

WELCOME

The faculty and staff at William E. Ferron Elementary School welcome you and your family. This handbook has been carefully prepared in order that students and families may know and understand the policies and practices of Ferron Elementary. We will offer your child the best education possible and will strive to make that education interesting and stimulating. We ask for your support and active participation in your child's education.

MISSION STATEMENT

The mission at William E. Ferron Elementary School is to establish meaningful relationships with each student and to discover his/her true potential so that every student is successful in future academic and social endeavors.

ATTENDANCE

ABSENCES

The Clark County School District Regulation 5113 Attendance Enforcement states that student attendance is a shared responsibility between CCSD and the student's parent and/or legal guardian. Elementary students shall be recorded as absent for half of the day, if more than one hour and fifty-five minutes of the instructional day are missed, and recorded as absent for the entire day, if more than three hours and forty-five minutes of the instructional day are missed.

Excessive absenteeism for elementary students who exceed eighteen (18) unapproved absences during the school year may result in retention. Therefore, it is imperative for students to be at school every day in order to gain the greatest benefit from the educational opportunities being provided by Ferron Elementary. All prearranged absences in excess of ten (10) during a school year shall be considered unapproved. Prearranged absences for which the makeup work was not completed and submitted as specified by the teacher shall be considered unapproved.

If your child is absent from school, you will need to send a note to the teacher on the first day of his/her return to school explaining the absence. Notes must be submitted to the teacher **within three (3) days** of the absence in order to be marked as excused. It is the responsibility of the family to contact the teacher to obtain appropriate makeup following the absence. Students shall be allowed a minimum of three (3) days to complete makeup work.

ARRIVAL

Students should arrive on campus at 7:15 a.m. when the first bell rings. Students are to enter the campus through the north and south gates, get breakfast, and proceed to his/her classroom. Students will be able to eat breakfast and work on blended learning programs. The gates will open at 7:15 a.m. and close at 7:30 a.m. **Instruction begins promptly at 7:30 a.m.** Students, who arrive after the 7:30 a.m. bell, must report to the office to obtain a tardy slip before being admitted to class. **School personnel do not provide supervision before 7:15 a.m. or after 1:46 p.m.**

DISMISSAL

Students are dismissed at 1:41 p.m. The north and south gates of the campus will be unlocked promptly at 1:41 p.m. to allow families access to pick up their children. Students not picked up by 1:46 p.m. will be escorted to the office and signed in. A parent or guardian will need to sign the student out in the office.

- When a child is not picked up from school the **first time**, the office will attempt to reach the parent or emergency contact. If no one can be reached, the child will be sent to Safekey at the site (provided you have a signed Parental Agreement and Authorization form). If there is an outstanding debt or there is no signed Parental Agreement and Authorization form, the child will remain in the office. When the child is picked up, the school is required to have a meeting with the parent to ensure adequate arrangements have been made for the student's future after-school care. Any Safekey charges are expected to be paid at that time.
- When a child is not picked up from school the **second time**, the office will attempt to reach the parent or emergency contact. If no one can be reached, the child will be sent to Safekey at the site (provided you have a signed Parental Agreement and Authorization form). If there is an outstanding debt or there is no signed Parental Agreement and Authorization form, the child will remain in the office. When the child is picked up, the school is required to have a meeting with the parent to ensure adequate arrangements have been made for the student's future after-school care. Any Safekey charges are expected to be paid at that time.
- When a student is not picked up a **third time**, the student will be sent to Boys and Girls Club. The office will attempt to reach the parent/guardian and emergency contacts to arrange for student pick up. The school is required to have a meeting with the parent/guardian to ensure adequate arrangements have been made for the student's future after-school care. The parent will be advised that the next time this occurs, the child will be transported to Child Haven and a Child Abuse and Neglect Report will be completed.
- When a student is not picked up the **fourth time**, the child will be sent to Child Haven/Child Protective Services. The office will attempt to reach the parent/guardian and emergency contacts to arrange for student pick up. The school is required to have a meeting with the parent/guardian to ensure adequate arrangements have been made for the student's future after-school care. The parent will be notified that each time this happens in the future, the child will be transported to Child Haven and a Child Abuse and Neglect Report will be completed.

