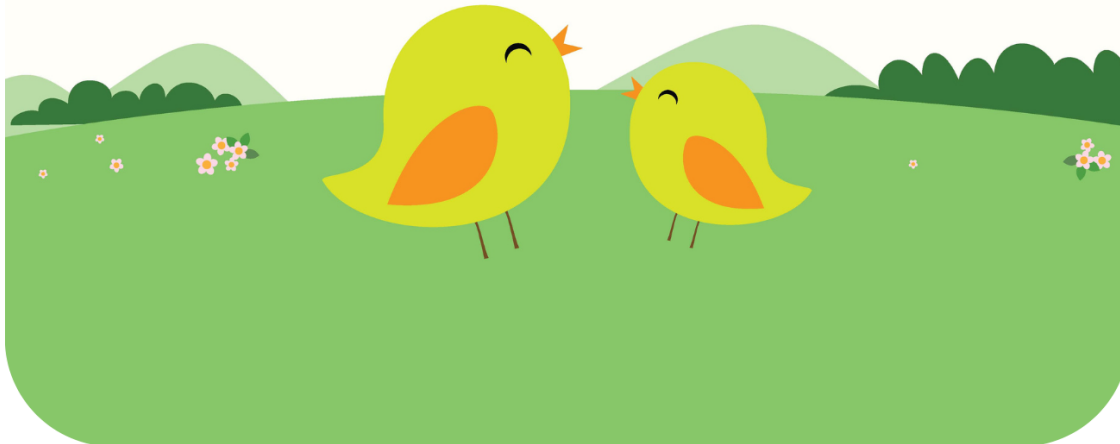


# Early Childhood Programs Family Handbook



**Department of Early Childhood**

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## **Fort Bend Independent School District (FBISD)**

### **Mission**

FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

### **Vision**

FBISD continuously improves teaching and learning by developing effective staff and building scalable systems.

## **Early Childhood Programs**

### **Mission**

Our mission in the Early Childhood Department is to engage and nurture a diverse community of learners while supporting developmentally appropriate instruction for young learners in FBISD.

### **Vision**

Our vision is to offer engaging programming that propels the lives of early learners and their families to successful endeavors beyond our classrooms.

## **Handbook Acknowledgement**

Early Childhood welcomes you and your family to our programs! This handbook will provide you with information on four main aspects of our programs:

- I. Program Overview
- II. Specialized Program
- III. Access and Enrollment
- IV. Getting ready for Pre-K
- V. Curriculum and Instruction
- VI. Progress Monitoring
- VII. Family Engagement Plan

Our respective [FBISD Student Parent Handbook](#) will reflect district policy and procedure changes. They may supersede, modify, or render obsolete the information summarized in Early Childhood's Family Handbook.

Some topics outlined in this handbook and its amendments are addressed in further detail in Fort Bend Independent School District Policy and the Texas Education Agency. Amendments to the FBISD Student Parent Handbook will cover any modifications to our operating procedures, and we will use our Parent Communication board and email distribution lists to advise you of changes you may wish to review.

Your electronic signature on the Pre-K registration card acknowledges that you received the contents of the Early Childhood Programs Family Handbook.

## **I. Program Overview**

The Fort Bend ISD early childhood programs provide warm, nurturing learning environments that engage and challenge young children's active minds and bodies. In our programs, students, families, and teachers are viewed as co-constructors of knowledge, working in close partnership to learn from and with one another. Consistent with the district philosophy, our programs respond to the diverse learning needs of young children through daily hands-on play-based activities that offer multiple entry points to accommodate a wide range of learners.

FBISD is committed to delivering high-quality early childhood programs for all participating children through partnerships that build capacity for all stakeholders. For instance, we believe that families are the first teachers. Therefore, we have created a system to welcome parents to public education that begins with the registration process and continues until children transition to kindergarten.

Our Pre-K programs offer free tuition-based options for three- and four-year-old children, with bilingual and monolingual classrooms available.

Participation is exclusively open to families residing within FBISD boundaries, with children who will be three or four years old by September 1, 2025. Residency exceptions are granted only to FBISD employees.

Our programs are designed to deliver high-quality early education, ensuring that children build a strong foundation for lifelong learning and success. FBISD offers the following Pre-K options:

**A. Pre-K 3 (Three-Year-Olds) Head Start, Tuition-Free**

In partnership with BakerRipley at Collaboration Schools

**B. Pre-K 4 (Four-Year-Olds), Tuition-Free**

Available for qualifying families who meet TEA qualifying criteria

**C. Pre-K 4 Tuition-Based**

Offered at selected campsites for children who reside in the FBISD zone or children of FBISD employees who do not qualify for the tuition-free program

**A. Pre-K 3 (Three-Year-Olds) Head Start, Tuition-Free**

Starting August 2025, this full-day program will be available in eleven monolingual and bilingual classrooms in Aldridge, E. A. Jones, Hunters Glen ELC, Holley, Mission, and Ridgemont ELC. In collaboration with BakerRipley Head Start, this initiative ensures quality early education. To qualify, your child must be three years old by September 1, 2025, and your family must live within Fort Bend ISD and meet income requirements. Families receiving SNAP or TANF benefits, those who are homeless, or have children under conservatorship of DFPS, or dependents of active duty or retired Armed Forces members also qualify.

This program is only available for children zoned at these campuses: Arizona Fleming, Barbara Jordan, Aldridge, Dr. Lynn Armstrong, Dulles, E. A. Jones, Ferndell Henry, Glover, Heritage Rose, Hunters Glen ELC, James Patterson, Juan Seguin, Lantern Lane, Lulu Belle Goodman, Mary Austin Holley, Mission, Mission West, Palmer, Ridgeway, Ridgemont ELC, Rosa Parks, Townewest, and Walter Moses Burton.

	Head Start Eligibility Criteria	Texas Education Agency (FBISD) Eligibility Criteria																		
DOCUMENTATION	Must be 3 years of age on or before September 1, 2025, and provide Birth Certificate Guardian Proof of Identity Current Utility Bill Child’s Immunization Record Guardian’s Proof of Residency Child’s Social Security Card (if existing) Proof of Income																			
	Age - birth certificate or birth facts issued by the Bureau of Vital Statistics (passport if birth certificate not available for a child born outside the U.S.), court documentation is acceptable age verification for children in the foster system or under a court’s authority.																			
	address – current utility bill (light, gas, water, home), current rental lease agreements, or mortgage settlement document; and																			
	income - 1040, W-2, two most recent paycheck stubs, employer statement, current benefits or award letter (TANF/SSI/SNAP, etc.).																			
QUALIFICATION CRITERIA	To qualify for tuition-free Pre-K 3 Head Start, families must also meet at least one of the requirements:  Meet annual income requirements per the table below.  <table><tr><th>Household Members</th><th>Annual Income Range</th></tr><tr><td>1</td><td>\$0 - \$15,650</td></tr><tr><td>2</td><td>\$15,651 - \$21,150</td></tr><tr><td>3</td><td>\$21,151 - \$26,650</td></tr><tr><td>4</td><td>\$26,651 - \$32,150</td></tr><tr><td>5</td><td>\$32,151 - \$37,650</td></tr><tr><td>6</td><td>\$37,651 - \$43,150</td></tr><tr><td>7</td><td>\$43,151 - \$48,650</td></tr><tr><td>8</td><td>\$48,651 - \$54,150</td></tr></table> (For additional household members, add \$5,500 per person. You must provide proof of at least one month of income, including current check stubs, child support statement of payment, SNAP qualification letter, etc.)  Children who are SNAP or TANF recipients, homeless, or have current or previous conservatorship of the Department of Family and Protective Services also qualify for the program.	Household Members	Annual Income Range	1	\$0 - \$15,650	2	\$15,651 - \$21,150	3	\$21,151 - \$26,650	4	\$26,651 - \$32,150	5	\$32,151 - \$37,650	6	\$37,651 - \$43,150	7	\$43,151 - \$48,650	8	\$48,651 - \$54,150	To be eligible for tuition-free Pre-K, families must also meet ONE of the following requirements:  Proof of income is required before your child’s seat can be secured.  The student’s family is homeless.  The student is in foster care and has current or previous conservatorship of the Department of Family and Protective Services, or  The student is the dependent child of an active U.S. Armed Forces member.
	Household Members	Annual Income Range																		
1	\$0 - \$15,650																			
2	\$15,651 - \$21,150																			
3	\$21,151 - \$26,650																			
4	\$26,651 - \$32,150																			
5	\$32,151 - \$37,650																			
6	\$37,651 - \$43,150																			
7	\$43,151 - \$48,650																			
8	\$48,651 - \$54,150																			

## B. Pre-K 4 (Four-Year-Olds), Tuition-Free

Free Pre-K for four-year-olds is an early childhood education program provided at no cost to eligible families. It aims to prepare young children for kindergarten by fostering cognitive, social, emotional, and physical development in a structured, play-based learning environment. Locations for the tuition-free campuses can be found on the Early Childhood Website.

To qualify for tuition-free Pre-K, families must reside in Fort Bend ISD and meet ONE of the following requirements established by the Texas Education Agency (TEA): families must reside in Fort Bend ISD and meet the following eligibility criteria and documentation:








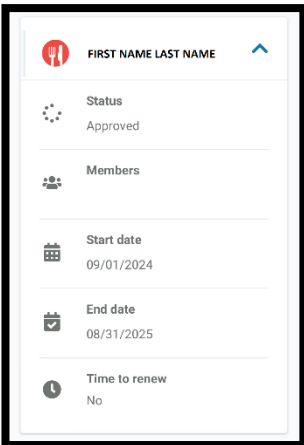
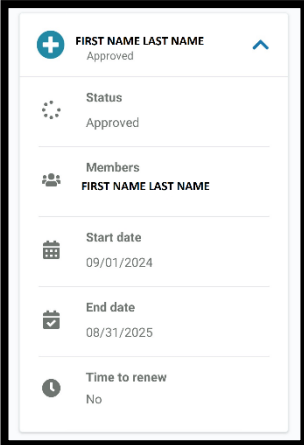
Texas Education Agency (FBISD) Eligibility Criteria	
DOCUMENTATION	Must be four years of age on or before September 1, 2025, and provide
	Birth Certificate
	Guardian Proof of Identity
	Current Utility Bill
	Child's Immunization Record
	Guardian's Proof of Residency
	Child's Social Security Card ( <i>if existing</i> )
	Proof of Income or Educational Training, Minimum of 25 hours ( <i>Workforce Solutions qualification</i> )
	<u>Age</u> - birth certificate or birth facts issued by the Bureau of Vital Statistics (passport if birth certificate not available for a child born outside the U.S.), court documentation is acceptable age verification for children in the foster system or under a court's authority.
	<u>Address</u> – current utility bill (light, gas, water, home), current rental lease agreements, or mortgage settlement document; and
	<u>Income</u> - 1040, W-2, two most recent paycheck stubs, employer statement, current benefits or award letter (TANF/SSI/SNAP, etc.).

<p><b>QUALIFICATION CRITERIA</b></p>	<p>To qualify for tuition-free Pre-K, families must also meet ONE of the following requirements:</p> <p>The state-required language assessment identifies the student as a Language Learner. Students qualifying by language will be tested to determine placement in the program, or</p> <p>Families must qualify according to the Federal Income Eligibility Guidelines. Proof of income is required before your child's seat can be secured. Parents must bring current proof of gross income/documentation for all adults in the household (at least one month of income/30 days from the registration day), including current paycheck stubs, child support statement of payment, SNAP qualification letter, etc.</p> <p>The student's family is homeless.</p> <p>The student is in foster care and has current or previous conservatorship of the Department of Family and Protective Services, or</p> <p>The student is the dependent child of an active U.S. Armed Forces member or a service member who has been injured or killed while on active duty.</p> <p>The student is a dependent of a police officer, firefighter, or emergency medical responder who was seriously injured or killed in the line of duty and received the Star of Texas Award.</p> <p>The documentation verification and language assessment process will begin on April 1, 2025.</p>
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## Required Enrollment Documents







Provide one copy of a document from each of the areas below to complete the registration process.

