

# Flour Bluff Early Childhood Center

Nurturing Lifelong Learners



*Together We Can...Inspire.Foster.Empower.*

## Student/Parent Information Guide 2023-2024

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[www.flourbluffschoools.net](http://www.flourbluffschoools.net)

# **FLOUR BLUFF EARLY CHILDHOOD CENTER**

## **2023-2024 Student/Parent Information**

### **CAMPUS ADMINISTRATION**

Molli Martinez, Principal  
Crystal Elliott, Assistant Principal

### **CAMPUS SUPPORT STAFF**

Erica Mora, Counselor  
Christina Martinez, Curriculum Supervisor  
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.

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*This handbook is revised annually. Any questions or suggestions on the material may be directed to the campus principal, 361-694-9036.*



*Nurturing Lifelong Learners*

Welcome Flour Bluff Early Childhood Center, ECC, Hornets to our 2023-2024 school year!

At the ECC, we have research-based curriculum, resources, and teachers that will foster not only your child's education, but their social-emotional needs as well. We empower our Little Hornets with the creative, intellectual, and decision-making skills necessary for them to become academically, socially, physically, and emotionally successful and responsible. This year is going to be filled with opportunities for your students to engage in learning, that will spark their curiosity and love for their education.

I am excited and honored to serve you and your student(s)! I am looking forward to a partnership and collaboration that will help our Flour Bluff ECC students excel! Communication will be very important to our partnership and parent/ECC relationship. I encourage you to reach out to me or your student's teacher at any time if you have a question, idea, concern, or compliment. To keep you informed of important information or activities, we will ensure we have multiple ways to communicate these with you to include SeeSaw, our campus newsletter, our website, <https://ecc.flourbluffschoools.net/>, and our Facebook page, <https://www.facebook.com/FlourBluffECC/>.

Once again, I look forward to our partnership and serving the students and community of Flour Bluff ISD.  
***Together We Can... Inspire.Foster.Empower.***

Respectfully,

*Molli Martinez*

Molli Martinez

Flour Bluff ECC Principal

361-694-9036

*The mission of the Hornet community is to foster and empower students to become confident, productive members of society who pursue excellence with integrity.*

## 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. For our Kindergarten students we utilize mClass as our TEA approved literacy screening instrument. For our Pre-Kindergarten program, we utilize CIRCLE as our TEA approved progress monitoring tool to evaluate student progress, guide instruction and remediation as it assesses multiple domains of development.

## Attendance

Parents are required by Texas Compulsory Attendance Law to ensure their child(ren) are in school for the full day of instruction (7:30 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
- Parent Signature
- Date of the absence
- Specific reason for the absence

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 Early Childhood Special Education 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:

Grade Completion Certificate- *Certificates will be given for PreK and Kinder completion.*

Perfect Attendance Award- *PreK and Kinder 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.*

Student of Character- *PreK and Kinder Students are nominated by their teachers for students that exhibit positive character traits aligned with our Character Education Program, The Positivity Project (P2).*

Science Fair Participant- *Certificates will be given to Kinder students that participate in the Science Fair.*

Hornets Hooked on Books- *Awards will be given to Kinder students that participate in our library program, Hornets Hooked on Books, and successfully read and document 100 books for the school year utilizing the guidelines provided by Librarian.*

## Bullying Prevention and Intervention

Students are consistently reminded to follow campus expectations – Be Safe, Be Respectful, and Be Responsible. We respond quickly and consistently to reports of bullying behaviors. Parents may report a bully incident to the campus or the district website using the on-line link:

<https://report.anonymousalerts.com/flourbluffisd/>

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

## Cafeteria

All Prekindergarten students, morning ECSE (Early Childhood Special Education) students, and Kindergarten students will receive one (1) **FREE** breakfast served in their classroom from 7:25-7:45 a.m.

