

# BROWN EARLY CHILDHOOD CENTER

Pre-K for 3 & 4 year olds



## Family Handbook for 2021-22

### Portales Municipal School District

The Portales Municipal School District serves our community by engaging young people in an exceptional education that establishes pertinent skills for them to become productive and successful citizens.



...THE STORY BEGINS

## CHAPTER ONE



### So Happy You're Here

Infants are born learning and all young children are capable of learning!

-NM PreK Foundational Principles-

Welcome to Brown Early Childhood Center (BECC). We are excited to offer our community's children an opportunity to participate in our PreK early learning program. They will have many new and exciting experiences as they begin their educational journey.

We will need your help in making this journey a successful time for your child. It has often been said that parents are their child's FIRST teacher. However, we also believe that parents are their child's only FOREVER teacher. While they move through the grades their teachers will change but YOU will be the one who will always be there to help them on the next pathway.

This Family Handbook has been prepared to help answer any questions you might have specifically about Pre K at BECC. You can find additional detailed information about our school (BECC) in the Student Handbook provided to you at the beginning of this year.

If you have any questions that are not answered, please feel free to call us at (575)356-7074.

Sincerely,

*Mrs. Skinner*

Mrs. Skinner, Principal & PreK Coordinator

## CHAPTER TWO

### Finding Your Way

The NM Early Learning Guidelines are used as a resource to identify some key milestones of children in different areas of development.

-NM PK Recommended Uses for ELGs-



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## CHAPTER THREE



### Starting Off Right

All Children are respected as competent and unique individuals.

-NM PK Foundational Principle-

#### **ELIGIBILITY** – How old does my child have to be to qualify for the PreK program at BECC?

##### **PreK**

All children served must have reached their fourth (4<sup>th</sup>) birthday before September 1 of the current calendar year.

Sixty-six percent (66%) of the children served must live within the attendance zone of a Title 1 school. In Portales, all schools are Title 1 schools.

##### **EARLY PreK**

All children served must have reached their third (3<sup>rd</sup>) birthday before September 1 of the current year.

Sixty-six percent (66%) of the children served must live within the attendance zone of a Title 1 school. In Portales, all schools are Title 1 schools.

At BECC, any three (3) year old must have an identified developmental delay to be eligible to participate in our Early PreK program. BECC hosts Child Find events throughout the year to support parents on their journey of identifying any suspected delays with their child. Contact us at 575-356-7074 for additional information or our district's Special Student Services office at 575-359-3707 to make an appointment for your child during our next Child Find event.

#### **RECRUITMENT**- How do you let parents know about PreK at BECC?

Thanks to the New Mexico PreK grant initiative, BECC is in its eighth year of providing PreK classes for 4 year old children in the Portales community. We provide information

about our program to all populations throughout our town. We do not discriminate when selecting student participants based on race, ethnicity, religion, national origin nor any other unique demographics of which our community's children represent. Students must, however, live in the attendance zone of a Title 1 school. The Title 1 schools in the Portales Municipal School District include:

- Brown Early Childhood Center (BECC) – Grades PK-K
- James Elementary School – Grades 1-2
- Valencia Elementary School – Grades 3-4
- Lindsey-Steiner Elementary School – Grades 5-6

BECC notifies the community of openings for our PreK program in a variety of methods that include:

- Details of enrollment on marquees at many businesses around town and at each of the local schools as available.
- Parents who listen to the radio can hear our PreK ad on KSEL 105.9, MIX 107.5, and KRMQ 101.5
- Spots are listed in the Portales News Tribune paper and on their website at [www.pntonline.com](http://www.pntonline.com)
- Notification is posted and found on our school website by going to Portales Municipal School District Website at [www.portaleschools.com](http://www.portaleschools.com) and selecting BECC on the drop down menu
- Flyers posted at La Casa Medical Clinic, Roosevelt General Hospital Medical Clinic along with doctor's offices throughout the community
- Word gets around, as well, on social media such as Facebook and Twitter
- In addition, information is posted on the BECC monthly calendars for PreK and K
- BECC staff takes brochures to local businesses, the library, and any other local entities that are believed to be patronized by parents and children.

Flyers, calendars, social media, and our school web site continue to post PreK information throughout the year. In addition, parents interested may call our office between the hours of 7:30 a.m. – 3:00 p.m. or leave a message anytime at 575-356-7074.

Collaboration efforts between BECC and other local early learning providers ensure children receive the educational services to meet their needs. BECC, Portales Head Start, ENMU Child Development Center, PHS Childcare, along with several private day care centers share the responsibility of locating age appropriate children in our community for participation in an effective early learning educational program.

As a reminder, students cannot participate in New Mexico PreK at BECC and be served in any additional programs funded by CYFD PreK. Please check with the school's personnel if you have any questions pertaining to this topic.

## **SELECTION/PRIORITIZATION** – Are there conditions where one child is selected instead of another for participating in PreK at BECC?

New Mexico PreK at BECC will consider the following situations as priority needs when making participate selections:

- Children who would not otherwise have the opportunity to attend a quality early care and education program
- Children who are not already being funded for early care and education with another funding source
- Children who will attend kindergarten in an elementary school designated as Title 1

## **ENROLLMENT** – How do I get my child signed up for PreK at BECC?

Applications for enrollment are accepted at any time throughout the school year. Call or visit our school office for detailed information. Parents may also visit the Portales Municipal School District website to fill out a school enrollment packet, [www.portaleschools.com](http://www.portaleschools.com).

BECC holds Pre-Registration and Screening in mid-April for our PreK-K programs. Parents are asked to bring their child with them upon enrollment. Children will be asked to perform tasks on our screener to determine levels of achievement on developmental skills. From these screening we are able to obtain provisional participation numbers for our school's programs.

Enrollment of NM PK4s is determined by the number of students obtained during our registration process.

- 1) If the number of registrants is less than the allotted number of PK slots available on the last day in May, and thereafter, then all registrants are enrolled and assigned a teacher and a session.  
Registrations for enrollment are accepted until all slots are filled. A waiting list is then started for any additional inquiries and registrants.
- 2) Slots vacated during the school year are filled with students from the waiting list data base maintained by administration at the school site.
- 3) Children who are accepted into the PreK program will have the following screening by a health provider or school health care professional prior to entering the program or within the first three months of attendance: physical examination, current immunizations, vision screening, hearing screening, dental screening.