<input type="checkbox"/> Documentation of birth Birth Certificate Hospital Birth Record Adoption Records 	<input type="checkbox"/> Parent/Guardian Proof of Identity State-Issued Parent Photo ID State Issued Driver's License Valid Passport 	<input type="checkbox"/> Utility Bill Electric Water Natural Gas 
<input type="checkbox"/> Social Security Card (when available) 	<input type="checkbox"/> Proof of Residence in Fort Bend ISD Deed Mortgage Monthly Mortgage Statement Mortgage Payment Booklet Residential Lease Property Tax Statement 	<input type="checkbox"/> Child's Immunization Record The pediatrician must sign the child's immunization record. 
<input type="checkbox"/> Proof of Income Documentation Current SNAP letter or printed screenshot from My Texas Benefits online account One Month of current paycheck stub (most recent) Statement of earnings from the employer Unemployment Documentation Workers' compensation payment Disability compensation payment letter Last year's income tax return if self-employed  <div style="display: flex; justify-content: space-around; align-items: flex-end;">   </div>		

### C. Pre-K for Four-Year-Olds (Tuition-Based): Pre-K 4 Tuition-Based

Pre-K is a TEA-approved program allowing school districts to extend services to children ineligible for free enrollment. The tuition-based Pre-K program will be available at select campuses listed on the Early Childhood website, with limited seats offered to employees and community members on a first-come, first-served basis. The following documentation is required to enroll your child in the Pre-K program:

- Birth certificate.
- Social Security card (if available).
- Child's immunization record.
- Parent/guardian unexpired photo ID (passport, driver's license, or government-issued photo ID).
- Proof of residency (deed, lease, or mortgage agreement).
- Current utility bill (gas, water, or electricity).
- Enroll in [EZ ChildTrack](#) and pay the registration fee.

Required Enrollment Documents		
Provide one copy of a document from each of the areas below to complete the registration process.		
<input type="checkbox"/> Documentation of birth Birth Certificate Hospital Birth Record Adoption Records 	<input type="checkbox"/> Parent/Guardian Proof of Identity State-Issued Parent Photo ID State Issued Driver's License Valid Passport 	<input type="checkbox"/> Utility Bill Electric Water Natural Gas 
<input type="checkbox"/> Social Security Card (when available) 	<input type="checkbox"/> Proof of Residence in Fort Bend ISD Deed Mortgage Monthly Mortgage Statement Mortgage Payment Booklet Residential Lease Property Tax Statement 	<input type="checkbox"/> Child's Immunization Record The pediatrician must sign the child's immunization record. 

The [Early Childhood Website](#) provides information on the full-day program costs and other important information. Fees are collected through the [EZChild Track](#) platform.

**Terms and Conditions:**

- ✓ Credit/Debit card payments are due on the first day of each month.
- ✓ There is a \$50.00 non-refundable registration fee per child.
- ✓ Registration fees and tuition are non-refundable and non-transferable to another student or program.
- ✓ Tuition is charged monthly regardless of the number of days of attendance or school days.
- ✓ There is no tuition reimbursement if the child is out of school for any reason or if the student withdraws from the program before the end of the month.
- ✓ Tuition payment will be prorated ONLY if the student's first day of school is after the 15th of the month.
- ✓ Parents must notify the Pre-K Department in writing if they withdraw the student from a tuition-based program two weeks before the withdrawal. Direct communication to [Pre-KProgram@fortbendis.com](mailto:Pre-KProgram@fortbendis.com)
- ✓ A \$10.00 late fee will be added to the account each day payment is not received.
- ✓ The Pre-K Department will contact parents for past-due payments. If payments are not received within 48 hours, the student will be withdrawn from the tuition-based program.
- ✓ Withdrawal letters will be sent to the parent and campus ADA.

**IMPORTANT:** Please enroll your child in the Pre-K Program 2025-26 FBISD Residents - NON-Employees instead of the program for FBISD employees. Selecting the incorrect program or school year will slow the review process of your child's application.

## II. Specialized Programs

### A. Programs for Emergent Bilinguals

Language programs support learners of English who meet all the eligibility requirements:

- The student's Home Language Survey (HLS) indicates a language other than English.
- The student is identified as an Emergent Bilingual (EB) through the single statewide assessment and the program recommendation (Bilingual or ESL) from the Language Proficiency Assessment Committee (LPAC).

#### 1. Pre-K Program Campus for Bilingual Spanish (OWDL) One-Way Dual Language

The OWDL is a full-time instruction model in which Spanish and English are used to teach the Texas Prekindergarten Guidelines (TPG) and the English Language Proficiency Standards (ELPS). FBISD offers a One-Way Dual Language (OWDL) program. This model serves eligible emergent bilingual students but may include the participation of former emergent bilingual students who are continuing program participation after reclassification as English proficient. Pre-K content instruction is primarily delivered in Spanish, while science content is taught in English. The English development component of the instructional framework is designed to introduce students to activities that promote listening and speaking in a second language. The program aims to develop bilingualism, biliteracy, and biculturalism while building high awareness of socio-cultural competence. Dual language immersion education is the only additive bilingual education program that allows emergent bilingual students to attain foundational skills in their primary language as they acquire English; therefore, students are developing two languages through content and at high academic levels. The intentional design of both programs aims to address the affective, linguistic, and cognitive needs of emergent bilingual students by providing early literacy skills in the primary language with intentional cross-linguistic connections through all content areas that aid in transferring cognitive skills to English literacy.

Therefore, bilingualism and biliteracy in Spanish and English are being developed. Dual language immersion participants learn to strategically navigate between both language systems to continue developing academic language, such as listening, speaking, reading, and writing, through all content areas at a high proficiency level.

**Instructional Model:** One-Way Dual Language (OWDL) program primarily for emergent bilingual students.

**Content Delivery:** Instruction is primarily in Spanish, with science content taught in English.

**Goals:** Develop early literacy skills in the primary language and facilitate cross-linguistic connections to English literacy.

## 2. English as a Second Language (ESL)

ESL is a model of instruction in which English is used to teach the Texas Prekindergarten Guidelines (TPG) and the English Language Proficiency Standards (ELPS). The goal of an ESL program is for emergent bilingual students to attain full proficiency in English. Its instructional design targets English language development through academic content instruction that is culturally and linguistically sustaining.

Instruction is accommodated to the student's level of proficiency in English and academic achievement. Although education is in English, the students' primary languages are valued and leveraged as assets that strengthen English acquisition and promote an additive bilingualism approach.

**Instructional Design:** Targets English language development while valuing and leveraging students' primary languages.

**Goals:** Attain full proficiency in English and promote additive bilingualism.

For questions on language assessments and any multilingual programs, call 281-634-1137 or visit the [Multilingual Programs website](#).

## B. Special Education

### 1. Early Childhood Special Education (ECSE)

Fort Bend ISD offers a range of Early Childhood Special Education (ECSE) services for students aged 3-5 who have been identified. These services focus on a developmentally appropriate curriculum tailored to meet each student's Individualized Education Plan (IEP). The goal is to provide early intervention supporting cognitive, social-emotional, language, communication, and physical development, ensuring children are educated in the most inclusive setting.

Programs and Services:

#### a. Traditional Early Childhood Special Education

**Description:** Services typically occur in a self-contained classroom with a teacher and a paraprofessional. Opportunities for inclusion in Pre-K classrooms are available based on the student's IEP.

**Service Delivery:** E2/E3 grade levels are typically half-day, while E4/Pre-K grade levels are full day. The service delivery time is based on the ARD committee's recommendation.

#### b. One-Way Dual Language Early Childhood Special Education

**Description:** Provides continuous literacy and content instruction in both English and Spanish, with at least half of the instruction delivered in Spanish for the duration of the program.

### **c. Early Childhood Special Education / Pre-K Inclusion**

**Description:** Opportunities for inclusion in the Pre-K classroom are available based on the student's IEP. The general education teacher, ECSE teacher, and paraprofessional(s) collaborate to ensure that special education students meet the general education curriculum requirements.

### **d. Language Lab**

**Description:** Designed to foster language development in typically developing 3-4-year-old children with receptive and expressive language impairments as their only concern. The goal is to increase language skills so children can transition from the lab.

### **e. Early Enrolled Speech Only**

**Description:** A preschool program for speech (only) impairment, recommended as the Least Restrictive Environment (LRE) for speech-impaired students aged 3 to 4 who need direct speech therapy instruction by a Speech-Language Pathologist/Assistant.

### **f. Speech Only**

**Description:** Services for Pre-K to 12th-grade students with speech or language impairments adversely affecting educational performance.

### **g. Speech-Language Therapy**

**Description:** Defined by the 2004 IDEA Regulations as a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, adversely affecting a child's educational performance.

### **h. Early Intervention Academy (EIA)**

**Description:** A full-day application-based preschool program for students aged 3-5 with disabilities and non-disabled, age-appropriate peers. The EIA offers various therapy services embedded within the instructional day using an integrated approach.

**Therapies Included:** Applied Behavior Analysis (ABA), Speech Therapy, Occupational Therapy, and Music Therapy.

**Goals:** Increase access to educational and therapy services, provide family-centered services, and prepare students for integration into an inclusive environment when they attend their neighborhood elementary school.

### **i. Special Education Referrals**

All students from birth through age 21 suspected of having a disability may be referred for a special education evaluation. Referrals can be initiated by school personnel, parents or guardians, physicians, community agencies, or other appropriate individuals. Fort Bend ISD must make a referral for an initial evaluation for special education services any time it suspects that a child has a disability.

If you have questions or need clarification regarding special education referrals, contact Noelia Castillo, Program Manager for Evaluation and Related Services, at 281-634-1681 or email [MRWintake@fortbendisd.com](mailto:MRWintake@fortbendisd.com).

#### **j. Program Supports**

The ECSE program is supported by special education teachers, general education teachers, paraprofessionals, campus administrators, program specialists and managers, district-level related service personnel, Licensed Specialists in School Psychology, Speech-Language Pathologists, and parents.

##### **Program Supports and Contact Information**

Support from special education teachers, general education teachers, paraprofessionals, campus administrators, and district-level related service personnel.

For additional questions, contact Asst Director Sped Elementary: Kevin Livingston, 281-634-2817

[Special Education Department](#)

### III. Access and Enrollment

#### A. Registration, Qualification, and Enrollment Processes

The following procedures are in place for registration applications, qualification, and enrollment of children in FBISD applying to the Pre-K for free tuition program.

##### 1. Registration:

FBISD uses the Skyward Family Access System to capture registration application data. Parents can initiate a new application, resume an existing application, or add a new student using the [FBISD Enrollment Process link](#). Parents/ guardians must have access to an email address and keep passwords secure.

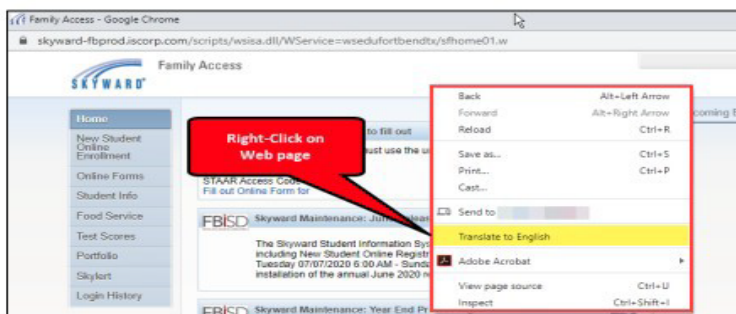
The online registration process for students in Fort Bend ISD takes approximately 20-30 minutes to complete. If you need to complete the registration in a language other than English, it is preferred that parents complete the process on a desktop or laptop rather than a mobile device. Access the [How to Translate to Other Languages](#) document.

Any **Google Chrome** Browser page, including Family Access, can be translated into different languages, such as Spanish, Ukrainian, Russian, and more, using the **Google Chrome** Internet Browser. It also works with Family Access Forms, Messages and most screens.

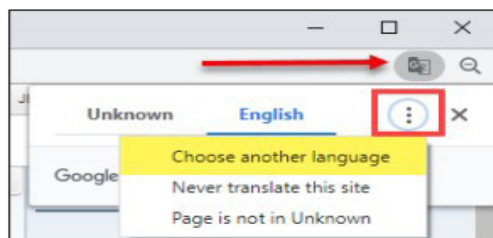
For use with **Google Chrome**  
Internet Browser.  
Works on a Chromebook too!



From any page that needs translating, using the mouse **Right-Click** and choose **Translate to**

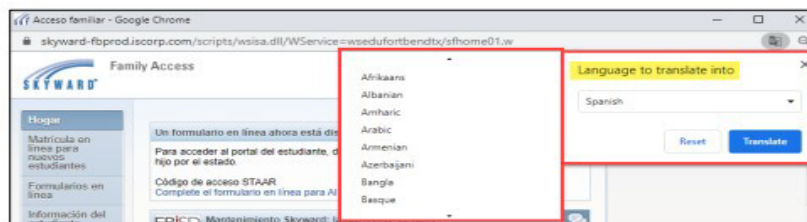


**Note:** the language displayed after Translate to is the last language translated. It might not be the desired language, but that can be changed in the next step.



After the page is translated, to change languages click the icon in the upper right corner and select **Choose Another Language**.

Scroll through the list of available languages, select the desired language to **Translate into** and click **Done**.





