

**Notice of Regular Business Meeting
The Board of Trustees
Fort Bend Independent School District**

Monday, July 22, 2024

Notice is hereby given that Board of Trustees Regular Business Meeting will be held on Monday, July 22, 2024, beginning at 6:00 PM in the Event Center of the James Reese Career and Technical Center, 12300 University Blvd., Sugar Land, TX 77479. Members of the public may view the live stream of the meeting at following address: <https://www.fortbendisd.com/February22LIVESTREAM>. Members of the public may also register to address the Board at the following address: <https://www.fortbendisd.com/cms/lib/TX01917858/Centricity/Domain/83/New%20Regular%20Business%20Address%20Form%201-21.pdf>. Requests to address the Board must be submitted no later than 4:30 p.m. on the day of the meeting. 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 by video conference. The agenda packet for the meeting can be found here: <https://meetings.boardbook.org/Public/Organization/649>.

1. Call to order
2. National Anthem
3. Moment of Silence
4. Recognitions 5
5. Superintendent Update
6. Board Committee Reports
 - A. Governance Committee
 - B. Special Education Committee
7. Board Activity Report
8. Public Comment
9. Information
 - A. Bond 2023 Overview - July 2024 6
10. Action
 - A. **Region IV TASB Director Endorsement:** Consideration and approval for endorsement of Region IV Positions C and F on the Texas Association of School Board's Board of Directors. 18
 - B. **Board Self-Evaluation Instrument:** Consideration and approval of updates to the Board of Trustees Self-Evaluation Instrument. 21

C. 2024 Legislative Priorities Resolution: Consideration and approval of the Board of Trustees' 2024 Legislative Priorities Resolution.	38
D. Voting Delegate and Alternate to TASB Delegate Assembly: Consideration and approval of a voting delegate and alternate for participation in the Texas Association of School Boards' (TASB) Annual Delegate Assembly to be held in conjunction with the TASA/TASB conference in September 2024.	43
E. Hurricane Beryl Emergency Resolution: Consideration and approval of a Board resolution declaring that Hurricane Beryl and its aftermath constitutes an unforeseen emergency and authorizing the Superintendent to procure and execute contracts for goods and services necessary to respond and repair resulting damage.	44
F. Hurricane Beryl Staff Compensation Resolution: Consideration and approval of a Board resolution authorizing compensation during an emergency closing of the District as a result of Hurricane Beryl.	46
G. 2024-25 Student Code of Conduct: Consideration and approval of the Student Code of Conduct for the 2024-25 school year.	48
H. Board of Trustees Meeting Minutes: Consideration and approval of the minutes for Fort Bend ISD Board of Trustees meetings and/or public hearings on the following dates:	144
1. May 13, 2024 - Special Called Meeting	145
2. May 13, 2024 - Called Meeting and Agenda Review	147
3. May 20, 2024 - Regular Business Meeting	153
4. June 03, 2024 - Special Called Meeting	161
5. June 03, 2024 - Called Meeting and Agenda Review	163
6. June 05, 2024 - Special Called Meeting	168
7. June 10, 2024 - Regular Business Meeting	170
I. Food Certification Supplement Resolution: Consideration and approval of a resolution authorizing a one-time supplemental Food Certification payment for eligible Child Nutrition Department staff payable in FY 2024-25.	177
J. Fort Bend ISD District of Innovation Amended Plan: Consideration and approval to adopt the amended District of Innovation Plan.	180
K. Water Meter Easement with City of Houston: Consideration and approval of one Water Meter Easement with the City of Houston at Briargate Elementary School, and authorization for the FBISD Board President to negotiate and execute this easement.	196
L. 2023 Bond Program Contingency: Consideration and approval for the use of 2023 Bond Program Contingency as proposed by Administration.	203
M. Consideration and approval of proposed expenses that exceed \$50,000: Specifically for:	
1. Construction Services Agreement for Facade Upgrades & Renovations (BP024): Consideration and approval of a Construction Services Agreement with	205

Bass Construction Co, Inc. for Facade Upgrades & Renovations (BP024) for a stipulated lump sum amount of \$8,115,500 and authorization for the Superintendent to negotiate and execute or terminate the agreement.

- 2. Construction Services Agreement for New Middle School No. 16 (BP005):** Consideration and approval of a Construction Services Agreement with Satterfield & Pontikes Construction, Inc. for the construction of new Middle School No. 16 (BP005) for a stipulated lump sum amount of \$72,030,838 and authorization for the Superintendent to negotiate and execute or terminate the agreement. **210**
- 3. A/V Equipment: Interactive Flat Panel Displays (Increase):** Consideration and approval to increase the existing contract awarded under 21-057AB Audio Visual Equipment Interactive Flat Panel Displays by \$5,300,000 for a total not-to-exceed amount of \$31,800,000 to continue purchasing SMART Interactive Flat Panel Displays through August 2026 for the 2023 Bond. **215**
- 4. Data Center Infrastructure and Related Services (Increase):** Consideration and Approval to increase the existing contract awarded under 21-058LJ Data Center Infrastructure and Related Services by \$1,860,125 for a not-to-exceed amount of \$9,300,625 to continue purchasing Data Center Infrastructure and Related Services through June 2026 for the 2023 Bond. **217**
- 5. IT Staff Augmentation Services (COOP):** Consideration and approval for the purchase of Staff Augmentation Services from multiple vendors through various cooperative contracts for an amount not-to-exceed \$2,800,000 and authorization for the Superintendent to negotiate and execute the agreements through August 2029. **219**
- 6. Instructional Tutors and Related Services:** Consideration and approval for the purchase of Instructional Tutors and Related Services 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 2029. **222**
- 7. Library Media Services and Related Items (COOP):** Consideration and approval for the purchase of library media services and related items from multiple vendors through various cooperative contracts in an amount not-to-exceed \$11,966,488 and authorization for the Superintendent to negotiate and execute the agreements through September 2029. **232**
- 8. Mental Health Services:** Consideration and approval for the purchase of Mental Health Services from multiple vendors in an amount not-to-exceed \$5,000,000 and authorization for the Superintendent to negotiate and execute the agreements through August 2029. **236**

11. 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. Deliberate assigning DGBA employee grievance of Yahara Carter to the Board hearing officer or, schedule a future Board meeting to hear and consider the grievance.

B. Deliberate hearing officer's recommendation regarding the Level Three FNG parent grievance appeal of Rafiq and Medina C.

C. Deliberate hearing officer's recommendation regarding the Level Three FNG grievance appeal of David and Christina B.

D. Consideration and approval of investigation regarding 2023 Bond Natatorium project scope.

12. Reconvene in Open Session

13. Consider Action on Closed Session Items

14. Adjournment

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See BEC (LEGAL)]

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

Goal 1: Fort Bend ISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students.

Goal 2: Fort Bend ISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working.

Goal 3: Fort Bend ISD will recruit, develop, and retain high quality teachers and staff.

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.

Goal 5: Fort Bend ISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement.

For: Fort Bend ISD Board of Trustees
Date: July 22, 2024
Action: Recognitions
Department: Communications

Recommendation

The Administration recommends that the Board recognize:

- Travis High School Choir Director for winning the Emily Crocker Emerging Composer Competition

Summary

Travis High School Head Choir Director, Dan Miner, was the recipient of the Emily Crocker Emerging Composer award through the Texas Choral Directors Association. Mr. Miner's composition "Que es la vida" was the winning composition at the annual competition. The award is named for Emily Crocker, a renowned composer and Choral Editor for Hal Leonard, the largest educational music publisher. Mr. Miner's publication will soon be available on the Hal Leonard's website.

Recommended by:

Dr. Marc Smith
Superintendent of Schools

Submitted by:

Kimberly Smith
Chief Communications Officer

For: Fort Bend ISD Board of Trustees
Date: July 22, 2024
Action: Information: Bond 2023 Overview
References: Board Policy CT (Local)
Board Policy FC (Local)
District Goal 5
Department: Operations

Summary

Staff will provide an update on planning for Bond 2023 as well as provide information on proposed school rebuilds and construction costs.

Recommended by:

Dr. Marc Smith
Superintendent of Schools

Submitted by:

Dr. Damian Viltz
Chief Operations Officer



2023 Bond Projects Construction BP001 – Briargate Elementary School Rebuild



AE Rendering – Front Entry



AE Rendering – Courtyard

Current D&C Phase

Construction Phase - **15% complete**

Schedule

On schedule - Substantial Completion –
June 2025

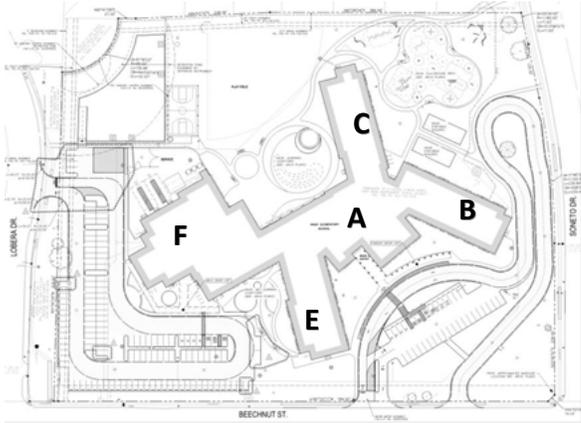
Team

A/E: Kirksey Contractor | Rogers O'Brien
(CMAR)



2023 Bond Projects Construction

BP002 – Mission Bend Elementary School Rebuild



AE Rendering – Front Entry



9

Current D&C Phase

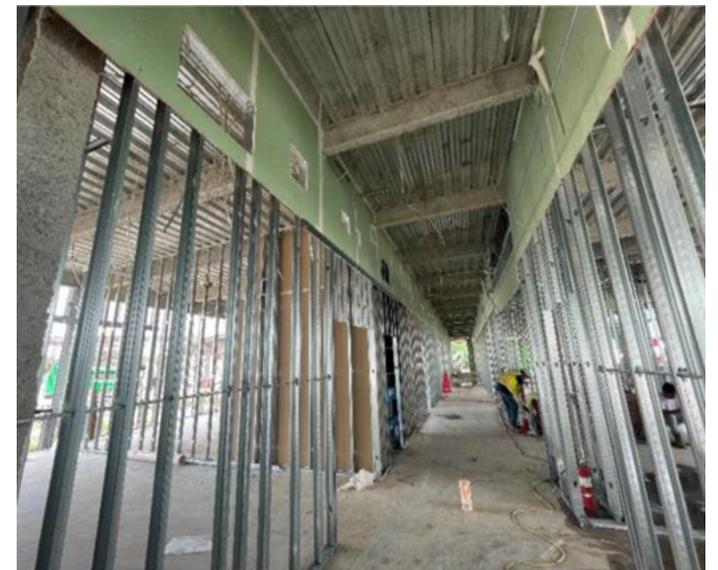
Construction Phase - **28% complete**

Schedule

On schedule - Substantial Completion –
June 2025

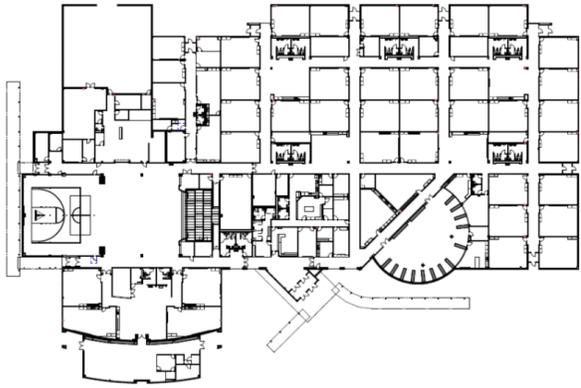
Team

A/E: PBK Contractor | S&P (CMAR)



2023 Bond Projects Construction

BP009 – Barrington Place Elementary Renovation



10

Current D&C Phase

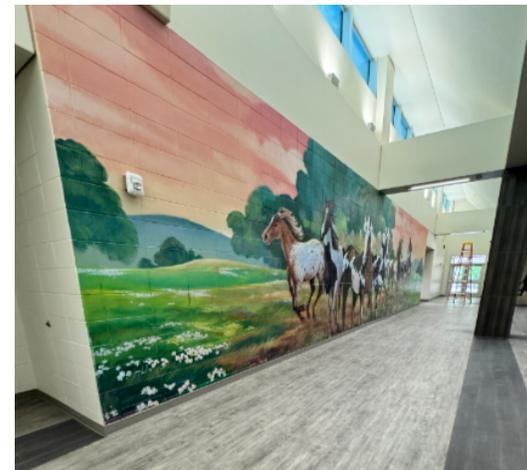
Construction Phase - **98% complete**

Schedule

On schedule - Substantial Completion
– **July 2024**

Team

A/E: RDLR Contractor | Prime
Construction (CSP)



