENIDO



**Tabitha Acevedo,
directora de la escuela.**



**Amanda Valdez,
Subdirectora de la
Escuela**



**Grace Schneegans,
Subdirectora de la
Escuela**

OUR STUDENT CODE OF CONDUCT IS SIMPLE:



- **Be safe - Keep your hands, feet, and objects to yourself. Follow adult directions the first time.**
- **Be respectful - Use kind words, kind actions, and a kind tone.**
- **Be responsible - Take care of your materials, your space, and your learning.**

NUESTRO CÓDIGO DE CONDUCTA ESTUDIANTIL ES SENCILLO:



- **Mantente a salvo: Mantén tus manos, pies y objetos para ti mismo(a). Sigue las instrucciones de un adulto la primera vez.**
- **Sé respetuoso: Usa palabras amables, acciones amables y un tono amable.**
- **Sé responsable: Cuida tus materiales, tu espacio y tu aprendizaje.**

RESTROOMS

- **Go quickly** - Restrooms are not hangout spots.
- **Respect privacy** - Keep your eyes on your own space.
- **Keep it clean** - Flush, wash your hands, throw trash away.
- **Return promptly** - Your class needs you back.

BAÑOS

- **Ve rápido:** los baños no son lugares para pasar el rato.
- **Respetar la privacidad:** mantén la vista en tu propio espacio.
- **Manténgalo limpio:** Descarga el inodoro , lávese las manos y tire la basura.
- **Regresa pronto:** tu clase te necesita de vuelta.

HALLWAY EXPECTATIONS

- **Walk on the Right - Stay in your lane.**
- **Voices Off - Silence shows respect for learning.**
- **Hands to Yourself - No touching walls, posters, or other students.**
- **Eyes Forward - Stay with your class and follow your teacher.**

EXPECTATIVAS EN EL PASILLO

- **Camine por la derecha - Manténgase en su fila.**
- **Silencio absoluto: el silencio demuestra respeto por el aprendizaje.**
- **Manos quietas: No toques las paredes, los carteles ni a otros estudiantes.**
- **Mira al frente: quédate con tu clase y sigue las instrucciones de tu profesor.**

CAFETERIA

- **Walk in and follow the person in front of you to the correct lunch line.**
- **KEEP YOUR HANDS TO YOURSELF in line and at the table**
- **Talking should be at Noise level 1, if we can not follow this simple rule, we will eat lunch at a noise level 0, SILENT LUNCH**
- **Students will be assigned a seat at lunch and be expected to remain in their seat for the remainder of the school year.**

CAFETERÍA

Entra y sigue a la persona que tienes delante hasta la fila correcta para el almuerzo.

- **MANTÉN LAS MANOS QUIETAS en la fila y en la mesa.**
- **Hablar debe mantenerse en nivel de ruido 1. Si no podemos seguir esta sencilla regla, almorzaremos en nivel de ruido 0. ¡ALMUERZO EN SILENCIO!**
- **A los alumnos se les asignará un asiento a la hora del almuerzo y se espera que permanezcan en él durante el resto del curso escolar.**

BE PREPARED

- **Bring your Materials – Pencil, notebook, folder, Chromebook, homework.**
- **Be Ready to Learn – Come in, sit down, start the warm-up.**
- **Take Care of Your Things – Sharpened pencils, no lost folders.**

ESTAR LISTO

- **Trae tus materiales: lápiz, cuaderno, carpeta, Chromebook y tarea.**
- **Prepárate para aprender: entra, siéntate y comienza el calentamiento.**
- **Cuida tus cosas: lápices afilados, carpetas sin perder.**

BEHAVIOR & CONSEQUENCES

Rewards

- Praise
- Privileges
- Leadership Roles
- SEBS points
- SEBS Store
- Cultivating positive relationships

Consequences

- Student conference
- Counselor Conference
- Parent/Teacher conference
- Parent/Teacher/Admin conference
- Removal from the classroom
- Lunch detention
- In-school suspension
- Out-of-school suspension
- DAEP
- Expulsion

Levels

- Level 1 - Persistent &/or ongoing behavior
- Level 2 - An event that requires addressing by a counselor or administrator
- Level 3 - A traumatic event in which a student must be immediately removed from the classroom

COMPORTAMIENTO Y CONSECUENCIAS

Recompensas

Elogio

- Privilegios
- Roles de liderazgo
- Puntos SEBS
- Tienda SEBS
- Cultivar una actitud positiva
- relaciones

Consecuencias

conferencia estudiantil

- Conferencia de consejeros
- Reunión de padres y profesores
- Reunión de padres, profesores y personal administrativo