Completing the Pre-K registration application does not guarantee qualification or enrollment in our programs. FBISD follows the guidelines below for Pre-K registrations:

- Registration season for the new school year opens on March 1st of every year at midnight.
- Applications are available year-round. Applications for the upcoming school year submitted before March 1st are removed from the system.
- Campus registrars (ADA) review applications in the order they are received on or after March 1st.
- ADA will contact the parent/guardian within five school days after the application submission date.
- Applications with ALL required documentation will be processed before applications with missing documents.
- Uploading or emailing ALL required documentation to the Skyward application or ADA will help expedite your child's qualification for the Pre-K program, but it does not guarantee placement.
- Applications will expire after 10 school/business days, according to the FBISD school calendar, after ADA's initial contact with the parent/guardian.
- Registration applications are only processed during FBISD working or school days (excluding weekends, district holidays, district closures, or Fridays in June and July).

## **2. Qualification:**

The State of Texas offers free Pre-K programs only to children three and four years old who meet the qualifications and live in their corresponding school district. The State of Texas sets qualifications for the Pre-K program criteria. To qualify for tuition-free Pre-K, families must also meet ONE of the following requirements:

- The state-required language assessment identifies the student as a Language Learner. Students qualifying by language will be tested to determine placement in the program, or
- Families must qualify according to the Federal Income Eligibility Guidelines. Proof of income is required before your child's seat can be secured. Parents must bring current proof of gross income/documentation for all adults in the household (at least one month of income/30 days from the registration day), including current paycheck stubs, child support statement of payment, SNAP qualification letter, etc.
- The student's family is homeless.
- The student is in foster care and has current or previous conservatorship of the Department of Family and Protective Services, or
- The student is a dependent child of an active U.S. Armed Forces member or a service member who has been injured or killed while on active duty.
- The student is a dependent of a police officer, firefighter, or emergency medical responder who was seriously injured or killed in the line of duty and received the Star of Texas Award.

Children who qualify for the Pre-K program in FBISD can enroll in any other participating district in Texas if they move from the FBISD School District. Children who do not qualify under the Texas Education Agency criteria can participate in the tuition-based program, where available.

**a. Documentation Requirements (Three and Four Years Old):**

Families must submit the required documentation to complete the registration process. After Campus ADA contacts parents, parents have ten business days to upload, email, or take documentation to campus. Applications must have the required documents for the process. Duplicated or incomplete applications will be canceled. Below is the list of required and alternate documents for free-tuition Pre-K:

- Birth certificate.
- Social Security card (if available).
- Parent/guardian identification.
- Utility bill (gas, water, or electricity).
- Proof of residency (deed, lease, property tax statement, or mortgage agreement)
- Updated immunization record

**3. Enrollment:**

This is the final step of the process when the students are assigned to the campus and the classroom teacher.

- Students are enrolled only after qualifying for free to the Pre-K program.
- Enrollment can only take place after April 1st.
- Pre-K seats are assigned on a first-come, first-served basis after ALL documents are submitted and reviewed, and qualification to the program is confirmed.
- Non-qualifying students paying tuition are enrolled after documents are reviewed and parents have paid the EZChild Track registration fees.
- ADA Review and Approval

The campus ADA will review documents to determine if your child qualifies for the free-tuition program based on TEA Eligibility Prekindergarten Guidelines. Students will be scheduled for a language assessment if the Home Language Survey indicates a language other than English. This assessment will administer the state-approved English language proficiency test to identify students as Emergent Bilingual (EB) or Language Learners (LL). The campus ADA will provide parents with the assessment site and contact information.

**a. Campus Assignment**

Each Pre-K campus is allocated a specific number of classrooms based on the availability of space within the school. Each classroom is designed to accommodate 22 students enrolled in Pre-K 4, and Pre-K 3 will accommodate 17-20 students maximum. Below is the list of campuses and the number of classrooms allocated to each school.

***\*Disclaimer:** The list of Pre-K Program Campuses and the number of classrooms may change due to the school boundary process in the Spring semester of 2025.*

Pre-K 4 Campus Name	English/ESL Classroom Number	Spanish Classroom Number	Pre-K 4 Campus Name	English/ESL Classroom Number	Spanish Classroom Number
Aldridge	2	0	Lakeview	1	0
Alyssa Ferguson	3	0	Lantern Lane	3	0
Anne Sullivan	2	0	Lexington Creek	2	0
Arizona Fleming	2	1	Malala Yousafzai	3	0
Austin Parkway	2	0	Mary Austin Holley	2	1
Barbara Jordan	2	0	Meadows	2	0
Barrington Place	2	0	Mission	2	0
Brazos Bend	3	0	Mission West	2	2
Carolyn & Vernon Madden	3	0	Oyster Creek	2	0
Colony Bend	2	0	Pecan Grove	2	0
Colony Meadows	2	0	Quail Valley	2	0
Commonwealth	2	0	Ridgemont ELC	2	3
Cornerstone	3	0	Rita Drabek	3	0
Donald Leonetti	1	0	Rosa Parks	3	1
Dr. Lynn Armstrong	1	1	Scanlan Oaks	3	0
Dulles	3	0	Settlers Way	2	0
E A Jones	1	1	Sonal Bhuchar	3	0
Ferndell Henry	2	0	Sugar Mill	2	0
Heritage Rose	2	3	Townewest	1	1
Highlands	2	0	Walker Station	1	0
Hunters Glen ELC	4	0	Walter Moses Burton	2	2
James Patterson	3	0			
James Reese Early Lab	2	0			
Jan Schiff	2	0			
Juan Seguin	4	0			

#### **b. Classroom Placement**

Students are placed in their classrooms in the order in which enrollment is completed. The campus ADA will email parents the teacher's name and other basic information about the campus before the start of the school year. Requests for a particular teacher will not be considered since enrollment in the Pre-K program is on a first-come, first-served basis.

c. Campus Contact Information

Campus Name	ADA Number	Campus Name	ADA Number
Aldridge	281-327-4536	Jan Schiff (REG, ESL)	281-634-9453
Alyssa Ferguson (REG, ESL)	281-327-8510	Juan Seguin (REG, ESL)	281-634-9854
Anne Sullivan (REG, ESL)	281-327-2871	Lakeview (REG, ESL)	281-634-4203
Arizona Fleming (REG, ESL, BIL)	281-634-4624	Lantern Lane (REG, ESL)	281-634-4684
Austin Parkway (REG, ESL)	281-634-4006	Lexington Creek (REG, ESL)	281-634-5004
Barbara Jordan (REG, ESL)	281-634-2805	Malala Yousafzai (REG, ESL)	281-327-5708
Barrington Place (REG, ESL)	281-634-4045	Mary Austin Holley (REG, ESL, BIL)	281-634-3860
Brazos Bend (REG, ESL)	281-634-5185	Meadows ES (REG, ESL)	281-327-2951
Carolyn & Vernon Madden ES (R/ESL)	281-327-2746	Mission (REG, ESL)	281-634-4297
Colony Bend (REG, ESL)	281-634-4101	Mission West (REG, ESL, BIL)	281-634-4322
Colony Meadows (REG, ESL)	281-634-4130	Oyster Creek (REG, ESL)	281-327-4270
Commonwealth (REG, ESL)	281-634-5125	Pecan Grove (REG, ESL)	281-634-4804
Cornerstone (REG, ESL)	281-634-6404	Quail Valley (REG, ESL)	281-634-5060
Donald Leonetti (REG, ESL)	281-327-3198	Ridgemont ELC (REG, ESL, BIL)	281-327-2433
Dr. Lynn Armstrong ES (REG, ESL, BIL)	281-634-9414	Rita Drabek (REG, ESL)	281-634-6614
Dulles (REG, ESL)	281-634-5849	Rosa Parks (REG, ESL)	281-634-6394
EA Jones (REG, ESL, BIL)	281-634-4987	Scanlan Oaks (REG, ESL)	281-634-3912
Ferndell Henry (REG, ESL, BIL)	281-327-6005	Settlers Way (REG, ESL)	281-634-4363
Heritage Rose (ESL, BIL)	281-327-5406	Sonal Bhuchar (REG, ESL)	281-327-4408
Highlands (REG, ESL)	281-634-4163	Sugar Mill (REG, ESL)	281-634-4443
Hunters Glen ELC (REG, ESL, BIL)	281-634-4644	Townewest (REG, ESL)	281-634-4483
James Patterson (REG, ESL)	281-634-4804	Walker Station (REG, ESL)	281-634-4403
James Reese Lab	281-327-7325	Walter Burton (REG, ESL)	281-634-5105

ESL – English as a Second Language    ● REG – Regular English    ● BIL – Bilingual Spanish

#### **d. Campus Overflow**

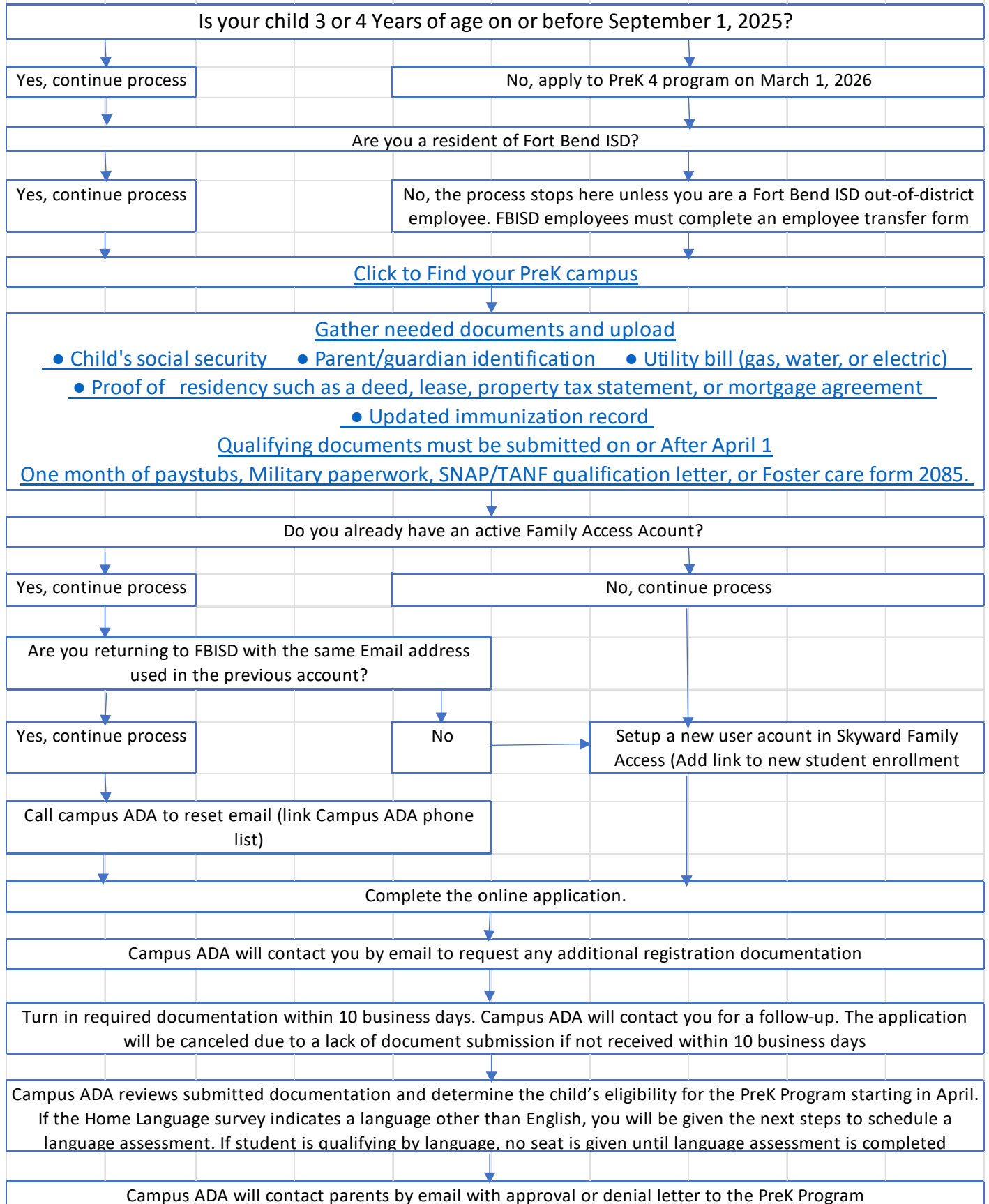
Enrollment is determined by the date the registration is finalized and submitted by the parent/guardian, with all required documents and language assessments completed (if applicable). If your zoned Pre-K campus is at capacity, the campus ADA will contact you via email and phone to provide options for other campuses with available seats. Registrations are dated and time-stamped, and applications are processed in the order they are received. Pre-K seats are assigned based on the registration time stamp, completion of required documents, and language testing (if applicable).