EARLY DISMISSAL

All parents and/or legal guardians must report to the front office when arriving on school grounds. To ensure your child's safety, students will only be released to the person(s) listed on the student enrollment form provided by the parents and/or legal guardians, juvenile authorities, or law enforcement officials.

Pictured identification will be required each time a student is released early from class and the student must be signed out on the office computer. Please do not send an older sibling into the school to pick up a student. We appreciate your cooperation in making our school the safest environment possible for students. **No early dismissals will be allowed after 1:15 p.m.**

SAFEKEY

Safekey is available for students from 6:30 a.m. - 7:15 a.m. and from 1:41 p.m. – 6:00 p.m. For more information, please call the Safekey office at 702-455-8251.

TARDINESS

Student tardiness is a serious disruption to the educational process. Tardiness interrupts the learning process for the student who is tardy and infringes on the educational rights of other students. A student is to be marked tardy who is not physically present in the classroom at the start of the instructional day.

Tardies in excess of five will result in disciplinary action. Additionally, **tardies and early dismissals will count against students for attendance awards.**

ACADEMICS

COMPUTERS

All students will be issued an electronic device to be used at school. If your child does not have access to a personal device outside of school and you foresee this being a barrier to their learning, please let us know and other arrangements may be made.

GRADING POLICIES

Report cards and progress reports are available on Infinite Campus on a semester basis. Grades are assigned based on student achievement on grade level standards, not on effort. If you have questions or concerns related to your child's grades, please contact the classroom teacher.

Grading Reform Policies – Homework, Late Work, and Reassessment

<i>Grading Scales</i>				
<i>Kindergarten</i>	<i>Grades 1–5</i>		<i>Specials</i>	<i>Standards-Based</i>
2 Meets 1 Approaches	A 90–100% Excellent B 80–89% Above Average C 70–79% Average D 60–69% Below Average F 50–59% Emergent W Working on standards below grade level		E Exceptional Progress S Satisfactory Progress N Needs Improvement	4 Exceeds 3 Meets 2 Approaches 1 Emergent

10% Formative/90% Summative

<i>Formative: Assessment for Learning</i>	<i>Summative: Assessment of Learning</i>
- Used by educators and students during instruction to provide actionable feedback and inform ongoing teaching and learning strategies. - Low stakes; carries little to no weight in the Grade Book. - Includes informal classroom-based assessments (e.g., exit tickets, classwork, quizzes, observations, checklists). - Excludes universal screeners, diagnostics, or the District interim assessment (e.g., i-Ready).	- Used to measure mastery of standards after learning has occurred. - High stakes; the majority of the student's grade is based on summative evidence. - Includes formal classroom-based assessments (e.g., unit tests, projects, presentations, performance tasks, semester exams). - Excludes District and state cumulative assessments (e.g., SBAC, ACT, CTE, NAA, WIDA).

W Guidelines - Elementary Grading Scale

Due to circumstances beyond students' control, students with challenges (e.g., students with disabilities who are working on below grade-level standard Individualized Education Program (IEP) goals, newcomers, students living in transitional situations due to homelessness or being in foster care) may receive a W on the report card.

a. Students who are identified as English learners, and are considered newcomers (students with less than two years in CCSD and with a WIDA *ACCESS or Screener* overall score of 1.9 or below) may be considered for a W only for the first year of enrollment in CCSD.

- b. Special considerations apply to students experiencing homelessness. Use of the W is intended to acknowledge that students experiencing homelessness and those in foster care often have long-term academic impacts due to transitional living situations. Contact the Title I Hope Office at (702) 855-3850 for additional guidance.
- c. W may be used for students working on a functional curriculum.
- d. W may be used for students whose cognitive abilities limit their participation in the general education curriculum, even with supports, accommodations, and modifications.
- e. Teachers, *in collaboration with site administration*, must make individual determinations on the use of the W for each student and provide evidence to support this designation. Program placement is not a determining factor.
- f. The principal must approve the use of the W for each student.
- g. Report card comments must include a statement to express that the student is working on below grade-level standards, and parents/guardians should refer to the IEP progress report, *if applicable*, for details about student progress.

