

# LALLA ODOM ELEMENTARY

## FAMILY & STUDENT HANDBOOK

2026-2027



### **ONE COMMUNITY. GROWING TOGETHER. SOARING TOGETHER.**

A shared guide for Odom Eagles and families as we build a bilingual, inclusive, academically strong school community.

**1010 Turtle Creek Blvd. • Austin, TX 78745**  
**(512) 414-2388 • Odom Elementary • Austin ISD**

This campus handbook complements the Austin ISD Student Code of Conduct and district policies. District policy and law supersede campus procedures when applicable.



# Welcome to Our Odom Eagle Community

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Dear Odom Families,

Welcome to the 2026-2027 school year at Lalla Odom Elementary. This year represents an important chapter in our story as the Odom and Sunset Valley communities come together as one. We honor the strengths, traditions, relationships, and systems each community brings while building a shared culture rooted in belonging, bilingualism, high expectations, and care for the whole child.

Families are essential partners in this work. We ask that you stay connected with your child's teacher, communicate questions and concerns early, support strong attendance, and help us reinforce the routines and expectations that allow every Eagle to learn and thrive. In return, we commit to clear communication, responsive partnership, rigorous learning, and an inclusive environment where every student is known, valued, and challenged.

Please use this handbook as a practical guide throughout the year. Campus procedures may be refined as needs arise; when they are, we will communicate updates with families promptly.

With appreciation,

Elaine Navarro

Principal, Lalla Odom Elementary

## Our Vision, Mission & Identity

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### Vision

We will empower the whole child by maintaining high expectations that advance equity, cultivate bilingualism, promote academic achievement, and foster social justice.

### Mission

Through the collective efforts of staff, students, families, and the community, Lalla Odom Elementary is committed to preparing students for college, career, and life by:

- Nurturing the development of the whole child
- Cultivating passion, curiosity, and a desire to learn
- Providing a safe, positive, and inclusive environment where students actively engage in rigorous learning
- Demonstrating a commitment to teaching for biliteracy
- Cultivating sociocultural competence that empowers students to understand, value, and engage with diverse perspectives

### What Makes Odom Unique

- Wall-to-wall two-way Dual Language learning that develops bilingualism, biliteracy, academic achievement, and sociocultural competence.
- AVID and WICOR practices that strengthen organization, inquiry, collaboration, reading, writing, and college/career readiness.
- A whole-child approach that centers belonging, safety, connection, regulation, engagement, learning, and growth.
- An Eagle identity that celebrates effort, growth, leadership, service, and school pride.



## Our Eagle Commitments

### Be Safe. Be Responsible. Be Kind.

We also show respect for ourselves, for others, and for our school community. These commitments guide classrooms, hallways, cafeteria, recess, assemblies, arrival, dismissal, buses, and school events.

## Odom School Song

*A proud Odom tradition - sing it, chant it, and soar together!*

*(Chant)*

Odom Eagles are the best  
We strive to stay above the rest.  
Odom Eagles are the best  
We strive to stay above the rest.

*(Song)*

We are Odom Eagles  
Oh, yes that's who we are  
We are Odom Eagles  
We're the best both near and far  
Working hard together, students, teachers, one and all  
We're the best. We soar high above the rest.

*(Chant)*

Odom Eagles, yes we are  
**We can, we must. WE WILL GO FAR!**

*Words & Music by Ms. L. Lewis (Music Teacher)*

## School Day & Daily Readiness

|                    |                                                                                                                                   |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Office Hours       | 7:00 a.m.-4:00 p.m.                                                                                                               |
| Doors Open         | 7:30 a.m.                                                                                                                         |
| Instruction Begins | 7:40 a.m. Students should be in class and ready to learn.                                                                         |
| Dismissal          | 3:10 p.m. for PK-5                                                                                                                |
| Dismissal Changes  | Notify the front office by 2:30 p.m. whenever possible. Do not rely on a teacher message during instruction for same-day changes. |

## Daily Family Checklist

- Is my child healthy and ready for school?
- Does my child have the materials needed for the day?
- Have we confirmed the after-school plan before arriving at school?
- Is my child dressed for learning, PE, recess, and the weather?



