

Flour Bluff Early Childhood Center

Nurturing Lifelong Learners



Every Student Is Worth My Best

Student/Parent Information Guide 2020-2021

2505 Waldron Road
Corpus Christi, Texas 78418
(361) 694-9036
FAX (361) 694-9810

www.flourbluffschoools.net

FLOUR BLUFF EARLY CHILDHOOD CENTER

2020-2021 Student/Parent Information

CENTRAL OFFICE ADMINISTRATION

Joe Kelley, Acting Superintendent
Dr. Allison Schaum, Chief Academic Officer
Louise Day, Chief Financial Officer
Tracy Dennis, Director of Instruction and Professional Development
Dr. Linda Barganski, Associate Superintendent of Student Services
Edgar VanGeem, Director of Special Education

CAMPUS ADMINISTRATION

Amy Seeds, Principal
Jessica Philomeno, Assistant Principal of Instruction

CAMPUS SUPPORT STAFF

Erica Mora, Counselor
Kristen LaBaume, Nurse
Kelli Floyd, Librarian
Kim Thompson, Administrative Assistant
Cindy Melendez, Attendance/Registrar

WELCOME

The staff of the Early Childhood Center welcomes you and your students to the new school year. We look forward to assisting your children in growing academically and socially. We realize you are entrusting us with your children and we will strive to earn your trust as we nurture, encourage and challenge them to be successful. In order to attain these goals, there are certain academic and behavioral expectations that must be followed in order to ensure that each student has the best possible educational environment. This guide outlines those expectations and provides answers to questions regarding the school. For further clarification, parents may contact the school via phone call or personal visit.

Table of Contents

Letter from the Principal.....	1
Attendance	2
Awards	2
Assessments	3
Bullying Prevention and Intervention	3
Cafeteria	3-4
Calendar.....	5
Confiscated Items/ Lost and Found.....	6
Counseling	6
Dress Code	7-9
Electronic Devices and Technology Resources	9-10
Early Checkout	10
Early Childhood Center Rules and Behavior Expectations	10
Grading/Report Cards	10-11
Home/School Transition	11
Hours	11-12
Insurance	12
Library	12
Medicine at School	12-13
Messages.....	13
Notification to Parents of Teacher Qualifications	14
Parent-Teacher Conferences	14
Physical Education	14
Recess	14
School Sponsored Trips	15
School Supplies	15
School-wide Program	15
School-Parent Compact	16
S.A.I.L – Gifted and Talented Program.....	17
Security.....	18
Tardy Procedures	22
Transportation.....	23
Video Recording/Photographing	24
Withdrawals	24

This handbook is revised annually. Any questions or suggestions on the material may be directed to the campus principal, 694-9036.



Flour Bluff Independent School District Early Childhood Center

2505 Waldron Road, Corpus Christi, Texas 78418 (361) 694-9036, Fax (361) 694-9810

Dear Parents,

Welcome to Flour Bluff Early Childhood Center. I hope you and your child are excited about this school year. At the Early Childhood Center (ECC), our Vision is to nurture lifelong learners.

Each year, our students make great strides and accomplish wonderful milestones. All of these accomplishments are made possible because of the partnership between school and home. I want to thank you in advance for your support and assistance in the education of your child. At the ECC we value our relationship with families and understand the important role you play in your child's learning. Please feel that you may call upon us when you have questions. We are always happy to assist you!

Keeping students safe and following district and campus procedures are important. This handbook will provide you with information to navigate through this school year.

Please let us know if you have a question that is not covered in this handbook. Again, welcome and thank you for choosing the Early Childhood Center!

Amy Seeds, Principal
Flour Bluff Early Childhood Center
GO HORNETS!

Attendance

Parents are required by Texas Compulsory Attendance Law to ensure their child(ren) are in school for the full day of instruction (7:40 a.m. – 3:03 p.m.), every day of the school year.

Regular school attendance is essential for the student to make the most of his or her education, benefit from teacher-led activities, and build each day's learning of the previous day and to grow as an individual. As your child progresses through school, the work will become harder, longer and more difficult to make-up. It is the desire of the Early Childhood Center to work with you and your child to avoid unnecessary absences.

Students must be in attendance at least 90% of the required number of days that school is in session. ***Once a student is enrolled in Prekindergarten or Kindergarten, the student MUST attend school and meet the 90% requirement.*** An attendance committee shall review all cases where a student falls below the required 90% attendance requirement. The Early Childhood Center Attendance Committee, after reviewing your child's attendance record and reasons for absences, shall formulate a plan of action providing a reasonable opportunity for your student to regain compliance with this requirement. ***In addition, please know attendance law requires the District Truancy Officer to file, in a court of law, on parents and students for non-attendance.***

When a child is absent from school, the parent or guardian has 3 days to send a note to the school explaining the reason for the absence. All notes must include:

- Date of the note
- Name of the child
- Date of the absence
- Specific reason for the absence
- Parent signature

If a student attends school any portion of the day and brings a doctor's note from a doctor's appointment for the same day, the student will not be counted absent for the day. Since 10:00 a.m. (1:00 p.m. for Prekindergarten PM) is the time designated for the purpose of counting attendance, parents are encouraged to arrange doctor, dentist, therapist, and other appointments after this time and provide doctor's notes whenever possible. Visit the District Website for a listing of excused and unexcused absences as well as additional information on truancy.

Awards

All awards at Flour Bluff Early Childhood Center are based on the child's achievements. The Awards Assembly will be held in late May to recognize those students who satisfy the following criteria:

Achievement Award: - *Certificates will be given for areas of improvement or achievement.*

Reading Program Awards – *Certificates will be given for several reading programs offered including, but not limited to, Rock Star Reader, Read to Me, "Star Reader" for students reading at a level D and above.*

Perfect Attendance Award - *Students who were not absent during the school year will receive a perfect attendance certificate. This award will include attendance at other schools, if the student can verify that perfect attendance was maintained there.*

Assessments

The Flour Bluff Early Childhood Center has regularly scheduled assessments embedded into our instructional timeline. Aligned with our curriculum, these assessments have been designed to measure the students' academic progress while giving our teachers the feedback they need to guide instruction and improve student achievement.

