

**Notice of Public Budget Hearing
The Board of Trustees
Fort Bend Independent School District**

Monday, July 25, 2022

This is Notice that the Fort Bend Independent School District Board of Trustees will hold a Public Budget Hearing on Monday, July 25, 2022, beginning at 6:00 PM in the Board Room of the Fort Bend ISD Administration Building, 16431 Lexington Blvd., Sugar Land, TX 77479. It is the Board of Trustees' intent that a quorum of the Board of Trustees will be physically present at this location, although one or more Trustees may participate via video conference.

The agenda packet for the meeting can be found here:
<https://meetings.boardbook.org/Public/Organization/649>.

Members of the public may view the live stream of the meeting at following address:
<https://www.fortbendisd.com/BoardMeetingLivestream>. Members of the public may also address the Board during public comment.

1. Call to order
2. National Anthem by David Terrones, Senior Class of 2023 Elkins High School
3. Moment of Silence
4. Board Members' Report
 - A. Activity Report
5. Superintendent Update
6. Public Comment
7. Information
 - A. Safety and Security Update 5
 - B. Information and Discussion about Possible Bond Election and Potential Voter Approved Tax Rate Election (VATRE) 18
8. Consent Agenda

All items under the Consent Agenda are acted upon by one motion. Upon a Board Member's request, any item on the Consent Agenda shall be moved to the Action portion of the regular agenda.

A. Consider approval of a budget amendment between new technology projects.	62
B. Consider approval of the TEA Qualitative Method of Compliance and Flexibility Level (L3) for Campus Capital Improvement Projects.	64
C. Consider approval of the 2022-23 Student Code of Conduct.	79
D. Consider approval to authorize the Superintendent, or her designee, to execute agreements with the authorized residential and day treatment service providers as needed for the 2022-23 school year.	186
E. Consider approval for the use of 2018 Bond Program Contingency as proposed.	188
F. Consider approval to return over-payment to the Texas Education Agency for Hurricane Harvey reimbursements paid to the District.	190
G. Consider approval of proposed revisions to policies EHBAF (Local), EF (Local), EFA (Local), and EFAA (Local).	194
H. Consider approval of previous meeting minutes.	219
March 07, 2022: Called Meeting and Agenda Review	
March 28, 2022: Public Hearing-Student Health Services	
March 28, 2022: Regular Business Meeting	
April 06, 2022: Special Called Meeting	
April 11, 2022: Called Meeting and Agenda Review	
April 20, 2022: Special Called Meeting	
April 25, 2022: Regular Business Meeting	
May 09, 2022: Called Meeting and Agenda Review	
May 16, 2022: Special Called Meeting-Canvassing of the Election Results	
May 16, 2022: Regular Business Meeting	
I. Review Purchases Exceeding \$50,000 Specifically for:	
1. Consider approval of District Cellular Services and Equipment.	265
2. Consider approval for the purchase of music instruments and related items from multiple vendors.	267
3. Consider approval for the purchase of aquatics supplies, equipment and related items from multiple vendors.	271
4. Consider approval for the purchase of high school graduation diplomas and related items from multiple vendors.	275

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|---|-----|
| 5. Consider approval for the purchase of District support consulting services from multiple vendors. | 279 |
| 6. Consider approval of a project budget for Security Fencing (PKG056), approval of a Professional Services Agreement with RWS Architects, and approval of a construction services agreement with Job Order Contractor (JOC) E contractors. | 289 |
| 7. Consider approval of a project budget for Interior Renovations and Abatement at Barrington Place Elementary School. | 293 |
| 8. Consider approval for the purchase of concealed weapons detection systems. | 296 |
9. Convene in closed session under Texas Open Meetings Act, Texas Government Code, Chapter 551 under the following sections: 551.071 - For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized by law; Section 551.072 - Consider purchase, exchange, lease, or value of real property, Section 551.074 - Personnel matters, Section 551.076 - Security matters, Section 551.082 - Student discipline matter or complaint, or Section 551.0821 - Personally identifiable information about public school student.
- A. Consideration and Approval of Clements High School Principal Recommendation.
 - B. Consideration and Approval of Director of CTE Recommendation.
 - C. Consideration and Approval of Director Strategic Planning Recommendation.
 - D. Deliberate hearing officer's recommendation regarding the Level Three employee grievance of Elicia Farrar.
 - E. Deliberate proposed agreement in the Level Three employee grievance of Lynne Baker.
 - F. Consider Proposed Settlement Agreement in EEOC Charge of Discrimination #460-2022-03047 Garrett Rosier v Fort Bend ISD.
10. Reconvene in Open Session
11. Consider Action on Closed Session Items
12. Adjournment

The following Fort Bend ISD Goals may be referenced in agenda items included in this document:

- Goal 1: Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.
- Goal 2: Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.
- Goal 3: Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success.
- Goal 4: Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a robust Collaborative Community at every school.
- Goal 5: Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

For: Fort Bend ISD Board of Trustees
Date: July 25, 2022
Action: Information: Safety and Security
Update
References: Policy CKC (Legal)
District Goal 2

Summary

Safety and security is a top priority in FBISD. Administration will provide a comprehensive update on safety topics to include, but not limited to, the Safety and Security Master Plan, Standard Response Protocols, safety initiatives, threat assessment, training, and new mandates.

Recommended by:

Dr. Christie Whitbeck
Superintendent of Schools

Submitted by:

David Rider
Chief of Police



Safety and Security Update

David Rider, Chief of Police

MONDAY, JULY 25, 2022

FBISD Police Department

- Leadership
- Functions
- Recognized Status by Texas Police Chief's Association – 2016 and 2020

Emergency Management Coordinator

- Established in 2013
- All Hazard Emergency Operations Plan
- Campus Safety Audits
- Emergency Management Liaison

Safety and Security Master Plan

- Initial Implementation 2014
- Infrastructure
- Crisis Communications/Notifications
- Staffing
- Policies and Procedures
- Update in 2018 – Safety Advisory Committee

Safety Initiatives

- Security Vestibules
- Impact Resistant Window Film
- IP Cameras
- Card Access System
- Staffing Increases
- Fencing
- Student ID's
- Floor Mounted Door Locks

Threat Assessment

- Campus Threat Assessment Teams
- District Level Threat Assessment Team
- Child Psychologist, LPC's, Police Officers trained in Crisis Intervention
- Proactive Interventions / Resources

Standard Response Protocol

- Implemented in 2016
- Consistent, Clear, Shared Language and Actions for All
- Allows for Quick and Coordinated Action
- Commands: Hold, Secure, Lockdown, Evacuate, and Shelter
- Parent / Student Handbook
- Staff Training



HOLD



SECURE



LOCKDOWN



EVACUATE



SHELTER

Drills at School

- Scheduled and Announced Drills
- 1 Fire (Evacuation) Drill Each Month of School
- Fall Semester – Lockdown, Secure, Evacuation, and Shelter Drills Within the First 10 Days of School
- Spring Semester – Lockdown During Passing Period, Secure, Evacuation, and Shelter for HazMat Drills Within the First 10 Days of School
- Campus Administrative Teams Conduct Two Tabletop Exercises Per Year

Training and Education

- Chief Rider meets weekly with area Chiefs and Command Staff
- Safety and Security Committee
- CRASE Training – FBISD PD Instructors
- 80 Hours of TCOLE training for all FBISD police officers
- School Based Law Enforcement training
- Active Shooter Response Training - 2022

New Mandates

- Texas School Safety Center and TEA
- Summer Partial Safety Audits
- Exterior Door Safety Audits
- Staff Training Requirements
- Mandatory Drill Schedule
- Threat Assessment Team Training
- Access Control Procedures
- Safety and Security Committee Meeting

Parents

- Dedicated ISD Police Department
- Collaborate with Design and Construction
- Relational Policing – Educators First Mentality
- Well Equipped, Well Trained
- Resource



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For: Fort Bend ISD Board of Trustees
Date: July 25, 2022
Action: Information: Discuss Possible Bond Election and Potential VATRE Election
**References: Board Policy CE (Legal)
Board Governance**
Department: Executive Leadership Team

Summary

Staff will discuss the possible Bond Election and potential for Voter Approved Tax Rate Election (VATRE) in November. Activities are ongoing as staff works to determine the best possible route to fund the goals and priorities of the District.

Recommended by:

Christie Whitbeck
Superintendent of Schools

Submitted by:

Bryan Guinn
Chief Financial Officer

FBI  **ISD**
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COMMITTED TO
E  **cellence**

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Bond/VATRE Discussion

Factors Impacting the 2022-23 Budget



Estimated property value growth of 12%



Annual inflation of 9.1%



Lower student growth



Budget adopted with a \$46.8M deficit without the use of ESSER

General Fund Budget as Adopted

(\$ millions)	2020-21	2021-22	2022-23		
	Actuals	Year-End Projection	Adopted Budget	2023-24 Forecast	2024-25 Forecast
Total Revenue	\$ 724.9	\$ 721.3	\$ 719.2	\$ 738.9	\$ 749.7
Total Expenditures	757.9	754.9	768.0	799.0	827.9
Use of ESSER	(9.2)	(12.0)	(27.0)	-	-
Transfers In	(1.5)	2.5	2.0	2.5	2.5
Change in Fund Balance	(25.3)	(19.1)	(19.8)	(57.6)	(75.7)
Fund Balance - Beginning	241.2	215.9	196.8	177.0	119.4
Fund Balance - Ending	<u>\$ 215.9</u>	<u>\$ 196.8</u>	<u>\$ 177.0</u>	<u>\$ 119.4</u>	<u>\$ 43.7</u>
Fund Balance Reserve - %	26%	25%	25%	15%	5%
Fund Balance Reserve - Days	94 days	92 days	90 Days	53 days	18 days

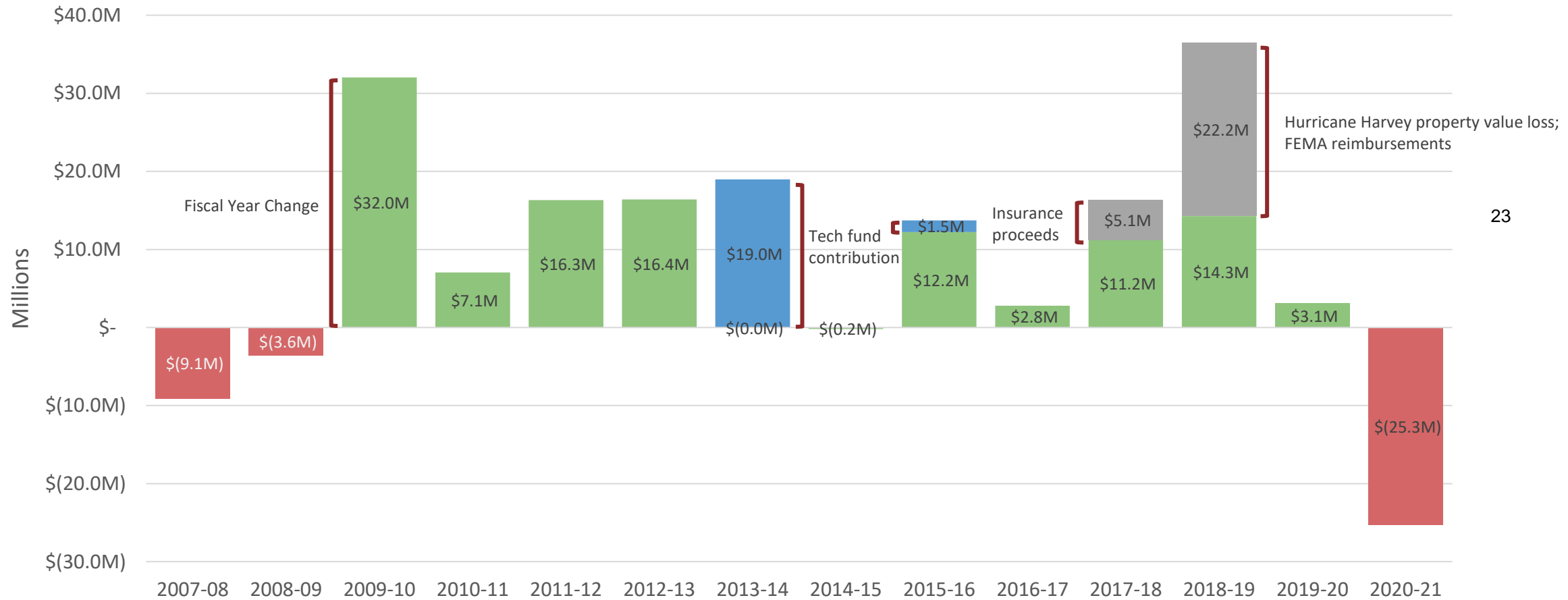
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*Forecast years include 2% raises each year

Significant Causes of the Deficit

- 2021-22 budget approved with deficit
 - » Deficit offset with use of fund balance (\$8M) and ESSER (\$11M)
- 2021-22 compensation adjustments
 - » 6% average for teachers
 - » 4% non-teaching
- Student enrollment/attendance less than anticipated in two school years; staffed for projected enrollment
- Increases in Special Education enrollment
- Enrichment programs implemented over the years
- School structure philosophy differs from peer districts
- Inflation

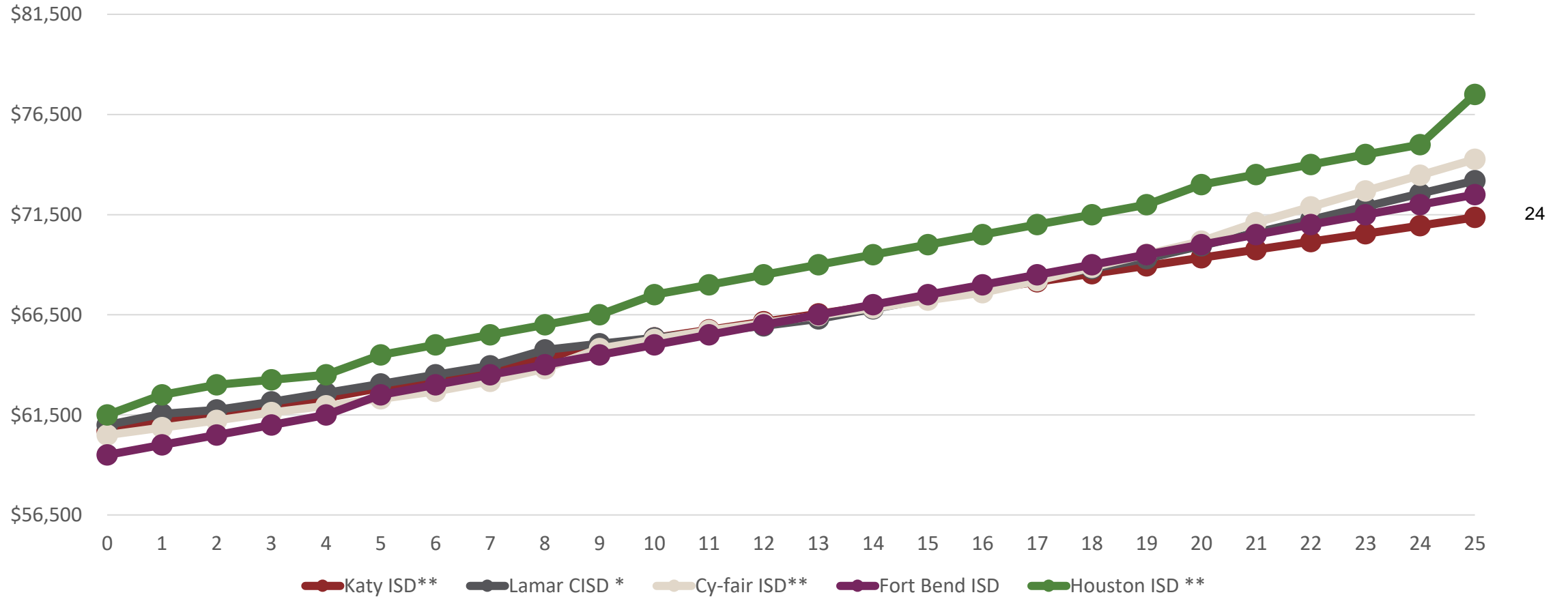
Historic View of Budgetary Surpluses/(Deficits)



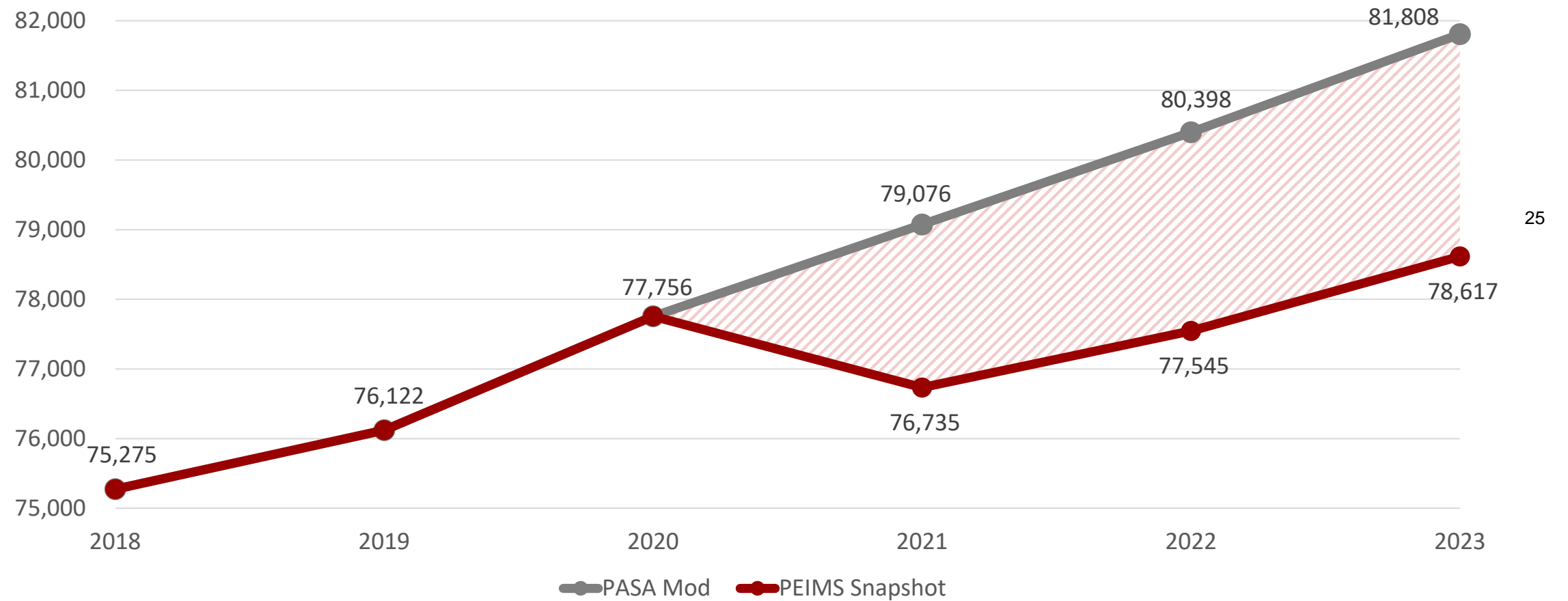
2022-23 Teacher Compensation Comparison

* Projected 2022-23 estimate using 2021-22 teacher scale and anticipated starting rate announced by peer Districts

** Actual 2022-23 teacher scale published on peer District's website

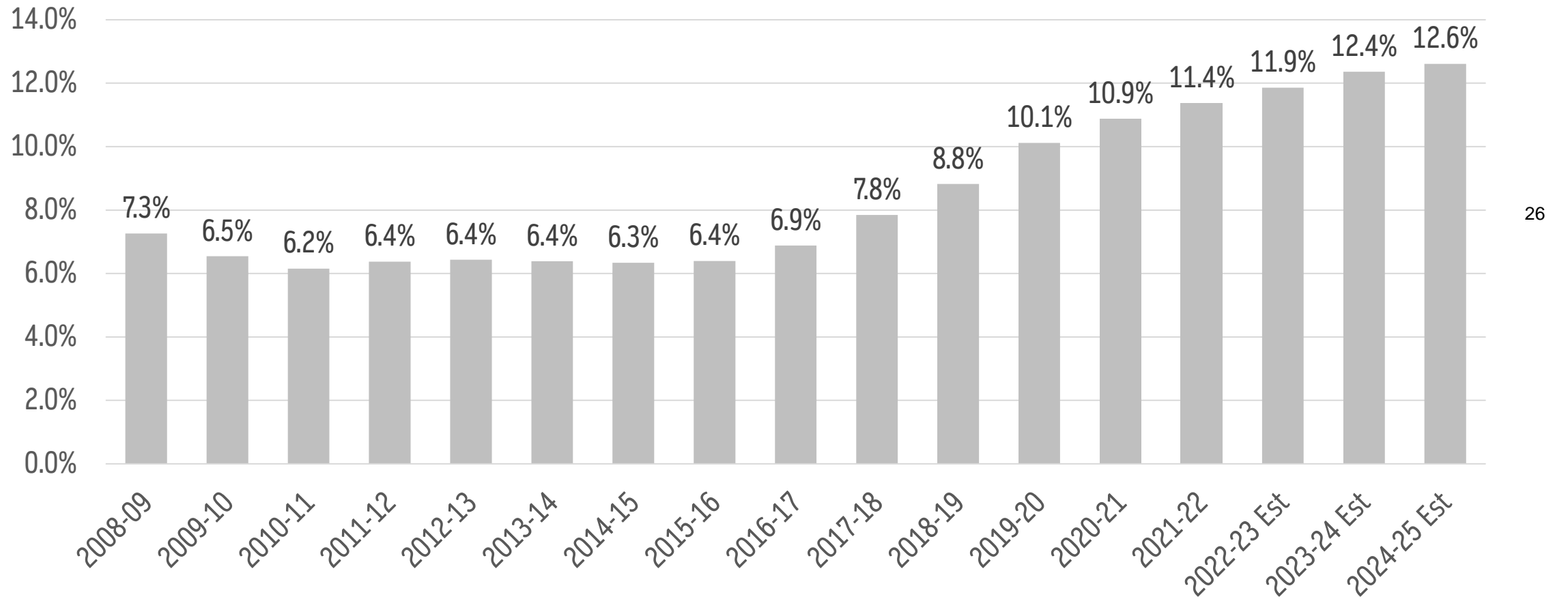


Projected Enrollment vs. Actual Enrollment



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Special Education Enrollment



New Programs Added

(2017-18 through 2021-22)

Program	Total
Teacher planning time (elementary and high schools)	\$9.93M
Full-day pre-kindergarten	\$9.10M
Early literacy centers (RME and HGE)	\$6.50M
Early college high schools/P-Tech	\$4.36M
James Reese CTC	\$3.49M
EDGE	\$2.96M
Mental health counselors	\$1.40M
Reading academy (unfunded mandate)	\$1.21M
Elementary interventionists	\$1.10M
Early intervention academy	\$0.92M
Cyber security (unfunded mandate)	\$0.44M
Innovative programming	\$0.26M
Collaborative Communities	\$0.13M
Grand Total	\$41.8M

School Structure Philosophy: Students per Principal

District	Students	Principals	Students/ Principal
Fort Bend ISD	76,709	81	947
Katy ISD	84,157	70	1,202
Lamar CISD	36,519	45	812
Cy-Fair ISD	114,318	93	1,229

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What about ESSER and property value growth?

ESSER

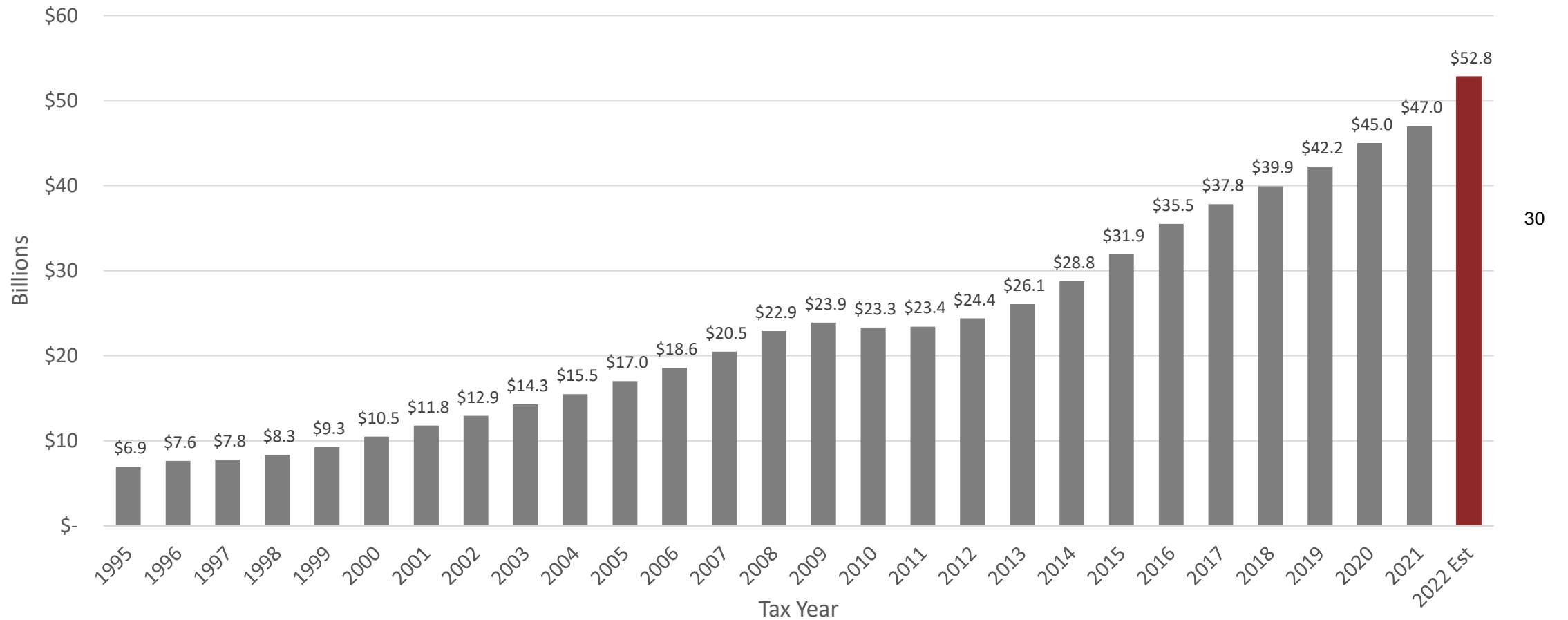
- One-time funding source
- Intended use is for learning loss
- Expires in September 2024
- Current budget utilizes remaining \$27M in 2022-23 budget
- Major expenditure reductions required if no offsetting revenue added for 2023-24

Property Value Growth

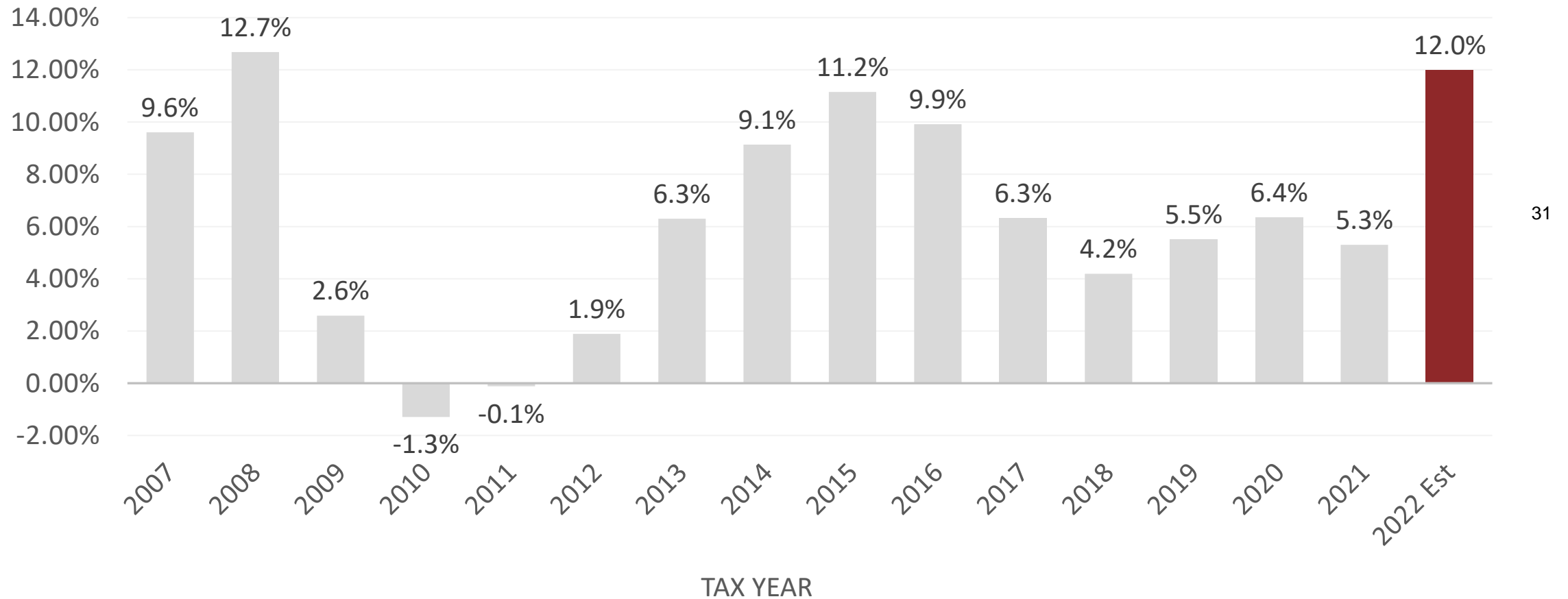
- Revenue is a factor of enrollment and attendance, not property value growth
- Increasing property values shifts funding burden from the state to local taxpayers
- Growth does benefit the Debt Service Fund, but **does not increase funding in the General Fund**

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Taxable Value by Tax Year



Change in Certified Net Taxable Value



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Property Value Growth:

*If property value
growth is at 12%,
how much new
money is the District
receiving in the
General Fund?*

\$0



How public education is funded in Texas

- Foundation School Program (FSP) establishes how much state funding school districts and charter schools receive
- Funding is formula driven and set by statute
- Formulas consider student and district characteristics, including:
 - » **Number and demographics of students enrolled**
 - » **Attendance rates**
 - » **Local tax rates**
- Formulas determine how much is locally funded
 - » **Property taxes vs. state funding**

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Great News at the State Level!

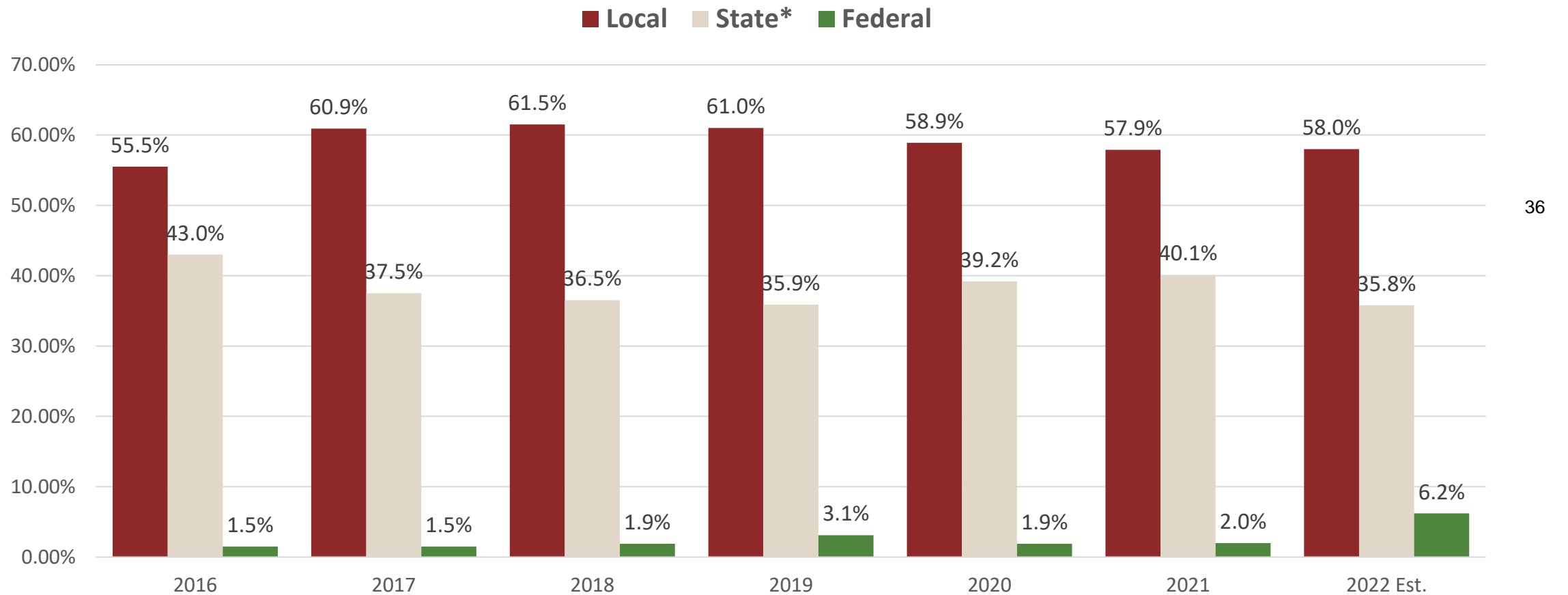
\$14B*

Increase in July 2022 state certification revenue estimate over November 2021

* Plus an additional \$13B in State Rainy Day Fund



General Fund Revenue Sources



* State constitution guideline = 50%

How will the windfall be used?

“Texas homeowners must receive tax relief before we commit to any new spending.”

Lt. Gov. Dan Patrick

Actions Needed to Eliminate the Deficit

- Continue review all positions vacated through attrition
- Strategic abandonment of programs with limited results
- Attract students back from charters/home schooling
- Create plan to improve campus utilization
- Call a VATRE for November 8 election

2022-23 Budget Savings and Strategic Abandonment

Strict adherence to staffing guidelines	\$8.3M
Anticipated sub cost savings	3.0M
Discontinue substitute incentive pay	1.8M
Central Admin position savings	1.6M
Audit services reduced	0.3M
Software reductions	0.2M
Optional insurance coverages	0.2M
TOTAL	\$15.4M

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Non-Campus Frozen and Eliminated Positions*

All positions frozen/reduced through attrition

Asst. Superintendent (2)	Coor. Project Construct
Executive Director HR	Coor. College & Career Rd.
Director Campus Strategic Transformation	Analyst Budget I
Director of Project Management	Police Intelligence Operator
Architect Integration	Police Officer 260
Asst. Director Program Improvement	Specialist Travel
Org. Change Management Officer	Foreman Athletic Crew
Consultant Sr. HR	Clerk II

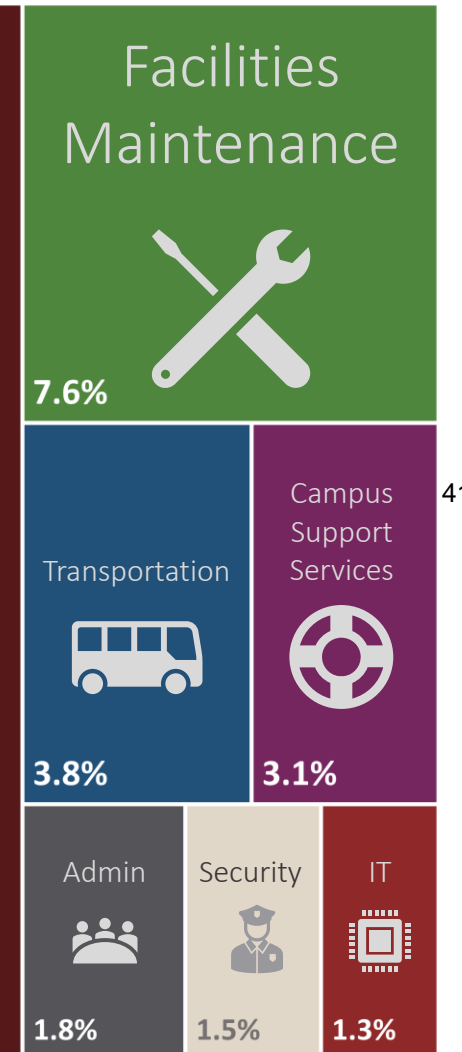
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*Through Budget Adoption June 2022

Campus Staffing



80.8%



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FBISD Allocates Largest Share of Staff to Campuses

What is a VATRE?

- A VATRE is a voter approved tax ratification election.
- If a school district adopts a maintenance & operations (M&O) tax rate that exceeds the maximum amount allowed by state statute, a VATRE must be held to gain voter approval to raise the tax rate
- For Fort Bend ISD a tax rate that exceeds \$1.1901 will trigger a VATRE
- The current tax rate is \$1.2101

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Voter-Approved Tax Ratification Election

VATRE taking all eleven available pennies generates \$62.6 million in recurring revenue.
All eleven pennies do not have to be taken in a VATRE.

2 Golden Pennies

Each penny worth \$9.65M
NOT subject to recapture
Increases state revenue
by \$4.85M for each penny



9 Copper Pennies

Each penny worth \$4.8M
Subject to recapture of
\$370K per penny



11 VATRE Pennies
Subject to partial recapture

Revenue Impact of VATRE

Tax Rate Change:	No VATRE	1¢	2¢	3¢	4¢	5¢	6¢	7¢	8¢	9¢	10¢	11¢
Additional Revenue:	\$0	\$9.6M	\$19.3M	\$24.1M	\$28.9M	\$33.7M	\$38.5M	\$43.3M	\$48.1M	\$53.0M	\$57.8M	\$62.6M
Tax Rate:	\$1.155	\$1.165	\$1.175	\$1.185	\$1.195	\$1.205	\$1.215	\$1.225	\$1.235	\$1.245	\$1.255	\$1.265

Current Tax Rate:
\$1.2101

VATRE Scenarios & Investments:

- 5.5 pennies – keeps tax rate the same (\$1.21)
- 7.5 pennies – keeps tax rate the same but only with commitment of lowering debt service rate by 2 pennies
- 11 pennies – maximum number of enrichment pennies available

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New Expenditures	Cost
Promised compensation (\$500 teachers; 2% auxiliary; 3% paras)	\$4.8M
Additional health benefits contribution	\$4.0M
Longevity pay	\$2.2M
Enhancements (1% pay increase = \$5.6M)	\$10.0M

Longevity Pay Program

- Implement to retain and attract employees
- Paid to all regular benefits eligible employees based on years of service with the District
- Pay \$100 for each year of service (e.g. \$500 for five years of service; \$1,000 for ten years; \$1,500 for 15 years, etc.)
 - » Year one (2022-23 if VATRE successful): Use ESSER to pay all benefits eligible employees one-time catch up (est. cost: \$13.2M funded by ESSER)
 - » Year two (2023-24): Begin paying longevity to employees with 5, 10, 15, 20... years of services (est. cost: \$2.2M annually funded by general fund)

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Three-Year General Fund Outlook: VATRE & ESSER

Year	5.5¢ VATRE	7.5¢ VATRE	11¢ VATRE
2022-23 Assumptions	<ul style="list-style-type: none"> 5.5¢ VATRE does not balance the budget or create capacity for additional compensation and new programs Budget is balanced using ESSER if new expenditures are added 	<ul style="list-style-type: none"> \$27M available in ESSER capacity; use all to fund new expenditures Without use of ESSER, limited capacity for new expenditures 	<ul style="list-style-type: none"> 11¢ VATRE balances the budget and creates some capacity for additional compensation and new programs
2023-24 Assumptions	<ul style="list-style-type: none"> Staffing for the opening of new campuses 	<ul style="list-style-type: none"> Staffing for the opening of new campuses Additional reductions needed in 2023-24 and beyond to balance the budget 	<ul style="list-style-type: none"> Staffing for the opening of new campuses Must use remaining \$13.8M in ESSER funds (use for health benefits and additional compensation)
2024-25 Assumptions	<ul style="list-style-type: none"> ESSER funded positions (interventionist, mental health counselors, and IT analysts) returning to the general fund 		

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VATRE Scenarios With Days of Fund Balance*

New Expenditure	Cost	5.5¢ VATRE			7.5¢ VATRE			11¢ VATRE		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Promised pay	\$4.8M	106	88	68	111	98	83	111	118	109
Health benefits	\$4.0M	103	84	62	108	94	77	108	113	103
Longevity pay**	\$2.2M	95	76	54	100	86	69	100	106	95
Enhancements	\$10.0M	88	66	40	93	76	55	94	95	80

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* Board policy is 90 days of fund balance

** Longevity pay funds initial one-time payment of \$13.2M from ESSER

What Can be Funded: 5.5¢, 7.5¢, 11¢ 2023-2024*

New Expenditure	Cost	5.5¢	7.5¢	11¢
Promised compensation (\$500 teachers; 2% auxiliary; 3% paras)	\$4.8M	x	✓	✓
Health fund contribution	\$4.0M	x	✓	✓
Longevity pay*	\$2.2M	x	x	✓
Enhancements (1% pay increase = \$5.6M)	\$10.0M	x	x	✓

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* Based on current assumptions without including staffing and/or program reductions

** Longevity pay funds initial one-time payment of \$13.2M from ESSER

Three-Year General Fund Outlook: 5.5¢ VATRE w/ESSER

(Possible New Expenditures: health contribution, additional compensation, longevity, program expansion)

(\$ millions)	2021-22	2022-23		
	Year-End Projection	Amended Budget	2023-24 Forecast	2024-25 Forecast
Total Revenue	\$ 721.3	\$ 756.4	\$ 779.1	\$ 790.8
Total Expenditures	754.9	799.9	818.8	846.6
Use of ESSER	<u>(12.0)</u>	<u>(27.0)</u>	<u>-</u>	<u>-</u>
Transfers In	<u>2.5</u>	<u>2.0</u>	<u>2.5</u>	<u>2.5</u>
Change in Fund Balance	(19.1)	(14.6)	(37.1)	(53.3)
Fund Balance - Beginning	<u>215.9</u>	<u>196.8</u>	<u>182.3</u>	<u>145.2</u>
Fund Balance - Ending	<u><u>\$ 196.8</u></u>	<u><u>\$ 182.3</u></u>	<u><u>\$ 145.2</u></u>	<u><u>\$ 91.9</u></u>
Fund Balance Reserve - %	25%	24%	18%	11%
Fund Balance Reserve - Days	92 days	88 Days	66 Days	40 Days

Three-Year General Fund Outlook: 7.5¢ VATRE w/ESSER

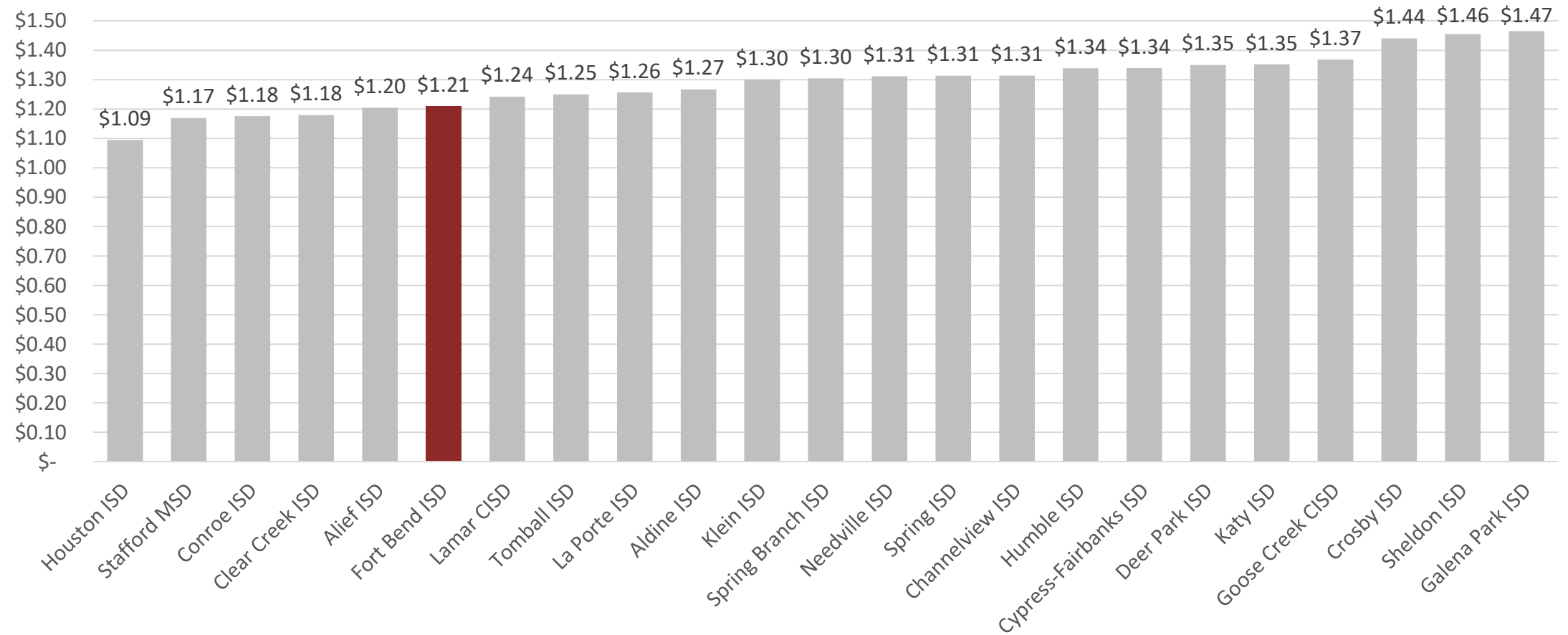
(Possible New Expenditures: health contribution, additional compensation, longevity, program expansion)

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Use of ESSER	<u>(12.0)</u>	<u>(27.0)</u>	<u>-</u>	<u>-</u>
Transfers In	<u>2.5</u>	<u>2.0</u>	<u>2.5</u>	<u>2.5</u>
Change in Fund Balance	(19.1)	(4.1)	(26.0)	(41.7)
Fund Balance - Beginning	<u>215.9</u>	<u>196.8</u>	<u>192.7</u>	<u>166.7</u>
Fund Balance - Ending	<u><u>\$ 196.8</u></u>	<u><u>\$ 192.7</u></u>	<u><u>\$ 166.7</u></u>	<u><u>\$ 125.0</u></u>
Fund Balance Reserve - %	25%	26%	21%	15%
Fund Balance Reserve - Days	92 days	93 days	76 days	55 days

Three-Year General Fund Outlook: 11¢ VATRE w/ESSER

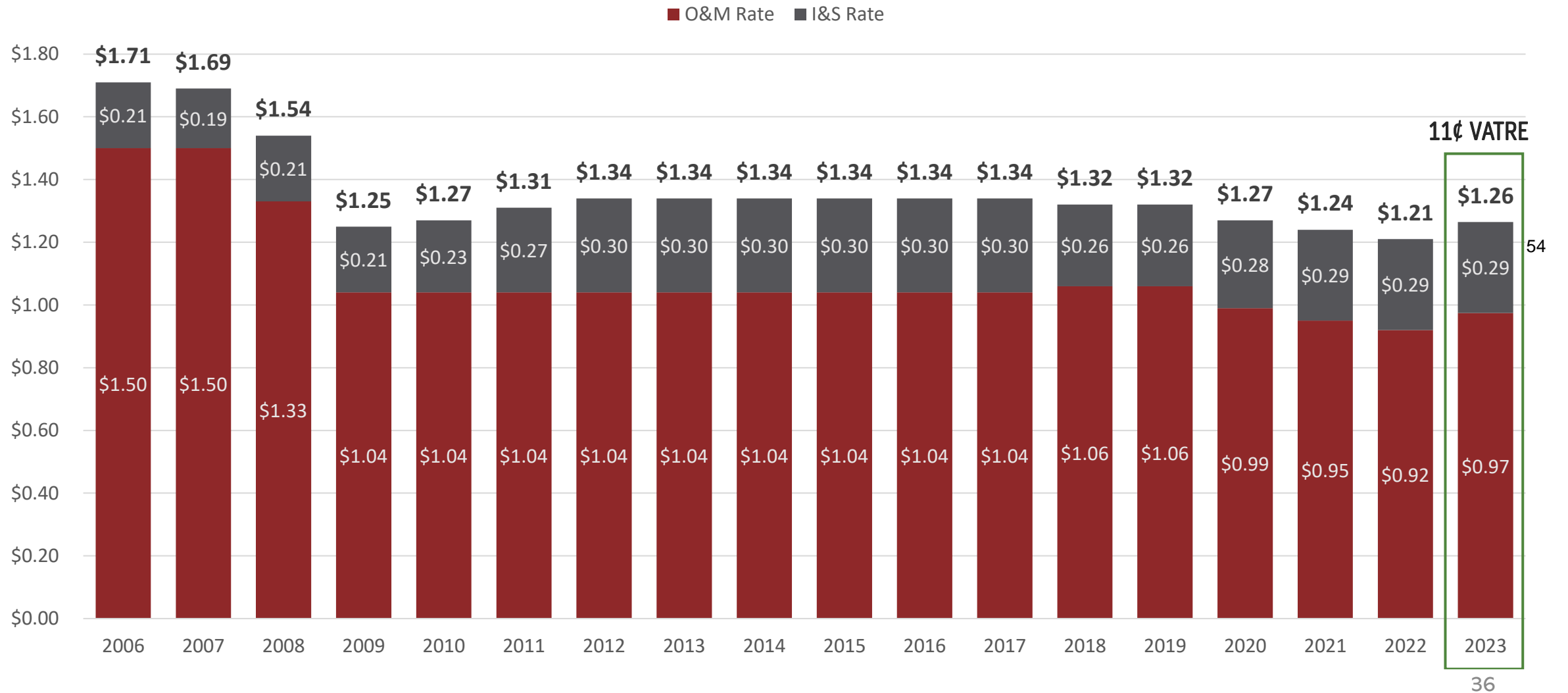
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Use of ESSER	<u>(12.0)</u>	<u>(13.2)</u>	<u>(13.8)</u>	<u>-</u>
Transfers In	<u>2.5</u>	<u>2.0</u>	<u>2.5</u>	<u>2.5</u>
Change in Fund Balance	(19.1)	0.1	6.9	(21.8)
Fund Balance - Beginning	<u>215.9</u>	<u>196.8</u>	<u>197.0</u>	<u>203.9</u>
Fund Balance - Ending	<u><u>\$ 196.8</u></u>	<u><u>\$ 197.0</u></u>	<u><u>\$ 203.9</u></u>	<u><u>\$ 182.1</u></u>
Fund Balance Reserve - %	25%	26%	26%	22%
Fund Balance Reserve - Days	92 days	94 Days	95 Days	80 Days

Local Tax Rate Comparison Tax Year 2021



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FBISD Tax Rate History



Average Tax Bill Impact with VATRE

	Tax Year 2021 Avg Tax Bill	Tax Year 2022 No VATRE	Tax Year 2022 5.5¢ VATRE	Tax Year 2022 7.5¢ VATRE	Tax Year 2022 11¢ VATRE
Average Taxable Value	\$276,576	\$291,266	\$291,266	\$291,266	\$291,261
M&O Rate	\$0.9201	\$0.8646	\$0.9201	0.9401	\$0.9746
I&S Rate	0.29	0.29	0.29	0.29	0.29
Total Tax Rate*	\$1.2101	\$1.1546	\$1.2101	\$1.2301	\$1.2646
Annual Tax Bill	\$3,347	\$3,363	\$3,525	\$3,583	\$3,683
Annual Increase	--	\$16	\$178	\$236	\$337
Monthly Increase	--	\$1	\$15	\$20	\$28

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*2019 tax rate = \$1.32

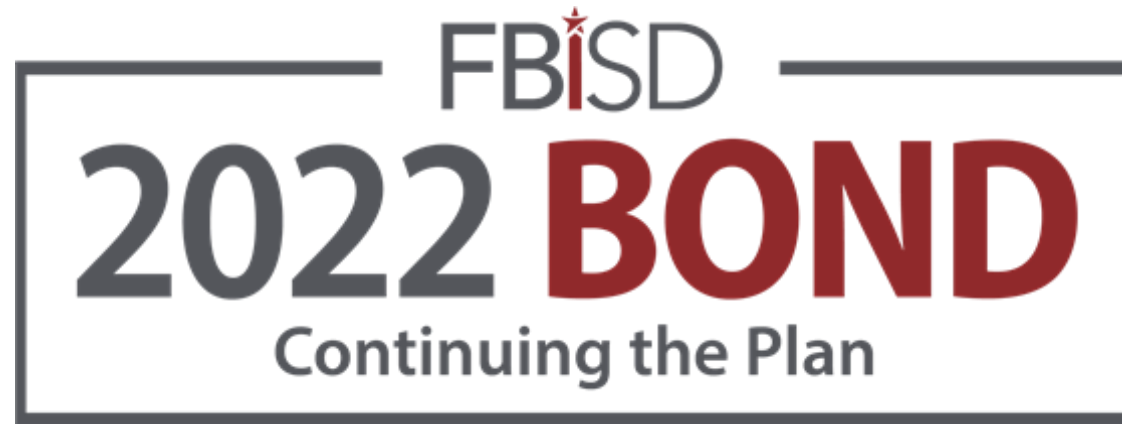
Impact on Taxpayers with Over 65 or Disabled Exemption*

\$0



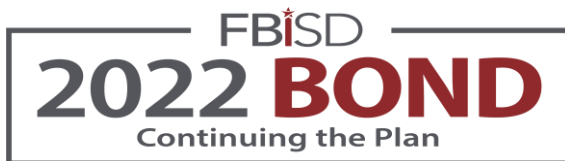
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* Persons with an over 65 or disabled exemption will not see a tax bill increase unless they make substantial improvements to their property such as adding a pool or new addition.



2022 Bond Planning

July 25, 2022



Bond 2022 – DRAFT Capital Plan – As of June 2022

DESIGN & CONSTRUCTION		\$1.064B
Major Projects	Elementary School 55 (North West)	\$46M
	Ferndell Henry Renovations & Additions - ES 56 (South East)	\$18M
	New Middle School 16	\$82M
	Briargate Re-Build	\$47.2M
	Mission Bend Re-Build	\$47.2M
	Clements HS Re-Build	\$222.8M
	Natorium	\$22.9M
	Transportation Facility	\$19.2M
	Sub-Total Major Projects	505.3M
Facility Deficiencies & Life Cycle Needs, Educational Adequacy Deficiencies		\$558.9M

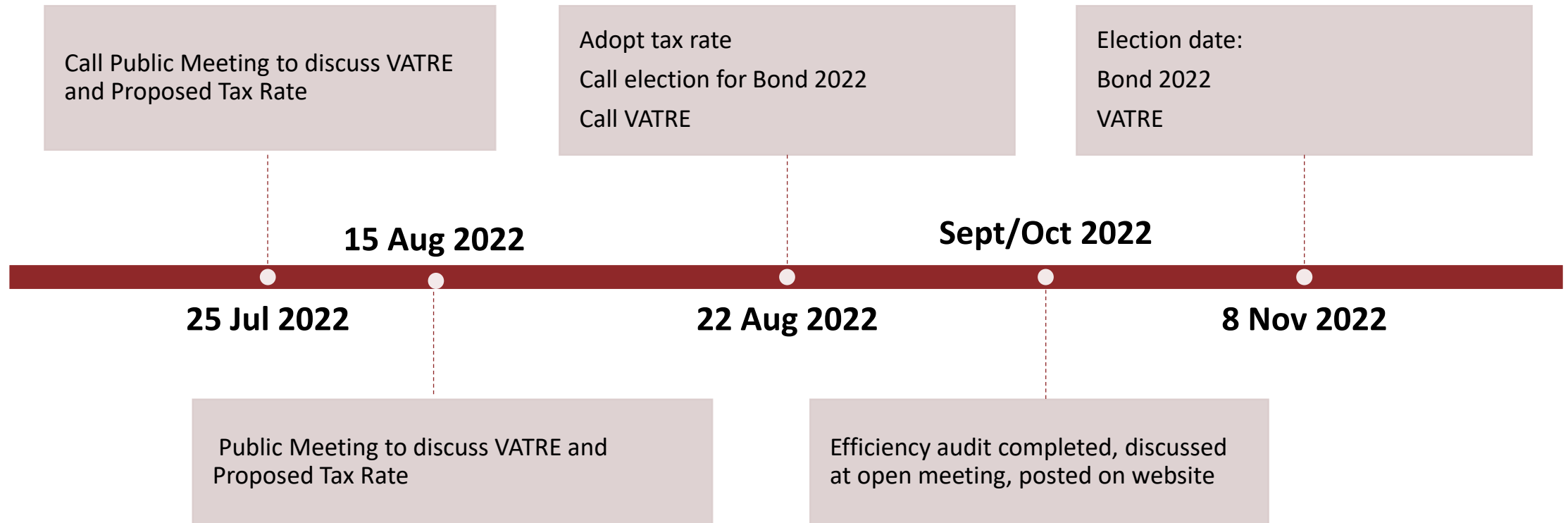
SAFETY & SECURITY		\$5.6M
	Security Cameras	\$3M
	Police Vehicles	\$1.02M
	Floor Mounted Door Locks	\$200K
	Standardized Weapons and Response Kits	\$200K
	Emergency Notification System	\$175K
	Safety and Security Contingency	\$1.05M

Bond 2022 – DRAFT Capital Plan – As of June 2022

TRANSPORTATION	\$6.7M
Buses & Other Vehicles	\$4.6M
District Wide White Fleet	\$2.1M
TECHNOLOGY	\$100M
Infrastructure	\$1.5M
Network	\$43.6M
Systems	\$2.7M
Classroom Toolset	\$48.1M
Staff Computer Refresh	\$4.3M
LAND	\$3.2M
Property Required for Growth	\$3.2M
ESTIMATED TOTAL	\$1.18B

DRAFT

2022 Bond & VATRE Timeline



Questions?