2023 Bond Projects Construction

BP016 – FF&E
Dulles ES
Dulles MS
Dulles HS
Highlands ES



BP018 – Flooring
Hunters Glen ES
Pecan Grove ES
Sienna Crossing ES



BP019 – Playgrounds
13 Campuses



BP053 – Stage Curtains
13 Campuses



2018 Bond Projects Construction

PKG035.2 – Clements High School Field House



Current D&C Phase

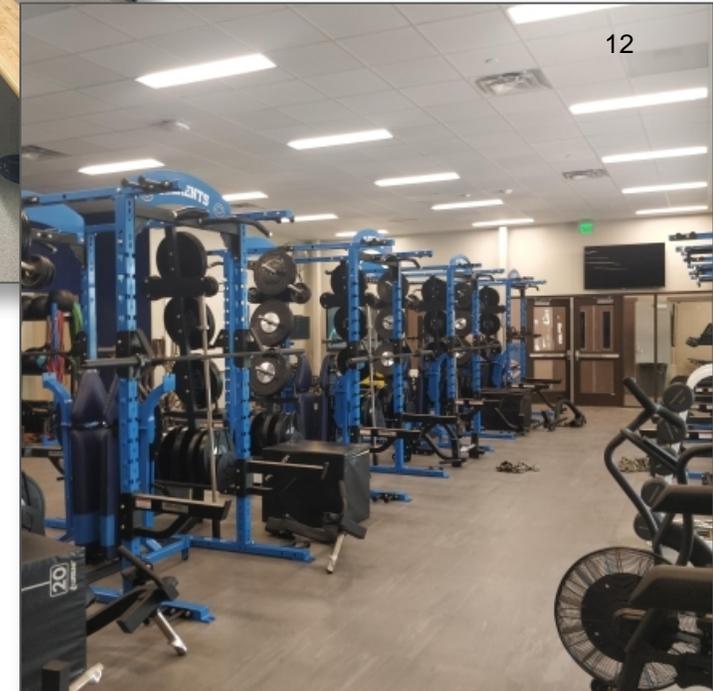
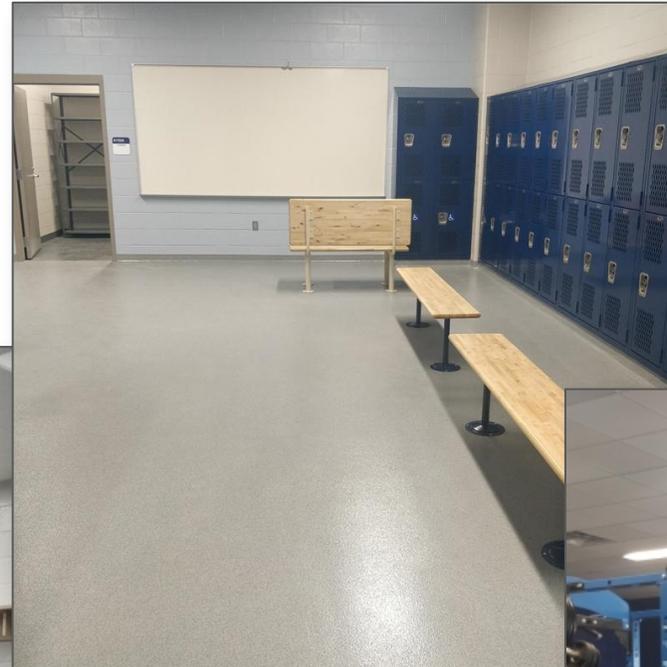
Construction Phase - **98% complete**

Schedule

On schedule - Substantial Completion – **July 2024**

Team

A/E: Pfluger Contractor | Prime Construction (CSP)



2023 Bond Propositions

- Bond 2023 required three separate propositions
- Each proposition stands alone
- Funds from 2023 Bond cannot be transferred between propositions

Proposition	Description	Amount
Prop A	Construction	\$1,180,830,000
Prop B	Technology	52,470,000
Prop C	Natatorium	22,900,000
Total		\$1,256,200,000

Bond 2023 Expenditures to Date

Major Object	Budget	Encumbered ¹	Expenses ²	Remaining Budget
Contracted Services	\$ 29,002,986	\$ 11,300,943	\$ 939,070	\$ 16,762,974
Supplies and Materials	180,042,447	15,611,916	7,221,716	157,208,815 ¹⁴
Capital Outlay	1,047,390,089	118,428,720	41,935,404	887,025,965
Total	\$1,256,435,523	\$145,341,579	\$50,096,190	\$ 1,060,997,754

¹Encumbered amount includes requisitions and purchase orders

²Amounts will change as fiscal year 2024 is closed

Note: financial data as of 07/18/2024

Bond Contingency Amounts

Description	Contingency Amount*	Proposed Addition	Proposed Use	Contingency Remaining
Bond 2014	\$10,637,424	—	—	\$10,637,424
Bond 2018	4,362,077	—	—	4,362,077
Bond 2023	796,347	5,200,000	(4,000,000)	1,996,347
Total	\$15,795,848	\$5,200,000	(\$4,000,000)	\$16,995,848

* Amounts as of 7/18/2024

2023 Bond: Closing the Gap

Review Date	Est. Shortfall
February 2024	(\$163.2M)
March 2024	(\$103.5M)
April 2024	(\$77.3M)
May 2024	(\$73.8M)
June 2024	(\$61.2M)
July 2024	(\$56.8M)

Questions?

For: Fort Bend ISD Board of Trustees
Date: July 22, 2024
Action: Consideration and Approval:
Region IV, Positions C and F
TASB Director Endorsement
Department: Board of Trustees

Consideration and approval for endorsement of Region IV Positions C & F on the Texas Association of School Board's Board of Directors.

TASB Director Candidates

*Indicates Large District Director Positions
(I) Incumbents

<u>REGION/POSITION</u>	<u>DIRECTOR</u>	<u>DISTRICT</u>	<u>TERM</u>
Region 1, Position A	Alison Busse-Savage	Lyford CISD	2024–2027
	Yolanda Castillo	Pharr-San Juan-Alamo ISD	
	Deborah Crane Aliseda	McAllen ISD	
	Marcos Garcia	Mercedes ISD	
Region 3	Margaret Pruet	Victoria ISD	2024–2027
Region 4, Position A	Rose Avalos	Aldine ISD	2024–2027
Region 4, Position C	Kelly Hodges	Spring ISD	2024–2027
	Tony Hopkins	Friendswood ISD	
Region 4, Position F*	Vacant	Cypress-Fairbanks ISD	2024–2027
Region 4, Position G*	Angie Hanan	Fort Bend ISD	2024–2026
Region 5	Nicholas Phillips	Nederland ISD	2024–2027
Region 10, Position A	Tricia Ikard	Maypearl ISD	2024–2027
Region 10, Position E*	Dynette Davis	Frisco ISD	2024–2026
Region 11, Position D	Steven Newcom	Eagle Mountain-Saginaw ISD	2024–2027
Region 12	Steven Carter	Connally ISD	2024–2027
	Russ Johnson	Lorena ISD	
	Marvin Rainwater	Killeen ISD	
	Keri Roberts	Goldthwaite CISD	
	Pam Watts	Midway ISD-McLennan County	
Region 13, Position C	Bryan Holubec	Thrall ISD	2024–2027
	Kathy Major	Liberty Hill ISD	
	Stephanie Rodriguez-Barnett	Manor ISD	

TASB Director Candidates

*Indicates Large District Director Positions
(I) Incumbents

<u>REGION/POSITION</u>	<u>DIRECTOR</u>	<u>DISTRICT</u>	<u>TERM</u>
Region 17	Carlos Bentancourt	Slaton ISD	2024–2027
	Sylvia De La Garza	Plainview ISD	
Region 18	Steve Brown	Ector County ISD	2024–2027
	Sara Burleson	Midland ISD	
Region 19	Marlene Bullard	Tornillo ISD	2024–2027
Region 20, Position A	Ginger Friesenhahn	East Central ISD	2024–2026
Region 20, Position D	Rich Sena	Boerne ISD	2024–2025

For: Fort Bend ISD Board of Trustees
Date: July 22, 2024
Action: Board Self-Evaluation Instrument
Update
Department: Board of Trustees

Recommendation

Consideration and approval of updates to Board's Self-Evaluation Instrument.

Board Self-Evaluation

Evaluation Rubric completed by (name & district) _____

Please mark the most appropriate response (Not Present, Partly Present, or Fully Present) to each of the 28 indicators.

	Not present	Partly Present	Fully Present
<p>1. Board members view all children achieving at high levels as their primary objective and act accordingly.</p> <p><input type="checkbox"/> Not Present</p> <p><input type="checkbox"/> Partly Present</p> <p><input type="checkbox"/> Fully Present</p>	<p>Board members make excuses for poor performance and/or do not demonstrate a commitment to high standards for all students.</p>	<p>Board members may profess a commitment to high standards for all children but do not follow through consistently with action (e.g., policies, programs). Board lacks a sense of urgency about poor performance and the achievement gap.</p>	<p>Board members accept no excuses for poor performance and demonstrate a strong commitment to all children achieving at high levels. Board views the achievement gap with urgency and actively pursues policies, programs, and other actions to eliminate it.</p>
<p>2. The board has approved core beliefs and commitments for high student achievement and efficient and effective operations.</p> <p><input type="checkbox"/> Not Present</p> <p><input type="checkbox"/> Partly Present</p> <p><input type="checkbox"/> Fully Present</p>	<p>Board has not discussed or articulated core beliefs and commitments.</p>	<p>Board has discussed and perhaps formulated core beliefs and commitments but never formally adopted them.</p>	<p>Board has formulated core beliefs and commitments, formally adopted them, and reaffirms them yearly. Board has communicated its core beliefs to staff and community.</p>

	Not Present	Partly Present	Fully Present
<p>3. The board has a stated clear theory of action* that provides an overarching strategy for achieving its goals.</p> <p>* A theory of action states how the district will manage curriculum and instruction and hold schools accountable.</p> <p><input type="checkbox"/> Not Present</p> <p><input type="checkbox"/> Partly Present</p> <p><input type="checkbox"/> Fully Present</p>	<p>Board has no clear theory of action for reform and minimal understanding of current reform strategies underway in district.</p>	<p>Board is somewhat knowledgeable about the district's reform strategies but lacks an explicit theory of action. There may be an implicit theory of action, but it is incomplete or poorly aligned with district policies.</p>	<p>Board has, and can articulate, a clear theory of action that is reasonably complete and well aligned with other district reform strategies. Board is deeply knowledgeable about district reforms.</p>
<p>4. The board annually evaluates the superintendent based on the goals and performance of the district.</p> <p><input type="checkbox"/> Not Present</p> <p><input type="checkbox"/> Partly Present</p> <p><input type="checkbox"/> Fully Present</p>	<p>Board does not set annual measurable goals for the superintendent or district.</p>	<p>Board sets annual goals for the superintendent or district, but they are not closely linked; or, the goals are subjective and difficult to measure.</p>	<p>Board sets annual measurable goals for the superintendent and district and uses these to evaluate the superintendent.</p>

	Not Present	Partly Present	Fully Present
<p>5. The board monitors the district strategic plan and ensures that the plan and superintendent's evaluation instrument are aligned with the core beliefs and commitments.</p> <p><input type="checkbox"/> Not Present</p> <p><input type="checkbox"/> Partly Present</p> <p><input type="checkbox"/> Fully Present</p>	<p>Board does not monitor the district strategic plan and does not ensure that the plan and superintendent's evaluation instrument are aligned with the core beliefs and commitments.</p>	<p>Board sometimes monitors the district strategic plan and sometimes ensures that the plan and superintendent's evaluation instrument are aligned with the core beliefs and commitments.</p>	<p>Board has ensured that the district strategic plan is in place and that the plan and superintendent's evaluation instrument are aligned with the core beliefs and commitments.</p>
<p>6. The board has adopted a comprehensive and aligned district curriculum and monitors its successful implementation.</p> <p><input type="checkbox"/> Not Present</p> <p><input type="checkbox"/> Partly Present</p> <p><input type="checkbox"/> Fully Present</p>	<p>Board has not approved a comprehensive, aligned district curriculum. Curricular decisions are left to individual schools or teachers. Board has no formal way to monitor system or school progress.</p>	<p>Board has adopted a district curriculum, but it is not well aligned with state standards and assessments. Board occasionally reviews data on system or school performance.</p>	<p>Board has adopted a uniform district curriculum that is aligned with state standards and assessments. Board regularly monitors system and school progress.</p>

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	Not Present	Partly Present	Fully Present
<p>7. The board monitors student performance data by grade and school that has been disaggregated by race and socioeconomic background.</p> <p><input type="checkbox"/> Not Present</p> <p><input type="checkbox"/> Partly Present</p> <p><input type="checkbox"/> Fully Present</p>	<p>Board does not monitor student performance data by grade and school that has been disaggregated by race and socioeconomic background.</p>	<p>Board does not consistently monitor student performance data by grade and school that has been disaggregated by race and socioeconomic background.</p>	<p>Board consistently monitors student performance data by grade and school that has been disaggregated by race and socioeconomic background.</p>
<p>8. The board is active in policy development and ensures that its reform priorities are codified in policy.</p> <p><input type="checkbox"/> Not Present</p> <p><input type="checkbox"/> Partly Present</p> <p><input type="checkbox"/> Fully Present</p>	<p>Board spends most of its time dealing with operational issues or reacting to problems rather than developing and overseeing policies to help achieve district goals.</p>	<p>Board spends some time on policy development and oversight, but this is not its primary focus.</p>	<p>Board spends most of its time developing and overseeing the implementation of policies designed to achieve district goals.</p>

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	Not Present	Partly Present	Fully Present
<p>9. The board is diligent about monitoring the implementation of its policies to determine whether or not they are achieving their intended objectives.</p> <p><input type="checkbox"/> Not Present</p> <p><input type="checkbox"/> Partly Present</p> <p><input type="checkbox"/> Fully Present</p>	<p>Board does not have a formal process for monitoring the implementation of the policies it approves.</p>	<p>Board does not build in sufficient oversight mechanisms into its policies. Or, it relies too much on informal feedback rather than regular, formal reporting on policy implementation.</p>	<p>Board has strong mechanisms in place to monitor the implementation of the policies it approves. Board receives regular reports from the superintendent and staff that allow members to determine whether policies are having desired impact / results.</p>
<p>10. The board makes decisions based on relevant research and data.</p> <p><input type="checkbox"/> Not Present</p> <p><input type="checkbox"/> Partly Present</p> <p><input type="checkbox"/> Fully Present</p>	<p>Board often makes decisions or policies without first analyzing data or considering relevant research.</p>	<p>Board sometimes makes decisions or policies without first analyzing data or considering relevant research.</p>	<p>Board, with superintendent, analyzes data and relevant research before making policies or decisions.</p>
<p>11. Board meetings are efficient and effective and focus primarily on student achievement and other district priorities.</p> <p><input type="checkbox"/> Not Present</p> <p><input type="checkbox"/> Partly Present</p> <p><input type="checkbox"/> Fully Present</p>	<p>Board meetings are often long, inefficient, chaotic, or disorganized. Board spends most of its time discussing non-academic, non-priority issues.</p>	<p>Board meetings are sometime long and/or not highly efficient. Board spends considerable time discussing academic and other priority issues, but too much time is wasted on secondary matters.</p>	<p>Board meetings are usually efficient and tightly run. Board spends the vast majority of its time discussing academic and priority issues.</p>