Bullying Prevention and Intervention

Bullying occurs when a student or group of students directs written or verbal expressions or physical conduct against another student and the behavior results in harm to the student or the student's property, places a student in fear of harm to himself or his property, or is so severe, persistent, or pervasive that it creates an intimidating, threatening or abusive educational environment.

The board has established policies and procedures to prohibit bullying and to respond to reports of bullying. (See policy FFL.) (See the Student Code of Conduct.)

Cafeteria

Kindergarten and Prekindergarten p.m. students will have a 30-minute lunch period. These students may purchase a lunch or bring their own lunch. Students who bring a lunch may purchase milk. ***Families are encouraged to apply for free and reduced price meals when they meet eligibility guidelines. A new free and reduced price application must be submitted at the beginning of each school year.*** Lunch times vary beginning at 10:50 a.m. and ending at 12:45 p.m. Please check your child's schedule at the beginning of the school year.

Lunch prices at the Early Childhood Center:

Child - \$2.10

Reduced lunch .40 (must meet eligibility guidelines for reduced pricing)

Adult - \$3.75

All morning Prekindergarten students will receive a **FREE** breakfast served in the classroom from 7:45 a.m. – 8:00 a.m. All Kindergarten students receive a **FREE** breakfast-served in the cafeteria from 7:00 a.m. to 7:45 a.m.* All Kindergarten and afternoon Prekindergarten students will receive one (1) **FREE** lunch. Additional lunches and/or a la carte items must be paid for.

*The first seven days of school Kindergarten students will eat breakfast in the classroom from 7:45 a.m. to 8:00 a.m. Beginning the eighth day of school Kindergarten students will go to the cafeteria to eat breakfast beginning at 7:00 a.m. Breakfast will stop being served in the cafeteria at 7:45 a.m. Kindergarten students arriving between 7:45 a.m. and 7:55 a.m. can choose to take a "To-Go" breakfast and eat in their classroom.

Parents are welcome to eat lunch with their child on designated days **ONLY: Tuesdays and Thursdays.** Any adult wishing to eat lunch with a student must be listed on the emergency contact card. A meal can be purchased in the cafeteria at the adult meal rate or parents can bring their own meal. **Parents may only provide lunch for their own child.** Additional information about the breakfast and lunch programs may be found in the District's Student/Parent Handbook.

School Nutrition Department

2020-2021 Charge Policy

Students in Grades Pre-K - K may charge a maximum of 7 days of Lunch meals
Students in Grades 1-4 may charge a maximum of 7 days of Lunch meals
Students in Grades 5-6 may charge a maximum of 7 days of Lunch meals
Students in Grades 7-12 may charge a maximum of 5 days of Breakfast/Lunch meals

An automated system call out is made on Mondays, Wednesdays, & Thursdays for students who fall below a credit balance of \$2.00 and for students who have a negative balance. If parents/guardians have a financial issue, please call 361-694-9022. Prepayments can be made at www.myschoolbucks.com. There is also an app called "My School Bucks" available for download on your smart phone.

Applying for the Free and Reduced program is allowable at any time of the year should your financial situation change. You may apply online or call 361-694-9022 for an application to be mailed to you or any campus should have an application available. The application is processed the day it is received in the Central Kitchen if all the information is complete.

A "Courtesy" meal may be provided to students after the maximum number of charges have been accumulated. Students are not charged for this "Courtesy" meal.

The Head Cashier in the Central Kitchen notifies parents when a courtesy meal has been given to a student. It remains the responsibility of the student and parents to send money to school for meals.

The U.S Department of Agriculture prohibits discrimination against its customers, employees, and applicants for employment on the -bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.)

If you wish to file a Civil Rights program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](https://www.ascr.usda.gov/complaint_filing_cust.html), found online at http://www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at program.intake@usda.gov. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish).

USDA is an equal opportunity provider and employer.

FLOUR BLUFF ISD



2020-2021
Official School Calendar

AUGUST

S	M	T	W	T	F	S
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SEPTEMBER

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OCTOBER

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LEGEND

- New Staff Inservice
- Inservice (Student Holiday)
- Staff Preparation Day
- First / Last Day of School
- Holiday (District-wide)
- [Six Week Reporting Period Begins
-] Six Week Reporting Period Ends
- STAAR/EOC Test Days
- ☆ High School Graduation
- △ Student Holiday / Staff Weather Day
- △ Student Half Day / PM Inservice
- Nine Week Reporting Period Begins
- ← Nine Week Reporting Period Ends

PROGRESS REPORT DATES

ECC & Primary – 9 Week Grading Period

Sept. 16, Nov. 10, Feb. 3, Apr. 14

Elementary, Intermediate, Junior High & High School – 6 Week Grading Period

Sept. 3, Oct. 15, Dec. 3, Jan. 28, Mar. 25, May 13

REPORT CARD DATES

ECC & Primary – 9 Week Grading Period

Oct. 14, Jan. 6, Mar. 17, May 26

Elementary & Intermediate – 6 Week Grading Period

Sept. 24, Nov. 5, Jan. 7, Feb. 25, Apr. 22, May 26

Junior High & High School – 6 Week Grading Period

Sept. 25, Nov. 6, Jan. 8, Feb. 26, Apr. 23, Jun. 4

FEBRUARY

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MARCH

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Confiscated Items and Lost and Found

The district is not liable for items that are lost or misplaced. Students may not bring valuable items to school such as electronic devices, toys, etc. The Lost and Found is located in the hall across from the Nurse's Office. Items confiscated from students by a staff member (such as toys, distracting items) will be kept two weeks after the end of the school year. Parents may pick up any items from the teacher or administrator. All items from the Lost and Found or confiscated items that have not been reclaimed will be thrown away or donated two weeks after the end of the school year.