For: Fort Bend ISD Board of Trustees
Date: July 25, 2022
Action: Consideration and Approval:
New Technology Projects
References: Board Policy CV (Local)
Department: Information Technology

Recommendation

Consideration and possible approval of a budget amendment to transfer \$11,003 between information technology projects.

Summary

District policy requires Board approval for the transfer of funds between bond projects. A budget amendment in the amount of \$11,003 is needed between two 2014 Bond information technology projects to close out two unpaid invoices. The invoices are for two support building wireless surveys that were conducted post equipment installation.

The original wireless project was closed-out at the conclusion of the project; however, the service provider did not invoice the District in a timely manner to pay the invoice before the project was closed. Approval of this request will allow the District to pay the invoice using existing funds as shown below.

Description	Original Project Budget	Amendment	Adjusted Project Budget
Projects Approved 3/2021:			
Replace/upgrade Network Components	500,000.00	(11,003.00)	488,997.00
Original 2014 Project:			
District-wide WAN Design	391,960.00	11,003.00	402,963.00
Total	\$891,960.00	0.00	\$891,960.00

Recommended by:

Christie Whitbeck
Superintendent of Schools

Submitted by:

Long Pham
Chief Information Officer

For: Fort Bend ISD Board of Trustees
Date: July 25, 2022
Action: Consideration and Approval: TEA
Qualitative Method of Compliance
and Flexibility Level for Campus
Capital Improvement Projects
References: Board Policy CV (Local)
Department: Operations

Recommendation

Consideration and possible approval of the Qualitative Method of Compliance at a Flexibility Level (L3) for all upcoming capital improvement projects throughout the district as required by the Texas Education Agency – School Facilities Standards for Construction dated November 1, 2021.

Summary

On November 1, 2021, the Texas Education Agency (TEA) adopted a new set of School Facilities Standards for Construction under Title 19 of the Texas Administrative Code, which establishes standards for design and construction, space and minimum square footage requirements for all capital improvement projects funded on or after November 1, 2021. The new TEA School Facilities Standards for Construction call for the Board of Trustees to approve a Method of Compliance (Qualitative or Quantitative) and Flexibility Level (L1-L4), which are to be applied before commencement of design development for capital improvement projects on instructional facilities.

The Flexibility Level selected by the school district should align with the Educational Delivery Method and Educational Specifications of the district, and determines the minimum square footage to be utilized per student when designing and/or renovating instructional facilities. The Method of Compliance dictated by TEA is to be utilized as part of the calculation on minimum aggregate square footage requirements for the facility and it identifies spaces to be counted towards capacity.

Staff recommends selection and application of the Qualitative Method of Compliance at a Flexibility Level (L3) be utilized for all upcoming capital improvement projects and to continue to apply the selected method consistently district wide.

Recommended by:

Dr. Christie Whitbeck
Superintendent of Schools

Submitted by:

Oscar Perez
Chief Operations Officer

TEA – School Facilities Standards for Construction

Method of Compliance and Flexibility Level

On or After November 1, 2021

Old Standards (2004) vs. New Standards (2021)

New Facility Requirements

- The Texas Education Agency (TEA) adopted revised standards effective November 1, 2021.
- There is NO longer a minimum Classroom size requirement.
- The logic has shifted to a minimum SF per Student as part of the OVERALL campus footprint.
- The logic supports the notion that students can learn anywhere!
- New Standards were developed to provide flexibility to School Districts in order to better utilize the facilities to serve students.





Texas Administrative Code

- TITLE 19 - EDUCATION
- PART 2 - TEXAS EDUCATION AGENCY
- CHAPTER 61 - SCHOOL DISTRICTS
- SUBCHAPTER CC - COMMISSIONER'S RULES CONCERNING SCHOOL FACILITIES
- RULE §61.1040 - School Facilities Standards for Construction on or after November 1, 2021

New Standards (2021)

Board Approval Requirements

ITEMS REQUIRING BOARD APPROVAL

- School Boards must adopt a Long-Range Facility Master Plan 
- School Boards must approve Educational Specifications 
- School Boards must approve a Method of Compliance 
- School Boards must approve a Level of Flexibility 



FBISD already has these processes and documents in place.



FBISD has recommendations, but items still require Board Approval.

New Standards (2021)

Board Approval Requirements

- School District Board of Trustees shall approve a Compliance Method (Qualitative or Quantitative) before commencement of design development for a capital improvement project for an instructional facility.
- Minimum Aggregate Square Footage is determined by the “Flexibility Level” selected by the School District and utilized for all capital improvement projects moving forward.
- Education Specifications are to be prepared by the school district and approved by the School District Board of Trustees every 5 years.

METHOD OF COMPLIANCE

Areas Eligible to be Counted

- The Method of Compliance (either Qualitative or Quantitative) must be selected and approved before the commencement of design development for a capital improvement project for an instructional facility.

QUALITATIVE	QUANTITATIVE
Mathematics, English/Language Arts, History/Social Studies Classrooms	
Combination Science Classrooms/Labs	
Science Classrooms	
Special Education Classrooms	
Collaboration Areas	
Elective Classrooms or Laboratories	
Cafeteria	---
Library	---

Only difference in the methods of compliance.

**Gymnasiums can no longer be applied towards Capacity per the New TEA Standards.*

FLEXIBILITY LEVEL

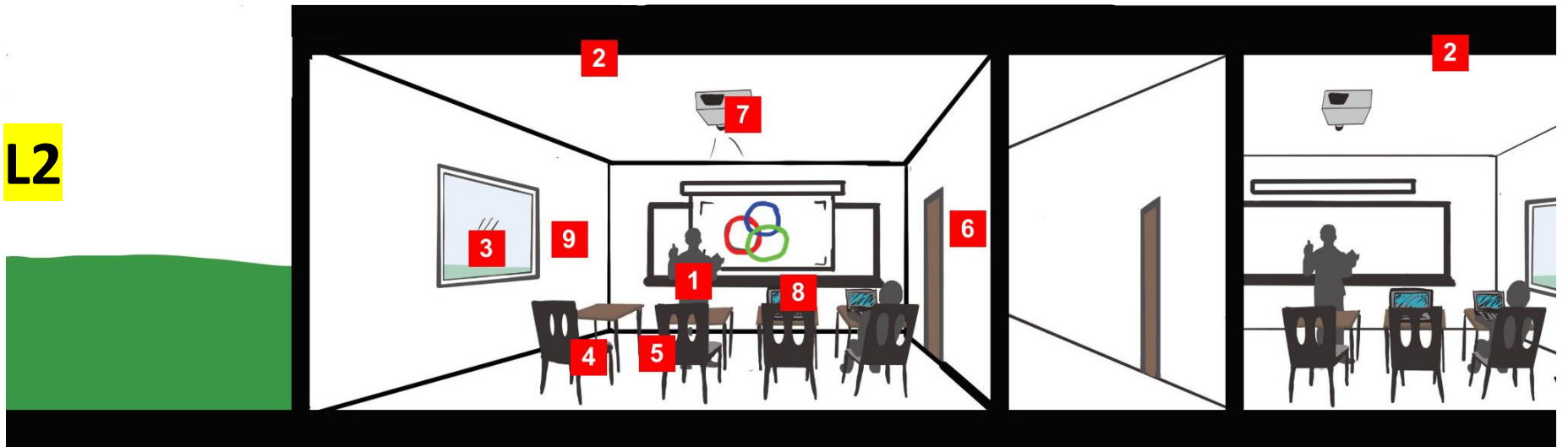
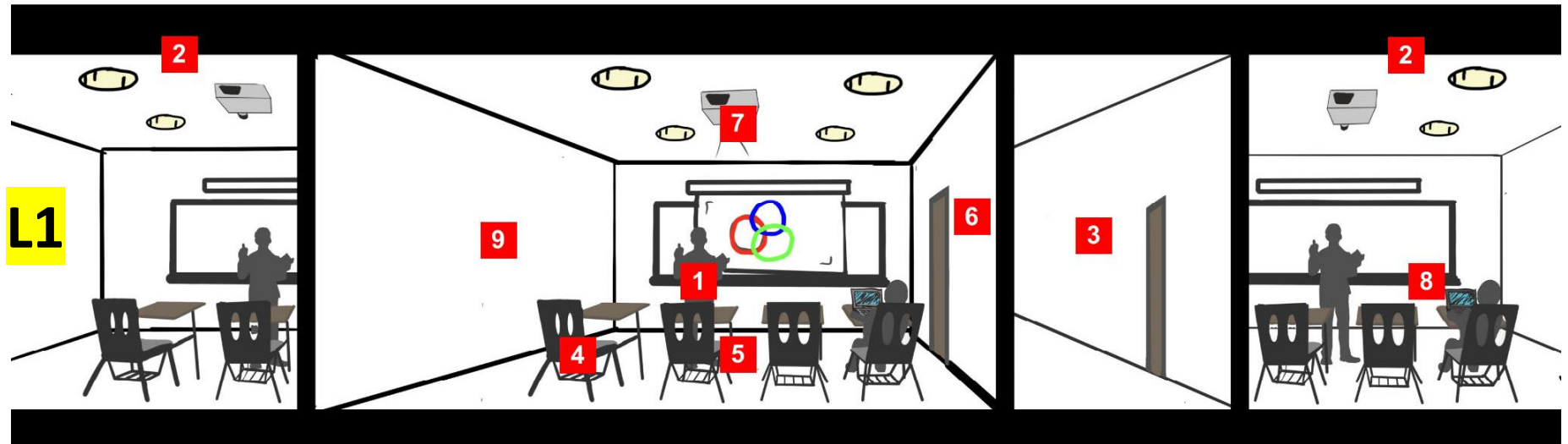
Square Footage Requirements

- The Level of Flexibility must be selected and approved in order to determine the minimum square footage per student for overall capacity calculation purposes.

Campus Type	Flexibility Level 1 / 2	Flexibility Level 3 / 4
Elementary School	36 SF pp	42 SF pp
Middle School	32 SF pp	36 SF pp
High School	32 SF pp	36 SF pp

- **Flexibility Level 3** closely aligns with both Fort Bend ISD's Educational Delivery Method and Educational Specifications.

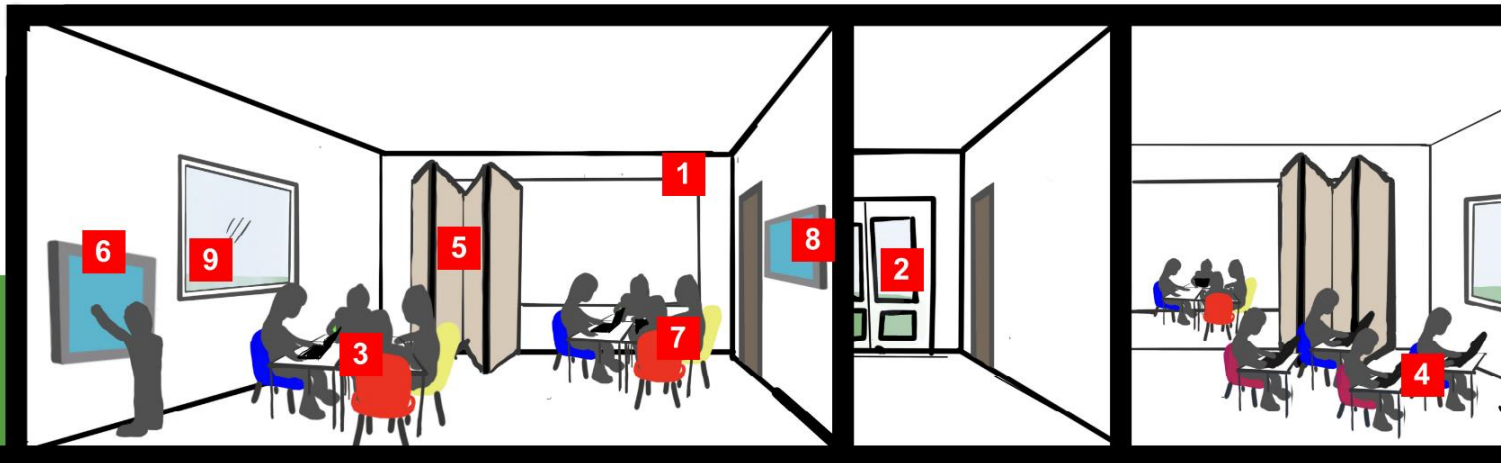
FLEXIBILITY LEVELS - ILLUSTRATED



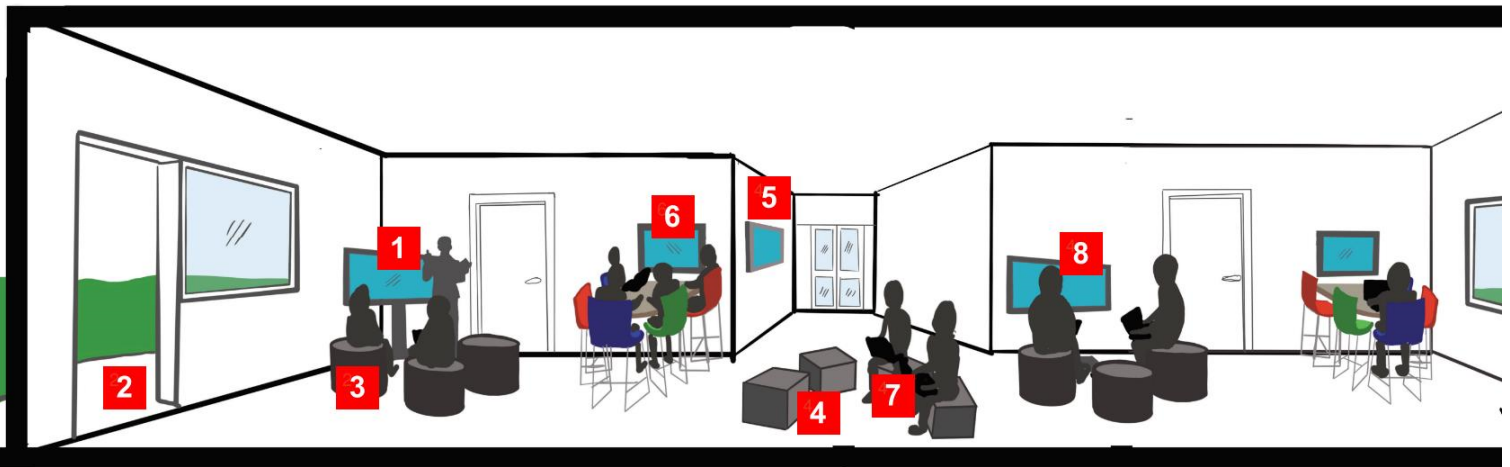
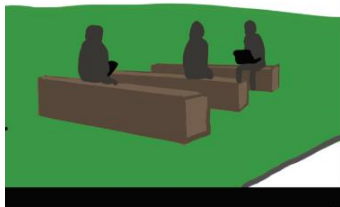
FLEXIBILITY LEVELS - ILLUSTRATED

L3

**FBISD
Recommended*



L4



FLEXIBILITY LEVEL - DEFINED

*FBISD
Recommended

FEATURE	L1	L2	L3	L4
Single Presentation Space	✓	✓		
Multiple Presentation Spaces			✓	✓
Compact Organization of Space	✓	✓		
Views to Outdoors	✓	✓	✓	✓
Access to Outdoors - Proximal			✓	
Access to Outdoors - Direct				✓
Furniture Frequently Rearranged in Multiple Configurations				✓
Fixed Furniture	✓			
Detached Furniture		✓		
Mobile Furniture			✓	✓
Fixed Walls	✓	✓		
Multipurpose, Movable Walls			✓	✓
Teacher Centric Digital Instruction	✓	✓		
Learner Centric Digital Instruction			✓	✓
Moderate Access to Mobile Devices	✓	✓		
High Access to Mobile Devices			✓	✓
Digital Touchscreens			✓	✓

HOW DO THESE CHANGES AFFECT DESIGN CAPACITY?

DESIGN CAPACITY - DEFINED

- **Design Capacity** = The total number of student the facility can accommodate.
 - Only Instructional spaces are considered capacity-generating.



Areas NOT counted at ALL

Kitchen

Restrooms

Administrative

Mechanical

Circulation

Gym

- *Gymnasiums (Instructional Space) can NO longer be applied towards Capacity per the New TEA Standards.*
- *TEA still dictates minimum SF requirements for gymnasiums, if required by the school district's educational program.*

- **Goal** – To apply the new TEA Standards to all Campuses with Minimal changes to previous Campus Capacities.
- Maintain consistency with capacity calculations district wide.
- Apply same methodology for space calculations to older and newer campuses.

DESIGN CAPACITY - DEFINED

- Collaboration Spaces can now be counted towards Design Capacity.



MALALA ES

Open Activity
572 SF / 42 SF PP
= **13** students to
count towards
capacity

BUILDING CAPACITY – New TEA Standards

School Name	2021 Capacity	2022 Capacity L3	Variance *	% Variance
Malala ES	1020	1074	+54	5.2%
Meadows ES	540	583	+43	7.9%
Seguin ES	817	852	+35	4.2%
Pecan Grove ES	817	792	-25	3.0%
Settlers Way ES	844	807	-37	4.3%
Sugar Mill ES	817	796	-21	2.5%
Baines MS	1669	1630	-39	2.3%
Garcia MS	1576	1535	-41	2.6%
Thornton MS	1497	1536	+39	2.6%
Austin HS	2546	2568	+22	0.8%
Travis HS	2873	2842	-31	1.0%

**Minimal changes in Capacities due to increased Flexibility in spaces counted towards the overall SF.*

THANK YOU!

QUESTIONS?

For: Fort Bend ISD Board of Trustees
Date: July 25, 2022
Action: Consideration and Approval:
2022-2023 Student Code of Conduct
References: Board Policy FO (Legal)
District Goal 4
Department: Student Affairs

Recommendation

Consideration and possible approval of the Student Code of Conduct for 2022-2023 school year.

Summary

Chapter 37 of the Texas Education Code mandates that the Board of Trustees adopt a Student Code of Conduct (SCC).

The SCC provides methods and options for managing behavior and disciplining students in the classroom, on school grounds, and at school-related events. The SCC provides guidance for campus administrators to address behavior and assign consequences in a fair and equitable manner in accordance with Chapter 37 and the Texas Education Data Standards (TEDS) Appendix E. The SCC also provides clarity for students and parents about offenses that require mandatory placement outside of the classroom and those in which campus and District administrators may exercise discretion.

To ensure fluidity throughout, the Administration held multiple focus groups comprised of students, parents, community members, principals, assistant principals, and Campus Behavior Coordinators. The feedback gathered from stakeholders was instrumental in revising, reorganizing, and adding more clarity of processes and verbiage to provide a more comprehensible Student Code of Conduct (listed below). The Administration has also made changes based on the definitions and coding updates outlined in TEDS Appendix E related to state discipline data reporting.

As of this afternoon, the following revisions were additionally made to the proposed 2022-2023 Student Code of Conduct.

Page	Section	2021-2022 Information Change FROM	2022-2023 To ACTUAL CHANGE	Rationale
0	Front Page	If you have difficulty accessing the information in this document because of disability, please contact the Executive Director of Student Affairs at 281-634-1059 or email at Sonya.Smithwatson@fortbendisd.com for assistance.	If you have difficulty accessing the information in this document because of disability, please contact Sonya Smith-Watson at 281-327-2829 or email at Student.Affairs@fortbendisd.com for assistance.	TASB Requirement
1	Commonly Used Acronyms	ADDED	Commonly Used Acronyms AP – Assistant Principal ARD – Admission, Review, and Dismissal BIP – Behavior Improvement Plan CBC – Campus Behavior Coordinator CBD- Cannabidiol CPS – Child Protective Services CSTAT – Campus Threat Assessment Team CTE – Career and Technical Education DA – District Attorney DAEP – Disciplinary Alternative Education Program DEP-District Expulsion Program	Feedback from focus groups indicated that having a glossary for acronyms would be useful.

			<p>DSA – Department of Student Affairs DSL – Department of School Leadership DSTAT – District Threat Assessment Team FBA – Functional Behavior Assessment IDEA – Individual with Disabilities Education Act IEP – Individualized Education Program ISS – In-School Suspension JJAEP - Juvenile Justice Alternative Education Program OSS – Out-of-School Suspension PBIS - Positive Behavioral Interventions and Supports PSUU – Possession, Sell, Use, Under the Influence RISE-Resilience, Intervention, Support, and Empowerment SCC- Student Code of Conduct SEL – Social Emotional Learning SRO – School Resource Officer TDP–Truancy Diversion Program TEC-Texas Education Code TEDS- Texas Education Data Standards THC - Tetrahydrocannabinol</p>	
5	Title IX Investigations	ADDED	<p>Title IX Investigations For reports alleging sexual harassment, sexual assault, stalking, dating violence, the campus administrator receiving the report will notify the parent/guardian of the complainant when a report is received and provide the student and parent a copy of the Parent/Student Rights Form and the Incident Reporting Form. This should occur generally on the same day as the report when possible. If any unwanted, physical touch of intimate body parts of a minor is involved, the employee must notify Child Protective Services and law enforcement within the same business day. The employee receiving an allegation/outcry from a student must notify the campus administrator promptly and within the same business day to begin a prompt investigation of the allegations. The campus administrator will ensure that Child Protective Services and Fort Bend ISD Police Department has been notified of any unwanted and inappropriate physical touch of a Fort Bend ISD student at school or at a school-related activity. The Title IX Coordinator will also be notified by the investigating campus administrator. The parent/guardian of the respondent will also be notified of the allegations and will receive a copy of Parent/Student Rights form as well. For campus investigations that do not involve physical touch, campus administrators will begin their investigations and take statements from the complainant, respondent, and any available witnesses, as well as review available evidence, such as available video surveillance. If the campus determines that the alleged aggressor may represent a threat, may represent a physical threat to the safety of the alleged victim or others, or necessitates removal from an activity or program, the campus may conduct a campus student threat assessment. For investigations that involve physical touch, campus investigations may be delayed until law enforcement investigations and interviews are completed, at which point, campus investigations may promptly resume. Upon receipt of allegations and during the investigation, a safety plan and supportive measures will be offered immediately to both parties. This may include but are not limited to: a schedule change, increased adult monitoring, offer for counseling, and a stay away agreement. Within 3-5 business days (for uncomplicated sexual harassment investigations), campus administrators</p>	<p>Feedback from focus groups indicated a need to explain the process for conducting threat assessments.</p>

			<p>will communicate findings to the parent/guardians in a letter to notify of findings with continued supportive measures, safety plan, and stay away agreement. If a determination of a code of conduct violation has occurred in accordance with this Code, the respondent's parent/guardian will be notified, and this action will be documented in the Skyward discipline record.</p> <p>For complicated investigations that involve law enforcement and Child Advocacy Center interviews that delay campus investigations, campus administrators should complete their investigations within 3-5 business days after receipt of results from CAC interview and clearance to interview the complainant.</p> <p>The complainant may request a campus transfer or may request that the respondent be transferred to another campus in situations where sexual harassment is substantiated. Transportation will not be provided in these instances.</p> <p>Both the complainant and the respondent retain the right to file a formal Title IX complaint during this process. Please contact the District Title IX Coordinator Dr. Holly Robles (281) 281-7232 holly.robles@fortbendisd.com with any concerns or questions.</p>	
6	Sexual Harassment	ADDED	<p>SEXUAL HARASSMENT Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:</p> <ul style="list-style-type: none"> •Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or hostile educational environment; •Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or •Otherwise adversely affects the student's educational opportunities. <p>Examples of sexual harassment of a student may include, but are not limited to, sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, contact, or communications, including electronic communication. Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.</p> <p>GENDER-BASED HARASSMENT Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:</p>	Feedback from focus groups indicated a need to explain the process for conducting threat assessments.

7	Sexual Harassment	ADDED CONTINUED	<ul style="list-style-type: none"> •Affects a student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or hostile educational environment; •Has the purpose or effect of substantially or unreasonably interfering with the student’s academic performance; or •Otherwise adversely affects the student’s educational opportunities. Examples of gender-based harassment directed against a student, regardless of the student’s or the harasser’s actual or perceived sexual orientation or gender identity, may include, but are not limited to, derogatory jokes, name-calling, slurs, or rumors; cyber harassment; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property. <p>DATING VIOLENCE Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense. For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:</p> <ul style="list-style-type: none"> •Affects a student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or hostile educational environment; •Has the purpose or effect of substantially or unreasonably interfering with the student’s academic performance; or 	Clarification of definitions for sexual harassment and dating violence.
8	Sexual Harassment	ADDED CONTINUED	<ul style="list-style-type: none"> •Otherwise adversely affects the student’s educational opportunities. <p>Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults; name-calling; putdowns; or threats directed at the student, the student’s family members, or members of the student’s household. Additional examples may include, but are not limited to, destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student’s spouse or current dating partner, or encouraging others to engage in these behaviors.</p> <p>Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.</p>	Feedback from focus groups indicated a need to specify the investigative process and a reasonable timeframe for communication to families.
8	Threat Assessment Investigations	ADDED	<p>THREAT ASSESSMENT INVESTIGATIONS A campus may determine a need to conduct a threat inquiry or assessment as a tool for responding to threatening situations in which there is a concern about a particular student who has come to the attention of school administrators by engaging in communications or behaviors of concern. If, in the process of the inquiry, that these concerns meet the criteria of “harmful, threatening, or violent behaviors,” established by TEC 37.115,</p>	Feedback from focus groups indicated a need to specify the investigative process and a reasonable timeframe for communication to families.

			<p>then a threat assessment will be conducted. In instances where this threat assessment becomes a formal Campus Student Threat Assessment Process, the principal or CBC will follow the following procedures:</p> <p>If the campus administrator determines that an immediate threat is present, Fort Bend Police Department and District leadership will be notified immediately. The District Student Threat Assessment will also be notified. Parents of any alleged victims and aggressors will be notified as soon as the alleged threat is secured in situations where immediate threat of school violence is determined. In other situations, the Campus Student Threat Assessment Team will review the threat and investigate further.</p> <p>The campus administrator will convene the Campus Student Threat Assessment Team (CSTAT) initially to review the initial report and assign roles and responsibilities to obtain details regarding the allegation and student's history. The person reporting will be provided the Incident Reporting Form.</p>	
	Threat Assessment Investigations	ADDED CONTINUED	<p>The campus administrator will meet with the student alleged to have made a threat to take the student's verbal and written statement and to determine if there is merit to the allegations and determine if there is a need to proceed, based on presenting information. Statements will be taken from the alleged victim and witnesses regarding the allegations. If the investigation indicates that no threat is present, the CSTAT may reconvene to determine that additional inquiry is unnecessary. If the alleged victim is in fear, a safety plan and stay away agreement will be developed to protect the alleged victim. However, if the CSTAT continues to investigate and finds evidence that there may be a threat to school safety, the counselor may interview the student. The campus administrator will provide copies of Parent/Student Rights to both the aggressor and victim and their parent/guardian and notify them of the threat investigation. The CSTAT will convene to determine threat level and provide a copy of their determination to the District Student Threat Assessment Team for review within one business day if a substantive threat and three business days if a transient threat.</p> <p>If the CSTAT determines that a transient threat was made, the students and parents/guardians of the alleged victim and aggressor will be advised of the outcome of the threat assessment. The alleged aggressor and parents/guardians will be notified if disciplinary action will be taken, and due process in accordance with this Code will be followed. If the CSTAT determines that a substantive threat was made, the students and parents/guardians of the alleged victim and aggressor will be advised of the outcome of the threat assessment. The alleged aggressor will have an additional safety assessment promptly by a member of the District Threat Assessment Team (DSTAT) to determine what safety measures and interventions are needed to protect school safety and the alleged victim. This is not a mental health assessment, but is conducted to determine appropriate interventions, including a safety plan to protect the alleged victim, referrals to resources, development of behavioral strategies, and the development of a district-wide support plan to assist the student in deterring violence as an option to redress wrongs. A member of the District Threat Assessment Team may provide support for</p>	<p>Feedback from focus groups indicated a need to explain the correlation between threat assessments and allegations of sexual harassment have been reported. The aggressor may still pose a safety risk to the targeted student.</p>

			the student during an alternative school placement or long term, depending on the student's needs. Alleged victims may request a campus transfer for substantive threats for themselves or the person threatening them through their principal or Campus Behavior Coordinator.	
15	Student Dress Code	<p>Must touch the belt line with no revealing undergarments</p> <ul style="list-style-type: none"> • No oversized armholes, vented t-shirts, spaghetti straps, tank tops, sleeveless t-shirts, backless attire and off the shoulder tops. • No revealing midriff or undergarments while standing or sitting • No revealing, see-through, or low cut clothing such as tops, blouses, shorts, jeans, and pants. • For CTE and Physical Education classes clothing will be provided appropriately according to the programming needs. <p>Dresses, Jumpers, Skirts, Shorts, Skorts, Pants, and Jeans</p> <ul style="list-style-type: none"> •Dresses, jumpers, skirts, and skorts shall may be worn at a length that is slightly above mid-thigh •no more than 3" above the knee •Shorts, jeans, and all pants shall be worn at the hip and must cover undergarments •Shorts shall be worn at a length that is no more than 3" above the knee •Students in kindergarten through second grade may wear shorts slightly above mid-thigh •Athletic wear, which may include yoga pants, stretch leggings and fitness tights, are permissible as long as they do not reveal undergarments, have sections of see through material, or are disruptive to the school environment. <p>Hair</p> <ul style="list-style-type: none"> •Hair shall be neat, clean and well groomed, and worn in a style and color that is not distracting • Mustaches, beards, or goatees shall be neat, clean, and well groomed, and worn in a style that does not display derogatory remarks, symbols, or statements that disrupts the learning environment •Drawings, icons, and/or other markings cut into or colored into the hair, including eyebrows, and not associated with required religious markings or hairstyles are not permitted 	<ul style="list-style-type: none"> •Shirts, blouses, sweatshirts, sweaters, vests that expose undergarments and/or midriff are prohibited; •Shirts, blouses, sweatshirts, sweaters, vests must not depict or reference alcohol, drugs, tobacco, weapons, nudity, gang affiliation, death, violence, vulgar or obscene language or images, and/or insults to race, religion, gender, or ethnicity, or other emblems or writing that may be expected to cause a material or substantial disruption of, or interference with, normal school operations. <p>Dresses, Jumpers, Skirts, Shorts, Skorts, Pants, and Jeans</p> <ul style="list-style-type: none"> •Dresses, jumpers, skirts, and skorts may be worn at a length that is slightly above mid-thigh •Shorts, jeans, and all pants shall be worn at the hip and must cover undergarments •Shorts may be worn at a length that is approximately above mid-thigh; and •Athletic wear, which may include yoga pants, stretch leggings and fitness tights, are permissible as long as they do not reveal undergarments, have sections of see-through material, are worn with a shirt that covers the posterior, or are disruptive to the school environment. <p>Shoes</p> <ul style="list-style-type: none"> • Shoes shall be worn, and if designed to be tied shall be properly tied; <p>Elementary students shall not wear flip-flops or shoes with no back/heel strap; Unsafe footwear is not permitted (i.e. house shoes, slippers); and</p> <p>Appropriate shoes must be worn during PE/athletics classes, as well as during lab activities in science, CTE, etc.</p> <p>Hair</p> <ul style="list-style-type: none"> •All hair including, facial hair, shall be neat, clean, and well groomed, and worn in a style that is not distracting •Mustaches, beards, or goatees shall be neat, clean, and well groomed, and worn in a style that does not display derogatory remarks, symbols, or statements that disrupts the learning environment. <p>Hair markings must not depict or reference alcohol, drugs, tobacco, weapons, nudity, gang affiliation, violence, vulgar or obscene language, or images that substantially disrupt or interfere with normal school operations. Drawings, icons, and/or other markings cut into the hair, including eyebrows, and not associated with required religious markings or hairstyles are not permitted</p> <p>***ADDED IMAGE OF DRESS CODE EXAMPLE</p>	Created language that was not gender specific and clarified updated acceptable dress for the societal norm. Based on focus group feedback.
16	Student Dress Code	ADDED To Miscellaneous	<ul style="list-style-type: none"> •Proper undergarments shall be worn at all times • Revealing clothing of any type may not be worn •No clothing that has been ripped, torn, or cut in a way as to reveal undergarments, midriff, chest, or posterior 	
20	Misconduct Involving Possess, use, or under the influence	Students shall not possess, use, sell, distribute or buy:	<ul style="list-style-type: none"> •Students shall not possess, use, sell, or be under the influence of the following prohibited items: 	TEDS- Appendix E updated definition
21	Possess, Sell, Use or Under the Influence of Illegal, Prescription, and	Possessing, Using, Giving, Selling, or Buying Illegal, Prescription, and Over-the-Counter Drugs	Possess, Sell, Use or Under the Influence of Illegal, Prescription, and Over-the Counter Drugs	TEDS- Appendix E updated definition

	Over-the Counter Drugs			
21	Possess, Sell, Use or Distribute Prohibited Weapons	REMOVED	Razor blades, box cutters, chains, or any other object used in a way that threatens or inflicts bodily injury to another person *A pocketknife or any other small knife, including a switchblade *Fake or "look-alike" weapons *BB gun, air gun, stun gun, taser or similar type item • Ammunition, shells, bullets, or gunpowder *• Knuckles • A firearm silencer, Matches or a lighter • Tobacco products • Electronic cigarettes, cartridges and any vapor pens/devices or look alike devices with nicotine • Fireworks or any other pyrotechnic device	TEDS- Appendix E updated definition
21	Possess, Sell, Use or Distribute Prohibited Weapons	ADDED	•For weapons and firearms, see DAEP—Placement and/or Expulsion for Certain Offenses on page 51. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.	TEDS- Appendix E updated definition
22	Misconduct Involving School Environment	ADDED	•Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety. •Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.	Address school safety and threat management
26	Misconduct Involving General Code of Conduct	ADDED	For felony criminal mischief, see DAEP—Placement and/or Expulsion for Certain Offenses on page 51.)	Clarified Title 5 felonies
26	Misconduct Involving General Code of Conduct	REMOVED	* Steal from students, staff, or the school * Enter without authorization, district facilities that are not open for operations	
26	Misconduct Involving General Code of Conduct	Enter, without authorization, district facilities that are not open for operations	Disregard for District and Campus Rules	
27	Bullying	Reporting Process – Bullying Board Policy FFI (Local) To obtain assistance and intervention, any student who has experienced bullying or cyberbullying, or believes that another student has experienced bullying, should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. Anyone who observes, overhears, or otherwise witnesses bullying, cyberbullying, or retaliation shall report the prohibited conduct as soon as possible after the alleged act or knowledge of the alleged act. A failure to timely report may impair the District’s ability to investigate and address the prohibited conduct. Any District employee who observes, overhears, suspects, or receives notice of bullying, cyberbullying, or retaliation shall immediately notify the principal or designee and take appropriate action to stop the bullying, cyberbullying, or intimidation and to prevent its reoccurrence. A report may be made verbally, in writing, or anonymously. The principal or designee shall reduce any oral reports to written form. Anyone may anonymously report through a telephone hotline, electronic message system, or other available means. The Title IX coordinator shall reduce the anonymous report to written form and provide to the principal or designee. False Report	Reporting Allegations of Bullying and Cyberbullying Any student who believes that they are a victim of bullying, cyberbullying, or retaliation or believe that another student is being bullied should immediately report the alleged acts to a teacher, counselor, campus administrator, or other district employee. Additionally, any parent who believes that their student is being bullied, cyberbullied or retaliated should report the alleged acts to their student’s teacher, counselor, or campus administrator. Anyone who observes, overhears, suspects , or receives notice of bullying, cyberbullying, or retaliation shall immediately notify the principal or designee. Report of bullying may be done by phone, in person, or by email. Additionally, students and parents can report allegations of bullying using Let’s Talk Bullying. Let’s Talk Bullying gives students and parents the choice to report bullying anonymously. Notice to Parents The principal or designee shall make reasonable attempts to notify the parent or guardian of the targeted student and the alleged aggressor by the close of the school day, or no later than the next business day, after the incident is reported. . The principal or designee shall notify the parent or guardian of the alleged aggressor within five business days after the date the incident is reported.	Feedback from focus groups indicated a need to explain the process for investigating bullying

		<p>A student who intentionally makes a false claim, offers a false statement, or refuses to cooperate with a campus or District investigation regarding bullying, cyberbullying, or retaliation shall be subject to appropriate disciplinary action according to the Student Code of Conduct. A student who forwards, repeats or retweets telephone, computer, camera, electronic mail, instant messaging, text messaging, social media application, Internet website or any other Internet-based communication that is false or infringes upon the rights of the targeted student may be disciplined according to the Student Code of Conduct.</p> <p>Notice to Parents The principal or designee shall make reasonable attempts to notify the parent or guardian of the targeted student and the alleged aggressor as soon as possible, but in no event more than three business days after the incident is reported. The principal or designee shall notify the parent or guardian of the alleged aggressor within five business days after the date the incident is reported.</p>	<p>Responding to Allegations of Bullying and Cyberbullying In accordance with Board Policy FFI(LOCAL), upon receiving a bullying allegation, the campus will provide the parent of the alleged targeted student and the alleged aggressor student with a Notice of Student Parent Rights and decide the immediate actions that should be taken to ensure student safety (e.g., separating the students, disciplining the student(s), contacting CPS, and notifying Special Education, if the student receives Special Education services). If an allegation of bullying is reported anonymously the campus will contact the alleged targeted student and their parents and to inform them that an allegation has been reported. The campus administrator will start a preliminary investigation and if the allegation is believed to have potential merit, the campus will follow the procedures for responding to bullying allegations.</p> <p>Investigating Allegations of Bullying and Cyberbullying As part of the campus administrator’s investigation into the reported allegations, they will obtain details from each person who was involved or saw the incident. This will include speaking with the students, parents, and any witnesses. The campus will make a final determination of whether bullying has occurred. The investigation results will be shared with both the alleged targeted student and parent and the alleged aggressor student and parent. The campus investigative process will be completed in three to five days and written notice of the determination will be provided to the alleged targeted student and parent and the alleged aggressor student and parent.</p> <p>Concluding the Investigation Absent extenuating circumstances, the investigation should be completed within five District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred and, if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p> <p>Improper Conduct If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.</p> <p>District Action If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary or corrective action in accordance with the District’s Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.</p>	
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30	Bullying	<p>Investigation of Report</p> <p>The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.</p> <p>The school counselor shall serve as an impartial, non-reporting resource for interpersonal conflicts and discord involving two or more students.</p> <p>Concluding the Investigation</p> <p>Absent extenuating circumstances, the investigation should be completed within five District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred and, if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p> <p>District Action</p> <p>If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary or corrective action in accordance with the District’s Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.</p> <p>Discipline</p> <p>A targeted student who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.</p> <p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p> <p>Counseling</p> <p>The principal or designee shall notify the targeted student, aggressor, and any students who witnessed the bullying of available counseling options.</p>	<p>Student Safety Plans and Disciplinary Consequences</p> <p>During a bullying investigation, the campus administrator can implement a student safety plan. The student safety plan may remain in place at the conclusion of the bullying investigation if bullying has been determined or as the campus administrator’s discretion. A student safety plan describes actions that are non-disciplinary, non-punitive actions designed to protect the safety of all students involved.</p> <p>A student safety plan can include, but is not limited to:</p> <ul style="list-style-type: none"> •Conflict resolution conducted by campus staff •Counselor check-in •Class or schedule changes •Stay away agreement <p>Disciplinary consequences can include, but are not limited to:</p> <ul style="list-style-type: none"> •Behavior contract •Detention •Saturday detention •Withdrawal of privileges •In-school suspension •Out of school suspension •Depending on the severity, placement at the Disciplinary Alternative Education Program (DAEP) <p>Counseling</p> <p>The principal or designee shall notify the targeted student, aggressor, and any students who witnessed the bullying of available counseling options.</p> <p>Schoolwide Corrective Action</p> <p>Corrective action may include, but is not limited to:</p> <ul style="list-style-type: none"> •A training program for the individuals involved in the complaint; •A comprehensive education program for the school community; •Follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred; •Involving parents and students in efforts to identify problems and improve the school climate; •Increasing staff monitoring of areas where bullying has occurred; and •Reaffirming the District’s policy against bullying. <p>Consideration for Students Receiving Special Education Services</p> <p>Campus administrators will consult with Special Education Services personnel and the ARD committee before implementing disciplinary consequences for a student receiving special education services that has engaged in bullying. Campus administrators must convene the ARD committee before a change in placement or transfer may be approved under Education Code 37.004. Additional options for the student may be discussed with Special Education Services personnel.</p> <p>Confidentiality</p> <p>To the greatest extent possible, the District shall respect the privacy of the person submitting the report, targeted student, persons against whom a report is filed, aggressor, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.</p>	<p>Feedback from focus groups indicated a need to explain the process for investigating bullying</p>
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			<p>Appealing a Bully Determination A student or parent who is dissatisfied with the outcome of the bullying investigation may appeal through FNG (LOCAL).</p> <p>False Reporting A student who intentionally makes a false claim, offers a false statement, or refuses to cooperate with a campus or District investigation regarding bullying, cyberbullying, or retaliation shall be subject to appropriate disciplinary action according to the Student Code of Conduct. A student who forwards, repeats or retweets telephone, computer, camera, electronic mail, instant messaging, text messaging, social media application, Internet website or any other Internet-based communication that is false or infringes upon the rights of the targeted student may be disciplined according to the Student Code of Conduct.</p>	
31	Behavior Management Techniques	ADDED	<p>Students with Disabilities The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. Students identified under SPED or 504 are not excluded from the expectations of the SCC and are not exempt from appropriate disciplinary actions. In the event of any conflict, the district shall comply with federal law. For more information regarding discipline of students with disabilities, see policy FOF (LEGAL). In accordance with the Education Code, a student who receives special education services may not be disciplined for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists (see glossary) until an ARD committee meeting has been held to review the conduct and the offense is not a manifestation of the student's disability.</p>	Clarified behavior management for student in sped/504.
31	Behavior Management Techniques	ADDED	<p>Discipline of Students in Special Programs Students eligible for services under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 are subject to discipline in accordance with those laws. In accordance with the Education Code, a student who receives special education services may not be disciplined for conduct prohibited by this Code until an ARD meeting has been held to review the conduct and determined it is not a manifestation of the student's disability.</p>	Clarified behavior management for student in sped/504.
32	Behavior Management Techniques	ADDED	Behavior Chart with 3 sections: Infraction, Teacher Behavior Management Techniques and Student Ownership Action Techniques	Clarified for BOT
34	Additional Behavior Management Techniques	<p>Discipline Techniques Discipline shall be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators, and on a range of discipline techniques, including restorative practices. Corporal punishment is not permitted in FBISD. [See Policy FO (Local)]</p> <ul style="list-style-type: none"> • Restorative discipline practices • Positive Behavior Interventions and Supports (PBIS) • Verbal or written correction 	<p>Additional Behavior Management Techniques Behavior Management shall be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Corrective action shall draw on the professional judgment of teachers and administrators, and on a range of discipline techniques, including restorative practices. Corporal punishment is not permitted in FBISD. See Policy FO (Local)</p> <p>The following behavior management techniques may be used alone, in combination, or as part of progressive interventions for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:</p> <ul style="list-style-type: none"> •Phone call to the parent/guardian. •Verbal correction, oral or written. 	List of school-based strategies

		<ul style="list-style-type: none"> • Seating changes within the classroom or on vehicles owned or operated by the district • Parent/guardian conferences 10 • Counseling or mediation • Removal from the classroom • Behavior modification contracts • Sending the student to the office or other area • Assignment of school-related tasks or duties • Other methods, strategies, and consequences as stated in this Code or determined by school officials • Calming-down time period, in accordance with the law • Demerits or rewards • In-School suspension • Confiscation of items 	<ul style="list-style-type: none"> •Cooling-off time or a brief “time-out” period, in accordance with law. •Seating changes within the classroom or vehicles owned or operated by the district. •Temporary confiscation of items that disrupt the educational process. •Rewards or demerits. •Behavioral contracts. •Counseling by teachers, school counselors, or administrative personnel. •Parent-teacher conferences. •Parent-administrator conferences. •Behavior coaching. •Anger management classes. •Mediation (victim-offender). •Classroom circles. •Family group conferencing. •Grade reductions for cheating, plagiarism, and as otherwise permitted by policy. •Detention, including outside regular school hours. •Sending the student to the office, another assigned area, or to in-school suspension. •Assignment of school duties, such as cleaning or picking up litter. •Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations. •Penalties identified in student organizations’ extracurricular standards of behavior. 	
35	Additional Behavior Management Techniques	<ul style="list-style-type: none"> • Out-of-School suspension • Muting in online learning platforms • Restitution or restoration • Disciplinary Alternative Education Program (DAEP) • Temporary assignment to an alternate setting • Transfer to a different classroom or campus • Revocation of transportation privileges • Consequences identified in co-curricular or extracurricular constitutions, bylaws or handbooks • Loss or restriction of privileges, including participation or membership in co-curricular or extracurricular activities, seeking or holding honorary positions, or speaking at school activities • Grade reductions for academic dishonesty, such as providing or copying answers on individually assigned work, impersonation, and plagiarism; [see Policy EIA(Local)] • Detention, including outside regular school hours • Assignment of school duties, such as cleaning or picking up litter • Revocation of student transfer for any violation resulting in ISS, OSS, DAEP, or an expulsion, except transfers approved under PEG (Public Education Grant) or other Federal or State guidelines may not be revoked. DSA may revoke the transfer at the end of the school year in which the student was approved • Expulsion 	<ul style="list-style-type: none"> •Restriction or revocation of district transportation privileges. •Schedule changes In-School suspension, as specified in In-School Suspension on page •Out-of-school suspension, as specified in Out-of-School Suspension on page 36. •Placement in a DAEP, as specified in DAEP on page •Expulsion and/or placement in an alternative educational setting, as specified in Placement and/or Expulsion for Certain Offenses on page 45. •Expulsion, as specified in Expulsion on page 47. •Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district. •Other strategies and consequences as determined by school officials. 	
36	Appeals	If during the term of DAEP placement, the student engages in additional misconduct, additional disciplinary	Appeals shall begin at Level One with the Department of Student Affairs. The policy may be obtained from the DSA or the District's website. 89 disciplinary consequences shall not be delayed or	Added clarity

		conferences may be conducted and additional days to current assignment may be imposed with the approval of the Executive Director of Student Affairs or designee.	deferred pending the outcome of an appeal. Further, the decision cannot be appealed beyond the Board. If during the term of DAEP placement, the student engages in additional misconduct, additional disciplinary conferences may be conducted and additional days to current assignment may be imposed with the approval of the Executive Director of Student Affairs or designee.	
39	Removal from the Regular Educational Setting	ADDED Procedure for Removal	After the conference, the campus behavior coordinator or other appropriate administrator will notify the student and parent(s)/guardian of the consequences of the SCC violation.	Procedural clarity
41	In-School Suspension: Length of Assignment to ISS	ADDED	The length of assignment to ISS is not to exceed ten days per offense, unless the student commits a violation of the ISS rules or the Student Code of Conduct while assigned to ISS.	Specified the number of days of assignment
41	In-School Suspension: Process	ADDED	The campus behavior coordinator or appropriate administrator shall determine the number of days of a student's suspension days and will notify the parent/guardian through written notice and parent phone call. The student's teachers will be notified by the campus administrator so that coursework may be provided to ISS.	Procedural clarity
42	Length of Suspension	ADDED	Length of Suspension State law allows a student to be suspended for up to three (3) school days per offense, with no limit on the number of times a student may be suspended in a semester or school year. The principal or principal's designee shall set the length of the suspension from school. When a student is suspended, the student is expected to be under the supervision of the parent, guardian or other responsible adult.	Procedural clarity
42	Disciplinary Alternative Education Program (DAEP) Placement	ADDED	Before a student may be approved for DAEP, the student is afforded appropriate due process discipline conference as required by the U.S. Constitution and which the student's parent/guardian is invited, in writing, to attend. TEC §37.009(f) The minimum procedural requirements necessary to satisfy due process depend upon the circumstances and the interests of the parties involved. The notice should contain a statement of the specific offense that would justify expulsion. At the discipline conference, the student is entitled to: •Representation by an adult, including the student's parent/guardian, who can provide guidance to the student and who is not an employee of the District; •An opportunity to testify and to review and present evidence Additional proceedings may be conducted and additional discipline may be imposed if the student engages in additional misconduct while the student is in DAEP or is already expelled. Interim Placement Until a decision on the recommendation for DAEP has been provided by the Department of Student Affairs, the student may be placed in out-of-school suspension for no more than 3 days and in-school suspension pending the decision.	Procedural clarity
43	Sanctions	ADDED	Sanctions A student who has been assigned to ISS may not participate in nor attend school-sponsored or school-related activities or extracurricular activities during the period of assignment.	
46	Sexual Assault and Campus Assignments	ADDED	Until a conference can be held, the campus behavior coordinator or other appropriate administrator may place a student in:	Procedural clarity during an investigation

			<ul style="list-style-type: none"> •Another appropriate classroom; •In-School Suspension; and/or •Out-of-School Suspension for a maximum of three (3) days. 	
61-70	Charts outlining Levels of offenses and consequences	CHARTS ADDED	See Pages. 61-70	Feedback from focus groups indicated a need for applicable consequences
71	Glossary	ADDED	Bodily Injury means physical pain, illness, or any impairment of physical condition. Texas Penal Code § 1.07 (8)	Added and clarified terms
72	Glossary	ADDED	Continued/Rpt Non-PEIMS reportable violations are repeated documented level 1 offenses.	Added and clarified terms
72	Glossary	ADDED	Disruptive Behavior is when a student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior	Added and clarified terms
73	Glossary	ADDED	Exhibit Inapp Familiarity (e.g. kissing/touching) is unwanted physical touch, unwanted physical advances, improper intimate friendliness, attempts to touch inappropriately	Added and clarified terms
73	Glossary	ADDED	Failure to Comply with Assigned Discipline is when a student refuses to complete an assigned disciplinary action.	Added and clarified terms
74	Glossary	ADDED	False Document is when a student presents false documents or misrepresents parent notice	Added and clarified terms
74	Glossary	ADDED	Fighting/Mutual Combat is mutual participation in a physical altercation with an intention to cause harm. Includes but is not limited to pushing, hitting, kicking, shoving, pinching, punching, and other intentional physical confrontations.	Added and clarified terms
74	Glossary	ADDED	Gambling is an agreement to win or lose something of value solely or partially by chance.	Added and clarified terms
75	Glossary	ADDED	Inappropriate Physical Contact (i.e. hitting, grabbing) is intentionally or knowingly causes physical contact with another when the person knows or should reasonably believe that the other will regard the contact as offensive or provocative. (Texas Penal Code, Title V, Chapter 22, Section 22.01)	Added and clarified terms
75	Glossary	ADDED	Insubordination is when a student engages in refusal to follow directions or talks back.	Added and clarified terms
76	Glossary	ADDED	Non DAEP Threat- A transient threat or threat not meeting the level to cause fear as determined by a campus or district threat assessment.	Added and clarified terms
76	Glossary	ADDED	Obscene Gesture is when a movement or position of the body, especially of the hands or arms that is considered exceedingly offensive or vulgar.	Added and clarified terms
76	Glossary	ADDED	PL-Possess/Use Matches or Lighter Use/possession of combustibles-Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).	Added and clarified terms
76	Glossary	ADDED	Possess/Sell Look Alike Drug In possession of or distributing a substance that appears or is presented as a controlled substance.	Added and clarified terms
76	Glossary	ADDED	Profanity- Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	Added and clarified terms
77	Glossary	ADDED	PUID Over Counter Medicine- Possession, under the influence, or distributing over the counter medicine.	Added and clarified terms
77	Glossary	ADDED	Referral Dismissed- Duplicated or erroneous discipline entry.	Added and clarified terms
77	Glossary	ADDED	Robbery/Theft/Stealing (non-felony) is taking money or personal property without permission.	Added and clarified terms
77	Glossary	ADDED	Safety Rule Violation- Level 1 offense that creates potential for harm to student's safety.	Added and clarified terms

77	Glossary	Self-defense is the use of force against another to the degree a person reasonably believes is immediately necessary to protect himself or herself.	Self-defense is the use of force against another to the degree a person reasonably believes is immediately necessary to protect himself or herself. To claim self-defense, the student must (1) be without fault in provoking the encounter, (2) not act as aggressor, and (3) use the minimum force required to remove himself or herself from immediate danger or harm. Actions that escalate or continue the encounter will not be considered self-defense. Interactions or planning prior to the encounter will also be considered.	Added and clarified terms
77	Glossary	ADDED	Serious bodily injury means bodily injury that creates a substantial risk of death or that causes death, serious permanent disfigurement, or protracted loss or impairment of the function of any bodily member or organ.	Added and clarified terms
77	Glossary	SERIOUS MISBEHAVIOR: To engage in (1) deliberate violent behavior that poses a direct threat to the health or safety of others, (2) extortion to gain money or other property by force or threat, (3) coercion, meaning to threaten to either commit an offense; inflict bodily harm; accuse a person of any offense; expose a person to hatred, contempt, or ridicule; or to harm the credit of any person, or (4) conduct that constitutes the any of the following offenses: <ul style="list-style-type: none"> • public lewdness as defined in Penal Code §21.07, • indecent exposure as defined in Penal Code §21.08, • criminal mischief as defined in Penal Code §28.03, • hazing as defined in TEC §37.152, or • harassment of a student or district employee under Penal Code § 42.07(a)(1). 	Serious offense or persistent misbehavior includes, but is not limited to: <ul style="list-style-type: none"> •Behavior identified by the district as grounds for discretionary DAEP placement. •Actions or demonstrations that substantially disrupt or materially interfere with school activities. •Repeated or severe Insubordination. •Repeated Profanity, vulgar language, or obscene gestures. •Repeatedly leaving school grounds without permission. •Falsification of records, passes, or other school-related documents. •Refusal to accept discipline assigned by the teacher or principal. •Continued/repeated PEIMS reportable violations •Extortion/Coercion/Blackmail •Possession/Distribution of pornographic materials •Possession of a knife blade <5.5 inches •Vandalism •Inappropriate physical contact with criminal referral •Possesses/conspiring to possess explosives/explosive devices •Possession or use of a stun gun/device, pepper spray, BB/air gun, etc. •Making/ Assisting with making a false alarm or report non-emergency response deployed •Aggressive, disruptive behavior (assault Class C misdemeanor) •Unauthorized us/intentional misuse of computer soft/hardware •Assault (no bodily harm) with threat of imminent bodily injury •Assault by offensive or provocative physical contact 	Added and clarified terms
78	Glossary	ADDED	Sexual Misconduct is misconduct of a sexual nature that is of lesser offense than sexual harassment and other Title IX behaviors. These behaviors may include but are not limited to nonconsensual sexual contact, offensive sexually-charged statements, unwanted sexual advances that do not meet criteria for Title IX offenses, statements or comments sexual in nature that a reasonable person would deem as offensive.	Added and clarified terms
79	Glossary	ADDED	SK-Skipping a Class- Student leaves or misses class without permission.	Added and clarified terms
80	Glossary	ADDED	Tardies- Student arrives at class after the bell (or signal that class has started).	Added and clarified terms
80	Glossary	ADDED	Use means voluntarily ingesting or introducing into one's body, a prohibited substance, by any means.	Added and clarified terms

Recommended by:

Dr. Kwabena Mensah
Chief of Schools

Submitted by:

Sonya Smith-Watson
Executive Director of Student Affairs



STUDENT CODE
OF CONDUCT

2022-2023

CORE BELIEFS AND COMMITMENTS

Core Belief 1: All students can reach their full potential.

Commitment: Fort Bend ISD will provide an educational system that will enable all students to reach their full potential.

Core Belief 2: We believe student success is best achieved...

...through effective teachers that inspire learning.

Commitment: Fort Bend ISD will recruit, develop and retain effective teachers.

...in a supportive climate and safe environment.

Commitment: Fort Bend ISD will provide a supportive climate and a safe learning/working environment.

...by empowered and effective leaders throughout the system.

Commitment: Fort Bend ISD will provide and promote leadership development at all levels.