Communication to Families

- A. Communication to students and families regarding student progress is a vital component to ensure students receive the support needed to be successful. Communication is to be delivered through the use of Infinite Campus parent portal and Class Dojo
 - a. Grade are to be posted weekly on Infinite Campus by Friday end of day
 - b. Progress reports will be delivered to families every seven weeks
 - c. Notice of unsatisfactory progress will be communicated to families in alignment with CCSD grading calendar

Homework Policy

Homework enhances and reinforces skills learned during class, provides students an opportunity to practice skills independently, and helps students build personal responsibility. Homework is assigned Monday through Thursday. Primary students in grades K, 1, and 2 should expect to spend approximately 15-30 minutes each night completing homework assignments. Intermediate students in grades 3, 4, and 5 should expect to spend approximately 60 minutes each night completing homework assignments. Students should be reading for 20-60 minutes a day on their independent reading level. Please see your child's teacher about his/her independent reading level.

- 1. Homework assignments shall take into consideration the individual needs and academic abilities of students.
 - a. Homework assignments will generally be an outgrowth of classroom lessons and activities.
 - b. Holidays and weekends will generally be free from homework.
 - c. Homework will generally consist of ten (10) minutes per grade level.
 - d. Completion of homework will carry no weight in the Grade Book; progress must be reported as a learner behavior/habit of work not as an academic grade.
- 2. Difficult or new work should always be thoroughly taught prior to homework being given.
 - a. Homework will be given and if necessary, started in the classroom.
 - b. Homework will be checked in a timely manner.
 - c. Homework will be aligned to standards.
- 3. High standards of work, on homework, should be expected.

Late/Missing Work Policy

A. *Students are expected to adhere to deadlines for assignments/assessments. When barriers/life events occur, students are provided with additional time to complete the assignment/assessment without a reduction in their score for submissions past the due date.*

B. The mark “M” in IC is used to document an assessment that is missing and hasn’t been submitted.

1. The mark “M” is a score of 50 percent for elementary schools in the Grade Book, communicating the lowest possible grade.

2. Once the missing work is submitted, the “M” is replaced with a score reflecting the student’s academic performance, and the “L” late flag is added to the assignment to monitor student behavior separate from the academic grade.

3. If a student does not submit the missing formative or summative work and/or assessment by the common established school deadline of five school days *from the posted due date*, and the teacher is unsuccessful in eliciting evidence of the student’s learning, there is no further action from the educator, keeping the “M” in the Grade Book.

4. Procedures for scoring unsubmitted work past established deadlines must be in accordance with [Regulation 5122, Reporting to Parents](#).

C. Educators must notify students/families of missing work via IC in a timely manner (e.g., within three days of the missed due date). The [Missing Work Guide for Families](#) supports clear communication with parents/guardians.

1. Educators must clearly communicate the deadline for the acceptance of missing work.

2. Educators must clearly communicate that missing work results in a 50 percent due to no evidence.

3. Educators must provide students and families with resources to complete missing work (e.g., a copy of the classwork, rubric, related resource material).

4. Additional communication (e.g., a cellular phone, approved electronic systems) may be used in accordance with [CCSD Regulation 4100, Relationships, Interactions, and Communications Between District Employees or Representatives/Volunteers and Students](#).

D. On a regular basis (e.g., weekly), educators must generate a *Missing Assignments Report* within IV to identify students with excessive missing work.

1. Identified students receive supplemental academic and/or behavioral interventions aligned to a school’s Multi-Tiered System of Supports (MTSS) framework. *Building time/space into the schedule for this level of support to occur is recommended.*

2. Alternative methods of assessment (e.g., using personal communication rather than extended written response) are considered based on student needs. Review the [Reassessment Opportunities](#) section for more information on assessment methods.

3. Accommodate the needs of all students, based on individual student needs, such as reduced number of items, extra time to complete the task, small-group administration, and chunking tasks. Visit the [Instructional Strategies for Diverse Learners](#) for additional strategies to equip all students with tools to be successful throughout the learning process.

4. Ensure the student’s IEP or Section 504 Plan accommodations are implemented across all learning environments, and new accommodations to address student behavior are considered, as appropriate.

Reassessment Policy

Academic grades shall use multiple means to assess student mastery levels and include opportunities for reflection, revision, and reassessment to ensure mastery of the NVACS/NVACS Connectors and CCSD curriculum for all students. [Pacing guides](#) identify essential standards to be assessed throughout the school year. CCSD guidance for each grade level/content area is utilized to ensure consistency amongst schools.