Expulsión del aula

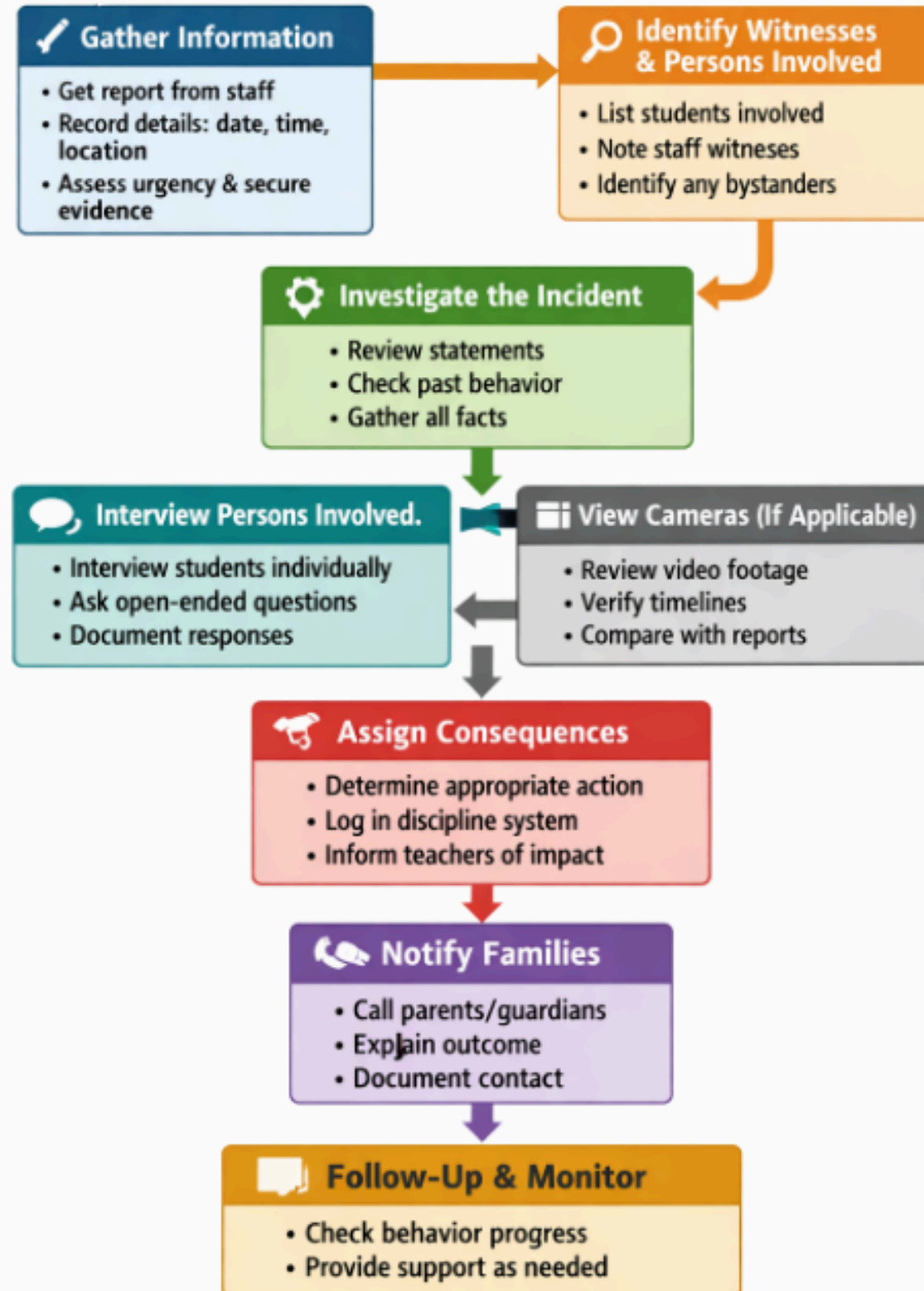
- Castigo durante el almuerzo
- Suspensión dentro de la escuela
- Suspensión fuera del centro escolar
- DAEP
- Expulsión

Niveles

- Nivel 1 - Comportamiento persistente y/o continuo
- Nivel 2 - Un evento que requiere la intervención de un consejero o administrador
- Nivel 3 - A evento traumático en el que estudiante debe ser retirado inmediatamente del aula.