#### **e. Registration Flowcharts**

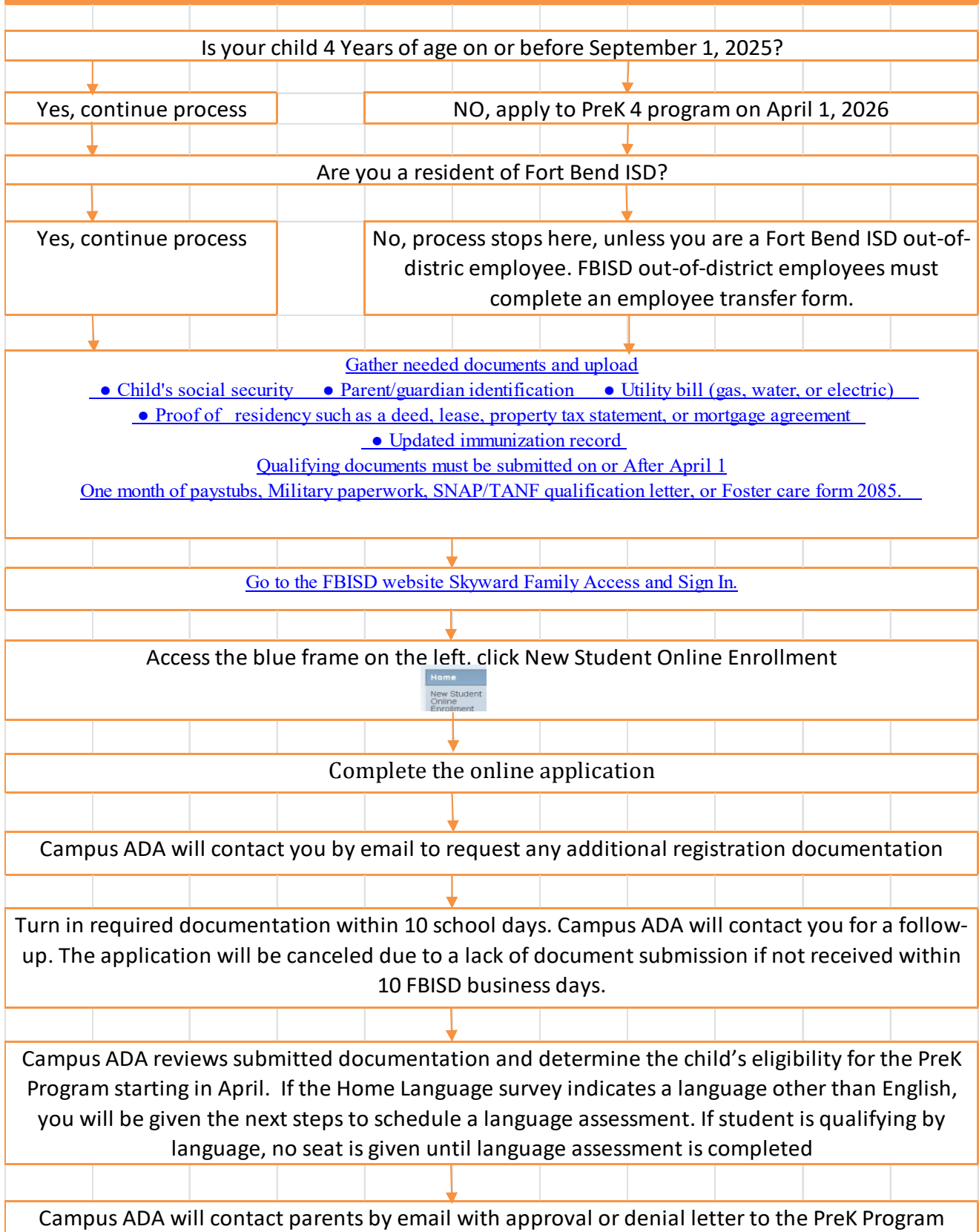
This section will provide detailed flowcharts to illustrate the enrollment process for each Early Childhood program offered in FBISD.

- A.* New or returning family to Fort Bend ISD.
- B.* New student to existing Family Access Account.
- C.* Students who Language Survey (HLS) indicates a language other than English Flow Chart
- D.* Pre-K Tuition-Paid
- E.* FBISD Employee Tuition-Paid
- F.* Pre-K 3 Head Start

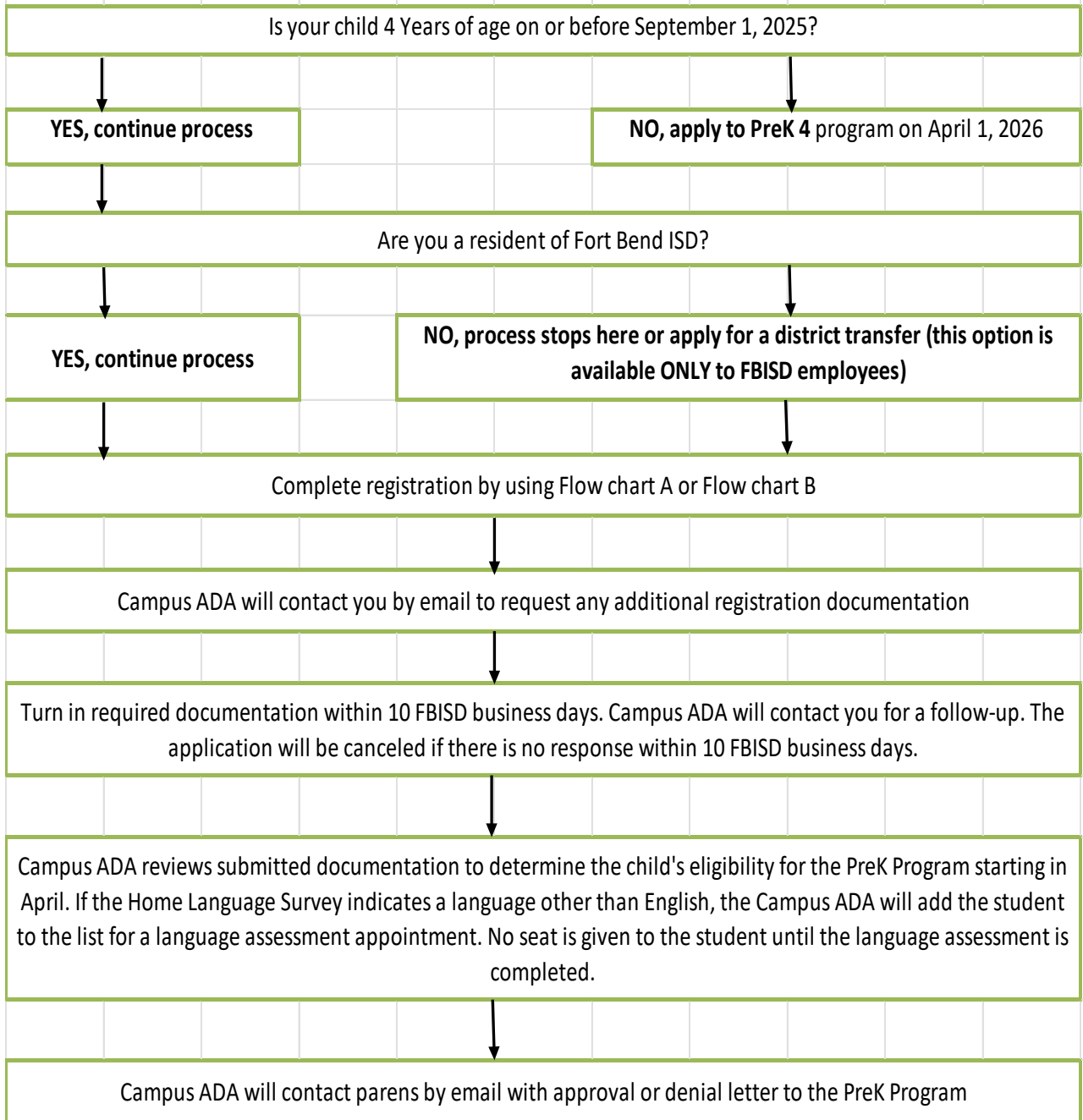
## A. New or Returning to FBISD Students Flow Chart