## STUDENT PRIVACY RIGHTS

BECC adheres to the Family Educational Rights and Privacy Act (FERPA) regarding confidentiality of student information. All of our student records are maintained in locked fire proof cabinets. Contact the administrator at BECC if you have additional questions.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327).



If events occur in which your child will no longer attend PreK, the parent is expected to come to our school office to dis-enroll the child from class. We will need to have the reason for leaving. If moving, parents will be required to provide BECC the name of the school along with the city, state, and the expected day of arrival to the new location. BECC will provide a record of enrollment and attendance to the new school as needed. Our fax number is 575-356-4839 for the new school to send a records request.

### **PROCEDURES FOR MEALS AND SNACKS**

Enrollment requirements for Portales Municipal Schools are a Birth Certificate, an Updated Vaccination Record, any Necessary Medical Documents, and an Enrollment Packet (which can be obtained on the school website or at <https://portales.schoolmint.net/>). The nurse will review the school health and dietary page in the enrollment packet.

If your child has any food allergies or restrictions, an Individualized Healthcare Plan will be completed to allow for a specialized diet. Substitutions will be made that still meet USDA requirements. It is the nurse's responsibility to share the individualized health plan with food service personnel, teachers, educational assistants, and any other employees that work with the child. Secretaries also put in a warning (Red Flag) in the computer that is visible by all school personnel.

Breakfast will be served free of charge for every student each morning in the classroom. If your child is tardy, please provide breakfast before bringing to school. Lunch is served daily to afternoon preschool children. Each preschool child must have a completed lunch form on file (as per state guidelines). Please return this immediately to the office to avoid charges. Monthly lunch calendars will be sent home and meet USDA requirements.

### **ATTENDANCE – What if my child is absent from school?**

A definite relationship exists between success in school and good attendance. Therefore, it is **very important** that your child is in school every day unless they are ill or other special circumstances exist.

For children to receive the full benefits of participating in NM PreK it is expected they will attend at least 90% of the time.

When children are sick, their ability to function and learn in the classroom is reduced. We expect your child to stay home until they are well. This will also reduce the chance of infecting the other children.

If your child becomes sick at school, we will make every effort to contact you or your emergency contacts to take them home. We will try to make them as comfortable as possible until you arrive. **Keep your contact numbers and address current with the office and teacher so we may reach you when necessary!**

BECC will follow all guidelines from the Public Education Department and Department of Health.



## **BECC Attendance Policy in accordance with Portales Municipal School District Attendance Procedures**

### **Attendance Policy**

Regular school attendance is essential for success in school; therefore, absences shall be excused only for necessary and important reasons. Not only is attendance important for academic success, the attendance of school age children (*any child reaching his or her 5<sup>th</sup> birthday by September 1 until reaching 18 years of age or graduation*) is required by state law (22-12-2 NMSA, 1978). Excused absences include illness, illness of a parent, sibling, or other immediate family member, bereavement, or other family emergencies, and observance of major religious holidays of the family's faith. Excused absences do not include family vacations, sleeping in, a parent's inability to wake up on time, haircuts, shopping, or a general desire not to come to school on a given day.

We know that life happens, and every student becomes ill from time to time. We also understand that sometimes other illnesses in the family need to be addressed and it is not possible for a student to attend school. We do not expect, nor do we desire, to have students in school who are running a fever, vomiting, coughing excessively, or generally feeling bad. Students with these symptoms should remain at home or be taken to a physician at the parent's/guardian's discretion to allow the student time to recover from the illness and to help prevent the spread of disease to others.

Parents or guardians should attempt to schedule medical, dental, and other appointments after school hours whenever possible. If a student misses school due to a medical or dental appointment, the parent should ask for an appointment card or a doctor's note. The appointment card or doctor's note can be used as documentation of the excused absence. If a student remains home and does not see a physician, the parent should call the school on the day of the absence to verify the reason for the absence. If calling the school is not possible, parents may send a signed note to school with the student when he or she returns. Whenever possible, the school will make a reasonable effort to contact a parent to verify why a student is absent if the parent has not contacted the school prior to the absence or on the day of the absence. If parental contact is made, no other action is needed. For absences greater than one (1) day in length, the school should be notified each day of the absence. However, if the parent knows that a student will be absent for more than one (1) day, notifying the school at the beginning of the absence will suffice. We recommend that if an absence will be more than three (3) days in duration, the parent make contact with the school so that arrangements can be made to provide instructional materials and assignments to the student so that work can be completed during the absence if possible. In all cases, if an excused absence is expected to be for more than five (5) days, parents should contact the school to create a plan to provide instruction at home or other location to prevent the student from falling too far behind. Such plans must be approved by the Assistant Superintendent of Instruction after consultation with the school's principal.

**Verbal notice or notes from parents identifying the reason for the absence will only be accepted until the day following the absence. Verification of an excused absence after the day of return will only be accepted in the form of a note from a physician, clinic, or dentist confirming the dates of the absence.**

A verified absence is not necessarily an excused absence. However, verification is important for the safety of students. Verification provides the school with information that you, as a parent or guardian, know the student is not in school on a given day or at a given time.

If an absence is unexcused, missed assignments may be accepted up to a maximum of five (5) days following the date of the absence; however, **a teacher may reduce the maximum number of days he or she will allow to collect work missed due to an unexcused absence. Teachers may choose to not accept work missed during an unexcused absence**, but in no case will a teacher accept work missed as a result of an unexcused absence after five (5) days of the unexcused absence. Teachers will provide their assignment policy regarding unexcused absences to students in writing the first day of school.

Absences of students due to the deployment or return from deployment of a parent, guardian, or sibling are excused absences. If the absence will be longer than three (3) days, the student will be expected to make arrangements with the school to receive lessons in advance as stated above regarding extended absences.

Many students enrolled in Portales Municipal Schools are members of 4-H and FFA. Absences for the participation in local and state fairs to show livestock or enter exhibits are excused absences. Parents or guardians should notify the school in advance regarding these absences. All attendance and homework rules apply.