Counseling

The Counselor plans, implements and evaluates a pro-active developmental guidance program and curriculum based on Texas Education Code 33.005. Counselor duties include counseling students to fully develop each student's academic, personal and social abilities, consulting with school staff, parents and other community members, interpreting data (test and assessment), coordinating people and resources to assist students, and delivering age-appropriate classroom guidance activities. The counselor also serves in a leadership role on the campus Positive Behavior Intervention and Support (PBIS) Team.

Classroom guidance lessons are taken from the following sources: "Kelso's Choices Character Education Curriculum," "Second Step – A Violence Prevention Curriculum" which is used along with other supplemental materials that support the State's goals and objectives. Units are presented to Kindergarten students on a weekly basis for thirty minutes and Prekindergarten students on a bi-monthly basis for twenty minutes. An Anti-Bullying message is taught using role playing and children's literature. At the end of the unit, students sign a pledge in which they promise not to engage in bullying behaviors.

Tests to identify students eligible for the gifted and talented program are administered and interpreted by the counselor. Refer to page 18 for more information regarding the Gifted and Talented referral and assessment process. Additionally, the counselor manages referrals for evaluations by the Special Education Department after the student has been provided services through Response to Intervention and campus support services.

The counselor monitors the guidelines for eligibility in the Prekindergarten program such as: Free/Reduced Lunch Program qualification, Limited English Proficiency, Homeless as defined by 42 U.S.C.S. Section 11302, conservatorship of DFPS as provided by Section 262.201, of the Family Code and Military dependent of active duty personnel.



Flour Bluff Independent School District 2020-2021 Dress Code

The District's dress code is established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. Dressing and grooming standards are considered an essential part of the educational process. All students are expected to dress and groom themselves neatly in clothing suitable for school activities.

The school has the right to ask a student to change his/her dress or personal grooming habits if it is deemed inappropriate or disruptive to the educational environment. Repeat violations of the dress and grooming code shall be considered defiance of authority and may result in disciplinary action as described in the Student Code of Conduct. Administrators will make the final determination as to what constitutes appropriate attire. Parents who have difficulty providing clothing or shoes for their children should contact the campus counselor for assistance.

Exceptions and additional requirements to the dress code may be made in supervised physical activities, some extracurricular activities, or school-sponsored events as determined by the principal. Medical exceptions shall be made upon certification from the family physician of the student.

The Student Code of Conduct contains the District Dress Code and each campus' dress code additions. The dress code is also found in each campus handbook and on the district website at www.flourbluffschools.net.

The following expectations are required of all students in the district:

- All clothing must fit and be worn properly.
- All clothing must be appropriate for school.
- Revealing or tight-fitting materials/apparel are not appropriate.
- Garments may not have oversized pockets.
- Clothing are to be free of holes or frays.
- School-provided, athletics-issued garments are to be worn only during the designated athletic activities.
- All articles/layers of clothing together must meet the dress code requirements. No coats will be allowed to cover inappropriate dress.
- Hornet spirit apparel must be school or school organization related.
- Pajamas are not allowed.
- Beachwear is not allowed (casual playwear and sandals with backstraps are permissible for grades PK-2).
- Clothing must be in contrasting colors (Example: No black on black, red on red, blue on blue, camouflage on camouflage, etc.)
- The midriff may not be visible, even when hands are raised above the head.
- Undergarments must not be visible.

Pants/Shorts/Slacks/Skirts/Jeans/Denim/Dresses

- Jeans/denim, slacks, pants, shorts, and skorts/skirts/dresses must be appropriately sized for the individual and may not be oversized or undersized in whole or part.
- Items must be properly sized, fitted, and worn so as not to expose the midriff, other body parts or undergarments.
- Tights or leggings may be worn under another garment that meets the dress code.
- Must be standard jeans/denim/pants/slacks/shorts/skirts/dresses. Clothing must be no shorter than a dollar bill's width (2 ³/₄ inches) above the kneecap.
 - (Dollar bill's width does not apply at grades PK-4, Principal discretion).
- At grades PK-6, girls are strongly encouraged to wear shorts/tights/leggings under dresses, due to involvement in physical activities.

Shirts/Tops/Sweaters/Jackets/Coats

- No low cut fronts, cutouts or cleavage showing.
- The following items of clothing are not appropriate for school wear, if worn alone:
 - Muscle shirts
 - Tank tops (may be worn with other layers, if the other layers meet dress code)
 - Backless, see-through, short, bare-midriff, cut-out tops and/or strapless attire
 - Tops with thin shoulder straps (may be worn with other layers, if the other layers meet dress code)
- Shoulder straps of shirts/tops/dresses must be at least the width of a dollar bill at grades 3-12.
- No trench coats/oversized jackets/coats are permitted.

Hair

- Male students will be clean-shaven.
- Hair must be clean, trimmed and kept out of the eyes.
- Sideburns may not be longer than the bottom of the ear.
- No arrangements that are distracting in the educational environment:
 - Designs (such as mohawks, rat tails, words, symbols, etc.)
 - Styles

Symbols

- Any article of clothing that displays illegal activities, alcohol or drug slogans or other suggestive or inappropriate designs, including, but not limited to, those that promote (suggest) sex, violence, or anti-social behavior or do not promote positive behavioral expectations will not be allowed.

Accessories

- Beads, earrings, armbands, wristbands, or other items, which symbolize anti-social group membership will not be worn. This includes spiked rings, other spiked jewelry, wallet chains, or gang related jewelry.
- Head coverings - (for example, hats, caps, hoods, etc.) will not be worn or displayed at any time on campus during the school day unless the student is participating in a school-sponsored outdoor activity. **When permitted, hats must be appropriately sized and will not be worn sideways or backwards.**
- Oversized necklaces will not be permitted (i.e., dog chains, large chains).
- Bandannas are not allowed.
- Jewelry on teeth or in the mouth are **not** permitted.

Shoes

- Shoes or sandals must be worn at all times.
- All shoes must fit appropriately (securely and appropriately fastened).
- Closed-toe and closed-heel shoes are strongly encouraged at grades PK-6, due to safety and outdoor activities.
- At grades PK-8, strapless, open-heeled sandals/shoes are **not** allowed.
- Platform, high heel or stacked sole shoes more than one-inch-high are not permitted at grades PK-4.
- It is beneficial for the students to wear tennis shoes or sports shoes to activities such as P.E./Athletics or recess.
- Steel toe shoes/boots are not allowed.
- Shoes with wheels connected are not permitted.
- Bedroom slippers are not allowed.