- Have I checked campus/class communication for important updates?

### Protecting Instructional Time

Once the school day begins, classrooms should be interrupted only when necessary. Items dropped off during the day should be left with the front office. Staff will notify the classroom without interrupting instruction whenever possible.

## Arrival, Dismissal & Transportation

### Arrival

Students enter through the designated front entrance under the blue awning beginning at 7:30 a.m. Car riders should use the circular drive, remain in the vehicle, pull forward as directed, and use the right lane for student drop-off. The left lane is for exiting the circle drive. Families who walk students to the entrance should park in a legal parking space and use designated crosswalks.

- Students report directly to their assigned morning location/classroom and prepare for the school day.
- For student safety, do not park, wait, or unload in traffic lanes or unauthorized areas.
- Follow staff directions, crossing guards, posted signs, speed limits, and school-zone laws at all times.

### Dismissal

Dismissal begins at 3:10 p.m. Students remain supervised until released through the campus dismissal system. Families should use the assigned dismissal location and follow staff directions so that students can be released safely and efficiently.

- Students may be released only according to verified dismissal information and to authorized adults. Photo identification may be required.
- Do not ask students to cross the circle drive, walk between parked cars, or meet a vehicle in an unsafe location.
- Students not enrolled in an approved after-school program should be picked up promptly.
- Changes to a student's regular dismissal plan should be communicated to the front office by 2:30 p.m. whenever possible.

### Early Pick-Up

Every instructional minute matters. If a student must leave before dismissal, an authorized adult must check the student out through the front office and present identification. Please avoid routine early pick-up when possible.

### Bus & After-School Transportation

Students using district transportation are expected to follow all district bus rules and the directions of the driver. Families should ensure students know their daily transportation plan. Questions about route eligibility, stops, or transportation changes should be directed through the appropriate district/campus process.

## Attendance: Every Day Counts

Strong attendance is one of the most important ways families support academic growth. Students are expected to attend school every day, arrive on time, and remain for the full instructional day unless illness or another allowable reason prevents attendance.

At Odom, attendance is part of our culture of belonging. Teachers use "Wish You Well" boards to recognize students who are absent, and campus celebrations reinforce the importance of being present and on time. Our



goal is excellent attendance without tardies so students remain connected to their classroom community and learning.

- If your child is absent, provide the campus with written documentation explaining the absence within the district-required timeline.
- Medical documentation should be submitted when applicable.
- At 7:40 a.m., students who are not in class or under the direct supervision of a teacher are considered tardy.
- Persistent absences or tardies may result in family conferences and additional attendance interventions in accordance with district and state requirements.
- Families should schedule appointments outside the school day whenever possible.

### Attendance Matters

Being present is more than being counted. Consistent attendance protects continuity of instruction, relationships, language development, intervention, enrichment, and student confidence.

## Teaching & Learning at Odom

### Dual Language & Biliteracy

Odom is committed to a two-way Dual Language model designed to develop high levels of bilingualism and biliteracy, strong academic achievement, and sociocultural competence. Students learn content in both English and Spanish according to the campus language-allocation plan. Teachers intentionally bridge learning across languages so students can make connections and transfer knowledge.

Families can support biliteracy by reading, talking, storytelling, writing, and engaging with children in the languages used at home. Strong development in one language supports learning across languages.

### AVID & WICOR

AVID is part of Odom's instructional identity. Students develop age-appropriate habits of organization, goal setting, inquiry, collaboration, reading, and writing. WICOR stands for Writing, Inquiry, Collaboration, Organization, and Reading. These practices help students become increasingly independent learners and build a college-, career-, and life-ready mindset.