	Not Present	Partly Present	Fully Present
<p>12. Board members attend all regularly scheduled board meetings and workshops to become informed about the items to be considered at those meetings and future meetings.</p> <p><input type="checkbox"/> Not Present</p> <p><input type="checkbox"/> Partly Present</p> <p><input type="checkbox"/> Fully Present</p>	<p>Most board members miss meetings and workshops and are not fully informed when they vote on agenda items at those meetings or future meetings.</p>	<p>A few board members miss meetings and workshops and are not fully informed when they vote on agenda items at those meetings or future meetings.</p>	<p>All board members usually attend meetings and workshops so they can be fully informed on agenda items at those meetings or future meetings.</p>
<p>13. Board members take no private action that compromises the board or district and respect the confidentiality that is privileged under law.</p> <p><input type="checkbox"/> Not Present</p> <p><input type="checkbox"/> Partly Present</p> <p><input type="checkbox"/> Fully Present</p>	<p>Board members often take private action that compromises the board or district and often violate the confidentiality that is privileged under law.</p>	<p>Board members occasionally take private action that compromises the board or district and sometimes violate the confidentiality that is privileged under law.</p>	<p>Board members never take private action that compromises the board or district and always respect the confidentiality that is privileged under law.</p>

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	Not Present	Partly Present	Fully Present
<p>14. Board members treat each other, the superintendent, and staff with respect in public.</p> <p><input type="checkbox"/> Not Present</p> <p><input type="checkbox"/> Partly Present</p> <p><input type="checkbox"/> Fully Present</p>	<p>Board members clearly dislike and/or distrust each another, the superintendent, or staff; and this is made public during board meetings, in media comments, etc.</p>	<p>Some board members may dislike and/or distrust each another, the superintendent, or staff. Disagreements are sometimes aired publicly.</p>	<p>Board members respect each other, the superintendent, and staff, and relate in an honest and trustworthy manner. Conflicts are handled discreetly.</p>
<p>15. The board is generally cohesive, rendering decisions based on available facts and independent judgment, and does not surrender that judgment to other individuals or special-interest groups; not all votes are unanimous, but there are no “fixed factions.”</p> <p><input type="checkbox"/> Not Present</p> <p><input type="checkbox"/> Partly Present</p> <p><input type="checkbox"/> Fully Present</p>	<p>Board is fractured. Most decisions are made on split votes with consistent factions or votes influenced special-interest groups.</p>	<p>Board is not deeply divided, but neither is it cohesive. Votes are sometimes split and sometimes influenced by special-interest groups.</p>	<p>Board is cohesive and works to build consensus to make decisions. Decisions and policies about student achievement and other priority issues are usually supported by the full board. Decisions are based on available facts and independent judgment and not surrendered to the judgment of other individuals or special-interest groups.</p>

	Not Present	Partly Present	Fully Present
<p>16. The board maintains a close relationship of trust with the superintendent/CEO and strives to facilitate his or her success. The board clearly defines and communicates its position on all matters, thereby enabling the superintendent to properly carry out the wishes of the board.</p> <p><input type="checkbox"/> Not Present</p> <p><input type="checkbox"/> Partly Present</p> <p><input type="checkbox"/> Fully Present</p>	<p>Board members often show a lack of support for the superintendent. Some board members actively undermine the superintendent. Disagreements or concerns are often voiced publicly rather than discreetly. The board's direction to the superintendent is not clear.</p>	<p>Most board members work well with the superintendent. But board members sometimes act in ways that undermine the superintendent. Sometimes the board's direction to the superintendent is not clear.</p>	<p>Board actively supports the superintendent. Concerns are handled discreetly and constructively. The board's direction to the superintendent is clear.</p>
<p>17. The board ensures opportunities for the diverse range of views in the community to inform deliberations and decisions.</p> <p><input type="checkbox"/> Not Present</p> <p><input type="checkbox"/> Partly Present</p> <p><input type="checkbox"/> Fully Present</p>	<p>Community input is not considered by the board when making decisions.</p>	<p>Community input is sometimes considered by the board when making decisions.</p>	<p>Community input is considered by the board when making decisions.</p>

	Not Present	Partly Present	Fully Present
<p>18. The board ensures effective communication of its goals, plans, and policies to the community to build public understanding and support.</p> <p><input type="checkbox"/> Not Present</p> <p><input type="checkbox"/> Partly Present</p> <p><input type="checkbox"/> Fully Present</p>	<p>Board does not ensure communication of its goals, plans, or policies to the community. Public knowledge of board actions is limited to meetings and media coverage. When the board communicates about its actions publicly, it is often doing so in reaction to criticism.</p>	<p>Board sometimes ensures communication of its goals, plan, or policies to the community. But much of this communication is reactive rather than proactive, and public understanding of the board's work is limited.</p>	<p>Board proactively uses its meetings and a variety of other means (area meetings, newsletters, etc.) to communicate with the public and build support for its goals, plans, and policies. Board consistently strives to be proactive with communication.</p>
<p>19. Board members understand their role is to govern, not manage, and act accordingly.</p> <p><input type="checkbox"/> Not Present</p> <p><input type="checkbox"/> Partly Present</p> <p><input type="checkbox"/> Fully Present</p>	<p>Most or all board members frequently cross the line between governance and management and involve themselves extensively in the day-to-day operation of the district.</p>	<p>Board members generally respect the line between governance and management, but sometimes cross over and becomes overly involved in management decisions.</p>	<p>Board members consistently respect the line between governance and management and avoid interfering with the superintendent's management of the district.</p>

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	Not Present	Partly Present	Fully Present
<p>20. Board members provide necessary constituent service without attempting to solve problems or otherwise cross the line into management.</p> <p><input type="checkbox"/> Not Present</p> <p><input type="checkbox"/> Partly Present</p> <p><input type="checkbox"/> Fully Present</p>	<p>Board members frequently try to solve constituent problems themselves or influence management decisions. Procedures for board to manage constituent complaints are not clearly articulated or agreed upon.</p>	<p>Board members generally avoid trying to solve constituent problems themselves or influence management decisions. Procedures for the board to manage constituent complaints work reasonably well and are used fairly consistently.</p>	<p>Board has established effective protocols for handling constituent complaints, uses them consistently, and has communicated them to the public. Board receives regular reports from administration providing analysis of patterns of constituent complaints. This information is then used to improve system performance.</p>
<p>21. The board exercises its management oversight responsibilities through audits, workshops, reports, and other methods to assure the integrity and performance of the district's management systems.</p> <p><input type="checkbox"/> Not Present</p> <p><input type="checkbox"/> Partly Present</p> <p><input type="checkbox"/> Fully Present</p>	<p>Board does not exercise any management oversight and/or has become, in effect, part of the district's management.</p>	<p>Board exercises some management oversight from time to time, via questions or requests for information, but these efforts tend to be sporadic, reactive, or superficial.</p>	<p>Board has developed a systematic approach to management oversight that enables the board to periodically review all major business systems for integrity and performance (using reports, workshops, audits, reviews by external parties, or other methods) without crossing the line into management.</p>

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	Not Present	Partly Present	Fully Present
<p>22. The board adopts a fiscally responsible budget based on the district’s vision and goals and regularly monitors the fiscal health of the district.</p> <p><input type="checkbox"/> Not Present</p> <p><input type="checkbox"/> Partly Present</p> <p><input type="checkbox"/> Fully Present</p>	<p>Board has abandoned its fiduciary responsibility. There are no regular budget updates or internal/external audit reviews.</p>	<p>Board and/or community has insufficient information to determine whether the district budget is fiscally responsible. Board exercises some oversight, but these efforts are not sufficient to provide confidence that the board is adequately monitoring the fiscal health of the district. Board seldom uses internal or external audits to review district finances.</p>	<p>Board adopts a fiscally responsible budget that is closely aligned with the district’s vision and goals. Board regularly monitors the fiscal health of the district and integrity of its finances through internal and external audits and regular budget updates.</p>
<p>23. The board strives to provide adequate resources and allocate them equitably to meet the needs of all children in the district.</p> <p><input type="checkbox"/> Not Present</p> <p><input type="checkbox"/> Partly Present</p> <p><input type="checkbox"/> Fully Present</p>	<p>Board does not provide adequate resources, allocate resources equitably, or monitor the effectiveness of the resources in meeting the needs of all children.</p>	<p>Board has made some effort to allocate funds more equitably and adequately, although inadequacies and inequities still exist. The board does not regularly monitor the effectiveness of its resources in meeting the needs of all children.</p>	<p>Board is actively driving a policy agenda to allocate funds more equitably and provide adequate resources to meet the needs of all students. The board regularly monitors the effectiveness of its resources.</p>

	Not Present	Partly Present	Fully Present
<p>24. The board annually evaluates its own effectiveness.</p> <p><input type="checkbox"/> Not Present</p> <p><input type="checkbox"/> Partly Present</p> <p><input type="checkbox"/> Fully Present</p>	<p>Board seldom or never evaluates its own effectiveness or holds retreats to improve its effectiveness.</p>	<p>Board occasionally reflects on or informally evaluates its own effectiveness, but it appears that the board is not highly motivated to improve itself or its governance.</p>	<p>Board annually reflects on and evaluates its own effectiveness and appears motivated to continuously improve itself and its governance.</p>
<p>25. The board adheres to its own operating procedures or governance policies.</p> <p><input type="checkbox"/> Not Present</p> <p><input type="checkbox"/> Partly Present</p> <p><input type="checkbox"/> Fully Present</p>	<p>The board inconsistently follows its own operating procedures or governance policies.</p>	<p>The board follows its own operating procedures or governance policies some of the time.</p>	<p>The board follows its own operating procedures or governance policies.</p>

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	Not Present	Partly Present	Fully Present
<p>26. Each trustee has acknowledged by their signature their commitment to adhere to the Board's Code of Ethics (Policy BBF Local), and each trustee is behaving in a manner consistent with the Code of Ethics.</p> <p><input type="checkbox"/> Not Present</p> <p><input type="checkbox"/> Partly Present</p> <p><input type="checkbox"/> Fully Present</p>	<p>Each trustee seldom or never adheres to the Board's Code of Ethics and behaves in a manner consistent with the Code of Ethics.</p>	<p>Each trustee occasionally adheres to the Board's Code of Ethics and behaves in a manner consistent with the Code of Ethics.</p>	<p>Each trustee adheres to the Board's Code of Ethics and behaves in a manner consistent with the Code of Ethics.</p>
<p>27. The Board maintains an independent internal audit function, creating an annual audit plan and schedule to ensure accountability and compliance of the district, maintaining independent authority over the Board selected internal auditor.</p> <p><input type="checkbox"/> Not Present</p> <p><input type="checkbox"/> Partly Present</p> <p><input type="checkbox"/> Fully Present</p>	<p>The board inconsistently maintains an independent internal audit function, creates an annual audit plan and schedule to ensure accountability and compliance of the district, maintaining independent authority over the Board selected internal auditor.</p>	<p>The board sometimes maintains an independent internal audit function, creates an annual audit plan and schedule to ensure accountability and compliance of the district, maintaining independent authority over the Board selected internal auditor.</p>	<p>The board maintains an independent internal audit function, creating an annual audit plan and schedule to ensure accountability and compliance of the district, maintaining independent authority over the Board selected internal auditor.</p>

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	Not Present	Partly Present	Fully Present
<p>28. The Board recognizes its role as the governing body of the district, with authority over its Board meetings, meeting agendas and the mission, vision, goals and direction of the district, and acts accordingly.</p> <p><input type="checkbox"/> Not Present</p> <p><input type="checkbox"/> Partly Present</p> <p><input type="checkbox"/> Fully Present</p>	<p>The Board seldom or never recognizes its role as the governing body of the district, with authority over its Board meetings, meeting agendas and the mission, vision, goals and direction of the district, and acts accordingly.</p>	<p>The Board occasionally recognizes its role as the governing body of the district, with authority over its Board meetings, meeting agendas and the mission, vision, goals and direction of the district, and acts accordingly.</p>	<p>The Board consistently recognizes its role as the governing body of the district, with authority over its Board meetings, meeting agendas and the mission, vision, goals and direction of the district, and acts accordingly.</p>

Core Competencies	Never	Rarely	Sometimes	Often	Always
<p>Communicator:</p> <p>Communicates effectively both orally and in writing; respectfully, actively, and attentively listens to others to gain full understanding of issues; courageously and appropriately engages in fierce conversations; appropriately adapts communication style to the audience using high impact delivery mechanisms and open dialogue.</p>					
<p>Competent:</p> <p>Executes responsibilities effectively and with fidelity; possesses the knowledge, skills, mindsets, and thought patterns that result in the execution of effective and successful performance; produces quality results with efficiency and efficacy.</p>					
<p>Inspire Others:</p> <p>Empowers and transforms others; nurtures talent and develops capacity; demonstrates servant leadership behaviors that promote connectedness and interpersonal relationships.</p>					
<p>Honest:</p> <p>Instills and fosters mutual trust and confidence; creates a culture that cultivates high standards of ethics; behaves in a fair and ethical manner toward others, and demonstrates a sense of responsibility and commitment, while maintaining job related, social, organizational and ethical norms. Demonstrates integrity in all situations.</p>					

<p>Problem Solver:</p> <p>Identifies problems, involves others in seeking solutions; conducts appropriate use of data and analyses; searches for best solutions; responds quickly and thoughtfully to new challenges.</p>					
<p>Collaborator:</p> <p>Works effectively with others to achieve group goals and objectives that are aligned with the mission and vision of Fort Bend ISD; takes actions that respect the needs and contributions of others and yields one's own objectives to the goals of the team. Facilitates and contributes to teamwork.</p>					
<p>Innovator:</p> <p>Develops new insights into situations; challenges conventional approaches; encourages others to generate new ideas and innovations; designs and implements visionary, scalable systems. Transformational leader who sustains positive change.</p>					

For: Fort Bend ISD Board of Trustees
Date: July 22, 2024
Action: Consideration and Approval: 2024
Legislative Priorities Resolution
Department: Board of Trustees

Recommendation

Consideration and approval of the Board of Trustees' 2024 Legislative Priorities Resolution.