Body Markings/Tattoos/Earrings/Piercings/Make-Up

- Students will not be allowed to display tattoos while in school dress (must be covered at all times).
- Earrings are not allowed to be worn by boys in grades PK and Kindergarten.
- Earrings and studs may be worn **only** in the ear.
- No other body piercing is permitted.

- Make-up must not be distracting in color, design and style.
- Writing/marking on any visible part of the body is not acceptable.

The campus principal has the final authority to determine whether a student's dress is within requirements of the District and campus dress codes. The principal's judgment will determine whether any items of dress, mentioned or not mentioned in the District or a campus dress code, will be considered inappropriate school attire.

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

The district permits students to possess personal mobile telephones; however, these devices must remain silent during the instructional day, including during all testing, unless they are being used for approved instructional purposes. A student may possess other telecommunication devices such as netbooks, laptops, tablets, or other portable computers for approved instructional purposes.

The use of mobile telephones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at school-related or school-sponsored events and while riding in district transportation.

During state assessment, College Board/Advanced Placement assessments and other appropriate assessments, telecommunications devices/mobile phones/portable computers/recording devices are strictly prohibited from being on the person testing. These items must be turned off and given to the test administrators until after testing is completed and the assessments are secured.

Repeat violations will be handled in accordance with the Student Code of Conduct. [See policy FNCE] Confiscated telecommunications devices that are not retrieved by the student or student's parents will be disposed of after the notice required by law or will be given to charity or returned to the service provider. **Any disciplinary action will be in accordance with the Student Code of Conduct and may include confiscation of the device. The district will not be responsible for any lost, damaged, misplaced or stolen items.**

In limited circumstances and in accordance with the law, a student's personal telecommunications device may be searched by authorized personnel. (See Searched and policy FNF, as well as the Student Code of Conduct.)

Photos/videos taken during class time by students should not be posted on Facebook/Twitter or other public internet sources.

Possession and Use of other person Electronic Devices

Except as described below, students are not permitted to possess or use personal electronic devices such as: MP3 players, video or audio recorders, DVD players, cameras, games, e-readers, or other electronic devices at school, unless prior permission has been obtained for educational purposes. Students are strongly discouraged from bringing items of value to school, without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

Any disciplinary action will be in accordance with the Student Code of Conduct. **The district will not be responsible for any lost, damaged, stolen or misplaced or confiscated items.**

In limited circumstances and in accordance with the law, a student's personal electronic device may be searched by authorized personnel. (See Searches, policy FNF and the Student Code of Conduct.)

If electronic devices such as: mobile telephones, tablets, watches, etc. interrupt the instructional day at the ECC, it may be collected by a school faculty or staff member and turned in to the campus principal. A parent/guardian will be notified.

Early Checkout

Students are expected to attend school the entire school day (*times will be discussed later in this handbook under **Hours***), so they do not miss any instruction. **Occasionally**, parents/guardians find it necessary to check students out during the day. **Only adults listed on the enrollment card as parents or emergency contacts will be allowed to pick up a child.** A child will not be released to anyone other than those listed on the student enrollment card. **Please be prepared to show a picture ID when picking up a child during the school day.** Since 10:00 a.m. (1:00 p.m. for Prekindergarten PM) is the time designated for the purpose of counting attendance, parents are encouraged to arrange doctor, dentist, therapist, and other appointments after this time and provide doctor's notes whenever possible.

Early Childhood Center Rules and Behavior Expectations

Students are required to follow school expectations and abide by the rules established by the school district, as well as, the ECC campus staff. It is our belief that through positive communications with parents and their support of the teacher, our students will have positive experiences at Flour Bluff Early Childhood Center.

Positive Behavior Intervention and Support, or PBIS, will be utilized throughout the entire ECC campus. PBIS emphasizes proactive strategies and the creation of a positive school atmosphere. Rather than presenting students with a list of rules, the PBIS approach prevents challenging behaviors by actually teaching desired behaviors. Once appropriate behaviors are taught, strategies will be put in place to promote student engagement in desired behaviors.

The ECC will operate on the following school-wide expectations:

Early Childhood Center Behavior Expectations

- 1. Be Safe**
- 2. Be Respectful**
- 3. Be Responsible**

Grading/Report Cards

Report cards are sent home at the end of each nine weeks period during the school year. Progress reports are sent home at any time during a grading period, and at 4 ½-weeks, for all students. Teachers will schedule a parent/teacher conference at the end of the first nine weeks grading period to discuss grade level curricular expectations, student assessments, report cards, behavior expectations and attendance.

Prekindergarten

The Prekindergarten curriculum is structured to provide opportunities to develop communication, cognitive, motor and social/emotional skills needed for academic readiness. In Prekindergarten, grading will be based on mastery of the Texas Prekindergarten Curriculum Guidelines.

Grade marks in all areas:

Making Progress, 01 = Needs Improvement, NA = Not assessed

Kindergarten

The Kindergarten curriculum is structured to provide academic readiness for reading, mathematics, science, social studies, and other basic subject areas. In Kindergarten, promotion to the next grade level shall be based on 70% mastery of report card skills in Reading and Math. Skills are based on completion of curricular grade level requirements (Texas Essential of Knowledge and Skills- TEKS). Student progress is determined using assessments, running records, checklists, and surveys.

Assessment in English Language Arts, Math, Science, and Social Studies is as follows:

03 = Mastered, 02 = Making Progress, 01= Needs Improvement, NA = Not assessed

Incomplete Work: (Non-Absentee)

Students are provided opportunities throughout each nine weeks to be reassessed on incomplete work or skills.

Make-Up Work (Absentee)

Students who have been absent are given at least the same number of days absent to make up missed schoolwork.