## B. New Student to Existing Family Access Account Flow Chart

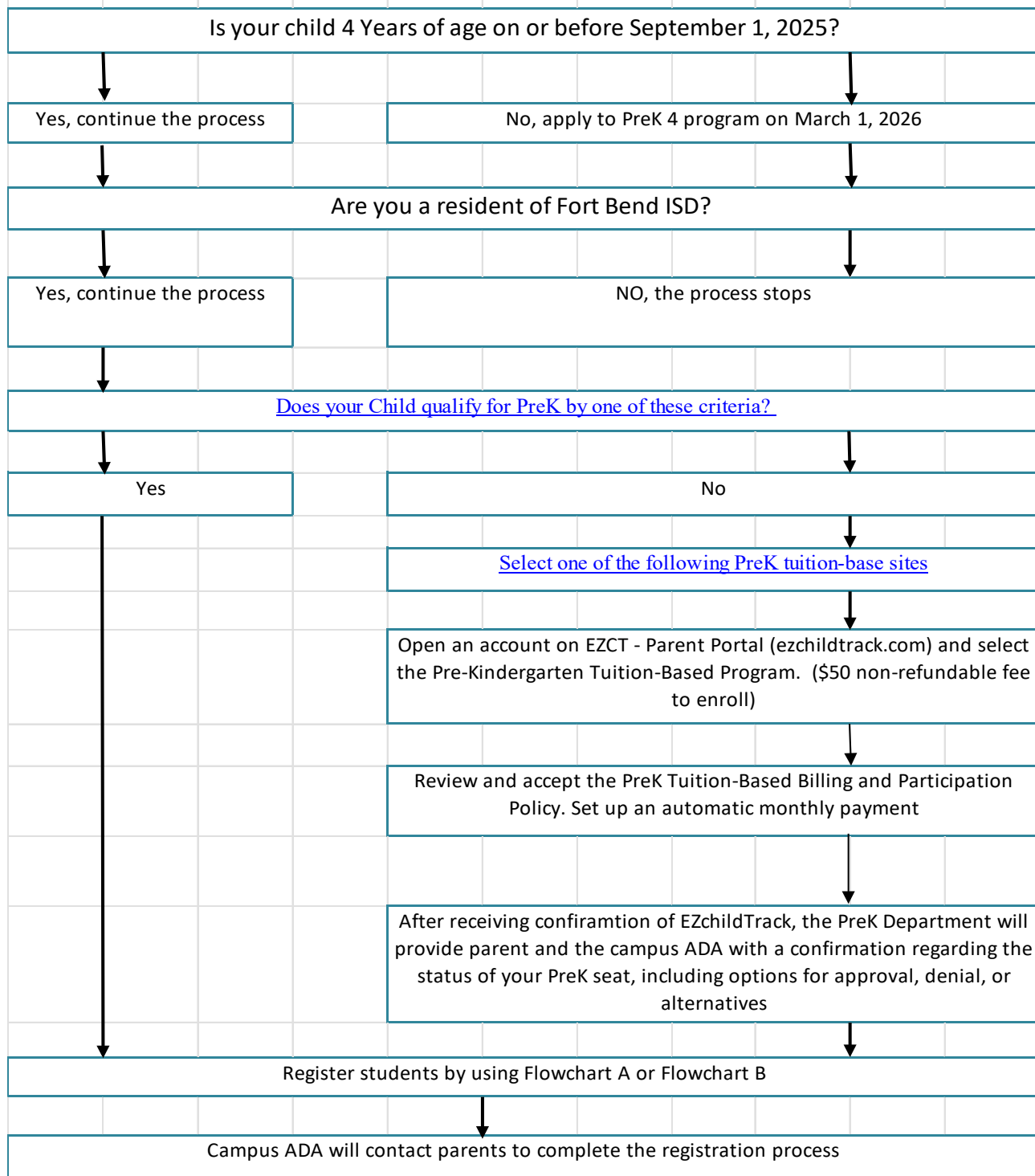


### C. Students Whose Language Survey (HLS) indicates a language other than English Flow Chart

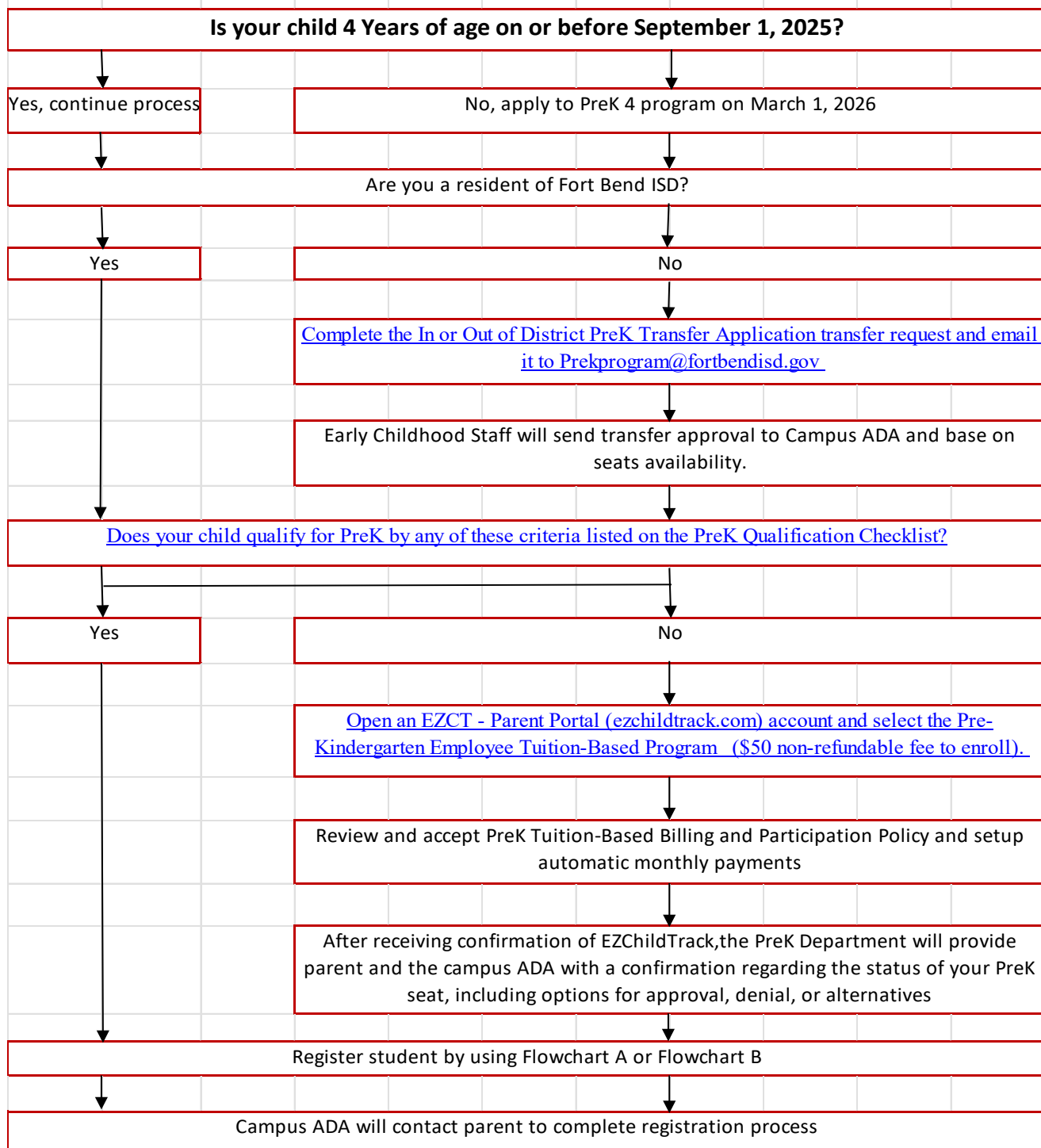




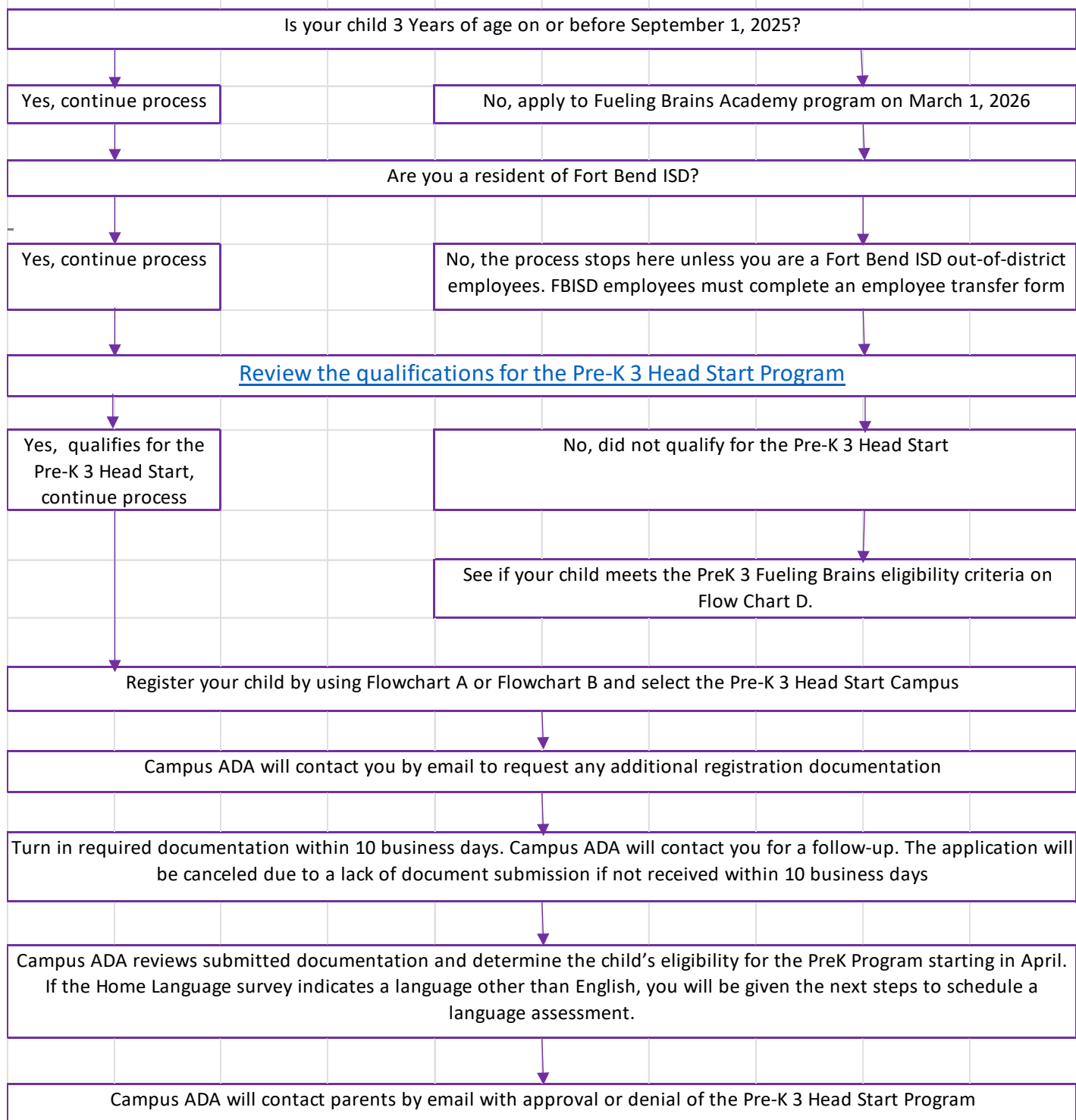
## E. Pre-Kindergarten Tuition- Based (Fort Bend ISD residence only) Flow Chart



## F. Fort Bend Employee Pre-Kindergarten Tuition- Based Flow Chart



## G. Pre-K 3 Head Start (3-year-old student only) Flow Chart



#### **f. Student Transfers**

Due to extenuating circumstances, parents may request a Pre-K Transfer Application to a different Pre-K campus. Ask the campus ADA for the Pre-K transfer form. Complete and sign the form and submit the transfer requests to the Campus ADA. Each request is reviewed individually, and approval is not guaranteed. The Early Childhood Department will notify the parent and the campus ADA of their decision. There is no waitlist option available. Any Pre-K transfer requests submitted to Student Affairs will be denied.

#### **g. Withdrawals**

Parents should contact the campus ADA to withdraw a student from the Pre-K Free or Tuition-Based Programs. Tuition-based parents must provide written notice two weeks before withdrawal to avoid monthly charges. Parents are responsible for any outstanding balances at the time of withdrawal from the tuition base. Send the withdrawal notice to [Pre-Kprogram@fortbendisd.gov](mailto:Pre-Kprogram@fortbendisd.gov).

### **IV. Getting Ready for Pre-K**

Entering public school for the first time is an exciting milestone for many families and their children. This section provides information on how to prepare and support your child's successful transition to Pre-K classrooms.

#### **A. Home Schedule**

Establishing a home routine is one of the best ways to prepare your child for Pre-K. If you don't already have one, consider creating one. This will help your child adapt to classroom routines. A daily routine may include songs, clean-up, dance, free play, Storytime, letters and math, meals, outdoor playtime, personal care, and bedtime. Here is the [ReadyRosie routine chart](#) that can be used at home.

#### **B. Toileting Training**

Children are not required to be fully toilet-trained to enroll in Pre-Kin Texas. However, our classrooms are not equipped with diaper-changing stations. Students should wear pull-ups or underwear while gaining toileting independence. Ideally, children should be fully toilet-trained before enrolling in Pre-K. Supporting children's transition from wearing diapers or pull-ups to wearing underwear and using the toilet independently is an important step in preparing them for Pre-K. Some children achieve toileting independence early and easily, while others may need greater support to acquire the skills necessary to master this foundational component of self-care. The Toilet Training Readiness Checklist for Pre-K Families, linked below, is designed to gauge your child's readiness to engage in independent toileting and determine the support needed at home and school for positive, successful toilet training. Complete the checklist and follow-up questions and share them with the school principal and the child's teacher as soon as possible to determine if a toilet training and self-care plan is needed.

Click on the links below to access the [Toilet Training Readiness Checklist for Pre-K Families](#) in English or Spanish:

- [English Language](#) - Toilet Training Readiness Checklist for Pre-K Families
- [Spanish Language](#) - Toilet Training Readiness Checklist for Pre-K Families | Plan de aseo y cuidado personal de Pre-K

If your child is still mastering toilet training, please follow these guidelines:

- Communicate your child's toilet training status to the school administrator and classroom teacher.
- Share your child's toilet training schedule with the teacher.
- Send your child to school in underwear or pull-ups only, as wearing diapers can slow the toilet training process. Our staff is not trained to change diapers unless your child participates in the Special Education Program.
- Send wipes and an extra 1-3 sets of clothes in case of an accident.
- Our staff will guide your child to clean and change themselves in case of an accident. Staff will only assist in cleaning children in extreme situations and may contact you to pick up your child if necessary.

## **C. Health Information**

Parents are encouraged to send an extra set of clothes previously labeled to keep in the classroom in case of accidents.

Per FBISD policy, school personnel will not apply or provide insect repellent or sunscreen during the day. Concerned parents are strongly encouraged to apply repellent or sunscreen to their children before they leave for school.

### **1. Illness Management**

Children cannot attend school if they are suffering from an illness that meets the following conditions:

- Their illness prevents them from participating comfortably in classroom activities, including outdoor and gym play.
- Illness results in a need for more care than we can provide without compromising the health, safety, and supervision of other children.
- The child has one of the following: a fever of 100.0 or higher.
- Symptoms and signs of possible severe illness, such as lethargy, abnormal breathing, diarrhea, vomiting, a rash with fever, symptoms of an infectious disease or illness, behavior changes, or other signs that the child may be severely ill; or
- The healthcare professional has diagnosed the child with a communicable disease or condition (i.e., lice, ringworm, etc.), and the child does not have medical documentation indicating they are no longer contagious.

- If a child appears ill on arrival or becomes sick while under our care, the campus nurse will contact the parent to pick up the child.
- Every child must be free of fever, without fever-reducing medications, for 24 hours before returning to school.

## **2. Student's Medication**

Medication should be administered by the campus nurse **ONLY**. All prescriptions must be listed on the emergency card, whether they will be administered on campus. This information is critical to determining treatment and preventing potentially harmful drug interactions in an emergency. If medication is to be administered to a child at Pre-K, and administration of that medication meets the guidelines in the District's Student/Parent Handbook, the following conditions must be met.

- All medicine, prescription or non-prescription, must be hand-delivered in its original container by the parent, not the child, to the school Nurse.
- Parents are required to complete a [Medication Authorization Form](#).
- The pharmacist must label prescription medication.
- The label must include the student's name, physician's name, name of the medication, dosage to be given, frequency, and the date the prescription was filled.
- A note from the physician must accompany medication taken for more than 15 days (about two weeks).
- There shall be no more than one medication per labeled container.
- The Site Coordinator will clear other medical needs with their supervisor.

### **D. Student Supply List**

This is the [Fort Bend ISD School Supply List](#) for Pre-K. Teachers may request additional items throughout the school year based on classroom needs.

*A Mid-Year Reminder:* January is an excellent time to check and replenish your child's supplies.

Pre-K teachers design learning centers for each unit, which may require specific materials such as cereal boxes, HEB-labeled items, shaving cream, etc. Be on the lookout for any additional requests from your child's teacher.

### **E. Dress Code**

All students in our program adhere to the district's dress code, which is detailed in the FBISD Student/Parent Handbook. Clothing must fit properly and provide adequate coverage in any position, including when the student is engaged in vigorous physical activity. Children not appropriately dressed, including footwear appropriate for the day's activities, will not be permitted to participate. We recommend closed-toed shoes for safety and comfort.