...in a well-functioning, high-performing community of learners.

Commitment: Fort Bend ISD will be a collaborative, efficient and effective learning community.

MISSION AND VISION

MISSION

Fort Bend ISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

VISION

Fort Bend ISD will graduate students who exhibit the attributes of the District's Profile of a Graduate.

PROFILE OF A GRADUATE

A Fort Bend ISD Graduate has a rigorous academic foundation, strong character, and is...



equipped with skills for life.

Fort Bend ISD graduates exhibit grit and determination in all aspects of life; respect self and others; engage in healthy life choices; are literate and articulate; proficient with technology; and meaningfully and practically apply knowledge in productive ways.



a compassionate citizen.

Fort Bend ISD graduates are empathetic to their fellow citizens, exhibiting care and concern for others; are inclusive and embrace differences; are culturally aware; actively engage in improving our diverse community; exercise their right to vote; and are dependable, respectful, trustworthy, and self-disciplined.



a servant leader.

Fort Bend ISD graduates demonstrate confidence while maintaining a humble and kind demeanor; prioritizing the needs of others while accepting responsibility for themselves and are accountable for their own actions; are optimistic; and strive to bring out the best in others.



a collaborative team member.

Fort Bend ISD graduates work effectively with others to achieve group goals; take actions that respect the needs and contributions of others; yield their own objectives to the goals of the team; and positively facilitate and contribute to teamwork.



an effective communicator.

Fort Bend ISD graduates communicate clearly both orally and in writing; respectfully and actively listen to others; appropriately engage in courageous conversations; and appropriately adapt their communication style to the audience.



a life-long learner.

Fort Bend ISD graduates approach life with wonder and curiosity; seek opportunities to be creative; possess a thirst for knowledge and the ability to adapt to change; and are academically prepared to pursue and attain futures beyond what they can imagine!



a critical thinker.

Fort Bend ISD graduates are visionary and solutions-oriented problem solvers; are inquisitive and innovative; and have the courage to actively challenge conventional methods in order to improve themselves and the world around them.

DISTRICT GOALS



District Goal 1

Fort Bend ISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students.



District Goal 2

Fort Bend ISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working.



District Goal 3

Fort Bend ISD will recruit, develop, and retain high quality teachers and staff.



District Goal 4

Fort Bend ISD will engage students, parents, staff, and the community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community.



District Goal 5

Fort Bend ISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement.

August

2-3 District Professional Learning Day
4-5, 8 Professional Learning Day
9 Teacher Work Day
10 First Day of Classes 1st Semester
Beginning of 1st Nine Weeks

September

5 Holiday/Labor Day
22 Elementary Parent Conf. & Early Release
23 Professional Learning Day/No Students

October

7 Early Release - All Students
End of 1st Nine Weeks
10 Holiday
11 Beginning of 2nd Nine Weeks
31 Professional Learning Day/No Students

November

21-25 Holiday/Thanksgiving Break

December

13-16 Exams
15 Early Release - MS/HS
16 Early Release - All Students
End of 1st Semester/End of 2nd Nine Weeks
19-23, 26-30 Holiday/Winter Break

January

2 Holiday/Winter Break
3 Professional Learning Day/No Students
4 Professional Development (4 Hours)
Teacher Work Day (3.5 Hours)
5 First Day of Classes 2nd Semester
Beginning of 3rd Nine Weeks
16 Holiday/Martin L. King, Jr. Day

February

16 Early Release - All Students
17 Professional Learning Day/No Students
20 Holiday/Inclement Weather Make-up Day

March

10 End of 3rd Nine Weeks
13-17 Holiday/Spring Break
20 Beginning of 4th Nine Weeks

April

7 Holiday
10 Holiday/Inclement Weather Make-up Day

May

22-25 Exams
24 Early Release - MS/HS
25 Early Release - All Students
Last Student Day/End of 2nd Semester/
End of 4th Nine Weeks
26 Teacher Work Day
29 Holiday/Memorial Day
TBD Graduation

July

3-7 District Offices and Campuses Closed

KEY

- District Professional Learning
- Professional Learning - No Students
- Professional Development - Half Day
- Teacher Work Day - No Students
- First Day of Semester Classes
- Beginning/End of Nine Weeks
- Exams
- Holiday
- Early Release - ES
- Early Release - MS & HS
- Inclement Weather Make-up Day

This Calendar Reflects the Following	ES	MS	HS
Total Days of Instruction	175	175	175
Total Teacher Contract Days	187	187	187
Operational Minutes per Full Day	435	435	435
Operational Minutes per Early Release Days	240	270	245
Total Operational Minutes Pre-Waiver	75150	75135	74985
Waiver Minutes for Professional Learning	1800	1800	1800
Total Operational Min. w/ Approved Waivers	76950	76935	76785
Bank of Operational Minutes	1350	1335	1185

HB 2442 requires a minimum of 75,600 operational minutes with any applicable waivers and at least a minimum bank of 840 operational minutes. The bank of operational minutes can be used in the event of bad weather and other issues of health and safety. FBIISD reserves the right to revise the calendar, pending Board approval, to meet the minimum required operational minutes each year.

S M T W T F S

August 2022

	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2022

				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2022

						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2022

				1	2	3	4	5
6	7	8	9	10	11	12	13	14
15	16	17	18	19	20	21	22	23
24	25	26	27	28	29	30		

December 2022

						1	2	3
4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21
22	23	24	25	26	27	28	29	30
31								

January 2023

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

S M T W T F S

February 2023

			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2023

				1	2	3	4
5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28
29	30	31					

April 2023

							1
2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17
18	19	20	21	22	23	24	25
26	27	28	29	30	31		

May 2023

						1	2	3	4	5	6
7	8	9	10	11	12	13	14	15	16	17	18
19	20	21	22	23	24	25	26	27	28	29	30
31											

June 2023

								1	2	3
4	5	6	7	8	9	10	11	12	13	14
15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31					

July 2023

									1
2	3	4	5	6	7	8	9	10	11
12	13	14	15	16	17	18	19	20	21
22	23	24	25	26	27	28	29	30	31

1st Semester Grading Period

84 Days

1st Nine Weeks	8/10 - 10/7	41
2nd Nine Weeks	10/11 - 12/16	43

2nd Semester Grading Period

91 Days

3rd Nine Weeks	1/5 - 3/10	44
4th Nine Weeks	3/20 - 5/25	47

High Schools

Middle Schools

Elementary Schools

Austin High School
Rachel Cortez – Principal
3434 Pheasant Creek Drive
Sugar Land, 77498
634-2000 Fax: 634-2074

Bush High School
Felicia James – Principal
6707 FM 1464
Richmond, 77407
634-6060 Fax: 634-6066

Clements High School
David Yaffie – Principal
4200 Elkins Road
Sugar Land, 77479
634-2150 Fax: 634-2168

Dulles High School
Corey Stewart–Principal
550 Dulles Avenue
Sugar Land, 77478
634-5600 Fax: 634-5681

Elkins High School
Cynthia Ward -
Principal
7007 Knights Court
Missouri City, 77459
634-2600 Fax: 634-2674

Hightower High School
Andre Roberson – Principal
3333 Hurricane Lane
Missouri City, 77459
634-5240 Fax: 634-5333

Kempner High School
Danielle Jackson –
Principal
14777 Voss Road
Sugar Land, 77498
634-2300 Fax: 634-2378

Marshall High School
Dr. Ogechi Uwaga-Sanders –
Principal
1220 Buffalo Run
Missouri City, 77489
634-6630 Fax: 634-6650

Ridge Point High School
Leonard Brogan – Principal
500 Waters Lake Blvd.
Missouri City, 77459
327-5200 Fax: 327-5201

Travis High School
Sarah Laberge – Principal
11111 Harlem Road
Richmond, 77406
634-7000 Fax: 634-7010

Willowridge High School
Terence Hayden – Principal
16301 Chimney Rock Road
Houston, 77053
634-2450 Fax: 634-2513

Baines Middle School
Elizabeth Williams –
Principal
9000 Sienna Ranch Road
Missouri City, 77459
634-6870 Fax: 634-6880

Bowie Middle School
Brian Shillingburg – Principal
700 Plantation Drive
Richmond, 77406
327-6200 Fax: 327-6201

Crockett Middle School
Tonya Curtis – Principal
19001 Beechnut
Richmond, 77407
634-6380 Fax: 327-6380

Dulles Middle School
Reginald Brown –
Principal
500 Dulles Avenue
Sugar Land, 77478
634-5750 Fax: 634-5781

First Colony Middle School
Courtney Muceus – Principal
3225 Austin Parkway
Sugar Land, 77479
634-3240 Fax: 634-3267

Fort Settlement Middle School
Jennifer Williams – Principal
5440 Elkins Road
Sugar Land, 77479
634-6440 Fax: 634-6456

Garcia Middle School
Dr. Cory Collins – Principal
18550 Old Richmond Road
Sugar Land, 77498
634-3160 Fax: 634-3166

Hodges Bend Middle School
Brandi Brooks – Principal
16510 Bissonnet
Houston, 77083
634-3000 Fax: 634-3028

Lake Olympia Middle School
Courtney Clark – Principal
3100 Lake Olympia Parkway
Missouri City, 77459
634-3520 Fax: 634-3549

McAuliffe Middle School
Cozette Church – Principal
16650 South Post Oak
Houston, 77053
634-3360 Fax: 634-3393

Missouri City Middle School
Tasha Hamilton – Principal
202 Martin Lane
Missouri City, 77489
634-3440 Fax: 634-3473

Quail Valley Middle School
Michelle Fennick -
Admin. Sub
3019 FM 1092
Missouri City, 77459
634-3600 Fax: 634-3632

Sartartia Middle School
Cholly Oglesby – Principal
8125 Homeward Way
Sugar Land, 77479
634-6310 Fax: 634-6373

Sugar Land Middle School
Keith Fickel – Principal
321 Seventh Street
Sugar Land, 77498
634-3080 Fax: 634-3108

Thornton Middle School
Jennifer Petru – Principal
1909 Waters Lake Blvd.
Missouri City, 77459
327-3870 Fax: 327-3871

Elementary Schools

Armstrong Elementary
Nancy Sanchez – Principal
3440 Independence Blvd.
Missouri City 77459
634-9410 Fax: 327-9409

Austin Parkway Elementary
Audrey Macklin – Principal
4400 Austin Parkway
Sugar Land, 77479
634 - 4001 Fax: 634 - 4014

Barrington Place Elementary
Ruth Riha – Principal
2100 Squire Dobbins Drive
Sugar Land, 77478
634 - 4040 Fax: 634 - 4057

Blue Ridge Elementary
Sonya Evans – Principal
6241 McHard Road (FM 2234)
Houston, 77053
634 - 4520 Fax: 634 - 4533

Brazos Bend Elementary
Stephanie Viado – Principal
621 Cunningham Creek Blvd.
Sugar Land, 77479
634-5180 Fax: 634-5200

Briargate Elementary
Dr. Latoya Garrett – Principal
15817 Blue Ridge Road
Missouri City, 77489
634 - 4560 Fax: 634 - 4576

Burton Elementary
Lakisha Anthony – Principal
1625 Hunter Green Lane
Fresno, 77545
634-5080 Fax: 634-5094

Colony Bend Elementary
Stacy Brown – Principal
2720 Planters Street
Sugar Land, 77479
634 - 4080 Fax: 634 - 4092

Colony Meadows Elementary
Melissa Bolding – Principal
4510 Sweetwater Blvd.
Sugar Land, 77479
634 - 4120 Fax: 634 - 4136

Commonwealth Elementary
Dr. Latecha Bogle – Principal
4909 Commonwealth Blvd.
Sugar Land, 77479
634-5120 Fax: 634-5140

Cornerstone Elementary
Margaret Murphy – Principal
1800 Chatham Avenue
Sugar Land, 77479
634-6400 Fax: 327-6400

Drabek Elementary
April Marsters – Principal
11325 Lake Woodbridge Drive
Sugar Land, 77498
634-6570 Fax: 634-6572

Dulles Elementary
Kyella Griffin – Principal
630 Dulles Avenue
Sugar Land, 77478
634-5830 Fax: 634-5843

Fleming Elementary
She Nee Young- Principal
14850 Bissonnet
Houston, 77083
634 - 4600 Fax: 634 - 4615

Glover Elementary
Nikki Roberts – Principal
1510 Columbia Blue Drive
Missouri City, 77489
634 - 4920 Fax: 634 - 4934

Goodman Elementary
Dr. Felicia Bolden – Principal
1100 West Sycamore
Fresno, 77545
634-5986 Fax: 634-6000

Heritage Rose Elementary
Gabriella Garza – Principal
636 Glendale Lakes Drive
Rosharon, 77583
327-5400 Fax: 327-5401

Highlands Elementary
Angela Dow – Principal
2022 Colonist Park Drive
Sugar Land, 77478
634 - 4160 Fax: 634 - 4176

Elementary Schools

Holley Elementary

Laureen Sanford – Principal
16655 Bissonnet
Houston, 77083
634-3850 Fax: 634-3856

Hunters Glen Elementary

Lavanta Williams – Principal
695 Independence Blvd.
Missouri City, 77489
634 - 4640 Fax: 634 - 4656

Jones Elementary

Carlo Levia – Principal
302 Martin Lane
Missouri City, 77489
634 - 4960 Fax: 634 - 4974

Jordan Elementary

Kimberly Charles – Principal
17800 West Oaks Village Drive
Richmond, 77407
634-2800 Fax: 634-2801

Lakeview Elementary

Alena McClanahan – Principal
314 Lakeview Drive
Sugar Land, 77498
634 - 4200 Fax: 634 - 4214

Lantern Lane Elementary

Justin Kowrach – Principal
3323 Mission Valley Drive
Missouri City, 77459
634 - 4680 Fax: 634 - 4694

Leonetti Elementary

Joy Schwinger – Principal
1757 Waters Lake Blvd.
Missouri City, 77459
327-3190 Fax: 327-3191

Lexington Creek Elementary

Christina Hopkins – Principal
2335 Dulles Avenue
Missouri City, 77459
634-5000 Fax: 634-5014

Madden Elementary

Kristi Durham – Principal
17727 Abermore Lane
Richmond, 77407
327-2740 Fax: 327-2742

Malala Elementary

Lisa Langston – Principal
11770 W. Aliana Trace Dr.
Richmond, 77407
327-5700 Fax: 327-5701

Meadows Elementary

Courtney Dickey – Principal
12037 Pender Lane
Meadows, 77477
634 - 4720 Fax: 634 – 4734

Mission Bend Elementary

Veronica Roberson – Principal
16200 Beechnut
Houston, 77083
634 - 4240 Fax: 634 - 4250

Mission Glen Elementary

Jacob Nichols – Principal
16053 Mission Glen Drive
Houston, 77083
634 - 4280 Fax: 634 - 4296

Mission West Elementary

Jorge Pena – Principal
7325 Clodine-Reddick
Road Houston, 77083
634 - 4320 Fax: 634 - 4334

Neill Elementary

Lori Hoeffken – Principal
3830 Harvest Corner Drive
Richmond, 77406
327-3760 Fax: 327-3761

Oakland Elementary

Nancy Hummel – Principal
4455 Waterside Estates
Drive Richmond, 77406
634-3730 Fax: 634-3738

Oyster Creek Elementary

Deanna Olson – Principal
16425 Mellow Oaks Lane
Sugar Land, 77498
634-5910 Fax: 634-5925

Palmer Elementary

Kellie Clay – Principal
4208 Crow Valley Drive Missouri City,
77459
634 - 4760 Fax: 634 - 4773

Parks Elementary

Amber Kent – Principal
19101 Chimney Rock Road
Fresno, 77545
634-6390 Fax: 327-6390

Patterson Elementary

Angela Wallace – Principal
18702 Beechnut Street
Richmond, 77407
327-4260 Fax: 327-4261

Pecan Grove Elementary

Kari Bruhn – Principal
3330 Old South Drive Richmond,
77406
634 - 4800 Fax: 634 – 4814

Quail Valley Elementary

Carla Patton – Principal
3500 Quail Village Drive
Missouri City, 77459
634-5040 Fax: 634-5054

Ridgegate Elementary

Marta Rivas – Principal
6015 West Ridgecreek Drive
Houston, 77053
634 - 4840 Fax: 634 - 4855

Ridgemont Elementary

Framy Diaz – Principal
4910 Raven Ridge Drive Houston,
77053
634 - 4880 Fax: 634 - 4896

Scanlan Oaks Elementary

Lori Craig – Principal
9000 Camp Sienna Trail
Missouri City, 77459
634-3950 Fax: 634-3915

Schiff Elementary

Lucretia DeFlora – Principal
7400 Discovery Lane Missouri
City, 77459
634-9451 Fax: 327-9449

Seguin Elementary

Fidel Wells – Principal
7817 Grand Mission Blvd.
Richmond, TX 77407
634-9850 Fax: 327-7029

Settlers Way Elementary

Daniel Emery – Principal
3015 Settlers Way Blvd.
Sugar Land, 77479
634 - 4360 Fax: 634 - 4376

Sienna Crossing Elementary

Rachel Rosier – Principal
10011 Steep Bank Trace
Missouri City, 77459
634-3680 Fax: 634-3799

Sugar Mill Elementary

Jaimie Geis – Principal
13707 Jess Pirtle Blvd.
Sugar Land, 77498
634 - 4440 Fax: 634 - 4459

Sullivan Elementary

Donna Whisonant – Principal
17828 Winding Waters Lane
Sugar Land, 77479
327-2860 Fax: 327-2861

Townwest Elementary

Erika Edmond – Principal
13927 Old Richmond Road
Sugar Land, 77498
634 - 4480 Fax: 634 - 4494

Walker Station Elementary

Kathryn Kargbo – Principal
6200 Homeward Way Blvd.
Sugar Land, 77479
643-4400 Fax: 634 - 4413

Specialty Schools

Progressive High School

Dr. Lisa Jones – Principal
1555 Independence Blvd.
Missouri City, 77489
634-2900 Fax: 634-2913

James Reese Career and Technical Center

Julia Erdie - Principal
12300 University Blvd.
Sugar Land, 77478
327-7300 Fax: 634-5700

Ferndell Henry Center for Learning

Trevor Lemon – Principal
7447 FM 521 Road
Rosharon, 77583
327-6000 Fax: 327-6001

Early Literacy Center @ Ridgemont

Yvette Mendoza – Instructional Officer
5353 Ridge Creek Circle
Houston, 77053
634-9810 Fax: 634-4382

Early Literacy Center @ Hunters Glen

Venitra Senegal – Instructional Officer
695 Independence Blvd.
Missouri City, 77489
634-2195 FAX: 327-2217

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Fort Bend Independent School District (FBISD)
Student Code of Conduct

2022–2023 School Year

If you have difficulty accessing the information in this document because of disability, please contact Sonya Smith-Watson at 281-327-2829 or email at Student.Affairs@fortbendisd.com for assistance.

Commonly Used Acronyms

The Student Code of Conduct contains various terms and referenced acronyms related to discipline. Commonly used acronyms are listed below to help better understand the content included in the Code.

AP – Assistant Principal
ARD – Admission, Review, and Dismissal
BIP – Behavior Improvement Plan
CBC – Campus Behavior Coordinator
CBD- Cannabidiol
CPS – Child Protective Services
CSTAT – Campus Threat Assessment Team
CTE – Career and Technical Education
DA – District Attorney
DAEP – Disciplinary Alternative Education Program
DEP-District Expulsion Program
DSA – Department of Student Affairs
DSL – Department of School Leadership
DSTAT – District Threat Assessment Team
FBA – Functional Behavior Assessment
IDEA – Individual with Disabilities Education Act
IEP – Individualized Education Program
ISS – In-School Suspension
JJAEP - Juvenile Justice Alternative Education Program
OSS – Out-of-School Suspension
PEIMS- Public Education Information Management System
PBIS - Positive Behavioral Interventions and Supports
PSUU – Possession, Sell, Use, Under the Influence
RISE-Resilience, Intervention, Support, and Empowerment
SCC- Student Code of Conduct
SEL – Social Emotional Learning
SRO – School Resource Officer
SST- Student Support Team
TEC-Texas Education code
TEDS-Texas Education Data Standards
TDP – Truancy Diversion Program
THC - Tetrahydrocannabinol

Student Code of Conduct

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact Sonya Smith-Watson at 281-327-2829 or email Student.Affairs@fortbendisd.com.

Philosophy

The Board of Trustees has adopted a Mission Statement, a Vision Statement, Core Beliefs and Commitments, and the Profile of a Graduate, see policy [AE](#) (Local), that are the governing principles of the Fort Bend Independent School District (FBISD). These documents express the District's dedication to providing an educational system that will enable all students to reach their full potential. To that end, the District is committed to providing a supportive climate and safe learning environment in which behavior management practices are applied as a means to help students accept responsibility for their learning and behavior, and to encourage accountability for their own actions.

Purpose

The Student Code of Conduct ("Code"), as required by Chapter 37 of the Texas Education Code (TEC), provides methods and options for managing student behavior, preventing and intervening in student discipline problems, and imposing discipline.

The law requires the district to define misconduct that may—or must—result in a range of specific disciplinary consequences, including removal from a regular classroom or campus, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), placement in a juvenile justice alternative education program (JJAEP), or expulsion from school.

This Student Code of Conduct has been adopted by the FBISD board of trustees and developed with the advice of the district-level planning and decision-making committee. It provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. This Code remains in effect during summer school and at all school-related events and activities outside the school year until the board adopts an updated version for the next school year.

In accordance with state law, the Code shall be posted at each school campus or shall be available for review at the campus principal's office. Additionally, the Code shall be available at the campus behavior coordinator's (CBC) office and posted on the district's website www.fortbendisd.com. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or JJAEP, expelled, or taken into custody by a law enforcement officer under Chapter 37 of the Education Code.

Because the Student Code of Conduct is adopted by the district's board of trustees, it has the force of policy. In the event of a conflict between the Code and the Student Handbook, the Code shall prevail.

Please note: The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

Anti-Discrimination

The District does not discriminate against students on the basis of race, sex, national origin, disability, religion, color, or ethnicity when enforcing the provisions of this Code.

Profile of a Graduate

The Profile of a Graduate, adopted by the Board of Trustees in 2017, supports the District's Mission, Vision, and Core Beliefs and Commitments by defining the qualities a student should possess upon graduation. A FBISD Graduate has a rigorous academic foundation, strong character, and is...

...equipped with skills for life.

Fort Bend ISD graduates exhibit grit and determination in all aspects of life; respect self and others; engage in healthy life choices; are literate and articulate; proficient with technology; and meaningfully and practically apply knowledge in productive ways.

...a servant leader.

Fort Bend ISD graduates demonstrate confidence while maintaining a humble and kind demeanor; prioritizing the needs of others while accepting responsibility for themselves and are accountable for their own actions; are optimistic; and strive to bring out the best in others.

...an effective communicator.

Fort Bend ISD graduates communicate clearly both orally and in writing; respectfully and actively listen to others; appropriately engage in courageous conversations; and appropriately adapt their communication style to the audience.

...a critical thinker.

Fort Bend ISD graduates are visionary and solutions-oriented problem solvers; are inquisitive and innovative; and have the courage to actively challenge conventional methods in order to improve themselves and the world around them.

...a compassionate citizen.

Fort Bend ISD graduates are empathetic to their fellow citizens, exhibiting care and concern for others; are inclusive and embrace differences; are culturally aware; actively engage in improving our diverse community; exercise their right to vote; and are dependable, respectful, trustworthy, and self-disciplined.

...a collaborative team member.

Fort Bend ISD graduates work effectively with others to achieve group goals; take actions that respect the needs and contributions of others; yield their own objectives to the goals of the team; and positively facilitate and contribute to teamwork.

...a life-long learner.

Fort Bend ISD graduates approach life with wonder and curiosity; seek opportunities to be creative; possess a thirst for knowledge and the ability to adapt to change; and are academically prepared to pursue and attain futures beyond what they can imagine.

School District Authority and Jurisdiction

Scope

In adopting this Student Code of Conduct (SCC or this Code), the Board of Trustees has established rules, guidelines and procedures to further support a safe learning environment for all students. The SCC includes information regarding the District-wide behavior management plan, descriptions of prohibited conduct, the disciplinary options, methods, and consequences for preventing and addressing student misconduct and the process the District will follow when administering disciplinary consequences.

Students may be subject to campus, classroom including online learning platforms, such as Schoology, Edgenuity, or other forms of distance learning, transportation, extracurricular, and/or organizational rules in addition to those found in this Code. Students may face consequences under these additional rules as well as possible disciplinary action under the SCC. Further, to the extent a student engages in conduct that is not specifically addressed in this Code, the student may still be disciplined if the conduct disrupts or interferes with the educational process, learning environment, or school safety.

The SCC remains in effect during summer school and at all school related events and activities outside the school year until an updated version becomes effective for the next school year. If there is a conflict between the SCC and the Student/Parent Handbook, the terms of this Code will control. If there is a conflict between this Code and another District policy, the more recently adopted policy will control.

The SCC is posted on the District's website and is available at each FBISD school in the office of the campus principal or Campus Behavior Coordinator (CBC). District policies referenced in this Code are arranged in the [Board Policy Manual posted on the FBISD website](#). School rules and Code the district's authority to administer discipline apply whenever the interest of the district is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.

The district has disciplinary authority over a student:

- During the regular school day;
- While the student is traveling on district transportation;
- During lunch periods in which a student is allowed to leave campus;
- At any school-related activity, regardless of time or location;
- For any school-related misconduct, regardless of time or location;
- When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
- When a student engages in cyberbullying, as defined by Education Code 37.0832;
- When criminal mischief is committed on or off school property or at a school-related event;
- For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
- For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;

- When the student commits a felony, as provided by Education Code 37.006 or 37.0081; or
- When the student is required to register as a sex offender.

Campus Behavior Coordinator

As required by law, a person at each campus must be designated to serve as the campus behavior coordinator (CBC). The designated person may be the principal or any other campus administrator selected by the principal. The CBC is primarily responsible for maintaining student discipline. The district shall post on its website and in the Student Handbook, for each campus, the email address and telephone number of the person serving as the CBC.

Contact information may be found on the *Fort Bend ISD Website*, under the [Department of Student Affairs webpage](#).

Department of Student Affairs (DSA)

The Superintendent has established the Department of Student Affairs (DSA) as a resource for students and parents/guardians to understand the expectations and rules governing student conduct, and as a liaison with campus administrators to ensure the fair and equitable application of discipline for misconduct as outlined in this Code. Under the direction of the Executive Director for Student Affairs, the DSA shall provide regular training to campus administrators on this Code, monitor trends and patterns of student misconduct, and respond to student/parent complaints and appeals concerning student discipline.

Title IX Investigations

For reports alleging sexual harassment, sexual assault, stalking, dating violence, the campus administrator receiving the report will notify the parent/guardian of the complainant when a report is received and provide the student and parent a copy of the Parent/Student Rights Form and the Incident Reporting Form. This should occur generally *on the same day as the report* when possible. If any unwanted, physical touch of intimate body parts of a minor is involved, the employee must notify Child Protective Services and law enforcement within the same business day. The employee receiving an allegation/outcry from a student must notify the campus administrator promptly and within the same business day to begin a prompt investigation of the allegations. The campus administrator will ensure that Child Protective Services and Fort Bend ISD Police Department has been notified of any unwanted and inappropriate physical touch of a Fort Bend ISD student at school or at a school-related activity. The Title IX Coordinator will also be notified by the investigating campus administrator.

The parent/guardian of the alleged aggressor will also be notified of the allegations and will receive a copy of Parent/Student Rights form as well. For campus investigations that do not involve physical touch, campus administrators will begin their investigations and take statements from the complainant, respondent, and any available witnesses, as well as review available evidence, such as available video surveillance. If the campus investigation determines that the alleged aggressor may represent a threat, may represent a physical threat to the safety of the alleged victim or others, or necessitates removal from an activity or program, the campus may conduct a campus student threat assessment. For investigations that involve physical touch, campus investigations may be delayed until law enforcement investigations and interviews are completed, at which point, campus investigations may promptly resume.

Upon receipt of allegations and during the investigation, a safety plan and supportive measures will be offered immediately to both parties. This may include but are not limited to: a schedule change, increased adult monitoring, offer for counseling, and a stay away agreement.

Title IX Investigations Sexual Harassment

Within 3-5 business days (for uncomplicated sexual harassment investigations), campus administrators will communicate findings to the parent/guardians in a letter to notify of findings with continued supportive measures, safety plan, and stay away agreement. If a determination of a code of conduct violation has occurred in accordance with this Code, the respondent's parent/guardian will be notified, and this action will be documented in the Skyward discipline record.

For complicated investigations that involve law enforcement and Child Advocacy Center interviews that delay campus investigations, campus administrators should complete their investigations within 3-5 business days after receipt of results from CAC interview and clearance to interview the complainant.

The complainant may request a campus transfer or may request that the respondent be transferred to another campus in situations where sexual harassment is substantiated. Transportation will not be provided in these instances.

Both the complainant and the respondent retain the right to file a formal Title IX complaint during this process. Please contact the District Title IX Coordinator Dr. Holly Robles (281) 281-7232 holly.robles@fortbendisd.com with any concerns or questions.

Sexual Harassment

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

- Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or hostile educational environment;
- Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
- Otherwise adversely affects the student's educational opportunities.

Examples of sexual harassment of a student may include, but are not limited to, sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, contact, or communications, including electronic communication. Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

Gender-Based Harassment

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

- Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or hostile educational environment;
- Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

- Otherwise adversely affects the student's educational opportunities. Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include, but are not limited to, derogatory jokes, name-calling, slurs, or rumors; cyber harassment; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense. For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

- Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or hostile educational environment;
- Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
- Otherwise adversely affects the student's educational opportunities.

Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults; name-calling; putdowns; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include, but are not limited to, destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

Threat Assessment and Safe and Supportive School Team

In accordance with [TEC 37.115, policy FFB\(LEGAL\), and FFB\(LOCAL\)](#) the District has created a District Threat Assessment Team (DSTAT) to provide guidance and assessment to campuses when dealing with substantive (serious and very serious) student threats. DSTAT will also track all threats to ensure appropriate support is provided to students and campuses and shall take appropriate action in accordance with this Code to ensure a safe and coordinated response to all student threats. These actions may include:

- Development of a safety plan;
- Safety check-ins;
- Additional monitoring during transition periods; and/or
- Referral to DAEP.

Each campus shall have a Campus Student Threat assessment Team (CSTAT), coordinated by the CBC or principal that investigates threats, creates safety plans, and develops behavior interventions to reduce the risk of violence. Each Campus Student Threat Assessment Team should be comprised of, at a minimum, the CBC or principal, counselor, and School Resource Officer (SRO). Other members that may include special education staff, the Campus Compliance Coordinator, investigating assistant principal, nurse, or others with knowledge of the student and behaviors. CSTAT teams are supported by the DSTAT for training, assessing student plans, and monitoring.

Threat are defined as: a concerning communication or behavior that indicates that an individual poses a danger to the safety of school staff or students through acts of violence or other behavior that would cause harm to self or others. The threat may be communicated behaviorally, orally, visually, in writing, electronically, or through any other means, and is considered a threat regardless of whether it is observed by or communicated directly to the target of the threat or observed by or communicated to a third party, and regardless of whether the target of the threat is aware of the threat.

All threats will be taken seriously and will be investigated by campus administrators or law enforcement personnel, as appropriate. There are various types of threats which include, but are not limited to, the use of threatening language or gestures, assault by threat, and terroristic threat. Disciplinary consequences and/or police action will be assessed based on the outcome of each investigation.

A student commits an offense of terroristic threat if he/she threatens to commit any offense involving violence to any person or property with intent to:

- Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
- Place any person in fear of imminent serious bodily injury;
- Prevent or interrupt the occupation or use of a building; classroom; or place of assembly; or
- Cause impairment or interruption of school communications, power supply, or school-related transportation.

Threat Assessment Investigations

A campus may determine a need to conduct a threat inquiry or assessment as a tool for responding to threatening situations in which there is a concern about a particular student who has come to the attention of school administrators by engaging in communications or behaviors of concern. If, in the process of the inquiry, that these concerns meet the criteria of “harmful, threatening, or violent behaviors,” established by [TEC 37.115](#), then a threat assessment will be conducted. In instances where this threat assessment becomes a formal Campus Student Threat Assessment Process, the principal or CBC will follow the following procedures:

If the campus administrator determines that an immediate threat is present, Fort Bend ISD Police Department and District leadership will be notified immediately. The District Student Threat Assessment will also be notified. Parents of any alleged victims and aggressors will be notified as soon as the alleged threat is secured in situations where immediate threat of school violence is determined. In other situations, the Campus Student Threat Assessment Team will review the threat and investigate further.

The campus administrator will convene the Campus Student Threat Assessment Team (CSTAT) initially to review the initial report and assign roles and responsibilities to obtain details regarding the allegation and student's history. The person reporting will be provided the Incident Reporting Form.

The campus administrator will meet with the student alleged to have made a threat to take the student's verbal and written statement and to determine if there is merit to the allegations and determine if there is a need to proceed, based on presenting information. Statements will be taken from the alleged victim and witnesses regarding the allegations. If the investigation indicates that no threat is present, the CSTAT may reconvene to determine that additional inquiry is unnecessary. If the alleged victim is in fear, a safety plan and stay away agreement will be developed to protect the alleged victim.

However, if the CSTAT continues to investigate and finds evidence that there may be a threat to school safety, the counselor may interview the student. The campus administrator will provide copies of Parent/Student Rights to both the aggressor and victim and their parent/guardian and notify them of the threat investigation. The CSTAT will convene to determine threat level and provide a copy of their determination to the District Student Threat Assessment Team for review within **one business day if a substantive threat and two business days if a transient threat.**

Transient threats are those that can be identified as temporary expressions of anger or frustration (or perhaps inappropriate attempts at humor) that dissipate quickly when the student reflects on the meaning of what he or she has said. Substantive threats are those that include an intent to harm someone beyond the immediate incident, or creates a significant amount of fear or disruption in the school setting.

If the CSTAT determines that a transient threat was made, the students and parents/guardians of the alleged victim and aggressor will be advised of the outcome of the threat assessment. The alleged aggressor and parents/guardians will be notified if disciplinary action will be taken, and due process in accordance with this Code will be followed.

If the CSTAT determines that a substantive threat was made, the students and parents/guardians of the alleged victim and aggressor will be advised of the outcome of the threat assessment. The alleged aggressor will have an additional safety assessment promptly by a member of the District Threat Assessment Team (DSTAT) to determine what safety measures and interventions are needed to protect school safety and the alleged victim. This is not a mental health assessment, but is conducted to determine appropriate interventions, including a safety plan to protect the alleged victim, referrals to resources, development of behavioral strategies, and the development of a district-wide support plan to assist the student in deterring violence as an option to redress wrongs. A member of the District Threat Assessment Team may provide support for the student during an alternative school placement or long term, depending on the student's needs.

Alleged victims may request a campus transfer for substantive threats for themselves or the person threatening them through their principal or Campus Behavior Coordinator.

Searches

District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and district policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. Refer to the district's policies [FNF](#) (LEGAL) and [FNF](#) (LOCAL) for more information regarding investigations and searches.

The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable suspicion to believe it contains articles or materials prohibited by the district or in violation of the Code of Conduct

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice.

Reporting Crimes

Certain acts of misconduct may constitute criminal offenses in addition to violations of this Code. The CBC, school administrators, or District employees shall report crimes as required by law and shall contact local law enforcement regarding suspected criminal activity. The CBC or school administrators will cooperate with law enforcement regarding any potential criminal activity occurring on campus, within 300 feet of campus, or at a school related or school-sponsored event. Because school discipline is independent of criminal proceedings, disciplinary consequences may not be postponed pending the outcome of any criminal proceeding or affected by the outcome of any criminal proceeding. Further, criminal charges may be referred to the Fort Bend County District Attorney (DA) by law enforcement. Referral to the DA is a function of law enforcement and not a function of school-based discipline. The campus should consult with the Department of Student Affairs when considering DAEP/expulsions for offenses committed off-campus.

Criminal Charges or Classifications

If a student is charged with a crime or engages in conduct punishable as or that contains the elements of a crime for which disciplinary actions are mandated by law, the student may be disciplined based on the law enforcement officer's classification and/or the criminal charge(s) accepted by the county district attorney (DA). Certain offenses require mandatory removal to a disciplinary alternative education program (DAEP) and others require mandatory expulsion to a juvenile justice alternative education program (JJAEP). In some circumstances, a student may be arrested for an offense which initially requires mandatory removal to a DAEP; however, after completion of the criminal investigation, if charges are upgraded to an offense classified as an expellable offense, the school will be required to recommend expulsion based upon the officer's classification or charges being filed. Since school discipline does not have to meet the same standards of evidence as law enforcement, the disciplinary assignment is not reduced or dropped based on the outcome of the criminal case which might include a motion to dismiss, deferred adjudication, deferred prosecution, etc.

In addition, there are certain criminal charges which occur off-campus at non-school-sponsored or non-school-related events for which the District is required to remove the student from the regular classroom setting. Upon notification from a law enforcement agency that such a crime has been committed, the school will recommend appropriate disciplinary actions. If the charges for one of these off-campus offenses are later reduced or dropped and documentation of the reduction can be provided, the District will reconsider the disciplinary action. If the charges remain and the student receives deferred adjudication or deferred prosecution, the student will be required to complete the disciplinary assignment.

Security Personnel

To ensure the security and protection of students, staff, and property, the board employs district police officers. In accordance with law, the board has coordinated with the campus behavior coordinator and other district employees to ensure appropriate law enforcement duties are assigned to security staff. The law enforcement duties of district peace officers are listed in policy [CKE](#) (LOCAL).

District police officers are educators first as they have the opportunity to positively interact with students and contribute to a positive culture and climate. Police officers employed by the district shall have all the powers, privileges, and immunities and shall have the authority to all behavioral and administrative duties shall remain the responsibility of the CBC and the campus administration.

Questioning of Students by Outside Authorities

When law enforcement officers or other lawful authorities such as CPS wish to question or interview a student at school, the principal or designee will cooperate fully regarding the conditions of the interview if the questioning or interview is part of a child abuse investigation. See policy [GRA](#) (Local).

In other circumstances:

- The principal shall verify and record the identity of the officer or other authority and request an explanation of the need to question or interview the student at school;

- The principal ordinarily shall make reasonable efforts to notify the student's parents or other person having lawful control of the student. If the interviewer raises what the principal considers to be a valid objection to the notification, parents will not be notified. Failure or inability to notify the parents or other persons having lawful control of the student will not ordinarily prevent or delay questioning by law enforcement officials. The principal or designee will notify parents of the questioning, absent any reasonable objections from the interviewer;
- The principal or a designee ordinarily shall be present during the questioning or interview. If the interviewer raises what the principal considers to be a valid objection to a third party's presence, the interview shall be conducted without that person's presence; such as in a case including a criminal investigation;
- It is the police officer's responsibility to inform the student of his/her rights (Miranda Warning) when required by law. Once a police officer begins questioning a student, all responsibility for such questioning rests with the police officer.

It should be noted that, when Fort Bend ISD police officers are working with school officials or on their behalf to investigate school-related behaviors or concerns, students are not generally entitled to be read their rights ("Miranda Warnings") unless the students are under arrest during such questioning.

Fort Bend ISD will not impede the questioning of a student by a law enforcement officer who has a subpoena, court order, warrant, or directive to apprehend, or who is willing to take the child into custody and remove the child from campus for investigation regarding a non-school-related matter under Texas Family Code 52.01.

In case of removal from the campus, the law enforcement officer will be requested to follow campus procedures for checking the student out of school. However, absent one of these provisions, school personnel will request that, prior to allowing an interview for non-school-related matters, parental permission must be obtained.

Fort Bend ISD will also not impede a CPS investigation and will allow CPS case workers or law enforcement officers to question students related to a reported claim of child abuse.

Use of Trained Dogs

Students and guardians are advised that the District has adopted a policy on the use of trained dogs, as outlined below, which specifically provides that: Lockers, classrooms and common areas may be sniffed by trained dogs at any time when students are not present. Vehicles parked on school property may be sniffed by trained dogs at any time. A student in possession of contraband shall be subject to appropriate disciplinary action in accordance with this Code.

The District shall use specifically trained nonaggressive dogs to sniff out and alert officials to the current presence of concealed prohibited items, illicit substances and alcohol. See policy [FNF](#) (Legal). This program is implemented to prevent drug and alcohol use in District schools, with the objective of maintaining a safe learning environment conducive to education. Use of trained dogs shall be unannounced and shall not be used to search students. The dogs shall be used to sniff classrooms, common areas, areas around student lockers, and where student vehicles parked are school property. If a dog alerts to a locker, a vehicle, or an item in a classroom, it may be searched by school officials.

Metal Detectors

In order to maintain a safe and secure learning environment in the District's DAEP (Disciplinary Alternative Education Program), students shall be notified when assigned to DAEP that they shall be subject to metal detector searches when entering each day.

"Parent" Defined

Throughout the Code of Conduct and related discipline policies, the term "parent" includes a parent, legal guardian, or other person having lawful control of the child.

Participation in Graduation Activities

The District has the right to limit a student's participation in graduation activities for violating this Code. If it is determined by the administration that any senior, during the final grading period, participates in an activity on school property or in connection with any school sponsored activity that violated this Code including, but not limited to, "senior pranks", in addition to being subject to disciplinary consequences may, at the discretion of the Superintendent or the Assistant Superintendent of Secondary Schools, be prohibited from participating in year-end graduation ceremonies. This includes, but is not limited to, commencement, prom, and Pro-Grad as well as other senior privileges. The campus principal shall notify parents/guardians if it is determined that the student will not participate in any or all graduation activities.

Disqualification from Graduation Activities

If a senior is charged with a felony violation of the Penal Code, and the Superintendent or Assistant Superintendent of Secondary Schools has a reasonable belief that a criminal violation has occurred, the student, in addition to being subject to disciplinary consequences specified in this Code, shall be automatically disqualified from participating in graduation ceremonies, including commencement, prom and Pro-Grad. It is important to note the difference between a charge and a referral. A referral (See [glossary](#)) is a notice to the District Attorney or other prosecutor recommending a criminal investigation. A charge (See [glossary](#)) is a formal accusation made by a governmental authority (usually a grand jury) finding that based upon the evidence presented to it, there is probable cause to believe that a crime has been committed by a criminal suspect. For a student who is referred for a felony or misdemeanor and charges are expected, and there is reasonable belief that a criminal offense has occurred, approval for non-participation in graduation activities must be given by the Superintendent or designee. The campus principal shall notify parents/guardians if determined that the student will not participate in any or all graduation activities.

Student Speakers at Graduation

Students eligible to have a speaking role at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered eligible, a student shall not have engaged in any misconduct that resulted in an in-school to out-of-school suspension, removal to a DAEP, or expulsion during the school year immediately preceding graduation. See policy [FMH](#) (LOCAL).

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer shall have the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and:

- The person poses a substantial risk of harm to any person; or

- The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies [FNG](#) (LOCAL) or [GF](#) (LOCAL), as appropriate. However, the timelines for the district's grievance procedures shall be adjusted as necessary to permit the person to address the board in person within 90 calendar days, unless the complaint is resolved before a board hearing.

See **DAEP—Restrictions During Placement** on page 47 for information regarding a student assigned to DAEP at the time of graduation.

Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not;
- Behave in a responsible manner;
- Exercise self-discipline;
- Attend all classes regularly and on time;
- Bring appropriate materials and assignments to class;
- Meet district and campus standards of grooming and dress;
- Obey all campus and classroom rules;
- Respect the rights and privileges of students, teachers, and other district staff and volunteers;
- Respect the property of others, including district property and facilities;
- Cooperate with and assist the school staff in maintaining safety, order, and discipline; and
- Adhere to the requirements of the Student Code of Conduct.

Student Dress Code

The District believes the Student Dress Code shall promote the attributes of the Profile of a Graduate. Therefore, students are expected to dress in a way that promotes respect for self and others, a safe learning environment, and honors the diversity of the learning community.

Students and parent/guardians may determine the student's personal dress and grooming standards, provided they comply with the general guidelines set forth in this Code and Board policy [FNCA](#) (Local). Generally, students shall be dressed and groomed in a manner that is clean and neat, does not cause distraction from learning, and that does not disrupt the learning environment. The District prohibits pictures, emblems, or writings on clothing that advertise or depict tobacco products, alcoholic beverages, drugs, or any other prohibited substance.

Students must comply with the following dress and grooming standards, including in online learning platforms.

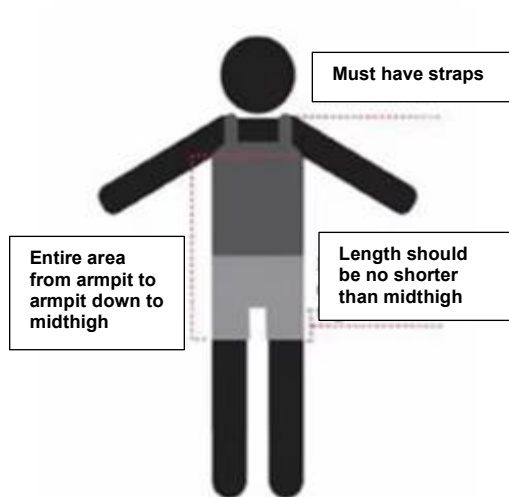
Shirts, Blouses, Sweatshirts, Sweaters, Vests

- Shirts, blouses, sweatshirts, sweaters, vests that expose undergarments and/or midriff are prohibited;
- Shirts, blouses, sweatshirts, sweaters, vests must not depict or reference alcohol, drugs, tobacco, weapons, nudity, gang affiliation, death, violence, vulgar or obscene language or images, and/or insults to race, religion, gender, or ethnicity, or other emblems or writing that may be expected to cause a material or substantial disruption of, or interference with, normal school operations.

Dresses, Jumpers, Skirts, Shorts, Skorts, Pants, and Jeans

- Dresses, jumpers, skirts, and skorts may be worn at a length that is slightly above mid-thigh;

- Shorts, jeans, and all pants shall be worn at the hip or higher and must cover undergarments;
- Shorts may be worn at a length that is approximately above mid-thigh; and
- Athletic wear, which may include yoga pants, stretch leggings and fitness tights, are permissible as long as they do not reveal undergarments, have sections of see-through material, are worn with a shirt that covers the posterior, or are disruptive to the school environment.



ALL STUDENTS

Clothing must cover areas from one armpit to the other armpit, down to the mid-thigh.

Tops must have shoulder straps and be long enough to adequately cover the waistline and not expose the midriff.

Shoes

- Shoes shall be worn, and if designed to be tied shall be properly tied;
- Elementary students shall not wear flip-flops or shoes with no back/heel strap;
- Unsafe footwear is not permitted (i.e., house shoes, slippers); and
- Appropriate shoes must be worn during PE/athletics classes, as well as during lab activities in science, CTE, etc.

Hair

- All hair, including facial hair, shall be neat, clean, and well groomed, and worn in a style that is not distracting;
- Mustaches, beards, or goatees shall be neat, clean, and well groomed, and worn in a style that does not display derogatory remarks, symbols, or statements that disrupts the learning environment. Hair markings must not depict or reference alcohol, drugs, tobacco, weapons, nudity, gang affiliation, violence, vulgar or obscene language, or images that substantially disrupt or interfere with normal school operations. Drawings, icons, and/or other markings cut into the hair, including eyebrows, and not associated with required religious markings or hairstyles are not permitted.

Miscellaneous

- Proper undergarments shall be worn at all times;
- Revealing clothing of any type may not be worn;
- No clothing that has been ripped, torn, or cut in a way as to reveal undergarments, midriff, chest, or posterior;
- Clothing including face coverings with profanity, obscene patches, references to alcohol, drugs, weapons or tobacco, or anything that may be construed as violent, vulgar or obscene

Student Dress Code

language or images, and/or insults to race, religion, gender, or ethnicity, or other emblems or writing that may be expected to cause a material or substantial disruption of, or interference with, normal school operations.

- Any attire, tattoo, icons, or markings on body, e.g. bandanas, shoelaces, chains, t-shirts, etc., that is distracting, causes a disturbance, or identifies a student as part of an unauthorized group, gang, or society are not permitted that includes but is not limited to virtual background choices. No pajama wear of any type except on-campus designated days;
- Body piercings that are distracting or that pose a safety concern are not permitted;
- No hats, caps, doo-rags, wave caps, bandanas or hoods worn indoors, except on campus designated days or during designated times permitted by the campus; and
- No sunglasses may be worn inside the building unless there is a medical note on file.

General Conduct Violations

The categories of conduct below are prohibited at school, in vehicles owned or operated by the district, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on **Out-of-School Suspension** on page 41, **DAEP Placement** on page 39, **Placement and/or Expulsion for Certain Offenses** on page 51, and **Expulsion** on page 53, those offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in **Removal from the Regular Educational Setting** as detailed on page 39.

Disregard for Authority

Students shall not:

- Fail to comply with directives given by school personnel;
- Leave school grounds or school-sponsored events without permission;
- Disobey rules for conduct in district vehicles; and/or
- Refuse to accept discipline or consequence assigned by a teacher or principal.

Misconduct Involving Others

Misconduct identified in the list of prohibited behaviors below will result in the assignment of one or more discipline techniques if the behavior is committed at school, in online learning platforms such as Schoology, Edgenuity, or distance learning, a school-sponsored or school related activity, during school-related travel, while traveling on District-owned or operated transportation, or when the District has disciplinary authority as described in this Code.

Students shall not:

- Use profanity or vulgar language or make obscene gestures;
- Fight or scuffle. (For assault, see DAEP—Placement and/or Expulsion for Certain Offenses on page 51.);
- Threaten a district student, employee, or volunteer, including off school property if the conduct causes a substantial disruption to the educational environment;
- Engage in bullying, cyberbullying, harassment, or making hit lists. (See [glossary](#) for all four terms.);
- Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent;
- Engage in sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct directed toward another person, including a district student, employee, board member, or volunteer;
- Engage in conduct that constitutes dating violence (See [glossary](#));
- Engage in inappropriate or indecent exposure of private body parts;
- Participate in hazing (See [glossary](#));
- Coerce an individual to act through the use or threat of force;
- Commit extortion or blackmail;

Misconduct Involving Others

- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer;
- Record the voice or image of another without the prior consent of the individual being recorded or in any way that disrupts the educational environment or invades the privacy of others;
- Engage in conduct that can cause bodily injury (See [glossary](#));
- Engage in horseplay, roughhousing, and other playful behavior that, though not intended to harm, presents a reasonable risk of harm or threatens the safety of others;
- Fight (See [glossary](#));
- Force an unwilling person to act or not act or obtaining money or another object of value from an unwilling person through duress, threats, force, extortion, coercion, or blackmail;
- Subject a student or District employee, official, or volunteer to physical harm, confinement or restraint;
- Engage in bullying or cyberbullying. See policy [FFI](#) (Legal);
- Participate in name-calling, ethnic or racial slurs, or derogatory statements that school employees reasonably believe could substantially disrupt the school environment or incite violence;
- Add any substance, whether harmful or not, without permission to any food or beverages belonging to, in the possession of, or meant to be consumed by another student or District employee, official, or volunteer;
- Engage in harassment (See [glossary](#)) toward another student or a District employee, official, or volunteer, including harassment based on race, color, religion, national origin, disability, sex, gender (including, but not limited to, sexual identity/orientation), or age;
- Engage in sexual harassment (See [glossary](#)), sexual abuse, or conduct that constitutes dating violence. See policy [FFH](#) (Legal);
- Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent;
- Engage in inappropriate verbal (oral or written), physical, or sexual contact toward another student or a District employee, official, or volunteer, regardless of whether it is consensual;
- Engage in inappropriate or indecent exposure of private body parts or touching one's own private body parts in a sexual manner;
- Consensually hug, touch, or conduct other displays of affection that interfere with, detract from, or disrupt the school environment;
- Engage in physical, sexual, verbal, or emotional abuse as a means to harm, threaten, intimidate, or control another person in a current or past dating relationship;
- Engage in oral or written threats to cause harm or bodily injury (See [glossary](#)) to another student, a District employee, official, or volunteer, or school property, including threats made using the internet or other technology resources at school. Students may be disciplined for threats made outside of school, including websites or internet postings, if the threat causes a material or substantial disruption at school;

Possess, Sell, Use, or Under the Influence of Prohibited Items

- Make hit lists (See [glossary](#));
- Wrongfully obtain and use another person's identifying information or personal data without permission in order to mislead, defraud, or deceive;
- Engage in hazing (See [glossary](#));
- Retaliating against a student for (1) reporting either a violation of this Code or bullying, or participating in an investigation of a violation of this Code or bullying;
- Retaliate against any school employee; or
- Intentionally, knowingly, or recklessly causing bodily injury to another person.

Misconduct Involving Possess, Sell, Use, or Under the Influence

Possess, Sell, Use or Under the Influence of Prohibited Items

Students shall not possess, use, sell, or be under the influence of the following prohibited items:

- Matches or a lighter;
- Tobacco products;
- Electronic cigarettes, cartridges and any vapor pens/devices or look alike devices with nicotine;
- Fireworks or any other pyrotechnic device;
- Smoke or stink bombs;
- Laser pointers (unauthorized use);
- Chemical dispensing device (including mace or pepper spray) sold commercially for person protection;
- A hand instrument designed to cut or stab another by being thrown;
- Poisons, caustic acids, or other materials that may be toxic to the human body;
- BB gun, air gun, stun gun, taser or similar type item;
- Ammunition, shells, bullets, or gunpowder;
- Material that is sexually-oriented, pornographic, obscene, or reveals a person's private body parts;
- Material, including published or electronic items, that promotes or encourages illegal behavior or could threaten school safety;
- Knuckles;
- Articles not generally considered to be weapons when the CBC or administrator determines that a danger exists or when used in a way that threatens or inflicts bodily injury to another;
- A razor, box cutter, a pocket knife, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A "look-alike" weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon;

Possess, Sell, Use, or Under the Influence of Prohibited Weapons

- A firearm silencer or suppressor; or
- A pocketknife with a blade of any length or any other small knife measuring <5.5 inches from hilt of blade to tip of the blade.

Possess, Sell, Use or Distribute Prohibited Weapons

Students shall not possess, use, sell, or be under the influence of the following prohibited weapons:

- Chemical dispensing device (mace or pepper spray) not purposed for personal protection;
- Explosive weapon;
- Improvised explosive device;
- Machine gun;
- Short-barrel firearm;
- Armor-piercing ammunition;
- Zip gun;
- Tire deflation device;
- A firearm (See [glossary](#)) A location-restricted knife (See [glossary](#));
- Club; or
- For weapons and firearms, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 51. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

Possess, Sell, Use, or Under the Influence of Illegal, Prescription, and Over-the-Counter Drugs

- Students shall not possess, use, sell, or be under the influence of the following illegal, prescription, and over-the-counter drugs: alcohol or an illegal drug (see DAEP Placement/Expulsion for mandatory and permissive consequences under state law);
- Electronic cigarettes, cartridges, pods and/or any vapor pens/devices with THC, marijuana including those labeled as CBD with any amount of THC;
- Seeds or pieces of marijuana;
- Paraphernalia related to any prohibited substance (See [glossary](#) of “paraphernalia”);
- Look-alike drugs or attempt to pass items off as drugs or contraband;
- Prescription drug on school property or at a school- related event other than as provided by District policy;
- Over-the-counter drugs. Specifically be under the influence of prescription or over-the-counter drugs that causes impairment of the physical or mental faculties. (See [glossary](#), “under the influence”);
- Have or take prescription drugs or over-the-counter drugs at school. Engage in conduct that contains the elements of an offense relating to an abusable volatile chemical Glue, aerosol paint etc; or
- Possessing, selling, giving, delivering, using, or being under the influence of designer

drugs, synthetic marijuana, synthetic cannabinoids (e.g. “K2” and “Spice”), stimulants (e.g. “bath salts”), or analogs of any controlled substance, regardless of whether currently scheduled or classified as an illegal drug under state or federal law and regardless of whether the substance is legally sold or marketed for another purpose, and is labeled “not for human consumption.”

Misconduct Involving School Environment

Safety / Disruption

Students shall not:

- Possess, use, threaten to use or exhibit a firearm;
- Discharge a fire extinguisher, pulling a fire alarm, calling 911, tampering with an Automated External Defibrillator or door safety locks, or causing the sprinkler system to activate when there is no smoke, fire, danger, or emergency;
- Make or participate in false statements or hoaxes regarding school safety;
- Engage in misbehavior, actions, or demonstrations that materially and substantially disrupts the educational process or the orderly operation of a classroom or school or that give school officials reasonable belief to believe that such conduct will incite violence;
- Throw objects that can cause bodily injury or property damage;
- Make false accusations or provide false statements concerning wrongful, unlawful, inappropriate, or illegal conduct alleged to have been committed by another student or District employee, official, or volunteer;
- Engage in verbal or written exchanges that threaten the safety or well-being of another student, a school employee, or school property;
- Contribute to the disruptive environment by recording and/or posting fights or other disruptive scenes;
- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety; or
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.