All Prekindergarten, afternoon ECSE students, and Kindergarten students will receive one (1) **FREE** lunch during their 30-minute lunch period. (Additional lunches and/or a la carte items must be paid for.) These students may choose a cafeteria meal or bring their own lunch. Students who bring lunch from home may purchase milk. \*Lunch times vary, beginning at 10:30 a.m. and ending at approximately 12:15 p.m. Please check your child's schedule for their specific time.



## 2023-2024 Charge Policy

Students in Grades Pre-K – Kinder have no charge limit since meals are provided at no cost.

Students in Grades 1st through 12th may charge a maximum of \$25 for reimbursable meals only.

A la carte items must be paid for as they are purchased which includes second entrees or any other extra food items.

An automated call-out system is made on Mondays & Thursdays 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](http://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 school 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 charge limit has been reached.

The Head Cashier in the Central Kitchen makes every effort to notify parents when a courtesy meal has been given to a student. It remains the responsibility of parents/guardians to send money to school for meals.

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA’s TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at:

<https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant’s name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410; or
2. fax: (833) 256-1665 or (202) 690-7442; or
3. email: [program.intake@usda.gov](mailto:program.intake@usda.gov)

This institution is an equal opportunity provider.



APPROVED BY THE BOARD OF TRUSTEES FEBRUARY 2023

**JULY 2023**

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**AUGUST 2023**

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**SEPTEMBER 2023**

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**OCTOBER 2023**

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**NOVEMBER 2023**

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**DECEMBER 2023**

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**JANUARY 2024**

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**FEBRUARY 2024**

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**APRIL 2024**

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**MAY 2024**

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**JUNE 2024**

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**JULY 2024**

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## CALENDAR LEGEND

- NEW TEACHER ORIENTATION
- PROFESSIONAL DEVELOPMENT
- TEACHER PLANNING DAY
- TEACHER PREPARATION
- FIRST/LAST DAY OF SCHOOL
- DISTRICT HOLIDAYS
- 6 WK GRADING PERIOD BEGINS
- 6 WK GRADING PERIOD ENDS
- 9 WK REPORTING PERIOD BEGINS
- 9 WK REPORTING PERIOD ENDS
- STAFF WEATHER DAY
- HALF DAY
- HIGH SCHOOL GRADUATION

## PROGRESS REPORT DATES

9 WEEKS - ECC & PRIMARY  
**SEPT. 7, NOV. 9, FEB. 8, APR. 25**

6 WEEKS - ELEMENTARY, INTERMEDIATE, JUNIOR HIGH, HIGH SCHOOL  
**AUG. 31, OCT. 12, NOV. 30, JAN. 25, MAR. 21, MAY 9**

## REPORT CARD DATES

9 WEEKS - ECC & PRIMARY  
**OCT. 12, JAN. 4, MAR. 21, MAY 24**

6 WEEKS - ELEMENTARY AND INTERMEDIATE  
**SEPT. 21, NOV. 2, JAN. 4, FEB. 22, APR. 18, MAY 24**

6 WEEKS - JUNIOR HIGH & HIGH SCHOOL  
**SEPT. 22, NOV. 3, JAN. 5, FEB. 23, APR. 19, MAY 31**

## REPORTING PERIOD

1<sup>ST</sup> 6 WK/DAYS: 27    3<sup>RD</sup> 6 WK/DAYS: 29    5<sup>TH</sup> 6 WK/DAYS: 31  
 2<sup>ND</sup> 6 WK/DAYS: 27    4<sup>TH</sup> 6 WK/DAYS: 32    6<sup>TH</sup> 6 WK/DAYS: 29

TOTAL STUDENT DAYS: 175    TOTAL DAYS 1ST SEMESTER: 83  
 TOTAL TEACHER DAYS: 187    TOTAL DAYS 2ND SEMESTER: 92



## 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 not be kept after the last day of school. Parents must arrange to pick up items from the teacher or administrator before the last day of school. All items from the Lost and Found or confiscated items that have not been reclaimed will be thrown away or donated after the last day of school.