Reassessment Elementary Guidelines

a. Schools must establish reassessment opportunities for students within the identified NVACS/NVACS Connectors and CCSD curriculum, establish a timely opportunity for reteaching and relearning, and communicate expectations to students and families.

- b. Students may reassess once per summative assessment aligned to the schoolwide timeline (see A., e.).
- c. An alternate or abbreviated assessment at the same rigor can be administered to elicit evidence of new learning. Various assessment methods are considered (e.g., performance assessment, personal communication, selected response, and/or written response).
- d. A student's grade must accurately reflect new learning. The current higher proficiency level of the student replaces previous evidence.
- e. Summative reassessments are limited. Summative reassessments must be completed **no later than two weeks** prior to the end of the term unless the summative is administered in the last two weeks of the term.
- f. Educators should recognize when curriculum spirals and standards are revisited throughout the year; separate reassessment opportunities may not be needed since they are already embedded in the curriculum design (e.g., Kindergarten foundational skills).
- g. Reassessment accommodations in IEPs and/or Section 504 Plans supersede CCSD reassessment guidelines.

Reassessment Is	Reassessment Is Not
• An opportunity for students to show new mastery of a skill or content honoring students learn at different rates. • Prioritized for identified standards. • Coupled with a timeline and new learning that addresses student deficits. • Only for learning targets/standards students did not master. • Using an alternate method of assessment based on student needs. • A natural part of learning, as the curriculum spirals through the year. • Preparing students for workplace practices where tasks must be redone until they represent acceptable quality.	• A way for students to game the system by redoing assessments repeatedly until they are satisfied with their grade. • Provided for every assessment on every standard. • Retaking the test right away without any preparation or deadlines. • Doing all parts of the assessment again. • Taking the same test until answers have been memorized. • Making ten different assessments for each standard. • Making students irresponsible and unprepared for the real world.

Elementary School Reassessment Stakeholder Responsibilities			
Administrators	Educators	Students	Families
• Establish a schoolwide reassessment policy that aligns with CCSD Reassessment Guidelines. • Communicate the schoolwide reassessment policy to educators and families. • Provide translations	• Participate in professional learning opportunities to enhance understanding of reassessment and schoolwide reassessment policies. • Align classroom expectations based upon	• Engage in practicing classroom expectations. • Be involved in the reassessment process by actively participating in learning. • Be a reflective learner.	• Support the school's reassessment policy through active participation in the student's educational journey. • Regularly check grades in Infinite Campus/Canvas to be aware of student progress.

of the schoolwide assessment policy, as needed. - Engage educators and families in professional learning opportunities to enhance their understanding of reassessment. - Monitor implementation of schoolwide reassessment policy. - Provide space for discussions when facilitating the scheduling of PLCs to ensure reassessment is addressed. - Engage in conversations with educators, students, and families to support reassessment practices.	schoolwide expectations and communicate with students and families. - Meet with PLCs to identify students who need additional learning. - Offer reteaching opportunities to identified students by designing guided discourse and/or modeling lessons. - Reteach and reassess the standard(s), ensuring alignment, as part of Tier I instruction if most students are not successful on a summative assessment. - Use various assessment methods aligned to the standards to capture new evidence of learning. - Replace old evidence of learning with new evidence of learning in the Grade Book in a timely manner.	Complete a reassessment reflection (example) after each summative <i>that will be reassessed</i>. Actively participate in additional learning opportunities (e.g., completing aligned formative assignments) and self-reflect on progress to ensure new learning has taken place before reassessment.	- Communicate with educators about reassessment opportunities for skills a student has not mastered. - Assist students at home with new learning on identified standards or learning targets.
--	--	--	--

Behavior Expectations

- Academic performance will be the only factor included in student grades.
- Students will no longer be penalized through the academic grade for late work submitted within the established guidelines, participation, responsibility, etc.
- Behaviors will be reported separately as a successful learner behavior or citizenship grade.
- Citizenship grades are based on the following:
 - Exceeds
 - Student consistently observes schoolwide behavior expectations.
 - Student consistently accepts responsibility for their choices.
 - Meets

- i. Student mostly follows classroom expectations, responding positively to reteaching.
- ii. Student mostly completes work independently, responding positively to reteaching.
- c. Needs Improvement
 - i. Student struggles positively collaborating with peers.
 - ii. Student struggles consistently completing work on time.