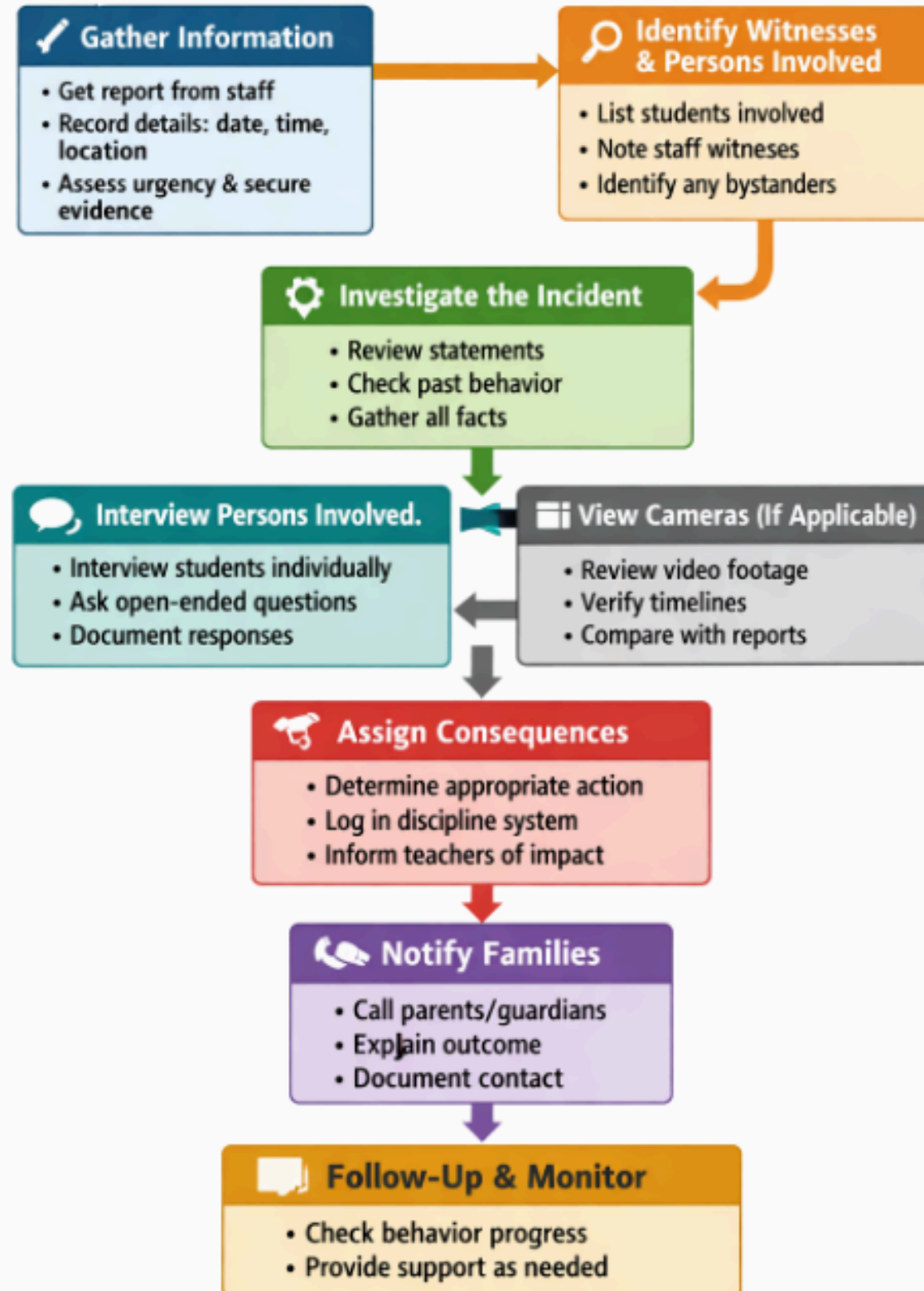


Woodlawn Hills Elementary Discipline Flowchart





Woodlawn Hills Elementary Discipline Flowchart



BEHAVIOR & SCHOOL -LED ACTIVITIES

- **Assemblies - Assembly participation is a privilege earned through respectful and responsible behavior.**
- **Clubs & Activities - Participation is contingent upon good conduct and grades.**
- **Special Events - Behavior determines eligibility.**

COMPORTAMIENTO Y ACTIVIDADES DIRIGIDAS POR LA ESCUELA

- **Asambleas - La participación en las asambleas es un privilegio que se gana mediante un comportamiento respetuoso y responsable.**
- **Clubes y actividades: la participación está supeditada a la buena conducta y a las calificaciones.**
- **Eventos especiales: el comportamiento determina la elegibilidad.**

Bus expectations

- Stay seated
- Use inside voices
- Keep hands and feet to yourself
- Follow the Driver's directions
- Stay in your assigned seat
- Keep the bus clean
- Use kind words and actions

Woodlawn Hills Elementary School

Transportation Violation Form



Student Information:

Name: _____

Grade: _____

Date of Violation: _____

Violation Details:

Description of Violation:

of Offense: 1 ☐ 2 ☐ 3 ☐

Action Taken:

Warning Issued By: _____

Date of Warning: _____

Consequences:

1. First Offense: Written Warning and Parent Phone Conference

2. Second Offense: Transportation Intervention Plan with Family (may not ride school bus until this is developed with the family)

3. Third Offense: School Bus Suspension for One Week

4. Fourth Offense: Loss of Bus riding privilege

Signatures:

Staff Signature: _____

Date: _____

Parent Name: _____

Parent Signature: _____

Date: _____

Follow-Up Actions:

Date of Parent Conference: _____

Notes from Conference: _____

Bus Dismissal Expectations:

Be respectful with students and staff

Keep hands, feet, & objects to yourself

Keep food and toys in the backpack

Cell phones should not be used during dismissal

Expectativas del autobús

- Permanezca sentado
- Usa un tono de voz bajo.
- Mantén tus manos y pies quietos.
- Siga las instrucciones del conductor.
- Permanezca en el asiento que le han asignado.
- Mantén el autobús limpio
- Usa palabras y acciones amables

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SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

STUDENT TRANSPORTATION BEHAVIOR CONTRACT

In order to ensure the safety of all passengers on school buses or other school transportation, I, (*print student name*) _____, agree to comply with rules which include, but are not limited to, the following:

1. I will follow the driver's instructions at all times. The driver is completely in charge of the vehicle, including giving directions to the passengers.
2. I will board and leave the vehicle in an orderly manner at the designated bus stop.
3. **I will exhibit good manners toward the driver and all other passengers. I will not use profanity, vulgar language, obscene gestures, insults, racial slurs, or exhibit other disruptive or abusive behavior.**
4. **I will not fight, push, or have any other inappropriate physical or sexual contact.**
5. **I will not exhibit any gang-related behavior including throwing gang signs, gestures, verbal threats, etc.**
6. **I understand that District rules apply regarding prohibited substances and will be strictly enforced. I will not possess or use any alcohol, drugs, weapons, cigarettes, matches, lighters, or flammable substances.**
7. I will remain seated and buckled, if seat belts are available, when the vehicle is in motion.
8. I will not eat or drink on the bus/vehicle. Food and drinks must remain closed and secured at all times.
9. I will not use a cellphone or other electronic devices while on the bus/vehicle to record videos or take photos to ensure the privacy of other students.
10. I will hold books, band instrument cases and other objects. I will keep these items out of the aisle and I will not place them on seats if possible.
11. I will not deface or vandalize the vehicle and/or its equipment. **Parents and students will be held responsible for any damage.**
12. I will not extend head, hand, arm or leg out of the window nor hold any object out of the window. I will not open the windows or doors at any time.
13. I will not throw any objects within the vehicle or out of the vehicle.
14. Upon leaving the bus/vehicle, I will use caution before crossing streets.
15. I will comply with all other behavior expectations in the SAISD Student Code of Conduct.

I also understand that all behavior expectations and discipline consequences in the SAISD Student Code of Conduct apply to my behavior while going to and from school and while at any school-related activity, regardless of time or location. One possible consequence of misconduct on school transportation is the restriction or withdrawal of transportation privileges.

Student's Signature: _____ Date: _____

Parents, we need your support to ensure that your son/daughter maintains appropriate and safe behavior. Sign below to show your support.

Parent's Signature: _____ Date: _____



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Mistreatment vs. Bullying: What Every Parent Should Know

Defining teasing, mistreatment, and bullying clearly

Teasing vs. Mistreatment

Teasing: playful, both laughing, no intent to hurt, stops if upset

Mistreatment: making fun, embarrassing, taking belongings, hurtful on purpose

Key Difference

Intent and impact matter: teasing is mutual fun; mistreatment aims to hurt.

What is Bullying?

Bullying = Imbalance of Power + Harmful behavior

Without both elements, it may be conflict or mistreatment, but not bullying.

Types of Harm: physical/verbal/written/online

Severe or repeated behavior that interferes with learning or safety.

Harassment

Threats • Physical harm • Confinement • Property damage • Severe emotional harm.
These behaviors go beyond bullying and require immediate adult intervention.

Maltrato vs. Acoso escolar: Lo que todo padre debe saber

Definir claramente las burlas, el maltrato y el acoso escolar.

Bromas vs maltrato

Bromas: juguetonas, ambos riendo, sin intención de hacer daño, se detienen si alguien se molesta.