State law requires the school to contact parents and guardians when a fifth (5<sup>th</sup>) unexcused absence occurs. You could also be contacted after a third (3<sup>rd</sup>) unexcused absence. However, a fifth (5<sup>th</sup>) unexcused absence, according to State law and District Policy, identifies the student as a student in need of intervention and requires a meeting between school administration and the parents or guardians. At this meeting, an administrator will work with the parents/guardians and student to determine the cause of the unexcused absences, what resources might be available to assist the parents/guardians and student, and create a corrective action plan to help prevent future unexcused absences. If parents/guardians fail to respond to notice of the meeting or fail to attend the meeting, the Juvenile Probation Office, District Attorney's Office, Children's Youth and Families Department, and New Mexico Income Support Division will be notified that the student is in need of intervention and that the school has received no support from the parents/guardians.

Upon a tenth (10<sup>th</sup>) unexcused absence, parents or guardians will be notified by mail or in person that the student is now considered habitually truant, and another meeting between the parents/guardians, student, and administration must occur. This meeting will be held to develop intervention strategies focused on keeping the student in school. The parents/guardians will also be notified in writing that a future absence will require that the school notify the Juvenile Probation Office that the student is habitually truant. The administration will also notify the District Attorney's Office, Children's Youth and Families Department, and New Mexico Income Support Division that the student is habitually truant and has failed to respond to intervention.

In order to be successful in school, students must attend regularly. Portales Municipal Schools has no desire to create additional tension within a family or contention between schools and parents. Yet, we know that attending school as required, putting in the effort necessary, and

building good relationships with other students and school staff will ensure the success of our students. Our most important goal is to provide a quality education so that all of our students will be productive and successful citizens.

A PreK child who has missed 10 consecutive days without contacting the teacher or our school office will be dropped from the program. We will contact the parents of the next child on the PreK waiting list and invite that child to fill the vacated spot. Once this process is complete, the child who was dropped will go on the bottom of the waiting list if he/she desires to return to the program.

BECC will work in partnership with parents or guardians to prevent a child to be dropped from our PreK program. School personnel will schedule family meetings when concerns arise regarding student attendance. An Attendance Plan will be developed and resources provided to assist the family in getting the child return to school consistently.

### **Medications at School**

The following are the guidelines for medication administration by the school nurse or her designee.

Medication will only be allowed at school when a failure to take medication could jeopardize the student's health and/or educational abilities. Medication should be limited to students with long-term chronic illness or disability. Any other type of medication should be given by the parents, either before or after school hours. If a student must take medication at school, the following are required.

1. Parent or guardian must provide a completed Physician Order and Medication Authorization Form, or appropriate chronic illness action plan (allergy, asthma, cardiac, diabetes, or seizure) signed by the child's doctor before medication can be administered.
  - a. Forms can be picked up at school, or printed from :  
[http://www.portaleschools.com/district/Departments/health\\_medical](http://www.portaleschools.com/district/Departments/health_medical)
  - b. Parents may come to school to administer medications until forms are brought to school.
2. Medication brought to school must be in a container labeled by the pharmacy or the doctor, including the date of the prescription.
3. No over the counter medicines are allowed at school without a Physician Order and Medication Authorization Form completed by the child's doctor and returned.
4. At the end of each school year, parents/guardians should pick up medications. Medications not picked up will be discarded.
5. A new Physician Order and Medication Authorization Form or Action Plan must be completed each year.

### **HEALTH SCREENINGS:**

PreK requires students be screened at the beginning of the program or within the first three months of attendance in the following areas: Physical examination, current immunizations, vision screening, hearing screening, dental screening.

1. These screenings are **not** diagnostic but identify children who need further

evaluation.

2. Referral Notice: Parents/guardians are notified **only** if a screening has abnormal findings. If you receive a notice, please have your child evaluated as soon as possible, and return the completed form to the school nurse.
3. If your child has been prescribed glasses, please make sure they wear their glasses to school every day.
4. **Please call the school nurse for assistance if you do not have insurance or Medicaid.**

One of the important functions of a school health program is to promote student health through early identification and detection of health problems that may result in disability and/or interfere with learning. A general vision and hearing screening program is a process that allows designated trained persons to screen large numbers of students in a short period of time for the purpose of identifying vision and /or hearing problems. Screening is not diagnostic. Portales Municipal School students will be screened for vision and hearing in grades Pre-K, Kindergarten, 1st and 3rd. If your student has difficulty passing the screening, you will be notified by the School Nurse. If you do not wish for your child to participate in these yearly screenings, please notify the nurse at your child's school.

### **DEVELOPMENTALLY APPROPRIATE PRACTICES (DAP)**

Developmentally appropriate practice is the foundation of all early childhood instruction. It is an approach that is taken based on current educational research about how children learn and develop as well as best instructional practices for early childhood education. The DAP framework is built on a strong understanding of the research supporting the typical stages of development and learning. This knowledge is supported with background knowledge about each child's family and culture as well as careful observation of children's play and interactions with the physical environment and others. This allows early childhood educators to provide meaningful, relevant and respectful learning experiences tailored to meet each individual child's needs, to maximize learning and development, and to help each child meet challenging and achievable learning goals.

### **CURRICULUM MODELS AND CURRICULUM PRACTICES**

#### **Developmental Delay Three-Year Old Preschool Program**

This program is offered to students who require individualized and specialized instruction to meet their needs based on an Individualized Education Plan. This program is administered by Portales Municipal School's Special Student Services and serves to provide students with developmental delays, or other specific learning disabilities, the opportunity to attend high quality early childhood programming with typically developing peer models to ensure learning, development, and school readiness.

## **New Mexico PreK Program**

This is a voluntary program offered for four year olds before entering kindergarten. Jointly administered by the New Mexico Public Education Department, New Mexico Early Childhood Education and Care Department, and the Children, Youth and Families Department in conjunction with Portales Municipal School, the purpose of this program is to ensure that children have the opportunity to attend a high quality pre-kindergarten program before entering elementary school.