**FORT BEND INDEPENDENT SCHOOL DISTRICT
RESOLUTION
LEGISLATIVE PRIORITIES: 89TH LEGISLATURE**

WHEREAS, the Fort Bend Independent School District (FBISD) Board of Trustees is committed to inspire and equip all students to pursue futures beyond what they can imagine;

WHEREAS, the mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation (Texas Education Code §4.001);

WHEREAS, the 89th Legislative Session of the Texas State Legislature will convene on January 14, 2025 considering legislation impacting various areas of our State, including the provision of public education;

WHEREAS, key elements of school funding, such as the basic allotment, special education funding weights, the Fast Growth allotment, the New Instructional Facilities allotment, GT allotment, School Safety allotment, and pre-Kindergarten funding have not increased in over five years and have not kept pace with inflation, the actual cost to provide services, and fail to adequately fund Texas public school districts;

WHEREAS, per-student funding in Texas has declined over the past decade, and continues to decline;

WHEREAS, although the Texas Legislature budgeted \$3.99 billion in the 88th Legislative Session for public education, that money has not been allocated for use by public schools;

WHEREAS, there is a \$2.3 billion shortfall in funding for special education in Texas and the Texas Legislature has failed to allocate funds to close this shortfall;

WHEREAS, House Bill 114 (88th Regular Session) established a mandatory placement in Disciplinary Alternative Education Program (DAEP) for any public school student who possesses, uses, sells, gives, or delivers to another person an e-cigarette (vape);

WHEREAS, in FBISD, a campus-based substance abuse education program, First Offense RISE Response (FORR), was initiated to serve as a mandatory Disciplinary

Alternative Education Program (DAEP) placement for first time substance related offenses. Repeated substance abuse violations deem a student ineligible for FORR and mandates a DAEP placement at the MR Wood Center for Learning. During the 2023-2024 school year, there were 763 vaping offenses with 720 students approved for the FORR program;

WHEREAS, protecting sensitive student information such as a social security number is a critical requirement of state and federal law, yet a student's social security number continues to be required by the Texas Education Agency despite the availability of a reasonable alternative (Texas Student Data System Student Unique Identification number);

WHEREAS, sections 45.003 of the Texas Education Code and 26.08 of the Texas Tax Code mandate specific ballot language, without exception, in the event of a school district bond election or voter approval tax rate election, and such ballot language is often misleading, unclear, or inaccurate; and

WHEREAS, House Bill 3033 of the 88th Legislative Session amended the Public Information Act to effectively require public school districts to consider any days the District is not in session, outside official state and federal holidays or ten designated non-business days, as business days for purposes of compliance with Public Information Act deadlines; for the 2024-25 school year, this amounts to 15 days in which the District is closed, yet public information timelines are not tolled.

NOW, THEREFORE, BE IT RESOLVED, the Fort Bend Independent School District Board of Trustees calls upon the Texas State Legislature to substantially increase the basic allotment for public education to account for the impact inflation has had on school district budgets since 2019;

BE IT FURTHER RESOLVED, the Board calls upon the Legislature to establish a mechanism for automatic, inflation-adjusted increases to the basic allotment every biennium to keep up with the rate of inflation;

BE IT FURTHER RESOLVED, the Board calls upon the Legislature to take immediate and decisive action to fully fund special education services in FBISD and across the state by adjusting special education funding weights to ensure districts receive funding proportionate to the intensity of services received by students;

BE IT FURTHER RESOLVED, the Board calls upon the Legislature to fund the Fast Growth, New Instructional Facilities, and GT allotments at a level that avoids the need to prorate the allocation as more districts qualify;

BE IT FURTHER RESOLVED, the Board calls upon the Legislature to increase the school safety allotment to provide adequate funding to meet the mandate of licensed peace officers on all campuses;

BE IT FURTHER RESOLVED, the Board calls upon the Texas State Legislature to amend House Bill 114 (88th Regular Session) mandating DAEP placement for vaping/e-cigarettes and allow local control of student disciplinary consequences for vaping by elected Texas school boards that have implemented alternative appropriate disciplinary measures and programs;

BE IT FURTHER RESOLVED, the Board calls upon the Legislature to mandate TEA cease use of a student's social security number and, alternatively use the Texas Student Data System (TSDS) Student Unique Identification (UID) number;

BE IT FURTHER RESOLVED, the Board calls upon the Legislature to revise required ballot language for Texas school district bond and voter-approved tax ratification propositions to provide for honest and accurate descriptions of the measure(s);

BE IT FURTHER RESOLVED, the Board calls upon the Legislature to amend the Public Information Act and allow public school districts to increase the number of nonbusiness days from 10 to a number sufficient to match the nonbusiness days on the ISD's Board adopted instructional calendar; and

BE IT FURTHER RESOLVED, that this resolution be forwarded to the Governor of Texas, the Texas Commissioner of Education, and all members of the Texas Legislature to advocate for the necessary support of Texas public schools.

ADOPTED THIS _____ DAY OF JULY 2024

FORT BEND INDEPENDENT SCHOOL DISTRICT

Kristin K. Tassin, President
Board of Trustees

ATTEST:

Rick Garcia, Vice President
Board of Trustees

David Hamilton, Secretary
Board of Trustees

Angie Hanan, Member
Board of Trustees

Adam Schoof, Member
Board of Trustees

Dr. Shirley Rose-Gilliam, Member
Board of Trustees

Sonya Jones, Member
Board of Trustees

For: Fort Bend ISD Board of Trustees
Date: July 22, 2024
Action: Consideration and Approval:
Voting Delegate and Alternate to
TASB Delegate Assembly
Department: Board of Trustees

Recommendation

Consideration and approval of a voting delegate and alternate delegate for participation in the Texas Association of School Boards' (TASB) Annual Delegate Assembly to be held in conjunction with the TASA/TASB Conference in September 2024.

Summary

The Board of Trustees may designate a delegate and an alternate to represent Fort Bend ISD in TASB's Annual Delegate Assembly. During the annual TASA/TASB convention, the TASB Delegate Assembly will participate with school board members from around the state in laying the groundwork for how TASB-your association-will take the tough advocacy issues facing Texas Public Schools.

For: Fort Bend ISD Board of Trustees
Date: July 22, 2024
Action: Consideration and Approval: Hurricane Beryl Emergency Resolution
References: Board Policy CH (Legal) District Goal 5
Department: Business and Finance

Recommendation

Consideration and approval of a Board resolution declaring that Hurricane Beryl and its aftermath constitutes an unforeseen emergency and authorizing the Superintendent to procure and execute contracts for goods and services necessary to respond and repair resulting damage.

Summary

Section 44.0312 of the Texas Education Code allows the District to forego competitive procurement requirements “in the event of a catastrophe, emergency, or natural disaster affecting a district, ... for the replacement, construction, or repair of school equipment or facilities ... if emergency replacement, construction, or repair is necessary for the health and safety of district students and staff.”

To appropriately respond to the damage to District facilities as a result of Hurricane Beryl and to protect the health and safety of District staff and students, the resolution declares Hurricane Beryl and it’s aftermath to be an unforeseen emergency and authorizes the Superintendent to procure, negotiate and execute contracts for goods and services that are necessary to mitigate, prevent, restore and repair damage caused to FBISD facilities or to protect the health and safety of FBISD students and staff. All emergency purchases made pursuant to the Resolution must be provided to the Board at the next regular Board meeting following such purchases.

Submitted by:

Dr. Marc Smith
Superintendent of Schools

Bryan Guinn
Chief Financial Officer

**RESOLUTION OF EMERGENCY DECLARATION
OF THE FORT BEND INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES**

WHEREAS, the FORT BEND INDEPENDENT SCHOOL DISTRICT (“FBISD”) has a public substantial interest to protect the health and safety of its students, staff and community;

WHEREAS, in the event school facilities are damaged or undergo operational failures as a result of an unforeseen catastrophe or emergency, Section 44.031(h) of the Texas Education Code authorizes the Board of Trustees to determine that the delays posed by competitive procurement laws would prevent or substantially impair the conduct of classes or other essential school activities;

WHEREAS, FBISD school and administrative facilities have been damaged as a result of Hurricane Beryl and its aftermath; and

WHEREAS, over the coming days and weeks, the emergency purchase of goods and services will be necessary to restore and repair such damage to FBISD facilities and protect the health and safety of FBISD students and staff.

THEREFORE, BE IT RESOLVED, that the Board of Trustees of the Fort Bend Independent School District formally declares that (1) Hurricane Beryl and its aftermath constitutes an unforeseen emergency; (2) the delays posed by competitive procurement of contracts necessary to restore and repair FBISD facilities will prevent or substantially impair the conduct of classes or other essential school, operational, and administrative activities; and (3) the Superintendent is authorized to procure, negotiate and execute contracts for goods and services that are necessary to mitigate, prevent, restore and repair damage caused to FBISD facilities or to protect the health and safety of FBISD students and staff; and (4) the Superintendent shall inform the Board of Trustees of all emergency purchases made hereunder at the next regular Board meeting following such purchases.

EXECUTED this **22nd** day of **July, 2024**.

Kristin Tassin
President, Board of Trustees
Fort Bend Independent School District

ATTEST:

David Hamilton
Secretary, Board of Trustees
Fort Bend Independent School District

For: Fort Bend ISD Board of Trustees
Date: July 22, 2024
Action: Consideration and Approval: Hurricane Beryl Staff Compensation Resolution
References: Board Policy CH (Legal) District Goal 5
Department: Business and Finance

Recommendation

Consideration and approval of a Board resolution authorizing compensation during an emergency closing of the District as a result of Hurricane Beryl.

Summary

Policy DEA (Local) authorizes the Superintendent to pay idled employees during an emergency closing for a maximum duration of one week (five days), unless the Board takes action to authorize payments for a longer duration.

As a result of Hurricane Beryl, the District was closed for a total of six days and select programs, such as Extended Day, were closed for additional days. Most employees did not report to work; however, some employees provided essential or emergency-related services during the closure. The resolution authorizes compensation pursuant to DEA (Local), and specifically includes 1) pay for employees during the emergency closure and 2) pay at a rate of one and one-half times their regular rate of pay for employees providing services during the closure.

Submitted by:

Dr. Marc Smith
Superintendent of Schools

Bryan Guinn
Chief Financial Officer

**RESOLUTION OF THE BOARD OF TRUSTEES
OF THE FORT BEND INDEPENDENT SCHOOL DISTRICT**

WHEREAS, the FORT BEND INDEPENDENT SCHOOL DISTRICT (“FBISD”) Board of Trustees recognizes that the territory within the bounds of FBISD experienced extensive storm-related damage associated with Hurricane Beryl beginning on July 8, 2024; and,

WHEREAS, in order to assess and remediate FBISD facilities and to ensure the safety of students, parents and employees, FBISD was closed for six (6) days on July 8, 9, 10, 11, 12, and 15, 2024, and certain FBISD programs remained closed for additional days; and,

WHEREAS, the Board of Trustees of the Fort Bend Independent School District seeks to maintain positive employee morale, improve employee retention and facilitate their return to duty; and,

WHEREAS, the Board of Trustees of the Fort Bend Independent School District finds that compensating employees for days missed and not made up through a revised calendar serves an important public purpose in that continued retention of such employees shall enable the school district to efficiently resume educational activities; and,

WHEREAS, the Board of Trustees of the Fort Bend Independent School District recognizes that some hourly, non-salaried employees provided emergency-related services during the closure, and for their efforts, a public purpose exists in paying those employees at the rate of one and one-half times their regular rate of pay for all hours worked up to 40 hours per week.

THEREFORE, BE IT RESOLVED, that the Board of Trustees of the Fort Bend Independent School District hereby authorizes the Superintendent to compensate employees for work days when the District was closed, at their regular hourly rate of pay, according to the duty schedule they would have otherwise worked; and

The Board of Trustees of the Fort Bend Independent School District hereby authorizes the Superintendent to compensate employees who provided emergency-relates services while the District was closed at the rate of one and one-half times their regular rate of pay in accordance with Policy DEA (LOCAL).

EXECUTED this **22nd** day of **July, 2024**.

Kristin Tassin
President, Board of Trustees
Fort Bend Independent School District

ATTEST:

David Hamilton
Secretary, Board of Trustees
Fort Bend Independent School District

For: Fort Bend ISD Board of Trustees
Date: June 22, 2024
Action: Consideration and Approval: 2024-25 Student Code of Conduct
References: Board Policy: FO (Legal)
District Goal 4
Department: Student Affairs

Recommendation

Consideration and approval of the Student Code of Conduct for 2024-25 school year.