Report Cards

Listed below are the report card distribution dates for the current school year:

1st nine weeks -----	Oct. 14, 2020	2nd nine weeks-----	Jan. 06, 2021
3rd nine weeks -----	March 17, 2021	4th nine weeks -----	May 26, 2021

Home/School Transition

Parents must check in with photo identification and receive a visitor's badge if they are walking down the hallway for any reason. After the first two weeks of school, in effort to secure a safe school environment, visitors will not be permitted down the hallway without a scheduled appointment. (Eating lunch on designated days only with a student is an exception) We want to also encourage students to become independent in walking from the school entrance to their classroom. Please be prepared to say good-bye in the "Hug Zone" in the front lobby. Staff is on duty to assist the children within the building.

Hours

Kindergarten/Prekindergarten (morning): The school day begins at 7:40 a.m. Kindergarten and morning Prekindergarten students who arrive before this time will sit in the hallway outside their classroom until the day begins. All students will be supervised by school staff members between 7:00 a.m. and 7:40 a.m. **Students should not arrive at school prior to 7:00 a.m. Prekindergarten-a.m. class ends at 10:50 a.m. The Kindergarten school day ends at 3:03 p.m.**

Prekindergarten (afternoon): The school day begins at 11:23 a.m. Prekindergarten students that attend in the afternoon will be dropped off inside the front lobby starting at 11:15 a.m. and will go directly to the designated area in the hallway outside of their classroom. All students will be supervised by school staff members between 11:15 a.m. and 11:23 a.m. **Students should not arrive at school prior to 11:15 a.m.** **The school day ends at 3:03 p.m.**

Please make every effort to ensure your child's attendance for the entire school day. Students who are brought in late or picked up early miss valuable learning (dismissal procedures are explained later in this handbook under Transportation).

Insurance

Student accident insurance is available for those who wish to purchase such. Forms will be available during registration. The school is not financially responsible for accidents or insurance.

Library

The ECC Library houses books and a large variety of audiovisual materials that support and enhance the curriculum. Classes go to the library on a weekly basis and may check out books at designated "open" times.

Students may have the book for a 1-week period and should return the book on time. Books may be rechecked, but must be brought to the library for rechecking. Parents must pay for lost library books. If a student withdraws before the end of the year, all fines, charges and lost library books must be paid before their withdrawal records can be finalized.

The library has several reading incentive programs for participating Kindergarten and Prekindergarten students.

Medicine at School

All medication must immediately be delivered to the school nurse upon arrival to the school. (Please see the *Student Code of Conduct*.) All medication should be brought to school by a parent/guardian and is to be kept in the nurse's office. At no time shall a student have in his/her possession any form of medication (non-prescription, prescription, herbal substances or dietary supplements), with the exception of cough drops. A medical release form from the parent/guardian giving a written request to administer the medication must be signed by the parent/guardian giving authorized school personnel directions for its administration. The request must include the student's name, date, name of drug, time and dosage required and must be signed by the parent/guardian.

District employees will only give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, if it meets the following criteria:

- Only authorized employees, in accordance with policy may administer [See policy **FFAC (LOCAL)**]:
- Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request. The prescription must be current and not outdated.
- Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request. The medication must be current and not be expired.

- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities. The supplement must be current and not expired.
- The district will store and administer to a student nonprescription medication for emergency situations, but only:
 - In accordance with the guidelines developed with an approved, licensed medical advisor, and
 - When the parent has previously provided written consent to emergency treatment on the district's form. The district and campuses do not maintain a regular supply of non-prescription medication. Parents are expected to supply the appropriate medication for their child.

The administration of any medication containing a narcotic is discouraged during school hours. If a student requires medication of this type for pain, it is recommended that he/she remain at home until a milder form of medication is indicated. It is highly recommended that parents do not administer narcotics before school due to safety issues at school.

A student with asthma or severe allergic reaction (anaphylaxis) may be permitted to possess and use prescribed asthma or anaphylaxis medication at school or school-related events **only if he or she has written authorization from his or her parent and a physician or other licensed health-care provider.** The authorization must be on file with the school nurse. The student must also demonstrate to his or her physician or health-care provider and to the school nurse, the ability to use the prescribed medication, including any device required to administer the medication.

If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse and principal.

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. A student with diabetes who needs treatment or care at school must have a Diabetes Management and Treatment Plan (DMTP) developed by the physician and parent. A copy is to be provided to the school; from this, the principal, nurse, parent or guardian, physician, and teachers are to develop an individualized health plan for the student. The parent or guardian must sign an authorization for care to be given. See the school nurse or principal for information. [See policy **FFAF (LEGAL).**]

It is very important that each student has on file emergency physician and hospitalization information with current working numbers. Having the correct information on file will greatly assist personnel in contacting a parent or physician, if your child has an accident or becomes ill. If a student's phone numbers change during the year, please immediately notify the campus office and nurse of the new number(s).

Messages

When the need arises to contact your child during the school day, please come by or call the office for assistance. In the interest of child safety, any written or phone requests for **transportation changes will be made by parents/guardians designated on the student enrollment form. All parents/guardians or designees must present a photo identification at pick up.** The staff will deliver transportation phone messages to your child's classroom teacher. **Please call by 2:00 p.m. to be sure your child receives the message prior to dismissal from school. Any changes with the emergency information must be made in person by the parent/guardian.**

Notification to Parents of Teacher Qualifications

As a parent of a student at the Flour Bluff Early Childhood Center, you have the right to know the professional qualifications of the classroom teachers who instruct your child, and federal law requires the school district to provide you this information in a timely manner, if you request it. Specifically, you have the right to request the following information about each of your child's classroom teachers:

- Does the teacher meet the State qualifications and certification criteria for the grades and subjects he or she teaches?
- Is the teacher teaching under emergency or provisional status because of special circumstances?
- What is the teacher's college major? Does the teacher have any advanced degrees? What are the fields or disciplines of the certification or degrees the teacher possesses?
- What are the qualifications of any paraprofessionals working with the child?

If you would like to receive any of this information, please contact the campus principal at 694-9036.