## **Curriculum Practices**

- Support linguistically and culturally appropriate curriculum within a framework of developmentally appropriate practices in the following areas:
  - Learning Centers: Blocks, Art, Math, Dramatic Play, Library, Science/Sensory, Manipulative/Puzzles/Table Toys, Writing and/or Teacher Choice
  - Small Groups
  - Phonological Awareness
  - Meals
  - Transitions
  - Outdoor Environments and Explorations
- Lesson plans posted weekly for all stakeholders.
- Focus on early literacy practices and language-rich instruction through daily and intentional activities such as:
  - Quality literature read aloud with explicit comprehension strategy instruction; both as a whole class and with individual or small groups of children
  - Developing phonological awareness or the understanding and analysis of sound and syllable in spoken language
  - Developing oral language and vocabulary
  - Developing a knowledge of the alphabet
  - Understanding concepts about print
  - Implementation of daily small group literacy activities
  - Opportunity for developmentally appropriate writing activities
- Focus on social emotional development through implementation of the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children.
- Authentic assessment using the NM Early Learning Guidelines (ELG) and documented using the NM PreK Observational Assessment (ECOT). Observations are focused on the following areas and are shared with families:
  - Physical Development, Health and Well Being
  - Literacy
  - Mathematics
  - Aesthetic Creativity
  - Scientific Conceptual Understandings
  - Self, Family and Community
  - Approaches to Learning
- Partnering with families through engagement, education and effective communication.
- Ongoing professional development, training, collaboration, and participation in NM PreK Consultation Program.

## CHAPTER FOUR

### Traveling Together

Every child needs consistent, predictable, reliable, and responsive adults who are available both emotionally and cognitively.



-Summary of NM PK Foundational Principle-

#### **FAMILY ENGAGEMENT PLAN – How can I be a part of my child’s learning?**

Believing the idea that if families grow and learn, young children grow and learn ready to develop into productive and successful citizens, BECC understands the urgency that parents have been and will be one of the most important factor in their child’s success during their educational journey. Efforts to support our BECC PreK parents with 90 hours or more for family engagement are outlined below.

##### **Home Visits**

Each NM PreK teacher and assistant schedule visits to each individual child’s home prior to the first day of school. To comply with social distancing mandates, these visits will be conducted virtually. If technology is limited in the home, a home visit phone conference may be conducted. Not only do the children and families get to meet their teachers, but our teachers and parents are given the opportunity to learn any pertinent information for the design and development of instruction so children are set up for a successful school year. Any child entering NM PreK during the year will receive a virtual or in person home visit as well.

##### **Parent/Teacher Conferences**







Parent conferences with teachers are scheduled close to the date that Authentic Observations are completed on all NM PreK children. Classes are not held on these days but you may bring your child with you if needed. Teachers will send out a letter asking you for three choices of times that fit your schedule best. They will try to establish your conference time reflecting your first choice. However, it may be necessary to use your second or third choices due to conflicts. The dates for the Parent/Teacher Conferences for the 2021-22 School Year are:

- Monday, October 18, 2021 from 8:00-4:00
- Monday, February 7, 2022 from 8:00-4:00
- Monday, May 23, 2022 from 7:45-3:30







## Parent Trainings and Share Outs


BECC has established Family and Parent Share Out/Trainings to assist families in support of their children. Initiated in November of 2014, the trainings have gained interest as parents provide feedback and share the information with others. The trainings were designed to meet a variety of criteria:


-  Be interactive with families
-  Model and support developmentally appropriate strategies
-  Provide materials and supplies to parents
-  Involve the Pre-K student for demonstration
-  Include opportunities for various disciplines
-  Be FUN and ENGAGING

Topics for our Parent Engagement Events that have taken place include:

-  **Let's Get it Together**—We provide parents/family with a record keeping system that would grow with the child Pre-K through Grade 12. Ideas include developmentally appropriate discipline, encouraging preferred behaviors, responsibility building, organizational skills, and developing children's self-help skills for independence. Parents are provided a binder for records and many strategies to support the child in Pre-K and beyond.
-  **Reading is Easy as A, B, C**—Focused on emergent literacy skills with an emphasis on oral language development and creating a strong foundation for reading and writing in developmentally appropriate practices. Parents are provided with a Tool Bag packed with supplies and materials to use at home. We demonstrate and explain the necessity of using multi-sensory and whole body strategies such as sand trays, shaving cream and drawing on the vertical plane with a variety of books, tools of how to best support emergent reading and writing activities with their child.
-  **Math, Making Numbers Count**—An emphasis on counting and cardinality, this training provides ideas and strategies for shapes, patterns, measurement, and numerals using cards, dice, games, dominoes, coins, and household items. The families received a family game and a large variety of materials and demonstrations of how to play to learn with their child in engaging ways throughout their growing-up years.
-  **Mouse Trap! Technology**—Meeting in our computer lab, the parent/child team go through child friendly apps and web sites in a variety of areas like math, reading, drawing, and problem solving. Each family leaves with a tool kit of technology related items including ear buds.



 **Let's Explore our World, Science**—A favorite with families because science can be intimidating. We demonstrate many simple experiments with the children and also provide them with a packet of experiments to try at home. The family takes home a recycle bag with a huge variety of items to learn about classification, star gazing, becoming curious about sights, sounds, animals, and nature. We take a walk outside to demonstrate how easily science exploration can be encouraged every day by noticing and recording what we see, hear, smell, and feel. Parents are very interested in the scientific process at a developmentally appropriate level.

 **Ready for K - A Bucket Full of Learning!** — Each family is given a sand bucket stock full of fun and engaging items to encourage learning throughout the summer. We include reading, writing, math, social emotional, and fine motor development into this training. We also guide parents in Kindergarten Readiness to support learners who enter Kindergarten ready for school and eager to learn!

Find the dates and Topics for this school year on our PreK Calendar at the end of this document.

### **“Bright Beginnings” PreK Parent Resource and Networking Place**

Located within our cluster of PreK classrooms (portables) is a small room where parents find answers to a variety of school focused questions to help their young learners. Bright Beginnings is maintained by literacy specialists and volunteer facilitators who listen to parent needs and provide the resources, training, and modeling to address any needs. Bright Beginnings has a lending library with materials that can be taking home and returned to practice hands-on learning in literacy and math within the home. Bright Beginnings is opened by appointment to all PreK parents. To schedule an appointment, contact Mrs. Banister at 575-356-7074 or by email at [tbanister@portalesschools.com](mailto:tbanister@portalesschools.com). Ask your child's teacher if you would like to know more about this exceptional resource available at BECC.