Restroom and School Facilities

Students are expected to maintain orderly conduct in all common areas within the school. Students are expected to deter from engaging in any activity inside of FBISD restroom facilities that cause damage, destruction, or unsafe conditions.

Students shall not:

- Utilize the restroom for any actions other than those for which the restroom is intentionally designed;
- Record, photograph, or video any actions conducted in the restroom;
- Vandalize the restroom by defacing, marring, or breaking equipment within the restroom;
- Utilize restroom facilities during instructional time without permission from the classroom teacher.

Technology/Internet

Students shall not:

- Use a telecommunication device, including a cellular telephone, or other electronic device in violation of District or campus rules;
- Send, possess, or post electronic messages, videos, audio recordings, or images that are abusive, obscene, sexually oriented, harassing, threatening, intimidating, or illegal, including cyberbullying (See [glossary](#)), either on or off school property, if the conduct materially and substantially disrupts the educational process or the orderly operation of a classroom or school or infringes on the rights of another student at school;
- Violate policies, rules, or agreements signed by the student or the student's parent/guardian regarding the use of technology resources;
- Use any device or technology to copy or capture an image or the content of any District materials (such as tests or exams) without permission of a teacher, CBC or administrator;
- Make, participate in the making of, transmit to another via an electronic device (air dropping), post or re-post to the internet a digital, video, or audio recording or image of an actual or simulated act that involves a crime or conduct prohibited by this Code;
- Use any device or technology to record the voice or image of another in any way that disrupts the educational environment, invades the privacy of others, or without the prior consent of the individual being recorded;
- Use any device or technology to record the voice or image of another to take, disseminate, transfer, circulate, exhibit, present, or share audio, images, video, or photos that reveal private parts of the body that are normally covered by clothing (aka sexting);
- Use the name, persona, or image of a student, District employee, or volunteer to create a web page or post one or more messages on a website without the other person's consent for purposes of harassing, intimidating, embarrassing, or threatening another;
- Use email, websites, or electronic devices to engage in or encourage illegal conduct, violations of this Code, or to threaten school safety or infringes on the rights of another student at the school;
- Attempting to or successfully accessing or circumventing passwords or other security-related information of the District, officials, volunteers, employees, or other students by any means;
- Attempt to or successfully alter, destroy interrupt, intercept, or disable District technology equipment, District data, the data of other users of the District's computer system, or other networks connected to the District's system, including uploading or creating computer viruses, worms, or other harmful material;
- Copy, download, reproduce, distribute, retransmit, redisplay, or modify items from the District's website;
- Send disruptive, irrelevant or inappropriate messages or images on the internet to a large number of recipients including, but not limited to online learning platforms, social media sites and personal messaging platforms;
- Use the internet or other electronic communications to threaten or harass District students, employees, board members, or volunteers including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the right

of another student at school; or

- Engage in any of the above forms of technological misconduct outside of school when such conduct causes a material or substantial disruption at school as determined by school officials.

Students will not be disciplined for technological misconduct related to possessing items described above so long as the student (1) did not contribute to creation of the item in any way, (2) possessed it only after receiving the item unsolicited from another, (3) either promptly destroyed the item or reported it to a school employee as soon as possible, and (4) did not provide a copy, forward, or re-post the item to anyone other than law enforcement, a school employee, or the student's parent/guardian.

Telecommunications and Electronic Devices

Students using mobile devices must follow the guidelines stated in this document while using the Fort Bend ISD networks on school property, or attending any campus-sponsored activity.

FBISD policy [FNCE](#) (LEGAL) and (LOCAL) Telecommunication devices are those that emit an audible signal, vibrate, display a message, or otherwise summon or deliver a communication to the possessor. Under no circumstances should telecommunication devices be used to take photos/videos/audio in any school facility other than for instructional purposes under the direction of a teacher or at an event open to the public. If an administrator suspects that a device may contain photos/ videos/audio taken at school or inappropriate photos/videos/ audio, the photos/videos/audio will be reviewed in the presence of the student or parent/guardian prior to the device being returned to the student. Students will be required to delete school-related photos/videos/audio that were taken in violation of these guidelines. Additionally, police will be contacted if an administrator has reason to believe that a photo/videos/audio might be a violation of law. Likewise, if an administrator suspects that a telecommunication device was used in violation of these guidelines and/or for cheating, the administrator may review the call history and/or text messages in the presence of the student or parent/guardian prior to the device being returned to the student.

Elementary students in Pre-K, K, and 1st grade shall not possess a personal telecommunication device during the instructional day, while riding to/from school on District transportation, during tutorials or detention, or while participating in a school-sponsored extracurricular activity on or off school property.

Elementary students in grades 2-5 may possess telecommunication devices; however, these devices are only to be used for instructional purposes under the direction of a teacher. These devices should be turned off and not visible at all other times during the school day on school property.

Secondary students are allowed to possess telecommunication devices with certain restrictions. In order to allow telecommunication devices on campus during the school day, the following guidelines will be required of secondary students who choose to bring these devices to school:

- Telecommunication devices may be used throughout the instructional day primarily for educational purposes at the direction of the teacher. Specific classroom rules may establish procedures for restricting cell phone use during instructional time. Devices that include phone and texting features should be in the "silent" mode and should not be distracting such as flashing lights to alert a call or message during the instructional day;

- Students should not use the devices to receive or place personal calls or send/read personal messages during engaged instructional time;
- The use of telecommunication devices in locker rooms and restroom areas at any time while at school or at a school-related or school-sponsored event is strictly prohibited.
- Telecommunication devices should not be used during disciplinary placements including detention and ISS;
- If a student brings a telecommunication device to school, it is the student's responsibility to keep the item secure. The school will not be responsible for telecommunication devices that are damaged, lost or stolen; however, as with other personal property brought to school, administrators will conduct investigations as time permits in an effort to recover lost/stolen items or to determine the person(s) responsible for damages, and will assess discipline as appropriate;
- Ensuring that school officials, law enforcement officers and other emergency agencies will have adequate means of communication during an emergency is of utmost importance to the safety of all students. Therefore, students are asked to turn off telecommunication devices and to not make phone calls or send/receive text messages during an emergency situation that occurs at school until the crisis stage is over unless they are instructed to do so by a staff member or an emergency responder. Students will participate in emergency drills to prepare for these situations. (Parents are asked to refrain from making calls to the school since there are only a few phone lines into the school, and these phone lines are strategic in communicating with emergency responders. In addition, parents are asked to refrain from calling telecommunication devices or sending text messages to keep the airwave frequencies open for emergency responders. As soon as feasible, school personnel will allow students to make phone calls to parents.); or
- Violation of the telecommunication device guidelines during the administration of any state or major course assessment may result in an invalid assessment and/or will be regarded as cheating. The student's test will be invalidated with appropriate disciplinary action assessed.

Noncompliance

The following will occur when a student is not in compliance with the guidelines:

If a student uses a mobile device during a time or place in which authorization to use has been denied, the device will be confiscated by a teacher or administrator. Upon the student's first or second violation, the device is returned at the end of the day. At the third and all subsequent violations, the parent may pick up the confiscated device at the end of day after a payment is made to the campus activity account fund. All payments made to the campus activity account fund will be used for activities that directly benefit FBISD students at the campus where the funds were collected. If device is kept because of an investigation, parent contact is made before the end of the day so that they are aware their child will not have their phone. Confiscation is defined as the device being taken up by an adult and turned into administration per campus procedures. A teacher taking up a device during class and giving it back to the student at the end of the period is not counted as a confiscation. The student who violates the telecommunication device guidelines will be assessed a disciplinary consequence at Level I for first and second offense(s) and at Level II for third and subsequent offense(s). Failure to relinquish a telecommunication device when asked to do so will result in escalated disciplinary consequences for insubordination

Unclaimed Telecommunication Devices

If a telecommunication device is not reclaimed by the parent/ guardian within 30 days of the date of notification or the end of the school year (whichever is later), notice will be given to the company whose name and address or telephone number appears on the telecommunication device indicating that the device will be disposed of as allowed by State law.

Misconduct Involving General Code of Conduct

Property Offenses

Students shall not:

- Steal from others, including the District;
- Commit or assisting in a robbery, theft, or burglary that is not punishable as a felony;
- Damage, destroy, or vandalize property owned by others or the District. (For felony criminal mischief, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 51.);
- Attempt to start or start a fire on or in any property owned, used, or controlled by a student, the District, or District employees, officials, or volunteers that does not rise to the level of arson or criminal mischief;
- Enter, without authorization, District facilities that are not open for operations;
- Deface or damage school property, including textbooks, technology and electronic resources, lockers, furniture, and other equipment, with graffiti or by other means; or
- Commit or assist in a robbery or theft, even if it does not constitute a felony according to the Penal Code. (For felony robbery, aggravated robbery, and theft, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 51.)

Disregard for District and Campus Rules

Students shall not

- Be insubordinate or otherwise fail to comply with lawful directives given by school personnel;
- Attempt to or successfully evade, avoid, or delay questioning by a school official;
- Fail to provide proper identification including the wearing of a District-provided identification badge;
- Attempt to violate or assisting, encouraging, promoting, or attempting to assist another student in violating this Code;
- Fail to immediately report to a school employee knowledge of a device, object, substance, or event that could cause harm to self or others;
- Be tardy to class or arriving late to school (unexcused);
- Skip school or class without the District's or parent/guardian's permission;
- Leave class, the campus, or school events without permission;
- Entice or prevent another student from attending school, class, or a school activity the

student is required to attend;

- Violate rules for conduct on school owned or operated transportation;
- Violate rules for operating or parking a motor vehicle on school property;
- Engage in academic dishonesty, including cheating, copying the work of another, plagiarism, or unauthorized collaboration with another person in preparing an assignment;
- Fail to comply with guidelines applicable to student speakers who are speaking at school sponsored or school-related events;
- Violate other campus or classroom rules for behavior or District policies;
- Refuse to accept discipline techniques assigned by a teacher, CBC or administrator; or
- Conduct unauthorized communication between students during an examination.

Miscellaneous

- Violating dress code standards;
- Using any method to cheat, provide answers or promote academic dishonesty;
- Using profanity, vulgar language, or obscene gestures;
- Falsifying, altering, forging, or destroying school records, passes, other school-related documents, or documents presented to school officials;
- Gambling or betting money or other things of value;
- Inappropriate exposure of a student's private body parts which are ordinarily covered by clothing, including through such acts as mooning, streaking, or flashing;
- Running in the hallways or other areas which may impact the learning environment;
- Repeatedly sleeping in class;
- Failing to follow directions and safety requirements in designated areas as designated by campus staff; or
- Repeatedly violating other communicated campus or classroom standards of conduct including those in online learning platforms.

The district may impose campus or classroom rules in addition to those found in the Code. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code.

Bullying See [Glossary](#)

Reporting Allegations of Bullying and Cyberbullying

Any student who believes that they are a victim of bullying, cyberbullying or retaliation or believes that another student is being bullied should immediately report the alleged acts to a teacher, counselor, campus administrator, or other district employee. Additionally, any parent who believes that their student is being bullied, cyberbullied or retaliated against should report alleged acts to their student's teacher, counselor, or campus administrator.

Anyone who observes, overhears, suspects, or receives notice of bullying, cyberbullying, or retaliation shall immediately notify the principal or designee.

Reports of bullying may be done by phone, in person, or by email. Additionally, students and parents can report allegations of bullying using [Let's Talk Bullying](#). *Let's Talk Bullying* gives students and parents the choice to report bullying anonymously.

Campus Action

Notice to Parents

The principal or designee shall make reasonable attempts to notify the parent or guardian of the targeted student and the alleged aggressor by the close of the school day, or no later than the next business day, after the incident is reported. The principal or designee shall notify the parent or guardian of the alleged aggressor within five business days after the date the incident is reported.

Responding to Allegations of Bullying and Cyberbullying

In accordance with Board policy [FFI\(LOCAL\)](#), upon receiving a bullying allegation, the campus will provide the parent of the alleged targeted student *and* the alleged aggressor student with a Notice of Student Parent Rights and decide the immediate actions that should be taken to ensure student safety (e.g., separating the students, disciplining the student(s), contacting CPS, and notifying Special Education, if the student receives Special Education services).

If an allegation of bullying is reported anonymously the campus will contact the alleged targeted student and their parents and inform them that an allegation has been reported. The campus administrator will start a preliminary investigation and if the allegation is believed to have potential merit, the campus will follow the procedures for responding to bullying allegations.

Investigating Allegations of Bullying and Cyberbullying

As part of the campus administrator's investigation into the reported allegations, they will obtain details from each person who was involved or saw the incident. This will include speaking with the students, parents, and any witnesses. The campus will make a final determination of whether bullying has occurred. The investigation results will be shared with both the alleged targeted student and parent and the alleged aggressor student and parent. The campus investigative process will be completed within five days and written notice of the determination will be provided to the alleged targeted student and parent and the alleged aggressor student and parent.

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within five District business days from the date of the initial report alleging bullying; however the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred and, if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

District Action

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary or corrective action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

Student Safety Plans and Disciplinary Consequences

During a bullying investigation, the campus administrator can implement a student safety plan. The student safety plan may remain in place at the conclusion of the bullying investigation if bullying has been determined or at the campus administrator's discretion. A student safety plan describes actions that are non-disciplinary, non-punitive actions designed to protect the safety of all students involved.

A student safety plan can include, but is not limited to:

- Conflict resolution conducted by campus staff;
- Counselor check-in;
- Class or schedule changes; or
- Stay away agreement.

Disciplinary consequences can include, but are not limited to:

- Behavior contract;
- Detention;
- Saturday detention;
- Withdrawal of privileges;
- In-school suspension;
- Out of school suspension; or
- Depending on the severity, placement at the Disciplinary Alternative Education Program (DAEP).

Counseling

The principal or designee shall notify the targeted student, aggressor, and any students who witnessed the bullying of available counseling options.

School-Wide Corrective Actions

Corrective action may include but is not limited to:

- A training program for the individuals involved in the complaint;
- A comprehensive education program for the school community;
- Follow up inquiries to determine whether any new incidents or any instances of retaliation have occurred;
- Involving parents and student in efforts to identify problems and improve the school climate;
- Increasing staff monitoring of areas where bullying has occurred; and
- Reaffirming the District's policy against bullying.

Consideration for Students Receiving Special Education Services

Campus administrators will consult with Special Education Services personnel and the ARD committee before implementing disciplinary consequences for a student receiving special education services that has engaged in bullying.

Campus administrators must convene the ARD committee before a change in placement or transfer may be approved under Education Code 37.004. Additional options for the student may be discussed with Special Education Services personnel.

Confidentiality

The District shall respect the privacy of the person submitting the report, targeted student, persons against whom a report is filed, aggressor, and witnesses to the greatest extent possible. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appealing a Bullying Determination

A student or parent who is dissatisfied with the outcome of the bullying investigation may appeal through [FOD](#) (LOCAL).

False Reporting

A student who intentionally makes a false claim, offers a false statement, or refuses to cooperate with a campus or District investigation regarding bullying, cyberbullying, or retaliation shall be subject to appropriate disciplinary action according to the Student Code of Conduct. A student who forwards, repeats or retweets telephone, computer, camera, electronic mail, instant messaging, text messaging, social media application, Internet website or any other Internet-based communication that is false or infringes upon the rights of the targeted student may be disciplined according to the Student Code of Conduct.

Behavior Management Techniques

Behavior Management shall be designed to improve conduct and encourage students to be responsible members of the school community. Corrective actions shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques, including restorative practices. Discipline shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. Students identified under SPED or 504 are not excluded from the expectations of the SCC and are not exempt from appropriate disciplinary actions. In the event of any conflict, the district shall comply with federal law. For more information regarding discipline of students with disabilities, see policy [FOF](#) (LEGAL).

In accordance with the Education Code, a student who receives special education services may not be disciplined for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists (See [glossary](#)) until an ARD committee meeting has been held to review the conduct and the offense is not a manifestation of the student's disability.

In deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

School personnel may remove a student with a disability who violates a student code of conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than ten consecutive school days, to the extent those alternatives are applied to children without disabilities. 20 U.S.C. 1415(k)(1)(B); 34 C.F.R. 300.530(b)(1), see policy [FOF](#) (Legal).

Discipline of Students in Special Programs

Students eligible for services under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 are subject to discipline in accordance with those laws. Except as provided by law, a student who receives special education services may not be disciplined in a manner that is a change of placement for conduct prohibited by this Code until after an ARD has been held to review the conduct and determined the behavior is not a manifestation of the student's disability. See policy [FOF](#) (LEGAL) in deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the District shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct. For more information, please review the [Special Education Administrative Procedures](#) posted on the District's website or contact the Executive Director of Special Education and Learning Support Services. If the district takes disciplinary action that constitutes a change of placement for a student with a disability, the district has 10 days after the change in placement to:

- Seek consent from the parent to conduct a functional behavior assessment ([FBA](#)) if the student has never had an FBA or the existing FBA is more than one year old,
- Review any previous FBA's and/or behavior intervention improvement plans (BIPS), and

- Develop a BIP or revise the existing one, as necessary
- If an offense includes an alleged aggressor with disabilities, support services and safety measures such as separation of alleged aggressor and alleged targeted student will be put in place pending special education case manager review.

Behavior Interventions and Corrective Techniques

Interventions and Behavior Management practices may be used to correct the misbehavior. Students develop self-discipline and coping strategies that deter future misconduct and fosters stronger relationships between the students and staff. Behavior Management practices is a whole-school, relational approach to building school climate and addressing student behavior that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment.

Below are examples of appropriate classroom management techniques that can be implemented to correct minor misconduct, before an office referral is warranted.

Behavior Management Discipline Techniques

Infraction	Teacher Behavior Management Techniques	Student Ownership Action Techniques
Graffiti or property damage	<ul style="list-style-type: none"> • Contact with Teacher/Parent to discuss restitution opportunities for students to repair harm by cleaning, repairing, repainting, and/or paying for damages • Assign campus service project opportunities 	<ul style="list-style-type: none"> • Write an apology letter from the student
Putdowns, gossip, or interpersonal conflicts	<ul style="list-style-type: none"> • Develop shared commitments with the student in a way that provides support, coaching and modeling to children using affective statements. Affective statements are a way to communicate to another person on how they have affected you by their behavior, either positively or negatively. <ul style="list-style-type: none"> • Sentence stem: <i>I feel...because....</i> • Teach self-regulation <ul style="list-style-type: none"> • Use Social Emotional Learning (SEL) dispositions to teach problem solving • Example: <i>Teach planned ignoring, cultural tolerance, proximity control</i> • Avoid power struggles • Provide corrective feedback • Provide community building activities to better connect students with one another. 	<ul style="list-style-type: none"> • Write a letter of apology to the individual(s) harmed; write a reflection paper on how it feels to be put down or gossiped about. • Write an affective statement <ul style="list-style-type: none"> • Example: <i>Phillip, I feel angry because you yelled at me and it hurt my feelings</i> • Participate in proximity control for situations that could escalate into conflict • Self-generate a conflict resolution plan • Participate in a collaborative project that promotes positive social interaction
Classroom disruption	<ul style="list-style-type: none"> • Conference with Teacher/Student conference to discuss behavior • Conduct Teacher/Parent conference • Acknowledge positive behavior • Redirect/Reteach expectations • Hold a restorative class meeting/problem solving circles • Provide discretionary motor breaks, brief movement breaks, or opportunities for movement. <ul style="list-style-type: none"> • Example: <i>brain breaks and/or mindfulness moments</i> • Teach replacement behaviors (expected behavior) through the use of social stories 	<ul style="list-style-type: none"> • Verbally apologize to the teacher and fellow students with a promise to contribute more positively in the future. • Commit to peer accountability system <ul style="list-style-type: none"> • Example: <i>Cooperative group norms</i> • Spend a week assisting the teacher with a variety of tasks • Participate in a student payback time plan using time owed during tutorials, teacher detention, or during preferred activities • Comply with designated seating assignment • Fulfill classroom duty roles that promotes good citizenship • Complete extended assignment • Own self behavior by student self-regulation <ul style="list-style-type: none"> • Example: <i>personal behavior chart, clip incentive system, loss of privileges</i>

Behavior Management Techniques

Infraction	Teacher Behavior Management Techniques	Student Ownership Action Techniques
Bullying	<ul style="list-style-type: none"> • Use the SEL lesson plans embedded in the curriculum to address bullying, teach empathy and problem solving, and address dispositions <ul style="list-style-type: none"> • SEL competencies: Self-awareness, Self-management, relationship skills, responsible decision making, and social awareness • Speak with individual students and determine if a circle is appropriate to repair harm. If so, facilitate a circle to discuss the impact of bullying and how to prevent future incidences of bullying. (Consult with a Behavioral Health Facilitator for support) • Implement proximity control between students <ul style="list-style-type: none"> • Active supervision: Actively scanning and moving throughout the classroom • Conduct restorative conference • Teach Conflict Resolution Skills/Relationship Skills/social skills 	<ul style="list-style-type: none"> • Move away from the point of conflict • Comply with stay away agreement during transitional times and other school events
Ridicule	<ul style="list-style-type: none"> • Set up a panel of speakers who can talk to the entire class or school about intolerance and the effect it has on our communities. • Create skill modules related to the incident with the School Counselor • Conduct problem solving circles • Teach social skills/conflict resolution skills 	<ul style="list-style-type: none"> • Write a letter of apology to the person harmed and his/her family • Create presentation on empathy
Inappropriate Physical Contact	<ul style="list-style-type: none"> • Provide active adult supervision • Teach social skills/self-management skills • Implement peer mentor/positive peer reporting systems • Teach replacement behaviors <ul style="list-style-type: none"> • Example: <i>Jimmy grabs the arm of a student. The teacher will teach Jimmy ways to get appropriate attention instead of grabbing</i> • Teach conflict resolution • Use proximity control to separate conflicting students 	<ul style="list-style-type: none"> • Meet with Counselor, parent, student to better understand, and to create a student owned plan for appropriate touch • Complete character education lessons with counselor on appropriate touch and being a compassionate citizen • Earn back group privileges by exhibiting appropriate behavior
Horseplay	<ul style="list-style-type: none"> • Reteach expectations • Teach social skills • Provide active supervision • Provide Instructional activities that promote interaction 	<ul style="list-style-type: none"> • Create behavior contract • Maintain daily behavior report card
Throwing objects	<ul style="list-style-type: none"> • Minimize access to unsecured items • Corrective feedback • Re-teach expectations 	<ul style="list-style-type: none"> • Maintain daily behavior report card • Access only necessary resources for the completion of the assignments • Provide restitution
Profanity	<ul style="list-style-type: none"> • Teach substitute words/replacement vocabulary • Teach social skills • Increase acknowledgment of appropriate language 	<ul style="list-style-type: none"> • Participate in response costs/token systems • Complete project on the harmful effects of making derogatory statements • Engage in character education lesson • Engage in character education lessons with counselor on being an effective communicator • Complete a project on respectful and socially appropriate verbal interactions • Participate in mock interview demonstrating appropriate communication skills

Behavior Management Techniques

Infraction	Teacher Behavior Management Techniques	Student Ownership Action Techniques
Truancy	<ul style="list-style-type: none"> • Refer to Student Support Team (SST) <ul style="list-style-type: none"> ○ Connect with Student Attendance Specialist/Social worker/drop-out prevention • Conduct restorative conference to discuss the root cause and empathy for student's non-attendance (Parent/Guardian/Teacher/Student) • Create and incentive system to improve attendance that may include grade repair or recovery • Implement Teacher/Student check in system for attendance • Help facilitate a circle discussion on truancy and identify why some kids skip school. • Create opportunities for students to connect to the school. 	<ul style="list-style-type: none"> • Write a reflection paper on importance of being in attendance. • Participate in a truancy action plan meeting with the Student Attendance Specialists • Complete Truancy Diversion Program (TDP) • Participate in routine attendance check in meetings • Abide by the restrictions on the right to participate in extracurricular activities • Attend tutorials or intervention classes to recoup missed instructional time
Cheating	<ul style="list-style-type: none"> • Conduct restorative Conference (Parent/Student/Staff) • Provide skill building activities related to the incident • Provide alternate assignments/allow do over 	<ul style="list-style-type: none"> • Write reflective essays on academic honesty • Accept a grade reduction/possible zero (see conduct chart) • Sign an academic code of honor • Complete an alternate assignment

Additional Behavior Management Techniques

Behavior Management shall be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators, and on a range of discipline techniques, including restorative practices. Corporal punishment is not permitted in FBISD. See policy [FO](#) (Local)

The following behavior management techniques may be used alone, in combination, or as part of progressive interventions for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- Phone call to the parent/guardian;
- Verbal correction, oral or written;
- Cooling-off time or a brief "time-out" period, in accordance with law;
- Seating changes within the classroom or vehicles owned or operated by the district;
- Temporary confiscation of items that disrupt the educational process;
- Rewards or demerits;
- Behavioral contracts;
- Counseling by teachers, school counselors, or administrative personnel;
- Parent-teacher conferences;
- Parent-administrator conferences;
- Behavior coaching;
- Anger management classes;
- Mediation (victim-offender);
- Classroom circles;
- Family group conferencing;

Behavior Management Techniques

- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy;
- Detention, including outside regular school hours;
- Sending the student to the office, another assigned area, or to in-school suspension;
- Assignment of school duties, such as cleaning or picking up litter;
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations;
- Penalties identified in student organizations' extracurricular standards of behavior;
- Restriction or revocation of district transportation privileges;
- Schedule changes In-School suspension, as specified in In-School Suspension on page;
- Out-of-school suspension, as specified in **Out-of-School Suspension** on page 41;
- Placement in a DAEP, as specified in **DAEP** on page 55;
- Expulsion and/or placement in an alternative educational setting, as specified in **Placement and/or Expulsion for Certain Offenses** on page 51;
- Expulsion, as specified in **Expulsion** on page 53. Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district;
- Other strategies and consequences as determined by school officials.

Prohibited Aversive Techniques

Aversive techniques are prohibited for use with students and are defined as techniques or interventions intended to reduce the reoccurrence of a behavior by intentionally inflicting significant physical or emotional discomfort or pain. Aversive techniques include but are not limited to:

- Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by district policy. See policy [FO](#) (LOCAL);
- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks;
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face;
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility;
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse;
- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint;
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face;
- Restricting the student's circulation;
- Securing the student to a stationary object while the student is standing or sitting;
- Inhibiting, reducing, or hindering the student's ability to communicate;

- Using chemical restraints;
- Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student using physical barriers;
- Depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP).

Notification

The campus behavior coordinator shall promptly notify a student's parent by phone or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The campus behavior coordinator shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of the Education Code. A good-faith effort shall be made to provide written notice of the disciplinary action to the student, on the day the action was taken, for delivery to the student's parent. If the parent has not been reached by telephone or in person by 5:00 p.m. of the first business day after the day the disciplinary action was taken, the campus behavior coordinator shall send written notification by U.S. Mail or verified e-mail account. If the campus behavior coordinator is not able to provide notice to the parent, the principal or designee shall provide the notice.

Before the principal or appropriate administrator assigns a student under age 18 to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Appeals

Questions from parents/guardians regarding disciplinary measures should be addressed to the teacher, CBC or campus administration. Depending on the discipline assigned, different complaint procedures may apply. See policy [FNG](#) (Local) and policy [FOD](#) (Local). Timelines for filing appeals stated in policy will be enforced.

The student or parent/guardian appeals regarding the process used for a DAEP placement or an expulsion decision, such as issues related to the disciplinary conference or proper notice being provided, should be addressed in accordance with policy [FNG](#) (Local) and policy [FOC](#) (Legal), restating sections of the TEC, Chapter 37 and the Penal Code. Appeals shall begin at Level One with the Department of Student Affairs. The policy may be obtained from the DSA or the District's website. Disciplinary consequences shall not be delayed or deferred pending the outcome of an appeal. Further, the decision cannot be appealed beyond the Board.

The district shall not delay a disciplinary consequence while a student or parent pursues a grievance. In the instance of a student who is accused of conduct that meets the definition of sexual harassment as defined by Title IX, the district will comply with applicable federal law, including the Title IX formal complaint process. See policies [FFH](#) (LEGAL) and (LOCAL).

In the instance of a student who is accused of conduct that meets the definition of sexual harassment as defined by Title IX, the District will comply with applicable federal law, including the Title IX formal complaint process. See policy [FFH](#) (Legal) and (LOCAL).

Removal from the School Bus

A bus driver may refer a student to the principal’s office or the campus behavior coordinator’s office to maintain effective discipline on the bus. The principal or campus behavior coordinator must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student’s bus riding privileges.

To transport students safely, the vehicle operator must focus on driving and not be distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal or the campus behavior coordinator may restrict or revoke a student’s transportation privileges, in accordance with law.

Misconduct on buses, in District vehicles, or at bus stops, will be disciplined in accordance with this Code. Bus riding privileges may be suspended or revoked.

Examples of Infractions Regarding Buses			
Level I	Level II	Level III	Level IV
<ul style="list-style-type: none"> • Remain seated while the bus or vehicle is moving • Out of assigned seat • Loud voice • Not seated “on pockets” • Gum • Food • Getting on/off at the wrong stop • Entering and exiting transportation in a disorderly manner or at a non-designated stop • Failure to remain seated while the bus or vehicle is moving • Failure to keep aisles clear of books, bags, instruments, feet, or other obstructions • Failure to follow the driver’s lawful directions at all times • Extending any body part, clothing, or other article outside of the transportation • Making loud or distracting noises 	<ul style="list-style-type: none"> • Arguing/disrespectful toward the bus driver • Profanity • Inappropriate physical contact • Failure to keep hands, feet, other body parts, or objects to yourself • Verbal altercation with another student • Persistent Level I offenses • Obstructing the driver’s view 	<ul style="list-style-type: none"> • Profanity directed at the bus driver • Physical altercation: slapping, kicking, hitting, pushing • Throwing objects on the bus or out of the windows or doors • Throwing items at or near the bus driver • Vandalism to the bus • Any action that necessitates a delay in completing the route • Threats toward a student • Possession of a knife • Bullying • Do not mark, deface, destruct, or tamper with seats, windows, emergency doors, or other equipment • Fasten seat belts when available on any vehicle • Wait for the driver’s signal upon leaving the bus or vehicle and before crossing in front of the bus or vehicle • Persistent Level II offenses 	<ul style="list-style-type: none"> • Possess, Sell, Use, Under the Influence (PSUU) of drugs, alcohol or tobacco • Assault of a student • Assault of the bus driver • Threats toward the bus driver • Possession of an illegal knife • Persistent Level III offenses

Consequences		
	Elementary Grades (Pre-K to 5)	Secondary Grades (6 to 12)
Level I	Driver documents and conferences with student	Driver documents and conferences with student
First Referral Consequences		
	Elementary Grades (Pre-K to 5)	Secondary Grades (6 to 12)
Level II: First Offense	Discipline referral by Transportation to school administration and parent/guardian contact by the school	Discipline referral by Transportation to school administration and parent/guardian contact by the school
Level II: Additional Offenses	1 Day Bus Suspension	3 Day Bus Suspension
Level III	3 Day Bus Suspension	5 Day Bus Suspension
Level IV	5 Day Bus Suspension	10 Day Bus Suspension
Second and Third Referral Consequences		
Severe and repeated infractions may result in immediate and permanent bus removal		
	Elementary Grades (Pre-K to 5)	Secondary Grades (6 to 12)
Level II	3 Day Bus Suspension	5 Day Bus Suspension
Level III	5 Day Bus Suspension	10 Day Bus Suspension
Level IV	10 Day Bus Suspension	15 Day Bus Suspension

Removal from the Regular Educational Setting

In addition to other discipline management techniques, misconduct may result in removal from the regular educational setting in the form of a routine referral or a formal removal.

Routine Referral

A routine referral occurs when a teacher sends a student to the campus behavior coordinator's office as a discipline management technique. The campus behavior coordinator shall employ alternative discipline management techniques, including progressive interventions. A teacher or administrator may remove a student from class for behavior that violates this Code to maintain effective discipline in the classroom.

Formal Removal

A teacher may initiate a formal removal from class under Chapter 37 if:

- A student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach the class or with other students' ability to learn; or
- The behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannot learn.

Procedure for Removal

Within three school days of the formal removal, the campus behavior coordinator or appropriate administrator shall schedule a conference with the student's parent, the student, the teacher who removed the student from class, and any other appropriate administrator.

At the conference, the campus behavior coordinator or appropriate administrator shall inform the student of the alleged misconduct and the proposed consequences. The student shall have an opportunity to respond to the allegations.

After the conference, the campus behavior coordinator or other appropriate administrator will notify the student and parent(s)/guardian of the consequences of the SCC violation.

When a student is removed from the regular classroom by a teacher and a conference is pending, the campus behavior coordinator or other administrator may place the student in:

- Another appropriate classroom;
- In-school suspension;
- Out-of-school suspension;
- DAEP.

A teacher or administrator must remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in a DAEP or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion shall be followed.

Returning a Student to the Classroom

A student who has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, or aggravated sexual assault may not be returned to the teacher's class without the teacher's consent.

A student who has been formally removed by a teacher for any other conduct may be returned to the teacher's class without the teacher's consent if the placement review committee determines that the teacher's class is the best or only alternative available.

In-School Suspension

Misconduct

Disciplinary action resulting in ISS placement will be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the student's attitude or disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct and the effect of the misconduct on the school environment. Students may be suspended for behavior listed in the Code as a general conduct violation, DAEP offense, or expellable offense.

In deciding whether to order In-school suspension, the campus behavior coordinator shall take into consideration:

- Self-defense (See [glossary](#));
- Intent or lack of intent at the time the student engaged in the conduct;
- The student's disciplinary history;
- A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
- A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
- A student's status as homeless.

Process

Before being suspended a student shall have an informal conference with the campus behavior coordinator or appropriate administrator, who shall inform the student of the alleged misconduct and give the student an opportunity to respond to the allegation before the administrator makes a decision. The campus behavior coordinator or appropriate administrator shall determine the number of days of a student's suspension days and will notify the parent/guardian through written notice and parent phone call. The student's teachers will be notified by the campus administrator so that coursework may be provided to ISS.

Length of Assignment to ISS

The length of assignment to ISS is not to exceed ten days per offense, unless the student commits a violation of the ISS rules or the Student Code of Conduct while assigned to ISS. This could result in the assignment of additional days to a maximum of ten days, suspension from school, or assignment to a disciplinary alternative education program, depending upon the seriousness of the offense.

Out-of-School Suspension

Misconduct

Students may be suspended for behavior listed in the Code as a general conduct violation, DAEP offense, or expellable offense.

The district shall not use out-of-school suspension for students in grade 2 or below unless the conduct meets the requirements established in law.

A student below grade 3 or a student who is homeless shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in Penal Code sections 46.02 or 46.05;
- Conduct that contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

The district shall use a positive behavior program as a disciplinary alternative for students below grade 3 who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law.

Process

State law allows a student to be suspended for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

Before being suspended a student shall have an informal conference with the campus behavior coordinator or appropriate administrator, who shall inform the student of the alleged misconduct and give the student an opportunity to respond to the allegation before the administrator makes a decision.

The campus behavior coordinator shall determine the number of days of a student's suspension, not to exceed three school days.

In deciding whether to order out-of-school suspension, the campus behavior coordinator shall take into consideration:

- Self-defense (See [glossary](#));
- Intent or lack of intent at the time the student engaged in the conduct;
- The student's disciplinary history;
- A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
- A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
- A student's status as homeless.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and co-curricular activities.

Length of Suspension

State law allows a student to be suspended for up to three (3) school days per offense, with no limit on the number of times a student may be suspended in a semester or school year. The principal or principal's designee shall set the length of the suspension from school. When a

Coursework During In-School or Out-of-School Suspension

student is suspended, the student is expected to be under the supervision of the parent, guardian or other responsible adult.

Coursework During In-School or Out-of-School Suspension

The district shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school or out-of-school suspension, including at least one method of receiving this coursework that doesn't require the use of the internet.

A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity before the beginning of the next school year to complete each course the student was enrolled in at the time of removal. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district.

Sanctions

A student who has been assigned to ISS may not participate in nor attend school-sponsored or school-related activities or extracurricular activities during the period of assignment.

Disciplinary Alternative Education Program (DAEP) Placement

The DAEP shall be provided in a setting other than the student's regular classroom. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student.

For purposes of DAEP, elementary classification shall be kindergarten–grade 5 and secondary classification shall be grades 6–12.

Summer programs provided by the district shall serve students assigned to a DAEP in conjunction with other students.

A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in a DAEP in addition to the expulsion.

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

- Self-defense (See [glossary](#));
- Intent or lack of intent at the time the student engaged in the conduct;
- The student's disciplinary history;
- A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
- A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
- A student's status as homeless.

Before a student may be approved for DAEP, the student is afforded appropriate due process discipline conference as required by the U.S. Constitution and which the student's

parent/guardian is invited, in writing, to attend. Under TEC §37.009(f), the minimum procedural requirements necessary to satisfy due process depend upon the circumstances and the interests of the parties involved.

The notice should contain a statement of the specific offense that would justify expulsion. At the discipline conference, the student is entitled to:

- Additional representation by an adult, other than the student's parent/guardian, who can provide guidance to the student and parent and/or
- An opportunity to testify and to review and present evidence.

Additional proceedings may be conducted and additional discipline may be imposed if the student engages in additional misconduct while the student is in DAEP or is already expelled.

Interim Placement

Until a decision on the recommendation for DAEP has been provided by the Department of Student Affairs, the student may be placed in out-of-school suspension for no more than 3 days and in-school suspension pending the decision.

Discretionary Placement: Misconduct That May Result in DAEP Placement

A student may be placed in a DAEP for behaviors prohibited in the General Conduct Violations section of this Code.

Misconduct Identified in State Law

In accordance with state law, a student **may** be placed in a DAEP for any of the following offenses:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide;
- Inciting violence against a student through group bullying;
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent;
- Involvement in a public school fraternity, sorority, or secret society, or gang including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang (See [glossary](#));
- Involvement in criminal street gang activity (See [glossary](#));
- Any criminal mischief, including a felony;
- Assault (no bodily injury) with threat of imminent bodily injury;
- Assault by offensive or provocative physical contact.

In accordance with state law, a student **may** be placed in a DAEP if the superintendent or the superintendent's designee has reasonable belief (See [glossary](#)) that the student engaged in conduct punishable as a felony, other than aggravated robbery or those listed as offenses in Title 5 (See [glossary](#)) of the Penal Code, that occurs off school property and not at a school-sponsored or school-related event, if the student's presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

Mandatory Placement: Misconduct That Requires DAEP Placement

The campus behavior coordinator **may** place a student in a DAEP for off-campus conduct for which DAEP placement is required by state law if the administrator does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.

Mandatory Placement: Misconduct That Requires DAEP Placement

A student **must** be placed in a DAEP if the student:

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See [glossary](#));
- Commits the following offenses on school property, within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
 - Engages in conduct punishable as a felony;
 - Commits an assault (See [glossary](#)) under Penal Code 22.01(a) (1);
 - Sells, gives, or delivers to another person or possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (School-related felony drug offenses are addressed in **Expulsion** on page 52.) (See [glossary](#) for "under the influence" "controlled substance," and "dangerous drug.");
 - Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol, if the conduct is not punishable as a felony offense. (School-related felony alcohol offenses are addressed in **Expulsion** on page 52.);
 - Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals;
 - Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure (See [glossary](#));
 - Engages in conduct that contains the elements of an offense of harassment against an employee under Penal Code 42.07(a) (1), (2), (3), or (7);
- Engages in expellable conduct and is between six and nine years of age;
- Commits a federal firearms violation and is younger than six years of age;
- Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in **Expulsion** on page 52.);
- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (See [glossary](#)) of the Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:
 - The student receives deferred prosecution (See [glossary](#));
 - A court or jury finds that the student has engaged in delinquent conduct (See [glossary](#)); or
 - The superintendent or designee has a reasonable belief (See [glossary](#)) that the student engaged in the conduct.

Sexual Assault and Campus Assignments

A student shall be transferred to another campus if:

- The student has been convicted of continuous sexual abuse of a young child or disabled individual or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus; or
- The victim's parent or another person with the authority to act on behalf of the victim requests that the board transfer the offending student to another campus.

If there is no other campus in the district serving the grade level of the offending student, the offending student shall be transferred to a DAEP.

Process

Removals to a DAEP shall be made by the campus behavior coordinator.

Conference

When a student is removed from class for a DAEP offense, the campus behavior coordinator or appropriate administrator shall schedule a conference within three school days with the student's parent, the student, and, in the case of a teacher removal, the teacher.

At the conference, the campus behavior coordinator or appropriate administrator shall provide the student:

- Information, orally or in writing, of the reasons for the removal;
- An explanation of the basis for the removal; and
- An opportunity to respond to the reasons for the removal.

Following valid attempts to require attendance, the district may hold the conference and make a placement decision regardless of whether the student or the student's parents attend the conference.

Until a conference can be held, the campus behavior coordinator or other appropriate administrator may place a student in:

- Another appropriate classroom;
- In-School Suspension; and/or
- Out-of-School Suspension for a maximum of three (3) days.

Consideration of Mitigating Factors

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

- Self-defense (See [glossary](#)),
- Intent or lack of intent at the time the student engaged in the conduct,
- The student's disciplinary history,
- A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
- A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or

- A student's status as homeless.

Placement Order

After the conference, if the student is placed in a DAEP, the campus behavior coordinator shall write a placement order. A copy of the DAEP placement order shall be sent to the student and the student's parent.

Not later than the second business day after the conference, the board's designee shall deliver to the juvenile court a copy of the placement order and all information required by Section 52.04 of the Family Code.

If the student is placed in a DAEP and the length of placement is inconsistent with the guidelines included in this Code, the placement order shall give notice of the inconsistency.

Coursework Notice

The parent or guardian of a student placed in DAEP shall be given written notice of the student's opportunity to complete, at no cost to the student, a foundation curriculum course in which the student was enrolled at the time of removal and which is required for graduation. The notice shall include information regarding all methods available for completing the coursework.

Length of Placement

The campus behavior coordinator shall determine the duration of a student's placement in a DAEP.

The duration of a student's placement shall be determined case by case based on the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the student's attitude, and statutory requirements.

The maximum period of DAEP placement shall be one calendar year, except as provided below.

Unless otherwise specified in the placement order, days absent from a DAEP shall not count toward fulfilling the total number of days required in a student's DAEP placement order.

The district shall administer the required pre- and post-assessments for students assigned to DAEP for a period of 90 days or longer in accordance with established district administrative procedures for administering other diagnostic or benchmark assessments.

Exceeds One Year

Placement in a DAEP may exceed one year when a review by the district determines that the student is a threat to the safety of other students or to district employees.

The statutory limitations on the length of a DAEP placement do not apply to a placement resulting from the board's decision to place a student who engaged in the sexual assault of another student so that the students are not assigned to the same campus.

Exceeds School Year

Students who are in a DAEP placement at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement.

For placement in a DAEP to extend beyond the end of the school year, the campus behavior coordinator or the board's designee must determine that:

- The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others; or
- The student has engaged in serious or persistent misbehavior (See [glossary](#)) that violates the district's Code.

Exceeds 60 Days

For placement in a DAEP to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student's parent shall be given notice and the opportunity to participate in a proceeding before the board or the board's designee.

Appeals

Questions from parents/guardians regarding disciplinary measures should be addressed to the teacher, CBC or campus administration. Depending on the discipline assigned, different complaint procedures may apply. See policy [FNG](#) (Local) and policy [FOD](#) (Local). Timelines for filing appeals stated in policy will be enforced.

The student or parent/guardian appeals regarding the process used for a DAEP placement or an expulsion decision, such as issues related to the disciplinary conference or proper notice being provided, should be addressed in accordance with policy [FNG](#) (Local) and policy [FOC](#) (Legal), restating sections of the TEC, Chapter 37 and the Penal Code. A copy of this policy may be obtained from the principal's office, the campus behavior coordinator's office, the central administration office, or through [Policy On-Line](#).

Appeals shall begin at Level One with the Department of Student Affairs. The policy may be obtained from the DSA or the District's website. Disciplinary consequences shall not be delayed or deferred pending the outcome of an appeal. Further, the decision cannot be appealed beyond the Board. If during the term of DAEP placement, the student engages in additional misconduct, additional disciplinary conferences may be conducted and additional days to current assignment may be imposed with the approval of the Executive Director of Student Affairs or designee.

In the instance of a student who is accused of conduct that meets the definition of sexual harassment as defined by Title IX, the District will comply with applicable federal law, including the Title IX formal complaint process. [FFH](#) (Legal) and (LOCAL).

Restrictions During Placement

The district does not permit a student who is placed in a DAEP to participate in any school-sponsored or school-related extracurricular or co-curricular activity, including seeking or holding honorary positions and/or membership in school-sponsored clubs and organizations.

The district shall provide transportation to students in a DAEP.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the last day of placement in the program shall be the last instructional day, and the student shall be allowed to participate in the graduation ceremony and related graduation activities unless otherwise specified in the DAEP placement order.

Placement Review

A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the campus behavior coordinator or the board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent

Resilience, Intervention, Support, and Empowerment Program (R.I.S.E)

shall be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

Resilience, Intervention, Support, and Empowerment Program (R.I.S.E)

DAEP shall provide students with a substance or alcohol related offense the opportunity to participate in and complete the district's substance abuse education program to qualify for a reduction in the term of placement. R.I.S.E is a curriculum-based, social and resilience skill program designed to teach leadership, health self-image, and substance avoidance. This twenty-day program is incorporated into but may not constitute the full total of the student's DAEP assignment.

Additional Misconduct

If during the term of placement in a DAEP the student engages in additional misconduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the campus behavior coordinator may enter an additional disciplinary order as a result of those proceedings with the approval of the Executive Director of Student Affairs or designee.

Notice of Criminal Proceedings

When a student is placed in a DAEP for certain offenses, the office of the prosecuting attorney shall notify the district if:

- Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence, and no formal proceedings, deferred adjudication (See [glossary](#)), or deferred prosecution will be initiated; or
- The court or jury found a student not guilty or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee shall review the student's placement and schedule a review with the student's parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

After reviewing the notice and receiving information from the student's parent, the superintendent or designee may continue the student's placement if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

The student or the student's parent may appeal the superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the board shall, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student's parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board shall make a record of the proceedings.

If the board confirms the decision of the superintendent or designee, the student and the student's parent may appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.

Withdrawal During Process

When a student violates the district's Code in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the district before a placement order is completed, the campus behavior coordinator may complete the proceedings and issue a placement order. If the student then re-enrolls in the district during the same or a subsequent school year, the district may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district. If the campus behavior coordinator or the board fails to issue a placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a placement order.

Newly Enrolled Students

The district shall decide on a case-by-case basis whether to continue the placement of a student who enrolls in the district and was assigned to a DAEP in an open-enrollment charter school or another district including a district in another state. The district may place the student in the district's DAEP or a regular classroom setting.

When a student enrolls in the district with a DAEP placement from a district in another state, the district has the right to place the student in DAEP to the same extent as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

State law requires the district to reduce a placement imposed by a district in another state that exceeds one year so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district determines that the student is a threat to the safety of other students or employees or the extended placement is in the best interest of the student.

Emergency Placement Procedure

When an emergency placement is necessary because the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with classroom or school operations, the student shall be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student shall be given the appropriate conference required for assignment to a DAEP.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services to a student returning to the regular classroom from an alternative education program, including a DAEP. See policy [FOCA](#) (LEGAL) for more information.

Placement and/or Expulsion for Certain Offenses

This section includes two categories of offenses for which the Education Code provides unique procedures and specific consequences.

Registered Sex Offenders

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the district must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement.

If the student is under any form of court supervision, including probation, community supervision, or parole, the student shall be placed in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the student may be placed in DAEP or JJAEP for one semester or placed in a regular classroom. The student may not be placed in the regular classroom if the board or its designee determines that the student's presence:

- Threatens the safety of other students or teachers;
- Will be detrimental to the educational process; or
- Is not in the best interests of the district's students.

Review Committee

At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene a committee, in accordance with state law, to review the student's placement. The committee shall recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the board or its designee must follow the committee's recommendation.

The placement review of a student with a disability who receives special education services must be made by the ARD committee.

Newly Enrolled Students

If a student enrolls in the district during a mandatory placement as a registered sex offender, the district may count any time already spent by the student in a placement or may require an additional semester in an alternative placement without conducting a review of the placement.

Appeal

A student or the student's parent may appeal the placement by requesting a conference between the board or its designee, the student, and the student's parent. The conference is limited to the factual question of whether the student is required to register as a sex offender. Any decision of the board or its designee under this section is final and may not be appealed.

Certain Felonies

Regardless of whether placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a student may be expelled and placed in either DAEP or JJAEP if the board or campus behavior coordinator makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 (See [glossary](#)) of the Penal Code. The student must:

- Have received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense; or
- Have received probation or deferred adjudication or have been arrested for, charged with, or convicted of aggravated robbery or a Title 5 felony offense.

The district may expel the student and order placement under these circumstances regardless of:

- The date on which the student's conduct occurred;
- The location at which the conduct occurred;
- Whether the conduct occurred while the student was enrolled in the district; or
- Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

Hearing and Required Findings

The student must first have a hearing before the board or its designee, who must determine that in addition to the circumstances above that allow for the expulsion, the student's presence in the regular classroom:

- Threatens the safety of other students or teachers;
- Will be detrimental to the educational process; or
- Is not in the best interest of the district's students.

Any decision of the board or the board's designee under this section is final and may not be appealed.

Length of Placement

The student is subject to the placement until:

- The student graduates from high school;
- The charges are dismissed or reduced to a misdemeanor offense; or
- The student completes the term of the placement or is assigned to another program.

Placement Review

A student placed in a DAEP or JJAEP under this section is entitled to a review of his or her status, including academic status, by the campus behavior coordinator or board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall have the opportunity to present arguments for the student's return to the regular classroom or campus.

Discretionary Expulsion; Misconduct That May Result in Expulsion

Newly Enrolled Students

A student who enrolls in the district before completing a placement under this section from another school district must complete the term of the placement.

Expulsion

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

- Self-defense (See [glossary](#));
- Intent or lack of intent at the time the student engaged in the conduct;
- The student's disciplinary history;
- A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
- A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
- A student's status as homeless.

Discretionary Expulsion: Misconduct That May Result in Expulsion

Some of the following types of misconduct may result in mandatory placement in a DAEP, whether or not a student is expelled. (See **DAEP Placement** on page 55)

Any Location

A student **may** be expelled for:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide;
- Inciting violence against a student through group bullying;
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent;
- Conduct that contains the elements of assault under Penal Code 22.01(a) (1) in retaliation against a school employee or volunteer;
- Criminal mischief, if punishable as a felony;
- Engaging in conduct that contains the elements of one of the following offenses against another student:
 - Aggravated assault;
 - Sexual assault;
 - Aggravated sexual assault;
 - Murder;
 - Capital murder;
 - Criminal attempt to commit murder or capital murder;
 - Aggravated robbery;
- Breach of computer security (See [glossary](#));

Discretionary Expulsion; Misconduct That May Result in Expulsion

- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

At School, Within 300 Feet, or at a School Event

A student **may** be expelled for committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, or a dangerous drug, if the conduct is not punishable as a felony. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (See [glossary](#) for "under the influence.");
- Selling, giving, or delivering another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol, if the conduct is not punishable as a felony;
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals;
- Engaging in conduct that contains the elements of assault under Penal Code 22.01(a) (1) against an employee or a volunteer; or
- Engaging in deadly conduct (See [glossary](#)).

Within 300 Feet of School

A student **may** be expelled for engaging in the following conduct while within 300 feet of school property, as measured from any point on the school's real property boundary line:

- Aggravated assault, sexual assault, or aggravated sexual assault;
- Arson (See [glossary](#));
- Murder, capital murder, or criminal attempt to commit murder or capital murder;
- Indecency with a child;
- Aggravated kidnapping;
- Manslaughter;
- Criminally negligent homicide;
- Aggravated robbery;
- Continuous sexual abuse of a young child or disabled individual;
- Felony drug- or alcohol-related offense;
- Unlawfully carrying on or about the student's person a handgun or a location-restricted knife, as these terms are defined by state law (See [glossary](#));
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined by state law (See [glossary](#)); or
- Possession of a firearm, as defined by federal law (See [glossary](#)).

Mandatory Expulsion: Misconduct That Requires Expulsion

Property of Another District

A student **may** be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the student is attending a school-sponsored or school-related activity of a school in another district in Texas.

While in a DAEP

A student may be expelled for engaging in documented serious misbehavior that violates the district's Code, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionary expulsion from a DAEP, serious misbehavior means:

- Deliberate violent behavior that poses a direct threat to the health or safety of others;
- Extortion, meaning the gaining of money or other property by force or threat;
- Conduct that constitutes coercion, as defined by Penal Code 1.07; or
- Conduct that constitutes the offense of:
 - Public lewdness under Penal Code 21.07;
 - Indecent exposure under Penal Code 21.08;
 - Criminal mischief under Penal Code 28.03;
 - Hazing under Education Code 37.152; or
 - Harassment under Penal Code 42.07(a) (1) of a student or district employee.

Mandatory Expulsion: Misconduct That Requires Expulsion

A student **must** be expelled under federal or state law for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:

Under Federal Law

- Bringing to school or possessing at school, including any setting that is under the district's control or supervision for the purpose of a school activity, a firearm, as defined by federal law. (See [glossary](#))

Note: Mandatory expulsion under the federal Gun Free Schools Act does not apply to a firearm that is lawfully stored inside a locked vehicle or to firearms used in activities approved and authorized by the district when the district has adopted appropriate safeguards to ensure student safety.

Under the Penal Code

- Unlawfully carrying on or about the student's person the following, in the manner prohibited by Penal Code 46.02:
 - A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. (See [glossary](#)) *Note:* A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus; while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department; or a shooting sports sanctioning organization working with the department. See policy [FNCG](#) (LEGAL);

- A location-restricted knife, as defined by state law; (See [glossary](#))
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law; (See [glossary](#))
- Behaving in a manner that contains elements of the following offenses under the Penal Code:
 - Aggravated assault, sexual assault, or aggravated sexual assault;
 - Arson; (See [glossary](#))
 - Murder, capital murder, or criminal attempt to commit murder or capital murder;
 - Indecency with a child;
 - Aggravated kidnapping;
 - Aggravated robbery;
 - Manslaughter;
 - Criminally negligent homicide;
 - Continuous sexual abuse of a young child or disabled individual;
 - Behavior punishable as a felony that involves selling, giving, or delivering to another person or possessing, using, or being under the influence of marijuana, a controlled substance, a dangerous drug, or alcohol, or committing a serious act or offense while under the influence of alcohol.
- Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses.

Under Age Ten

When a student under the age of ten engages in behavior that is expellable behavior, the student shall not be expelled, but shall be placed in a DAEP. A student under age six shall not be placed in a DAEP unless the student commits a federal firearm offense.

Process

Before a student may be expelled, the Superintendent or designee shall provide the student a hearing at which the student is afforded appropriate due process as required by the U.S. Constitution and which the student's parent/guardian is invited, in writing, to attend. Under TEC §37.009(f), the minimum procedural requirements necessary to satisfy due process depend upon the circumstances and the interests of the parties involved. Federal due process requires notice and some opportunity for hearing. The notice should contain a statement of the specific charges and grounds that, if proven, would justify expulsion. In some cases, the student should be given the names of the witnesses against him or her, and an oral or written report on the facts to which each witness testifies. After trying to inform the student and parent/guardian of the hearing, the District may hold the hearing regardless of whether the student or the student's parent/guardian attends.

Until a hearing can be held, the campus behavior coordinator or other administrator may place the student in:

- Another appropriate classroom;
- In-school suspension;

- Out-of-school suspension; or
- DAEP.

Hearing

A student facing expulsion shall be given a hearing with appropriate due process. The student is entitled to:

- Representation by the student's parent or another adult who can provide guidance to the student;
- An opportunity to respond to the allegation and to present evidence and witnesses in the student's defense; and
- An opportunity to question the witnesses called by the district at the hearing.

After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends.

The board of trustees delegates to the Department of Student Affairs the authority to conduct hearings and expel students.

Expulsion Order

Before ordering the expulsion, the board or campus behavior coordinator shall take into consideration:

- Self-defense (See [glossary](#));
- Intent or lack of intent at the time the student engaged in the conduct;
- The student's disciplinary history;
- A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
- A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
- A student's status as homeless.

If the student is expelled, the board or its designee shall deliver to the student and the student's parent a copy of the order expelling the student.

Not later than the second business day after the hearing, the *Department of Student Affairs* shall deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code. A copy of the expulsion order will be included with any records sent to a school where the student seeks to enroll. The enrolling school District has discretion to enforce the expulsion order.

If the length of the expulsion is inconsistent with the guidelines included in the Student Code of Conduct, the expulsion order shall give notice of the inconsistency.

Length of Expulsion

The length of an expulsion shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements.