RETENTION

Parent and/or legal guardian input is expected and encouraged. However, the principal and teacher in joint agreement will have final authority to retain a student. The following will be included in the determination of a retention decision: student achievement data and progress, attendance, social development, and effect of retention on student's educational improvement.

SUPPLIES AND TEXTBOOKS

The Clark County School District provides most of the supplies and textbooks necessary for the educational program. Each grade level will provide a list of additional personal supply items that they recommend students bring to school. Textbooks and library books are loaned to each student. Textbooks, library books, and other educational materials, which are lost or damaged, must be paid for by the student responsible for them.

STUDENT BEHAVIOR

SCHOOL WIDE EXPECTATIONS

We strive to provide a nurturing environment in which all children can flourish and grow, and enhance their self-worth. In order to accomplish this, we have established five behavioral expectations that teachers and staff are responsible for enforcing at all times.

The "Falcon High 5" are as follows:

1. Listen and follow directions.
2. Keep hands, feet, objects, and negative comments to yourself.
3. Respect yourself, others, and property.
4. Remain on-task and complete all work.
5. Make good choices.

Students who make poor choices or behave in a manner that is not consistent with our school wide expectations will incur natural and logical consequences in accordance with their behavior.

PBIS Initiative - S.O.A.R.

Purpose

S.O.A.R. to Success is our schoolwide PBIS behavior framework designed to promote positive behavior, strengthen relationships, and reduce behavior infractions through consistent language, recognition, and expectations.

Formatted: Normal

What S.O.A.R. Stands For

- **Safety:** Keep hands, feet, objects, and words to yourself
- **Ownership:** Listen, follow directions, make good choices
- **Achievement:** Stay on task and complete work
- **Respect:** Respect yourself, others, and property

S.O.A.R. reinforces—not replaces—the existing **Falcon High 5**.

CELLULAR PHONES

Cellular phones must be turned off and remain off during the instructional day in compliance with CCSD Policy 5136. Phones left on vibrate/silent modes are subject to seizure. Cellular phones should be stored in a non-visible location (backpacks, pockets, purses). Phones confiscated in violation of these guidelines will only be returned to a parent/guardian during non-instructional hours. As a condition of possessing a device on campus, the student agrees to a search of the device's content if reasonable suspicion of violating the cell phone use policy exists.

DRESS CODE

The Clark County School District Basic Dress Code serves to provide guidelines for student dress and appearance at all District schools. The principal shall retain the authority to grant exceptions for special occasions. Students violating the dress regulations will be asked to correct the problem or call their parent and/or legal guardian to bring appropriate clothing to school. The following guidelines from the Clark County School District Regulation 5131 Dress and Appearance will be enforced:

- Require the wearing of shoes with soles. House slippers, flip flops, and shoes with wheels are not permitted.
- All clothing must be sufficient to conceal any and all undergarments. No skin will show between the bottom of shirt/blouse and top of pants or skirts at any time.
- Prohibit wearing clothing with spaghetti straps. All sleeveless shirts must have straps at least three inches wide.
- Require that all shorts, skirts, and dresses must be at fingertip length.
- All jeans and pants must be secured at the waist. Sagging is strictly prohibited. Jeans, pants, trousers are not to have rips or tears that expose undergarments and/or are located mid-thigh or higher.
- Prohibit the wearing of headgear (hats, hoods, caps, bandanas, hair grooming aids, etc.) on campus, except for authorized school activities, documented medical conditions, or for inclement weather.
- Prohibit slogans or advertising on clothing, jewelry, or accessories which by their controversial, discriminatory, profane, and/or obscene nature disrupt the educational setting.
- Spiked or studded clothing, jewelry, and/or accessories are prohibited, and no chains.

HARASSMENT AND BULLYING

Clark County School District Policy 5137 states that the Clark County School District is committed to providing a safe, secure, and respectful learning environment for all students in all schools. Bullying, cyberbullying, harassment, and intimidation will not be tolerated. This includes, but is not limited to, going to and from school, on school campus, and at any activity under school supervision.