### **PreK Website**

Many additional parent resources are available on the New Mexico PreK website at <https://webnew.ped.state.nm.us/bureaus/early-childhood-bureau/>. Parents will find an abundance of materials pertaining to child expected growth and development, ideas to create meaningful interactions with young children, and help if you need assistance finding what you need.

## CHAPTER FIVE

### Check the Speed Limits

Each child develops at his  
or her own pace.

-NM PK Foundational Principle-



### **SPECIAL EDUCATION PROCEDURES PLAN – What if I have concerns about my child?**

Supports are in place to help identify any special needs of our PreK children early in the process of them becoming a student at BECC.

BECC Faculty and Staff believe that all students have special needs. Therefore, we work diligently to provide specific learning opportunities throughout all instruction and play.

#### **Screening and Referral**

Children often participate in our Child Find Screenings planned throughout the school year. District and local service providers work collaboratively to identify individual needs and refer for additional testing as appropriate. Prior to any child's participation in screeners, parents are required to sign a Permission to Test that allows school personnel to assess the child. Screens include Parent Intake, diagnostic assessments as referred, Speech & Language Pathologists, School Nurses, Occupational and Physical Therapist, PK Teachers, and counselor/social workers. Screenings are conducted in English or Spanish. Parents are notified before leaving after the screening sessions whether or not the child is being referred for more testing.

PreK students experiencing difficulties in the classroom identified by the teacher or parent can be referred to the district Special Education Department by the teacher. Concise documentation of concerns assist the SPED office in proceeding with pertinent assessing.

Student data from screening results are considered by all teachers when planning lessons and play learning opportunities for all children.

Parents are encouraged to attend all IEP meetings (in person or virtually) and participate by providing school personnel with any information that will assist in planning an effective educational plan for the child. School representatives will provide facts from testing results and guided through the IEP to ensure a clear understanding of the process.

Once an IEP is in place for a child, teachers immediately implement the modifications stated on the IEP to support the learning needs of the child.

Our PreK program is designed to be inclusive in addition to providing opportunities for peers to be role models in our three year olds classrooms.

### **Students Who Enter with an IEP**

My child already receives services. Will you accept the outside testing results?

Any child entering the Portales School District with a current Individualized Education Program will be directed to go to our local Special Student Services office for the IEP to be reviewed. They will notify our school office of services being transferred and the students will continue with these services until an IEP meeting is held. At that point any changes recommended during the meeting will be implemented as required.

### **Classroom Placement and Teacher Assignments**

Students at BECC participate in an inclusive program. We believe all children can learn from and with each other. Our program is designed so NM PreK teachers work with students on IEPs and Second Language Learners as well as our NM PreK children. Likewise, our Teachers of Special Student Services and Bilingual teachers work with some of our NM PreK students.

The demographics of each classroom varies so we can address the learning and social/emotional needs of each child.

## CHAPTER SIX

### The Scenic Pathway



The context of family and community culture influences every aspect of development.

- NM PK Foundational Principle-

#### TRANSITION PLAN – How do I get my child ready to move on?

We understand that changes can be scary for our little ones so we make every effort to prepare them for transitioning from home/daycare into PreK and from PreK into Kindergarten.

- ◇ APRIL—Two Day Early Registration at BECC with community agencies participating, brochures provided to parents and questions answered, K Screenings take place, BECC teachers go to Head Start Parent Meeting to share Kindergarten expectations, End of Year Child Find.
- ◇ MAY—Selection and teacher assignments for new PreK students; Current BECC PK students visit the K classroom usually during discovery times to assist with their transition; Tour BECC for students and parents of Community 'Feeder' agencies; PK teachers share special needs of students to K teachers; End of Year PreK Family Social
- ◇ JULY/SEPTEMBER—Regular Registration for PreK and Kindergarten. Available PreK spots filled as students enroll. Beginning of Year Child Find; District Open House grades PreK-12; PreK Home Visits take place

OCTOBER/MARCH— Transition Conferences held 90 days prior to child's third birthday for determination of eligibility for Part B services; Parents encouraged to participate in school activities and learning opportunities.

## CHAPTER SEVEN

### Guiding the Tour

Young Children Learn by Doing. Play and Active Learning are the Best Strategies to Enhance Young Children's Development.

- NM PK Foundational Principle-



### **PROFESSIONAL DEVELOPMENT** – How do I know the teachers are qualified to teach my child?

#### **License and Education Levels**

NM PreK teachers and para pros (educational assistants) are required by the state of New Mexico's Public Education Department to have a degree in Early Childhood Education (ECE). All classroom teachers must hold a current New Mexico ECE teaching license and para pros must have an Associate's Degree in ECE. Any teacher or para pro without these credentials must take classes to work toward acquiring the degrees.

#### **Continued Professional Training Opportunities**

New Mexico PreK requires teachers and para pros to attend trainings on current topics to ensure best practices are being utilized to teach our young students. In addition, PreK staff at BECC participate in Professional Learning Communities (PLC) and district Vertical Teams. These groups of educators meet at least monthly to discuss opportunities to improve instruction and processes. Staff members who exhibit expertise in specific areas often provide modeling and professional development for colleagues.

#### **Individual Professional Development Plans**

Administrators, teachers and para pros are required to design an Individual Professional Development Plan each year. The plans must have an overall goal and short-term objectives that give the steps they will take to accomplish their goal and improve as educators.

## CHAPTER EIGHT

### In the Driver's Seat

Learning is Integrated Across Domains

- NM PK Foundational Principle-



#### TRANSPORTATION PLAN – How will my child get to and from school?

Parents have several options available for making sure children arrive and depart from school safely. **It is urgent that you notify your child's teacher of any daily changes in the way he or she will arrive or depart. If it is a long term change, notify the school's main office so changes can be made on the data base.**

##### Drop Off and Pick Up

Parents/caregivers are required to walk their child to the classroom and pick the child up in the classroom each day maintaining six feet of social distancing, wearing a face covering. Parents with children in portables 4, 5, 10 (Ms. Baca, Mrs. Pfaffenberger, Mrs. Aguirre) will use the gate located on 4<sup>th</sup> street to walk their child to class. Parents with children in portables 3,9 (Mrs. DeAnna Hall, Mrs. Whitecotton) will use the gate located on E street. Parents with children in portables 1, 2 (Ms. Honorato, Mrs. Dawn Hall).