Parent-Teacher Conferences

With parent help, teachers can do the best possible job of educating each child. Parent-Teacher conferences provide a valuable opportunity for the parent to supply information about the child that could be very useful to the teacher and the teacher can offer suggestions to parents on how they can help with the education process at home. These conferences are scheduled during the teachers' conference periods or at any other time convenient with the parent and teachers' instructional time. Please call to schedule an appointment.

Physical Education

Kindergarten students will have PE daily. Students are encouraged to wear tennis shoes each day for safety purposes.

Grading: Students will earn four grades each grading period based on skills identified in the Kindergarten Texas Essential Knowledge and Skills (TEKS). Assessment in PE is as follows:

03 = Mastered, 02 = Making Progress, 01 = Needs Improvement, NA = Not Assessed

Excuses: A student is ONLY excused from PE for the day if a note is provided by the parent explaining why he/she cannot participate or if the teacher or nurse recommends such. A doctor's note will be required for those students in attendance at school who must miss more than three (3) consecutive days of physical education. The note should indicate when the student can resume physical activity.

Recess

- Kindergarten students take a scheduled 20 minute recess break daily with the teacher option to take a second recess break.
- Prekindergarten students take a scheduled 20 minute recess break daily.

School Sponsored Trips

Off-campus field trips may be scheduled during the school year. Permission slips are filled out at registration. Parents will be notified of field trips at least one week prior to the trip. A student must have a field trip permission slip on file in order to attend. Parents may attend field trips with teacher approval and must have a background check submitted and approved by the district at least 3 days prior to the field trip.

School Supplies

General school supply lists are available for Prekindergarten and Kindergarten students. The lists include basic items that are needed by students to start the school year. Teachers will also notify parents when a student's supplies have been lost or consumed and need to be replaced.

School-wide Program

Goal: All Students will work on Grade Level

Flour Bluff Early Childhood Center is a Title I School- wide school. Teachers utilize team planning and collaboration as a vital component in planning for instruction. Interventions and enrichment are provided to meet the academic needs of all students. Students also receive Music and Physical Education instruction from additional staff. In all areas, high expectations are maintained for all students.

**Early Childhood Center
2020-2021 Title 1 School-Parent Compact**

In order to envision the highest level of success at Flour Bluff Early Childhood Center (ECC) For every individual, we make this agreement to motivate, to challenge, to inspire each other, and to accomplish this, we hereby sign this compact to work together.

As a parent/guardian of a student at Flour Bluff ECC, I take responsibility for my child’s learning:

- I will show my child that I value education
- I will ensure that my child attends school every day on time
- I will provide to the best of my ability a home environment that will encourage my child to learn and achieve academic excellence
- I will contact my child’s teacher first with concerns or questions
- I pledge to get involved in my child’s education and support the school in its efforts to guide my child toward self-discipline

Parent/Guardian Signature

Date

As a teacher at Flour Bluff ECC, I take responsibility for my students’ learning:

- I will have high expectations for myself, my students and other staff members
- I will treat each child fairly, showing them respect and dignity
- I will establish and encourage open communication with parents about their child’s progress
- I will help each child reach his/her highest potential, socially and academically
- I will provide a safe and orderly environment for learning
- I will be prepared to teach the state required curriculum (Texas Essential Knowledge and Skills)

Teacher Signature

Date

As a student at Flour Bluff ECC, I take responsibility for my learning:

- I will come to school every day
- I will always do my best
- I will be safe, I will be respectful and I will be responsible

Student Signature

Date

GO HORNETS

Students Accelerating in Independent Learning (S.A.I.L.) - Gifted and Talented Program

The Flour Bluff Independent School District's Gifted and Talented Program, Students Accelerating in Independent Learning (S.A.I.L.), is designed to serve identified students who need challenges and educational instruction beyond the regular classroom. The S.A.I.L. instructional program is differentiated to promote extension and enrichment for identified students.

SCREENING PROCEDURES

1. Referrals for kindergarten students are accepted at any time for the S.A.I.L. (Gifted and Talented) Program. Students are nominated by anyone, including parents, staff, community members, or through self-referrals.
2. Students are assessed according to district timelines and procedures, which are posted on each campus.
3. Each campus S.A.I.L. (Gifted and Talented) Committee meets to review assessment data, screen applicants, and to recommend placement of students, for whom the SAIL program is an appropriate placement, utilizing established criteria. Qualification is based on general intellectual ability, specific subject matter aptitude, and creative/productive thinking skills.

Parents receive notification regarding qualification. Students who qualify must submit a parent permission form in order to be placed and served.

FURLOUGHS

A student or parent may request a temporary leave from the program of not less than one semester or more than one year, for serious, extenuating circumstances. The circumstances are reviewed by the S.A.I.L./G.T. Campus Committee to determine if a furlough is appropriate for the student. The student's eligibility to re-enter the S.A.I.L. program shall be reviewed by the ECC campus committee at the end of the furlough period.

EXIT POLICY

The ECC campus committee may exit a student from the S.A.I.L. program upon the recommendation of the teacher and/or parent when the program fails to meet the student's educational needs. Reasons for consideration of exit will include: evidence of working at a level of frustration, observed through performance and or behavior; demonstration of clear inability or unwillingness to maintain the standards of program performance by maintaining a below satisfactory grade average for two six weeks or more; failure to participate in the program in the appropriate grade level and course offerings for the areas in which the student is qualified; parent request for removal is automatic. (An Exit form requesting removal is signed and dated by the parent.) Procedures for exit will include a parent conference, a counselor/student conference, and a dismissal review by the ECC campus committee, to include input from the parent, teacher and ECC campus administrator.

APPEALS

Parents or students may appeal any final decision of the campus committee regarding selection for or removal from the S.A.I.L. program. Written notice of desire to appeal should be given to the campus Principal or Assistant Principal. An appeal shall be made first to the campus committee within 10 days of notification. The Campus Committee then meets and reviews the appeal and makes a decision. Any subsequent appeals shall be made in accordance with FNG (LOCAL) in Board Policy.