Students use AVID goal folders to reflect on progress and celebrate growth. Students in grades 2-5 use planners to strengthen organization, responsibility, and home-school communication. Grade levels may also recognize an AVID Student of the Month.

### Assessment & Progress Monitoring

Teachers use classroom evidence, common assessments, district assessments, and state-required assessments to understand what students know, monitor growth, and plan next steps. Depending on grade level and student program, assessments may include MAP Growth, CLI/TX-KEA, STAAR, TELPAS, STAMP, FitnessGram, and other district measures. Families will receive information about major assessment windows and results.

### Grading, Progress Reports & Conferences

- Report cards are issued according to the Austin ISD grading calendar.
- Progress reports/interim updates are provided when students are at risk academically or when additional communication is needed.
- Families can monitor student progress through district systems and teacher communication.
- Teachers and families may request a conference at any time. Campus practice is to begin concerns with the classroom teacher, then involve additional support or administration as needed.



## Homework & Learning at Home

Odom values meaningful practice over routine busywork. Nightly reading, language development, curiosity, cultural learning, and family conversation are strongly encouraged. Teachers may assign purposeful practice when it supports a specific learning goal, student need, or preparation for upcoming learning.

## Student Support, Inclusion & Belonging

At Odom, support is designed to increase student access, participation, independence, and progress. Students may receive support through classroom differentiation, intervention, MTSS/eCST, Special Education, Section 504, dyslexia services, multilingual learner supports, counseling, gifted and talented services, or other campus/district programs as appropriate.

### Special Education & Inclusive Practices

Special Education provides individualized instruction and supports for eligible students with disabilities so they can access the curriculum and make progress toward their goals. Odom's specialized services may include SCORES/SBS, Life Skills, Resource, Early Childhood Special Education (ECSE), and other services identified through a student's IEP. Accommodations, modified instruction, behavior supports, communication systems, small-group instruction, and other services are implemented according to each student's plan.

Across settings, our shared expectations are to communicate, be flexible, be inclusive, and stay consistent. Families with questions about an IEP, accommodations, interventions, or Special Education services should begin with the student's teacher/case manager or Special Education team and may also contact the assistant principal for support.

#### Every Eagle Can Soar

Our response must be intentional - not identical. Students may need different supports to access the same high expectations and meaningful learning.

## Social-Emotional Learning & Regulation

Students learn best when they feel safe, connected, and regulated. Odom uses proactive relationship-building, morning connection/check-ins, explicit social-emotional skill instruction, regulation tools, restorative conversations, and re-teaching to help students develop responsibility and problem-solving skills.

### Character Strong

Character Strong is Odom's social-emotional learning program and is used during daily morning meetings. Monthly character traits help students build the habits and skills needed to learn, connect, and contribute to our community.

**August - Kindness | September - Respect | October - Responsibility | November - Gratitude | December - Empathy | January - Perseverance | February - Honesty | March - Cooperation | April - Courage | May - Creativity**

### The 3 R's

When students are dysregulated, adults prioritize Regulate, Relate, then Reason: help the student return to a regulated state, reconnect through a safe relationship, and then problem-solve, reflect, or address consequences.

## How We Support Students Before Behavior Escalates

Our staff use proactive, relationship-centered supports that reflect five areas: knowing the learner, creating a safe and organized environment, building relationships, using calm and consistent management, and adjusting instruction. Supports may include visual schedules, positive reinforcement, structured movement, first/then



language, small-group opportunities, checklists, and regulation spaces. The goal is to teach skills and increase student success - not simply react to behavior.

## Behavior, Discipline & Bullying Prevention

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Every student has the right to learn in a safe, respectful environment, and every educator has the right to teach without ongoing disruption. Odom uses positive, instructional, restorative, and developmentally appropriate responses to behavior while following the Austin ISD Student Code of Conduct.