Children are expected to arrive on time to begin their school day. Remember, as stated in the Attendance Chapter of this handbook, if you are late you must sign your child in at the front office before taking him or her to class. The administrative assistant (secretary) will give you a blue admit slip to hand to the teacher.

##### School Bus

Students may ride the regular school bus to school and departing school. Parents are required to contact Shearer Buses to arrange for this transportation. The number is 356-8341. You may contact our main office if you need assistance.

##### Day Care Transportation

As a convenience to parents, several local day care center offer transportation or pick up services for the children they serve. Parents will need to check with individual providers to determine if these services are available.

## Identification of Contact for Students

Regardless of the reason why a child is being picked up, all contacts for the child will be asked to show a picture ID to school personnel. Once school employees are comfortable with knowing who is in contact with their students, those contacts may not be asked for their ID, however, it is important that it be available in case that employee is not present. The safety of your children is always our focus.

The full Portales Municipal School Student Transportation policy is listed in the Appendix of this handbook.

## TITLE IX / NONDISCRIMINATION / EQUAL OPPORTUNITY

PMSD Board is committed to a policy of nondiscrimination and equal opportunity in relation to race, color, religion, sex, sexual orientation, age, national origin, and disability. This policy will prevail in all matters concerning staff members, students, the public, educational programs and services, and individuals with whom the Board does business. All reports or grievances regarding discrimination in employment other than those regarding discrimination on the basis of sex should be directed to the Superintendent's office of compliance. All complaints or reports of discrimination on the basis of sex shall be directed to the Title IX Coordinator per Policy ACA. Adopted: August 10, 2020

Title IX Coordinator: Henry Montano – Assistant Superintendent of Personnel

Address: 501 S. Abilene  
Portales, NM 88130

Phone: (575)356-7000

e-mail: [hmontano@portaleschools.com](mailto:hmontano@portaleschools.com)

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report (such as reporting to any District employee). Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator.



## CHAPTER NINE

### Making the Journey Better



The most reliable and informative Assessment process is the observation And documentation of children's Performance in activities and routines that take place throughout the day.

- NM PK Foundational Principle-

### PROGRAM AND CLASSROOM QUALITY IMPROVEMENT PLANS –

Do things always stay the same?

Each year, each month, each day, we constantly identify procedures and practices that need to be different to make your child's experiences in PreK the best for them to be successful. Some of these practices can be changed immediately while others must be planned, implemented, studied, and suggested changes acted upon to make meaningful improvement in our program and classrooms.

As part of the New Mexico PreK Program, BECC identifies and sets both short and long-term goals. These goals reflect the individual ambitions of the school and its students. Continuous and enduring progress is based on knowing the site's opportunities for improvement and planning for sustainable growth.

\*Due to the Covid-19 pandemic, schedules and processes are subject to change based on requirements from Public Education Department and the Department of Health. Parents will be notified immediately with changes that may occur throughout the year. Masks are required for all staff and students on campus.

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## APPENDIX



**YOUNG CHILDREN ARE EAGER LEARNERS!**

-New Mexico PreK Foundational Principal-

1. BECC PreK Calendar 2021-22 SY
2. Portales Municipal School Student Transportation Policy
3. Positive School-Wide Matrix

**BOOK PREK COMPLETED IN THE SERIES OF "THE LEARNING OF A CHILD"**

# Pre-K Calendar

## Portales Municipal Schools

Brown Early Childhood Center

520 W. 5<sup>th</sup> Street, Portales, NM 88130

Phone: (575) 356-7074 Fax: (575) 356-4839

[www.portaleschools.com](http://www.portaleschools.com)

## 2021 – 2022 SCHOOL CALENDAR



AM PreK Session 7:45-11:00

PM PreK Session 11:45-3:00

| JULY      |    |    |    |    |  |
|-----------|----|----|----|----|--|
| M         | T  | W  | TH | F  |  |
|           |    |    | 1  | 2  | 04 Independence Day  |
| 5         | 6  | 7  | 8  | 9  |  |
| 12        | 13 | 14 | 15 | 16 |  |
| 19        | 20 | 21 | 22 | 23 |  |
| 26        | 27 | 28 | 29 | 30 |  |
| AUGUST    |    |    |    |    |  |
| M         | T  | W  | TH | F  |  |
| 2         | 3  | 4  | 5  | 6  | 9-12 Professional Development                                  |
| 9         | 10 | 11 | 12 | 13 | 13 Open House  |
| 16        | 17 | 18 | 19 | 20 | 16 First Day for Grades 3 <sup>rd</sup> – 12 <sup>th</sup>     |
| 23        | 24 | 25 | 26 | 27 | 23 First Day for K – 2 <sup>nd</sup>                           |
| 30        | 31 |    |    |    | 24 First Day for PreK  |
|           |    |    |    |    | 16 – 20 Roosevelt County Fair                                  |
| SEPTEMBER |    |    |    |    |  |
| M         | T  | W  | TH | F  |  |
|           |    | ★  | 2  | 3  | 01 Staff Vertical Team Meeting                                 |
| 6         | 7  | 8  | 9  | 10 | 06 Labor Day   |
| 13        | 14 | 15 | 16 | 17 | 10 Progress Report 3 <sup>rd</sup> – 12 <sup>th</sup>          |
| 20        | 21 | 22 | 23 | 24 | 17 Progress Report PreK – 2 <sup>nd</sup>                      |
| 27        | 28 | 29 | 30 |    |  |
| OCTOBER   |    |    |    |    |  |
| M         | T  | W  | TH | F  |  |
|           |    |    |    | 1  | 06 Staff Vertical Team Meeting                                 |
| 4         | 5  | ★  | 7  | 8  | 08 Fall Break  |
| 11        | 12 | 13 | 14 | 15 | 11 Indigenous Peoples' Day                                     |
| 18        | 19 | 20 | 21 | 22 | 13 NMPED 40 <sup>th</sup> Reporting Day                        |
| 25        | 26 | 27 | 28 | 29 | 15 Grade Period Ends   |
|           |    |    |    |    | 18 Report Cards & Parent/Teacher Conf. 8 AM – 4 PM – No School |
| NOVEMBER  |    |    |    |    |  |
| M         | T  | W  | TH | F  |  |
| 1         | 2  | ★  | 4  | 5  | 03 Staff Vertical Team Meeting                                 |
| 8         | 9  | 10 | 11 | 12 | 07 Daylight Savings Begins ⚙                                   |
| 15        | 16 | 17 | 18 | 19 | 11 Veterans Day (School in Session)                            |
| 22        | 23 | 24 | 25 | 26 | 12 Progress Reports  |
| 29        | 30 |    |    |    | 22 – 26 Thanksgiving Recess                                    |
|           |    |    |    |    | 25 Thanksgiving Day  |
| DECEMBER  |    |    |    |    |  |
| M         | T  | W  | TH | F  |  |
|           |    | ★  | 2  | 3  | 01 Staff Vertical Team Meeting                                 |
| 6         | 7  | 8  | 9  | 10 | 01 NMPED 80 <sup>th</sup> Reporting Day                        |
| 13        | 14 | 15 | 16 | 17 | 17 Grade Period Ends   |
| 20        | 21 | 22 | 23 | 24 | 20 Winter Recess Begins  |
| 27        | 28 | 29 | 30 | 31 | 25 Christmas Day   |