Background

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 2024-2025 Student Code of Conduct.

Page <small>*23-24 Pg.</small>	Section	2023-2024 Information Change FROM	2024-2025 TO ACTUAL CHANGE	Rationale
1	Commonly Used Acronyms	Add	BSS – Behavior Support Services FORR – First Offense Rise Response MDR - Manifestation Determination Review	CBC Recommendation
7	Threat Assessment and Safe and Supportive School Team	Delete: Threat assessments are investigative not punitive.	Threat assessment is an investigative process.	CBC Recommendation Duplicated language
10	Threat Assessment Graphic	Add	Contact the parent of the alleged aggressor and contact parents of targeted student. Contact DSTAT	TSCS updates DSA Threat Assessment Team Recommendation

			Contact DSA for discipline and coding guidance	
18	K-2 Level 1 Offenses	Move Cheating from Level 2 to Level 1 for K-2 only.	Level I offenses – cheating without ISS, OSS, DAEP, DEP, JJAEP.	CBC Recommendation DDAC Recommendation
18, 19, 21, 22, 26, 27	Discipline Offense by Level	Disrupting Educational Environment – Level 1 Disruptive Behavior – Level 2	Disruptive Behavior – Level 1 Disrupting Educational Environment – Level 2	CBC Recommendation
20, 23, 28	Discipline Offense by Level	Add	Violation of a Stay Away Agreement – Level 2	CBC Recommendation
20, 23, 28	Discipline Offense by Level	Add	Violation of a Stay Away Agreement with Physical Altercation – Level 2 Discretionary DAEP (3-5 and Secondary)	CBC Recommendation
22, 27	Discipline Offense by Level	Add	Bus Misconduct Serious - Level 2: Grades K-2 (No OSS option) Level 2: Grades 3-12	CBC Recommendation
26	Discipline Offense by Level	Add	Failure to wear or present Student ID - Level 1: Grades 3-12	DSL Recommendation
22, 27	Discipline Offense by Level	Leaving School – Level 1	Leaving School – Level 1: Grades K-2 Level 2: Grades 3 – 12	CBC Recommendation
39	Bullying	Add	Bullying, Policy FFI (Legal), is 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 satisfies the applicability requirements below and 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 of 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; and Includes cyberbullying.	CBC Recommendation Aligns with FFI (Legal)
43	Appealing a Bullying Determination	FOD (Legal)	FNG (Local)	Correction
*53/52	Disciplinary Alternative Education Program (DAEP) Placement	The notice should contain a statement of the specific offense that would justify an. At the discipline	The notice should contain a statement of the specific offense that would justify a placement in the alternative education program. At the discipline conference, the student is entitled to:	Legal Recommendation

		<p>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</p> <p>An opportunity to testify and to review and present evidence.</p>	<p>Additional representation by an adult, other than the student's parent/guardian, who can provide guidance to the student and parent and/or</p> <p>An opportunity to testify and to present evidence.</p>	
*70/69	Glossary	<p>Assault is defined 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.</p>	<p>Assault is defined in part by Penal Code 22.01 as when a person intentionally, knowingly, or recklessly causes bodily injury to another person. An assault must involve a victim and a perpetrator(s) and the victim must receive bodily injury. If these criteria are not met, then the proper category would be Other Student Code of Conduct Violation (Action Reason Code 21).</p>	CBC Recommendation
*75/74	Glossary	Add	<p>Inappropriate Familiarity is any inappropriate or unduly intimate or informal conduct between students including kissing or inappropriate touching with consent.</p>	CBC Recommendation
*77/75	Glossary	Add	<p>Peer Conflict is a controversy, quarrel, or struggle between two or more people who appear to have different goals or desires. It is normal for students to not always agree with each other about what they think or what they want to do. Often, peer conflicts arise suddenly because students of the same relative amount of power see the same situation from two different points of view. When students are in conflict, the incident is usually two-sided – each student is being aggressive towards the other one. In bullying, it tends to be one-sided.</p>	CBC Recommendation Aligns with Policy FFI (Legal)
*80/77	Glossary	<p>Safety Rule Violation- Level 1 offense that creates potential for harm to student's safety.</p>	<p>Safety Rule Violation- Level 1 offense that creates potential for harm to student's safety. This type of violation refers to a breach of a safety standard, regulation, policy, or rule created to ensure the safety of campus students and staff.</p>	CBC Recommendation
*82/79	Glossary	<p>Title 5 felonies are those crimes listed in</p>	<p>Title 5 felonies are those crimes listed in Title 5 of the Penal Code</p>	Aligns with Penal Code, Sections 19,20

		<p>Title 5 of the Penal Code that typically involve injury to a person and may include:</p> <p>Murder, manslaughter, or homicide under Sections 19.02–.05;</p> <p>Kidnapping under Section 20.03;</p> <p>Trafficking of persons under Section 20A.02;</p> <p>Smuggling or continuous smuggling of persons under Sections 20.05–.06;</p> <p>Assault under Section 22.01;</p> <p>Aggravated assault under Section 22.02;</p> <p>Sexual assault under Section 22.011;</p> <p>Aggravated sexual assault under Section 22.021;</p> <p>Unlawful restraint under Section 20.02;</p> <p>Continuous sexual abuse of a young child or disabled individual under Section 21.02;</p> <p>Bestiality under Section 21.09;</p> <p>Improper relationship between educator and student under Section 21.12;</p> <p>Voyeurism under Section 21.17;</p> <p>Indecency with a child under Section 21.11;</p> <p>Invasive visual recording under Section 21.15;</p> <p>Disclosure or promotion of intimate</p>	<p>that typically involve injury to a person and may include:</p> <p>Murder, manslaughter, or homicide under Sections 19.02–.05;</p> <p>Kidnapping under Section 20.03;</p> <p>Trafficking of persons under Section 20A.02;</p> <p>Smuggling or continuous smuggling of persons under Sections 20.05–.06;</p> <p>Felony Assault under Section 22.01;</p> <p>Aggravated assault under Section 22.02;</p> <p>Sexual assault under Section 22.011;</p> <p>Aggravated sexual assault under Section 22.011;</p> <p>Continuous sexual abuse of a young child or disabled individual under Section 21.02;</p> <p>Improper relationship between educator and student under Section 21.12;</p> <p>Indecency with a child under Section 21.11;</p> <p>Injury to a child, elderly individual or disabled individual under Section 22.04;</p> <p>Invasive visual recording under Section 21.15;</p> <p>Disclosure or promotion of intimate visual material under Section 21.16;</p> <p>Sexual coercion under Section 21.18;</p> <p>Injury to a child, an elderly person, or a disabled person of any age under Section 22.04;</p> <p>Abandoning or endangering a child under Section 22.041; Deadly conduct under Section 22.05; Terroristic threat under Section 22.07;</p>	
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		<p>visual material under Section 21.16;</p> <p>Sexual coercion under Section 21.18;</p> <p>Injury to a child, an elderly person, or a disabled person of any age under Section 22.04;</p> <p>Abandoning or endangering a child under Section 22.041;</p> <p>Deadly conduct under Section 22.05;</p> <p>Terroristic threat under Section 22.07;</p> <p>Aiding a person to commit suicide under Section 22.08; and</p> <p>Tampering with a consumer product under Section 22.09.</p>	<p>Aiding a person to commit suicide under Section 22.08; and</p> <p>Tampering with a consumer product under Section 22.09.</p>	
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Recommended by:

Dr. Marc Smith
Superintendent of Schools

Submitted by:

Dr. Jaretha Jordan
Deputy Superintendent of Teaching and Learning

Student Code of Conduct

2024-2025

FBISD
INSPIRE • EQUIP • IMAGINE

SCHO



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

July 29th – 30th District Professional Learning Days/
No Students
July 31st Teacher Work Day/No Students
1st – 6th Professional Learning Day/No Students
7th Teacher Planning Day/No Students
8th First Day of Classes 1st Semester

September

2nd Student/Teacher Holiday/Labor Day
26th Early Release-Elementary
27th Professional Learning Day/No Students

October

4th Student/Teacher Holiday
10th – 14th Student/Teacher Holiday
15th Teacher Planning Day/No Students

November

1st Student/Teacher Holiday
11th Student/Teacher Holiday/Veterans Day
25th – 29th Student/Teacher Holiday/Thanksgiving Break

December

19th Early Release – MS/HS
20th Early Release/All Students
23rd – 31st Student/Teacher Holiday/Winter Break

January

1st – 3rd Student/Teacher Holiday/New Year's Day
6th Professional Learning Day/No Students
7th Teacher Planning Day/No Students
8th Teacher Work Day/No Students
9th First Day of Classes 2nd Semester
20th Student/Teacher Holiday/Martin
Luther King Jr. Day

February

13th Early Release-Elem.
14th Professional Learning Day/No Students
17th Student/Teacher Holiday/Inclment Weather Make-Up
Day
28th Teacher Planning Day/No Students

March

10th – 14th Student/Teacher Holiday/Spring Break
31st Student/Teacher Holiday

April

18th Student/Teacher Holiday
21st Student/Teacher Holiday/Inclment Weather
Make-Up Day

May

26th Student/Teacher Holiday/Memorial Day
28th Early Release-MS/HS
29th Early Release- All Students
30th Teacher Workday/No Students

June

19th Student/Teacher Holiday/Juneteenth Day
30th District Office and Campuses Closed

July

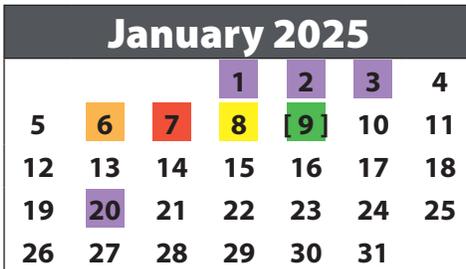
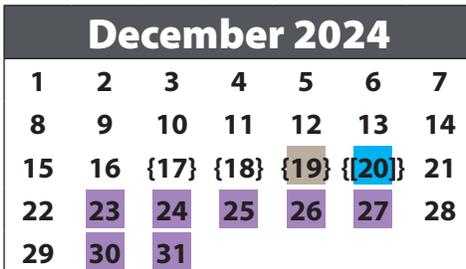
1st – 4th District Office and Campuses Closed

KEY

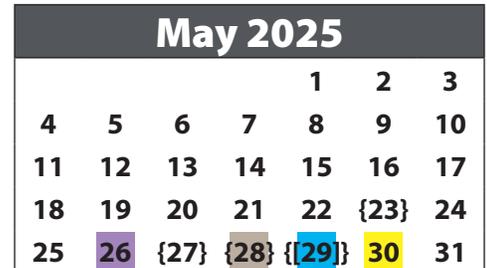
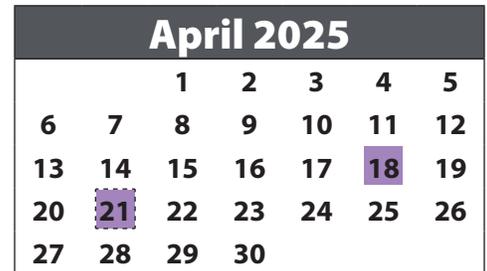
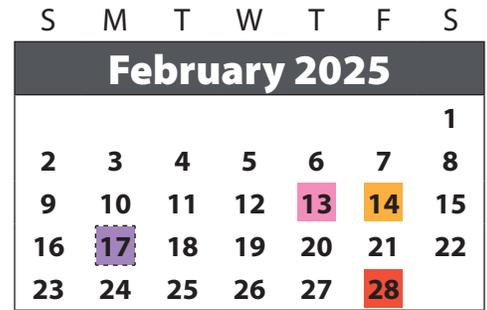
- Teacher Work Day
- Professional Learning
- Teacher Planning
- First Day of Semester
- District Professional Learning Day
- Student/Teacher Holiday
- Beginning/End of Nine Weeks
- Exams
- Early Release ES
- Early Release HS/MS
- Early Release HS/MS/ES
- Inclment Weather Make-up Day

This Calendar Reflects the Following	ES	MS	HS
Total Days of Instruction	171	171	171
Total Teacher Contract Days	187	187	187
Operational Minutes per Full Day	440	440	440
Operational Minutes per Early Release Days	240	270	245
Total Operational Minutes Pre-Waiver	74,440	74,560	74,460
Waiver Minutes for Professional Learning	2,100	2,100	2,100
Total Operational Min. w/ Approved Waivers	76,540	76,660	76,560
Bank of Operational Minutes	940	1,060	960

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. FBISD reserves the right to revise the calendar, pending Board approval, to meet the minimum required operational minutes each year.