Bullying is a deliberate or intentional behavior using words or actions, intended to cause fear, intimidation or harm. Bullying behaviors can be indirect (such as spreading rumors, intimidation through gestures, social exclusion, or sending insulting messages or pictures), physical (such as hitting, kicking, theft, or threats), power imbalance, punitive, repetitive, or verbal (threats, teasing, name calling, or racist remarks). Cyberbullying means bullying through the use of "electronic communication." Harassment and intimidation are willful acts which are written, verbal, physical, or courses of action that are not otherwise authorized by law and are highly offensive to a reasonable person.

Students who are victims/targets of bullying, cyberbullying, harassment, and/or intimidation and students who have first-hand knowledge of such incidents are to report to a teacher, our school counselor, or administration. Students are also encouraged to report knowledge of such bullying, cyberbullying, harassment, and/or intimidation via the CCSD "Say No to Bullying" website that can be accessed from the Ferron school website. It is important to provide names in order for school personnel to address the problem. We can only break the cycle of bullying if we are informed. Please report all incidents.

PERSONAL ITEMS

Students are not permitted to bring toys, electronic devices, permanent markers, or personal items of any kind to school. Additionally, items such as roller blades, skateboards, scooters, or "heeley's" are not allowed on the school campus. These items will be confiscated and brought to the school office where they can be picked up by a parent. The school does not assume liability for any personal item brought to school.

BICYCLES

For those children who bring bicycles to school, the following rules must be observed:

1. The school campus is a **NO RIDING ZONE**. Bicycles are to be walked onto the campus and parked immediately in the enclosed bicycle racks.
2. A lock must be provided for every bicycle brought to school.
3. The school does not assume responsibility for the loss or damage of any bicycle.
4. Any student who does not follow the above guidelines will be in jeopardy of losing the privilege of riding a bike to school.

GENERAL INFORMATION

SCHOOL CAMPUS

We are especially proud of our school and take great pride in keeping the building and grounds in quality condition. We do our best work in clean and orderly surroundings. Please help us by keeping our campus clean. **Immediately report any acts of school vandalism to the Clark County School District's School Police at 702-799-5411** or contact the school office at 702-799-7720 between the hours of 6:30 a.m. and 3:00 p.m.

BREAKFAST/LUNCH PROGRAM

William E. Ferron Elementary is designated as a Community Eligibility Provision school. All students enrolled at Ferron will receive both breakfast and lunch every day at no charge. The meals will be free of charge. Questions related to the nutritional program are to be directed to Ferron's cafeteria manager at 702-799-7720, ext. 4012. Manager will be available between 7:00 a.m. and 10:30 a.m.

Formatted: Centered

CELEBRATIONS

The following are district approved celebrations: Halloween, Christmas, and Valentine's Day. No other celebrations are allowed during the instructional day. Students who bring in treats for their birthday may pass them out at dismissal. **Please send only store bought single serve items and no red drinks.** Please do not bring in balloons or flowers. These items cannot be delivered to the classrooms as they are a distraction to the learning environment.

EFFECTIVE PARENT-SCHOOL COMMUNICATION

The dedicated staff at Ferron strive daily to provide your child(ren) a high-quality education in a safe, caring learning environment. Should a question or concern ever arise, please follow the chain below. CCSD has developed these guidelines to ensure effective communication between the school and families to resolve issues in the most efficient manner.

- Classroom academic, behavioral, procedural or classroom attendance questions or concerns begin with the teacher.
- Questions regarding notes from a specialist or other staff members go directly to the specialist/staff member who wrote it.
- 504 plan, GATE, or special education needs, questions or concerns are first directed to the Teacher of Record (Resource, Speech and Language, GATE teacher, or the 504 liaison).
- Health, registration or zone variance information is contained in the front office.
- Bus inquiries/concerns begin with Transportation at (702) 799-8100.
- Lunch account or kitchen questions/concerns are directed to the food service manager at (702) 799-7720, ext. 4012.
- Family Support, Family Crisis, or Community Resources are directed to the Counselor's office at (702) 799-7720, ext. 4301.

If you would like the presence of an Administrator at any conference or meeting, please do not hesitate to share your request with the classroom teacher so the necessary arrangements with administration can be made.

It is a pleasure to support students, families, and teachers to ensure a successful education for all children at Ferron Elementary.

EMERGENCY INFORMATION

It is essential for the school to have your current home telephone number, emergency telephone numbers, and your address so that you may be notified immediately in case of an accident or illness. Please notify the office immediately when home address, home telephone number, or parent and/or legal guardian work information changes. Your cooperation is of vital importance.