| JANUARY  |    |    |    |    |   |
|----------|----|----|----|----|---|
| M        | T  | W  | TH | F  |   |
| 3        | 4  | 5  | 6  | 7  | 01 New Year's Day                             |
| 10       | 11 | 12 | 13 | 14 | 3-4 Staff Professional Development            |
| 17       | 18 | 19 | 20 | 21 | 05 Teacher Work Day                           |
| 24       | 25 | 26 | 27 | 28 | 06 School Resumes                             |
| 31       |    |    |    |    | 07 Report Cards                               |
|          |    |    |    |    | 17 Martin Luther King Day (School in Session) |
| FEBRUARY |    |    |    |    |   |
| M        | T  | W  | TH | F  |   |
|          | 1  | ★  | 3  | 4  | 02 Staff vertical Team Meeting                |
| 7        | 8  | 9  | 10 | 11 | 04 Progress Report                            |
| 14       | 15 | 16 | 17 | 18 | 07 Parent/Teacher Conf.                       |
| 21       | 22 | 23 | 24 | 25 | 8 AM – 4 PM – No School                       |
| 28       |    |    |    |    | 09 NMPED 120 <sup>th</sup> Reporting Day      |
|          |    |    |    |    | 21 President's Day                            |
| MARCH    |    |    |    |    |   |
| M        | T  | W  | TH | F  |   |
|          | 1  | ★  | 3  | 4  | 02 Staff Vertical Team Meeting                |
| 7        | 8  | 9  | 10 | 11 | 13 Daylight Savings End ⚙                     |
| 14       | 15 | 16 | 17 | 18 | 11 Grade Period Ends                          |
| 21       | 22 | 23 | 24 | 25 | 14 – 18 Spring Break                          |
| 28       | 29 | 30 | 31 |    | 23 Report Cards                               |
| APRIL    |    |    |    |    |   |
| M        | T  | W  | TH | F  |   |
|          |    |    |    | 1  | 06 Staff Vertical Team Meeting                |
| 4        | 5  | ★  | 7  | 8  | 14 Progress Reports                           |
| 11       | 12 | 13 | 14 | 15 | 15 Good Friday                                |
| 18       | 19 | 20 | 21 | 22 | 17 Easter                                     |
| 25       | 26 | 27 | 28 | 29 | 18 No School                                  |
| MAY      |    |    |    |    |   |
| M        | T  | W  | TH | F  |   |
| 2        | 3  | 4  | 5  | 6  | 13 State Tournaments                          |
| 9        | 10 | 11 | 12 | 13 | 23 PreK PTC 8-4                               |
| 16       | 17 | 18 | 19 | 20 | 25 Last Day for PreK                          |
| 23       | 24 | 25 | 26 | 27 | 26 Maypole                                    |
| 30       | 31 |    |    |    | 27 HS Graduation                              |
| JUNE     |    |    |    |    |   |
| M        | T  | W  | TH | F  |   |
|          |    | 1  | 2  | 3  | No School for PreK                            |
| 6        | 7  | 8  | 9  | 10 |   |
| 13       | 14 | 15 | 16 | 17 |   |
| 20       | 21 | 22 | 23 | 24 |   |
| 27       | 28 | 29 | 30 |    |   |

▲ Early Student Dismissal

★ Staff Vertical Team Meetings

PreK students will attend school on two Mondays, April 11 and May 9.

**STUDENT TRANSPORTATION****Student bus transportation procedures****Arriving at pickup point:**

- Be on time. Leave home in good time so that you will arrive at the pickup point before the school bus.
- If you have to walk along the road to reach the bus stop, walk on the left side facing oncoming traffic.
- Walk on the shoulder of the road where possible, and no on the traveled portion.
- If other students are waiting at the bus stop, get in line without pushing or crowding and stay off the roadway.
- Respect the property of others while waiting at your bus stop.
- Keep your arms, legs and belongings to yourself.
- Use appropriate language.
- Stay away from the street, road or highway when waiting for the bus. Wait until the bus stops before approaching the bus.

**Board the bus:**

- Line up in single file parallel to the roadway, with younger students in front, so they can board first.
- Wait until the bus comes to a complete stop before attempting to get on board.
- Board the bus quickly but without crowding or pushing.
- Never run on the bus, as the steps or floor may be slippery, especially in wintertime. Place your feet squarely on the step, not on the edge, and use the handrail.
- Be particularly careful if you are carrying books or parcels, as it is difficult to see the steps and to hold the handrails.
- Go directly to your seat and sit straight, well to the back of the seat, and face the front of the bus.