### Student Responsibilities

- Be safe and make choices that protect yourself and others.
- Be responsible for your learning, behavior, materials, and choices.
- Be kind and use respectful words and actions.
- Respect yourself, other people, and school/community property.
- Follow adult directions and campus routines.
- Repair harm and learn from mistakes when problems occur.

### Bullying, Harassment & Discrimination

Bullying, harassment, discrimination, threats, and sexual harassment are not tolerated. Students who experience or witness concerning behavior should report it immediately to a teacher, counselor, administrator, or another trusted adult. Reports will be addressed in accordance with district policy and the Student Code of Conduct.

### Family Partnership in Behavior Support

Routine classroom behaviors are generally addressed first through classroom supports, re-teaching, reflection, logical consequences, and family communication. Significant safety concerns, serious misconduct, chronic bullying, major aggression, or persistent behavior that does not improve with classroom interventions may require counselor and/or administrative support.

## Cafeteria, Breakfast & Wellness

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### Breakfast & Lunch

Odom provides breakfast in the classroom and lunch through the campus cafeteria. Current meal eligibility, menus, and district nutrition information will be communicated through Austin ISD. Students may bring lunch from home. Families may provide food only for their own child unless a campus-approved event or procedure states otherwise.

### Cafeteria Expectations

- Stay seated unless given permission to move.
- Eat your own food; do not share food because of health and allergy concerns.
- Use a calm body and appropriate table voice.
- Use kind words and follow adult directions.
- Clean your area and help care for the shared space.
- Keep hands, feet, and objects to yourself.

### Wellness & Recess

Movement, outdoor play, hydration, sleep, and healthy routines support learning. Students participate in recess and physical education according to grade-level schedules and district guidance. Families should send students dressed appropriately for weather and active participation.



## Health, Medication & Emergency Information

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Keep all emergency contacts and health information current. If a student becomes ill or is injured at school, campus health staff or trained personnel will assess the student and contact the family when needed. Emergency medical services may be contacted when immediate care is required and a family member cannot be reached.

### Medication

Medication at school must follow current Austin ISD health-service requirements. Medication should be provided in the original labeled container with required parent/guardian authorization and, when applicable, medical-provider documentation. Students may not carry or self-administer medication unless specifically permitted by an authorized health plan or district procedure.

### When to Keep a Child Home

Please do not send a child to school when illness prevents meaningful participation or when current district/public-health guidance requires the student to remain home. Contact the campus health office for guidance regarding fever, vomiting, diarrhea, contagious illness, or return-to-school requirements.

## Family Communication & Partnership

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Strong family-school communication is essential. Teachers are the first point of contact for classroom, academic, and routine student concerns. When additional support is needed, families may contact the counselor, assistant principal, principal, or appropriate student-support staff.

### How to Partner With Your Child's Teacher

Communicate early and often; assume positive intent; share what you know about your child; attend meetings and conferences; ask questions when something is unclear; celebrate progress; advocate respectfully; and share your family's languages, values, culture, and traditions. When concerns arise, clarify before reacting, avoid comparisons with other children, and keep communication respectful and solution-focused. Strong partnerships are built before problems arise.

- Check campus and teacher communication regularly. Odom uses district-approved communication systems, email, newsletters, the campus website, and other approved platforms.
- Teachers aim to respond to family messages within 24-48 business hours. Urgent safety or same-day dismissal concerns should be directed to the front office.
- Keep phone numbers, email addresses, emergency contacts, and home address current with the front office.
- Attend conferences, Back to School Night, family learning events, Principal Chats/Café y Pláticas, and other opportunities to partner with the campus.
- Use professional, respectful communication even when concerns or perspectives differ. We will do the same.

### Wednesday Folder / AVID Communication Routine

Odom uses Wednesday as a consistent day for sending home folders, student work, or other family communication when applicable. Families should review materials, celebrate learning, respond to items requiring action, and return materials as requested.