The duration of a student's expulsion shall be determined on a case-by-case basis. The maximum period of expulsion is one calendar year, except as provided below.

An expulsion may not exceed one year unless, after review, the district determines that:

- The student is a threat to the safety of other students or to district employees; or
- Extended expulsion is in the best interest of the student.

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the superintendent may modify the length of the expulsion on a case-by-case basis.

Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

District Expulsion Program (DEP)

The District Expulsion Program is a self-contained, separate disciplinary placement from the DAEP that maintains the expelled student on the FBISD alternative campus rather than placed off site at the JJAEP. This expulsion option is available for consideration by the expulsion hearing officer when a student has an extenuating circumstance that makes placement at the JJAEP inappropriate.

Withdrawal During Process

When a student's conduct requires or permits expulsion from the district and the student withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and student.

If the student then re-enrolls in the district during the same or subsequent school year, the district may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another district.

If the campus behavior coordinator or the board fails to issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings.

Additional Misconduct

If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the campus behavior coordinator may request additional disciplinary action.

Expulsion while in DAEP

A student may be recommended for an expulsion for engaging in documented serious misbehavior that violated this Code, despite documented behavioral interventions while placed in a DAEP. A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in a DAEP in addition to the expulsion. For purposes of discretionary expulsion from a DAEP, serious misbehavior means:

- Deliberate violent behavior that poses a direct threat to the health or safety of others;
- Extortion, meaning the gaining of money or other property by force or threat;
- Conduct that constitutes coercion, as defined by §1.07, Tex. Penal Code; or

- Conduct that constitutes the offense of public lewdness, indecent exposure, criminal mischief, personal hazing or harassment.

Restrictions During Expulsion

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

No district academic credit shall be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved program.

Newly Enrolled Students

The district shall decide on a case-by-case basis the placement of a student who is subject to an expulsion order from another district or an open-enrollment charter school upon enrollment in the district.

If a student expelled in another state enrolls in the district, the district may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if:

- The out-of-state district provides the district with a copy of the expulsion order; and
- The offense resulting in the expulsion is also an expellable offense in the district in which the student is enrolling.

If a student is expelled by a district in another state for a period that exceeds one year and the district continues the expulsion or places the student in a DAEP, the district shall reduce the period of the expulsion or DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that:

- The student is a threat to the safety of other students or district employees; or
- Extended placement is in the best interest of the student.

Emergency Expulsion Procedures

When an emergency expulsion is necessary to protect persons or property from imminent harm, the student shall be given verbal notice of the reason for the action. Within ten days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

DAEP Placement of Expelled Students

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than ten years of age.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services for a student returning to the regular classroom from placement in an alternative education program, including a DAEP or JJAEP. See policies [FOCA](#) (LEGAL) and [FODA](#) (LEGAL) for more information.

Academic Impact

Students will not receive academic credit for work missed during the period of expulsion unless the student is enrolled in a Juvenile Justice Alternative Education Program (JJAEP), District

Expulsion Program (DEP), or other District-approved program or as required by the IDEA or Section 504.

Expulsion Appeal Process

Questions from parents/guardians regarding disciplinary measures should be addressed to the teacher, campus administration, or CBC, as appropriate. Appeals or complaints regarding the use of specific discipline techniques should be addressed in accordance with policy [FNG](#) (Local). The policy may be obtained from the [Board Policy Manual on the FBISD website](#). The District shall not delay a disciplinary consequence while a student or parent/guardian pursues a grievance.

The expulsion hearing officers decision may be appealed to the Board. In the event of an appeal, at the next scheduled meeting the Board will: (1) review the notice, (2) hear statements from the student, the student's parent/guardian, and the CBC or administrator, and (3) confirm or reverse the decision of the CBC or administrator.

After the due process hearing, the expelled student may request that the Board review the expulsion decision. The student or parent/guardian must submit a written request to the Superintendent within seven days after receipt of the written decision. The Superintendent must provide the student or parent/guardian written notice of the date, time, and location of the meeting at which the board will review the decision.

The Board shall review the record of the expulsion hearing in a closed meeting unless the parent/guardian requests in writing that the matter be held in an open meeting. The Board may also hear a statement from the student or parent/guardian and from the Board's designee.

The Board shall hear statements made by the parties at the review and will base its decision on evidence reflected in the record and any statements made by the parties at the review. The Board shall make and communicate its decision orally at the conclusion of the presentation. Consequences shall not be deferred pending the outcome of the appeal.

If the Board confirms the decision of the hearing officer, the student and the student's parent/guardian have the right to appeal to the Commissioner of Education. The student may not be returned to the regular classroom while the appeal is pending.

Texas Education Data Standards (TEDS) Appendix E

The Texas Education Data Standards (TEDS) Appendix E provides guidance to local school districts in Texas related to discipline management. TEDS Appendix E produces information to ensure consistency in discipline management in Texas. The TEDS Appendix E is broken into three major components that can be further explored using the following links:

- Providing helpful FAQs to understand common topics: [Click here for FAQ's](#)
- Provides state specific discipline codes and definitions to preserve continuity of actions that are assigned to discipline in PEIMS. [Click here for definitions and codes](#)
- Provides a chart for districts to utilize when determining offenses that are mandatory and discretionary DAEP placements or expulsions to the JJAEP. [Click here for state offense and action charts](#)

These are usually first time or rare occurrences of the offense, however, repeated instances of these offenses could result in a more harsh consequence such as ISS/OSS. It is recommended that campuses consult with a PBIS team member to determine appropriate interventions that could deter persistent student misconduct.

Discipline Offenses by Level: Level I offenses and actions are not reported to the state’s Public Education Information Management System (PEIMS). The offenses are low level offenses and are usually resolved with school based strategies rather than exclusionary discipline such as ISS or OSS.

Most Common Offense Codes With Available Actions	Potential Disciplinary Actions Level I; ISS, OSS (DAEP and expulsions are not an option)					
<p>These offenses are more appropriately handled with School Based Strategies such as:</p> <ul style="list-style-type: none"> • Behavior contract • Change Seat • Cooling-off Time • Counseling/ mediation • Referral to office/court • Verbal Correction <p>Black Out Actions are Not Available</p>	<p>Additional action options: Assigned School Duties, Confiscation, Contact w/ Parent, Restorative Conference/Chat, Counseling by Staff, Detention, Grade Reduction for Cheating, Parent Conference, Restorative Circle, Restriction Bus Privileges, Withdrawal of Privileges, Student Conference, Saturday Detention</p>	ISS	OSS	DAEP	DEP	JJAEP 165

LEVEL I Offenses

Bus Misconduct	✓
Cheating	✓
Disrupting Educational Environment	✓
Dress Code	✓
Exhibit Inappropriate Familiarity (e.g. kissing/touching)	✓
Horseplay	✓
Leaving School	✓
Minor AUP Violation (e.g. playing games)	✓
Obscene Gesture	✓
Referral Dismissed	✓
Safety Rule Violation	✓
Skiping a Class	✓
Tardies	✓

Truancy Diversion Program	✓	
Truancy Warning Letter Student Affairs Only	✓	
Use of Telecommunication Device	✓	

*Repeated Level II Offenses that substantially disrupt the educational environment and/or safety of the campus, may result in a discretionary DAEP placement.

Level II offenses are more elevated than Level I offenses due to repeated behavior or severity of a single offense. Level II offenses are reported to PEIMS. While considered a relatively low level offense, campus administrators may but are not required to assign exclusionary discipline such as ISS or OSS. As part of a progressive discipline plan, ISS should be assigned to a first Level II offense. OSS may be assigned to repeated or severe Level II offenses. OSS may not be assigned to students K-2 or those identified as McKinney-Vento.

Most Common Offense Codes With Available Actions	Potential Level II Disciplinary Actions Level I Actions; ISS, OSS <i>(DAEP is discretionary and expulsions are not an option)</i>					
<p>These offenses are more appropriately handled with School Based Strategies such as:</p> <ul style="list-style-type: none"> • Behavior contract • Change Seat • Cooling-off Time • Counseling/ mediation • Referral to office/court • Verbal Correction <p>Black Out Actions are Not the most appropriate for the offense.</p>	<p>Additional action options: Assigned School Duties, Confiscation, Contact w/ Parent, Restorative Conference/Chat, Counseling by Staff, Detention, Grade Reduction for Cheating, Parent Conference, Restorative Circle, Restriction Bus Privileges, Withdrawal of Privileges, Student Conference, Saturday Detention</p>	ISS	OSS	DAEP	DEP	JJAEP 167

LEVEL II Offenses					
Bullying <i>(documented)</i>	✓				
Coercion/Extortion	✓				
Computer/Technology Misuse	✓				
Continued/Rpt Non-PEIMS reportable violations	✓				
Cyberbullying <i>(documented)</i>	✓				
Dating Violence	✓				
Derogatory Statement	✓				
Disruptive Behavior	✓				
Failure to Comply with Assigned Discipline	✓				

Most Common Offense Codes With Available Actions	Potential Level II Disciplinary Actions Level I Actions; ISS, OSS <i>(DAEP is discretionary and expulsions are not an option)</i>					
These offenses are more appropriately handled with School Based Strategies such as: <ul style="list-style-type: none"> • Behavior contract • Change Seat • Cooling-off Time • Counseling/ mediation • Referral to office/court • Verbal Correction Black Out Actions are Not the most appropriate for the offense.	Additional action options: Assigned School Duties, Confiscation, Contact w/ Parent, Restorative Conference/Chat Counseling by Staff, Detention Grade Reduction for Cheating Parent Conference, Restorative Circle Restriction Bus Privileges, Withdrawal of Privileges Student Conference, Saturday Detention	ISS	OSS	DAEP	DEP	JJAEP
LEVEL II Offenses-Continued						
False Document	✓	✓	✓			
Fighting or Mutual Combat	✓	✓	✓			
Gambling	✓	✓	✓			
Harassment (<i>documented</i>)	✓	✓	✓			
Inappropriate Physical Contact (<i>i.e. hitting, grabbing</i>)	✓	✓	✓			
Insubordination	✓	✓	✓			
Look Alike Weapon	✓	✓	✓			
Non DAEP Threat	✓	✓	✓			
Permanent Teacher Removal – TEC 37.002	✓	✓	✓			
Porn Materials	✓	✓	✓			
Possess/Sell Look Alike Drug	✓	✓	✓			
Possess/Use Matches or Lighter	✓	✓	✓			
Profanity	✓	✓	✓			
PUID Over Counter Medicine	✓	✓	✓			

*Repeated Level II Offenses that substantially disrupt the educational environment and/or safety of the campus, may result in a discretionary DAEP placement.

Most Common Offense Codes With Available Actions	Potential Level II Disciplinary Actions Level I; ISS, OSS <i>(DAEP is discretionary and expulsions are not an option)</i>					
Black Out Actions are Not Available	Level I Actions	ISS	OSS	DAEP	DEP	JJAEP
LEVEL II Offenses-Continued						
Theft/Stealing (<i>non-felony</i>)	✓	✓	✓			
Below is a list of common Serious Offenses: (<i>see glossary</i>)	✓	✓	✓	Discretionary		
• Aggressive, disruptive behavior (<i>assault Class C misdemeanor</i>)	✓	✓	✓	Discretionary		
• Assault (<i>no bodily harm</i>) with threat of imminent bodily injury	✓	✓	✓	Discretionary		
• Assault by offensive or provocative physical contact	✓	✓	✓	Discretionary		
• Continued/repeated PEIMS reportable violations	✓	✓	✓	Discretionary		
• Extortion/Coercion/Blackmail	✓	✓	✓	Discretionary		
• Falsification of records/school related documents	✓	✓	✓	Discretionary		
• Inappropriate physical contact with criminal referral	✓	✓	✓	Discretionary		
• Knife blade <5.5 inches	✓	✓	✓	Discretionary		
• Making/ Assisting with making a false alarm or report non-emergency response deployed	✓	✓	✓	Discretionary		
• Possesses/conspiring to possess explosives/explosive devices	✓	✓	✓	Discretionary		
• Possession or use of a stun gun/device, pepper spray, BB/air gun, etc.	✓	✓	✓	Discretionary		
• Possession/Distribution of pornographic materials	✓	✓	✓	Discretionary		

*Repeated Level II Offenses that substantially disrupt the educational environment and/or safety of the campus, may result in a discretionary DAEP placement.

Most Common Offense Codes With Available Actions Serious Offenses Continued: <i>(see glossary)</i>	Potential Level II Disciplinary Actions Level I; ISS, OSS <i>(DAEP is discretionary and expulsions are not an option)</i>					
Black Out Actions are Not Available	Level I Actions	ISS	OSS	DAEP	DEP	JJAEP
LEVEL II Offenses-Continued						
Repeated or severe insubordination	✓	✓	✓	Discretionary		
Repeatedly leaving school grounds without permission	✓	✓	✓	Discretionary		
Robbery (non-felony)	✓	✓	✓	Discretionary		
Unauthorized us/intentional misuse of computer soft/hardware	✓	✓	✓	Discretionary		
Sexual Harassment (documented)	✓	✓	✓	Discretionary		
Sexual Misconduct (documented)	✓	✓	✓	Discretionary		
Vandalism	✓	✓	✓	Discretionary		
Vaping with no THC	✓	✓	✓			
Weapons Age <6yrs	✓	✓	✓			

Level III and Level IV offenses are the most severe offense and are directly regulated by the TEDS Appendix E offense coding system both by definition and location. These offenses are most commonly tied to a criminal code; however, the actions are driven by the Student Code of Conduct. Students are first placed in OSS pending a resolution to the investigation and are placed in ISS pending the MDR process for students receiving SPED/504 services and the due process review by the Department of Student Affairs.

Most Common Offense Codes With Available Actions	Potential Level III and Level IV Disciplinary Actions Mandatory ISS, OSS, and up to DAEP or Expulsion as indicated						
Black Out Actions are Not Available	Level I Actions	ISS	OSS	DAEP	DEP	JJAEP	
LEVEL III and IV Offense							
Abuse of Volatile Chemical	✓	✓	✓	Mandatory	Discretionary	Discretionary	
Aggravated Assault against Non-School District Employee	✓	✓	✓			Mandatory	
Aggravated Assault against School District Employee	✓	✓	✓			Mandatory	
Aggravated Kidnapping	✓	✓	✓			Mandatory	
Aggravated Robbery	✓	✓	✓			Mandatory	
Arson	✓	✓	✓			Discretionary	Mandatory
Assault against School District Employee	✓	✓	✓			Discretionary	
Assault against Someone other than School District Employee	✓	✓	✓			Discretionary	Discretionary
Breach of Security	✓	✓	✓			Discretionary	Discretionary
Brought Firearm to School	✓	✓	✓			Mandatory	

Most Common Offense Codes With Available Actions	Potential Level III and Level IV Disciplinary Actions Mandatory ISS, OSS, and up to DAEP or Expulsion as indicated					
Black Out Actions are Not Available	Level I Actions	ISS	OS S	DAEP	DEP	JJAEP
LEVEL III and IV Offense-Continued						
Conduct Containing Elements of An Offense Relating to Prohibited Weapons	✓	✓	✓			Mandatory
Conduct punishable as a Felony	✓	✓	✓	Mandatory		
Conduct/Off Campus/No School Related Sponsored for Felony Title 5	✓	✓	✓	Mandatory	Discretionary	172 Discretionary
Continuous Sexual Abuse of Young Child or Children	✓	✓	✓			Mandatory
Criminal Mischief – Felony Violation	✓	✓	✓		Discretionary	Discretionary
Criminally Negligent Homicide	✓	✓	✓			Mandatory
Emergency Placement/Expulsion	✓	✓	✓	Discretionary	Discretionary	Discretionary
Engages in Conduct Punishable as Felony	✓	✓	✓	Mandatory		
Engages in Deadly Conduct	✓	✓	✓	Discretionary	Discretionary	Discretionary
False Alarm/False Report	✓	✓	✓	Mandatory	Discretionary	Discretionary
Felony Alcohol Violation	✓	✓	✓			Mandatory
Felony Controlled Substance Violation	✓	✓	✓			Mandatory
Harassment against an employee of the school district under Penal Code 42.07,	✓	✓	✓	Mandatory		
Indecency with a Child	✓	✓	✓			Mandatory
Manslaughter	✓	✓	✓			Mandatory

Most Common Offense Codes With Available Actions	Potential Level III and Level IV Disciplinary Actions are Mandatory ISS, OSS, and up to DAEP or Expulsion as indicated					
These offenses are more appropriately handled with School Based Strategies such as: <ul style="list-style-type: none"> • Behavior contract • Change Seat • Cooling-off Time • Counseling/ mediation • Referral to office/court • Verbal Correction Black Out Actions are Not Available	Additional action options: Assigned School Duties Behavior Contract, Contact w/ Parent, Counseling by Staff, Restorative Circle, Confiscation, Detention, Grade Reduction for Cheating, Parent Conference, Restorative Conference/Chat, Restriction Bus Privileges Withdrawal of Privileges, Student Conference, Saturday Detention	ISS	OSS	DAEP	DEP	JJAEP
LEVEL III and IV Offense-Continued						
Murder, Capital Murder, Criminal Attempt to Commit Murder or Capital Murder	✓	✓	✓			Mandatory
PPUA Cigarette or Tobacco product as defined in the Health and Safety Code	✓	✓	✓	Mandatory		
PSUU Alcohol	✓	✓	✓	Mandatory	Discretionary	Discretionary
PSUU Marijuana or Controlled Substance or Dangerous Drug Vaping with THC	✓	✓	✓	Mandatory	Discretionary	Discretionary
Public Lewdness or Indecent Exposure	✓	✓	✓	Mandatory	Discretionary	Discretionary
Retaliation Against School Employee	✓	✓	✓	Mandatory	Discretionary	Discretionary
School Related Gang Violence	✓	✓	✓	Discretionary	Discretionary	Discretionary
Serious Bullying- TEC 37.0052	✓	✓	✓	Discretionary		
Serious Misbehavior while expelled to/placed in a DAEP	✓	✓	✓	Mandatory	Discretionary	Discretionary

Most Common Offense Codes With Available Actions	Potential Level III and Level IV Disciplinary Actions Mandatory ISS, OSS, and up to DAEP or Expulsion as indicated					
These offenses are more appropriately handled with School Based Strategies such as: <ul style="list-style-type: none"> • Behavior contract • Change Seat • Cooling-off Time • Counseling/ mediation • Referral to office/court • Verbal Correction Black Out Actions are Not Available	Additional action options: Assigned School Duties Behavior Contract, Contact w/ Parent, Counseling by Staff, Restorative Circle, Confiscation, Detention, Grade Reduction for Cheating, Parent Conference, Restorative Conference/Chat, Restriction Bus Privileges Withdrawal of Privileges, Student Conference, Saturday Detention	ISS	OSS	DAEP	DEP	JJAEP
LEVEL III and IV Offense-Continued						
Sexual Assault or Aggravated Assault against School District Employee	✓	✓	✓			174 Mandatory
Sexual Assault or Aggravated Sexual Assault against Someone other than School District	✓	✓	✓			Mandatory
Student Required to Register as a Sex Offender – Not Under Court Supervision	✓	✓	✓	Discretionary		
Student Required to Register as a Sex Offender – Under Court Supervision	✓	✓	✓	Mandatory	Discretionary	Discretionary
Terroristic Threat	✓	✓	✓	Mandatory	Discretionary	Discretionary
Unlawful Carry of a Club	✓	✓	✓		Mandatory	
Unlawful Carry of A Location Restricted Knife	✓	✓	✓		Mandatory	

Glossary

Abuse is improper or excessive use.

Aggravated robbery is defined in part by Penal Code 29.03(a) as when a person commits robbery and:

- Causes serious bodily injury to another;
- Uses or exhibits a deadly weapon; or
- Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
 - 65 years of age or older, or
 - A disabled person.

Armor-piercing ammunition is defined by Penal Code 46.01 as handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is defined in part by Penal Code 28.02 as a crime that involves:

- Starting a fire or causing an explosion with intent to destroy or damage:
 - Any vegetation, fence, or structure on open-space land; or
 - Any building, habitation, or vehicle:
 - Knowing that it is within the limits of an incorporated city or town;
 - Knowing that it is insured against damage or destruction;
 - Knowing that it is subject to a mortgage or other security interest;
 - Knowing that it is located on property belonging to another;
 - Knowing that it has located within it property belonging to another; or
 - When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
- Recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance if the fire or explosion damages any building, habitation, or vehicle; or
- Intentionally starting a fire or causing an explosion and in so doing:
 - Recklessly damaging or destroying a building belonging to another; or
 - Recklessly causing another person to suffer bodily injury or death.

Assault is defined in part by Penal Code 22.01 as intentionally, knowingly, or recklessly causing bodily injury to another; intentionally or knowingly threatening another with imminent bodily injury; or intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

Bodily Injury means physical pain, illness, or any impairment of physical condition. Texas Penal Code § 1.07 (8)

Breach of computer security includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in Penal Code 33.02, if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district and the student knowingly alters, damages, or deletes school district property or information or commits a breach of any other computer, computer network, or computer system.

Bullying is defined by *Texas Education Code 37.0832* as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or damage to the student's property;
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school.

Bullying includes cyberbullying. (See below.) This state law on bullying prevention applies to:

- Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
- Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
- Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Cheating is defined as giving or receiving information or help on a test; possession of any unauthorized material during a test; copying another student's assignment or knowingly allowing another unauthorized student to copy from his/her assignment; working with others on a project that is meant to be done individually; unauthorized possession of test or quiz questions and/or answer sheets; completing an assignment, test or quiz on behalf of another student; submitting duplicate work; having someone else complete an assignment, test, or quiz on behalf of the student, accessing a teacher edition, or other examples of academic dishonesty. Using electronic devices to send or receive information as described above is also classified as cheating.

Chemical dispensing device is defined by Penal Code 46.01 as a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is defined by Penal Code 46.01 as an instrument, specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, and includes but is not limited to a blackjack, nightstick, mace, and tomahawk.

Continued/Rpt Non-PEIMS reportable violations are repeated documented level 1 offenses.

Controlled substance means a substance, including a drug, an adulterant, and a dilutant, listed in Schedules I through V or Penalty Group 1, 1-A, 1-B, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinols (THC) in hemp.

Criminal street gang is defined by Penal Code 71.01 as three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Cyberbullying is defined by Education Code 37.0832 as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

Dangerous drug is defined by Health and Safety Code 483.001 as a device or a drug that is unsafe for self-medication and that is not included in Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act. The term includes a device or drug that federal law prohibits dispensing without prescription or restricts to use by or on the order of a licensed veterinarian.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by Section 71.0021 of the Family Code.

Deadly conduct under Penal Code 22.05 occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

Discretionary means that something is left to or regulated by a local decision maker.

Disruptive Behavior is when a student engages in behavior causing an interruption in a class or activity. Disruption includes but is not limited to sustained yelling; screaming; noise created with objects; horseplay or roughhousing; off-task behavior that impedes on other people's ability

to learn, and/or sustained non-compliant out-of-seat behavior that distracts from student learning.

Disruption of the Educational Environment is defined as conduct by students either in or out of class which for any reason — whether because of time, place, or manner of behavior— materially disrupts classwork or involves substantial disorder or invasion of the rights of others is prohibited. For purposes of this rule, “school property” shall include the public school campuses or school grounds or buildings used by the District schools for assemblies or other school-related activities, and “public property” includes any street, highway, alley, public park, or sidewalk. No person shall be permitted, on school property or on public property within 300 feet of school property, to intentionally disrupt, alone or in concert with others, the conduct of classes or other school activities. Conduct which disrupts the educational activities of a school includes:

- Emissions by means of noise of an intensity that prevents or hinders classroom instruction;
- Enticement or attempted enticement of students away from classes or other school activities that students are required to attend;
- Prevention or attempted prevention of students from attending classes or other school activities that students are required to attend; and
- Entrance into a classroom without consent of either the principal or the teacher and either through acts of misconduct and/or use of loud or profane language causing disruption of class activities.

E-cigarette means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device or a consumable liquid solution or other material aerosolized or vaporized during the use of an electronic cigarette or other device described by this provision. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

Exhibit Inappropriate Familiarity (e.g. kissing/touching) is unwanted physical touch, unwanted physical advances, improper intimate friendliness, attempts to touch inappropriately

Explosive weapon is defined by Penal Code 46.01 as any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

Failure to Comply with Assigned Discipline is when a student refuses to complete an assigned disciplinary action.

False alarm or report under Penal Code 42.06 occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

- Cause action by an official or volunteer agency organized to deal with emergencies;
- Place a person in fear of imminent serious bodily injury; or
- Prevent or interrupt the occupation of a building, room, or place of assembly.

False Document is when a student presents false documents or misrepresents parent notice

Fighting/Mutual Combat is mutual intentional participation in a physical altercation. Includes but is not limited to pushing, hitting, kicking, shoving, pinching, punching, and other intentional physical confrontations.

Firearm is defined by federal law (18 U.S.C. 921(a)) as:

- Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
- The frame or receiver of any such weapon;
- Any firearm muffler or firearm silencer, defined as any device for silencing, muffling, or diminishing the report of a portable firearm; or
- Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Such term does not include an antique firearm.

Gambling is an agreement to win or lose something of value solely or partially by chance.

Graffiti includes markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Handgun is defined by Penal Code 46.01 as any firearm that is designed, made, or adapted to be fired with one hand.

Harassment includes:

- Conduct that meets the definition established in district [policies DIA](#) (LOCAL) and [FFH](#) (LOCAL);
- Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in Education Code 37.001(b)(2); or
- Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:
 - Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
 - Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
 - Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury;

- Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another; and
- Publishing on an internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern, as defined by law.

Hazing is defined by Education Code 37.151 as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

- Any type of physical brutality;
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; or
- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated. **Hit list** is defined in Education Code 37.001(b) (3) as a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Improvised explosive device is defined by Penal Code 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

Inappropriate Physical Contact (i.e. hitting, grabbing) is intentionally or knowingly causes physical contact with another when the person knows or should reasonably believe that the other will regard the contact as offensive or provocative. (Texas Penal Code, Title V, Chapter 22, Section 22.01)

Indecent exposure is defined by Penal Code 21.08 as an offense that occurs when a person exposes the person's anus or any part of the person's genitals with intent to arouse or gratify the sexual desire of any person, and is reckless about whether another is present who will be offended or alarmed by the act.

Insubordination is when a student engages in refusal to follow directions or talks back.

Intimate visual material is defined by Civil Practices and Remedies Code 98B.001 and Penal Code 21.16 as visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

Knuckles means any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Location-restricted knife is defined by Penal Code 46.01 as a knife with a blade over five and one-half inches.

Look-alike weapon means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

Machine gun as defined by Penal Code 46.01 is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Non DAEP Threat- A transient threat or threat not meeting the level to cause fear as determined by a campus or district threat assessment.

Obscene Gesture is when a movement or position of the body, especially of the hands or arms that is considered exceedingly offensive or vulgar.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

PL-Possess/Use Matches or Lighter Use/possession of combustibles-Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, and lighter fluid).

Possess/Sell Look Alike Drug In possession of or distributing a substance that appears or is presented as a controlled substance.

Possession means actual care, custody, control, or management. In regard to drugs and alcohol, a student may also be considered in possession by means of consumption. A student shall be considered to be in possession of any amount of a substance or object prohibited or regulated by this Student Code of Conduct if the substance or object is:

- On the student's person or in the student's personal property, including but not limited to the student's clothing, purse, book bag, backpack, or briefcase;
- In any private vehicle driven by the student to or from school or school-related activities, including but not limited to, an automobile, truck, motorcycle, or bicycle; or
- Telecommunications or electronic devices; or
- In any school property used by the student, including but not limited to, a locker or a desk.

Additionally, a student's self-admission to the possession of a prohibited substance or object at school or at a school-related activity is considered to have been in possession for the purpose of assessing school disciplinary consequences. Students should be cautious about holding on to items, distributing items, or placing items in their lockers for other students.

Profanity- Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.

Prohibited weapon under Penal Code 46.05(a) means:

- The following items, unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or

unless the item is classified as a curio or relic by the U.S. Department of Justice: An explosive weapon;

- A machine gun;
- A short-barrel firearm;
- Armor-piercing ammunition;
- A chemical dispensing device;
- A zip gun;
- A tire deflation device; or
- An improvised explosive device.

Public Lewdness is defined by Penal Code 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, when the person is reckless about whether another is present who will be offended or alarmed by the act.

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Education Code 37.121(d) are excepted from this definition.

PUID Over Counter Medicine- Possession, under the influence, or distributing over the counter medicine.

Reasonable belief is that which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information, including the notice of a student's arrest under Code of Criminal Procedure Article 15.27.

Referral Dismissed- Duplicated or erroneous discipline entry.

Robbery/Theft/Stealing (non-felony) is taking money or personal property without permission.

Safety Rule Violation- Level 1 offense that creates potential for harm to student's safety.

Self-defense is the use of force against another to the degree a person reasonably believes is immediately necessary to protect himself or herself. To claim self-defense, the student must (1) be without fault in provoking the encounter, (2) not act as aggressor, and (3) use the minimum force required to remove himself or herself from immediate danger or harm. Actions that escalate or continue the encounter will not be considered self-defense. Interactions or planning prior to the encounter will also be considered.

Serious bodily injury means bodily injury that creates a substantial risk of death or that causes death, serious permanent disfigurement, or protracted loss or impairment of the function of any bodily member or organ.

Serious offense or persistent misbehavior includes, but is not limited to:

- Behavior identified by the district as grounds for discretionary DAEP placement;
- Actions or demonstrations that substantially disrupt or materially interfere with school activities;
- Repeated or severe Insubordination;
- Repeated Profanity, vulgar language, or obscene gestures;
- Repeatedly leaving school grounds without permission;
- Falsification of records, passes, or other school-related documents;
- Refusal to accept discipline assigned by the teacher or principal;
- Continued/repeated PEIMS reportable violations;
- Extortion/Coercion/Blackmail;
- Possession/Distribution of pornographic materials;
- Possession of a knife blade <5.5 inches;
- Vandalism;
- Inappropriate physical contact with criminal referral;
- Possesses/conspiring to possess explosives/explosive devices;
- Possession or use of a stun gun/device, pepper spray, BB/air gun, etc.;
- Making/ Assisting with making a false alarm or report non-emergency response deployed;
- Aggressive, disruptive behavior (assault Class C misdemeanor);
- Unauthorized us/intentional misuse of computer soft/hardware;
- Assault (no bodily harm) with threat of imminent bodily injury; or
- Assault by offensive or provocative physical contact.

Sexual harassment is defined as conduct that is so severe, pervasive, and objectively offensive that it can be said to deprive the victim of access to the educational opportunities or benefits provided by the school. Sexual harassment does not include simple acts of teasing and name-calling among school children, even when the comments target differences in gender. (Teasing or name-calling is disciplined based on the seriousness of the offense as specified on the discipline charts.) If a student believes he/she has been sexually harassed, the student or the student's parents should report the incident to any of the following: principal, assistant principal, counselor, or the District's Title IX Coordinator, or the Director of Human Resources.

If a student's conduct is offensive and unwelcome, campus administrators will determine how the conduct should be disciplined in accordance with the District's *Discipline Management Plan and Student Code of Conduct*. Consequences for misbehavior classified as sexual harassment apply to students of all ages.

Sexual Misconduct is misconduct of a sexual nature that is of lesser offense than sexual harassment and other Title IX behaviors. These behaviors may include but are not limited to nonconsensual sexual contact, offensive sexually-charged statements, unwanted sexual advances that do not meet criteria for Title IX offenses, statements or comments sexual in nature that a reasonable person would deem as offensive.

Short-barrel firearm is defined by Penal Code 46.01 as a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

SK-Skipping a Class- Student leaves or misses class without permission.

Tardies- Student arrives at class after the bell (or signal that class has started).

Telecommunication device is defined as items such as, but not limited to, cell phones, smart phones, smart watches, electronic readers, and laptops with the capability of sending and receiving messages or information, and any related accessories including but not limited to wires, headphones, and ear clips.

Terroristic threat is defined by Penal Code 22.07 as a threat of violence to any person or property with intent to:

- Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
- Place any person in fear of imminent serious bodily injury;
- Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
- Cause impairment or interruption of public communications; public transportation; public water, gas, or power supply; or other public service;
- Place the public or a substantial group of the public in fear of serious bodily injury; or
- Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

Tire deflation device is defined in part by Penal Code 46.01 as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

Title 5 felonies are those crimes listed in Title 5 of the Penal Code that typically involve injury to a person and may include:

- Murder, manslaughter, or homicide under Sections 19.02–.05;
- Kidnapping under Section 20.03;
- Trafficking of persons under Section 20A.02;
- Smuggling or continuous smuggling of persons under Sections 20.05–.06;
- Assault under Section 22.01;
- Aggravated assault under Section 22.02;
- Sexual assault under Section 22.011;
- Aggravated sexual assault under Section 22.021;
- Unlawful restraint under Section 20.02;

- Continuous sexual abuse of a young child or disabled individual under Section 21.02;
- Bestiality under Section 21.09;
- Improper relationship between educator and student under Section 21.12;
- Voyeurism under Section 21.17;
- Indecency with a child under Section 21.11;
- Invasive visual recording under Section 21.15;
- Disclosure or promotion of intimate visual material under Section 21.16;
- Sexual coercion under Section 21.18;
- Injury to a child, an elderly person, or a disabled person of any age under Section 22.04;
- Abandoning or endangering a child under Section 22.041;
- Deadly conduct under Section 22.05;
- Terroristic threat under Section 22.07;
- Aiding a person to commit suicide under Section 22.08; and
- Tampering with a consumer product under Section 22.09.

Under the influence means lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student "under the influence" need not be legally intoxicated to trigger disciplinary action.

Use means voluntarily ingesting or introducing into one's body, a prohibited substance, by any means.

Zip gun is defined by Penal Code 46.01 as a device or combination of devices that was not originally a firearm and is adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

For: Fort Bend ISD Board of Trustees
Date: July 25, 2022
Action: Review: Consideration and Approval - Residential and Day Treatment Providers
References: Board Policy CH (Legal) District Goal 1
Department: Special Education

Recommendation

Consideration and possible approval to authorize the Superintendent, or her designee, to execute agreements with the authorized residential and day treatment service providers listed in the table below as needed for the 2022-23 school year:

Residential Treatment Service Providers	Day Treatment Service Providers
Avondale House	Avondale House
Bayes Achievement Center	Harris County Department of Education
Shiloh Treatment Center, Inc.	Providence Treatment Center
The Texas Hill Country School	River Oaks Academy
Whispering Hills Achievement Center	Shiloh Treatment Center, Inc.
	The Monarch School and Institute

The approval of this recommendation will allow the district to respond to the immediate needs of students who require such services in FY23.

Summary

Each year, districts are required, under federal guidelines, to set aside 25 percent of IDEA funds for residential and non-public day school services. Student placement in a residential or day treatment setting occurs at the recommendation of the Admission, Review and Dismissal (ARD) committee, after all other resources for special education services within the district have been exhausted.

The set aside amount for 2022-23, at the required percentage for the District, is \$3,203,336. In 2021-22, the district contracted for services for students in such facilities for approximately \$2,510,950. Based upon history, the district does not anticipate expending the total amount, but is required to set the money aside for student situations not anticipated.

Recommended by:

Christie Whitbeck
 Superintendent of Schools

Submitted by:

Kimberly Lawson
Chief Academic Officer

For: Fort Bend ISD Board of Trustees
Date: July 25, 2022
Action: Consideration and Approval: Use of
2018 Bond Program Contingency
References: Board Policy CV (Local)
Department: Operations

Recommendation

Consideration and possible approval for the use of 2018 Bond Program Contingency as proposed.

Summary

PKG056 Security Fencing and PKG057 Barrington Place ES Interior Renovation were identified as new projects requiring funds. The 2018 Bond Program was established with an initial program contingency of \$5,019,364 intended to address unforeseen critical issues. The cumulative program contingency as of May 16, 2022 is \$7,199,966.16.

It is important to note that the Program Contingency discussed above is a “working” program contingency account that fluctuates on a day-to-day basis as surplus budgeted funds are contributed to the account, or as the Board approved the use of available funds.

Background

The Program Contingency is comprised of the initial approved contingency budget and any surplus budget from completed projects or amounts unspent due to a change of scope. The table below includes projects that will be recommended for approval at the July 25 Board meeting and reflects the projected Program Contingency balance as of July 2022.

Description	Budget (Shortage)/Surplus
Cumulative Program Contingency as of May 16, 2022	\$7,199,966.16
<i>Contributions</i>	
PKG009 Bhuchar Elementary School (ES53) - CLOSE OUT	\$1,000,000.00
PKG027 Roofing Package - CLOSE OUT	\$3,000,000.00
PKG050 Crawford High School (HS12) - CLOSE OUT	\$2,500,000.00
PKG054 Ferguson Elementary School (ES54) - CLOSE OUT	\$1,000,000.00
Contribution Sub-Total	\$7,500,000.00
<i>Uses</i>	
PKG056 Security Fencing	(\$4,414,540.00)
PKG057 Barrington Place ES Interior Renovation	(\$7,306,565.00)
Use Sub-Total	(\$11,721,105.00)

Net Proposed Activity July 2022	(\$4,221,105.00)
Cumulative Bond Program Contingency as of July 25, 2022	\$2,978,861.16

Recommended by:

Christie Whitbeck
Superintendent of Schools

Submitted by:

Oscar Perez
Chief Operations Officer

For: Fort Bend ISD Board of Trustees
Date: July 25, 2022
Action: Consideration and Approval:
Hurricane Harvey TEA Repayment
References: Board Policy
Goal 5

Department: Business and Finance

Recommendation

Consideration and possible approval to return over-payment to the Texas Education Agency (TEA) \$194,244.17 for Hurricane Harvey reimbursements paid to the District.

Summary

Senate Bill 500 (SB500), Section 33, from the 86th Legislature provided for TEA to pay the District for the ten percent (10%) portion of projects not reimbursed by Federal Emergency Management Agency (FEMA). After adjustments related to FEMA and insurance, \$367,953.25 is the net amount the District received from TEA.

Senate Bill 7 (SB7), which was passed during the 86th Texas Legislature, appropriated funding to the Texas Infrastructure Resiliency Fund to assist eligible political subdivisions with the non-federal (“local”) cost share of Hurricane Harvey Public Assistance (PA) and Hazard Mitigation Grant program projects. This funding provided up to seventy-five percent (75%) of the non-federal cost share. These funds were received throughout 2020 from the Texas Division of Emergency Management and totaled \$194,244.17.

The District has determined that the funds received from SB7 totaling \$194,244.17 should be repaid to TEA to avoid receiving duplicate benefits. The amount calculated for repayment is the difference between the \$367,953.25 received through SB500 and the \$173,709.08 shown on the attached as due from TEA. The repayment has been recorded as a liability in the General Fund and will not impact the financials that have been presented to the Board. Although the financials are not impacted, the repayment documents from TEA require the signature of the Board president and secretary in order to process. The required document is attached for execution pending approval of the repayment.

Recommended by:

Christie Whitbeck
Superintendent of Schools

Submitted by:

Bryan Guinn
Chief Financial Officer

Disaster Remediation Costs

Disaster

Date of Disaster

Date of Initial Proclamation or Executive Order

Period Covered - Two-year period following the governor's proclamation or executive order declaring a state of disaster.

Hurricane Harvey
August 24, 2017
August 25, 2017
August 24, 2019
\$10,613,737.95

Total Disaster Remediation Costs

Unreimbursed Disaster Remediation Costs

Dulles HS-contents-PW 21298/3788
 Dulles HS-bldg-PW 21285/ 4451
 Willowridge HS-bldg-PW26220/5449
 Austin HS-bldg-PW 21001/3265
 Progressive HS-bldg-PW 21535/4769
 Bush HS-bldg-PW 21239/2688
 Travis HS-bldg-PW 31334/5004
 Ridge Point HS-bldg-PW 30067/5342
 Ridge Point HS-bldg-PW 89893
 Ferndell Henry Alternative School-bldg-PW 24291/03975
 Missouri City MS-bldg-PW 31330/4515
 Christi McAuliffe MS-bldg-PW 21780/2411
 Hodges Bend MS-bldg-PW 21751/2208
 Lake Olympia MS-bldg-PW 21776/2938
 Garcia MS-bldg-PW 21743/2162
 Sartartia MS-bldg-PW 22216/4055
 Fort Settlement MS-bldg-PW 21738/2346
 Baines MS-bldg-PW 21684/5212
 Crockett MS-bldg-PW 21716/2771
 Bowie Ms-bldg-PW 21704/2107
 Jones Elementary-bldg-PW 23174/2493
 Lakeview Elemetary-bldg-PW 23276/2124
 Blue Ridge Elementary-bldg-PW 22417/2266
 Ridgemont Elementary-bldg-PW 24226/4444
 Ridgemont Early Learning Center-bldg-PW 30378/4802
 Quail Valley Elementary-bldg-PW 22130/2635
 Dulles Elementary-bldg-PW 21342/2152
 Briargate Elementary-bldg-PW22434/2095
 Townewest Elememntary-bldg-PW 24278/2143
 Lantern Lane Elementary-bldg-PW 22305/2183
 Colony Bend Elementary-bldg-PW 22460/2359
 Mission Bend Elementary-bldg-PW 31328/4754
 Sugar Mill Elementary-bldg-PW 24267/4518
 Settlers Way Elementary-bldg-PW 24250/5018

	Explanation - Why costs were not covered by insurance, federal relief or other
\$9,088.00	10% portion local share FEMA did not pay less Senate Bill #7
\$53,472.04	10% portion local share FEMA did not pay less Senate Bill #7
\$90,784.20	10% portion local share FEMA did not pay less Senate Bill #7
\$26,514.68	10% portion local share FEMA did not pay less Senate Bill #7
\$52,698.54	10% portion local share FEMA did not pay less Senate Bill #7
\$16,833.81	10% portion local share FEMA did not pay less Senate Bill #7
\$32,933.89	10% portion local share FEMA did not pay less Senate Bill #7
\$10,172.00	10% portion local share FEMA did not pay less Senate Bill #7
\$79,657.36	10% portion local share FEMA did not pay less Senate Bill #7
\$18,650.08	10% portion local share FEMA did not pay less Senate Bill #7
\$61,345.11	10% portion local share FEMA did not pay less Senate Bill #7
\$8,939.31	10% portion local share FEMA did not pay less Senate Bill #7
\$15,700.24	10% portion local share FEMA did not pay less Senate Bill #7
\$10,867.89	10% portion local share FEMA did not pay less Senate Bill #7
\$3,651.13	10% portion local share FEMA did not pay less Senate Bill #7
\$6,484.10	10% portion local share FEMA did not pay less Senate Bill #7
\$30,264.42	10% portion local share FEMA did not pay less Senate Bill #7
\$61,990.22	10% portion local share FEMA did not pay less Senate Bill #7
\$41,227.54	10% portion local share FEMA did not pay less Senate Bill #7
\$7,276.83	10% portion local share FEMA did not pay less Senate Bill #7
\$4,995.06	10% portion local share FEMA did not pay less Senate Bill #7
\$7,261.63	10% portion local share FEMA did not pay less Senate Bill #7
\$25,857.45	10% portion local share FEMA did not pay less Senate Bill #7
\$10,084.05	10% portion local share FEMA did not pay less Senate Bill #7
\$23,286.32	10% portion local share FEMA did not pay less Senate Bill #7
\$10,796.43	10% portion local share FEMA did not pay less Senate Bill #7
\$3,584.65	10% portion local share FEMA did not pay less Senate Bill #7
\$14,546.06	10% portion local share FEMA did not pay less Senate Bill #7
\$9,258.36	10% portion local share FEMA did not pay less Senate Bill #7
\$14,904.55	10% portion local share FEMA did not pay less Senate Bill #7
\$25,473.47	10% portion local share FEMA did not pay less Senate Bill #7
\$6,901.97	10% portion local share FEMA did not pay less Senate Bill #7
\$11,322.29	10% portion local share FEMA did not pay less Senate Bill #7
\$19,160.58	10% portion local share FEMA did not pay less Senate Bill #7

Disaster Remediation Costs

Disaster

Date of Disaster

Date of Initial Proclamation or Executive Order

Period Covered - Two-year period following the governor's proclamation or executive order declaring a state of disaster.

Hurricane Harvey

August 24, 2017

August 25, 2017

August 24, 2019

Total Disaster Remediation Costs

\$10,613,737.95

Palmer Elementary-bldg-PW 24176/4352	\$16,879.76	10% portion local share FEMA did not pay less Senate Bill #7
Hunters Glen Elementary-bldg-PW 23084/4502	\$13,719.76	10% portion local share FEMA did not pay less Senate Bill #7
Highlands Elementary-bldg-PW 22911/2482	\$7,333.73	10% portion local share FEMA did not pay less Senate Bill #7
Mission Glen Elementary-bldg-23900/3441	\$16,309.71	10% portion local share FEMA did not pay less Senate Bill #7
Pecan Grove Elementary-bldg-PW 24200/4575	\$32,748.68	10% portion local share FEMA did not pay less Senate Bill #7
Barrington Place Elementary-bldg-PW 22413/2687	\$8,194.92	10% portion local share FEMA did not pay less Senate Bill #7
Colony Meadows Elementary-bldg-PW 22469/3946	\$7,414.24	10% portion local share FEMA did not pay less Senate Bill #7
Mission West Elementary-bldg-PW 23948/4355	\$10,562.32	10% portion local share FEMA did not pay less Senate Bill #7
Walker Station Elementary-bldg-PW 242583/4677	\$22,257.57	10% portion local share FEMA did not pay less Senate Bill #7
Glover Elementary-bldg-PW 22717/4589	\$18,378.48	10% portion local share FEMA did not pay less Senate Bill #7
Fleming Elementary-bldg-PW 31307/4830	\$24,598.76	10% portion local share FEMA did not pay less Senate Bill #7
Burton Elementary-bldg-PW 22443/5105	\$9,338.88	10% portion local share FEMA did not pay less Senate Bill #7
Commonwealth Elementary-bldg-PW 22503/2366	\$3,754.88	10% portion local share FEMA did not pay less Senate Bill #7
Brazos Bend Elementary-bldg-PW 31299/4676	\$17,447.54	10% portion local share FEMA did not pay less Senate Bill #7
Sienna Crossing Elementary-bldg-PW /4632	\$59,303.13	10% portion local share FEMA did not pay less Senate Bill #7
Oyster Creek Elementary-bldg-PW 31332/4705	\$19,019.53	10% portion local share FEMA did not pay less Senate Bill #7
Goodman Elementary-bldg-PW 26209/4665	\$23,251.08	10% portion local share FEMA did not pay less Senate Bill #7
Goodman Elementary-contents-PW 45274/4956	\$25,409.95	10% portion local share FEMA did not pay less Senate Bill #7
Drabek Elementary-bldg-PW 22584/4370	\$24,535.82	10% portion local share FEMA did not pay less Senate Bill #7
Jordan Elementary-bldg-PW 31321/3291	\$3,911.08	10% portion local share FEMA did not pay less Senate Bill #7
Scanlan Oaks Elementary-bldg-PW /4919	\$63,736.40	10% portion local share FEMA did not pay less Senate Bill #7
Holley Elementary-bldg-PW 31318/4728	\$11,430.10	10% portion local share FEMA did not pay less Senate Bill #7
Armstrong Elementary-bldg-PW 22378/2329	\$5,429.61	10% portion local share FEMA did not pay less Senate Bill #7
Oakland Elementary-bldg-PW 31331/ 2426	\$4,415.46	10% portion local share FEMA did not pay less Senate Bill #7
Parks Elementary-bldg-PW 24181/4321	\$17,218.84	10% portion local share FEMA did not pay less Senate Bill #7
Cornerstone Elementary-bldg-PW 22562/2818	\$8,697.45	10% portion local share FEMA did not pay less Senate Bill #7
Schiff Elementary-bldg-PW 24246/3470	\$18,051.79	10% portion local share FEMA did not pay less Senate Bill #7
Seguin Elementary-contents-PW 30758/5672	\$691,672.88	10% portion local share FEMA did not pay; insurance paid 100%
Heritage Rose Elementary-bldg-PW 22835/2438	\$12,887.63	10% portion local share FEMA did not pay less Senate Bill #7
Patterson Elementary-bldg-PW 24194/4462	\$4,345.42	10% portion local share FEMA did not pay less Senate Bill #7
Hightower High School-bldg	\$10,257.54	not reimbursable due to FEMA Obtain & Maintain threshold
First Colony Middle School-bldg	\$15,949.89	not reimbursable due to FEMA Obtain & Maintain threshold
Sartartia MS-bldg	\$6,513.93	not reimbursable due to FEMA Obtain & Maintain threshold
Austin Parkway Elementary-bldg	\$26,067.82	not reimbursable due to FEMA Obtain & Maintain threshold
Ridgegate Elementary-bldg	\$22,251.89	not reimbursable due to FEMA Obtain & Maintain threshold

Disaster Remediation Costs

Disaster

Date of Disaster

Date of Initial Proclamation or Executive Order

Period Covered - Two-year period following the governor's proclamation or executive order declaring a state of disaster.

Hurricane Harvey

August 24, 2017

August 25, 2017

August 24, 2019

Total Disaster Remediation Costs

\$10,613,737.95

Elkins High School-bldg	\$19,559.06	not reimbursable due to FEMA Obtain & Maintain threshold
Clements High School-bldg	\$1,644.21	under FEMA threshold
Kempner High School-bldg	\$2,960.99	under FEMA threshold
Madden Elementary-bldg	\$810.00	under FEMA threshold
Sullivan Elementary-bldg	\$2,254.05	under FEMA threshold
Leonetti Elementary-bldg	\$430.00	under FEMA threshold
Neill Elementary-bldg	\$240.00	under FEMA threshold
Seguin Elementary-bldg-PW 30758/5672	\$4,988,147.29	10% portion local share FEMA did not pay & insurance deductible; insurance paid
Emergency Protective Measures-various campuses-PW 22730/4958	\$3,488,411.62	10% portion local share FEMA did not pay & insurance deductible & insurance paid
Total Costs	\$10,613,737.95	

Total costs reimbursed from insurance proceeds, federal disaster relief payments, or other sources

\$10,440,028.87

Balance of unreimbursed disaster expenses

\$173,709.08

Total costs the school district is seeking to reduce attendance credits under TEC, §41.093

\$173,709.08

Signature of President, Board of Trustee

Date

Signature of Secretary, Board of Trustee

Date

Signature of Superintendent

Date

For: Fort Bend ISD Board of Trustees
Date: July 25, 2022
Action: Consideration and Approval:
Revisions to Policies EHBAF
(Local), EF (Local), EFA (Local),
and EFAA (Local)
References: Board Policy: BF Local
Department: Legal Services

Recommendation

Consideration and possible approval of proposed revisions to policies EHBAF (Local), EF (Local), EFA (Local), and EFAA (Local).

Summary

- EHBAF: Special Education: Video/Audio Monitoring
 - Recommended revisions to this local policy on video and audio monitoring of special education classrooms are to implement changes required in revised Texas Administrative Code rules effective 1.31.2019. District practice and procedures are, and have been, aligned with the revised rules.
- EF: Instructional Resources; EFA: Instructional Resources - Instructional Materials; and EFAA: Instructional Materials - Selection and Adoption
 - Proposed revisions to this series are designed to consolidate content into one policy, EF(Local).
 - Content from EFA(Local) has been revised and relocated to EF (Local). As a result, EFA(Local) is recommended for deletion.
 - Changes to the Texas Administrative Code deleted the requirement for a board to adopt a specific policy for selection of instructional materials. Content regarding selection of instructional materials is contained in EF(Local). As a result, EFAA(Local) is recommended for deletion.
 - Substantial revisions to the content consolidated in the proposed EF(Local) address the selection of and challenges to instructional materials. Revisions considered materials and recommendations from the American Library Association, TEA's draft policy, TASB's updated policy recommendations, and input from District staff.

Recommended by:

Dr. Christie Whitbeck
Superintendent of Schools

Submitted by:

Robert Scamardo
General Counsel

Philosophy

~~**Note:** “Video” includes associated audio recordings; “classroom” includes other special education settings as defined by law; and “day” means school business day.~~

The Board believes students with disabilities must be provided the opportunity to achieve their full potential in a learning environment that is safe, ~~and~~ supportive, and transparent. ~~Video/audio monitoring is one of the tools that can be used.~~ The Board expects all staff to be vigilant in their observation and protection of all students.

Note: “Video” includes associated audio recordings; “classroom” includes other special education settings as defined by law; and “day” means school business day.

Requests for Video Surveillance

The Superintendent shall establish administrative procedures to implement this policy as required by law. [See EHBAF(LEGAL)]

Requests for video cameras may be made at any time, and shall be made in writing as set forth in the District’s administrative procedures.

A parent of a student who, by admission, review, and dismissal committee determination, will be placed in a classroom subject to this policy for the following year may submit a written request for video cameras by ~~the later of~~ the end of the current school year or the tenth day after the placement determination.

Response

The District shall respond to a request subject to this policy, authorizing the request or stating the reason for denial, not later than the seventh day after receipt as required by law.

Notice

The campus principal shall provide advance written notice of video surveillance as required by law and post a notice of video surveillance at the entrance of the classroom.

Installation and Operation

Unless TEA grants an extension of time, operation of video cameras shall begin not later than the 45th day, or the first school day after the 45th day if that day is not a school day, after the request is authorized, or, for a request for the following school year, not later than the later of the tenth school day of the fall semester or the 45th day, or the first school day after the 45th day if that day is not a school day, after the date the request is made. Video cameras shall be operated at all times during the instructional day.

For the school year in which a campus receives a request for video and audio surveillance, the campus shall continue to operate and

maintain any video cameras placed in the classroom for as long as the classroom continues to satisfy the requirements in Education Code 29.022(a). However, the campus may discontinue operation of the video camera during the year if the requester withdraws the request in writing and no request is submitted to continue the surveillance. Before a camera is deactivated, the principal shall provide advance written notice to staff on the campus and to parents of the students assigned to or engaging in school activities in the classroom that video and audio surveillance will be discontinued in the classroom and of the opportunity to request continued video and audio surveillance.

Video cameras must be capable of recording video and audio of all areas of the classroom, including a room attached to the classroom used for time out as defined by law. No visual monitoring, other than incidental coverage, shall be conducted of the inside of a bathroom or other area used for changing a student's clothes.

The District shall post notice at the entrance to a classroom in which video cameras are placed stating that video and audio surveillance is conducted in that classroom.

**Human Resources
Staff Member
Defined**

The Board designates the Superintendent and/or the executive director of Talent Experience as the human resources staff member.

**Reporting an
Incident**

A person may report an alleged incident in a classroom in which video surveillance is conducted in accordance with the District administrative procedures regarding video surveillance as soon as the person suspects the alleged incident.

Complaints

Complaints related to video surveillance, requests of video surveillance, or use of video surveillance shall be filed through the District's local grievance procedures (DGBA, FNG, or GF). The outcome of the District's complaint process may be appealed pursuant to Education Code 7.057 and 19 Administrative Code 103.1303, including an expedited review.

INSTRUCTIONAL RESOURCES
~~INSTRUCTIONAL MATERIALS~~

Note: For additional information on parental rights to view instructional materials, see EF(LEGAL). For information related to the selection process and accounting of instructional materials, as this term is defined by state law and rule, see CMD and EFA(LEGAL).

PHILOSOPHY

The Board believes that students and staff shall have access to a wide range of instructional materials that are aligned to the standards, represent a variety of points of view, and enhance learning for students through literacy rich environments. Furthermore, the Board supports transparency and parental rights to view resources utilized in the classroom.

~~For additional information on parental rights to view instructional materials, see EF(LEGAL).~~

ADMINISTRATIVE PROCEDURES

The Superintendent shall establish administrative procedures regarding standards for the selection of instructional resources and the process for reconsideration.

INSTRUCTIONAL RESOURCES

The District shall provide ~~a wide range of~~ instructional resources for students and faculty that present varying levels of difficulty, diversity of appeal, and a variety of points of view. Although ~~trained~~ professional staff members ~~are afforded the freedom to~~ may select instructional resources for their use in accordance with ~~this~~ District policy and ~~the state-mandated curriculum~~ administrative procedures, the ultimate authority for determining and approving the curriculum and instructional program of the District lies with the Board.

OBJECTIVES

In this policy, "instructional resources" ~~refers to~~ includes instructional materials and library materials.

Instructional materials may include textbooks, ~~library acquisitions, supplemental materials~~ supplementary resources for classroom use, and any other instructional ~~materials~~ resources, including electronic resources, used for formal or informal teaching and learning purposes. The primary objectives of instructional resources are to ~~deliver, support~~ implement, enrich, and ~~assist in implementing~~ support the District's educational program. ~~{See EFAA for the selection~~

Library materials may include printed and electronic library acquisitions and other ancillary or supplementary materials maintained in a campus library. In accordance with state and local guidelines, library collections should enrich and support the state and local curriculum. Collections should also provide materials of high interest to encourage student reading and learning for pleasure. Library

INSTRUCTIONAL RESOURCES
~~INSTRUCTIONAL MATERIALS~~

NEW POLICY
~~EFAEF~~
(LOCAL)

SELECTION

materials may be used for enhancing the instructional program, formal or informal teaching and learning purposes, and voluntary inquiry or self-selected reading.