#### Conduct the bus:

- Follow driver's instructions.
- The bus will not move until all passengers are seated.
- Remain seated throughout the trip, and leave your seat only when the bus has reached its destination and comes to a complete stop.
- Keep your books and parcels on your lap or put them under the seat or on the luggage rack.
- Keep the aisle clear
- Do not talk to the driver except in case of emergency.
- Avoid doing anything that might disturb or interfere with the driver. Refrain from loud or boisterous talking or yelling.
- Never stick hands, arms, head, or feet out of the windows of the bus.
- Do not open windows without the driver's permission.
- Do not throw anything within the bus or out of a window; you might injure a pedestrian or force a motorist to make a dangerous maneuver.
- Do not touch the emergency door or exit controls or any of the bus safety equipment.
- Do not discard refuse in the bus.
- Eat at home or school, but not on the bus.
- Consequences for school bus stop misconduct will apply to all regular and late routes. Decisions regarding a student's eligibility to ride the bus in connection with co-curricular and extra-curricular events (for example, field trips or competitions) will be at the sole discretion of the school district. Parents or guardians will be notified of any suspension of bus privileges.

#### Prohibited Items:

- Tobacco is not allowed in a school bus.
- Alcohol beverages shall not be carried onto a school bus.
- Insects, reptiles, or other animals shall not be transported in a school bus with the exception of Service Animals.
- No weapon, explosive device, harmful drug, or chemical shall be transported in a school bus.

#### Exit from the bus:

- Remain seated until the bus has reached its destination and comes to a complete stop.
- Do not push or crowd when leaving the bus.
- No fighting, harassment, intimidation or horseplay.
- After getting off the bus, move away from the bus.

### Crossing the highway:

- If you must cross the road, walk to a point about ten (10) feet in front of bus but do not cross until you can see that the driver has indicated that it is safe to do so.
- As you cross the road, look continuously to the right and left. At an intersection, look in all directions.
- Cross at right angles to the highway. Never cross the highway diagonally.
- Walk briskly across the road, but do not run.
- Never cross the road behind the bus.

### Accident or other emergency:

- In case of an accident or emergency, older students should help the driver to maintain order and assist younger students.
- Stay in the bus unless otherwise directed by the driver.
- If you have to leave the bus, stay in a group and obey the driver's instructions.
- Do not expose yourself or others to needless hazard.
- Medical needs for students with disabilities are to be handled in accord with the individualized educational program (IEP).
- All medications required by disabled students will be carried and administered by the person and means designated by the IEP.
- All medication transportation shall be prearranged and be subject to a prior health management plan being prepared if for purposes of possible use on the transportation.

### Consequences for misconduct:

Emergency removal of a student from the bus may occur if the student endangers or reasonably appears to endanger the health, welfare, or safety of themselves, any other person, student, teacher, or employee. The driver must contact the school administration for approval of any emergency removal and file a written behavioral report within twenty four (24) hours with a copy sent to the parents of the removed child.

Consequences for bus misconduct are to be handled by the Principal of the school of attendance in accord with the minimal due process procedure including an opportunity to be heard. Exception: Students with individual educational programs or 504 accommodation plans including transportation will be referred to the team responsible for preparing the program. Such plans or programs shall include procedures for discipline and emergency removal for violation of bus conduct rules. A student may use policy JII Student Concerns, Complaints, and Grievances to make a complaint regarding transportation.



#### *Procedures followed upon student misbehavior on school bus:*

- When a student misbehaves on a bus for the first time, the driver will explain to the offender the necessity for good behavior.
- If, after talks and warning, the rider continues to violate the rules, the driver will inform the student that the rule violation will be reported to the principal. This report will include the use of a written form that lists the offense and the action taken by the principal.
- Upon receiving the complaint, the principal will then call the student to the office and warn the student that the parents must be notified that the student may be put off the bus or suffer other consequences if misbehavior reoccurs.
- If poor conduct continues, the driver will again report the incident to the principal. After discussion with the child the consequences will be determined.
- When a student is not allowed transportation by school bus, the principal will inform the parents of the penalty, the reason for it, and how long the penalty will last. In such cases, the parents become responsible for seeing that their child gets to and from school safely. Parents, community members, and others may submit complaints regarding transportation issues by completing the forms provided with Policies KE through KED. These can be obtained through the school Web site or from the school office.
- A student who is put off one (1) bus will be refused transportation by all drivers for the specified period of time.

#### *Possible reporting outcomes:*

- 1st report: Student will be placed on probation and the parent/guardian will be notified that further behavior infractions may result in disciplinary action up to or including loss of ridership privileges.
- 2nd report: Student may be suspended from the bus for a minimum of 1 day or suffer other consequences dependent upon the seriousness of the offenses reported.
- 3rd report: Meeting with parent/guardian. Possible loss of bus ridership privileges for an extended period.

#### *Other Discipline:*

Depending on the nature and number of the offenses, consequences such as loss of transportation privilege, suspension or expulsion from school also may result from school bus stop misconduct.

#### *Records:*

Records of school bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of serious misconduct may be provided to law enforcement.



### *Vandalism/Bus Damage:*

Students damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) may result in the loss of bus privileges or other disciplinary sanctions until damages are paid.

#### *Notice:*

Students will be given a copy of school bus rules and the responsibilities and behavior standards for bus riders before the end of the first full week of school or when a child enrolls, if this occurs during the school year. The rules will also be posted on each bus.

### *Criminal Conduct:*

In cases involving criminal conduct (for example, assault, weapons, possession or vandalism), the Superintendent, local law enforcement officials and the Department of Public Safety may be informed.

### **Parent/Guardian Responsibilities for Transportation Safety**

- Provide the school office with proper student information including the home address, the home telephone number, and the telephone number at which the parent/guardian may be reached in the event of an emergency.
- Provide the school office and the transportation office with accurate information regarding student name, address, phone number, emergency information and day care information. Remember to immediately notify the school office of any changes.
- Instruct children to be at the school bus stop at least 5 minutes before the scheduled pick-up time and not to arrive at the bus stop substantially more than 10 minutes prior to the scheduled pick-up time.
- Remain alert to impending weather patterns and have your child properly clothed for the current weather conditions.
- Consider in advance how long your child should wait at pick-up locations during conditions of extreme cold or extreme wind- chill conditions.
- Both parents and students should know the school name and the route number of the bus. Students in K-2 should have a "bus tag" fastened to their book bag or backpack containing the route, stop and child's name and contact information.
- Provide the child with a book bag or backpack for books and loose papers, pencils, etc.