## F. District Calendar

With students attending school for 172 days in the school year, every day supports their learning and success. The [Fort Bend District Calendar](#) provides access to the approved district calendar for this school year. We strongly encourage families to use this calendar when planning medical appointments, vacations, or other special events to minimize student absences.

## G. Days and Hours of Operation

The elementary school day begins promptly at **8:05 a.m.** and ends at **3:25 p.m.**, Monday through Friday. Families may drop off students as early as **7:30 a.m.** On **early dismissal days**, school ends at **12:10 p.m.** Please ensure timely pick-up on these days. Students arriving after **8:05 a.m.** will be considered tardy and receive a tardy slip.

### 1. Full-Day Pre-K Daily Schedule

#### Pre-K 3 Head Start Suggested Daily Schedule

The following schedule illustrates the recommended times and instructional content. Times and order will vary from campus to campus.

Time	Total Minutes	Activity & Routine
7:30-8:05	35 min	Breakfast
8:05-8:25	15 min	Arrival & Morning Meeting
8:25-8:30	5 min	Brain Break (music movement)
8:30-8:50	20 min	Shared Reading or Interactive Writing
8:50-9:35	45 min	AM Learning Centers (Early Literacy Unit of Study)
9:35-9:50	15 min	Word Play
9:50-9:55	5 min	Clean Up
9:55-10:30	30 min	Lunch
10:30-11:05	5 min	Restroom Break and Recess
11:05-11:25	20 min	Afternoon Math Meeting
11:25-12:10	45 min	PM Learning Centers (Early Literacy-Math-Unit of Study)
12:10-1:40	90 min	Quiet/Rest time

1:40-2:00	5 min	Clean Up/ Movement/Snack
2:00-2:15	15 min	Afternoon Science/Social Studies Meeting
2:15-2:30	15 min	Read Aloud #2
3:00-3:25	15 min	Closing Meeting
3:15-3:25	10 min	Get Ready to Go Home & Dismissal

### Pre-K 4 Suggested Daily Schedule

The following schedule illustrates the recommended times and instructional content. Times and order will vary from campus to campus.

Time	Total Minutes	Activity & Routine
8:05-8:25	15 min	Arrival & Morning Meeting
8:25-8:30	5 min	Brain Break (music movement)
8:30-8:50	20 min	Shared Reading or Interactive Writing
8:50-9:50	60 min	AM Learning Centers (Early Literacy-Math-Unit of Study)
9:50-9:55	5 min	Clean Up
9:55-10:10	15 min	1st Read Aloud
10:10-10:15	5 min	Transition to Outclass
10:15-11:00	45 min	Outclass (PE, Music, Art, or Library)
11:00-11:30	30 min	Lunch
11:30-11:35	5 min	Transition from Lunch
11:35-11:50	15 min	Word Play
11:50-12:20	30 min	Quiet/Rest Time
12:20-12:40	20 min	Afternoon Math Meeting
12:40-1:40	60 min	PM Learning Centers (Early Literacy-Math-Unit of Study)
1:40-1:45	5 min	Clean Up
1:45-2:00	15 min	Afternoon Science Meeting



2:00-2:30	30 min	Outdoor Play/Recess
2:30-2:45	15 min	Snack
2:45-3:00	15 min	Read Aloud #2
3:00-3:25	15 min	Closing Meeting
3:15-3:25	10 min	Get Ready to Go Home & Dismissal

## H. Child Nutrition (Free and Reduced Lunch Application)

Families are encouraged to apply for the [Free and Reduced Lunch Program](#) to ensure all students can access nutritious meals. Students may also choose to bring a sack lunch from home.

Each student will have a lunch account that parents can fund online through the provided website: <https://www.schoolcafe.com/fbisd>. The website also displays the current meal prices and the monthly breakfast and lunch menus for your convenience.

## I. Attendance

Regular attendance is vital for children's success at all educational levels. For Pre-K students, consistent attendance helps them adjust to classroom routines, develop social skills, and build friendships—key foundations for their learning journey. Frequent absences can disrupt this adjustment, leading to frustration and behavior challenges.

In Texas, once a child is enrolled in Pre-K, attendance is compulsory under the Texas Education Code (TEC §25.085(c)). Parents and guardians are responsible for ensuring their child's regular attendance. The Fort Bend Independent School District (FBISD) actively monitors attendance and works with families to establish strong attendance habits.

To support this, we encourage families to use the [approved district calendar](#) to plan medical appointments, vacations, and special events, minimizing student absences. With only **171 instructional days** in the school year, every day is essential to your child's growth and success.

If your child will be absent, please notify us in advance and provide a written note. While we understand that unforeseen circumstances may arise, excessive absences may result in warning letters and possible withdrawal from the program.

For additional details, please refer to the [FBISD Student/Parent Handbook](#).

Here are some critical points about attendance requirements for Pre-K in FBISD:

1. **Compulsory Attendance:** Attendance is mandatory once a child is enrolled in Pre-K.
2. **3 Unexcused Absences:** A warning letter will be sent home.

3. **5 Unexcused Absences:** A second warning letter will be sent home. Truancy prevention measures will be implemented, which may include phone calls, emails, and parent meetings.
4. **7 Unexcused Absences:** A third warning letter will be issued.
5. **10 Unexcused Absences:** Your child will be withdrawn from the Pre-K program, as consistent attendance is vital for their learning and development.

#### **J. Early Pick Up**

Frequent early pickups can disrupt your child's learning experience. If a student is picked up early more than once within nine weeks, an excused note will be required.

Early pickups cause students to miss valuable instruction, learning opportunities, and important routines contributing to their success. We kindly ask families to plan appointments and other commitments using the [approved district calendar](#) to minimize disruptions to your child's education.

#### **K. Extended Learning Programs**

Before- and after-school care is offered through the [Extended Learning Program](#). Visit the Little Learners Program website for participating campuses, times, and fees.

### **V. Curriculum and Instruction**

#### **A. Texas Prekindergarten Guidelines (2022)**

The Texas Prekindergarten Guidelines provide a comprehensive framework for early childhood educators to foster growth and development in young children. These guidelines ensure that children are prepared for kindergarten's academic and social demands while recognizing their unique developmental needs.

The guidelines are divided into ten domains, covering areas critical to early learning, such as social-emotional development, literacy, math, science, and physical skills. Educators are provided with detailed objectives, suggested instructional strategies, and effective assessment methods to measure progress within each domain.

## **1. Where to Access the Guidelines**

For more in-depth information, educators, families, and stakeholders can access the complete 2022 Texas Prekindergarten Guidelines Comprehensive Guide at:

[Texas Education Agency: 2022 Texas Prekindergarten Guidelines Comprehensive Guide](#). This guide includes:

- Detailed explanations of each domain.
- Specific examples of skills, outcomes, and behaviors.
- Practical strategies for classroom implementation.
- Resources to support educators in planning developmentally appropriate activities.

## **B. Pre-K FBISD Schoology Curriculum**

The Pre-K curriculum is designed to provide a comprehensive, developmentally appropriate educational experience for young learners. The FBISD Pre-K Curriculum is 100% aligned with the 2022 Texas Pre-K Guidelines, represents eight units of study, and focuses on the following Domains:

### **1. Emergent Literacy: Language and Communication, Reading and Writing:**

- Reading: Introduction to letters and sounds, phonological awareness, and essential foundational comprehension and print concepts skills through interactive read-aloud, shared reading, and storytelling.
- Writing: Encouraging the development of emergent writing skills through fine motor activities, drawing, scribbling, letter formation, and name writing.
- Speaking and Listening: Develop critical oral language skills through listening activities and participation in two-way conversations and open-ended discussions.

### **2. Mathematics:**

- Number Sense: Understanding numbers, counting, and introduction to operations.
- Geometry: Recognizing shapes and spatial relationships.
- Measurement: Learning about size, length, weight, and capacity through hands-on activities.

### **3. Science:**

- Exploration and Inquiry: Encouraging curiosity and scientific thinking through investigations and observations.
- Life Science: Learning about plants, animals, and the environment.
- Physical Science: Exploring basic concepts of physics and chemistry through play-based activities.
-

#### **4. Social Studies:**

- Community and Citizenship: Understanding roles and responsibilities within the community.
- Cultural Awareness: Learning about different cultures and traditions.
- History: Introducing basic historical concepts and timelines.

#### **5. Physical Development:**

- Gross Motor Skills: Activities that promote physical coordination and strength, such as running, jumping, and climbing.
- Fine Motor Skills: Developing hand-eye coordination through drawing, cutting, and manipulating small objects.

#### **6. Social and Emotional Development:**

- Self-Regulation: Teaching children to manage their emotions and behaviors.
- Social Skills: Encouraging positive interactions with peers and adults.
- Empathy and Respect: Promoting understanding and respect for others.

#### **7. Fine Arts:**

1. Art: Exploring various art materials and techniques to express creativity.
2. Music: Singing, dancing, and playing musical instruments.
3. Drama: Participating in role-playing and imaginative play.

#### **8. Technology:**

- Becoming aware of and interacting with digital media and a variety of other available technology.
- Handling and controlling various devices, becoming
- Increase confident and independent users of developmentally appropriate interactive media.

### **C. Pre-K FBISD Schoology Curriculum Units of Study**

The FBISD Pre-K curriculum is 100% aligned with the Texas Prekindergarten Guidelines and was developed internally by our teachers-writers. Our curriculum is child-centered because it honors children's individuality and their families and uses our community's knowledge throughout all units. Our curriculum combines effective developmentally appropriate pedagogy inspired by the Reggio-Emilia and Montessori approach, where arts, music, movement, and play-based learning support our children's curiosity and creativity.

- Unit 1: Welcome to Pre-K

- Unit 2: Taking Care of Myself and Others
- Unit 3: Wind and Water
- Unit 4: Celebrations
- Unit 5: From Here to There: Things That Go Unit 6: Back Home in Texas
- Unit 7: It's Alive: Watch it Grow!
- Unit 8: Light, Shadows, and Reflections

Watch this video to learn more about our eight units of study:

<https://www.wevideo.com/view/3133532501>.

## **D. Educational Resources**

### **1. 1Link (App to Access Resources)**

[1Link](#) (Powered by Microsoft My Apps) is a single sign-on platform that allows students, teachers, and staff to utilize one username and password to access their digital resources and tools. Single sign-on is an essential tool for productive remote learning. 1Link is web-based and available from the classroom or at home. 1Link may be accessed from either a computer or a mobile device. Please follow the directions below to get started.

- All actively enrolled FBISD students can access 1Link using their district email (e.g., john.d1@student.fortbendisd.com) and network password.
- New student enrollees will be granted access upon completion of the enrollment process.

Parents must log in to [Skyward Family Access](#) to retrieve their student(s) passwords, which are located in the Parent/Guardian section.

### **2. SAVVAS (Three Cheers for Pre-K-Uno, dos, tres Prekínder)**

Three Cheers for Pre-K provides supplemental, developmentally appropriate learning materials aligned with the FBISD Pre-K curriculum. Students can access activities across all skill domains through Three Cheers for Pre-K materials. Thoughtfully planned activities support each child's social and emotional well-being, physical growth, and academic readiness. Here are some highlights for Three Cheers for Pre-K:

- Big books
- Games
- Online digital library <https://www.uniteforliteracy.com/>. This is a free online library that has digital books for parents.

Watch the video for an overview of [SAVVAS Three Cheers for Pre-K-Uno, dos, tres Prekínder](#).

### **3. Ready Rosie**

ReadyRosie is a comprehensive, research-based tool designed to enhance family engagement by building on the strengths of parents and caregivers. Using video modeling, mobile technology, collaborative workshops, and professional learning, ReadyRosie empowers families and schools to work together to close the opportunity gap.

As part of our partnership with ReadyRosie, you will get free access to their learning website and tools, including the ReadyRosie Video Library. Your child's teacher will send you detailed instructions on how to activate your free ReadyRosie account.

To learn more about how ReadyRosie can support your family's learning journey, please watch this short introductory video: [ReadyRosie Overview](#).

### **4. CIRCLE Family Collection**

The CIRCLE Collection bridges the gap between child development research and practical application by offering a variety of hands-on activities that families can easily implement at home. This resource is designed to support children's learning and development in a fun, engaging way.

The collection is organized into seven key learning domains:

- Language & Communication – Activities that promote vocabulary building, conversation skills, and listening comprehension.
- Reading & Writing – Exercises that develop early literacy skills, such as recognizing letters, reading simple words, and practicing writing.
- Math – Hands-on activities to explore numbers, patterns, shapes, and problem-solving.
- Science – Experiments and explorations encouraging curiosity about the natural world and basic scientific concepts.
- Social & Emotional – Activities designed to help children understand emotions, build relationships, and develop self-regulation.
- Physical Development – Exercises and games to strengthen gross and fine motor skills.
- Art & Sensory – Creative activities allow children to express themselves through art while engaging their senses.