Security

Security is a priority for the ECC campus. Our first concern is always the health, safety and emotional well-being of our students. Access to the ECC will be through the **FRONT ENTRANCE ONLY**. To further facilitate student safety and security, there is a designated area for parents who pick up their children. Parents must check in with photo identification and receive a visitor's badge if they are walking down the hallway for any reason. After the first two weeks of school, in effort to secure a safe school environment, visitors will not be permitted down the hallway without a scheduled appointment. (Eating lunch on designated days only with a student is an exception)

VISITORS: All visitors/parents must sign-in with the building receptionist or secretary in the ECC office. Visitors/parents will wear a visitor's badge while on campus and sign-out before leaving the building. All parents/guardians must stop by the front office if they plan to pick up a child early. Parents/guardians/others that pick up children **MUST** provide proper identification (picture ID) before being allowed to remove a child from campus. The receptionist will call the teacher's room and ask the teacher to send that child to the office. Parents/guardians may visit their child's classroom **for a period of up to 45 minutes**. Visits must be scheduled with the teacher prior to the visit. Additional visits will be discussed and approved by the building principal. Visitors of school age will not be allowed in the classroom.

No pets or animals will be allowed without prior approval from the teacher and the campus principal unless it is a service animal.

DRILLS: The Early Childhood Center will conduct periodic safety alert drills to help students move quickly and orderly to safe areas in case an actual emergency occurs. Students are urged to listen to their teacher's instructions when the alarm sounds or when the Principal announces the alert. Teachers will take their attendance rosters and call roll in their assigned safety areas.

STUDENT WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES

Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services

For those students who are having difficulty in the regular classroom, all school districts and open enrollment charter schools must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts and charter schools to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parent may contact the individual(s) listed below to learn about the school's overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine if the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals:

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or an administrative employee of the school district or open enrollment charter school, the district or charter school must respond no later than 15 school days after receiving the request. At that time, the district or charter school must give the parent a prior written notice of whether it agrees to

or refuses to evaluate the student, along with a copy of the *Notice of Procedural Safeguards*. If the school district or charter school agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts and charter schools must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district or charter school to respond within the 15-school-day timeline.

If the district or charter school decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent to evaluate the student. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an exception to the 45-school-day timeline. If a district or charter school receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30th due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completing the evaluation, the district or charter school must give the parent a copy of the evaluation report at no cost.

Additional information regarding special education is available from the district or charter school in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process*.

Contact Person for Special Education Referrals:

- The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:
- Contact Person:
- Phone Number:

Section 504 Referrals:

Each school district or charter school must have standards and procedures in place for the evaluation and placement of students in the district's or charter school's Section 504 program. Districts and charter schools must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

Contact Person for Section 504 Referrals:

- The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:
- Contact Person:
- Phone Number:
- Additional Information:

- The following websites provide information and resources for students with disabilities and their families.
- [Legal Framework for the Child-Centered Special Education Process](#)
- [Partners Resource Network](#)
- [Special Education Information Center](#)
- [Texas Project First](#)

(SPANISH VERSION)

Cómo ayudar a aquellos estudiantes que tienen dificultades de aprendizaje o precisan servicios de educación especial o de la Sección 504

Para aquellos estudiantes que tienen dificultades en el salón de clases normal, todos los distritos escolares y las escuelas autónomas de inscripción abierta deben contemplar servicios de tutoría y compensatorios, y otros servicios de apoyo académico o conductual que estén disponibles para todos los estudiantes, incluido un proceso basado en la Respuesta a la Intervención (RtI). La implementación de la RtI tiene el potencial de impactar positivamente en la capacidad de los distritos y escuelas autónomas de satisfacer las necesidades de todos los estudiantes con problemas.

Si un estudiante está experimentando dificultades de aprendizaje, sus padres pueden comunicarse con la(s) persona(s) mencionada(s) más abajo para obtener información sobre el sistema general de remisión o control de la educación general de la escuela para los servicios de apoyo. Dicho sistema vincula a los estudiantes con una variedad de opciones de apoyo, entre las que se encuentra la remisión para que se realice una evaluación de educación especial o una evaluación de la Sección 504 con el fin de determinar si el estudiante necesita asistencia, adaptaciones o servicios específicos. Los padres pueden pedir una evaluación para los servicios de educación especial o de la Sección 504 en cualquier momento.

Remisiones de educación especial:

Si los padres solicitan, por escrito, al director de servicios de educación especial o a un empleado administrativo del distrito escolar o de la escuela autónoma de inscripción abierta que se realice una evaluación inicial para recibir servicios de educación especial, el distrito o la escuela autónoma deben responder dentro de los 15 días lectivos después de haber recibido la solicitud. En ese momento, el distrito o la escuela autónoma deben entregar a los padres notificación previa por escrito respecto de si están de acuerdo o no en evaluar al estudiante, además de enviarles una copia de la *Notificación de salvaguardas procesales*. Si el distrito escolar o la escuela autónoma están de acuerdo en evaluar al estudiante, también deben darles a los padres la oportunidad de prestar su consentimiento por escrito para la evaluación.

Por favor tenga en cuenta que una solicitud para una evaluación de educación especial puede hacerse verbalmente y no necesita hacerse por escrito. Los distritos y escuelas “chárter” deben seguir cumpliendo con todas las notificaciones previas por escrito y los requisitos sobre las salvaguardas procesales de la ley federal para identificar, localizar y evaluar a los niños que se intuya puedan ser niños con alguna discapacidad y que necesite educación especial. Sin embargo, una petición verbal no requiere que el distrito o la escuela “chárter” respondan dentro del periodo establecido de los 15 días escolares.

Si el distrito o la escuela autónoma deciden evaluar al estudiante, deben completar la evaluación inicial y el informe de la evaluación dentro de los 45 días lectivos posteriores al día en que reciban el consentimiento por escrito de los padres para evaluar al estudiante. Sin embargo, si el estudiante se ausenta de la escuela por tres días lectivos o más durante el período de evaluación, dicho período se extenderá la misma cantidad de días lectivos que el estudiante haya faltado.