## 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: The Positivity Project (P2), Character Education Curriculum. Character Strengths and Virtues presents evidence that all 24 strengths exist in every person — and in all cultures of the world. Character strengths define who, not what, a person is. Ranging from bravery and forgiveness to integrity and gratitude, these character strengths are the foundation of The Positivity Project's model. (<https://posproject.org/how-it-works/>)

Tests to identify students eligible for the gifted and talented program are administered and interpreted by the counselor. Refer to the Students Accelerating in Independent Learning (S.A.I.L.) - Gifted and Talented Program section 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: Educationally Disadvantaged 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, Military dependent of active-duty personnel, dependent of member of armed forces who was injured or killed while serving on active duty, and child of person eligible for The Star of Texas Award.



**Flour Bluff Independent School District  
2023-2024 Dress Code UPDATE NEEDED**

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 indecent, 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.

Standardized Dress Code Guidelines apply for Elementary, Intermediate and Junior High School students in addition to the FBISD Dress Code. SDGC has additional requirements to the FBISD Dress Code, which are communicated in the SDGC Student/Parent Handbook. Extracurricular activities may require special dress requirements. The sponsor or coach shall make these decisions.

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. The dress code is also found on the district website at [www.flourbluffschoools.net](http://www.flourbluffschoools.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 skirts/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 ¼ 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.
- Hair styles that create a distraction or are considered disruptive are not permitted, i.e., Mohawks, spiked hair, unusual colors/streaks.

### ***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-6.
- 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/markings on any visible part of the body is not acceptable.

### ***Identification Badges***

The student is to wear his/her school identification badge in front and above or at the waist (junior high and high school).

**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.

*In addition to the District Dress Code, the following campuses have requirements.*

### **Standardized Dress Requirements at Elementary, Intermediate and Junior High**

***ALL STUDENTS MUST ABIDE BY THE CAMPUS AND DISTRICT DRESS CODE GUIDELINES.***

In an effort to teach expectations for dress at ages where students generally begin selecting their own clothing and where students tend to mature physically, a standardized dress code has been implemented for grades 3-8.

**All clothing must be in solid colors.**

#### ***Pants/Shorts/Slacks/Jeans/Denim/Skirts/Dresses/Skorts***

- Students can only wear plain, solid-colored jeans/denim, slacks, pants, leggings, walking shorts, or skirts/skorts/dresses. Jeans/denim/pants/slacks/shorts/skirts/skorts/dresses must be standard style.
- Shorts may have a solid color stripe on the side seam.
- Overalls are not permitted.
- Sweatpants are not permitted.
- No distracting embellishments or stitching.

#### ***Shirts***

Shirts may be short or long-sleeved.

Acceptable shirts are:

- Any solid-colored shirt
- Spirit shirt – Flour Bluff I.S.D. themed t-shirt
- Zippers or sleeveless shirts are **NOT** permitted.
- May **NOT** have pictures, graphics, insignias, logos, stripes, or designer logos/emblems larger than one inch visible on shirt, collar or sleeve.
- **Collarless sweatshirts are permitted**

### **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 ECSE 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:

03= Mastered, 02=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. 12, 2023      2nd nine weeks----- Jan. 04, 2024  
3rd nine weeks ----- March 21, 2024    4th nine weeks ----- May 24, 2024

## **School Transition**

We understand the transition our Little Hornets have when they come to the ECC. We want to encourage students to become independent in walking from the drop-off door to their classroom. Please be prepared to say good-bye in the car or before sending your student on the bus. Staff is on duty to assist the children within the building all throughout the day to include drop-off and pick-up. For more information about drop-off and pick-up procedures see the Transportation section.

We will have designated days for activities that you will be able to engage with your Little Hornets on our campus. You will need an identification card that can be used to obtain a Raptor pass, each time, for any activities that are scheduled during the school day. To keep you informed of essential information or activities, we have multiple ways to communicate these with you to include SeeSaw, our campus newsletter, our website, <https://ecc.flourbluffschoools.net/>, and our Facebook page, <https://www.facebook.com/FlourBluffECC/>.