### PTA & Campus Advisory Council

Families are encouraged to participate in the Odom PTA and Campus Advisory Council (CAC). These groups strengthen family voice, support student opportunities, and help connect the school with the broader community. Membership and meeting information will be shared during the year.



## Visitors, Volunteers & Classroom Visits

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All visitors must enter through the designated front entrance, report to the front office, present identification as required, sign in, and wear a visible visitor badge. Campus access procedures are designed to protect student and staff safety.

### Classroom Visits

- Contact the teacher in advance to arrange an appropriate time.
- Sign in through the front office before going to the classroom.
- Observe quietly and protect the confidentiality of all students.
- Do not photograph, record, or discuss other students.
- Schedule a separate conference if you want to discuss what you observed.

### Volunteering & Field Trips

All parents/caregivers who wish to volunteer, participate as a field-trip or classroom volunteer, or eat lunch with their child must complete the campus/district volunteer approval process each school year before participating. All visitors must sign in with a photo ID, wear the issued visitor badge, and scan/sign out through the front office when leaving. Field-trip opportunities are determined by grade level and instructional purpose. When adult chaperones are invited, space may be limited and siblings may not attend unless specifically authorized.

## Birthdays, Celebrations & School Events

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Odom is an allergy-aware campus and works to protect instructional time and student wellness. Birthday parties are not held during the instructional day. Families should coordinate any birthday recognition with the classroom teacher in advance. Non-food items or healthy options are encouraged, and food must follow current campus and district nutrition/allergy guidance. Invitations may be distributed at school only when every student in the homeroom is included.

Campus-wide celebration days and special events will be communicated in advance. Students are generally not removed from instruction to attend a sibling's classroom performance or grade-level event unless the campus specifically designates the event for family/student attendance.

## Dress, Devices & Personal Items

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### Dress Code

Odom follows the current Austin ISD student dress code. Clothing should support a safe, respectful learning environment and allow students to participate in PE, recess, and school activities. District dress-code requirements supersede any summary in this handbook.

### Cell Phones, Smart Watches & Personal Devices

Student personal electronic devices must follow current Austin ISD policy and state law. Unless a current district rule or an authorized accommodation provides otherwise, personal devices should remain off, stored, and unused during the instructional day. Smart watches with calling or messaging functions are treated as communication devices. The campus will follow district procedures for violations and return of devices.

### Items to Leave at Home

- Toys, trading/card collections, electronic games, laser pointers, and other items that distract from learning.



- Weapons, look-alike weapons, fireworks, lighters, or any dangerous/prohibited item.
- Items intended for personal sales or profit unless part of an approved school fundraiser.
- Valuable or sentimental items that would cause distress if lost or damaged.
- Pets or animals unless specifically authorized for instruction or as a trained service animal.

The school cannot assume responsibility for personal items brought to campus.

## Books, Materials & Student Records

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Students are expected to care for school-issued books, devices, library materials, and other resources. Families may be responsible for lost or damaged items according to district procedures.

### Withdrawal & Records

Families withdrawing a student should contact the front office so records and campus materials can be processed. Access to student records is governed by federal and district requirements. Families should provide the campus with current legal documentation affecting custody, educational rights, or student release.

## Safety & Emergency Procedures

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Odom conducts required safety drills and follows Austin ISD emergency-management procedures. Students are expected to follow staff directions quickly and calmly during drills or emergencies. Families will receive communication through district/campus channels when appropriate.

- Keep emergency contact information current.
- Create a family plan for severe weather, unexpected closures, and changes in transportation.
- Do not come to campus during an active emergency unless directed to do so; follow district/campus reunification instructions.
- Use crosswalks and obey all traffic laws around the campus.
- Do not use handheld devices while driving in the school zone or dismissal line where prohibited by law.

## Family & Student Agreement

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Odom's success depends on shared responsibility. By joining the Odom community, families, students, and staff commit to working together so every Eagle can belong, learn, grow, and soar.