Parents can find activities tailored to children aged 0 to 11, ensuring the resources are developmentally appropriate for various age groups and learning stages.

To explore the CIRCLE Collection and search for activities, visit the [CLI Engage Family Portal](#). This online resource makes it easy to search and filter activities based on your child's age, interests, and specific learning needs, empowering families to actively support their child's growth and development in meaningful and enjoyable ways.

## **E. CIRCLE Assessment**

The CIRCLE Assessment is a diagnostic tool designed to enhance instruction and is tailored to each student's needs. It focuses on three key areas: numeracy, literacy, and social-emotional development. The assessment is conducted three times a year: at the beginning of the year (BOY), in the middle of the year (MOY), and at the end of the year (EOY).

The CIRCLE Family Activities offer engaging, hands-on activities organized by age, learning domain, or location to support learning at home. These activities encourage families to participate actively in their child's growth and development.

# Understanding Your Child's CIRCLE Progress Monitoring Assessment Results

When you receive a parent report, this is what the first page looks like. The boxes in the margins explain the different parts of the report.

The language that your child was assessed in


Scores may include categories that describe how well your child performed on preschool knowledge and skills.

An overview of how your child performed in each learning area at a particular wave

An explanation for any section on the report that has an asterisk (\*)


Student: Bill Bills  
Language of Assessment: English
Class: T Demo's KG Class
Wave: 3  
Report Date: 11/02/2020

## Student Report for Parents




CIRCLE Progress Monitoring (CPM) is an assessment that your child's teacher uses to gain a complete understanding of how your child is progressing in the learning areas that are important for later school success. It also helps the teacher identify areas in which your child might need more targeted support and practice. This information enables the teacher to plan lessons to meet your child's individual needs, as well as provide you with ideas on how you can support and challenge your child at home. On the page(s) that follows, you will see a summary of your child's assessment results.


Performance Categories




**On Track**  
Your child's score is On Track or within the expected range.



**Needs Support**  
Your child scored below the expected range for this age group and additional support is recommended. See Family Resources for support at home.



**Monitor**  
Your child is approaching the On Track score for children under four years old. Continue to monitor and support your child in this learning area.



**Out of Range**  
Based on your child's age, performance categories do not apply for this learning area. Continue to monitor your child's development in this area.

Your Child's Performance at a Glance

**Language**

- ✓ Speech Prod. and Sentence Skills
- ✓ Rapid Vocabulary

**Reading & Writing**

- ✓ Early Writing Skills
- ✓ Phonological Awareness
- ✓ Rapid Letter Naming

**STEM**

- ✓ Science
- ✓ Math


**Health & Development**

- ✓ Physical Development and Health

!!!

Family Resources

Hover your smartphone camera over the QR code or visit the following link to find free, individualized resources to help your child at home.



<https://cliengage.org/go/llc54520>

What you will find:

- Playful activities to provide additional support and practice in specific learning areas based on your child's current performance
- Descriptions of the learning areas assessed and how they are important for later school success
- Ways to prepare for your parent-teacher conferences

Your child's teacher should be able to help answer questions about your child's assessment scores and how you can work together to build your child's skills. For more activities, please visit the **CIRCLE Activity Collection: Family** at [cliengagefamily.org](https://cliengagefamily.org)

\* Raw score only. Performance Categories do not apply.

Assessments may be given at different time points during the school year, and are referred to as Wave 1 (beginning of the school year), Wave 2 (middle of year), etc.

Information about the assessment your child was given

Information to help you support your child's learning and development at home

Scan the QR code with your smartphone camera or use the link to access individualized activities based on your child's results, descriptions of each learning area, and ways to prepare for parent-teacher conferences.

cliengage

This page of the parent report provides more information about each learning area, including your child's scores from current and/or previous waves.

Graphs show your child's progress in a learning area over time. Graphs may display when a report includes results from more than one wave.

Your child's performance in a learning area, including the score (out of the total score possible)

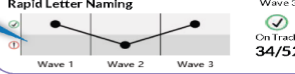
Some learning areas are broken down into specific skill areas.

The wave that the score(s) correspond to

Student: Bill Bills  
Language of Assessment: English
Class: T Demo's KG Class
Wave: 3  
Report Date: 11/02/2020

## Performance and Progress

**Rapid Letter Naming** Wave 3



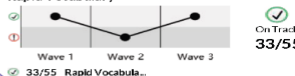
Wave 1 Wave 2 Wave 3

On Track **34/52**

**Social Emotional Behaviors** Wave 3

16/18 Positive Socia... 10/12 Classroom Comm...  
15/16 Emotion and Be... 4/4 Self-Care


**Rapid Vocabulary** Wave 3



Wave 1 Wave 2 Wave 3

On Track **33/55**


**Early Writing Skills** Wave 3



Wave 1 Wave 2 Wave 3

On Track **18/20**

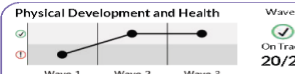
**Phonological Awareness** Wave 3



Wave 1 Wave 2 Wave 3

On Track **19/28**


**Physical Development and Health** Wave 3



Wave 1 Wave 2 Wave 3

On Track **20/24**

**Math** Wave 3



Wave 1 Wave 2 Wave 3

On Track **28/28**

**Speech Prod. and Sentence Skills** Wave 3

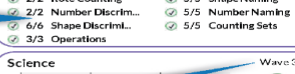
✓ On Track **8/10**

**Administration Mode** Raw Score **2/3**

\* Only the raw score can be reported for this measure

**TEACHER COMMENTS:**  
Bill can name all the letters and letter sounds, and is ready for kindergarten!

**Science** Wave 3



Wave 1 Wave 2 Wave 3

On Track **22/24**

For questions about CLI Engage and its tools, please submit a help ticket on [cliengage.org](https://cliengage.org). This assessment tool efficiently and reliably provides a snapshot of your child's learning at a given point in time. The results are NOT a comprehensive developmental evaluation, and are NOT intended to diagnose children who may have difficulty learning or other delays. Please talk to your child's teacher or an administrator at your child's school if you are concerned about your child's learning and/or development.

When one or more of the specific skill areas are not completed, the total score, performance category, and graph do not display.

Results display without a graph when a report includes scores from only one wave.

How your child completed the assessment:  
1= in person  
2= remotely  
3= combined

Your child's teacher may include comments.

For questions about CLI Engage and its tools, please submit a help ticket on [cliengage.org](https://cliengage.org).

cliengage



## 1. CIRCLE Parent Report

The CIRCLE report is now available in your Family Access account. After each nine-week reporting period, families can view their child's CIRCLE Assessment results through Family Access. Follow the instructions below to access the report:



### 2024-2025 CIRCLE Progress Parent Score Report



**School:** **Student Name:** **Grade:** Prekindergarten  
**Student ID:** **Teacher:** **Assessed Language:** English

Dear Parent or Guardian:

CIRCLE Progress Monitoring (CPM) is an assessment that your child's teacher uses to gain a complete understanding of how your child is progressing in the learning areas that are important for later school success. It also helps the teacher identify areas in which your child might need more targeted support and practice. This information enables the teacher to plan lessons to meet your child's individual needs, as well as provide you with ideas on how you can support and challenge your child at home. On the page(s) that follow, you will see a summary of your child's assessment results.

#### Performance Categories

On Track	Needs Support	Monitor	Out of Range
Your child's score is On Track or within the expected range.	Your child scored below the expected range for this age group and additional support is recommended. See Family Resources for support at home.	Your child is approaching the On Track score for children under four years old. Continue to monitor and support your child in this learning area.	Based on your child's age, performance categories do not apply to this learning area. Continue to monitor your child's development in this area.

Category	Measure	Wave 1 Beginning of the Year	Wave 2 Middle of the Year	Wave 3 End of the Year
Language	Rapid Vocabulary	On Track 23/55		
	Letter Sound Correspondence	5/12		
	Speech Production and Sentence Skills	On Track 9/10		
Reading and Writing	Rapid Letter Naming	On Track 32/52		
	Phonological Awareness	On Track 13/28		
	Syllabication	Needs Support 3/7		
	Alliteration	Needs Support 3/7		
	Onset-Rime	Needs Support 2/5		
	Rhyming I	Needs Support 5/9		
	Rhyming II			
STEM	Early Writing Skills	On Track 16/20		
	Math	On Track 19/28		
	Rote Counting	Needs Support 1/2		
	Number Discrimination	On Track 2/2		
	Shape Discrimination	On Track 4/6		
	Operations	On Track 3/3		
	Shape Naming	On Track 5/5		
	Number Naming	On Track 3/5		
	Counting Sets	Needs Support 1/5		



### 2024-2025 CIRCLE Progress Parent Score Report



Category	Measure	Wave 1 Beginning of the Year	Wave 2 Middle of the Year	Wave 3 End of the Year
Health & Development	Social Emotional Behaviors	On Track 47/62		
	Positive Social Behaviors	14/18		
	Emotion and Behavior Regulation	13/16		
	Approaches to Learning	9/12		
	Classroom Community and Safety	8/12		
	Self-Care	3/4		

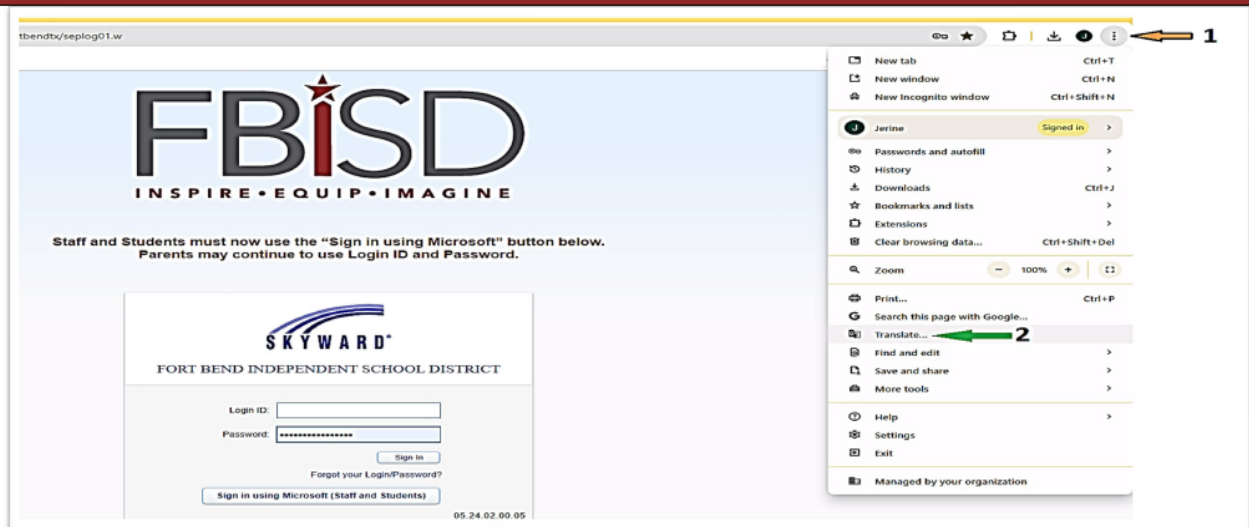
#### Family Resources


What you will find: Playful activities to provide additional support and practice in specific learning areas based on your child's current performance. Descriptions of the learning areas assessed and how they are important for later school success Ways to prepare for your parent-teacher conferences Your child's teacher should be able to help answer questions about your child's assessment scores and how you can work together to build your child's skills. For more activities, please visit the CIRCLE Activity Collection: Family at [www.cienage.org](http://www.cienage.org)



**Disclaimer:** All contents of this report are extracted from the Circle Progress Monitoring CLI Engaged Platform Student Report for Parents- The University of Texas Health Science Center at Houston.

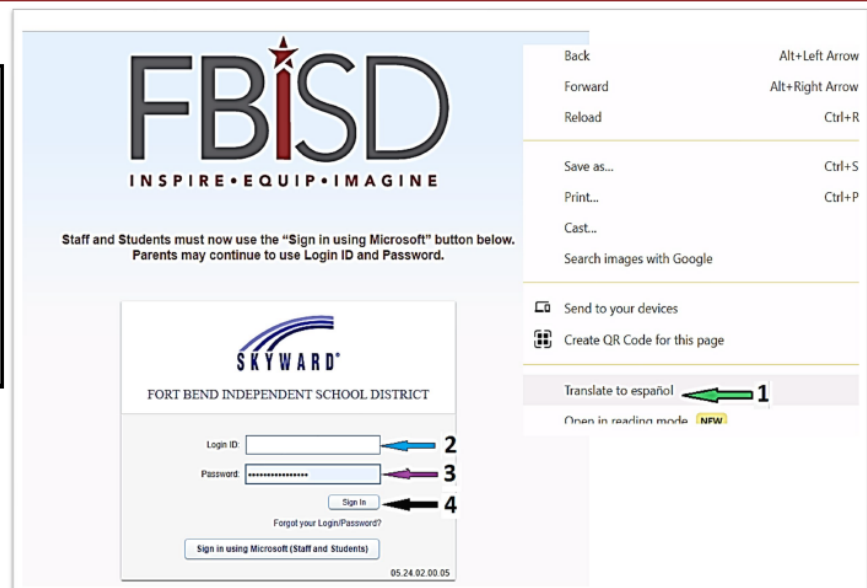
# Changing Language on the Internet



1. On the bar look for the  and click to expand options.
2. Select translate into a different language.

## How to Log into Family Access

1. Right click and translate to (language of choice)
2. Use your username or email address.
3. Enter your password.
4. Click sign in.