## **Hornet Hive**

Hornet Hive serves and supports ALL student populations. Hornet Hive is available for Social/Behavioral Redirection (SBR), practice academies, enrichment academies, and whole class academies.

- Social/Behavioral Redirection is required when a student is verbally or physically aggressive and/or severely disruptive. A Social/Behavioral Redirection is a place that provides a structured environment where de-escalation techniques can be taught as well as appropriate replacement behaviors.
- Practice Academy is designed to provide students the opportunity to practice a social skill OR replacement behavior that will help them be successful in school and life. If the guardian has been notified of the same behavior 3 or more times, an academy slip may be filled out. Repetition is the key in Practice Academy and

participation will be for three consecutive days during one of the student's recess times. During that time, the student will role play, listen to a read-aloud, learn through songs, and participate in activities that will be utilized to help a specific skill.

- Enrichment Academies are designed for students who need help with a specific skill, but not deserving of losing recess. A specific time will be scheduled with a specific topic. Small group will allow for role play, demonstrations, and conversations. Enrichment academies should not be thought of as a punishment and students may have fun with the lessons. Depending on skill being taught, students may be able to share out with their classrooms as a mini lesson for whole class. During that time, the students will role play, listen to a read-aloud, learn through songs, and participate in activities that will be utilized to help a specific skill.
- Whole Class Academies will benefit the entire class on a specific topic. The entire class will role play, listen to a read-aloud, learn through songs, and participate in activities that will be utilized to help a specific skill. Teacher may choose to stay to implement what is taught and keep the verbiage the same. The lessons would focus more on school expectation lessons instead of Social-Emotional Learning, SEL, which they will get weekly with the school counselor.

## Hours

**Kindergarten/Prekindergarten: The school day hours are 7:30 a.m. - 3:03 p.m.** Students that arrive after 7:35 a.m. will be counted Tardy and the parent/guardian must sign the student in at the front office. **Students should not arrive at school prior to 7:00 a.m. and picked up by 3:15 p.m.**

**Early Childhood Special Education (morning): The school day hours are 7:30 a.m.– 10:30 a.m.** Students that arrive after 7:35 a.m. will be counted Tardy and the parent/guardian must sign the student in at the front office. **Students should not arrive at school prior to 7:00 a.m. and be picked up by 10:40 a.m.**

**Early Childhood Special Education (afternoon): The school day hours are 11:30 a.m.-3:03 p.m.**

ECSE students that attend in the afternoon will be dropped off on the side of the building starting at 11:15 a.m. Students that arrive after 11:35 a.m. will be counted Tardy and the parent/guardian must sign the student in at the front office. **Students should not arrive at school prior to 11:15 a.m. and be picked up by 3:15 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).*

## 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 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 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 361-694-9036.

## **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 your student's teacher to schedule an appointment.

## **Physical Education and Health**

Kindergarten students will have PE daily and Prekindergarten students will engage in daily motor development through recess, motor lab, and PE. 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.

## **Pre-Kindergarten Program**

We have a High-Quality full-day PreK program. We follow guidelines outlined by TEA to ensure our program is High-Quality and meets the needs of our Littlest Hornets! The link for more information about High-Quality PreK Programs: <https://tea.texas.gov/academics/early-childhood-education/high-quality-prekindergarten>.

PreK guidelines focus on developing the whole child. Our students are provided the resources to grow, not only academically, but social emotionally as well. Our PK students develop an understanding of health and safety protocol related to their daily routines and activities that focus on making healthy choices in nutrition and understand the importance of well-being through exercise and rest. Our PreK students have many opportunities to learn, be active, and exercise throughout the day. A daily rest time is provided for 45 minutes each afternoon.

## **Recess**

- Kindergarten students take a scheduled 20-minute and 10-minute recess break daily for a total of 30 minutes.
- Prekindergarten students take a scheduled 20-minute and 10-minute recess break daily for a total of 30 minutes.