### As an Odom family, we will:

- Support strong attendance and on-time arrival.
- Partner with teachers and communicate concerns respectfully and directly.
- Reinforce Odom's Eagle Commitments and campus routines.
- Support bilingualism, biliteracy, reading, curiosity, and learning at home.
- Keep contact, health, custody, and dismissal information current.
- Follow campus safety, visitor, arrival, dismissal, and event procedures.

### As an Odom student, I will:

- Be safe, responsible, and kind.
- Respect myself, others, and property.
- Take responsibility for my learning and choices.
- Use both languages as a strength and keep growing as a bilingual/biliterate learner.
- Ask for help when I need it and help others feel that they belong.



- Work hard, reflect, repair mistakes, and keep growing.

|                              |                                    |
|------------------------------|------------------------------------|
| <b>Student Name</b>          | <b>Grade / Homeroom</b>            |
| <b>Student Signature</b>     | <b>Date</b>                        |
| <b>Parent/Caregiver Name</b> | <b>Parent/Caregiver Signature</b>  |
| <b>Date</b>                  | <b>Best Contact Number / Email</b> |

## Who to Contact: One Team, Many Strengths

We want families to reach the team member closest to the need so questions can be addressed quickly and effectively. When you are unsure, the front office can help connect you.

| Need / Question                            | Start Here                                              | Examples                                                                                                                      |
|--------------------------------------------|---------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| Classroom learning & routines              | Classroom Teacher                                       | Academics, assignments, classroom routines, day-to-day questions, first step for classroom concerns                           |
| Attendance, enrollment & records           | Edna Sanchez - Attendance Specialist & Registrar        | Student attendance, enrollment/registration, grades/report cards, records                                                     |
| Family/student support                     | Shannon Saul - Counselor                                | Student concerns, social-emotional/mental health needs, family/parent support                                                 |
| Special Education                          | Student's Teacher/Case Manager & Special Education Team | IEPs, accommodations, interventions, service questions, Special Education parent communication                                |
| 504, LPAC & student support systems        | Dolma D. Braynin - Assistant Principal                  | 504, LPAC, ARDs, behavior concerns, observations, eCST/initial referrals, parent-contact support                              |
| Campus operations & office support         | Sereena Rivera - Admin Assistant                        | Campus logistics, supplies/materials, event coordination; front-office routing                                                |
| Campus-wide concerns / additional guidance | Elaine Navarro - Principal                              | After working with the appropriate team member and additional guidance/support is still needed; campus-wide/community matters |

**Family communication pathway:** For classroom concerns, begin with your child's teacher. If the concern involves a specialized program or service, begin with the appropriate team/case manager. The assistant principal supports behavior, 504, LPAC, ARD and student-support systems. The principal supports campus-wide concerns and situations needing additional guidance after the appropriate team members have been engaged.



## Quick Reference

|                           |                                                                                                              |
|---------------------------|--------------------------------------------------------------------------------------------------------------|
| <b>Campus</b>             | Lalla Odom Elementary                                                                                        |
| <b>Address</b>            | 1010 Turtle Creek Blvd., Austin, TX 78745                                                                    |
| <b>Main Office</b>        | (512) 414-2388                                                                                               |
| <b>Principal</b>          | Elaine Navarro                                                                                               |
| <b>Mascot</b>             | Eagles                                                                                                       |
| <b>Instruction</b>        | 7:40 a.m.-3:10 p.m.                                                                                          |
| <b>Family Partnership</b> | Start with your child's teacher; contact campus administration/support staff when additional help is needed. |
| <b>Core Identity</b>      | Dual Language • Biliteracy • AVID/WICOR • Whole Child • Equity • Belonging                                   |

Note: This handbook is a campus guide and may be updated during the year. Austin ISD policy, the Student Code of Conduct, and applicable law govern when there is a conflict or change.