School libraries are essential, safe, inviting, and interactive collaborative environments for teaching and learning within the entire school community. In accordance with state and local standards, libraries are ever evolving to provide equitable access to ideas, information, learning tools, and emerging technologies through high quality physical and virtual collections, which reflect input from stakeholders.

Administrators, teachers, librarians, library media specialists, other District personnel, parents, and community members, as appropriate, may recommend instructional resources for selection. Gifts of instructional resources shall be evaluated according to these criteria and accepted or rejected in accordance with CDC(LOCAL).

Campus and ~~The Board shall rely on~~ District professional staff ~~to shall~~ select and acquire instructional resources that:

1. Enrich and support the curriculum consistent with the general educational goals of the state and District, the aims and objectives of individual schools and specific courses, and the District and campus improvement plans.

~~1. , taking into consideration students' varied interests, abilities, learning styles, and maturity levels.~~

2. Are appropriate for the subject area and for the age, ability/reading level, learning styles, interests, and social and emotional development of the students for whom they are selected.

3. Meet high standards for artistic quality and/or literary style, authenticity, educational significance, factual content, physical format, presentation, readability, and technical quality.

~~Present various sides of controversial issues so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives.~~

4. Promote literacy, literary appreciation, and enjoyment of reading.

5. Are free of graphic images portraying sex acts.

INSTRUCTIONAL RESOURCES
~~INSTRUCTIONAL MATERIALS~~

NEW POLICY
EFAEF
(LOCAL)

~~2. Stimulate growth in factual knowledge, enjoyment of reading, literary appreciation, aesthetic values, and societal standards.~~

~~3.1. Present various sides of controversial issues so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives.~~

6. Are designed to provide information, including various sides of controversial issues, that will motivate students to examine their own attitudes and behavior; to understand their duties, responsibilities, rights, and privileges as citizens participating in our society; to develop, under staff guidance, skills in critical analysis; and to make informed choices and intelligent judgments in their daily lives.

[See also EMB regarding instruction about controversial issues and EHAA regarding human sexuality instruction.]

4. Represent many ethnic, religious, and cultural groups and their contributions to the national heritage and world community.

~~7. Provide a wide range of background information that will enable students to make intelligent judgments in their daily lives.~~

Selection of resources is an ongoing process that includes the removal of resources that no longer meet the criteria outlined in this policy and the periodic replacement or repair of resources that still have educational value.

~~SELECTION CRITERIA~~
SELECTION CRITERIA
LIBRARY MATERIALS

In addition to the criteria above, when selecting library materials, the selection of instructional resources, especially library acquisitions and supplemental materials for classroom use, librarians and professional staff shall ensure that materials consider whether the library materials:

~~1. Support and are consistent with the general educational goals of the state and District and the aims and objectives of individual schools and specific courses consistent with the District and campus improvement plans.~~

~~2. Meet high standards in presentation, format, readability, content, accuracy, artistic or literary quality, and educational significance.~~

~~3.1. Are appropriate for the subject and for the age, ability level, learning styles, and social and emotional development of the students for whom they are selected.~~

~~— Recommendations for~~

INSTRUCTIONAL RESOURCES
~~INSTRUCTIONAL MATERIALS~~

NEW POLICY
EFAEF
(LOCAL)

1. ~~library acquisitions shall involve administrators.~~ Represent a balanced collection presenting multiple viewpoints related to controversial issues to foster critical thinking skills and encourage discussion based on rational analysis [see EMB regarding instruction about controversial issues];
2. Demonstrate literary or artistic merit, quality, value, and significance;
3. Have received favorable professional library reviews from state ~~and~~ or nationally recognized review publications;
4. Have received state or national awards, or are included on recommended reading lists developed by library professionals and educators;
5. Cover topics, authors, series, or genres that fill gaps in the school library collection;
6. Include accurate and authentic factual content from authoritative sources;
7. Have a high degree of potential user appeal and interest, while supporting the unique background and diversity of the student population;
8. Offer a global perspective that promotes equity of access, including print and nonprint materials such as electronic and multimedia, to meet the needs of individual learners; and
9. Are requested or recommended by students and teachers.

~~, teachers, other District personnel, and community representatives, as appropriate. Gifts of instructional resources shall be evaluated according to these criteria and accepted or rejected accordingly.~~

~~Selection of materials is an ongoing process that includes the removal of resources no longer appropriate and the periodic replacement or repair of materials still of educational value.~~

PARENTAL INVOLVEMENT

The District shall focus on maximizing transparency with parents and community members while meeting student needs and providing enrichment opportunities with library materials. Parental involvement in library acquisition, maintenance, and campus activities is encouraged.

To support transparency and access for the school community, the District shall establish and make available procedures for parents

INSTRUCTIONAL RESOURCES
~~INSTRUCTIONAL MATERIALS~~

PARENT
CONSIDERATION

and the public to review holdings, information about titles, how materials are assessed, and library materials checked out by a student.

In general, a student is afforded the opportunity to self-select library materials as part of literacy development and the library program. District staff may assist a student in selecting library material; however, the ultimate determination of appropriateness remains with the student and parent. Parents are encouraged to communicate with the campus librarian and their child's teacher about special considerations regarding library materials self-selected by their student. In accordance with state law and administrative procedures, parents may select alternative library materials for their student. [For information on parental rights regarding instructional materials and other instructional resources see EF(LEGAL).]

MAINTENANCE OF
LIBRARY
MATERIALS

In accordance with state and local guidelines, collections shall be evaluated and updated regularly based on the collections' age, relevance, diversity, and variety. The Superintendent shall ensure administrative procedures are established for regular maintenance of the library collection on each campus. Standard maintenance procedures for any library collection include repair, replacement, and removal of materials as necessary. Regular maintenance shall also include scheduled inventories of the collection. Disposal of any District-owned library materials shall be in accordance with District policy and procedures. [See CI]

CONTROVERSIAL
ISSUES

~~The selection of library acquisitions on controversial issues~~ Regarding resources on controversial issues, District professional staff shall endeavor to maintain a balanced collection representing various views. Resources ~~Library materials~~ shall be chosen to clarify historical and contemporary forces by presenting and analyzing intergroup tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems. [See also EMB regarding instruction about controversial issues and EHAA regarding human sexuality instruction.]

CHALLENGED
MATERIALS

A parent of a District student, any employee, or any District resident may formally challenge an instructional resource used in the District's educational program on the basis of appropriateness.

GUIDING PRINCIPLES

The following principles shall guide the Board and staff in responding to challenges of instructional resources including resources that have been selected by professional staff:

1. Parents have the right to challenge any instructional resource in accordance with this policy.

INSTRUCTIONAL RESOURCES
~~INSTRUCTIONAL MATERIALS~~

2. A parent/guardian's ability to exercise control over reading, listening, or viewing matter extends only to their own child.

3. Access to challenged material shall not be restricted during the reconsideration process, except the District may deny access to a child if requested by the child's parent/guardian.

The major criterion for the final decision on challenged resources is the appropriateness of the resource for its intended educational use. No instructional resource shall be removed solely because of a viewpoint expressed in the resource.

INFORMAL
RECONSIDERATION

The school receiving a complaint about the appropriateness of an instructional resource shall ~~try~~attempt to resolve the matter informally using the following procedure:

1. The principal or designee shall explain the school's selection process, the criteria for selection, and the qualifications of the professional staff who selected the questioned ~~material~~re-source.

2. The principal or designee shall explain the ~~role the questioned material plays in the educational program, its~~ intended educational ~~usefulness,~~purpose of the resource and any additional information regarding its use.

3. If appropriate, the principal or designee may offer a concerned parent ~~other~~an alternative instructional ~~material~~re-source to be used by that parent's child in place of the challenged ~~material~~resource.

4. If the complainant wishes to make a formal challenge, the principal or designee shall provide the complainant a copy of this policy, ~~and a~~the Request for Reconsideration of Instructional Materials form ~~[see EFA(EXHIBIT)]~~to request a formal reconsideration of the resource, and how to access the related procedures.

FORMAL
RECONSIDERATION

All formal objections to an instructional resources shall be made on the ~~Request for Reconsideration of Instructional Materials~~ form for electronic submission available on the District website. ~~The form shall be completed and signed by the complainant and submitted to the principal or designee.~~

CAMPUS-
RECONSIDERATION
COMMITTEE

A campus reconsideration committee will convene if a resource, selected or purchased by campus staff, is challenged. Upon receipt of the ~~request,~~ formal objection, the principal shall appoint a committee to review the resource and determine if it was selected in accordance with this policy and guidance provided by the District.

The membership of the committee shall be defined in administrative procedures, but must:

- Include a campus administrator;
- Include at least one member of the instructional staff who either has experience teaching the challenged material or is familiar with the challenged material; and-
- Have a minimum of 5 members, a maximum of 11 members, and an odd number of members.

Other members of the committee may include District-level staff, library staff, secondary-level students, parents, and any other appropriate individuals.

All members of the committee shall review the challenged resource in its entirety. As soon as reasonably possible, the committee shall meet and determine whether the resource conforms to the principles of selection set out in this policy. The committee shall provide the complainant an opportunity to address the committee. The committee shall prepare a written report of its findings and provide copies to the principal, the Superintendent or designee, and the complainant. Absent extenuating circumstances, the written report shall be delivered to the complainant within 30 business days of receiving the formal objection.

If multiple campuses receive formal objections regarding the same instructional resource or the Superintendent determines an objection is more appropriately considered at the District level, the Superintendent may consolidate the objections and appoint a District reconsideration committee to review the resource in accordance with the procedures for reviewing a District-selected resource.

A District reconsideration committee will convene if:

1. a resource, selected or purchased by District-level staff is challenged;
2. multiple campuses receive formal objections regarding the same instructional resource; or
3. the Superintendent determines a campus level challenge is more appropriately considered at the District level.

Upon receipt of the formal objection, the Superintendent shall appoint a reconsideration committee to review the resource and determine if it was selected in accordance with this policy and guidance provided by the District. The membership of the committee shall be defined in administrative procedures, but must:

DISTRICT-
RECONSIDERATION
COMMITTEE

INSTRUCTIONAL RESOURCES
~~INSTRUCTIONAL MATERIALS~~

- Include a District administrator that oversees the program in which the instructional resource it used.
- Include ~~The reconsideration committee shall include~~ at least one member of the instructional staff who either has experience teaching the challenged material or is familiar with the challenged material.
- ~~Have a minimum of 5 members, a maximum of 11 members, and an odd number of members.~~

Other members of the committee may include District-level staff, library staff, secondary-level students, parents, and ~~others deemed~~any other appropriate ~~by the principal~~individuals.

All members of the committee shall review the challenged ~~material resource~~ in its entirety. As soon as reasonably possible, the committee shall meet and determine whether the challenged ~~material resource~~ conforms to the principles of selection set out in this policy. The committee shall provide the complainant an opportunity to address the committee. The committee shall ~~then~~ prepare a written report. Copies of the report shall be provided its findings and provide copies to the principal, the Superintendent or designee, and the complainant. Absent extenuating circumstances, the written report shall be delivered to the complainant within 30 business days of receiving the formal objection.

LIBRARY MATERIALS

Formal objections to library materials shall be reviewed in accordance with the above process for reconsideration.

FREQUENCY OF REVIEW

An instructional resource shall be reviewed no more than once per school year unless the Superintendent determines that a material change in circumstances has occurred such that additional review is warranted.

APPEAL

The complainant may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, ~~starting with the appropriate administrator.~~ [See DGBA, FNG, and GF] ~~The appeal shall contain documentation of the informal reconsideration process, if any, the Request for Reconsideration of Instructional Materials form, the reconsideration committee's report, and dates of conferences with the principal or designee.~~

~~GUIDING PRINCIPLES~~

~~The following principles shall guide the Board and staff in responding to challenges of instructional resources:~~

- ~~1. A complainant may raise an objection to an instructional resource used in a school's educational program, despite the fact that the professional staff selecting the resources were~~

~~qualified to make the selection, followed the proper procedure, and adhered to the objectives and criteria for instructional resources set out in this policy.~~

~~2. A parent/guardian's ability to exercise control over reading, listening, or viewing matter extends only to his or her their own children child.~~

~~1) When instructional resources are challenged, the principles of the freedom to read, listen, and view must be defended as well.~~

~~3. Access to challenged material shall not be restricted during the reconsideration process.~~

~~The major criterion for the final decision on challenged materials is the appropriateness of the material for its intended educational use. No challenged library material shall be removed solely because of the ideas expressed therein.~~

INSTRUCTIONAL RESOURCES

Note: For additional information on parental rights to view instructional materials, see EF(LEGAL). For information related to the selection process and accounting of instructional materials, as this term is defined by state law and rule, see CMD and EFA(LEGAL).

PHILOSOPHY The Board believes that students and staff shall have access to a wide range of instructional materials that are aligned to the standards, represent a variety of points of view, and enhance learning for students through literacy rich environments. Furthermore, the Board supports transparency and parental rights to view resources utilized in the classroom.

ADMINISTRATIVE PROCEDURES The Superintendent shall establish administrative procedures regarding standards for the selection of instructional resources and the process for reconsideration.

INSTRUCTIONAL RESOURCES The District shall provide instructional resources for students and faculty that present varying levels of difficulty, diversity of appeal, and a variety of points of view. Although professional staff members may select instructional resources for their use in accordance with District policy and administrative procedures, the ultimate authority for determining and approving the curriculum and instructional program of the District lies with the Board.

OBJECTIVES In this policy, “instructional resources” includes instructional materials and library materials.

Instructional materials may include textbooks, supplementary resources for classroom use, and any other instructional resources, including electronic resources, used for formal or informal teaching and learning purposes. The primary objectives of instructional resources are to implement, enrich, and support the District’s educational program.

Library materials may include printed and electronic library acquisitions and other ancillary or supplementary materials maintained in a campus library. In accordance with state and local guidelines, library collections should enrich and support the state and local curriculum. Collections should also provide materials of high interest to encourage student reading and learning for pleasure. Library materials may be used for enhancing the instructional program, formal or informal teaching and learning purposes, and voluntary inquiry or self-selected reading.

School libraries are essential, safe, inviting, and interactive collaborative environments for teaching and learning within the entire school community. In accordance with state and local standards,

INSTRUCTIONAL RESOURCES

libraries are ever evolving to provide equitable access to ideas, information, learning tools, and emerging technologies through high quality physical and virtual collections, which reflect input from stakeholders.

SELECTION

Administrators, teachers, librarians, library media specialists, other District personnel, parents, and community members, as appropriate, may recommend instructional resources for selection. Gifts of instructional resources shall be evaluated according to these criteria and accepted or rejected in accordance with CDC(LOCAL).

Campus and District professional staff shall select and acquire instructional resources that:

1. Enrich and support the curriculum consistent with the general educational goals of the state and District, the aims and objectives of individual schools and specific courses, and the District and campus improvement plans.
2. Are appropriate for the subject area and for the age, ability/reading level, learning styles, interests, and social and emotional development of the students for whom they are selected.
3. Meet high standards for artistic quality and/or literary style, authenticity, educational significance, factual content, physical format, presentation, readability, and technical quality.
4. Promote literacy, literary appreciation, and enjoyment of reading.
5. Are free of graphic images portraying sex acts.
6. Are designed to provide information, including various sides of controversial issues, that will motivate students to examine their own attitudes and behavior; to understand their duties, responsibilities, rights, and privileges as citizens participating in our society; to develop, under staff guidance, skills in critical analysis; and to make informed choices and intelligent judgments in their daily lives.

[See also EMB regarding instruction about controversial issues and EHAA regarding human sexuality instruction.]

7. Represent many ethnic, religious, and cultural groups and their contributions to the national heritage and world community.

Selection of resources is an ongoing process that includes the removal of resources that no longer meet the criteria outlined in this

INSTRUCTIONAL RESOURCES

policy and the periodic replacement or repair of resources that still have educational value.

LIBRARY MATERIALS

In addition to the criteria above, when selecting library materials, librarians and professional staff shall consider whether the library materials:

1. Represent a balanced collection presenting multiple viewpoints related to controversial issues to foster critical thinking skills and encourage discussion based on rational analysis [see EMB regarding instruction about controversial issues];
2. Demonstrate literary or artistic merit, quality, value, and significance;
3. Have received favorable professional library reviews from state or nationally recognized review publications;
4. Have received state or national awards, or are included on recommended reading lists developed by library professionals and educators;
5. Cover topics, authors, series, or genres that fill gaps in the school library collection;
6. Include accurate and authentic factual content from authoritative sources;
7. Have a high degree of potential user appeal and interest, while supporting the unique background and diversity of the student population;
8. Offer a global perspective that promotes equity of access, including print and nonprint materials such as electronic and multimedia, to meet the needs of individual learners; and
9. Are requested or recommended by students and teachers.

PARENTAL
INVOLVEMENT

The District shall focus on maximizing transparency with parents and community members while meeting student needs and providing enrichment opportunities with library materials. Parental involvement in library acquisition, maintenance, and campus activities is encouraged.

To support transparency and access for the school community, the District shall establish and make available procedures for parents and the public to review holdings, information about titles, how materials are assessed, and library materials checked out by a student.

INSTRUCTIONAL RESOURCES

PARENT CONSIDERATION	In general, a student is afforded the opportunity to self-select library materials as part of literacy development and the library program. District staff may assist a student in selecting library material; however, the ultimate determination of appropriateness remains with the student and parent. Parents are encouraged to communicate with the campus librarian and their child's teacher about special considerations regarding library materials self-selected by their student. In accordance with state law and administrative procedures, parents may select alternative library materials for their student. [For information on parental rights regarding instructional materials and other instructional resources see EF(LEGAL).]
MAINTENANCE OF LIBRARY MATERIALS	In accordance with state and local guidelines, collections shall be evaluated and updated regularly based on the collections' age, relevance, diversity, and variety. The Superintendent shall ensure administrative procedures are established for regular maintenance of the library collection on each campus. Standard maintenance procedures for any library collection include repair, replacement, and removal of materials as necessary. Regular maintenance shall also include scheduled inventories of the collection. Disposal of any District-owned library materials shall be in accordance with District policy and procedures. [See CI]
CONTROVERSIAL ISSUES	Regarding resources on controversial issues, District professional staff shall endeavor to maintain a balanced collection representing various views. Resources shall be chosen to clarify historical and contemporary forces by presenting and analyzing intergroup tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems. [See also EMB regarding instruction about controversial issues and EHAA regarding human sexuality instruction.]
CHALLENGED MATERIALS	A parent of a District student, any employee, or any District resident may formally challenge an instructional resource used in the District's educational program on the basis of appropriateness.
GUIDING PRINCIPLES	The following principles shall guide the Board and staff in responding to challenges of instructional resources including resources that have been selected by professional staff: <ol style="list-style-type: none"><li data-bbox="560 1633 1419 1703">1. Parents have the right to challenge any instructional resource in accordance with this policy.<li data-bbox="560 1728 1386 1789">2. A parent/guardian's ability to exercise control over reading, listening, or viewing matter extends only to their own child.

INSTRUCTIONAL RESOURCES

3. Access to challenged material shall not be restricted during the reconsideration process, except the District may deny access to a child if requested by the child's parent/guardian.

The major criterion for the final decision on challenged resources is the appropriateness of the resource for its intended educational use. No instructional resource shall be removed solely because of a viewpoint expressed in the resource.

INFORMAL
RECONSIDERATION

The school receiving a complaint about the appropriateness of an instructional resource shall attempt to resolve the matter informally using the following procedure:

1. The principal or designee shall explain the school's selection process, the criteria for selection, and the qualifications of the professional staff who selected the questioned resource.
2. The principal or designee shall explain the intended educational purpose of the resource and any additional information regarding its use.
3. If appropriate, the principal or designee may offer a concerned parent an alternative instructional resource to be used by that parent's child in place of the challenged resource.
4. If the complainant wishes to make a formal challenge, the principal or designee shall provide the complainant a copy of this policy, the form to request a formal reconsideration of the resource, and how to access the related procedures.

FORMAL
RECONSIDERATION

All formal objections to an instructional resource shall be made on the form for electronic submission available on the District website.

CAMPUS-
RECONSIDERATION
COMMITTEE

A campus reconsideration committee will convene if a resource, selected or purchased by campus staff, is challenged. Upon receipt of the formal objection, the principal shall appoint a committee to review the resource and determine if it was selected in accordance with this policy and guidance provided by the District. The membership of the committee shall be defined in administrative procedures, but must:

- Include a campus administrator;
- Include at least one member of the instructional staff who either has experience teaching the challenged material or is familiar with the challenged material; and
- Have a minimum of 5 members, a maximum of 11 members, and an odd number of members.

INSTRUCTIONAL RESOURCES

Other members of the committee may include District-level staff, library staff, secondary-level students, parents, and any other appropriate individuals.

All members of the committee shall review the challenged resource in its entirety. As soon as reasonably possible, the committee shall meet and determine whether the resource conforms to the principles of selection set out in this policy. The committee shall provide the complainant an opportunity to address the committee. The committee shall prepare a written report of its findings and provide copies to the principal, the Superintendent or designee, and the complainant. Absent extenuating circumstances, the written report shall be delivered to the complainant within 30 business days of receiving the formal objection.

If multiple campuses receive formal objections regarding the same instructional resource or the Superintendent determines an objection is more appropriately considered at the District level, the Superintendent may consolidate the objections and appoint a District reconsideration committee to review the resource in accordance with the procedures for reviewing a District-selected resource.

DISTRICT-
RECONSIDERATION
COMMITTEE

A District reconsideration committee will convene if:

1. a resource selected or purchased by District-level staff is challenged;
2. multiple campuses receive formal objections regarding the same instructional resource; or
3. the Superintendent determines a campus level challenge is more appropriately considered at the District level.

Upon receipt of the formal objection, the Superintendent shall appoint a reconsideration committee to review the resource and determine if it was selected in accordance with this policy and guidance provided by the District. The membership of the committee shall be defined in administrative procedures, but must:

- Include a District administrator that oversees the program in which the instructional resource it used.
- Include at least one member of the instructional staff who either has experience teaching the challenged material or is familiar with the challenged material.
- Have a minimum of 5 members, a maximum of 11 members, and an odd number of members.

INSTRUCTIONAL RESOURCES

Other members of the committee may include District-level staff, library staff, secondary-level students, parents, and any other appropriate individuals.

All members of the committee shall review the challenged resource in its entirety. As soon as reasonably possible, the committee shall meet and determine whether the challenged resource conforms to the principles of selection set out in this policy. The committee shall provide the complainant an opportunity to address the committee. The committee shall prepare a written report of its findings and provide copies to the principal, the Superintendent or designee, and the complainant. Absent extenuating circumstances, the written report shall be delivered to the complainant within 30 business days of receiving the formal objection.

LIBRARY
MATERIALS

Formal objections to library materials shall be reviewed in accordance with the above process for reconsideration.

FREQUENCY OF
REVIEW

An instructional resource shall be reviewed no more than once per school year unless the Superintendent determines that a material change in circumstances has occurred such that additional review is warranted.

APPEAL

The complainant may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies. [See DGBA, FNG, and GF]

INSTRUCTIONAL RESOURCES
INSTRUCTIONAL MATERIALS

EFA
(LOCAL)

~~The District shall provide a wide range of instructional resources for students and faculty that present varying levels of difficulty, diversity of appeal, and a variety of points of view. Although trained professional staff members are afforded the freedom to select instructional resources for their use in accordance with this policy and the state-mandated curriculum, the ultimate authority for determining and approving the curriculum and instructional program of the District lies with the Board.~~

OBJECTIVES

~~In this policy, "instructional resources" refers to textbooks, library acquisitions, supplemental materials for classroom use, and any other instructional materials, including electronic resources, used for formal or informal teaching and learning purposes. The primary objectives of instructional resources are to deliver, support, enrich, and assist in implementing the District's educational program. [See EFAA for the selection and adoption process of state-adopted instructional materials.]~~

~~The Board shall rely on District professional staff to select and acquire instructional resources that:~~

- ~~1. Enrich and support the curriculum, taking into consideration students' varied interests, abilities, learning styles, and maturity levels.~~
- ~~2. Stimulate growth in factual knowledge, enjoyment of reading, literary appreciation, aesthetic values, and societal standards.~~
- ~~3. Present various sides of controversial issues so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives.~~
- ~~4. Represent many ethnic, religious, and cultural groups and their contributions to the national heritage and world community.~~
- ~~5. Provide a wide range of background information that will enable students to make intelligent judgments in their daily lives.~~

SELECTION CRITERIA

~~In the selection of instructional resources, especially library acquisitions and supplemental materials for classroom use, professional staff shall ensure that materials:~~

- ~~1. Support and are consistent with the general educational goals of the state and District and the aims and objectives of individual schools and specific courses consistent with the District and campus improvement plans.~~

INSTRUCTIONAL RESOURCES
INSTRUCTIONAL MATERIALS

EFA
(LOCAL)

- ~~2.—Meet high standards in presentation, format, readability, content, accuracy, artistic or literary quality, and educational significance.~~
- ~~3.—Are appropriate for the subject and for the age, ability level, learning styles, and social and emotional development of the students for whom they are selected.~~
- ~~4.—Are designed to provide information that will motivate students to examine their own attitudes and behavior, to understand their rights, duties, and responsibilities as citizens, and to make informed judgments in their daily lives.~~

~~Recommendations for library acquisitions shall involve administrators, teachers, other District personnel, and community representatives, as appropriate. Gifts of instructional resources shall be evaluated according to these criteria and accepted or rejected accordingly.~~

~~Selection of materials is an ongoing process that includes the removal of resources no longer appropriate and the periodic replacement or repair of materials still of educational value.~~

CONTROVERSIAL
ISSUES

~~The selection of library acquisitions on controversial issues shall endeavor to maintain a balanced collection representing various views. Library materials shall be chosen to clarify historical and contemporary forces by presenting and analyzing intergroup tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems. [See also EMB regarding instruction about controversial issues and EHAA regarding human sexuality instruction.]~~

CHALLENGED
MATERIALS

~~A parent of a District student, any employee, or any District resident may formally challenge an instructional resource used in the District's educational program on the basis of appropriateness.~~

INFORMAL
RECONSIDERATION

~~The school receiving a complaint about the appropriateness of an instructional resource shall try to resolve the matter informally using the following procedure:~~

- ~~1.—The principal or designee shall explain the school's selection process, the criteria for selection, and the qualifications of the professional staff who selected the questioned material.~~
- ~~2.—The principal or designee shall explain the role the questioned material plays in the educational program, its intended educational usefulness, and any additional information regarding its use.~~

INSTRUCTIONAL RESOURCES
INSTRUCTIONAL MATERIALS

EFA
(LOCAL)

- ~~3.— If appropriate, the principal or designee may offer a concerned parent other instructional material to be used by that parent's child in place of the challenged material.~~
- ~~4.— If the complainant wishes to make a formal challenge, the principal or designee shall provide the complainant a copy of this policy and a Request for Reconsideration of Instructional Materials form [see EFA(EXHIBIT)].~~

FORMAL
RECONSIDERATION

~~All formal objections to instructional resources shall be made on the Request for Reconsideration of Instructional Materials form. The form shall be completed and signed by the complainant and submitted to the principal or designee. Upon receipt of the request, the principal shall appoint a reconsideration committee.~~

~~The reconsideration committee shall include at least one member of the instructional staff who either has experience teaching the challenged material or is familiar with the challenged material. Other members of the committee may include District-level staff, library staff, secondary-level students, parents, and others deemed appropriate by the principal.~~

~~All members of the committee shall review the challenged material in its entirety. As soon as reasonably possible, the committee shall meet and determine whether the challenged material conforms to the principles of selection set out in this policy. The committee shall then prepare a written report. Copies of the report shall be provided to the principal, the Superintendent or designee, and the complainant.~~

APPEAL

~~The complainant may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting with the appropriate administrator. [See DGBA, FNG, and GF] The appeal shall contain documentation of the informal reconsideration process, if any, the Request for Reconsideration of Instructional Materials form, the reconsideration committee's report, and dates of conferences with the principal or designee.~~

GUIDING PRINCIPLES

~~The following principles shall guide the Board and staff in responding to challenges of instructional resources:~~

- ~~1.— A complainant may raise an objection to an instructional resource used in a school's educational program, despite the fact that the professional staff selecting the resources were qualified to make the selection, followed the proper procedure, and adhered to the objectives and criteria for instructional resources set out in this policy.~~
- ~~2.— A parent's ability to exercise control over reading, listening, or viewing matter extends only to his or her own children.~~

INSTRUCTIONAL RESOURCES
INSTRUCTIONAL MATERIALS

EFA
(LOCAL)

- ~~3.—When instructional resources are challenged, the principles of the freedom to read, listen, and view must be defended as well.~~
- ~~4.—Access to challenged material shall not be restricted during the reconsideration process.~~

~~The major criterion for the final decision on challenged materials is the appropriateness of the material for its intended educational use. No challenged library material shall be removed solely because of the ideas expressed therein.~~

INSTRUCTIONAL MATERIALS
SELECTION AND ADOPTION

EFAA
(LOCAL)

Note:—For provisions regarding inventory and requisition of instructional materials, see CMD.

INSTRUCTIONAL
MATERIALS
ALLOTMENT TEAM

~~The District shall establish a team, as needed, to select instructional materials and technological equipment to be purchased with the District's instructional materials allotment. The team shall make selections based upon District instructional needs and in accordance with administrative regulations.~~

CERTIFICATION OF
INSTRUCTIONAL
MATERIALS

~~The instructional materials allotment team shall ensure that selected materials, in combination with any other materials in use by the District, allow the District to certify that all students are provided with instructional materials that cover the essential knowledge and skills, as required by law. [See EFAA(LEGAL)]~~

BOARD ACTION

~~The Board shall approve final selections and ratify the District's certification of instructional materials. Final selections shall be recorded in Board minutes.~~

For: Fort Bend ISD Board of Trustees
Date: July 25, 2022
Action: Review and Consideration:
Minutes of Previous Meetings
Reference: Board Policy BE (Local)
Department: Office of the Superintendent

Recommendation

Consideration and possible approval of minutes of the following Fort Bend ISD Board of Trustee meetings:

- March 07, 2022: Called Meeting and Agenda Review
- March 28, 2022: Public Hearing-Student Health Services
- March 28, 2022: Regular Business Meeting
- April 06, 2022: Special Called Meeting
- April 11, 2022: Called Meeting and Agenda Review
- April 20, 2022: Special Called Meeting
- April 25, 2022: Regular Business Meeting
- May 09, 2022: Called Meeting and Agenda Review
- May 16, 2022: Special Called Meeting-Canvassing of the Election Results
- May 16, 2022: Regular Business Meeting

Summary

Board Policy BE (Local) states, "Board action shall be carefully recorded by the Secretary or clerk; when approved, these minutes shall serve as the legal record of official Board actions. The written minutes of all meetings shall be approved by vote of the Board and signed by the President and the Secretary of the Board."

Recommended by:

Dr. Christie Whitbeck
Superintendent of Schools

Submitted by:

Robert Scamardo
General Counsel

Minutes
Fort Bend Independent School District
Board of Trustees
Called Meeting and Agenda Review
March 7, 2022

A Special Called Meeting of the Fort Bend ISD Board of Trustees was held on Monday, March 7, 2022 beginning at 6:00PM in the Board Room of the Fort Bend ISD Administration Building located at 16431 Lexington Blvd., Sugar Land, Texas. The meeting was available for members of the public to view the Live Stream of the meeting at <https://www.fortbendisd.com/Page/124962>

A quorum of the Board of Trustees attended both in person and via video conference at this location. The meeting was recorded as required by law, and the recording is available to the public at: <https://www.youtube.com/watch?v=QP6AdcAMfV0&t=2s>

The agenda packet for the meeting can be found here: <https://meetings.boardbook.org/Public/Agenda/649?meeting=516299>

Presiding Officer.....Mr. Dave Rosenthal, President

Board Members Present

- Mr. Jim Rice, Vice President
- Dr. Shirley Rose-Gilliam, Secretary
- Mrs. Judy Dae
- Mrs. Kristen Davison Malone
- Mrs. Angie Hanan
- Ms. Denetta Williams, via videoconference (joined at 6:04 PM)

School Officials Present

- Dr. Christie Whitbeck, Superintendent of Schools
- Beth Martinez, Deputy Superintendent
- Veronica Sopher, Chief Communications Officer
- Bryan Guinn, Chief Financial Officer
- Long Pham, Chief Information Officer
- Oscar Perez, Chief Operations Officer
- Robert Scamardo, General Counsel

Others Present

- Lt. Mike Harvey, FBISD PD
- Clay Grover, Board Counsel
- Casandra Yazdanpanah, Recording Secretary
- Staff and Employees

1. Meeting Called to Order

President Rosenthal called the meeting to order at 6:00 PM announcing the presence of a quorum, and that the meeting had been duly called and the notice posted for the time and manner required by law.

2. Information

A. New TEA School Facility Standards Update

The Administration presented information on the new TEA School Facilities Standard which impact campus capacity and an updated capacity for all campuses involved in the Sonal Bhuchar Elementary School attendance boundary as an example.

Members of the Board discussed and provided input on the information.

B. 2022-23 Budget Overview Update

The Administration provided an update on the ongoing budget work for the District, including 2021-22 projections, preliminary 2022-23 budget information, and information on planning for a potential 2022 bond election. Budget development activities are ongoing as staff works to allocate resources to best support the goals and priorities of the District.

Members of the Board discussed and provided input on the information.

President Rosenthal called for a 5 minute break at 7:31 PM.

The Trustees reconvened at 7:36 PM.

3. Review

A. Review and consider approval of previous meeting minutes.

- October 18, 2021: Called Meeting and Agenda Review
- October 25, 2021: Regular Business Meeting
- November 8, 2021: Called Meeting and Agenda Review
- November 15, 2021: Regular Business Meeting
- December 6, 2021: Public Budget Hearing
- December 6, 2021: Called Meeting and Agenda Review
- December 13, 2021: Regular Business Meeting
- January 10, 2022: Called Meeting and Agenda Review
- January 24, 2022: Regular Business Meeting

B. Review and consider approval of proposed revisions to board policies BBE (Local), BDD (Local), BE (Local) and BF (Local).

C. Review and consider approval of the Board resolution to submit the Victims of Crime Act (VOCA) grant application for year-four of the K-12 Campus Victim Assistance Program to the Office of the Governor.

D. Review Purchases Exceeding \$50,000.

1. Review and consider approval for purchase of specialized student information management system from Frontline Technologies.
2. Review and consider approval to execute Job Order Contract with JR Thomas Group.

- 3. Review and consider approval of Bond Contingency Use.
- 4. Review and consider approval of a contractor services agreement with E Contractors.

4. Convene in Closed Session

The Trustees convened in closed session at 8:20 PM under Texas Open Meetings Act, Texas Government Code, Chapter 551 under the following sections: 551.071 - For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized by law; Section 551.072 - Consider purchase, exchange, lease, or value of real property, Section 34 20 72 82 85 90 93 95 1 551.074 - Personnel matters, Section 551.076 - Security matters, Section 551.082 - Student discipline matter or complaint, or Section 551.0821 - Personally identifiable information about public school student.

5. Reconvene in Open Session

The Trustees reconvened in open session at 9:08 PM

6. Consider Action on Closed Session Items

MOTION was made by Dr. Gilliam and SECONDED by Mrs. Davison Malone to appoint Dr. Kimberly Lawson to the position of Chief Academic Officer in Fort Bend Independent School District. MOTION CARRIED. Ayes 7 – Noes 0.

7. Audience Responses to Agenda Items

None

8. Action

A. Consider approval of final recommendations for Sonal Bhuchar Elementary attendance boundaries.

MOTION was made by Mr. Rice and SECONDED by Mrs. Hanan for Board of Trustees to approve Action Item 7 as presented.

MOTION CARRIED. Ayes 7 – Noes 0.

9. Adjournment

Motion was made by Dr. Gilliam to adjourn. The meeting adjourned at 9:11 PM

Dave Rosenthal, President Dr. Shirley Rose-Gilliam, Secretary

Minutes
Fort Bend Independent School District
Board of Trustees
Public Hearing
March 28, 2022

A Special Called Meeting of the Fort Bend ISD Board of Trustees was held on Monday, March 28, 2022, beginning at 5:30 PM in the Board Room of the Administration Building located at 16431 Lexington Blvd., Sugar Land, Texas. Members of the public viewed the Live Stream of the meeting at the following address <https://www.fortbendisd.com/Page/124962>

The agenda packet for the meeting can be found here: <https://meetings.boardbook.org/Public/Agenda/649?meeting=520986>. The meeting was recorded as required by law, and the recording is available to the public at: <https://www.youtube.com/watch?v=rhEnr95sbOE>

Presiding Officer.....Mr. Dave Rosenthal, President

Board Members Present

- Mr. Jim Rice, Vice President
- Dr. Shirley Rose-Gilliam, Secretary
- Mrs. Judy Dae
- Mrs. Angie Hanan
- Mrs. Kristen Davison Malone (arrived at 5:41)

Board Members Absent

- Ms. Denetta Williams

School Officials Present

- Dr. Christie Whitbeck, Superintendent of Schools
- Steve Bassett, Deputy Superintendent
- Beth Martinez, Deputy Superintendent
- Veronica Sopher, Chief Communications Officer
- Bryan Guinn, Chief Financial Officer
- Kwabena Mensah, Chief of Schools
- Glenda Johnson, Chief Human Resources Officer
- Long Pham, Chief Information Officer
- Oscar Perez, Chief Operations Officer
- Robert Scamardo, General Counsel
- David Rider, Chief of FBISD Police Department

Others Present

- Jonathan Brush, Board Counsel
- Casandra Yazdanpanah, Recording Secretary
- Staff and Employees

1. Meeting Called to Order

President Rosenthal called the meeting to order at 5:30 PM announcing the presence of a quorum and that the meeting had been duly called and the notice posted for the time and manner required by law.

President Rosenthal stated that this hearing is open to public and members of the public can speak, even if they haven't previously signed up per Board meeting procedures.

2. Information

A. Public Hearing for Student Health Services in FBISD

Pursuant to Texas Education Code §38.012, the Administration presented for Board approval a proposal to expand the health services in the District. The proposal is for the expansion of mental health services and the implementation of dental services at Ridgemont Family Clinic.

Members of the Board discussed and provided input on the information.

3. Public Comment

None.

4. Adjournment

MOTION was made by Mrs. Malone to adjourn. The meeting adjourned at 6:32 p.m.

Dave Rosenthal, President

Dr. Shirley Rose-Gilliam, Secretary

Minutes
Fort Bend Independent School District
Board of Trustees
Regular Business Meeting
March 28, 2022, 2022

A Regular Business Meeting of the Fort Bend ISD Board of Trustees was held on Monday, March 28, 2022, beginning at 6:00 PM in the Board Room of the Fort Bend ISD Administration Building located at 16431 Lexington Blvd., Sugar Land, Texas. Members of the public viewed the Live Stream of the meeting at the following address <https://www.fortbendisd.com/Page/124962>.

Members of the public also registered to address the Board at the following address: <https://www.fortbendisd.com/cms/lib/TX01917858/Centricity/Domain/83/New%20Regular%20Business%20Address%20Form%201-12-21.pdf>. Requests to address the Board were submitted no later than 4:30 p.m. on the day of the meeting.

The agenda packet for the meeting can be found here: <https://meetings.boardbook.org/Public/Agenda/649?meeting=520990>. The meeting was recorded as required by law, and the recording is available to the public at:

<https://www.youtube.com/watch?v=rhEnr95sbOE>

Presiding Officer.....Mr. Dave Rosenthal, President

Board Members Present

- Mr. Jim Rice, Vice President
- Dr. Shirley Rose-Gilliam, Secretary
- Mrs. Judy Dae
- Mrs. Kristen Davison Malone
- Mrs. Angie Hanan
- Ms. Denetta Williams (arrived at 7:02 PM)

School Officials Present

- Dr. Christie Whitbeck, Superintendent of Schools
- Steve Bassett, Deputy Superintendent
- Beth Martinez, Deputy Superintendent
- Bryan Guinn, Chief Financial Officer
- Dr. Kwabena Mensah, Chief of Schools
- Glenda Johnson, Chief Human Resources Officer
- Veronica Sopher, Chief Communications Officer
- Long Pham, Chief Information Officer
- Oscar Perez, Chief Operations Officer
- Robert Scamardo, General Counsel
- David Rider, Chief of Police

Others Present

- Jonathan Brush, Board Counsel

Casandra Yazdanpanah, Recording Secretary
Staff and Employees

1.-3. Meeting Called to Order, National Anthem, Moment of Silence

President Rosenthal called the meeting to order at 6:34 PM announcing the presence of a quorum and that the meeting had been duly called and the notice posted for the time and manner required by law. Mr. Rosenthal then asked the audience to stand for the National Anthem performed by the Commonwealth Elementary students and to remain standing for a moment of silence.

4. Recognitions

The Board recognized the following:

- Counselors Reinforcing Excellence for Students in Texas (CREST) award
 - Karen Powell from Mission West Elementary
 - Missy Masters from Cornerstone Elementary
- 2022 TEPSAN of the Year award from Texas Elementary Principals and Supervisors Association
 - Mrs. Shweta Khade, Assistant Principal at Colony Bend Elementary
- Fort Bend Kodály Institute and FBISD Fine Arts Elementary Music Coordinator
 - Julie Boettiger, Coordinator Elementary Music
 - Eugene Holkup, Assistant Director of Fine Arts
- Youth Art Month (March) and Fort Bend ISD Visual Arts teachers:
 - Nancy Dunlevy, Austin High School
 - Shehla Sheikh, Austin High School
 - Kelly Chen, Clements High School
 - Ryan Morales, Elkins High School
 - Laura Angeles, Ridge Point High School
- Ridge Point High School students selected to serve as state officers in the Texas Thespian organization
 - Talya Hammerman
 - Katie Bland
- Fort Bend ISD DECA State Finalists
 - Austin High School – Phyllis Dallas-Morris, Advisor
 - Amynkhan Hashim – Quick Serve Restaurant
 - Nimishi Khiantani, Sheyan Lamohammed, Aim Varma – School-based Enterprise
 - Clements High School – Gregory Eppes and Daniel Ruiz, Advisors
 - Reeba Abraham – Human Resources Management
 - Iayan Ali – Stock Market
 - Ausum Ali – Stock Market
 - Trisha Botcha – Start-up Business Plan

- Rohith Chemitiganti – Hotel and Lodging Management
- Anish Cheraku – Principles of Finance
- Karthik Chitta – Hotel and Lodging Management
- Ariya Datta – Principles of Marketing
- Adit Dayal – Travel and Tourism Team Decision Making, Stock Market
- Ronit Dhawan – Stock Market
- Dev Dhruva – Stock Market
- Michael Frenkel – Stock Market
- Sriram Gaddam – Stock Market
- Saloni Gajwani – Stock Market
- Nishil Gandhi – Business Services Marketing
- Sheena Gupta – Entrepreneurship, Stock Market
- Angelina Hu – Principles of Business Management and Administration
- Anuhya Juturi – Stock Market
- Riyan Khoja – Travel and Tourism Team Decision Making, Stock Market
- Selina Lam – Principles of Marketing
- Matthew Li – Principles of Finance
- Lyle Link – Stock Market
- Alishan Lokhandwalla – Stock Market
- Saif Maredia – Stock Market
- Mahira Mathur – Principles of Marketing
- Neha Matlapudi – Stock Market
- Aryan Mehta – Stock Market
- Nikhil Mehta – Stock Market
- Mohammed Memon – Stock Market
- Sanjana Mittal – Restaurant and Food Service Management
- Kent Nguyen – Stock Market
- Sai Panthangani – Stock Market
- Aidan Paradise – Stock Market
- Rohan Parikh – Business Services Marketing, Stock Market
- Kavi Patel – Stock Market
- Dylan Pham – Stock Market
- Francesca Pientropinto – Stock Market
- Samyuktha Prabu – Apparel and Accessories Marketing
- Riyan Prasla – Stock Market
- Kishlaya Rastogi – Business Services Marketing, Stock Market
- Tanya Ratnani – Human Resources Management
- Shaurya Saini – Stock Market
- Jash Shah – Stock Market
- Sudarshan Varadarajan – Stock Market
- Dev Vijay – Stock Market
- Mukil Vivek – Stock Market
- Faris Younes – Stock Market
- Jack Zhang – Stock Market

Dulles High School – Rick Stepp, Advisor

- Sriya Chippalthurty, Hannah Chu, Nitya Pakala – Business Services Operations, Research Team

- Ashley Kurian – Business Services Operations Research Team
- Zanir Pirani, Zishan Pirani – Financial Services Team Decision Making Team
- Abhitej Devireddy – Personal Financial Literacy Event

Elkins High School – Dr. Safia Khatri, Advisor

- Riya Gupta – Hotel and Lodging Management

Kempner High School – Ms. Sharlene Mack, Advisor

- Aditya Shah – Business Finance Series

Ridge Point High School – Ms. Sharon Fleischer, Advisor

- Zion Alexander – Marketing Management
- Connor Hendrie – Marketing Management
- Da’Vine Yancy – Hospitality Services
- David Yancy – Hospitality Services
- Jeffrey Tommy – Accounting Applications
- John Vasquez – Stock Market
- Kernell Durand – Stock Market

Travis High School – Mrs. Karen Watassek, Advisor

- Anjali Narayanan – Franchise Business Plan
- Kais Ali, Mirsab Ali, Mahir Maknoja – Start Up Business Plan
- Trisha Gurnani – Integrated Marketing Campaign (Product)
- Tina Tran – Integrated Marketing Campaign (Product)
- Kelly Chang, Jami Spriggs and Cammi Tran – School-based Enterprise (Food Operations – The Tiger Shack)

5. Public Comments

None

6. Information

A. Annual Enrollment Review

The Administration presented the annual enrollment review to the Board, including information regarding campuses projected to be over-utilized and under-utilized for the 2022-23 school year. The presentation included enrollment management strategies, and a brief update to the Facilities Master Plan.

Members of the Board discussed and provided input on the information.

President Rosenthal called for a 10 minute break at 7:36 PM

The Trustees reconvened at 7:43 PM.

B. District and Campus Improvement Plan Middle of Year Update

The Administration presented to the Board information on the District Improvement Plan (DIP) and the Campus Improvement Plan (CIP) middle of the year update as part of a formative review to identify progress toward defined outcomes.

Members of the Board discussed and provided input on the information.

7. Board Members' Report

A. Activity Report

Dr. Gilliam reported the Board attended the following events since the February 14, 2022:

- Regular Board Meeting.
- Video Shoots for Student Leadership
- Role of TASB Governance
- SL95 Exhibit Opening
- Colony Meadows Elementary Carnival – Celebrating 30 Years!
- A Day of Remembrance – Black History Month
- Celebration on the 4th Anniversary of the Discovery of SL95
- Board Review of K-12 Health and PE Textbooks
- Board Training with CRSS
- Awarding of State Banner & Athlete of the Meet Certificate at Clements HS
- Hunters Glen Black History Month Program
- FBISD GT Virtual Parent Symposium
- Touchdown Club of Houston's Sportsmanship Luncheon
- FBISD Dance Showcase
- TASB Governance Camp
- Fort Education Foundation Gala
- Youth Art Month Reception
- Student Leadership 101 Session 7
- Elementary & Secondary Teacher of the Year Finalists Interviews
- School Naming Committee Meeting
- SHAC Meeting
- Board Policy Committee Meeting
- Fort Bend Chamber FBISD Teacher of the Year Celebration
- Meeting with Texas Thespian Board Members
- Commonwealth Elementary 2nd Grade Culture Day
- FBISD GT Parent Symposium
- FBISD Student Affairs Event: The Seriousness of Threats
- TPSP GT Showcase at Donald Leonetti Elementary
- TPSP GT Showcase at Mission Bend Elementary.

B. Special Reports

None.

8. Consent Agenda

Prior to the motion to approve items on the Consent Agenda, Ms. Williams pulled Agenda Items 8A, 8C, 8D-2 and 8D-3.

B. Consideration and approval of proposed revisions to Board policies BBE(LOCAL), BBD(LOCAL), BE(LOCAL), and BF(LOCAL)

D. Consideration and approval of Purchases Exceeding \$50,000

1. Consideration and approval for the purchase of specialized student information management system from Frontline Technologies

4. Consideration and approval of a contractor services agreement with E-Contractors

MOTION made by Mr. Rice and SECONDED by Mrs. Malone to approve the Consent Agenda as presented, with the exception of Item 8A, 8C, 8D-2 and 8D-3.

Following discussion, MOTION CARRIED. Ayes 6 – Noes 1

Yea: Dave Rosenthal, Jim Rice, Shirley Rose-Gilliam, Judy Dae, Kristen Davison Malone, Angie Hanan

Nay: Denetta Williams

Action on Items Pulled from the Consent Agenda:

8A. Consideration and approval of Board meeting minutes

- 1. October 18, 2020
- 2. October 25, 2021
- 3. November 8, 2021
- 4. November 15, 2021
- 5. December 6, 2021
- 6. December 13, 2021
- 7. January 10, 2022
- 8. January 24, 2022

MOTION made by Mr. Rice and SECONDED by Mrs. Hanan to approve Consent Agenda item 8A as presented.

During discussion, Mr. Rice CALLED THE QUESTION which was SECONDED by Mrs. Hanan. Following discussion, MOTION CARRIED. Ayes – 6 Noes 1

Yea: Dave Rosenthal, Jim Rice, Shirley Rose-Gilliam, Judy Dae, Kristen Davison Malone, Angie Hanan

Nay: Denetta Williams

8C. Consideration and approval of proposed revisions to Board policies BBE(LOCAL), BBD(LOCAL), BE(LOCAL) and BF(LOCAL)

MOTION made by Mr. Rice and SECONDED by Mrs. Hanan to approve Consent Agenda item 8C as presented.

Following discussion, MOTION CARRIED. Ayes 6 – Noes 1

Yea: Dave Rosenthal, Jim Rice, Shirley Rose-Gilliam, Judy Dae, Kristen Davison Malone, Angie Hanan

Nay: Denetta Williams

8D-2. Consideration and approval Job Order Contract with JR Thomas Group for the Relocation, Installation and Repairs to portable classroom buildings

MOTION made by Mr. Rice and SECONDED by Dr. Gilliam to approve Consent Agenda item 8D-2 as presented.

Following discussion, MOTION CARRIED. Ayes 6 – Noes 1

Yea: Dave Rosenthal, Jim Rice, Shirley Rose-Gilliam, Judy Dae, Kristen Davison Malone, Angie Hanan

Nay: Denetta Williams

8D-3. Consideration and approval for the use of the 2018 Bond Program Contingency

MOTION made by Mr. Rice and SECONDED by Dr. Gilliam to approve Consent Agenda item 8D-3 as presented.

Following discussion, MOTION CARRIED. Ayes 6 – Noes 1

Yea: Dave Rosenthal, Jim Rice, Shirley Rose-Gilliam, Judy Dae, Kristen Davison Malone, Angie Hanan

Nay: Denetta Williams

9. Closed Session

The Trustees convened in closed session at 10:06 PM under Texas Open Meetings Act, Texas Government Code, Chapter 551 under the following sections: 551.071 - For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized by law; Section 551.072 - Consider purchase, exchange, lease, or value of real property; Section 551.074 - Personnel matters, Section 551.076 - Security matters, Section 551.082 - Student discipline matter or complaint, or Section 551.0821 - Personally identifiable information about public school student.

10. Reconvene in Open Session

The Trustees reconvened in open session at 11:26 PM.

11. Consider Action on Closed Session Items

MOTION made by Mrs. Dae and SECONDED by Mr. Rice to award employee contracts as stated in the notice of this meeting and as presented in closed session.

MOTION CARRIED. Ayes 7 – Noes

MOTION made by Dr. Gilliam and SECONDED by Mr. Rice to authorize the Superintendent to negotiate and finalize a settlement agreement in Cause No. 17-DVC-246754 in the 240th

MOTION CARRIED. Ayes 7 – Noes 0

MOTION made by Mrs. Hanan and SECONDED by Mrs. Malone to approve the Resolution Agreement in SOAH Docket no. 701-22-0962, TEA Docket no. 090-SE-1221 and approval of the Monarch School & Institute as a provider of Special Education services.

MOTION CARRIED. Ayes 7 – Noes 0

MOTION made by Mr. Rice and SECONDED by Dr. Gilliam to ratify the appointment of Matthew Antignolo as Executive Director of Child Nutrition.

MOTION CARRIED. Ayes 7 – Noes 0

12. Action

- A. Consideration and Approval of Expansion of Health Services as presented in the public hearing on March 28, 2022

MOTION made by Mr. Rice and SECONDED by Mrs. Dae to approve Action Item 12A as presented.

Following discussion, MOTION CARRIED. Ayes 6 – Noes 1

Yea: Dave Rosenthal, Jim Rice, Shirley Rose-Gilliam, Judy Dae, Kristen Davison Malone, Angie Hanan

Nay: Denetta Williams

- B. Consideration and Approval of Joint Election Agreement and Contract for Election Services with Fort Bend County for the Trustee Election on Saturday, May 7, 2022

MOTION made by Mr. Rice and SECONDED by Mrs. Hanan to approve Action Item 12B as presented.

MOTION CARRIED. Ayes 7 – Noes 0

13. Adjournment

MOTION was made by Mrs. Hanan to adjourn. The meeting adjourned at 11:31 PM.

Dave Rosenthal, President

Dr. Shirley Rose-Gilliam, Secretary

Minutes
 Fort Bend Independent School District
 Board of Trustees
 Special Called Meeting
 April 6, 2022

A Special Called Meeting of the Fort Bend ISD Board of Trustees was held on Wednesday, April 6, 2022, beginning at 6:00 PM in the Board Room of the Fort Bend ISD Administration Building located at 16431 Lexington Blvd., Sugar Land, Texas.

A quorum of the Board of Trustees attended in person at this location. The agenda packet for the meeting can be found here:

<https://meetings.boardbook.org/Public/Agenda/649?meeting=524644>

Presiding Officer.....Mr. Dave Rosenthal, President

Board Members Present

Mr. Jim Rice, Vice President
 Dr. Shirley Rose-Gilliam, Secretary
 Mrs. Judy Dae
 Mrs. Kristen Davison Malone
 Mrs. Angie Hanan

Board Member Absent

Ms. Denetta Williams

School Officials Present

Dr. Christie Whitbeck, Superintendent of Schools
 Steve Bassett, Deputy Superintendent
 Beth Martinez, Deputy Superintendent
 Long Pham, Chief Information Officer

1. Meeting call to order

President Rosenthal called the meeting to order at 6:00 PM announcing the presence of a quorum and that the meeting had been duly called and the notice posted for the time and matter required by law.

2. Board Training with Dr. Cathy Minchberg (CRSS)

MOTION was made by Mrs. Malone to adjourn. The meeting adjourned at 8:57 PM.

Dave Rosenthal, President

Dr. Shirley Rose-Gilliam, Secretary

Minutes
Fort Bend Independent School District
Board of Trustees
Called Meeting and Agenda Review
April 11, 2022

A Special Called Meeting of the Fort Bend ISD Board of Trustees was held on Monday, April 11, 2022 beginning at 6:00 PM in the Board Room of the Fort Bend ISD Administration Building located at 16431 Lexington Blvd., Sugar Land, Texas. The meeting was available for the public to view via Live Stream at <https://www.fortbendisd.com/Page/124962>

A quorum of the Board of Trustees attended both in person and via video conference at this location. The agenda packet for the meeting can be found here: <https://meetings.boardbook.org/Public/Agenda/649?meeting=524379>

The meeting was recorded as required by law, and the recording is available to the public at:

<https://www.youtube.com/watch?v=V54iZpQIva8>

Presiding Officer.....Mr. Dave Rosenthal, President

Board Members Present

- Mr. Jim Rice, Vice President
- Dr. Shirley Rose-Gilliam, Secretary
- Mrs. Judy Dae
- Mrs. Kristen Davison Malone
- Mrs. Angie Hanan
- Ms. Denetta Williams, via videoconference

School Officials Present

- Dr. Christie Whitbeck, Superintendent of Schools
- Steve Bassett, Deputy Superintendent
- Beth Martinez, Deputy Superintendent
- Dr. Kim Lawson, Chief Academic Officer
- Dr. Kwabena, Mensah, Chief of Schools
- Bryan Guinn, Chief Financial Officer
- Veronica Sopher, Chief of Communications Officer
- Glenda Johnson, Chief Human Resources Officer
- Long Pham, Chief Information Officer
- Oscar Perez, Chief Operations Officer
- Robert Scamardo, General Counsel

Others Present

- Lt. Michael Harvey
- Johnathan Brush, Board Counsel
- Casandra Yazdanpanah, Recording Secretary
- Staff and Employees

1. Meeting Called to Order

President Rosenthal called the meeting to order at 6:01 PM announcing the presence of a quorum and that the meeting had been duly called and the notice posted online and at the Fort Bend Administration Building for the time and manner required by law.