Existe una excepción al plazo de 45 días lectivos. Si un distrito o una escuela autónoma reciben el consentimiento de los padres para la evaluación inicial entre los 35 y 45 días lectivos previos al último día de clases del año, deben completar el informe escrito y proporcionarles una copia del mismo a los padres, a más tardar, el 30 de junio de dicho año. No obstante, si el estudiante falta a la escuela tres días o más durante el período de evaluación, no se aplica la fecha límite del 30 de junio, sino que se aplica el plazo general de 45 días lectivos más prórrogas por ausencias de tres días o más.

Al completar la evaluación, el distrito o la escuela autónoma deben proporcionar a los padres una copia del informe de evaluación en forma gratuita.

Hay disponible información adicional sobre educación especial del distrito o la escuela autónoma en el documento complementario titulado *Guía para padres sobre el proceso de admisión, revisión y retiro*.

Persona de contacto para las remisiones de educación especial:

- La persona designada para contactar en relación con las opciones para un estudiante que experimente dificultades de aprendizaje o en relación con una remisión a evaluación para recibir servicios de educación especial es:
- Persona de contacto:
- Número de teléfono:

Remisiones de la Sección 504:

Cada distrito escolar o escuela autónoma debe tener estándares y procedimientos en vigor para la evaluación y colocación de estudiantes en el programa de la Sección 504 del distrito o la escuela autónoma. Además, los distritos y las escuelas autónoma deben implementar un sistema de salvaguardas procesales que incluya una notificación, una oportunidad para que los padres o tutores examinen los registros relevantes, una audiencia imparcial en la que puedan participar los padres o tutores y en la que haya representación por parte de un abogado, y un procedimiento de revisión.

Persona de contacto para las remisiones de la Sección 504:

- La persona designada para contactar en relación con las opciones para un estudiante que experimente dificultades de aprendizaje o en relación con una remisión a evaluación para recibir servicios de la Sección 504 es:
- Persona de contacto:
- Número de teléfono:
- Información adicional:
- Los siguientes sitios web ofrecen información y recursos para los estudiantes con discapacidades y sus familias.
- [Marco legal del proceso de educación especial centrado en el niño](#)
- [Red de colaboradores y recursos](#)
- [Centro de Información de Educación Especial](#)
- [Texas Project First](#)

Tardy Procedures

Punctuality is very important at the Flour Bluff Early Childhood Center. Students who consistently arrive tardy are unable to receive the maximum educational benefits available to them. Students arriving after 7:55 a.m.* (Prekindergarten morning and Kindergarten) or 11:23 a.m. (Prekindergarten afternoon) must be signed in at the office by the parent. *Please note that breakfast will stop being served in the cafeteria at 7:45 a.m. for Kindergarten students.

Transportation

Morning Pick-up:

Morning school buses will make their first stop for Prekindergarten through 6th grade students at 6:50 a.m. (Flour Bluff and N.A.S.) and 6:30 a.m. (Padre Island). The exact time a bus will reach a given address will depend on the number of stops the bus makes, and the number of students who board the bus at each stop. Secondary students (grades 7-12) may not ride the early bus routes designated for elementary students. The buses drop students off at each elementary school campus (Early Childhood Center, Primary School, Elementary School and Intermediate School). Only Prekindergarten and Kindergarten students will be allowed to get off buses at the Early Childhood Center. Other elementary-age students must get off school buses at their campuses. Staff will assist students at the Early Childhood Center to find their classrooms once they enter the building. ***Parents who bring students to school*** should drop them off at the front entrance. The side entrance driveway is for school buses and faculty only.

Afternoon Dismissal - Please call by **2:00 p.m.** for any changes to what your child will be doing after school. Pick-up for Kindergarten and Prekindergarten afternoon classes will take place at the front entrance of the school at 3:03 p.m. Please stay in your vehicle, display your placard (provided by your student's teacher) and teachers will load your student into your vehicle after picture identification is verified or you may find a parking spot and come into the front lobby with your picture identification.

* *Buses* - The classroom teacher must know the exact physical address where the student is to go after school (home, daycare, baby-sitter, etc.). Buses will depart from the Early Childhood Center at approximately 3:10 p.m. Each bus will have a designated route and bus stop. Bus stops on the designated route will be modified as needed. Students will be allowed to leave the bus only at their designated bus stop. Parents, guardians, and/or designee **MUST BE PRESENT with their picture identification** to receive the child at the designated bus stop. Persons unauthorized for pick up will not be allowed to receive a student. Persons authorized to receive a student will be designated by the parent on the student enrollment form. If parents and/or guardians are not present and visible, the child will be brought back to school and the parent will be called to pick-up the child from the ECC office. Please be at the designated stop at least 10 minutes before/after the scheduled stop time in case the bus is running early or late.

* *Pick-ups* - People, other than parents, **must be on the student enrollment card in order to pick-up a child. Any changes to the enrollment card must be made by the parent in person.** PLEASE, do **NOT** park in the fire lanes in front of the school.

* *Latchkey/Campus Care* – The classroom teacher will escort these students to the Latchkey and Campus Care drop off areas where there will be an adult to accept and supervise them.

Prekindergarten Transportation

Bus transportation for Prekindergarten students is only provided for the a.m. route to school and p.m. route home. Students attending the morning classes must be picked up by 10:50 a.m. and students attending the afternoon classes must be brought to school between 11:15 a.m. and 11:23 a.m. Pick-up for morning classes will take place in the front lobby with your picture identification. See afternoon dismissal procedures above for students attending afternoon classes. Parents should make every effort to pick up and deliver students on time.

Video Recording/Photographing

Students are occasionally videotaped/photographed by local news, print media and school personnel, for performances, showcasing work or honorable mentions. Permission to do so is included at enrollment time. If this exposure is deemed inappropriate by parents/guardians, please notify the office in writing.

Withdrawals

Students who are moving out of the district and/or enrolling in another school need to be formally withdrawn. Please contact the Early Childhood Center's office at least one day before the child's last day of school attendance to allow the staff an opportunity to collect withdrawal information. Students must return all school owned materials and/or pay all fines and charges owed the library, cafeteria or office before their withdrawal records can be finalized.