## **School Sponsored Trips**

Off-campus field trips may be scheduled during the school year. Permission slips are filled out at registration. An additional permission slip may be sent home for parents to sign that has specific information about the field trip. 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 to attend. Parents may attend field trips with teacher approval and must have a background check submitted and approved by the district prior to the field trip.

## **School Supplies**

General school supply lists are available for Prekindergarten, Kindergarten, and ECSE 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.



## Flour Bluff – Early Childhood Center (ECC) 2023-2024 School Supply List

The following is a list of supplies ECC students will need to start the school year. These supplies will need to be replaced periodically during the year. A note will be sent home when supplies need to be replenished or when extra supplies are needed.

### Special Education (ECSE)

- |   |  |
|---|--|
| 1-container of wet wipes                | 1-package of washable markers (12 count)                                   |
| 1-bottle of hand sanitizer              | 1-box of crayons (24 count)  |
| 2-large box of Kleenex                  | 1-pair of metal scissors rounded tip (or auto-open if your child needs it) |
| 1-box gallon-sized sealable bags (boys) | 1-package of plain paper plates (please no foam plates)                    |
| 1-box quart-sized sealable bags (girls) | 1-standard size backpack (no wheels for safety reasons)                    |
| 1-pack of standard size play dough      |  |
| 1-large bottles of Elmer's school glue  |  |
| 2-glue sticks                           |  |
| 1-package of dry erase markers (black)  |  |

#### Items Needed to Keep in the ECSE Classroom:

- 1 Package of Diapers/Pull-Ups if your child is not fully potty trained
- 1 plastic sippy cup
- 1 complete change of clothes (top/bottoms/socks/underwear, etc.)

### Prekindergarten

- 2- Plastic folders w/pockets & prongs
- 3-Sticks of washable glue (girls)
- 1-Bottle of glue (boys)
- 1-Large box of facial tissues
- 1-Container of wet wipes (girls)
- 1-Container of sanitizing wipes (boys)
- 1-Box sealable bags (gallon-boys; quart-girls)
- 1-Standard size pencil box
- 2-Boxes of 24 small crayons
- 1-Bottle hand sanitizer
- 1-70 sheet spiral notebook
- 1-pair of metal scissors (rounded tip)
- 1-Box of large washable markers (Classic Colors, 8-10 ct)
- 1-Pkg of unwaxed paper plates (please no foam plates)
- 1-Watercolor paints (preferred: Crayola Brand)
- 1 - 1" Standard Plastic Nap Mat (write student name on mat)
- 1-Backpack- *Standard size, no wheels for safety reasons. Backpacks need to be big enough to hold a pocket folder without folding.*
- 1-Pack Playdough
- 1-Pack Dry Erase Markers (black)
- 1-3 Ring Binder Zipper Pouch (clear)

### Kindergarten

- 1-Pair of metal scissors (rounded tip)
- 8-Sticks of washable glue
- 2- 8 oz. Bottle of white school glue (no gel or colored glue)
- 4-Boxes of 24 small crayons
- 1-Box of large Broad Line washable markers (classic colors,8-10 count)
- 1-Spiral Notebook
- 1-Composition Notebooks
- 2-Primary Composition Notebooks
- 1-Box sealable bags (gallon-boys; quart-girls)
- 2 boxes-#2 pencils (plain yellow) sharpened
- 2-Box facial tissues
- 2-Container of sanitizing wipes (like Clorox)
- 4- Plastic folders with brads and pockets
- 1-Bottle of hand sanitizer
- 1-Watercolor paints (preferred: Crayola Brand)
- 1-Standard size pencil box (plastic/plain)
- 1-Box Dry Erase Marker (preferred Expo)
- 1-Backpack- *Standard size, no wheels for safety reasons. Backpacks need to be big enough to hold a pocket folder without folding.*
- 1-Paper Plates (for crafting)
- 1-Package of Paper Lunch Bags  
**Brown-Boys White-Girls**
- 4-Play Dough
- 2-Pink Erasers
- 1-Package of paper towels
- 1-headphones (not earbuds)

## 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.

### Flour Bluff Early Childhood Center 2023-2024 Title 1 School-Parent Compact

To envision the highest level of success for every individual at Flour Bluff ECC, we make this agreement to motivate, challenge, and inspire each other; to accomplish this, we hereby agree to work together.