2. Information

A. Strategic and Budgetary Update

The Administration provided an update on the ongoing budget work for the District, including 2021-22 projections, preliminary 2022-23 budget information, and information on planning for a potential 2022 bond election.

B. Compensation Adjustment for current teaching staff on steps 26-40

The Administration presented information on compensation adjustment for current teaching staff on steps 26-40.

C. Superintendent Update

- Dr. Whitbeck welcomed Dr. Kim Lawson, the new Chief Academic Officer.
- Dr. Whitbeck made a clarification about a question in the last Board meeting regarding an item that was not added to the agenda
- Dr. Whitbeck congratulated the HR team and their work at the Job Fair, thanked Dr. Hill's and the team on the Transition Fair event
- Commented on the BookaPalooza event at Dulles High School and congratulated the Librarians and Academic Leaders.
- Dr. Whitbeck mentioned the Zero Arc Units as the newest tool to fight the spread of illness.
- Congratulated Mr. Long Phan, and the IT Department for completing an update in technology at 53 campuses and 2185 new computers installed.
- Announced the new Almeta Crawford High School mascot (The Chargers) and colors (Teal and Cool Gray).
- Dr. Whitbeck congratulated the Girls Soccer Team from Ridge Point High School for competing at the State Level.

3. Review

A. Review and consider approval of previous meeting minutes.

- July 19, 2021: Regular Business Meeting 6:00 PM
- August 4, 2021: Special Called Meeting 6:00 PM
- August 9, 2021: Special Called Meeting 5:00 PM
- August 9, 2021: Special Called Meeting 7:00 PM
- August 10, 2021: Special Called Meeting 7:00 PM
- August 11, 2021: Special Called Meeting 7:00 PM
- August 12, 2021: Special Called Meeting 11:00 PM
- August 19, 2021: Special Called Meeting 3:30 PM
- August 20, 2021: Special Called Meeting 12:00 PM
- October 12, 2021: Called Meeting and Agenda Review, 12:00 PM

B. Review and consider approval of proposed revisions to policies FL (Local), FFG (Local), FDE (Local), EHAA (Local) and GKC (Local)

C. Review and consider approval for the adoption and purchase of instructional resources associated with the program area included within Proclamation 2022.

D. Review and consider approval of amending the cellular tower lease agreement with Eco-Site II, LLC (AT&T representative) for a cell tower at Kempner HS.

E. Review and consider approval of the Instructional Materials Allotment (IMA) and TEKS Certification for 2022-23.

F. Review and consider approval of an Interlocal Participation Agreement (IPA) with the Texas Association of School Boards (TASB) Risk Management Fund.

G. Review and consider approval of the 2022-23 FBISD Designated Hazardous Traffic Conditions List and approval to adopt the Designated Hazardous Traffic Conditions Resolution.

H. Review and consider approval of a Utility Easement Agreement with Sienna Municipal Utility District (MUD) No. 5 at the new Elementary School #54 at Heritage Park in Sienna.

I. Review and consider approval of a Water Meter Easement Agreement with Fort Bend County MUD No. 118 at Travis HS.

J. Review and consider to approve Budget Amendment Regarding use of 2018 Bond Program Contingency Funds.

K. Review Purchases Exceeding \$50,000. Specifically for:

1. Review and consider approval of a construction services agreement with (JOC) Jamail & Smith Construction at multiple campuses.

2. Review and consider approval for a project budget for Austin Parkway Elementary drainage.

3. Review and consider approval of Bond Contingency Use for Progressive High School parking lot.

4. Review and consider approval of a revised budget for PKG035.2 to fund the construction of a new Field House at Clements High School.

5. Review and consider approval for the continued purchase of physical examinations and Drug and Alcohol testing Services.

6. Review and consider approval on the purchase of Large Kitchen Equipment.

7. Review and consider approval for the purchase of Nursing Services.

8. Review and consider approval of the purchase of Appian Security Software. President Rosenthal called for a 5 minute break at 7:11 PM. The Trustees reconvened at 7:16 PM.

4. Action

- A. Consider final approval of the naming of Elementary School #54 at Heritage Park in Sienna.

President Rosenthal acknowledged the presence in the audience of Scott, Sandy and Jenna Ferguson, parents and sister of Allysa Ferguson and read a short biography of the namesake for new Elementary School #54 at Heritage Park in Sienna, Allysa Ferguson.

MOTION was made by Mr. Rice and SECONDED by Mrs. Malone that the Board of Trustees accept the of the naming of Elementary School #54 at Heritage Park in Sienna in Fort Bend Independent School District as presented.

Yea: Dave Rosenthal, Jim Rice, Shirley Rose-Gilliam, Judy Dae, Kristen Davison Malone, Angie Hanan, Denetta Williams

MOTION CARRIED. Ayes 7 – Noes 0

5. Convene in Closed Session

The Trustees convened in closed session at 7:28 PM under Texas Open Meetings Act, Texas Government Code, Chapter 551 under the following sections: 551.071 - For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized by law; Section 551.072 - Consider purchase, exchange, lease, or value of real property, Section 3 4 20 72 82 85 90 93 95 1 551.074 - Personnel matters, Section 551.076 - Security matters, Section 551.082 - Student discipline matter or complaint, or Section 551.0821 - Personally identifiable information about public school student.

6. Reconvene in Open Session

The Trustees reconvened in open session at 8:25 PM

7. Consider Action on Closed Session Items

MOTION was made by Mr. Rice and SECONDED by Mrs. Dae that the Board of Trustees approve the resolution approving the exchange of approximately .8678 acre tract of real property adjacent to Colony Bend Elementary School that belongs to Fort Bend Independent School District for an approximately .8678 acre track adjacent to Sugar Land Middle School that belongs to the City of Sugar Land and authorize the Superintendent to negotiate and execute the land exchange agreement with the City of Sugar Land.

MOTION CARRIED. Ayes 7 – Noes 0

MOTION was made by Mr. Rice and SECONDED by Dr. Gilliam that the Board of Trustees appoint Nikki Roberts to the position of Sonal Bhuchar Elementary School's Principal.

MOTION CARRIED. Ayes 7 – Noes 0

MOTION was made by Dr. Gilliam and SECONDED by Mrs. Hanan that the Board of Trustees appoint Carla Patton to the position of Principal of Allysa Ferguson Elementary School.
MOTION CARRIED. Ayes 7 – Noes 0

8. Audience Responses to Agenda Items

Glenda Guzman Macal commented on Agenda Item 2-A consideration for salary increase for all employees.

9. Adjournment

Motion was made by Mrs. Hanan to adjourn. The meeting adjourned at 9:11 PM

Dave Rosenthal, President

Dr. Shirley Rose-Gilliam, Secretary

Minutes
Fort Bend Independent School District
Board of Trustees
Special Called Meeting
April 20, 2022

A Special Called Meeting of the Fort Bend ISD Board of Trustees was held on Wednesday, April 20, 2022, beginning at 6:00 PM in the Board Room of the Fort Bend ISD Administration Building located at 16431 Lexington Blvd., Sugar Land, Texas.

A quorum of the Board of Trustees attended in person at this location. The agenda packet for the meeting can be found here:

<https://meetings.boardbook.org/Public/Agenda/649?meeting=526729>

Presiding Officer.....Mr. Dave Rosenthal, President

Board Members Present

Dr. Shirley Rose-Gilliam, Secretary
Mrs. Kristen Davison Malone
Mrs. Angie Hanan

Board Members Absent

Mrs. Judy Dae
Mr. Jim Rice, Vice President
Ms. Denetta Williams

1. Meeting call to order

President Rosenthal called the meeting to order at 6:00 PM announcing the presence of a quorum and that the meeting had been duly called and the notice posted for the time and manner required by law.

2. Convene in Closed Session

The Trustees convened in closed session at 6:00 PM under Texas Open Meetings Act, Texas Government Code, Chapter 551 under the following sections: Section 551.071 – For a private consultation with their attorney on any or all subjects or matters authorized by law; Section 551.072 – Consider purchase, exchange, lease or value of real property, Section 551.074 – Personnel matters, Section 551.076 – Security matters, Section 551.082 – Student discipline matter or complaint, or Section 551.0821 – Personally identifiable information about public school student.

A. Section 551.074: Personnel Matters

1. Board Training and Board Self Evaluation with Dr. Cathy Minberg (CRSS)

3. Reconvene in Open Session

The Trustees reconvened in open session at 8:47 PM

4. Consider Action on Closed Session Item

None.

MOTION was made by Mrs. Malone to adjourn. The meeting adjourned at 8:47 PM.

Dave Rosenthal, President Dr. Shirley Rose-Gilliam, Secretary

Minutes
Fort Bend Independent School District
Board of Trustees
Regular Business Meeting
April 25, 2022

A Regular Business Meeting of the Fort Bend ISD Board of Trustees was held on Monday, April 25, 2022, beginning at 6:00 PM in the Board Room of the Fort Bend ISD Administration Building located at 16431 Lexington Blvd., Sugar Land, Texas. Members of the public viewed the Live Stream of the meeting at the following address <https://www.fortbendisd.com/Page/124962>.

Members of the public also registered to address the Board at the following address: <https://www.fortbendisd.com/cms/lib/TX01917858/Centricity/Domain/83/New%20Regular%20Business%20Address%20Form%201-12-21.pdf>. Requests to address the Board were submitted no later than 4:30 p.m. on the day of the meeting.

The agenda packet for the meeting can be found here: <https://meetings.boardbook.org/Public/Agenda/649?meeting=526198> The meeting was recorded as required by law, and the recording is available to the public at:

<https://www.youtube.com/watch?v=S5dNOSI7ywc>

Presiding Officer.....Mr. Dave Rosenthal, President

Board Members Present

- Mr. Jim Rice, Vice President
- Dr. Shirley Rose-Gilliam, Secretary
- Mrs. Judy Dae
- Mrs. Kristen Davison Malone
- Mrs. Angie Hanan
- Ms. Denetta Williams (joined via video @ 7:16 PM)

School Officials Present

- Dr. Christie Whitbeck, Superintendent of Schools
- Steve Bassett, Deputy Superintendent
- Beth Martinez, Deputy Superintendent
- Dr. Kim Lawson, Chief Academic Officer
- Dr. Kwabena, Mensah, Chief of Schools
- Bryan Guinn, Chief Financial Officer
- Veronica Sopher, Chief of Communications Officer
- Glenda Johnson, Chief Human Resources Officer
- Long Pham, Chief Information Officer
- Oscar Perez, Chief Operations Officer
- Robert Scamardo, General Counsel
- David Rider, Chief of FBISD Police Department

Others Present

- Jonathan Brush, Board Counsel
- Casandra Yazdanpanah, Recording Secretary
- Staff and Employees

1.-3. Meeting Called to Order, National Anthem, Moment of Silence

President Rosenthal called the meeting to order at 6:00 PM announcing the presence of a quorum and that the meeting had been duly called and the notice posted for the time and manner required by law. Mr. Rosenthal then asked the audience to stand for the National Anthem sung by the Clements High School Choir Ensemble. Finally, Mr. Rosenthal asked the Board and audience to remain standing for a moment of silence.

4. Recognitions

The Administration and the Board recognized:

- Ridge Point High School's Academic Decathlon team won three individual and team state titles at the Frisco State Championship.
Team members include:
 - Josh Deardorff
 - Cheyenne Hayes
 - Kevin McGrath
 - Katie Massey
 - Rylee Pearce
 - Marcela Cardona Ramos
 - Meva Bayramli
 - Brittney Duong
 - Sage Lemaire

- Ridge Point High School AVID program earned the distinction of an AVID National Demonstration School.
 - Melissa Womack – AVID Coordinator
 - AVID Elective Teachers
 - Allen Gaible
 - Sarah Hosea
 - Osmar Lopez
 - Alexia Alexopoulos – AVID Administrator
 - The following students participated in the student panel during the validation process:
 - Seniors – Jaida Tircuit, Momore Del-Davidson, Jaylee Batres
 - Juniors – Jalynne Bolen, Dane Whittenburg, Annette Smith
 - Sophomores – Kevin Deleon, Karson Gordon
 - Freshman – Kya Martin, and Arlene Cuello

Riya Gupta, a sophomore at Elkins High School, earned a place in the DECA's International Career Development Conference for her written and case scenarios simulation for Hotel and Lodging Management Individual Series.

Marshall High School's Mighty Stampede Drumline aka FYA competed in the High Noon Showdown Drum Competition where they won first place in the High School division, Best Front Ensemble, and Overall Grand Champions. This was the group's first time participating in this competition. Ms. Ariel Jones, Percussion Specialist, also made history as the first woman drumline director to win as a Grand Champion in the Showdown's history.

Clements High School Percussion Ensemble wins the Open Class Championship at the Texas Color Guard Circuit State Championships. After just their first competition the group was elevated to Open Class. Also, the group won the WGI Regional Championships before closing out the season with their best score to date at the Texas Color Guard Circuit State Finals.

Dulles High School Leay String Quartet earned a silver medal at the inaugural UIL State Instrumental Chamber Music Contest. Members include Lillian Liao, Rachel Lin, Jason Wu, and Nicole Zeng. A special thank you to their directors Michael Isadore and Angela Yip.

Travis Springfield, Assistant Director of Fine Arts, 2022 Texas Thespian Administrator of the Year by the Texas Thespian Organization. Travis currently serves on the Board of Directors for the Texas Educational Theatre Association as President-Elect and will take over as President this September.

Ridge Point High School Theatre Troupe has been selected to represent the state of Texas at the International Thespian Festival. Ridge Point High Schools production of *Empowered: How One Girl Scout Nearly Destroyed the World's Economy* was chosen from all of one-act plays performed at the upcoming event. Representing the company of *Empowered* are student play directors Ireland Ga-an and Sophia Koepplinger, as well as theatre directors Drake Simpson and Mari Tortorice.

Twenty-four James Reese Career and Technical Center students qualified for the state competition in 17 events. This competition represented CTE programs in areas of Audio Video Production, Health Science, Information Technology, Cosmetology, Automotive, Culinary, and Electrical.

The Administration and the Board recognized the CTE Advisors and state winners:

- Co-Advisors – Teresa Reyna and Tyler Marshall
- Co-Advisors – Vivian McDonald and Genelle Johnson
 - Bronze winners – Career Pathway Human Services Cosmetology Team – Kendall Bentley, Guadalupe Perez, Elena Perez
- Co-Advisor – Joey Dyrud-Lange
 - Silver Winner – Information Technology Services - Gleb Klepko
- Co-Advisor – Rich Popovic
 - Silver Winner – Culinary Arts – Jocelyn Alvarado
- Co-Advisor – Staci Mikeska
 - Silver winner – Basic Healthcare Skills – Eeman Abid
 - Best of Show – Job Exhibit, Health Science – Nicole Hisole

Twenty-four Fort Bend ISD campuses received a 2021-2022 Energy Star Certification.

- Austin Parkway Elementary
- Briargate Elementary
- Burton Elementary
- Bush High School
- Crockett Middle School
- Ferndell Henry Center for Learning
- Garcia Middle School
- Glover Elementary

- Highlands Elementary
- Hodges Bend Middle School
- Jones Elementary
- Lantern Lane Elementary
- Madden Elementary
- Marshall High School
- Mission Bend Elementary
- Mission Glen Elementary
- Palmer Elementary
- Patterson Elementary
- Progressive High School
- Quail Valley Middle School
- Thornton Middle School
- Townewest Elementary
- Travis High School
- Willowridge High School

5. Public Comment

Stephanie Ellis, President of Fort Bend Psychological Association, addressed the Trustees providing a summary of the research supporting a later high school start time.

Noel & Diana Lopez – signed up to speak but did not attend.

Sandra Khalil addressed the Trustees regarding grievances and budget.

Glenda Macal addressed the Trustees regarding teacher & instructional support staff salary.

Tyrone Killebrew addressed the Trustees regarding an employee at Willowridge High School on medical leave of absence.

6. Information

- A. May 7, 2022 General Election for Trustees: Joint Election Agreement and Contract for Election Services

Members of the Board discussed and provided input on the information.

- B. Strategic and Budgetary Update
 Staff provided an update on the ongoing budget work for the District, including 2021-22 projections, preliminary 2022-23 budget information, and information on planning for a potential 2022 bond election. Budget development activities are ongoing as staff works to allocate resources to best support the goals and priorities of the District.

Members of the Board discussed and provided input on the information.

7. Superintendent's Update

Dr. Whitbeck shared news and photos from several events around the District

- The Lakeview Elementary School dedication
- Baines Middle School Honors and Symphonic Bands
- Bush High School advancing to the UIL State One Act Play
- Ten students from Kempner High School earned spots in the Technology Student Association nationals in Dallas
- Noey Do from Kempner High School is the Region III 5A boys' singles Tennis Champion
- Dulles High School Decathlon wins 2nd place in the US Academic Decathlon National Championship, ranking #1 Public School in the nation.

8. Board Members' Report

A. Activity Report

Dr. Gilliam reported the Board attended the following events since the March 25, 2022, Regular Board Meeting:

- Student Voices - Diversity Summit
- 2022 All-Star Talent Draft Job Fair
- Global Issues Summit
- Student Leadership 101
- Policy Committee Meeting
- Austin Parkway Elementary - Campus Visit
- Dulles High School - Campus Visit
- Campus Wellness Committee
- Board Training
- Board Subcommittee Hearing
- TASB -Legislative Advisory Council
- Visit to Barrington Place Elementary – PreK Read Aloud
- Board Policy Committee Meeting
- 2022 Teacher of the Year Celebration
- Lunch & Learn: Budget
- Lunch Meeting with the Board Executive Committee
- 7th Annual FBISD Film Fest
- SHAC Campus Wellness Committee Meeting
- SHAC Advocacy Subcommittee Meeting
- Board Self Evaluation Meeting
- VIPS of the Year Celebration
- Madden Multicultural Day Parade
- Lakeview Elementary Re-Dedication
- Texas Association of Gifted and Talent Parent Webinar
- Mentoring at Hunters Glen
- Quail Valley Middle School Library Volunteering
- Student Health Advisory Council Meeting
- Gulf Coast Area Association of School Board Meeting
- Leadership 101
- FDISD Seventh Annual Swim Fest

B. Special Reports

Board President Dave Rosenthal provided an update on the status of the Fort Bend ISD Board of Trustees' annual training requirements.

Trustees are required to complete specific training hours in three tiers:

- Tier One – Special Required Training has four components:
 - a. Orientation to the Texas Education Code (TEC)
 - b. Local District Orientation
 - c. Child Abuse Prevention
 - d. Evaluating and Improving Student Outcomes (EISO/SB 1566)

As of April 25, 2022, All FBISD Trustees have met Tier One requirements.

- Tier Two – Team Building and Assessment

As of April 25, 2022, all FBISD Trustees have met Tier Two requirements.

- Tier Three – Additional Required Elective Training

As of April 25, 2022, all FBISD Trustees have met Tier Three requirements.

Additionally, Board President Dave Rosenthal distributed the Framework for School Board Development and Board Policy BBD (Exhibit) to all Trustees and the Superintendent as required the Texas State Board of Education.

9. Consent Agenda.

Prior to Consent Agenda Mrs. Hanan pulled items 9L-2 and 9L-4 and Ms. Williams pulled items 9A-1, 9A-2, 9A-10 and 9L-3

MOTION made by Mr. Rice and SECONDED by Dr. Gilliam to approve the Consent Agenda as presented, with the exception of items 9A-1, 9A-2, 9A-10, 9L-2, 9L-3 and 9L-4.

Yea: Dave Rosenthal, Jim Rice, Shirley Rose-Gilliam, Judy Dae, Kristen Davison Malone, Angie Hanan, Denetta Williams

MOTION CARRIED. Ayes 7 – Noes 0

A. Consider approval of Board meeting minutes.

3. August 9, 2021: Special Called Meeting 7:00 PM
4. August 9, 2021: Special Called Meeting 6:00 PM
5. August 10, 2021: Special Called Meeting 7:00 PM
6. August 11, 2021: Special Called Meeting 7:00 PM
7. August 12, 2021: Special Called Meeting 11:00 AM
8. August 19, 2021: Special Called Meeting 3:30 PM
9. August 20, 2021: Special Called Meeting 12:00 PM

B. Consider approval of proposed revisions to policies FL(Local), FFG (Local), FDE (Local), EHAA (Local) and GKC (Local)

C. Consider approval for the adoption and purchase of instructional resources associated with the program area included within Proclamation 2022.

D. Consider approval of the Instructional Material Allotment (IMA) and TEKS Certification for 2022-2023.

E. Consider approval of an Interlocal Participation Agreement (IPA) with the Texas Association of School Boards (TASB) Risk Management Fund.

F. Consider approval of amending the cellular tower lease agreement with Eco-Site II, LLC (AT&T representative) for a cell tower at Kempner HS.

G. Consider approval of the 2022-2023 FBISD Designated Hazardous Traffic Conditions Resolution.

- H. Consider approval of a Utility Easement Agreement with Sienna Municipality Utility District (MUD) No. 5 at the New Alyssa Ferguson Elementary. (ES#54)
- I. Consider approval of a Water Meter Easement Agreement with Fort Bend County MUD No 118 at Travis HS.
- J. Consider approval of the Budget Amendment Regarding use of 2018 Bond Program Contingency Funds.
- K. Consideration and Approval of the Compensation Adjustment
- L. Consideration and approval of Purchases Exceeding \$50,000 Specifically for:

- 1. Consider approval of a construction services agreement with (JOC) Jamail & Smith Construction at multiple campuses.
- 5. Consider approval for the continued purchase of Physical Examinations on Drug and Alcohol Testing Services.
- 6. Consider approval for the purchase of Large Kitchen Equipment.
- 7. Consider approval for the purchase of Nursing Services.
- 8. Consider approval for the purchase of Appsiian Security Software.

Action on Items Pulled from the Consent Agenda:

9A-1 Consider approval of Board meeting minutes, July 19, 2021: Regular Business Meeting 6:00 p.m.

MOTION made by Mr. Rice and SECONDED by Mrs. Hanan to approve the Consent Agenda item 9A-1 as presented.

Following discussion, Mr. Rice called for the QUESTION and was second by Mrs. Hanan.

MOTION CARRIED. Ayes 6 – Noes 1

Yea: Judy Dae, Kristen Davison Malone, Angie Hanan, Jim Rice, Dave Rosenthal and Shirley Rose-Gilliam

Nay: Denetta Williams

9A-2 Consider approval of Board meeting minutes, August 4, 2021: Special Called Meeting 5:00 PM

MOTION made by Mr. Rice and SECONDED by Mrs. Hanan to approve the Consent Agenda item 9A-2 as presented.

MOTION CARRIED. Ayes 6 – Noes 1

Yea: Judy Dae, Kristen Davison Malone, Angie Hanan, Jim Rice, Dave Rosenthal and Shirley Rose-Gilliam

Nay: Denetta Williams

9A-10 Consider approval of Board meeting minutes, October 12, 2021: Called Meeting and Agenda Review

MOTION made by Mr. Rice and SECONDED by Mrs. Hanan to approve the Consent Agenda item 9A-10 as presented.

Following discussion, Mrs Hanan called for the QUESTION and was SECONDED by Dr. Gilliam.

MOTION CARRIED. Ayes 6 – Noes 1

Yea: Judy Dae, Kristen Davison Malone, Angie Hanan, Jim Rice, Dave Rosenthal and Shirley Rose-Gilliam

Nay: Denetta Williams

9L-2 Consider approval for a project budget for Austin Parkway Elementary drainage.

MOTION made by Mr. Rice and SECONDED by Mrs. Hanan to approve the Consent Agenda item 9L-2 as presented.

MOTION CARRIED. Ayes 6 – Noes 1

Yea: Judy Dae, Kristen Davison Malone, Angie Hanan, Jim Rice, Dave Rosenthal and Shirley Rose-Gilliam

Nay: Denetta Williams

9L-3 Consider approval of Bond Contingency use for Progressive HS parking lot.

MOTION made by Mr. Rice and SECONDED by Dr. Gilliam to approve the Consent Agenda item 9L-3 as presented.

Following discussion, MOTION CARRIED. Ayes 7 – Noes 0

9L-4 Consider approval of a revised budget of PKG035.2 to fund the construction of a new Fieldhouse at Clements HS.

MOTION made by Mr. Rice and SECONDED by Mrs. Hanan to approve the Consent Agenda item 9L-4 as presented.

Following discussion, MOTION CARRIED. Ayes 7 – Noes 0

10. Convene in Closed Session

The Trustees convened in closed session at 8:01 PM under Texas Open Meetings Act, Texas Government Code, Chapter 551 under the following sections: 551.071 - For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized by law; Section 551.072 - Consider purchase, exchange, lease, or value of real property, Section 551.074 - Personnel matters, Section 551.076 - Security matters, Section 551.082 - Student discipline matter or complaint, or Section 551.0821 - Personally identifiable information about public school student

11. Reconvene in Open Session

The Trustees reconvened in open session at 9:20 PM

12. Consider Action on Closed Session Item

Prior to voting Dr. Whitbeck stated that the District will hold on the Executive Director of Human Resources position at this time.

MOTION was made by Mr. Rice and SECONDED by Mrs. Hanan to assign the Level III employee grievance appeal of Kevin Daniels to Myra Schexnayder who will serve as the Board's designated hearing officer under Board Policy DGBA (Local)

MOTION CARRIED. Ayes 6 – Noes 1

Yea: Judy Dae, Kristen Davison Malone, Angie Hanan, Jim Rice, Dave Rosenthal and Shirley Rose-Gilliam

Nay: Denetta Williams

MOTION was made by Mrs. Hanan and SECONDED by Mr. Rice for the Board of Trustees to approve the appointment of Yvette Huerta Mendoza as Principal of Quail Valley Elementary School.
MOTION CARRIED. Ayes 7 – Noes 0

MOTION was made by Dr. Gilliam and SECONDED by Mr. Rice for the Board of Trustees to approve the appointment of Dr. Latoya Garrett as Principal of Sugar Land Middle School.
MOTION CARRIED. Ayes 7 – Noes 0

MOTION was made by Mrs. Davison Malone and SECONDED by Mr. Rice for the Board of Trustees to ratify the appointment of Dr. Audra Ude as Principal of Quail Valley Middle School.
MOTION CARRIED. Ayes 7 – Noes 0

MOTION was made by Mrs. Dae and SECONDED by Mr. Rice for the Board of Trustees to renew and to award probationary, term, and dual employment contracts for educators for the 2022-23 school year.
MOTION CARRIED. Ayes 7 – Noes 0

13. Action

A. Consider approval of Alternate Approvers for PEIMS Submissions.

MOTION made by Mr. Rice and SECONDED by Dr. Gilliam to approve action item 13 A as presented.
MOTION CARRIED. Ayes 7 – Noes 0

14. Adjournment

MOTION was made by Dr. Gilliam to adjourn. The meeting adjourned at 9:26 PM.

Dave Rosenthal, President Dr. Shirley Rose-Gilliam, Secretary

Minutes
Fort Bend Independent School District
Board of Trustees
Called Meeting and Agenda Review
May 9, 2022

A Special Called Meeting of the Fort Bend ISD Board of Trustees was held on Monday, May 9, 2022 beginning at 6:00 PM in the Board Room of the Fort Bend ISD Administration Building located at 16431 Lexington Blvd., Sugar Land, Texas. The meeting was available to the public via Live Stream at <https://www.fortbendisd.com/Page/124962>

Members of the public also registered to address the Board at the following address: <https://www.fortbendisd.com/cms/lib/TX01917858/Centricity/Domain/83/New%20Agenda%20Review%20Address%20Form%201-12-21.pdf> Requests to address the Board were submitted no later than 4:30 p.m. on the day of the meeting.

The agenda packet for the meeting can be found here: <https://meetings.boardbook.org/Public/Agenda/649?meeting=528005>

The meeting was recorded as required by law, and the recording is available to the public at: <https://www.youtube.com/watch?v=Ao1F-nlxZBE>

Presiding Officer.....Mr. Dave Rosenthal, President

Board Members Present

- Mr. Jim Rice, Vice President
- Dr. Shirley Rose-Gilliam, Secretary
- Mrs. Judy Dae
- Mrs. Kristen Davison Malone
- Mrs. Angie Hanan
- Ms. Denetta Williams

School Officials Present

- Dr. Christie Whitbeck, Superintendent of Schools
- Steve Bassett, Deputy Superintendent
- Beth Martinez, Deputy Superintendent
- Dr. Kim Lawson, Chief Academic Officer
- Dr. Kwabena, Mensah, Chief of Schools
- Bryan Guinn, Chief Financial Officer
- Veronica Sopher, Chief of Communications Officer
- Glenda Johnson, Chief Human Resources Officer
- Long Pham, Chief Information Officer
- Oscar Perez, Chief Operations Officer
- Robert Scamardo, General Counsel
- David Rider, Chief of FBISD Police Department

Others Present

- Jonathan Brush, Board Counsel
- Casandra Yazdanpanah, Recording Secretary
- Staff and Employees

1. Meeting Called to Order

President Rosenthal called the meeting to order at 6:01 PM announcing the presence of a quorum, that the meeting had been duly called and the notice posted online and at the Fort Bend ISD Administration Building for the time and manner required by law.

2. Information

A. Gifted and Talented Audit Report

The Administration presented the Gibson Consulting internal audit report of the Gifted and Talented Program.

Members of the Board discussed and provided input on the information.

B. School Health Advisory Council (SHAC) Annual Report

Policy BDF (Legal) requires the School Health Advisory Council (SHAC) to submit an annual report to its local school board. This update provided an overview of the progress tied to 2021-22 SHAC goals, an update on the progress towards implementation of the wellness plan as outlined in Policy FFA (Local), and SHAC's recommendations regarding initiatives related to health education and instruction.

Members of the Board discussed and provided input on the information.

3. Superintendent Update

- Dr. Whitbeck gave an update on her campus visits
- Thanked all our nurses on National Nurse's Week.
- Recognized our retirees and our most experienced staff members during the Staff Service Awards.
- Thanked everyone who voted in the Trustee election and participating in the process.

4. Review

- A. Review of Low Attendance Waivers for 2021-22
- B. Review of Dual Credit Waiver
- C. Review of Foreign Exchange Waiver
- D. Review of Remote Instruction Homebound Waiver
- E. Review of Modified Schedule State Assessment Testing Days Waiver
- F. Review of Selection of a Financial Advisor
- G. Review of Employee Benefits / Selection of Providers
- H. Review of 2022-23 Compensation Recommendation
- I. Review of New Instructional Positions for 2022-23

- J. Revisions to Policies COA (Local), CQB (Local), and FNF (Local)
- K. Review of Recommended 2022-23 School Health Advisory Committee (SHAC) Membership Roster.
- L. Review of Use of Contingency
- M. Review Purchases Exceeding \$50,000. Specifically, for:

- 1. Review of Package 36 Fire Alarms
- 2. Review of PSTN Telephony Access Primary Rate Interface Related Items and Services
- 3. Review of Feedback and Customer Service Solutions for Schools
- 4. Review of Student Universal Screener

5. Audience Comments on Agenda Items Posted for this Meeting

- Michelle Menon commented on Agenda Item 4-H regarding more support and compensation for Teaches and Staff.
- Glenda Guzman Macal commented on the workload of teachers and staff.
- Michael Ashleman commented on the rapid exodus of teachers to other districts that are offering larger increases in salary and bonuses.

6. Closed session

The Trustees convened in closed session at 8:01 PM under Texas Open Meetings Act, Texas Government Code, Chapter 551 under the following sections: 551.071 - For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized by law; Section 551.072 - Consider purchase, exchange, lease, or value of real property, Section 551.074 - Personnel matters, Section 551.076 - Security matters, Section 551.082 - Student discipline matter or complaint, or Section 551.0821 - Personally identifiable information about public school student.

7. Reconvene in Open Session

The Trustees reconvened in open session at 10:25 PM

8. Consider Action on Closed Session Items

A. MOTION was made by Mrs. Dae and SECONDED by Mr. Rice that the Board of Trustees accept the hearing officer's recommendation of Level III employee grievance of Doreatha Long Walker.
 Following discussion, MOTION CARRIED. Ayes 6 – Nays 1
 Yea: Dave Rosenthal, Jim Rice, Shirley Rose-Gilliam, Judy Dae, Kristen Davison Malone, Angie Hanan
 Nay: Denetta Williams

A. MOTION was made by Mr. Rice and SECONDED by Mrs. Dae for the Board of Trustees to accept the Superintendent recommendation to appoint Jonathan Sutton as Principal of Briargate Elementary School.
MOTION CARRIED. Ayes 7 – Noes 0

C. MOTION was made by Dr. Gilliam and SECONDED by Mr. Rice for the Board of Trustees to for the Board of Trustees to accept the Superintendent recommendation to appoint Kyella Griffin to the position of Principal of David Crockett Middle School in Fort Bend Independent School District
MOTION CARRIED. Ayes 7 – Noes 0

MOTION was made by Mrs. Malone and SECONDED by Mr. Rice for the Board of Trustees to accept the Superintendent recommendation to appoint Anitra Wilson to the position Principal of Rosa Parks Elementary School.
MOTION CARRIED. Ayes 7 – Noes 0

MOTION was made by Mrs. Hanan and SECONDED by Mr. Rice for the Board of Trustees to for the Board of Trustees to accept the Superintendent recommendation to appoint Gregory Foulds to the position of Principal Jan Schiff Elementary School's Principal. in Fort Bend Independent School District
MOTION CARRIED. Ayes 7 – Noes 0

The Administration did not make a recommendation for Principal of Glover Elementary.

B. MOTION was made by Mrs. Hanan and SECONDED by Mr. Rice that the Board of Trustees terminate the probationary employment contact of Catherine Bateman at the end of the 2021-2022 school year and authorize the Superintendent to provide notice to Catherine Bateman of the Board's action.
Following discussion, MOTION CARRIED. Ayes 6 – Noes 1
Yea: Judy Dae, Kristen Davison Malone, Angie Hanan, Jim Rice, Dave Rosenthal and Shirley Rose-Gilliam
Nay: Denetta Williams

C. MOTION was made by Mr. Rice and SECONDED by Mrs. Hanan that the Board of Trustees to terminate the probatory employment contract of Doreatha Long Walker at the end of the 2021-2022 school year and authorize the Superintendent to provide notice to Ms. Doreatha Long Walker of the Board's action.
Following discussion, MOTION CARRIED. Ayes 6 – Noes 1
Yea: Judy Dae, Kristen Davison Malone, Angie Hanan, Jim Rice, Dave Rosenthal and Shirley Rose-Gilliam
Nay: Denetta Williams

G. MOTION was made by Dr. Gilliam and SECONDED by Mr. Rice that the Board of Trustees to non-renew the term employment contract of Brenette Newton-Gunter and authorize the Superintendent to notify Ms. Newton-Gunter of the Board's action.
Following discussion, MOTION CARRIED. Ayes 6 – Noes 1
Yea: Judy Dae, Kristen Davison Malone, Angie Hanan, Jim Rice, Dave Rosenthal and Shirley Rose-Gilliam
Nay: Denetta Williams

9. Action
None

10. Adjournment

MOTION was made by Dr. Gilliam to adjourn. The meeting adjourned at 10:31 PM

Dave Rosenthal, President

Dr. Shirley Rose-Gilliam, Secretary

Minutes
Fort Bend Independent School District
Board of Trustees
Special Called Meeting
Canvassing the Election Results
May 16, 2022

A Special Called Meeting of the Fort Bend ISD Board of Trustees to canvass the May 7, 2022 Trustee election was held on Monday, May 16, 2022, beginning at 5:30 PM in the Board Room of the Administration Building of Fort Bend ISD located at 16431 Lexington Blvd., Sugar Land, Texas. Members of the public viewed the Live Stream of the meeting at the following address <https://www.fortbendisd.com/Page/124962>.

A quorum of the Board of Trustees attended in person at this location. The agenda packet for the meeting can be found here <https://meetings.boardbook.org/Public/Agenda/649?meeting=525635>

The meeting was recorded as required by law, and the recording is available to the public at:

https://www.youtube.com/watch?app=desktop&v=jLVrNVr_tBM

Presiding Officer.....Mr. Dave Rosenthal, President

Board Members Present

- Mr. Jim Rice, Vice President
- Dr. Shirley Rose-Gilliam, Secretary
- Mrs. Judy Dae
- Mrs. Kristen Davison Malone
- Mrs. Angie Hanan

Board Members Absent

- Ms. Denetta Williams

School Officials Present

- Dr. Christie Whitbeck, Superintendent of Schools
- Steve Bassett, Deputy Superintendent
- Beth Martinez, Deputy Superintendent
- Dr. Kim Lawson, Chief Academic Officer
- Dr. Kwabena, Mensah, Chief of Schools
- Bryan Guinn, Chief Financial Officer
- Veronica Sopher, Chief of Communications Officer
- Long Pham, Chief Information Officer
- Oscar Perez, Chief Operations Officer
- Robert Scamardo, General Counsel
- David Rider, Chief of FBISD Police Department

Others Present

- Jonathan Brush, Board Counsel
- Casandra Yazdanpanah, Recording Secretary

1.-3. Meeting Called to Order

President Rosenthal called the meeting to order at 5:35 PM. Pursuant to Texas Election Code Section 67.004. Six trustees were present which constitutes a quorum and notice of this meeting was posted in the time and manner required by law.

President Rosenthal stated that the only business during this meeting was to canvass the votes and declare the results of the May 7, 2022 trustee election. On Saturday, May 14, 2022, Fort Bend County Elections Administrator, John Oldham, delivered the certified statement of the votes cast in the May 7, 2022 election pursuant to the Joint Election Agreement with Fort Bend County.

19,530 registered voters in Fort Bend Independent School District cast ballots of the 281,399 eligible registered voters.

For Trustee, Position 3

Rick Garcia	9,131 votes	or 51.69% of the votes cast
Jim Rice	8,534 votes	or 48.31% of the votes cast

President Rosenthal congratulated Mr. Rick Garcia on being elected to the Board, Position 3

Trustee, Position 7

Orjanel Kianna Lewis	7,853 votes	or 44.68% of the votes cast
David Hamilton	8,387 votes	or 47.91% of the votes cast
Shell McClue	1,264 votes	or 7.22% of the votes cast

President Rosenthal congratulated Mr. David Hamilton on being elected to the Board, Position 7

4. Adjournment

The meeting adjourned at 5:38 PM

Dave Rosenthal, President

Dr. Shirley Rose-Gilliam, Secretary

Minutes
Fort Bend Independent School District
Board of Trustees
Regular Business Meeting
May 16, 2022

A Regular Business Meeting of the Fort Bend ISD Board of Trustees was held on Monday, May 16, 2022, beginning at 6:00 PM in the Board Room of the Fort Bend ISD Administration Building located at 16431 Lexington Blvd., Sugar Land, Texas. The meeting was available to the public via Live Stream at <https://www.fortbendisd.com/Page/124962>.

Members of the public also registered to address the Board at the following address: <https://www.fortbendisd.com/cms/lib/TX01917858/Centricity/Domain/83/New%20Regular%20Business%20Address%20Form%201-12-21.pdf>. Requests to address the Board were submitted no later than 4:30 p.m. on the day of the meeting.

The agenda packet for the meeting can be found here: <https://meetings.boardbook.org/Public/Agenda/649?meeting=525637>

The meeting was recorded as required by law, and the recording is available to the public at: https://www.youtube.com/watch?v=jLVrNVr_tBM

Presiding Officer.....Mr. Dave Rosenthal, President

Board Members Present

- Mr. Jim Rice, Vice President
- Dr. Shirley Rose-Gilliam, Secretary
- Mrs. Judy Dae
- Mrs. Kristen Davison Malone
- Mrs. Angie Hanan
- Ms. Denetta Williams

School Officials Present

- Dr. Christie Whitbeck, Superintendent of Schools
- Steve Bassett, Deputy Superintendent
- Beth Martinez, Deputy Superintendent
- Dr. Kim Lawson, Chief Academic Officer
- Dr. Kwabena, Mensah, Chief of Schools
- Bryan Guinn, Chief Financial Officer
- Veronica Sopher, Chief of Communications Officer
- Long Pham, Chief Information Officer
- Oscar Perez, Chief Operations Officer
- Robert Scamardo, General Counsel
- David Rider, Chief of FBISD Police Department

Others Present

- Jonathan Brush, Board Counsel
- Casandra Yazdanpanah, Recording Secretary

1.-3. Meeting Called to Order, National Anthem, Moment of Silence

President Rosenthal called the meeting to order at 6:01 PM announcing the presence of a quorum and that the meeting had been duly called and the notice posted for the time and manner required by law. Mr. Rosenthal asked the audience to stand for the National Anthem sung by the Bush High School Theatre Arts Troupe. Mr. Rosenthal asked the Board and audience to remain standing for a moment of silence.

4. Recognitions

The Board recognized several students and campuses including:

- Bush High School Theatre Arts for performing the National Anthem and winning the 2022 UIL 6A One-Act Play state competition
- Clements High School theatre arts student for winning at the UIL State Theatrical Design contest
- Fort Bend ISD visual art students receive Gold Seal awards at the Visual Art Scholastic Event
- Members of the junior-level leadership cohort for their participation in the Board's Student Leadership 101/102 Program
- Members of the first cohort of Middle School Peer-to-Peer Mentor Program
- Three Fort Bend ISD High School Junior Achievement Company Programs for their achievements at the State competition
- Several Fort Bend ISD students for their achievements at the Texas Science and Engineering Fair competition
- Dulles High School students for their achievement at the Destination Imagination competition
- Eight Fort Bend ISD Destination Imagination teams for their achievements at the Destination Imagination Lone Star Finals
- Several Fort Bend ISD students for their achievements at the Texas History Day State contest
- Dulles High School Academic Decathlon for their achievement at the 2022 Texas Academic Decathlon competition
- Several Fort Bend ISD for their achievements at the Gulf Coast Area Special Olympics track meet
- Ridge Point High School Girls Soccer team for their achievements in the State semi-finals
- Highlands Elementary School student leadership for receiving an honor recognition from the Texas Elementary Principals and Supervisors Association
- Four Clements High School students for winning the 2022 Congressional App Challenge
- Kempner High School student for winning 5A State Tennis Championship
- Fort Bend ISD Athletics department Scholar Champion Awards
- Marshall High School for being selected as a Dr. Jay Cummings Demonstration School

Wendy Lojo, on behalf of State Representative Jacey Jetton, presented Special Recognition Resolutions to Mr. Jim Rice and Mr. Dave Rosenthal for their services to Fort Bend ISD as Trustees.

Dr. Whitbeck read a special thank you to Mr. Rosenthal and Mr. Rice and presented each with gifts from the Fort Bend ISD and the Board of Trustees.

Mr. Rice and Mr. Rosenthal thanked the District and Team members.

5. Board Members' Activity Report

Dr. Gilliam reported that the Trustees attended or participated in the following activities since April 25, 2022:

- GT Mentorship Showcase Class of 2022
- Hunters Glen Elementary All-In Mentoring End of Year Celebration
- Realtor Breakfast
- Policy Committee Meeting
- Sugar Land 95 - Community Engagement Session 3
- 2022 Staff Service Awards presentation
- Land Committee Meeting
- Fort Bend Education Foundation 2021-22 All-Star Donors & Volunteers Celebration
- Fort Bend ISD Spring Signing Day
- Fort Bend Chamber of Commerce - Principals Appreciation Reception
- SHAC/District Policy Coordination Process
- Dulles High School Math/Science Academy Banquet
- James Reese Campus Wellness Committee Meeting
- Dulles High School Art Show
- Malala Elementary Dedication Ceremony
- Meadows Elementary Re-Dedication Ceremony
- Visit to Willowridge High School
- Visit to Colony Meadows Elementary School.

6. Superintendent's Update

- Dr. Whitbeck shared news and photos from her visits to Townewest Elementary and Quail Valley Elementary as well as students learning sign language at Settlers Way Elementary School.
- Recognized Damilare Olukosi from Travis HS who won 1st place in triple jump
- Recognized Ridge Point HS baseball team for moving to the Region finals
- Recognized that 33 students have been named to the Texas High School Coaches Association's Academic All-State list
- Thanked the Fort Bend Education Foundation for donating \$720,000 to the district
- Recognized Principal Kristi Durham, Principal Courtney Muceus, Principal Nikki Roberts and Executive Director of Elementary Schools Wendy Nunez who are attending this year's summer institutes at the Principals' Center at Harvard
- Dr. Whitbeck recognized the FBISD Police Department on National Police Week and all our nurses on National Nurse's week.
- She shared photos from the celebrations during Malala ES and Meadows ES dedication.

7. Public Comment

- Dolores Collins addressed the Trustees about attendance zones, facility capacities and staffing.
- Michelle Menon addressed the Trustees regarding workload of teachers and staff.
- Williams Field-Dewayne addressed the Trustees regarding safety issues and metal detectors at schools.
- Glenda Macal addressed the Trustees regarding Item 9H of the Agenda, approval of the 2022-2023 Compensation Recommendation

- Former Trustee, Jason Burdine, addressed the Board regarding President Rosenthal’s and Trustee Rice’s service and thank them for his years on the Board.
- Former Trustee Grayle James shared stories and times spent working with President Rosenthal’s and Mr. Rice.
- Joan Rosenthal shared stories about President Rosenthal’s 10 years as a Trustee.

8. Information

A. Budget Planning Update

The Administration provided an update on the ongoing budget work for the District, including 2021-22 projections and preliminary 2022-23 budget information. Budget development activities are ongoing as staff works to allocate resources to best support the goals and priorities of the District.

President Rosenthal called for a 5-minute break at 9:25 PM.
The Trustees reconvened at 9:31 PM.

9. Consent Agenda

Trustee Williams pulled from the consent agenda item 9-J and Trustee Hanan pulled items 9-M-3 and 9-M-4.

MOTION made by Mr. Rice and SECONDED by Mrs. Davison Malone to approve the Consent Agenda as presented, with the exception of item 9-J, item 9-M-3 and 9-M-4.
MOTION CARRIED. Ayes 7 – Noes 0

- A. Consider Approval of Low Attendance Waiver for 2021-2022.
- B. Consider Approval of Dual Credit Waiver for 2022-2023 and 2023-2024.
- C. Consider Approval of Foreign Exchange Waiver for the 2022-2023, 2023-2024 and 2024-2025 school years.
- D. Consider Approval of Remote Instruction Homebound Waiver for 2022-2023.
- E. Consider Approval of Modified Schedule State Assessment Testing Days Waiver for 2022-2023 and 2023-2024.
- F. Consider Approval of the Selection of a Financial Advisor.
- G. Consider Approval of Employee Benefits and Selection of Providers.
- H. Consider Approval of the 2022-2023 Compensation Recommendation.
- I. Consider Approval of New Instructional Positions for 2022-2023.
- K. Consider Approval of the 2022-2023 SHAC Membership Roster.
- L. Consider Approval of Use of 2018 Bond Program Contingency.
- M. Consideration and Approval of Purchases Exceeding \$50,000 Specifically for:
 - 1. Consider approval of the purchase of Package 36 Fire Alarms.
 - 2. Consider approval of the purchase of Public Switched Telephone Network (PSTN) Telephony Access Primary Rate Interface Related Items and Services.

Action on Items Pulled from the Consent Agenda:

9-J Consider Approval of Policies COA (Local), CQB (Local), and FNF (Local).

MOTION made by Mr. Rice and SECONDED by Mrs. Hanan to approve the Consent Agenda item 9-J as presented.

Following discussion, MOTION CARRIED. Ayes 6 – Nay 1
Yea: Judy Dae, Kristen Davison Malone, Angie Hanan, Jim Rice, Dave Rosenthal, Shirley Rose-Gilliam
Nay: Denetta Williams

9-M-3. Consider approval of the purchase of a one year renewal of K12 Insight Technology and Communication Services.

MOTION made by Mr. Rice and SECONDED by Mrs. Hanan to approve the Consent Agenda item 9-M-3 as presented.
Following discussion, MOTION CARRIED Ayes 7 – Noes 0

9-M-4. Consider approval for the continued purchase of student universal screener from Renaissance Learning, Inc.

MOTION made by Mr. Rice and SECONDED by Mrs. Hanan to approve the Consent Agenda item 9-M-4 as presented.
Following discussion, MOTION CARRIED Ayes 7 – Noes 0

11. Convene in closed session

The Trustees convened in closed session at 9:42 PM under Texas Open Meetings Act, Texas Government Code, Chapter 551 under the following sections: 551.071 - For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized by law; Section 551.072 - Consider purchase, exchange, lease, or value of real property, Section 551.074 - Personnel matters, Section 551.076 - Security matters, Section 551.082 - Student discipline matter or complaint, or Section 551.0821 - Personally identifiable information about public school student

12. Reconvene in Open Session

The Trustees reconvened in open session at 10:11 PM

13. Consider Action on Closed Session Items

MOTION was made by Mr. Rice and SECONDED by Mrs. Hanan for the Board of Trustees approve the exchange and sale of an approximately 3 acre tract of real property owned by Fort Bend ISD off Madden Road for an approximately 3 acre tract of real property adjacent to Madden Road owned by West Realty, LLC. as presented and authorize the Superintendent to negotiate, execute, amend, or terminate any agreements and closing documents necessary for the exchange and sale.

MOTION CARRIED Ayes 6 – Noes 1
Yea: Judy Dae, Kristen Davison Malone, Angie Hanan, Jim Rice, Dave Rosenthal, Shirley Rose-Gilliam,
Nay: Denetta Williams

MOTION was made by Mrs. Hanan and SECONDED by Mr. Rice for the Board of Trustees approve the resolution to sell approximately +/- 0.141 acre of real property owned by Fort Bend ISD off Harlem Road to Fort Bend County as presented; and authorize the Superintendent to negotiate, execute, amend, or terminate any agreements and closing documents necessary for the sale.

MOTION CARRIED. Ayes 6 – Noes 1

Yea: Judy Dae, Kristen Davison Malone, Angie Hanan, Jim Rice, Dave Rosenthal, Shirley Rose-Gilliam,

Nay: Denetta Williams

MOTION was made by Dr. Gilliam and SECONDED by Mrs. Hanan for the Board of Trustees to approve the purchase of 16.3 +/- acres of real property adjacent to Harlem Road and authorize the Superintendent to negotiate, execute, amend, or terminate any agreements and closing documents necessary for the purchase.

Yea: Judy Dae, Kristen Davison Malone, Angie Hanan, Jim Rice, Dave Rosenthal, Shirley Rose-Gilliam,

Nay: Denetta Williams

MOTION was made by Mrs. Dae and SECONDED by Mrs. Hanan for the Board of Trustees to renew term, dual term employment contracts, and award probationary employment contracts for educators for the 2022-2023 school year as presented.

Yea: Judy Dae, Kristen Davison Malone, Angie Hanan, Jim Rice, Dave Rosenthal, Shirley Rose-Gilliam,

Nay: Denetta Williams

Mrs. Hanan asked what the process is to reconsider a vote already taken. Counsel Jonathan Bush stated there was not a way to re-vote on the item since the Consent Agenda had been passed by the Board less the 3 items removed.

Mrs. Hanan asked for the minutes to reflect that she intended to abstain from Item 9G in the Consent Agenda, but she did not ask for it to be removed.

14. Administer Oath of Office to Newly-Elected Trustees.

Mr. Rice, outgoing Fort Bend ISD Board Vice President, administered the Oath of Office to newly elected Trustee Rick Garcia.

Hon. Justin Joyce, Justice of Peace Pct #3 Fort Bend County, administered the Oath of Office to newly elected Trustee David Hamilton.

15. Convene in Closed Session

The Trustees convened in closed session at 10:20 PM under Texas Open Meetings Act, Texas Government Code, Chapter 551 under the following sections: 551.071 - For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized by law; Section 551.072 - Consider purchase, exchange, lease, or value of real property, Section 551.074 - Personnel matters, Section 551.076 - Security matters, Section 551.082 - Student discipline matter or complaint, or Section 551.0821 - Personally identifiable information about public school student

A. Deliberate selection of Board Officers.

16. Reconvene in Open Session

The Trustees reconvened in open session at 10:58 PM

A. Election of Board Officers

Secretary of the Board, Dr. Rose-Gilliam, presided over the open session announced back at 10:58.

MOTION was made by Mrs. Hanan and SECONDED by Mrs. Dae that the Board of Trustees suspend Board Operating Procedures that require a Board member serve at least two years to serve as President or Vice President of the Board.

MOTION CARRIED. Ayes 7 - Noes 0.

Dr. Rose-Gilliam declare the floor open for nominations for President of the Board. Trustee Angie Hanan nominated Dr. Shirley Rose-Gilliam for President. Trustee Judy Dae nominated Kristen Davison Malone for President.

Due to the fact that the electronic voting board still showed the names of retired Trustees, Board Counsel Jonathan Bush stated each member would have to speak their votes.

Call for a vote for Dr. Shirley Rose-Gilliam for President.
2 Ayes Angie Hanan and Shirley Rose-Gilliam
5 Nays Judy Dae, Kristen Davison-Malone, Rick Garcia, David Hamilton, and Denetta Williams

Counsel Jonathan Brush clarified that each position is voted in term.

Call for a vote for for Kristen Davison Malone for President.
5 Ayes Judy Dae, Kristen Davison Malone, Angie Hanan, David Hamilton, and Rick Garcia.
1 Nay Denetta Williams
1 Abstain Dr. Shirley Rose-Gilliam
Dr. Rose-Gilliam congratulated Mrs. Kristen Davison Malone as the newly President of the Fort Bend ISD Board.

Newly elected President Kristen Davison Malone open the floor for nominations for Vice President.
Trustee Angie Hanan nominated Dr. Shirley Rose-Gilliam for Vice President of the Board.
Trustee Kristen Davison Malone nominated Judy Dae for Vice President of the Board.
President Kristen Davison-Malone asked the Board to vote Dr. Shirley Rose-Gilliam for Vice President of the Board.
2 Ayes Angie Hanan and Dr. Shirley Rose-Gilliam
5 Nays Judy Dae, Kristen Davison Malone, David Hamilton, Rick Garcia and Denetta Williams.

President Kristen Davison-Malone asked the Board to vote Mrs. Judy Dae for Vice President of the Board.
5 Ayes Judy Dae, Angie Hanan, David Hamilton, Kristen Davison-Malone and Rick Garcia.
1 Nay Denetta Williams
1 Abstain Dr. Shirley Rose-Gilliam

President Kristen Davison Malone open the floor for nominations for Secretary of the Board.
Trustee Angie Hanan nominated Dr. Shirley Rose-Gilliam for Secretary of the Board.

President Kristen Davison Malone asked the Board to vote Dr. Shirley Rose-Gilliam for Secretary of the Board.

6 Ayes Judy Dae, Kristen Davison Malone, Angie Hanan, Rick Garcia, David Hamilton and Dr. Shirley Rose-Gilliam
1 Nay Denetta Williams

17. Adjournment

President Kristen Davison Malone adjourn the meeting at 11:06 PM.