Maltrato: burlarse, avergonzar, quitar pertenencias, herir intencionalmente

Diferencia clave

La intención y el impacto importan: las bromas son diversión mutua; el maltrato busca herir.

¿Qué es el acoso escolar?

Acoso escolar = Desequilibrio de poder + Comportamiento dañino

Sin ambos elementos, puede tratarse de conflicto o maltrato, pero no de acoso escolar.

Tipos de daño: físico/verbal/escrito/en línea.

Comportamiento grave o repetido que interfiere con el aprendizaje o la seguridad.

Acoso

Amenazas • Daño físico • Confinamiento • Daños a la propiedad • Daño emocional grave.
Estas conductas van más allá del acoso escolar y requieren la intervención inmediata de un adulto.

Parent Power Moves: How You Can Help

Teach social skills – kids learn by watching and practicing.

Talk daily – ask about feelings and friendships.

Model respect – children copy what we do.

1. **Listen Fully** : Hear them out completely before jumping to solutions. Kids need to feel understood before they can hear advice.
2. **Explain Teasing** : Friendly teasing vs. hurtful mistreatment. Use real examples your child can recognize, like laughing together vs. laughing at someone.
3. **Stay Calm** : Teach non-violent responses like walking away, using words, and getting help from a trusted adult.
4. **Teach Tools** : Avoid "ignore it" or "suck it up." Instead, give kids real tools and strategies to handle tough situations confidently.
5. **Digital Safety** : Set passwords, use parental controls, and check devices regularly to keep kids safe online.

Estrategias de poder para padres: cómo puedes ayudar

Enseñar habilidades sociales: los niños aprenden observando y practicando.

Hablen a diario; pregunten sobre sus sentimientos y amistades.

Da ejemplo de respeto: los niños imitan lo que hacemos.

1. **Escucha atentamente:** Escúchalos completamente antes de proponer soluciones. Los niños necesitan sentirse comprendidos antes de poder escuchar consejos.
2. **Explica qué son las bromas:** bromas amistosas frente a bromas hirientes. Usa ejemplos reales que tu hijo pueda reconocer, como reírse juntos frente a reírse de alguien.
3. **Mantén la calma:** Enséñale respuestas no violentas, como alejarse, usar las palabras y pedir ayuda a un adulto de confianza.
4. **Enseñar herramientas :** Evita "ignorarlo" o "aguantarte". En cambio, dales a los niños herramientas y estrategias reales para afrontar situaciones difíciles con confianza.
5. **Seguridad digital:** Establece contraseñas, utiliza el control parental y revisa los dispositivos con regularidad para mantener a los niños seguros en línea.

State Testing

- STAAR Overview - STAAR is the state's annual assessment that measures how well students have learned grade-level TEKS in Reading, Math, Writing, and Science for 5th grade
 - Purpose of STAAR - It helps teachers and schools understand student progress and adjust instruction.
 - Who Takes STAAR - All 3rd-5th grade students
 - If your student is in a Dual Language classroom, they will also take TELPAS (Texas English Language Proficiency Assessment) - It measures a student's English proficiency and growth each year
- 

Pruebas estatales

- Descripción general de STAAR: STAAR es la evaluación anual del estado que mide qué tan bien los estudiantes han aprendido los TEKS (Estándares de Conocimiento y Habilidades de Texas) de su nivel de grado en lectura, matemáticas, escritura y ciencias para quinto grado.
 - Propósito de STAAR: Ayuda a los maestros y a las escuelas a comprender el progreso de los estudiantes y a ajustar la enseñanza.
 - ¿Quiénes presentan el examen STAAR? - Todos los estudiantes de 3.º a 5.º grado.
 - Si su hijo/a está en un aula bilingüe, también realizará la prueba TELPAS (Evaluación de Competencia en Inglés de Texas), que mide la competencia y el progreso del estudiante en inglés cada año.
- 

Parent Communication



- Please download the SAISD app
- We will be sending communications and updates through the app
- Family S'More newsletter will be sent via email and app on Fridays

Comunicación con los padres



- Por favor, descarga la aplicación SAISD.
- Enviaremos comunicaciones y actualizaciones a través de la aplicación.
- El boletín informativo Family S'More se enviará por correo electrónico y a través de la aplicación los viernes

CLOSING

Every day, students get to choose the kind of students they want to be. Their choices show their character, leadership, and pride in their school. We believe in them, and we expect them to show their best—everywhere, every time.

CIERRE

Cada día, los estudiantes tienen la oportunidad de elegir qué tipo de estudiantes quieren ser. Sus decisiones reflejan su carácter, liderazgo y orgullo por su escuela. Creemos en ellos y esperamos que den lo mejor de sí mismos, siempre y en todo momento.