1st Semester Grading Period	83 Days
1st Nine Weeks	5/8 - 10/9 42
2nd Nine Weeks	10/16 - 12/20 41



2nd Semester Grading Period	88 Days
3rd Nine Weeks	1/9 - 3/7 38
4th Nine Weeks	3/17 - 5/29 50

High Schools

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

Crawford High School
Keith Fickel - Principal
801 Caldwell Ranch Blvd
Rosharon, 77583
327-6730 Fax: 327-6730

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

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

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

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

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

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

Clements High School
Brian Shillingburg - Principal
4200 Elkins Road
Sugar Land, 77479
634-2150 Fax: 634-2168

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

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

Willowridge High School
Jennifer Roberts - Principal
16301 Chimney Rock Road
Houston, 77053
634-2450 Fax: 634-2513

Middle Schools

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

First Colony Middle School
Jennifer Petru - Principal
3225 Austin Parkway
Sugar Land, 77479
634-3240 Fax: 634-3267

Lake Olympia Middle School
Terence Hayden - Principal
3100 Lake Olympia Parkway
Missouri City, 77459
634-3520 Fax: 634-3549

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

Bowie Middle School
Michael Yelvington - Principal
700 Plantation Drive
Richmond, 77406
327-6200 Fax: 327-6201

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

McAuliffe Middle School
Trevor Lemon - Principal
16650 South Post Oak
Houston, 77053
634-3360 Fax: 634-3393

Sugar Land Middle School
LaToya Garrett - Principal
321 Seventh Street
Sugar Land, 77498
634-3080 Fax: 634-3108

Crockett Middle School
Kyella Griffin - Principal
19001 Beechnut
Richmond, 77407
634-6380 Fax: 327-6380

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

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

Thornton Middle School
Kathryn Kargbo - Principal
1909 Waters Lake Blvd.
Missouri City, 77459
327-3870 Fax: 327-3871

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

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

Quail Valley Middle School
Audra Ude - Principal
3019 FM 1092
Missouri City, 77459
634-3600 Fax: 634-3632

Elementary Schools

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

Bhuchar Elementary
Nikki Roberts - Principal
5503 Thompson Ferry Rd.
Missouri City, 77459
327-4400 Fax: 327-4402

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

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

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

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

Colony Meadows Elementary
Stephanie Viado - Principal
4510 Sweetwater Blvd.
Sugar Land, 77479
634-4120 Fax: 634-4136

Dulles Elementary
Raymond Haas - Principal
630 Dulles Avenue
Sugar Land, 77478
634-5830 Fax: 634-5843

Barrington Place Elementary @ Meadows – Grades K-2nd
Cindel Blackmer - Principal
12037 Pender Lane
Meadows Place, 77477
634-4720 Fax: 634-4734

Brazos Bend Elementary
Felicia Bolden - Principal
621 Cunningham Creek Blvd.
Sugar Land, 77479
634-5180 Fax: 634-5200

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

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

Barrington Place Elementary @ Lakeview – Grades 3rd – 5th
Alena McClanahan - Principal
314 Lakeview Dr.
Sugar Land, 77498
634-4200 Fax: 634-4214

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

Elementary Schools

Glover Elementary
Clementine Arana - Principal
1510 Columbia Blue Drive
Missouri City, 77489
634-4920 Fax: 634-4934

Goodman Elementary
Jonathan Sutton - 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

Holley Elementary
Danielle Moss - 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
Donald Lam-Interim Principal
11770 W. Aliana Trace Dr.
Richmond, 77407
327-5700 Fax: 327-5701

Meadows Elementary
Cindel Blackmer - Principal
12037 Pender Lane
Meadows, 77477
634-4720 Fax: 634-4734

Mission Bend-Glen Elementary
Veronica Roberson - 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
Margaret Murphy - 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
Anitra Wilson - 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
Yvette Mendoza - 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
Kimsheka Bowie -Interim
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 Gregory
Foulds - 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
Kellie Issac - Principal
3015 SettlersWay 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
Gregory Granger-Interim
Principal
6200 Homeward Way Blvd.
Sugar Land, 77479
643-4400 Fax: 634 - 4413

Specialized Schools

Progressive High School
Tonya Curtis - 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

MR Wood/FHCL
Cozette Church - Principal
138 Avenue E
Sugar Land, 77498
327-6000 Fax: 327-6001

**Early Literacy Center @
Ridgemont** Benjamin
Bostick- Associate Principal
5353 Ridge Creek Circle
Houston, 77053
634-9810 Fax: 634-4382

**Early Literacy Center @
Hunters Glen** Shawndreka
Clemons - Associate Principal
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

2024-2025 School Year

If you have difficulty accessing the information in this document because of disability, please contact the Department of Student Affairs 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
BSS – Behavior Support Services
CBC – Campus Behavior Coordinator
CBD- Cannabidiol
CPS – Child Protective Services
CSTAT- Campus Student 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 Student Threat Assessment Team
FBA – Functional Behavior Assessment
FORR – First Offense Rise Response
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
MDR – Manifestation Determination Review
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

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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/Parent 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 establish the district's authority to administer discipline and 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, the Associate principal at the secondary level or any other campus administrator selected by the principal at the elementary level. The CBC is primarily responsible for maintaining student discipline. The district shall post on its website and in the Student/Parent 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 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 Policy DIA and FFH(LOCAL)

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 Policy FFH (LOCAL)

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

The Texas Education Code 37.115(a)(1) requires campus behavioral threat assessment teams, tracking of actions taken relative to students who make threats, and notification of parents if threats are made. The Texas Education Code mandates a Safe and Supportive Schools Program Team.

All Fort Bend ISD campuses have trained threat assessment teams called CSTAT; Campus Student Threat Assessment Team [see Education Code 37.220] . Members include a campus administrator, school counselor, and student resource officer. The team may also include a campus staff member who is familiar with and has a rapport with student(s) involved. Threat assessment is an investigative process. Parents of the victim and alleged aggressor are contacted during the investigation. Once the team determines if the threat is transient (not serious) or substantive (serious, very serious) the team must consider interventions and resources needed to ensure support for all students involved.

A threat assessment investigation may also include a safety assessment conducted by the District Student Threat Assessment Team also known as DSTAT. 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. The goal is to prevent campus violence, establish a safe campus experience, and provide needed additional support for the success of all students.

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 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 is 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, 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 Team 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 Student/Parent 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.***

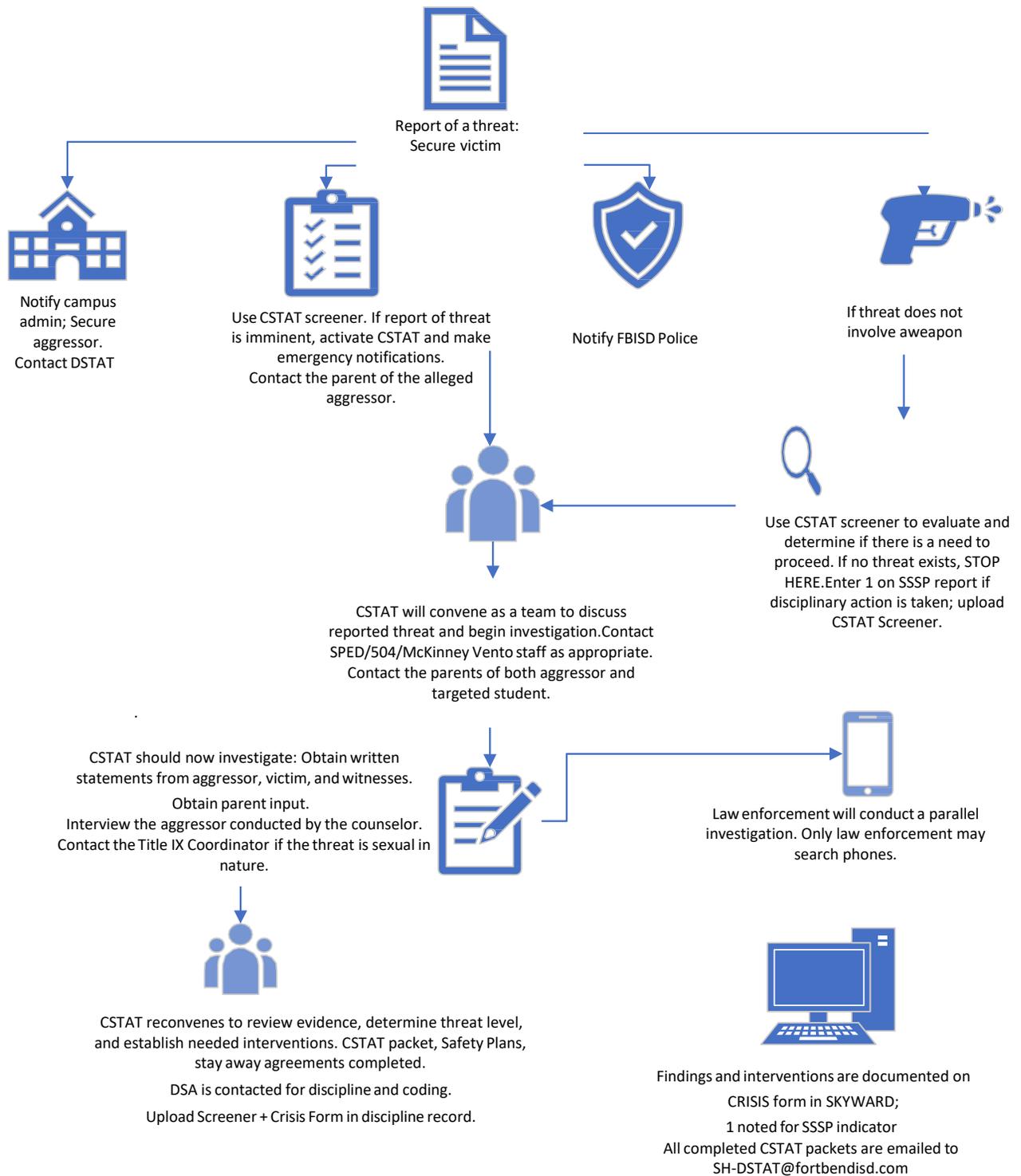
Transient threats are those that can be identified as temporary expressions of anger or frustration (or perhaps inappropriate attempts at humor) that dissipate quickly when the student reflects on the meaning of what he or she has said. Substantive threats are those that include an intent to harm someone 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 while 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 (see pages 61-68), 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 utilizes 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 these persons. 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. A district police officer shall perform law enforcement duties for the school district that must include protecting the safety and welfare of any person in the jurisdiction of the police officer and the property of the school district.

In determining the law enforcement duties, the board shall coordinate with district campus behavior coordinators and other district employees to ensure that district police officers are tasked only with duties related to law enforcement intervention and not tasked with behavioral or administrative duties better addressed by other district employees. 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 non-aggressive 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 are parked on 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 the district's Code of Conduct. 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. Upon approval from the Superintendent or Assistant Superintendent of Secondary Schools, the campus principal shall notify parents/guardians if it is determined 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 is a notice to the District Attorney or other prosecutor recommending a criminal investigation. A charge 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 associated with academic dishonesty or have resulted in an in-school or 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 57 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.

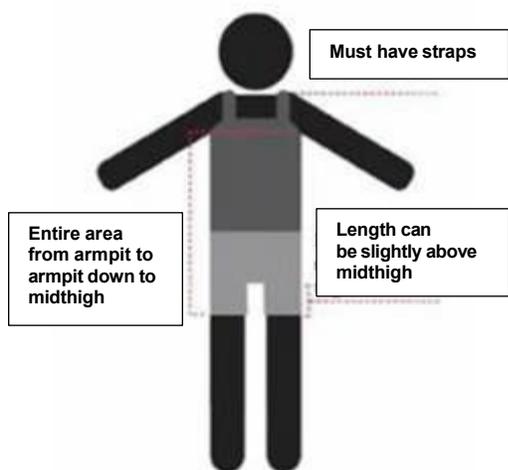
Students must comply with the following dress and grooming standards, including in online learning platforms.

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, biker shorts, and fitness tights, are permissible as long as they do not reveal undergarments, do not have sections of see-through material, or are worn with a shirt that covers the posterior, and are not 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. Foam clogs, flip flops, or shoes with no back/heel strap should not be worn during these activities.

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 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, bonnets, 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 50, **DAEP Placement** on page 52, **Placement and/or Expulsion for Certain Offenses** on page 59, and **Expulsion** on page 61, 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 49.

Disciplinary action 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.

See policy [FO \(LEGAL\)](#) and [FO \(LOCAL\)](#)

Students identified as homeless or who are enrolled in a grade level below third grade may not be placed in out-of-school suspension unless while on school property or while attending school sponsored or school-related activity on or off school property the student engages in: 1. Conduct that contains the elements of an offense related to weapons; 2. Conduct that contains the elements of a violent offense; 3. Selling, giving, or delivering to another person or possessing, using, or being under the influence of marijuana or a controlled substance, a dangerous drug or an alcoholic beverage. **Any level III or IV offenses require consultation with Assistant Superintendent

Level 1 Offenses

These are usually first time or rare occurrences of the offense, however, repeated instances of these offenses could result in a harsher 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.