#### Student Agreement

*It is important that I work to the best of my ability. Therefore, I will strive to do the following:*

- Try to do my best
- Follow rules of student conduct
- Complete and return homework assignments on time
- Follow teacher classroom rules

#### Parent or Guardian Agreement

*I want my son/daughter to achieve. Therefore, I will encourage him/her by doing the following:*

- See that my child attends school daily and gets to class on time
- Support the school in its efforts to maintain proper discipline
- Establish a place and time for homework and review it regularly
- Encourage my child's efforts and be available for questions
- Be aware of what my child is learning
- Provide the opportunity for reading with my child; provide an opportunity to reinforce math skills
- Sit down and visit with my child's teacher at least once a year
- Provide the necessary school supplies my child needs, or speak to the teacher about help needed
- Contact the teacher first with concerns or questions

#### Staff Agreement (Teacher, support staff, or administrator)

*We agree to:*

- Show that we care about all students
- Have high expectations for ourselves, students, and other staff members
- Communicate and work with families to support all students' learning
- Arrange Parent/Teacher visits at least once a year
- Provide a safe and orderly environment for learning
- Provide reports on all students' progress each nine weeks (report card)
- Provide reports on students' progress at four weeks if there are academic or behavioral concerns
- Be on time and instruct daily
- Be prepared and teach the state required curriculum (Texas Essential Knowledge & Skills)
- Keep all visits and student information confidential within the school

*Thank you for your commitment to our partnership!*



## **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 objectives. 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 located in the GT handbook posted on the district website.
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.

At the Kindergarten level, students are only served in Language Arts and Mathematics.

Parents are notified when a student is nominated, and parents must sign an agreement if they wish for their child/student to be assessed. Parents also receive notification regarding qualification for the program. If the student qualifies for the GT program, the school provides a form requesting parent permission to serve the student. Parent permission is required before the student may be served in the program.

### FURLOUGHS

A student or parent may request a temporary leave from the program of not less than one semester or more than a year for serious, extenuating circumstances. Examples of extenuating circumstances involve situations such as a serious illness, traumatic events, or death in the immediate family. The circumstances are reviewed by the GT campus committee to determine if a furlough is appropriate for the student. The student's eligibility to re-enter the GT Program shall be reviewed by the campus committee at the end of the furlough period. During the furlough period, the student must be removed from PEIMS identification for GT

### EXIT POLICY

The Campus GT Committee may exit a student from the SAIL 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, observable 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.
- Failure to participate in the program appropriate to the 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 Campus Committee, to include input from the parent, teacher, and campus administrator.

## APPEALS

Parents or students may appeal any final decision of the campus committee regarding selection for or removal from the SAIL Program. Written notice of desire to appeal should be given to the campus administrator or curriculum supervisor. An appeal shall be made first to the Campus GT/SAIL 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 for visitors 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.

**VISITORS: All visitors/parents must sign-in with ECC front 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 office will call the teacher's room and ask the teacher to send that child to the office. 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. Campus will follow outlined emergency operation procedures.

## **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: Counselor

Phone Number: 361-694-9074

### **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: Assistant Principal

Phone Number: 361-694-9071

- **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](#)

## 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. See **HOURS** for specific tardy times according to grade level.

## Transportation

Morning Pick-up: 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. Please refer to the transportation website *infofinder* for more information as to a more specific time for your student's stop. <https://www.flourbluffschoools.net/transportation/>

The buses drop students off at each elementary school campus (Early Childhood Center, Primary School, and Elementary 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 designated entrance.

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 classes will take place at designated doors 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.

\* *Buses* - The classroom teacher must know the exact physical address where the student is to go after school (home, daycare, baby-sitter, etc.). 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.

## **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 to the library, cafeteria or office before their withdrawal records can be finalized.