Dave Rosenthal, President

Dr. Shirley Rose-Gilliam, Secretary

BOT Meeting:	July 25, 2022
Solicitation No.:	22-080DE Sourcewell
References:	District Goal Goal 1
Description:	<p>Cellular Services and Equipment</p> <p><u>Recommendation</u></p> <p>The Administration is seeking Board approval for the continued purchase of cellular services and equipment under a cooperative contract with Sourcewell in an amount not-to-exceed \$240,000 and authorization for the Superintendent to negotiate and execute the agreement through December 31, 2023.</p> <p>In addition, staff is seeking ratification of expenditures for these services in an amount totaling \$187,662. The Board authorization expired prior to the cooperative contract.</p> <p><u>Summary</u></p> <p>The District currently has over 250 staff members with cellular devices including cell phones, smartphones, mobile hot spots, and tablets. In 2019, the Board approved cellular services and equipment utilizing a contract through the Department of Information Resources (DIR).</p> <p>The District benefits from taking advantage of the pricing structure available through a cooperative contract with Sourcewell for a continuation of these services.</p> <p>The Sourcewell cooperative purchasing contract will allow the District to fulfill its cellular service and equipment needs efficiently and effectively and complies with school district bidding requirements. The current cooperative contract is active through December 31, 2023. Should the contracts not renew for the full term, staff will return to the Board to request authorization to utilize the new cooperative contract, an alternative cooperative contract, or an alternate procurement method.</p> <p>The ratification for unauthorized expenditures is due to the expiration of an expenditure authorization by the Board that occurred in March 2021. The oversight was caught in June 2022, during the District's migration to the T-Mobile platform, which required all 3G phone models to be replaced with 4G models. Contracts are now tracked through Bonfire, which provides alerts on contracts that are set to expire to avoid future occurrences of Board authorization dates.</p> <p><u>Background</u></p> <p>Expenditures from 2020-21 were \$172,163. Expenditures for 2021-22 to date are \$145,354. Expenditures will not exceed \$240,000 through December 31, 2023, which includes an amount for new activations and equipment as needed. Funding is included in the budget.</p>

Requested By:	Bryan Guinn, Chief Financial Officer
Vendor:	T-Mobile for Government
Budget Sources:	General Fund
Amount:	Not to Exceed \$240,000 through December 31, 2023
Other Supporting Information	
Sole Source:	No
Number of vendors contacted by Purchasing:	N/A
Number of vendors contacted by FBISD Notification System:	N/A
Number of vendors downloaded the solicitation:	N/A
Number of responses received:	N/A
Number of "no bid" responses received:	N/A
Length of commitment:	Through December 2023
Last solicitation date:	N/A
Supporting documents:	N/A
Disclosure under Board Policy CH, CV, or DBD (Local):	None

BOT Meeting:	July 25, 2022
Solicitation No.:	RFP 22-051KB
References:	District Goal Goal 1
Description:	<p>Music Instruments and Related Items</p> <p><u>Recommendation</u></p> <p>The Administration is seeking Board approval for the purchase of music instruments and related items from multiple vendors in an amount not to exceed \$5,000,000 and authorization for the Superintendent to negotiate and execute the agreements through July 2027.</p> <p><u>Summary</u></p> <p>On March 1, 2022, Fort Bend ISD issued RFP 22-051KB Music Instruments and Related Items. This proposal requested pricing on a variety of music instruments and a discount off related items. The proposals submitted were evaluated by District band and orchestra teachers and Fine Arts staff.</p> <p>Certain school-owned instruments are provided to students because they are too large and/or expensive for most families to afford to purchase. Band instruments provided by the District include oboes, bassoons, bass clarinets, tenor and baritone saxophones, horns, euphoniums, tubas, and most percussion instruments. Orchestra instruments provided by the District include violas, cellos, double basses, and harps. The District also provides guitars, guitarróns, and vihuelas for students enrolled in the Mariachi programs, as well as pianos for all band, choir, and orchestra programs. Students pay an \$80 per year Instrument use fee, which offsets maintenance and repair costs.</p> <p>Students attending Title I campuses, as well as students at other campuses demonstrating financial need, are provided school-owned instruments at no cost. In addition to the instruments listed above, the District provides these students with flutes, clarinets, alto saxophones, trumpets, trombones, and violins. Financial need is not a barrier for students who want to participate in Fort Bend ISD's instrumental music programs.</p> <p><u>Background</u></p> <p>Expenditures over the last three years have ranged from \$369,275 to \$1,689,536. Expenditures are not expected to exceed \$5,000,000 through July 2027. Funding is included in the budget.</p>
Requested By:	Brett Lemley, Assistant Superintendent for Secondary Education Bryan Guinn, Chief Financial Officer
Vendors:	Adam Trussell Double Reeds

	Delgado Guitars Fleming Instrument Repair Fort Bend Music Center*** Katy Violin Shop*** Lisle Violin Shop*** Midwest Musical Imports*** Music & Arts*** Peripole, Inc. Romeo Music Steve Weiss Music*** Taylor Music, Inc.*** Universal Melody Services*** West Music
Budget Sources:	General Fund Activity Fund Bond Funds
Amount:	Not to exceed \$5,000,000 through July 2027
Other Supporting Information	
Sole Source:	No
Number of vendors contacted by FBISD:	62
Number of vendors downloaded the solicitation:	46
Number of responses received:	14
Number of "no bid" responses received:	4
Length of commitment:	Through July 2027
Last solicitation date:	July 17, 2017
Supporting documents:	Evaluation Summary and Criteria
Disclosure under Board Policy CH, CV, or DBD (Local):	None

*** Previously awarded a contract of the same scope with the district.

RFP 22-051KB Music Instruments and Related Items

	Evaluation Criteria	Point System
1	<p>Purchase Price</p> <ul style="list-style-type: none"> • Offer a fair reasonable price for items to be procured by Fort Bend ISD. • Pricing will be calculated using the Pricing BidTable in Bonfire. 	25 points
2	<p>Reputation of the Vendor and of the Vendor's Goods or Services</p> <ul style="list-style-type: none"> • Vendor should have a solid reputation with other ISD's, Government or Collegiate entities that show a high level of customer service, a high level of quality of good or services. (References will be contacted via e-mail with a deadline. If no response is received by the deadline, there will be points deducted in this section.) 	10 points
3	<p>Quality of the Vendor's Goods or Services</p> <ul style="list-style-type: none"> • Experience • Customer Service Capabilities • Quality of Proposed Products in the BidTable 	25 points
4	<p>Extent to Which the Goods or Services Meet the District's Needs</p> <ul style="list-style-type: none"> • Days to Delivery • Product Availability • Hours of Operation • Return Policy 	25 points
5	<p>Vendor's Past Relationship with the District</p> <p>For reference, the vendor must list three (3):</p> <ul style="list-style-type: none"> • Current or Past contracts of similar service vendor has had with the district. • Current or Past contracts of similar service vendor has had with any K-12 District. • Current or Past contracts of similar service vendor has had with any business, government entity or universities. 	5 points
6	<p>Long-Term Cost to the District to Acquire the Vendor's Goods or Services</p> <ul style="list-style-type: none"> • Warranty, setup fee, shipping, maintenance, other fees or added costs 	10 points
	TOTAL	100 points

Tabulation Summary
RFP 22-051KB Music Instruments and Related Items

Vendor	Purchase Price (25 pts. Max)	Reputation of Vendor and Vendor's Goods and Services (10 pts. Max)	Quality of Vendors Goods and Services (25 pts. Max)	Extent to which the Goods and Services Meet the Needs of the District (25 pts. Max)	Vendors Past Relationship with the District (5 pts. Max)	Long Term Cost to the District (10 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
Taylor Music***	25.00	9.30	23.43	23.43	4.43	10.00	95.59	1
Steve Weiss Music***	25.00	4.00	24.71	24.29	4.71	8.00	90.71	2
Fort Bend Music Center***	20.00	6.00	24.14	23.43	4.71	10.00	88.28	3
Fleming Instrument Repair	10.00	9.70	25.00	24.14	4.86	10.00	83.70	4
Music & Arts***	20.00	3.80	23.71	23.71	4.43	8.00	83.65	5
Katy Violin Shop***	15.00	7.60	23.29	23.14	4.00	10.00	83.03	6
Adam Trussell Double Reeds	15.00	6.00	24.14	23.14	3.86	8.00	80.14	7
West Music	10.00	5.30	23.57	23.86	4.43	10.00	77.16	8
Romeo Music	10.00	6.00	23.57	24.14	4.71	8.00	76.42	9
Midwest Musical Imports***	10.00	4.70	24.00	22.86	4.00	10.00	75.56	10
Delgado Guitars	5.00	6.00	24.57	23.43	4.86	10.00	73.86	11
Peripole, Inc.	10.00	4.00	24.00	23.29	4.29	8.00	73.58	12
Lisle Violin Shop***	5.00	3.80	24.86	24.86	5.00	10.00	73.52	13
Universal Melody Services***	5.00	5.60	23.71	23.57	4.43	10.00	72.31	14

***Previously awarded a contract of the same scope with the district

BOT Meeting:	July 25, 2022
Solicitation No.:	RFP 22-052KB
References:	District Goal Goal 1
Description:	<p>Aquatics Supplies, Equipment, and Related Items</p> <p><u>Recommendation</u></p> <p>The Administration is seeking Board approval for the purchase of aquatics supplies, equipment, and related items from multiple vendors in an amount not to exceed \$350,000 through July 2027 and authorization for the Superintendent to negotiate and execute the agreements.</p> <p><u>Summary</u></p> <p>On April 17, 2022, Fort Bend ISD issued RFP 22-052KB Aquatics Supplies, Equipment, and Related Items. This proposal requested a catalog discount off a variety of aquatics supplies and equipment used at all high schools and the Natatoriums. The proposals submitted were evaluated by District teachers and Athletics Department staff.</p> <p>The Athletics Department is adding another University Interscholastic League (UIL) sport in the 2021-22 school year, girls' and boys' water polo. With this additional sport added to the aquatics program, an increase in the budget is needed for the two (2) new varsity teams at each high school campus. In the inaugural season, Fort Bend ISD will have 16 teams, 8 girl and 8 boy teams, at eight campuses. The goal in three years is to have water polo at all twelve high schools, including Almeta Crawford High School.</p> <p>With the introduction of water polo, the teams will need sport specific swimsuits (not the same as competitive swimming suits), head gear, water polo balls, goals, and other equipment to run successful practices and games.</p> <p><u>Background</u></p> <p>Expenditures for FY 2021-22 were \$54,995. Expenditures are not expected to exceed \$350,000 through July 2027. Funding is included in the budget.</p>
Requested By:	Brett Lemley, Assistant Superintendent for Secondary Education Bryan Guinn, Chief Financial Officer
Vendors:	BSN Sports*** KAP7 International Sign Solutions, Inc. Texas Swim Shop***
Budget Sources:	General Fund Activity Funds
Amount:	Not to exceed \$350,000 through July 2027

Other Supporting Information	
Sole Source:	No
Number of vendors contacted by FBISD:	1775
Number of vendors downloaded the solicitation:	42
Number of responses received:	5
Number of "no bid" responses received:	7
Length of commitment:	Through July 2027
Last solicitation date:	July 17, 2017
Supporting documents:	Evaluation Summary and Criteria
Disclosure under Board Policy CH, CV, or DBD (Local):	None

*** Previously awarded a contract of the same scope with the district.

Tabulation Summary
RFP 22-052KB Aquatics Supplies, Equipment, and Related Items

Vendor	Purchase Price (25 pts. Max)	Reputation of Vendor and Vendor's Goods and Services (5 pts. Max)	Quality of Vendors Goods and Services (20 pts. Max)	Extent to which the Goods and Services Meet the Needs of the District (25 pts. Max)	Vendors Past Relationship with the District (5 pts. Max)	Long Term Cost to the District (10 pts. Max)	Agreement to Fort Bend ISD Terms and Conditions (10 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
Texas Swim Shop***	10.00	4.00	20.00	25.00	10.00	5.00	10.00	84.00	1
BSN Sports***	5.00	1.00	20.00	25.00	10.00	5.00	10.00	76.00	2
Sign Solutions, Inc.	5.00	1.00	20.00	25.00	8.00	5.00	10.00	74.00	3
KAP7 International	5.00	2.00	20.00	22.33	10.00	4.00	10.00	73.33	4
Advanced Healthstyles Fitness Equipment, Inc.	5.00	1.00	14.67	20.00	8.00	3.67	10.00	62.34	5

***Previously awarded a contract of the same scope with the district

RFP 22-052KB Aquatics Supplies, Equipment, and Related Items

	Evaluation Criteria	Point System
1	<p>Purchase Price</p> <p>Offer a fair reasonable price for items to be procured by Fort Bend ISD.</p>	25 points
2	<p>Reputation of the Vendor and of the Vendor's Goods or Services</p> <p>Vendor should have a solid reputation with other ISD's, Government or Collegiate entities that show a high level of customer service, a high level of quality of good or services. (References will be contacted via e-mail with a deadline. If no response is received by the deadline, there will be points deducted in this section.)</p>	5 points
3	<p>Quality of the Vendor's Goods or Services</p> <ul style="list-style-type: none"> • Items should be new and be of the highest quality with an option to substitute. • Provides teams and athletes with aquatics uniforms for competitions • Meets or exceeds recommendation of district, University Interscholastic League (UIL), and/or National Federation of State High School Associations (NFHS) expectations on apparel and equipment • Product availability of items 	20 points
4	<p>Extent to Which the Goods or Services Meet the District's Needs</p> <ul style="list-style-type: none"> • Delivery of goods and meeting project timelines. • Product availability • Vendor products compatible with the technology and resources used in the District 	25 points
5	<p>Vendor's Past Relationship with the District, Any District or Government Entity</p> <p>For reference, the vendor shall list the following:</p> <ul style="list-style-type: none"> • Past projects or contracts for similar service vendor has had with the district. • Past projects or contracts for similar service vendor has had with any K-12 Districts similar size or larger • Past projects or contracts for similar service vendor has had with any business or universities the size of our district 	5 points
6	<p>Long-Term Cost to the District to Acquire the Vendor's Goods or Services</p> <p>Warranty, setup fee, shipping, maintenance or other fees</p>	10 points
7	<p>Extent to which the vendor agrees to our Standard Form of Agreement By Signing the Agreement, you assent to the Terms and Conditions of Fort Bend ISD.</p>	10 points
	TOTAL	100 points

BOT Meeting:	July 25, 2022
Solicitation No.:	RFP 22-008KB
References:	District Goal Goal 1
Description:	<p>High School Graduation Diplomas and Related Items</p> <p><u>Recommendation</u></p> <p>The Administration is seeking Board approval for the purchase of high school graduation diplomas and related items from multiple vendors in an amount not to exceed \$906,000 through May 2027 and authorization for the Superintendent to negotiate and execute the agreements.</p> <p><u>Summary</u></p> <p>On August 17, 2021, Fort Bend ISD issued RFP 22-008KB High School Graduation Diplomas and Related Items. Vendors provided pricing for general, magna cum laude, and cum laude diploma and diploma covers that will be used at graduations for all high school campuses. Related items include, but are not limited to, honor cords, medals, and staff regalia. The proposals submitted were evaluated by the Department of School Leadership and campus principals.</p> <p>Graduation is a milestone moment and an exciting time for all Fort Bend ISD seniors and their families. This occasion serves to recognize the hard work of students and celebrate the rite of passage as students progress into life after secondary school. The materials students receive during and surrounding commencement ceremonies are keepsakes and mementos of the students' lives in public school.</p> <p><u>Background</u></p> <p>Expenditures for FY 2021-22 were \$143,564. Expenditures are not expected to exceed \$906,000 through May 2027, and funding is included in the budget.</p>
Requested By:	Brett Lemley, Assistant Superintendent for Secondary Education Bryan Guinn, Chief Financial Officer
Vendors:	Balfour Campus Supply, LLC*** Jostens, Inc.
Budget Sources:	General Fund Activity Funds
Amount:	Not to exceed \$906,000 through May 2027
Other Supporting Information	
Sole Source:	No
Number of vendors contacted by FBISD:	50
Number of vendors downloaded the solicitation:	12
Number of responses received:	2
Number of "no bid" responses received:	0
Length of commitment:	Through May 2027

Last solicitation date:	November 14, 2016
Supporting documents:	Evaluation Summary and Criteria
Disclosure under Board Policy CH, CV, or DBD (Local):	None

*** Previously awarded a contract of the same scope with the district.

Evaluation Summary
RFP 22-008KB High School Graduation Diplomas and Related Items

Vendor	Purchase Price (25 pts. Max)	Reputation of Vendor and Vendor's Goods and Services (5 pts. Max)	Quality of Vendors Goods and Services (25 pts. Max)	Extent to which the Goods and Services Meet the Needs of the District (25 pts. Max)	Vendors Past Relationship with the District (10 pts. Max)	Long Term Cost to the District (10 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
Balfour Campus Supply, LLC***	25.00	3.00	24.00	24.00	10.00	10.00	96.00	1
Jostens, Inc.	25.00	2.00	23.00	22.00	5.60	10.00	87.60	2

RFP 22-008KB High School Graduation Diplomas and Related Items

	Evaluation Criteria	Point System
1	Purchase Price Offer a fair reasonable price for items to be procured by Fort Bend ISD	25 points
2	Reputation of the Vendor and of the Vendor's Goods or Services Vendor should have a solid reputation with other ISD's, Government or Collegiate entities that show a high level of customer service, a high level of quality of good or services. (References will be contacted via e-mail with a deadline. If no response is received by the deadline, there will be points deducted in this section.)	5 points
3	Quality of the Vendor's Goods or Services Items should be new and be of the highest quality with an option to substitute	25 points
4	Extent to Which the Goods or Services Meet the District's Needs Vendor must have all Fort Bend ISD school color options and provide sample per the proposal specifications	25 points
5	Vendor's Past Relationship with the District or District of Similar Size Vendor may list any past projects or contracts that the service provider has had with the district	10 points
6	Long-Term Cost to the District to Acquire the Vendor's Goods or Services Setup fees and other fees	10 points
7	Insurance Requirements: A copy of the Certificate of Liability Insurance and Waiver of Subrogation should be in your proposal.	N/A
8	Extent to which the vendor agrees to our Standard Form of Agreement By Signing the Agreement, you assent to the Terms and Conditions of Fort Bend ISD.	N/A
	TOTAL	100 points

BOT Meeting:	July 25, 2022
Solicitation No.:	RFP 22-055AB
References:	District Goal Goal 1
Description:	<p>District Support Consulting Services</p> <p><u>Recommendation</u></p> <p>The Administration is seeking Board approval for the purchase of District support consulting services from multiple vendors in an amount not to exceed \$23,495,000 through July 2027 and authorization for the Superintendent to negotiate and execute the agreements.</p> <p><u>Summary</u></p> <p>On March 27, 2022, Fort Bend ISD issued RFP 22-055AB soliciting proposals for services in the areas of speech, sign language interpreting, braille transcription, language translation and oral interpretation, tutorial support services, Independent Education Evaluations (IEE), initial evaluations and re-evaluations, related services evaluations, supplemental direct Special Education services, behavioral support services, occupational therapy, physical therapy, Licensed Professional Counselor (LPC) and Licensed Specialist and School Psychology (LSSP) services.</p> <p>Fort Bend ISD is required to provide Special Education services for students as determined by their Admission, Review and Dismissal (ARD) committees. Often these additional services require the District to enter into contractual agreements with consultants who specialize in a specific area or expertise to provide the services. The District has also identified a need to have access to instructional tutoring services outside of current staff. In addition to the special education services, this RFP includes vendors who can provide tutoring and translation services. The translation services can be utilized for special education students as well as for other District events, parent communications, and community engagements. These consulting services supplement the expertise of the school district.</p> <p>An evaluation team comprised of Fort Bend ISD staff members from the Special Education and Teaching and Learning Departments evaluated the proposals.</p> <p><u>Background</u></p> <p>Expenditures for FY 2021-22 are \$1,068,134. Expected expenditures through July 2027 will be \$10,495,000. Funding is included in the budget.</p>
Requested By:	Kwabena Mensah, Chief of Schools Kimberly Lawson, Chief Academic Officer Bryan Guinn, Chief Financial Officer

Vendors:	Air Tutors, LLC CC Assessment Services CY Education, LLC dba Huntington Learning Center Final Graphic*** Gifted Nurses LLC dba Therapia Staffing*** GLOBO Language Solutions, LLC HeyTutor, Inc. Invo Healthcare Associates, LLC*** MasterWord Services, Inc.*** Pinwheel Therapy*** ProCare Therapy*** SHC Services, Inc. dba Supplemental Health Care*** Soliant Health*** Sunbelt Staffing*** TalkingPoints Translation and Interpretation Network LLC
Budget Sources:	General Fund Federal Funds
Amount:	Not to Exceed - \$10,495,000 through July 2027
Other Supporting Information	
Sole Source:	No
Number of vendors contacted by FBISD:	17,898
Number of vendors downloaded the solicitation:	203
Number of responses received:	30
Number of "no bid" responses received:	6
Length of commitment:	Through July 31, 2027
Last solicitation date:	June 8, 2017
Supporting documents:	Evaluation Summary and Criteria
Disclosure under Board Policy CH, CV, or DBD (Local):	None

*** Previously awarded a contract of the same scope with the district.

Evaluation Summary
RFP 22-055AB - District Support Consulting Services

Behavioral Support Services

Vendor	Purchase Price (25 pts. max)	Reputation of the Vendor and of the Vendors Goods or Services (5 pts. max)	Quality of the Vendors Goods or Services (25 pts. max)	Extent to Which the Goods or Services Meet the District's Needs (25 pts. max)	Vendors Past Relationship with the District or Similar Size District (5 pts. max)	Long-Term Cost to the District to Acquire the Vendors Goods or Services (5 pts max)	Agreement to Fort Bend ISD Terms and Conditions (10 pts max)	Insurance Requirements (Pass/Fail)	Total Score (100 pts. max)	Proposers Ranking
Soliant Health	25.00	1.95	21.67	22.67	4.33	5.00	10.00	Pass	90.62	1
SHC Services, Inc. dba Supplemental Health Care	22.65	2.67	21.00	20.67	4.33	4.53	10.00	Pass	85.86	2
Sunbelt Staffing	20.10	0.60	19.67	20.33	3.00	4.02	10.00	Pass	77.72	3
ProCare Therapy	21.41	1.00	18.00	16.33	2.67	4.28	10.00	Pass	73.69	4
Gifted Nurses LLC dba Therapia Staffing	16.55	1.70	11.00	12.33	3.33	3.31	10.00	Pass	58.22	5
Invo Healthcare Associates, LLC.	12.18	2.90	13.00	13.33	2.33	2.44	10.00	Pass	56.18	6
Premier Employment Agency, LLC	12.13	0.70	6.67	7.00	2.00	2.43	10.00	Pass	40.92	7
Daniel, Williams & Associates, P.L.L.C	1.79	2.00	1.67	1.33	1.00	0.36	10.00	Pass	18.15	281

Braille Transcription

Vendor	Purchase Price (25 pts. max)	Reputation of the Vendor and of the Vendors Goods or Services (5 pts. max)	Quality of the Vendors Goods or Services (25 pts. max)	Extent to Which the Goods or Services Meet the District's Needs (25 pts. max)	Vendors Past Relationship with the District or Similar Size District (5 pts. max)	Long-Term Cost to the District to Acquire the Vendors Goods or Services (5 pts max)	Agreement to Fort Bend ISD Terms and Conditions (10 pts max)	Insurance Requirements (Pass/Fail)	Total Score (100 pts. max)	Proposers Ranking
GLOBO Language Solutions, LLC	25.00	1.00	20.00	19.67	3.00	5.00	5.00	Pass	78.67	1
Soliant Health	21.19	1.95	14.00	13.67	4.00	4.24	10.00	Pass	69.05	2
National Recruiting Consultants	18.70	0.85	16.67	15.00	3.00	3.74	10.00	Fail	67.96	3
ProCare Therapy	16.28	1.00	15.00	13.67	4.67	3.25	10.00	Pass	63.86	4

In Home and Parent Evaluation and Training

Vendor	Purchase Price (25 pts. max)	Reputation of the Vendor and of the Vendors Goods or Services (5 pts. max)	Quality of the Vendors Goods or Services (25 pts. max)	Extent to Which the Goods or Services Meet the District's Needs (25 pts. max)	Vendors Past Relationship with the District or Similar Size District (5 pts. max)	Long-Term Cost to the District to Acquire the Vendors Goods or Services (5 pts max)	Agreement to Fort Bend ISD Terms and Conditions (10 pts max)	Insurance Requirements (Pass/Fail)	Total Score (100 pts. max)	Proposers Ranking
SHC Services, Inc. dba Supplemental Health Care	25.00	2.67	22.33	22.67	4.33	5.00	10.00	Pass	92.00	1

Independent Education Evaluations, Initial Evaluations, & Re-evaluations, Related Services Evaluations

Vendor	Purchase Price (25 pts. max)	Reputation of the Vendor and of the Vendors Goods or Services (5 pts. max)	Quality of the Vendors Goods or Services (25 pts. max)	Extent to Which the Goods or Services Meet the District's Needs (25 pts. max)	Vendors Past Relationship with the District or Similar Size District (5 pts. max)	Long-Term Cost to the District to Acquire the Vendors Goods or Services (5 pts max)	Agreement to Fort Bend ISD Terms and Conditions (10 pts max)	Insurance Requirements (Pass/Fail)	Total Score (100 pts. max)	Proposers Ranking
SHC Services, Inc. dba Supplemental Health Care	25.00	2.67	23.33	23.33	4.67	5.00	10.00	Pass	94.00	1
ProCare Therapy	19.65	1.00	17.33	17.33	4.67	3.93	10.00	Pass	73.91	2
Invo Healthcare Associates, LLC.	21.23	2.90	15.33	15.00	4.00	4.25	10.00	Pass	72.71	3
CC Assessment Services	15.28	2.00	17.00	16.00	2.67	3.06	10.00	Pass	66.01	4
National Recruiting Consultants	17.50	0.85	14.00	14.00	3.67	3.50	10.00	Fail	63.52	5
Rubin Educational Services	15.07	5.00	11.00	11.00	2.00	3.01	10.00	Pass	57.08	6
Elevate Educational Services, PLLC	13.09	0.05	11.33	11.00	2.00	2.62	10.00	Pass	50.09	7

Language Translation

Vendor	Purchase Price (25 pts. max)	Reputation of the Vendor and of the Vendors Goods or Services (5 pts. max)	Quality of the Vendors Goods or Services (25 pts. max)	Extent to Which the Goods or Services Meet the District's Needs (25 pts. max)	Vendors Past Relationship with the District or Similar Size District (5 pts. max)	Long-Term Cost to the District to Acquire the Vendors Goods or Services (5 pts max)	Agreement to Fort Bend ISD Terms and Conditions (10 pts max)	Insurance Requirements (Pass/Fail)	Total Score (100 pts. max)	Proposers Ranking
Final Graphic	23.32	1.90	23.33	21.67	4.67	4.66	10.00	Pass	89.55	1
Translation and Interpretation Network LLC	25.00	2.13	22.67	21.00	3.00	5.00	10.00	Pass	88.80	2
Soliant Health	19.90	1.95	17.33	16.67	4.67	3.98	10.00	Pass	74.50	3
TalkingPoints	21.49	1.00	16.33	13.67	3.00	4.30	10.00	Pass	69.79	4
GLOBO Language Solutions, LLC	11.58	1.00	20.00	20.00	4.00	2.32	5.00	Pass	63.90	5
Premier Employment Agency, LLC	8.99	0.70	7.67	7.00	2.67	1.80	10.00	Pass	38.82	6

Language Translation and Oral Interpretation

Vendor	Purchase Price (25 pts. max)	Reputation of the Vendor and of the Vendors Goods or Services (5 pts. max)	Quality of the Vendors Goods or Services (25 pts. max)	Extent to Which the Goods or Services Meet the District's Needs (25 pts. max)	Vendors Past Relationship with the District or Similar Size District (5 pts. max)	Long-Term Cost to the District to Acquire the Vendors Goods or Services (5 pts max)	Agreement to Fort Bend ISD Terms and Conditions (10 pts max)	Insurance Requirements (Pass/Fail)	Total Score (100 pts. max)	Proposers Ranking
Translation and Interpretation Network LLC	23.33	2.13	21.50	22.50	3.25	4.66	10.00	Pass	87.37	1
TalkingPoints	25.00	1.00	20.25	20.50	5.00	5.00	10.00	Pass	86.75	2
Final Graphic	20.62	1.90	21.50	20.50	5.00	4.12	10.00	Pass	83.64	3
MasterWord Services, Inc.	20.34	1.70	20.00	20.25	3.75	4.07	5.00	Pass	75.11	4
GLOBO Language Solutions, LLC	11.34	1.00	22.00	22.00	3.00	2.27	5.00	Pass	66.61	5
Alliance for Multicultural Community Services	16.09	1.00	16.50	15.25	3.25	3.22	10.00	Pass	65.31	6
Soliant Health	7.61	1.95	3.00	2.25	3.75	1.52	10.00	Pass	30.08	7
Premier Employment Agency, LLC	5.47	0.70	2.00	2.00	3.75	1.09	10.00	Pass	25.01	8

Licensed Professional Counselor (LPC) Services

Vendor	Purchase Price (25 pts. max)	Reputation of the Vendor and of the Vendors Goods or Services (5 pts. max)	Quality of the Vendors Goods or Services (25 pts. max)	Extent to Which the Goods or Services Meet the District's Needs (25 pts. max)	Vendors Past Relationship with the District or Similar Size District (5 pts. max)	Long-Term Cost to the District to Acquire the Vendors Goods or Services (5 pts max)	Agreement to Fort Bend ISD Terms and Conditions (10 pts max)	Insurance Requirements (Pass/Fail)	Total Score (100 pts. max)	Proposers Ranking
Soliant Health	25.00	1.95	21.00	21.33	4.33	5.00	10.00	Pass	88.61	1
SHC Services, Inc. dba Supplemental Health Care	24.56	2.67	21.00	21.00	4.33	4.91	10.00	Pass	88.48	2
ProCare Therapy	23.49	1.00	19.33	19.33	4.33	4.70	10.00	Pass	82.18	3
CC Assessment Services	17.43	2.00	19.33	18.67	3.00	3.49	10.00	Pass	73.92	4
Invo Healthcare Associates, LLC.	19.34	2.90	16.67	16.00	3.33	3.87	10.00	Pass	72.11	5
Gifted Nurses LLC dba Therapia Staffing	19.56	1.70	17.67	15.67	2.67	3.91	10.00	Pass	71.18	6
Sunbelt Staffing	17.17	0.60	17.67	17.33	3.67	3.44	10.00	Pass	69.87	7
National Recruiting Consultants	18.11	0.85	15.00	15.00	2.67	3.62	10.00	Fail	65.25	8

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Licensed Specialist and School Psychologist (LSSP) Services

Vendor	Purchase Price (25 pts. max)	Reputation of the Vendor and of the Vendors Goods or Services (5 pts. max)	Quality of the Vendors Goods or Services (25 pts. max)	Extent to Which the Goods or Services Meet the District's Needs (25 pts. max)	Vendors Past Relationship with the District or Similar Size District (5 pts. max)	Long-Term Cost to the District to Acquire the Vendors Goods or Services (5 pts max)	Agreement to Fort Bend ISD Terms and Conditions (10 pts max)	Insurance Requirements (Pass/Fail)	Total Score (100 pts. max)	Proposers Ranking
Soliant Health	25.00	1.95	21.33	21.33	4.00	5.00	10.00	Pass	88.61	1
ProCare Therapy	22.59	1.00	21.00	21.00	4.33	4.52	10.00	Pass	84.44	2
SHC Services, Inc. dba Supplemental Health Care	21.20	2.67	21.00	21.00	4.00	4.24	10.00	Pass	84.11	3
Sunbelt Staffing	20.08	0.60	20.33	20.00	3.33	4.02	10.00	Pass	78.36	4
Invo Healthcare Associates, LLC.	21.01	2.90	17.33	17.00	4.00	4.20	10.00	Pass	76.44	5
CC Assessment Services	17.03	2.00	19.33	19.33	2.67	3.41	10.00	Pass	73.76	6
Gifted Nurses LLC dba Therapia Staffing	16.55	1.70	16.00	16.00	2.67	3.31	10.00	Pass	66.23	7
National Recruiting Consultants	16.27	0.85	15.00	15.33	3.33	3.26	10.00	Fail	64.04	8
AMN Allied Services, LLC	15.64	0.10	17.67	17.00	3.00	3.13	5.00	Pass	61.54	9
Rubin Educational Services	11.59	5.00	11.00	10.33	2.00	2.32	10.00	Pass	52.24	10

Occupational Therapy Services

Vendor	Purchase Price (25 pts. max)	Reputation of the Vendor and of the Vendors Goods or Services (5 pts. max)	Quality of the Vendors Goods or Services (25 pts. max)	Extent to Which the Goods or Services Meet the District's Needs (25 pts. max)	Vendors Past Relationship with the District or Similar Size District (5 pts. max)	Long-Term Cost to the District to Acquire the Vendors Goods or Services (5 pts max)	Agreement to Fort Bend ISD Terms and Conditions (10 pts max)	Insurance Requirements (Pass/Fail)	Total Score (100 pts. max)	Proposers Ranking
Soliant Health	25.00	1.95	22.00	22.00	4.33	5.00	10.00	Pass	90.28	1
SHC Services, Inc. dba Supplemental Health Care	23.52	2.67	21.00	21.00	4.33	4.71	10.00	Pass	87.23	2
ProCare Therapy	22.53	1.00	21.00	21.00	4.33	4.51	10.00	Pass	84.37	3
Sunbelt Staffing	19.30	0.60	20.00	20.00	3.33	3.86	10.00	Pass	77.09	4
Invo Healthcare Associates, LLC.	17.70	2.90	16.00	15.33	3.33	3.54	10.00	Pass	68.80	5
Gifted Nurses LLC dba Therapia Staffing	18.35	1.70	16.67	15.00	2.67	3.67	10.00	Pass	68.06	6
AMN Allied Services, LLC	16.63	0.10	18.33	17.67	3.00	3.33	5.00	Pass	64.06	7
National Recruiting Consultants	15.28	0.85	13.33	13.67	2.67	3.06	10.00	Fail	58.85	8
CompHealth Medical Staffing	12.50	1.50	13.00	12.67	2.33	2.50	5.00	Pass	49.51	9

Physical Therapy Services

Vendor	Purchase Price (25 pts. max)	Reputation of the Vendor and of the Vendors Goods or Services (5 pts. max)	Quality of the Vendors Goods or Services (25 pts. max)	Extent to Which the Goods or Services Meet the District's Needs (25 pts. max)	Vendors Past Relationship with the District or Similar Size District (5 pts. max)	Long-Term Cost to the District to Acquire the Vendors Goods or Services (5 pts max)	Agreement to Fort Bend ISD Terms and Conditions (10 pts max)	Insurance Requirements (Pass/Fail)	Total Score (100 pts. max)	Proposers Ranking
Soliant Health	25.00	1.95	22.00	22.00	4.33	5.00	10.00	Pass	90.28	1
SHC Services, Inc. dba Supplemental Health Care	24.04	2.67	21.00	21.00	4.33	4.81	10.00	Pass	87.85	2
ProCare Therapy	19.94	1.00	21.00	21.00	4.33	3.99	10.00	Pass	81.26	3
Sunbelt Staffing	19.47	0.60	20.00	20.00	3.33	3.89	10.00	Pass	77.30	4
Invo Healthcare Associates, LLC.	18.46	2.90	16.00	15.33	3.67	3.69	10.00	Pass	70.05	5
Gifted Nurses LLC dba Therapia Staffing	18.21	1.70	16.00	14.33	2.67	3.64	10.00	Pass	66.55	6
AMN Allied Services, LLC	16.35	0.10	17.67	17.00	2.67	3.27	5.00	Pass	62.06	7
National Recruiting Consultants	15.23	0.85	12.67	13.00	3.00	3.05	10.00	Fail	57.79	8
CompHealth Medical Staffing	12.28	1.50	12.33	12.00	2.33	2.46	5.00	Pass	47.91	9

Sign Language Interpreting

Vendor	Purchase Price (25 pts. max)	Reputation of the Vendor and of the Vendors Goods or Services (5 pts. max)	Quality of the Vendors Goods or Services (25 pts. max)	Extent to Which the Goods or Services Meet the District's Needs (25 pts. max)	Vendors Past Relationship with the District or Similar Size District (5 pts. max)	Long-Term Cost to the District to Acquire the Vendors Goods or Services (5 pts max)	Agreement to Fort Bend ISD Terms and Conditions (10 pts max)	Insurance Requirements (Pass/Fail)	Total Score (100 pts. max)	Proposers Ranking
GLOBO Language Solutions, LLC	25.00	1.00	25.00	25.00	4.00	5.00	5.00	Pass	90.00	1
MasterWord Services, Inc.	24.69	1.70	23.75	22.50	5.00	4.94	5.00	Pass	87.58	2
Gifted Nurses LLC dba Therapia Staffing	21.37	1.70	15.75	17.75	4.00	4.27	10.00	Pass	74.84	3
Translation and Interpretation Network LLC	13.56	2.13	20.25	12.50	4.25	2.71	10.00	Pass	65.40	4
Final Graphic	16.86	1.90	8.25	12.50	5.00	3.37	10.00	Pass	57.88	5
Cirrus Interpreting	16.37	2.93	5.50	11.50	4.00	3.27	10.00	Pass	53.57	6
Soliant Health	14.83	1.95	5.75	5.50	4.25	2.97	10.00	Pass	45.25	7
ProCare Therapy	11.26	1.00	5.00	5.00	4.25	2.25	10.00	Pass	38.76	8
Sunbelt Staffing	9.77	0.60	5.75	5.50	4.00	1.95	10.00	Pass	37.57	9

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Special Education Transportation Services

Vendor	Purchase Price (25 pts. max)	Reputation of the Vendor and of the Vendors Goods or Services (5 pts. max)	Quality of the Vendors Goods or Services (25 pts. max)	Extent to Which the Goods or Services Meet the District's Needs (25 pts. max)	Vendors Past Relationship with the District or Similar Size District (5 pts. max)	Long-Term Cost to the District to Acquire the Vendors Goods or Services (5 pts max)	Agreement to Fort Bend ISD Terms and Conditions (10 pts max)	Insurance Requirements (Pass/Fail)	Total Score (100 pts. max)	Proposers Ranking
ProCare Therapy	25.00	1.00	2.00	1.67	1.67	5.00	10.00	Pass	46.33	1

Vendors did not score a 70 or above, thus a recommendation of award was not made.

Speech Services

Vendor	Purchase Price (25 pts. max)	Reputation of the Vendor and of the Vendors Goods or Services (5 pts. max)	Quality of the Vendors Goods or Services (25 pts. max)	Extent to Which the Goods or Services Meet the District's Needs (25 pts. max)	Vendors Past Relationship with the District or Similar Size District (5 pts. max)	Long-Term Cost to the District to Acquire the Vendors Goods or Services (5 pts max)	Agreement to Fort Bend ISD Terms and Conditions (10 pts max)	Insurance Requirements (Pass/Fail)	Total Score (100 pts. max)	Proposers Ranking
Soliant Health	25.00	1.95	23.67	23.67	4.67	5.00	10.00	Pass	93.95	1
Pinwheel Therapy	24.57	3.65	22.67	23.00	4.67	4.92	10.00	Pass	93.47	2
SHC Services, Inc. dba Supplemental Health Care	23.55	2.67	23.33	23.33	4.67	4.71	10.00	Pass	92.26	3
ProCare Therapy	23.52	1.00	23.33	23.33	4.67	4.70	10.00	Pass	90.55	4
Sunbelt Staffing	18.09	0.60	19.67	20.00	3.00	3.62	10.00	Pass	74.98	5
AMN Allied Services, LLC	16.51	0.10	19.67	18.67	2.67	3.30	5.00	Pass	65.92	6
Gifted Nurses LLC dba Therapia Staffing	14.97	1.70	16.00	12.00	2.67	2.99	10.00	Pass	60.33	7
Invo Healthcare Associates, LLC.	15.00	2.90	12.67	13.00	3.33	3.00	10.00	Pass	59.91	8
National Recruiting Consultants	14.53	0.85	12.67	13.00	3.00	2.91	10.00	Fail	56.95	9
CompHealth Medical Staffing	10.79	1.50	11.67	11.33	2.67	2.16	5.00	Pass	45.11	10

Supplemental Direct Special Education Services

Vendor	Purchase Price (25 pts. max)	Reputation of the Vendor and of the Vendors Goods or Services (5 pts. max)	Quality of the Vendors Goods or Services (25 pts. max)	Extent to Which the Goods or Services Meet the District's Needs (25 pts. max)	Vendors Past Relationship with the District or Similar Size District (5 pts. max)	Long-Term Cost to the District to Acquire the Vendors Goods or Services (5 pts max)	Agreement to Fort Bend ISD Terms and Conditions (10 pts max)	Insurance Requirements (Pass/Fail)	Total Score (100 pts. max)	Proposers Ranking
Soliant Health	25.00	1.95	24.00	23.33	3.33	5.00	10.00	Pass	92.62	1
SHC Services, Inc. dba Supplemental Health Care	18.98	2.67	23.33	24.33	4.00	3.80	10.00	Pass	87.11	2
Premier Employment Agency, LLC	12.52	0.70	10.00	10.67	2.67	2.50	10.00	Pass	49.06	3
Table SALT Group	4.16	2.00	15.33	10.33	2.67	0.83	10.00	Pass	45.32	4

Vision Services

Vendor	Purchase Price (25 pts. max)	Reputation of the Vendor and of the Vendors Goods or Services (5 pts. max)	Quality of the Vendors Goods or Services (25 pts. max)	Extent to Which the Goods or Services Meet the District's Needs (25 pts. max)	Vendors Past Relationship with the District or Similar Size District (5 pts. max)	Long-Term Cost to the District to Acquire the Vendors Goods or Services (5 pts. max)	Agreement to Fort Bend ISD Terms and Conditions (10 pts. max)	Insurance Requirements (Pass/Fail)	Total Score (100 pts. max)	Proposers Ranking
Soliant Health	25.00	1.95	19.67	20.33	4.67	5.00	10.00	Pass	86.62	1
ProCare Therapy	21.36	1.00	18.33	18.33	4.67	4.27	10.00	Pass	77.97	2
Sunbelt Staffing	19.80	0.60	17.33	19.00	4.67	3.96	10.00	Pass	75.36	3
National Recruiting Consultants	16.92	0.85	12.67	10.33	3.33	3.38	10.00	Fail	57.48	4

Tutorial Support Services

Vendor	Purchase Price (25 pts. max)	Reputation of the Vendor and of the Vendors Goods or Services (5 pts. max)	Quality of the Vendors Goods or Services (25 pts. max)	Extent to Which the Goods or Services Meet the District's Needs (25 pts. max)	Vendors Past Relationship with the District or Similar Size District (5 pts. max)	Long-Term Cost to the District to Acquire the Vendors Goods or Services (5 pts. max)	Agreement to Fort Bend ISD Terms and Conditions (10 pts. max)	Insurance Requirements (Pass/Fail)	Total Score (100 pts. max)	Proposers Ranking
CY Education, LLC dba Huntington Learning Center	25.00	0.70	19.75	19.00	3.50	5.00	10.00	Pass	82.95	1
HeyTutor, Inc.	20.64	0.10	20.75	20.75	4.00	4.13	10.00	Pass	80.36	2
Air Tutors, LLC	11.85	2.00	20.00	22.00	4.00	2.37	10.00	Pass	72.22	3
Soliant Health	16.85	1.95	18.00	17.25	4.00	3.37	10.00	Pass	71.42	4
ACLIC Tutoring	17.02	3.00	14.00	18.25	3.50	3.40	10.00	Pass	69.18	5
CC Assessment Services	13.67	2.00	17.00	18.00	3.25	2.73	10.00	Pass	66.66	6
Where Education Begins	12.59	2.00	16.00	16.25	2.00	2.52	10.00	Pass	61.35	7
Levy's Tutorial and Enrichment Center	20.25	0.05	12.25	10.00	1.75	4.05	10.00	Pass	58.35	8
Children Come Click Education & Technology Center, CCC, LLC.	10.38	0.50	13.50	16.75	2.75	2.08	10.00	Pass	55.96	9
Premier Employment Agency, LLC	11.92	0.70	12.00	12.00	3.25	2.38	10.00	Pass	52.25	10

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RFP 22-055AB
District Support Consulting Services

	Evaluation Criteria	Point System
1	Purchase Price Offer a fair reasonable price for items to be procured by Fort Bend ISD.	25 points
2	Reputation of the Vendor and of the Vendor's Goods or Services Vendor should have a solid reputation with other ISD's, Government or Collegiate entities that show a high level of customer service, a high level of quality of good or services. (References will be contacted via e-mail with a deadline. If no response is received by the deadline, there will be points deducted in this section.)	5 points
3	Quality of the Vendor's Goods or Services <ul style="list-style-type: none"> • Degree of alignment of proposal services to the District priorities as articulated in the RFP scope of work • Evidence of provider services capacity to deliver defined services within the scope of work in alignment with criteria • Quality of proposed services as articulated in the RFP scope of work 	25 points
4	Extent to Which the Goods or Services Meet the District's Needs <ul style="list-style-type: none"> • Degree to which the provider services (proposal) articulate the capacity to deliver defined guarantees within the scope of services • Capacity to scale services for a District the size of Fort Bend ISD (availability of service providers dedicated to providing the services, etc.) • Degree to which the provider services align with research based best practices 	25 points
5	Vendor's Past Relationship with the District For reference, the vendor shall list the following: <ul style="list-style-type: none"> • Past projects or contracts for similar service vendor has had with the District. • Past projects or contracts for similar service vendor has had with any K-12 Districts of similar size or larger • Past projects or contracts for similar service vendor has had with any business or universities the size of our district. 	5 points
6	Long-Term Cost to the District to Acquire the Vendor's Goods or Services Warranty, setup fee; maintenance or other fees	5 points
7	Vendor's Principal Place of Business is in the State of Texas, or Employs 500 People in this State.	N/A
8	Insurance Requirements: <ul style="list-style-type: none"> • Certificate of Insurance as requested in the solicitation. • Certificate of Insurance with the limits outlined, without FBISD listed as the certificate holder • Letter from the vendor's insurance carrier on the insurance carrier's letterhead to Fort Bend ISD 	Pass/Fail
9	Extent to which the vendor agrees to our Standard Form of Agreement. By Signing the Agreement, you assent to the Terms and Conditions of Fort Bend ISD.	10 points
10	The impact on the ability of the District to comply with laws and rules relating to Historically Underutilized Businesses (HUB)	N/A
	TOTAL	100 points

For: Fort Bend ISD Board of Trustees
Date: July 25, 2022
Action: Consideration and Approval:
Security Fencing PKG056 at
Multiple Campuses
References: Board Policy CV (Local)
Department: Operations

Recommendation

Consideration and possible approval of a project budget for Security Fencing (PKG056) for a total amount of \$4,414,540; approval of a Professional Services Agreement with RWS Architects for a Not-to-Exceed amount of \$300,000; approval of a construction services agreement with Job Order Contractor (JOC) E Contractors for a Not-to-Exceed amount of \$3,500,000; utilization of Bond 2018 Contingency funds; and authorization for the Superintendent to negotiate and execute or terminate the agreements.

Summary

On December 17, 2018, the Board approved all project budgets for the 2018 Bond Program. At the same meeting, the Board approved a Job Order Contracting (JOC) pool of five contractors to provide both bond and non-bond services to the District, which included E Contractors as one of the selected firms.

As part of the District’s security initiative within the 2018 Bond, the board approved \$1,250,000 for Security fencing. These funds were fully utilized to provide fencing around temporary buildings for elementary schools as an added security measure.

Due to recent events and to proactively secure students, a need has been identified for perimeter fencing to all elementary schools. Staff has surveyed all schools and identified all fencing needs throughout the District’s elementary campuses.

Policy CVF (Legal) states, “The board shall approve each job, task, or purchase order that exceeds \$500,000. Gov’t Code 2269.403.” In accordance with Policy CVF (Legal), Administration is seeking Board approval to award the following contract:

JOC Contractor	Package #	Description	Project Budget
E Contractors	PKG056	Security Fencing	\$4,414,540

Staff is requesting utilization of \$4,414,540 from the Bond 2018 Program Contingency for the design and installation of security fencing. The detailed project budget for PKG056 Security Fencing is on the attached Exhibit 1.

Upon Board approval, staff will negotiate contracts for Security Fencing at multiple campuses and will coordinate the work without impacting campus operations.

Recommended by:

Dr. Christie Whitbeck
Superintendent of Schools

Submitted by:

Oscar Perez
Chief Operations Officer

Project Summary
Package 56 - Security Fencing
 EXHIBIT - 1

	A	B	C	D	E	F	G	H	I	
Description	A/E Design Fees & Reimbursables	Design Contingency	Other Professional Services	Construction	Construction Contingency	FF&E	Site Development	Admin & Other Project Costs	Project Contingency	TOTAL
Armstrong Elementary School	\$3,591	\$519		\$39,900	\$5,187				\$1,045	\$50,242
Austin Parkway Elementary School	\$10,782	\$1,557		\$119,800	\$15,574				\$3,139	\$150,852
Barrington Place Elementary School	\$7,002	\$1,011		\$77,800	\$10,114				\$2,038	\$97,965
Blue Ridge Elementary School	\$6,669	\$963		\$74,100	\$9,633				\$1,941	\$93,306
Brazos Bend Elementary School	\$7,596	\$1,097		\$84,400	\$10,972				\$2,211	\$106,276
Burton Elementary School	\$6,435	\$930		\$71,500	\$9,295				\$1,873	\$90,033
Colony Bend Elementary School	\$15,804	\$2,283		\$175,600	\$22,828				\$4,601	\$221,116
Colony Meadows Elementary School	\$5,796	\$837		\$64,400	\$8,372				\$1,687	\$81,092
Cornerstone Elementary School	\$5,958	\$861		\$66,200	\$8,606				\$1,734	\$83,359
Drabek Elementary School	\$12,258	\$1,771		\$136,200	\$17,706				\$3,568	\$171,503
Fleming Elementary School	\$5,184	\$749		\$57,600	\$7,488				\$1,509	\$72,530
Goodman Elementary School	\$7,407	\$1,070		\$82,300	\$10,699				\$2,156	\$103,632
Heritage Rose Elementary School	\$11,187	\$1,616		\$124,300	\$16,159				\$3,257	\$156,519
Highlands Elementary School	\$20,574	\$2,972		\$228,600	\$29,718				\$5,989	\$287,853
Holley Elementary School	\$7,893	\$1,140		\$87,700	\$11,401				\$2,298	\$110,432
Hunters Glen Elementary School	\$1,431	\$207		\$15,900	\$2,067				\$417	\$20,022
Jones Elementary School	\$7,758	\$1,121		\$86,200	\$11,206				\$2,258	\$108,543
Jordan Elementary School	\$11,745	\$1,697		\$130,500	\$16,965				\$3,419	\$164,326
Lantern Lane Elementary School	\$11,349	\$1,639		\$126,100	\$16,393				\$3,304	\$158,785
Lexington Creek Elementary School	\$7,857	\$1,135		\$87,300	\$11,349				\$2,287	\$109,928
Meadows Elementary School	\$5,058	\$731		\$56,200	\$7,306				\$1,472	\$70,767
Mission Bend Elementary School	\$5,265	\$761		\$58,500	\$7,605				\$1,533	\$73,664
Mission Glen Elementary School	\$7,974	\$1,152		\$88,600	\$11,518				\$2,321	\$111,565
Mission West Elementary School	\$6,462	\$933		\$71,800	\$9,334				\$1,881	\$90,410
Oakland Elementary School	\$5,418	\$783		\$60,200	\$7,826				\$1,577	\$75,804
Oyster Creek Elementary School	\$8,775	\$1,268		\$81,500	\$12,675				\$2,555	\$122,773

Project Summary
Package 56 - Security Fencing
 EXHIBIT - 1

	A	B	C	D	E	F	G	H	I	
Description	A/E Design Fees & Reimbursables	Design Contingency	Other Professional Services	Construction	Construction Contingency	FF&E	Site Development	Admin & Other Project Costs	Project Contingency	TOTAL
Palmer Elementary School	\$7,308	\$1,056		\$81,200	\$10,556				\$2,127	\$102,247
Parks Elementary School	\$8,955	\$1,294		\$99,500	\$12,935				\$2,607	\$125,291
Pecan Grove Elementary School	\$8,829	\$1,275		\$98,100	\$12,753				\$2,570	\$123,527
Quail Valley Elementary School	\$3,051	\$441		\$33,900	\$4,407				\$888	\$42,687
Ridgmont Early Literacy Center	\$11,619	\$1,678		\$129,100	\$16,783				\$3,382	\$162,562
Scanlan Oaks Elementary School	\$5,454	\$788		\$60,600	\$7,878				\$1,588	\$76,308
Schiff Elementary School	\$10,404	\$1,503		\$115,600	\$15,028				\$3,029	\$145,564
Seguin Elementary School	\$5,346	\$772		\$59,400	\$7,722				\$1,556	\$74,796
Settlers Way Elementary School	\$7,785	\$1,125		\$86,500	\$11,245				\$2,266	\$108,921
Sienna Crossing Elementary School	\$9,999	\$1,444		\$111,100	\$14,443				\$2,911	\$139,897
Sugar Mill Elementary School	\$7,641	\$1,104		\$84,900	\$11,037				\$2,224	\$106,906
Townwest Elementary School	\$5,382	\$777		\$59,800	\$7,774				\$1,567	\$75,300
Walker Station Elementary School	\$10,521	\$1,520		\$116,900	\$15,197				\$3,099	\$147,237
TOTAL:	\$315,522	\$45,580		\$3,505,800	\$455,754				\$91,884	\$4,414,540

For: Fort Bend ISD Board of Trustees
Date: July 25, 2022
Action: Review: Barrington Place Interior Renovations (PKG 057)
References: Board Policy CV (Local)
Department: Operations

Recommendation

Consideration and possible approval of a project budget for Interior Renovations and Abatement at Barrington Place Elementary School (PKG057) for a total amount of \$7,306,565.00; approval of a Professional Services Agreement with Rdlr Architects for a Not-to-Exceed amount of \$600,000; utilization of Bond 2018 Contingency funds; and authorization for the Superintendent to negotiate and execute or terminate the agreements.

Summary

Through a thorough, routine inspection of the campus, non-airborne mold above the ceiling tiles in the building has been identified. The growth is visible on insulation around the chilled water piping which runs in the space above the ceiling.

Due to the location of the mold and the fact it has been undisturbed, it does not pose an immediate health hazard at this time, but the District has decided to take aggressive action to safeguard the health of our students and staff.

The 2017 Facility Assessment included interior renovations and upgrades to Barrington Place ES but was not included within the Phase I approved projects for the 2018 Bond.

In the 2021 Facility Assessment, the need to provide interior renovations and upgrades to Barrington Place ES was validated. This facility is showing deterioration and failures within various building components, including, but not limited to chill water piping insulation, ceiling grid and related components, interior wall systems, flooring, and restrooms.

All necessary upgrades have been identified as Priority 1 under the future upcoming bond, but due to visible growth on insulation around the chilled water piping, staff recommends moving forward with the design and preliminary phase of the work. The first phase will include abatement and other required remediations, demolition, new wall systems with proper sound insulation between classrooms, new flooring throughout the building, and interior LED lighting upgrades.

Staff requests utilization of \$7,306,565.00 from the Bond 2018 Program Contingency for this purpose. The detailed project budget for PKG057 Barrington Place ES Interior Renovations is provided on the attached Exhibit 1.

Package Number		Description	Revised Project Budget
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PKG057		Barrington Place Interior Renovations	\$7,306,565
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Upon Board approval, staff will negotiate the contract with Rdlr Architects, and work will begin once the contract is executed.

Recommended by:

Dr. Christie Whitbeck
Superintendent of Schools

Submitted by:

Oscar Perez
Chief Operations Officer

Package 57 - Barrington Place ES Interior Renovation
EXHIBIT - 1

	A	B	C	D	E	F	G	H	I	
Description	A/E Design Fees & Reimbursables	Design Contingency	Other Professional Services	Construction	Construction Contingency	FF&E	Site Development	Admin & Other Project Costs	Project Contingency	TOTAL
Barrington Place Elementary School	\$501,135	\$74,661	\$126,156	\$5,582,122	\$725,676	\$0	\$0	\$51,000	\$245,815	\$7,306,565
TOTAL:	\$501,135	\$74,661	\$126,156	\$5,582,122	\$725,676	\$0	\$0	\$51,000	\$245,815	\$7,306,565

BOT Meeting:	July 25, 2022
Solicitation No.:	23-002AR The Interlocal Purchasing System (TIPS)
References:	District Goal Scalable Systems
Description:	<p>Concealed Weapons Detection</p> <p><u>Recommendation</u></p> <p>The Administration is seeking Board approval for the purchase of concealed weapons detection systems from Communications Technologies Inc. with The Interlocal Purchasing Systems (TIPS) cooperative in an amount not-to-exceed \$125,000 and authorization for the Superintendent to negotiate and execute the agreement through May 2027, and to approve the use of Bond 2014 contingency for the project.</p> <p><u>Summary</u></p> <p>The purchase of concealed weapons detection systems is a proactive security measure to help ensure the safety of our students, staff, and community members at athletic events. The concealed weapons detection systems are portable and will be deployed at the entrances of athletic events to detect weapons entering the facility. The overall goal of the detection systems is to deter weapons entering the facility, thus creating an overall safer environment at athletic events. This is a proof of concept to determine if the use of concealed weapon detection systems should be more widely deployed throughout the District.</p> <p>Renewal options are available through May 2027. Should the contract not renew for the full term, staff will return to the Board to request authorization to utilize an alternate cooperative contract, or an alternate procurement method at that time. The cooperative contract complies with school district bidding requirements.</p> <p><u>Background</u></p> <p>Expenditures will not exceed \$125,000 through May 2027, and will be funded with the use of Bond 2014 contingency.</p>
Requested By:	David Rider Chief of Police Bryan Guinn, Chief Financial Officer
Vendor:	Communication Technologies Inc.
Budget Sources:	Bond 2014 Contingency
Amount:	Not to Exceed - \$125,000 through May 2027
Other Supporting Information	
Sole Source:	No
Number of vendors contacted by Purchasing:	N/A
Number of vendors contacted by FBISD Notification System:	N/A

Number of vendors downloaded the solicitation:	N/A
Number of responses received:	N/A
Number of "no bid" responses received:	N/A
Length of commitment:	Through May 2027
Last solicitation date:	N/A
Supporting documents:	N/A
Disclosure under Board Policy CH, CV, or DBD (Local):	None

*** Previously awarded a contract of the same scope with the District.