Most Common Offense Codes with Available Actions		Potential Disciplinary Actions				
	<i>(DAEP and Expulsion are not an option)</i>					
These offenses are more appropriately handled with School Based Strategies such as:	Additional action options:	ISS	OSS	DAEP	DEP	JJAEP
<ul style="list-style-type: none"> • Behavior contract • Change Seat • Cooling-off Time • Counseling/ mediation • Referral to office/court • Verbal Correction 	Assigned School Duties, Confiscation, Contact w/ Parent, Restorative Conference/Chat, Counseling by Staff , Detention, Saturday Detention, Parent Conference, Restorative Circle, Restricted Bus Privileges, Withdrawal of Privileges, Student Conference					
Bus Misconduct	✓					
Cheating	✓					
Disruptive Behavior	✓					
Dress Code	✓					
Exhibit Inappropriate Familiarity (e.g. kissing/touching)	✓					
Horseplay	✓					
Failure to wear or present Student ID	✓					
Leaving School	✓					
Minor Acceptable User Policy (AUP) Violation (e.g. playing games)	✓					
Referral Dismissed	✓					
Safety Rule Violation	✓					
Skipping a Class	✓					
Tardies	✓					
Truancy Diversion Program	✓					
Truancy Warning Letter Student Affairs Only	✓					
Misuse of Telecommunication Device	✓					

Level 2 Offenses

Most Common Offense Codes with Available Actions	Potential Disciplinary Actions					
	Outline denotes presumed disciplinary consequence, prior to consideration of any applicable mitigating factors or extenuating circumstances.					
	<i>ISS Recommended DAEP is discretionary. Expulsions are not an option. Multiple actions may be assigned.</i>					
	ISS	OSS	DAEP	DEP	JJAEP	*Supplemental options and School Based Strategies <small>(May be used in addition to other actions; not alone)</small>
Bullying (<i>documented</i>)	✓					✓
Bus Misconduct Serious	✓					✓
Coercion/Extortion	✓					✓
Computer/Technology Misuse	✓					✓
Continued/Rpt Non-PEIMS reportable violations	✓					✓
Cyberbullying (<i>documented</i>)	✓					✓
Dating Violence	✓					✓
Derogatory Statement	✓					✓
Disrupting Educational Environment	✓					✓
Failure to Comply with Assigned Discipline	✓					✓
False Document	✓					✓
Gambling	✓					✓
Harassment (<i>documented</i>)	✓					✓
Inappropriate Physical Contact	✓					✓
Insubordination	✓					✓
Look Alike Weapon	✓					✓
Non DAEP Threat	✓					✓
Obscene Gesture	✓					✓
Permanent Teacher Removal – TEC 37.002	✓					✓
Porn Materials	✓					✓
Possess/Sell Look Alike Drug	✓					✓
Possess/Use Matches or Lighter	✓					✓
Profanity	✓					✓
PUIID Over Counter Medicine	✓					✓
Fighting or Mutual Combat	✓					✓
Theft/Stealing (<i>non-felony</i>)	✓					✓
Repeated or severe insubordination	✓					✓
Repeatedly leaving school grounds without permission	✓					✓
Robbery (<i>non-felony</i>)	✓					✓
Unauthorized us/intentional misuse of computer soft/hardware	✓					✓

Level 2 Offenses (Continued)

	ISS	OSS	DAEP	DEP	JJAEP	*Supplemental options and School Based Strategies (May be used <i>in addition</i> to other actions; not alone)
Sexual Harassment (documented)	✓					✓
Sexual Misconduct (documented)	✓					✓
Vandalism	✓					✓
Violation of a Stay Away Agreement	✓					✓
Violation of a Stay Away Agreement with Physical Altercation	✓					✓
Weapons Age <6yrs	✓					✓
Serious Offenses: (<i>see glossary</i>) Common Serious offenses include:	✓					✓
• Aggressive, disruptive behavior (<i>assault Class C misdemeanor</i>)	✓					✓
• Assault (<i>no bodily harm</i>) with threat of imminent bodily injury	✓					✓
• Assault by offensive or provocative physical contact	✓					✓
• Continued/repeated PEIMS reportable violations	✓					✓
• Extortion/Coercion/Blackmail	✓					✓
• Falsification of records/school related documents	✓					✓
• Inappropriate physical contact with criminal referral	✓					✓
• Knife blade <5.5 inches	✓					✓
• Making/ Assisting with making a false alarm or report non-emergency response deployed	✓					✓
• Possesses/conspiring to possess explosives/explosive devices	✓					✓
• Possession or use of a stun gun/device, pepper spray, BB/air gun, etc.	✓					✓
• Possession/Distribution of pornographic materials	✓					✓

*Supplemental action options include: Assigned School Duties, Confiscation, Contact w/ Parent, Restorative Conference/Chat, Counseling by Staff, Detention, Grade Reduction up to and including a grade of zero for Cheating, Parent Conference, Restorative Circle, Restricted of Bus Privileges, Withdrawal of Privileges, Student Conference, Saturday Detention.

*School Based Strategies include: Behavior contract, Change Seat, Cooling-off Time, Counseling/ mediation, Referral to office/court, Verbal Correction.

Level 1 Offenses

These are usually first time or rare occurrences of the offense, however, repeated instances of these offenses could result in a harsher 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.

Most Common Offense Codes with Available Actions		Potential Disciplinary Actions				
	<i>DAEP and Expulsion are not an option. Multiple actions may be assigned for an offense.</i>					
These offenses are more appropriately handled with School Based Strategies such as:	Additional action options:	ISS	OSS	DAEP	DEP	JJAEP
<ul style="list-style-type: none"> • Behavior contract • Change Seat • Cooling-off Time • Counseling/ mediation • Referral to office/court • Verbal Correction 	Assigned School Duties, Confiscation, Contact w/ Parent, , Counseling by Staff , Detention, Saturday Detention Parent Conference, , Restricted Bus Privileges, Withdrawal of Privileges, Student Conference, Student Safety Plan					
Bus Misconduct	✓					
Disruptive Behavior	✓					
Dress Code	✓					
Exhibit Inappropriate Familiarity (e.g. <i>kissing/touching</i>)	✓					
Horseplay	✓					
Failure to wear or present Student ID	✓					
Leaving School	✓					
Minor Acceptable User Policy (AUP) Violation (e.g. <i>playing games</i>)	✓					
Referral Dismissed	✓					
Safety Rule Violation	✓					
Skipping a Class	✓					
Tardies	✓					
Truancy Diversion Program	✓					
Truancy Warning Letter Student Affairs Only	✓					
Misuse of Telecommunication Device	✓					

Level 2 Offenses

Most Common Offense Codes with Available Actions						
	Outline denotes presumed disciplinary consequence, prior to consideration of any applicable mitigating factors or extenuating circumstances.					
	OSS Recommended for severe or repeated offenses					
	Multiple actions may be assigned.					
	ISS	OSS	**DAEP	DEP	JJAEP	*Supplemental options and School Based Strategies (May be used in addition to other actions; not alone)
Bullying (<i>documented</i>)	✓	✓	Discretionary			✓
Bus Misconduct Serious	✓	✓	Discretionary			✓
Cheating	✓	✓				✓
Coercion/Extortion	✓	✓	Discretionary			✓
Computer/Technology Misuse	✓	✓	Discretionary			✓
Continued/Rpt Non-PEIMS reportable violations	✓	✓				✓
Cyberbullying (<i>documented</i>)	✓	✓	Discretionary			✓
Dating Violence	✓	✓	Discretionary			✓
Derogatory Statement	✓	✓				✓
Disrupting Educational Environment	✓	✓				✓
Failure to Comply with Assigned Discipline	✓	✓	Discretionary			✓
False Document	✓	✓				✓
Gambling	✓	✓				✓
Harassment (<i>documented</i>)	✓	✓				✓
Inappropriate Physical Contact	✓	✓				✓
Insubordination	✓	✓				✓
Look Alike Weapon	✓	✓				✓
Leaving School	✓	✓				✓
Non DAEP Threat	✓	✓				✓
Obscene Gesture	✓	✓				✓
Permanent Teacher Removal – TEC 37.002	✓	✓				✓
Porn Materials	✓	✓				✓
Possess/Sell Look Alike Drug	✓	✓				✓
Possess/Use Matches or Lighter	✓	✓				✓
Profanity	✓	✓				✓
PUID Over Counter Medicine	✓	✓				✓
Fighting or Mutual Combat	✓	✓	Discretionary			✓
Theft/Stealing (<i>non-felony</i>)	✓	✓	Discretionary			✓
Repeated or severe insubordination	✓	✓	Discretionary			✓
Repeatedly leaving school grounds without permission	✓	✓	Discretionary			✓
Robbery (<i>non-felony</i>)	✓	✓	Discretionary			✓

Level 2 Offenses (Continued)

	ISS	OSS	DAEP	DEP	JJAEP	*Supplemental options and School Based Strategies (May be used <i>in addition</i> to other actions; not alone)
Unauthorized use/intentional misuse of computer soft/hardware	✓	✓	Discretionary			✓
Sexual Harassment (documented)	✓	✓	Discretionary			✓
Sexual Misconduct (documented)	✓	✓	Discretionary			✓
Vandalism	✓	✓	Discretionary			✓
Violation of a Stay Away Agreement	✓	✓				✓
Violation of a Stay Away Agreement with Physical Altercation	✓	✓	Discretionary			✓
Serious Offenses: (<i>see glossary</i>) Common Serious offenses include:	✓	✓	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 not rising to a Level 3 and 4 prohibited weapon offense, i.e., firecrackers, poppers	✓	✓	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 – even if blacked out above.**

*Supplemental action options include: Assigned School Duties, Confiscation, Contact w/ Parent, Counseling by Staff, Detention, Grade Reduction up to and including a grade of zero for Cheating, Parent Conference, , Restricted Bus Privileges, Withdrawal of Privileges, Student Conference, Saturday Detention.

*School Based Strategies include: Behavior contract, Change Seat, Cooling-off Time, Counseling/ mediation, Referral to office/court, Verbal Correction.

Level 3 and 4 Offenses

Most Common Offense Codes with Available Actions	Potential Disciplinary Actions					
	Outline denotes presumed disciplinary consequence, prior to consideration of any applicable mitigating factors or extenuating circumstances.					
	Mandatory ISS, OSS, and up to DAEP or Expulsion as indicated					
	ISS	OSS	DAEP	DEP	JJAEP	*Supplemental options and School Based Strategies (May be used in addition to other actions; not alone)
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	✓	✓	Mandatory	Discretionary	Discretionary	✓
Assault against Someone other than School District Employee	✓	✓	Mandatory	Discretionary	Discretionary	✓
Breach of Security	✓	✓		Discretionary	Discretionary	✓
Brought Firearm to School	✓	✓			Mandatory	✓
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	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 Deadly Conduct	✓	✓	Discretionary	Discretionary	Discretionary	✓
Failure to wear or present Student ID	✓					
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	✓
Murder, Capital Murder, Criminal Attempt to Commit Murder or Capital Murder	✓	✓			Mandatory	✓
PSUU Cigarette or Tobacco product as defined in the Health and Safety Code	✓	✓				✓
PSUU Alcohol	✓	✓	Mandatory	Discretionary	Discretionary	✓
PSUU Marijuana or Controlled Substance or Dangerous Drug	✓	✓	Mandatory	Discretionary	Discretionary	✓
Vaping with THC*	✓	✓	Mandatory	Discretionary	Discretionary	✓
Vaping with no THC*	✓	✓	Mandatory			✓
Public Lewdness or Indecent Exposure	✓	✓	Mandatory	Discretionary	Discretionary	✓
Retaliation Against School Employee	✓	✓	Mandatory	Discretionary	Discretionary	✓

Level 3 and 4 Offenses (Continued)

	ISS	OSS	DAEP	DEP	JJAEP	*Supplemental options and School Based Strategies (May be used <i>in addition</i> to other actions; not alone)
School Related Gang Violence	✓	✓	Discretionary	Discretionary	Discretionary	✓
Serious Bullying- TEC 37.0052	✓	✓	Discretionary	Discretionary	Discretionary	✓
Serious Misbehavior while expelled to/placed in a DAEP	✓	✓	Mandatory	Discretionary	Discretionary	✓
Sexual Assault or Aggravated Assault against School District Employee	✓	✓			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		✓

* Students may be eligible for the First Offense R.I.S.E program. Campus Administrators will notify students of eligibility.

Level 1 Offenses

These are usually first time or rare occurrences of the offense, however, repeated instances of these offenses could result in a harsher 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.

Most Common Offense Codes with Available Actions		Potential Disciplinary Actions				
	<i>DAEP and Expulsion are not an option. Multiple actions may be assigned for an offense.</i>					
These offenses are more appropriately handled with School Based Strategies such as:	Additional action options:	ISS	OSS	DAEP	DEP	JJAEP
<ul style="list-style-type: none"> • Behavior contract • Change Seat • Cooling-off Time • Counseling/ mediation • Referral to office/court • Verbal Correction 	Assigned School Duties, Confiscation, Contact w/ Parent, , Counseling by Staff , Detention, Saturday Detention Parent Conference, , Restricted Bus Privileges, Withdrawal of Privileges, Student Conference					
Bus Misconduct	✓					
Disruptive Behavior	✓					
Dress Code	✓					
Exhibit Inappropriate Familiarity (e.g. kissing/touching)	✓					
Failure to wear or present Student ID	✓					
Horseplay	✓					
Minor Acceptable User Policy (AUP) Violation (e.g. playing games)	✓					
Referral Dismissed	✓					
Safety Rule Violation	✓					
Skipping a Class	✓					
Tardies	✓					
Truancy Diversion Program	✓					
Truancy Warning Letter Student Affairs Only	✓					
Misuse of Telecommunication Device	✓					

Level 2 Offenses

Most Common Offense Codes with Available Actions	Potential Disciplinary Actions					
	Outline denotes presumed disciplinary consequence, prior to consideration of any applicable mitigating factors or extenuating circumstances.					
	ISS/OSS OSS Recommended for severe or repeated offenses DAEP is discretionary. Expulsions are not an option. Multiple actions may be assigned.					
	ISS	OSS	**DAEP	DEP	JJAEP	*Supplemental options and School Based Strategies (May be used in addition to other actions; not alone)
Bullying (<i>documented</i>)	✓	✓	Discretionary			✓
Bus Misconduct Serious	✓	✓	Discretionary			✓
Cheating	✓	✓				✓
Coercion/Extortion	✓	✓	Discretionary			✓
Computer/Technology Misuse	✓	✓	Discretionary			✓
Continued/Rpt Non-PEIMS reportable violations	✓	✓				✓
Cyberbullying (<i>documented</i>)	✓	✓	Discretionary			✓
Dating Violence	✓	✓	Discretionary			✓
Derogatory Statement	✓	✓				✓
Disrupting Educational Environment	✓	✓				✓
Failure to Comply with Assigned Discipline	✓	✓	Discretionary			✓
False Document	✓	✓				✓
Gambling	✓	✓				✓
Harassment (<i>documented</i>)	✓	✓				✓
Inappropriate Physical Contact	✓	✓				✓
Insubordination	✓	✓				✓
Leaving School	✓	✓				✓
Look Alike Weapon	✓	✓				✓
Non DAEP Threat	✓	✓				✓
Obscene Gesture	✓	✓				✓
Permanent Teacher Removal – TEC 37.002	✓	✓				✓
Porn Materials	✓	✓				✓
Possess/Sell Look Alike Drug	✓	✓				✓
Possess/Use Matches or Lighter	✓	✓				✓
Profanity	✓	✓				✓
PUID Over Counter Medicine	✓	✓				✓
Fighting or Mutual Combat	✓	✓	Discretionary			✓
Theft/Stealing (<i>non-felony</i>)	✓	✓	Discretionary			✓
Repeated or severe insubordination	✓	✓	Discretionary			✓
Repeatedly leaving school grounds without permission	✓	✓	Discretionary			✓
Robbery (<i>non-felony</i>)	✓	✓	Discretionary			✓

Level 2 Offenses (Continued)

	ISS	OSS	DAEP	DEP	JJAEP	*Supplemental options and School Based Strategies (May be used in addition to other actions; not alone)
Unauthorized use/intentional misuse of computer soft/hardware	✓	✓	Discretionary			✓
Sexual Harassment (documented)	✓	✓	Discretionary			✓
Sexual Misconduct (documented)	✓	✓	Discretionary			✓
Vandalism	✓	✓	Discretionary			✓
Violation of a Stay Away Agreement	✓	✓				✓
Violation of a Stay Away Agreement with Physical Altercation	✓	✓	Discretionary			✓
Serious Offenses: (see glossary) Common Serious offenses include:	✓	✓	Discretionary			✓
• Aggressive, disruptive behavior (assault Class C misdemeanor)	✓	✓	Discretionary			✓
• Assault (no bodily harm) 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 not rising to a Level 3 and 4 prohibited weapon offense, i.e., firecrackers, poppers	✓	✓	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 – even if blacked out above.**

*Supplemental action options include: Assigned School Duties, Confiscation, Contact w/ Parent, , Counseling by Staff, Detention, Grade Reduction up to and including a grade of zero for Cheating, Parent Conference, , Restricted Bus Privileges, Withdrawal of Privileges, Student Conference, Saturday Detention.