VISITORS

~~Parents and/or legal guardians are permitted to visit their child's classroom. A 24-hour notice is appreciated and encouraged for classroom visits during instructional time. All visitors must report to the front office to obtain a visitor's pass and sign in and out. Children under the age of 18 who are not enrolled at Ferron are not allowed on campus during the instructional day with the exception of parent/teacher conferences and school-wide performances in the multipurpose room.~~

HEALTH/MEDICAL

The school nurse assigned to Ferron Elementary is part-time. A School Health Assistant (SHA) is scheduled to be on campus daily when students are present. The parent and/or legal guardian must complete a Clark County School District Medication Release form for any prescription or over-the-counter medication to be administered to any student during the school day. The medicine container must be labeled by the pharmacist and include the student's name, prescribing doctor's name, instructions for its

administering, and name of the medication. **Students are not allowed to keep any type of medication including over-the-counter, on their person.** A child with an elevation in temperature and/or other signs of illness should be kept home.

SOT (School Organization Team)

The School Organization Team (SOT) serves as an advisory group that helps support school-level decision-making and provides input on matters that impact our school community. Parents, staff, and community members work together to discuss school goals, student achievement, and school improvement efforts. At the beginning of each school year, a Google nomination form is sent, via email, to families. Following the nomination process, an election is held to select parent representatives.

SOT meetings are held monthly and are open to all members of the school community. We encourage families to attend and stay informed about important school initiatives and decisions.

For additional information about the School Organization Team, please contact the school office at 702-799-7720.

EMERGENCY INFORMATION

~~It is essential for the school to have your current home telephone number, emergency telephone numbers, and your address so that you may be notified immediately in case of an accident or illness. Please notify the office immediately when home address, home telephone number, or parent and/or legal guardian work information changes. Your cooperation is of vital importance.~~

USE OF SCHOOL PHONE

Students' use of the telephone is limited to emergency situations. We ask that you do not call the school to speak to your child. However, in an emergency, a message may be left for your child.

EFFECTIVE PARENT-SCHOOL COMMUNICATION

~~The dedicated staff at Ferron strive daily to provide your child(ren) a high-quality education in a safe, caring learning environment. Should a question or concern ever arise, please follow the chain below. CCSD has developed these guidelines to ensure effective communication between the school and families to resolve issues in the most efficient manner.~~

- ~~Classroom academic, behavioral, procedural or classroom attendance questions or concerns begin with the teacher.~~
- ~~Questions regarding notes from a specialist or other staff members go directly to the specialist/staff member who wrote it.~~
- ~~504 plan, GATE, or special education needs, questions or concerns are first directed to the Teacher of Record (Resource, Speech and Language, GATE teacher, or the 504 liaison).~~
- ~~Health, registration or zone variance information is contained in the front office.~~
- ~~Bus inquiries/concerns begin with Transportation at (702) 799-8400.~~
- ~~Lunch account or kitchen questions/concerns are directed to the food service manager at (702) 799-7720, ext. 4012.~~
- ~~Family Support, Family Crisis, or Community Resources are directed to the Counselor's office at (702) 799-7720, ext. 4301.~~

~~If you would like the presence of an Administrator at any conference or meeting, please do not hesitate to~~

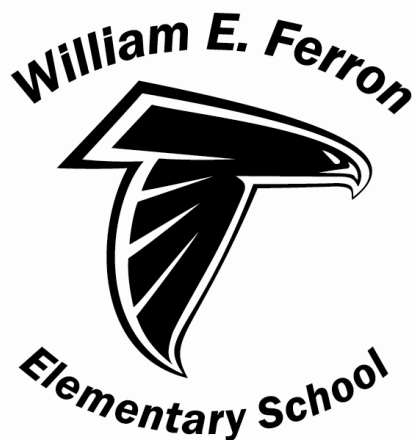
~~request it with the school administrator. The school administrator will be notified of your request.~~

~~ma~~

STUDENT/FAMILY HANDBOOK

7/23/2026

2026-2027



If you need a copy in Spanish, please contact our office at (702) 799-7720.
Si necesita una copia en Español por favor contactarse a nuestras oficinas al (702) 799-7720.

**4225 El Oro St
Las Vegas, Nevada 89121
(702)799-7720
<http://schools.ccsd.net/ferron>**