# How to locate the CIRCLE Report in Family Access

1. Right-click and select Translate to the language of your choice.
2. Select Portfolio.
3. While in Portfolio-Attachments, select the PreK CIRCLE Progress Monitoring Parent Report.

**Family Access**  
STUDENT ELEM 1 SAMPLE

GUARDIAN ELEM 1 SAMPLE My Account Exit

District Links FBISD Student Wellness Screener

**Portfolio - Attachments**

STUDENT ELEM 1

Description	Type	Created
PreK CIRCLE Progress Monitoring Parent Report 2023-2024	CLI CIRCLE	Tue Apr 16, 2024 1:27pm

**Portfolio - Highlights**

There are no highlights for STUDENT ELEM 1 (BRAZOS BEND E S)

Save as... Ctrl+S

Print... Ctrl+P

Cast...

Search images with Google

Send to your devices

Create QR Code for this page

Translate to español

## VI. Progress Monitoring

### A. Skyward/ Family Access

Keeping communication open between school and home is essential for providing the best education for every student. Skyward Family Access makes it easy to stay connected. This platform lets Students and parents easily view attendance records, grades, schedules, and calendars. Additionally, students can select their courses online. Family Access is accessible from anywhere with an internet connection.

If your child is currently enrolled in FBISD and you still need Family Access, please get in touch with your child's campus. For new FBISD families, you will receive Family Access once you complete the online registration process for your student.

- [Family Access Quick Guide](#)
- [Family Access Guide](#)
- [Minimum Requirements and Supported Browsers](#)

Having portable access to your child's information is a great way to stay connected while on the go. Parents can quickly check their child's class schedules and view the latest exam grades. You can access this information through your Wi-Fi network or wirelessly on your mobile device. Download the Skyward Family Mobile Access app to access your child's information from your handheld device.

### B. Understand Pre-K Report Card

In Pre-K, Fort Bend ISD uses Standards-Based Grading (SBG) to track and support student learning throughout each grading cycle. This method measures proficiency in specific skills rather than relying on percentage scores.

Instead of receiving a single overall grade, parents receive detailed feedback on their child's competencies. This approach provides a clearer picture of their strengths and areas for improvement.

Teachers utilize this framework to assess and communicate a student's readiness for kindergarten effectively. For more information, you can visit the [Standards-Based Grading Webpage](#).

Additionally, the Texas Prekindergarten Guidelines prioritize skill development rather than mastery, helping young learners build the foundational abilities they need for future success.

# Pre-Kindergarten Report Card

School Year

School:

Name:

ID:

Grade: PK

Teacher:

	T1	T2	T3	T4
<b>Mathematics</b>				
Counting				
Recognition and Subitizing				
Composing and Decomposing Numbers				
Joining and Separating				
Geometry				
Spatial Sense				
Measurement				
Passing of Time				
Classification and Patterns				
Data and Graphing				
<b>Science</b>				
Physical Science				
Life Science				
Earth and Space Science				
<b>Language and Communication</b>				
Listening Comprehension				
Speaking (Conversation)				
Articulation (Speech Production)				
Vocabulary				
Sentences and Structure				
<b>Social Emotional</b>				
Self Concept				
Behavior Control				
Emotional Control				
Control of Attention				
Social Interactions				
Play Skills				
Social Awareness				
<b>Grading Key:</b> PF = Proficient PG = Progressing DV = Developing				
For information regarding the Competencies and Learning Progressions, please visit <a href="https://www.fortbendisd.com/Page/116873">https://www.fortbendisd.com/Page/116873</a>				

	T1	T2	T3	T4
<b>Emergent Literacy: Reading and Writing</b>				
Syllables				
Rhyming Words				
Alliteration				
Onset and Rime				
Letter Identification				
Comprehension of Text Read Aloud				
Concepts of Print				
Writing as a Process and a Means of Communication				
<b>Social Studies</b>				
People, Past, & Present				
Economics				
Geography				
Citizenship				
<b>Physical Development</b>				
Gross Motor				
Fine Motor				
Personal Safety Health				
<b>Art</b>				
Art				
Conduct (Art)				
<b>Music</b>				
Music				
Conduct (Music)				
<b>Physical Education</b>				
Physical Education				
Conduct (Physical Education)				
<b>Health</b>				
Health				
Conduct (Health)				

A Pre-K Report card looks slightly different than a report in upper elementary or secondary grade levels...

- Subject
- Competencies within the subject
- Grading Term/Period
- Areas for reporting progress measures over time
- Grading Key

## **VII. Family Engagement Plan**

### **A. Virtual Family Meetings**

The Early Childhood Department hosts a monthly Family Zoom meeting for all Pre-K parents. During these meetings, we cover topics such as units of study, campus events, community events, and resources that parents can use at home to support classroom learning. Meetings are scheduled once a month, excluding December, and take place from 11:00 a.m. to 11:45 a.m. and from 6:00 p.m. to 6:45 p.m. View the [Family Zoom meeting schedule](#) at the Pre-K Family Session link.

### **B. Pre-K Family Newsletter**

The monthly Smores Newsletter is published and distributed to Pre-K families for their review. This newsletter includes information about upcoming units of study, community resources, and an overview of classroom activities. Additionally, the newsletter can be accessed in multiple languages by clicking the accessibility icon.



### **C. Blackboard Messenger**

The Early Childhood Department communicates with families through Blackboard via email and text. To ensure you receive text updates, please update your contact information in your Blackboard account by following the instructions below.

We will send multiple reminders about upcoming events and newsletters directly to your email. Stay informed and up to date by keeping your contact details current!

## Parent – How To Verify Existing Information In BlackBoard - Add Alternate Contact Information

### STEP 1 – How to recover your password for Blackboard

<ul style="list-style-type: none"> <li>Click on the “forgot password”</li> </ul>	<p>Open the browser, type the address: <a href="http://fortbendisd.parentlink.net">fortbendisd.parentlink.net</a></p> <p>Login ID _____</p> <p>Password _____</p> <p><b>Sign In</b></p> <p>Forgot password? </p>
<ul style="list-style-type: none"> <li>In the Login ID field: Use your current Skyward/Family Access login and click send email</li> </ul> <p><i>(Sample login first 5 letters of last name, first 3 letters of first name followed by a 3-digit number)</i></p> <ul style="list-style-type: none"> <li>Check your email for the new password from Finalsité</li> </ul>	<p>A new password will be sent to you via the email address configured in your Finalsité account. If you do not know your login ID please contact your school administrator.</p> <p>Login ID <input type="text"/> <b>Send Email</b></p> <p></p>

## Parent – How To Verify Existing Information In BlackBoard - Add Alternate Contact Information

<ul style="list-style-type: none"> <li>Log back into fortbendisd.parentlink.net</li> <li>In the “Login ID” field, use your current Skyward/ Family Access login</li> <li>In the “Password” field, insert the password that was emailed</li> </ul> <p><b>Click “Sign In”</b></p> <p><b>You will be directed to create a new password.</b></p>	<p>Open the browser, type the address: <a href="http://fortbendisd.parentlink.net">fortbendisd.parentlink.net</a></p> <p>Login ID _____</p> <p>Password _____</p> <p><b>Sign In</b></p> <p>Forgot password?</p>
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# Parent – How To Verify Existing Information In BlackBoard

## - Add Alternate Contact Information

### Login to BB Connect Parent Account

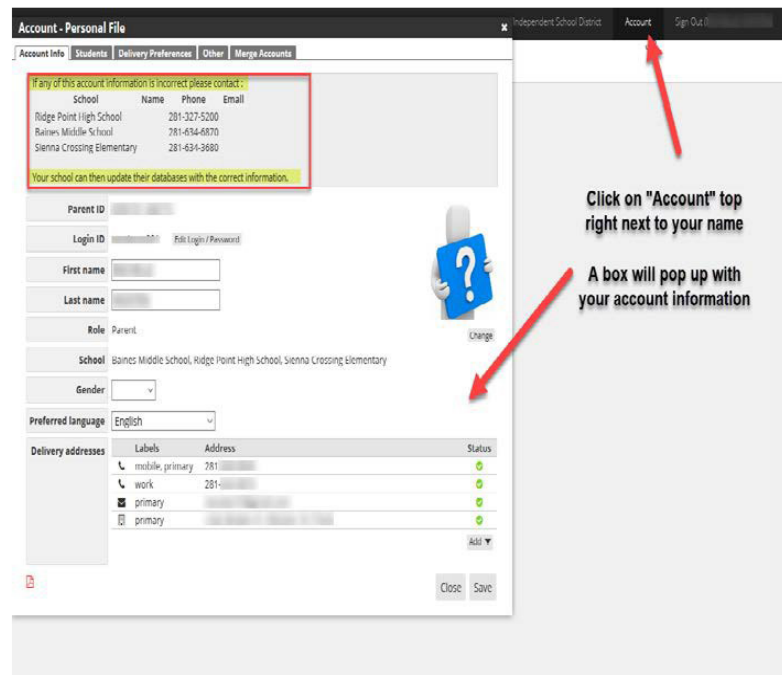
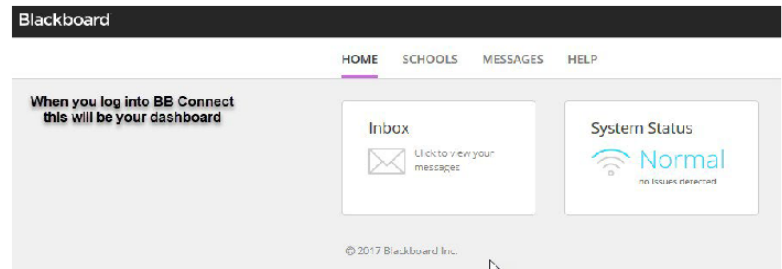
*See email from BB Connect with login information sent to Primary guardian, primary email account.*

To access your current Account Settings:

- Click on “Account” top right next to Sign Out and Your Name
- Your current contact information is listed at the bottom

**IMPORTANT:** *If any of your current contact information is incorrect, contact your child's school at the direct number listed in the top box. Ask the Attendance Clerk or Data Entry Clerk to update the information. Your delivery addresses cannot be updated here.*

Open the browser, type the address: [fortbendisd.parentlink.net](http://fortbendisd.parentlink.net)





## Parent – How To Verify Existing Information In BlackBoard - Add Alternate Contact Information

To add additional contact phone numbers or email addresses click “Add”, select type: Phone, email, Text/SMS

**Example:** Add a Text/SMS Number – click “Save” when complete

You will then see the new phone contact in the list

To remove a “User Defined” contact, select the contact by clicking in the box to the right, then click “Remove”. Make sure to click “Save” when done.

To Set Delivery Preferences:

- Click Delivery Preferences
- Click each of the ways you prefer to receive the message types.

**IMPORTANT:** You **MUST** have at least 1 phone number and 1 email address for Emergency contacts

The screenshots illustrate the process of managing contact information in BlackBoard:

- Top Screenshot:** Shows the 'Delivery addresses' table with columns for Labels, Address, and Status. A red arrow points to the 'Add' button in the top right corner. A dropdown menu is open, showing options: Phone Number, Text/SMS Number, Email Address, and Mailing Address.
- Middle Screenshot:** Shows the 'Add Text/SMS Number' dialog box. It includes a 'Phone number' field with a placeholder '5555555555' and a note '(Please include area code)'. There is an 'Enabled' checkbox which is checked. A red arrow points to the 'Save' button.
- Bottom Screenshot:** Shows the 'Delivery addresses' table after adding a new contact. The new contact is highlighted with a red box. A red arrow points to the 'Remove' button. Another red arrow points to the 'Save' button.
- Bottom Screenshot:** Shows the 'Personal File' page with the 'Delivery Preferences' tab selected. A table lists various message types (Emergency, Attendance, Balance, Survey, Other) and their delivery status (Phone, Text, Email). Red arrows point to the status icons for each message type.

#### **D. Feedback and Concerns**

We welcome your feedback and will address any concerns you have. Please follow the communication chain for issues related to your child's campus.

- Classroom teacher
- Principal
- Early Childhood Department

If you have questions or program concerns, please contact the Early Childhood Department at 281-634-1705 or email [PreKProgram@fortbendisd.com](mailto:PreKProgram@fortbendisd.com).