*School Based Strategies include: Behavior contract, Change Seat, Cooling-off Time, Counseling/ mediation, Referral to office/court, Verbal Correction.

Level 3 and 4 Offenses

Most Common Offense Codes with Available Actions	Potential Disciplinary Actions					
	Outline denotes minimum presumed disciplinary consequence, prior to consideration of any applicable mitigating factors or extenuating circumstances.					
	Mandatory ISS, OSS, and up to DAEP or Expulsion as indicated					
	ISS	OSS	DAEP	DEP	JJAEP	*Supplemental options and School Based Strategies (May be used in addition to other actions; not alone)
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	✓	✓	Mandatory	Discretionary	Discretionary	✓
Assault against Someone other than School District Employee	✓	✓	Mandatory	Discretionary	Discretionary	✓
Breach of Security	✓	✓		Discretionary	Discretionary	✓
Brought Firearm to School	✓	✓			Mandatory	✓
Conduct Containing Elements of An Offense Relating to Prohibited Weapons	✓	✓			Mandatory	✓
Conduct punishable as a Felony	✓	✓	Mandatory	Discretionary	Discretionary	✓
Conduct/Off Campus/No School Related Sponsored for Felony Title 5	✓	✓	Mandatory	Discretionary	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 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	✓
Murder, Capital Murder, Criminal Attempt to Commit Murder or Capital Murder	✓	✓			Mandatory	✓
PSUU Cigarette or Tobacco product as defined in the Health and Safety Code	✓	✓				✓
PSUU Alcohol	✓	✓	Mandatory	Discretionary	Discretionary	✓
PSUU Marijuana or Controlled Substance or Dangerous Drug	✓	✓	Mandatory	Discretionary	Discretionary	✓
Vaping with THC*	✓	✓	Mandatory	Discretionary	Discretionary	✓
Vaping with no THC*	✓	✓	Mandatory			✓
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	✓	92	Discretionary	Discretionary	Discretionary	✓

Level 3 and 4 Offenses (Continued)

	ISS	OSS	DAEP	DEP	JJAEP	*Supplemental options and School Based Strategies (May be used <i>in addition</i> to other actions; not alone)
Serious Misbehavior while expelled to/placed in a DAEP	✓	✓	Mandatory	Discretionary	Discretionary	✓
Sexual Assault or Aggravated Assault against School District Employee	✓	✓			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		✓

* Students may be eligible for the First Offense R.I.S.E program. Campus Administrators will notify students of eligibility.

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.

Fighting/Mutual Combat

A core belief of Fort Bend ISD is that student success is best achieved in a supportive climate and a safe environment. Fighting and acts of physical aggression will not be tolerated. Students are prohibited from fighting and/or engaging in physical altercations. Students that choose to participate in these behaviors are a disruption to the learning environment.

- Students engaging in mutual combat shall be assigned a consequence up to and including a DAEP placement.
- Students who instigate, contribute, or perpetuate fights through direct involvement or indirect involvement (such as posting on social media, recording, or sharing recordings) may receive consequences.
- Parents and guardians are encouraged to actively monitor student's social media accounts to ensure appropriate peer to peer engagement.
- Parents and students are encouraged to communicate with campus administrators regarding any potential conflict between students.

FBISD is committed to providing a safe learning/working environment for all students and staff.

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;
- 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.) See policy [FFI](#) (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 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](#));

- Participate in hazing (See [glossary](#));
- Coerce an individual to act through the use or threat of force;
- Commit extortion or blackmail;
- 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;
- 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;
- 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);
- 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;
- Make a hit list (See [glossary](#));
- Wrongfully obtain and use another person's identifying information or personal data without permission in order to mislead, defraud, or deceive;
- Retaliate against a student for 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 causing⁹⁵ 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 (See Mandatory DAEP offenses);
- 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 personal 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;
- A firearm silencer or suppressor; or
- A pocket knife 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, or 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;
- Have or take prescription drugs or over-the-counter drugs at school. 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”);
- Engage in conduct that contains the elements of an offense relating to an abusable volatile chemical such as glue, aerosol paint, etc.; or
- Possessing, selling, 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 threatens 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 network 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;
- Telecommunication devices used for sexting, contributing to the disruption of the educational environment by filming, posting or sharing fight videos, or transmitting pornographic material will be assessed for discipline as appropriate and up to and including a criminal referral;
- 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.
- 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 59);
- 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 59.)

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

Students shall not

- Violate dress code standards;
- Use any method to cheat, provide answers or promote academic dishonesty;
- Use profanity, vulgar language, or obscene gestures;
- Falsify, alter, forge or destroy school records, passes, other school related documents or documents presented to school officials;
- Gamble or bet money or other things of value;
- Engage in inappropriate exposure of a student's private body parts which are ordinarily covered by clothing, including through such acts as mooning, streaking, or flashing;
- Run in the hallways or other areas which may impact the learning environment;
- Repeatedly sleep in class;
- Fail to follow directions and safety requirements in designated areas as designated by campus staff; or
- Repeatedly violate 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](#)

Bullying, Policy FFI (Legal), is 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 satisfies the applicability requirements below and 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 of 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; and
- Includes cyberbullying.

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.

Chapter 37 provides for DAEP placement or expulsion for a student who engages in bullying that:

- Encourages a student to commit or attempt to commit suicide;
- Incites violence against a student through group bullying; or
- Releases or threatens to release intimate visual material of a minor or of an adult student without the student's consent.

"Cyberbullying" as defined in David's Law means bullying arising from a pattern of acts or one significant act that is done through the use of any electronic communication device, including 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. Because of David's Law, "cyberbullying" is now more specifically included in the definition of "bullying" in the Education Code. The bullying provisions in the Education Code (including pre-existing law and changes made by David's Law) apply to:

- Bullying that occurs on or is delivered to a 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;
- 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.

Campus Action

Notice to Parents

In accordance with Board policy FFI(LOCAL), 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 (3) days after the incident is reported. The principal or designee shall notify the parent or guardian of the alleged aggressor within five (5) 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;
- Classroom based responses;
- Detention;
- Conflict resolution;
- Check In with School Counselor;
- FBA/Behavior Planning;
- Mentoring Program;
- Referral to Mental Health Services;
- Referral to SST (Tiered Support Team Interventions);
- Referral to Behavioral Health Team;
- Restitution;
- Restorative Practices;
- 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 [FNG](#) (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); 34C.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 FBAs 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.

In addition to statutory requirements for an ARD committee to conduct a manifestation determination before a student is removed for more than ten (10) days, the law states that an ARD committee must be convened specifically to review a special education student's conduct prior to assessing a disciplinary consequence for bullying, harassment, or making hit lists.

Behavior Interventions and Corrective Techniques

Interventions and Behavior Management practices may be used to correct the misbehavior. If a student displays maladaptive behaviors, behavioral supports would be added as opposed to practices that invoke exclusionary measures with less additional supports. 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.

Consequences should be tailored to address individual circumstances. Low-level student misconduct is best addressed within a classroom setting. This model maintains a positive learning environment and affords students opportunities to learn from their mistakes, repair harm, and restore relationships disrupted by their inappropriate behavior. We encourage the implementation of lower-level interventions before proceeding to most intensive interventions that may result in classroom removals.

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;
- 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 50;
- Placement in a DAEP, as specified in **DAEP** on page 52;
- Expulsion and/or placement in an alternative educational setting, as specified in **Placement and/or Expulsion for Certain Offenses** on page 59;
- Expulsion, as specified in **Expulsion** on page 61. 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.

Removal from the School Bus			
Examples of Infractions Regarding Buses			
Level I	Level II	Level III	Level IV
<ul style="list-style-type: none"> • Failure to 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 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 • Mark, deface, destruct, or tamper with seats, windows, emergency doors, or other equipment • Failure to fasten seat belts when available on any vehicle • Failure to 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

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.

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 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 out-of-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 OSS 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 a placement in the alternative education program. 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 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. Students placed in in-school suspension on any DAEP related offense may not participate in nor attend school sponsored or school-related activities or extracurricular activities during the period of assignment.

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 occur 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.

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 a controlled substance or a dangerous drug. 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" "controlled substance," and "dangerous drug.");

- Sells, gives, or delivers to another person or possesses, uses, or is under the influence of marijuana, vaping with THC, or vaping with no THC, or e-cigarette.
 - Students identified as having a first offense of possession, use, or under the influence of vaping with or without THC may be eligible for participation in the district's First Offense RISE program.
- 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 61.);
- 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);
- 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.
- 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 61.);
- 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.

DAEP at Capacity

If a DAEP is at capacity at the time the CBC is deciding placement for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical, the student shall be placed in ISS then transferred to a DAEP for the remainder of the period if space becomes available before the expiration of the period of the placement.

If a DAEP is at capacity at the time the CBC is deciding placement for a student who engaged in violent conduct, a student placed in a DAEP for conduct related to marijuana THC, and e-cigarette, alcohol, or an abusable volatile chemical may be placed in ISS to make a position in the DAEP available for the student who engaged in violent conduct. If a position becomes available in a DAEP before the expiration of the period of the placement for the student removed, the student shall be returned to a DAEP for the remainder of the period.

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 and information for the parent or

person standing in parental relation to the student regarding the process for requesting a full individual and initial evaluation of the student for purposes of special education services 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 will be withdrawn from the alternative school and re-enrolled at the home campus. The student shall be allowed to participate in the graduation ceremony and related graduation activities unless otherwise specified by the Superintendent or designee.

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 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, ²⁰ 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.

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 52)

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](#));
- 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](#)).

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;
- 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 including video footage 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](#)

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 when a person intentionally, knowingly, or recklessly causes bodily injury to another person.

An assault must involve a victim and a perpetrator(s) and the victim must receive bodily injury.

If these criteria are not met, then the proper category would be **Other Student Code of Conduct Violation** (Action Reason Code 21).

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; plagiarizing or representing another person's work as their own, 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 or utilizing Artificial Intelligence (AI) to represent a student's original work 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.

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. Threatening interactions or antagonistic behavior prior to the encounter will not be considered as self-defense.

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.
- Causing the telephone of another to ring repeatedly or making repeated telephone communications anonymously or in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
- Making a telephone call and intentionally failing to hang up or disengage the connection;
- Knowingly permitting a telephone under the person's control to be used by another to commit an offense under this section.
- Making obscene, intimidating, or threatening telephone calls or other electronic communications from a temporary or disposable telephone number provided by an internet application or other technological means.

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 by Education Code 37.001 (3) as a list of people targeted to be harmed, using: (A) a firearm, as defined by Section 46.01(3), Penal Code; (B) a knife, as defined by Section 46.01(7), Penal Code; or (C) any other object to be used with intent to cause bodily harm.

Horseplay is defined as rough or boisterous play.

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 Familiarity is any inappropriate or unduly intimate or informal conduct between students including kissing or inappropriate touching with consent.

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.

Leaving school is defined as leaving the campus without authorization, permission, or following appropriate campus protocols.

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.

Peer Conflict is a controversy, quarrel, or struggle between two or more people who appear to have different goals or desires. It is normal for students to not always agree with each other about what they think or what they want to do. Often, peer conflicts arise suddenly because students of the same relative amount of power see the same situation from two different points of view.

When students are in conflict, the incident is usually two-sided – each student is being aggressive towards the other one. In bullying, it tends to be one-sided.

Positive Behavioral Interventions and Supports (PBIS) is defined as a decision-making framework that guides the selection, integration, and implementation of evidenced based academic and behavioral practices for improving important academic and behavioral outcomes for all students.

Possess/Sell/Use Over Counter Medicine- Possession, under the influence, or distributing over the counter medicine.

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

Possess/Sell/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).

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 i

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.

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.

Restorative Practices is defined as an approach that helps strengthen relationships, build community, and prevent conflict. It is a way of being, thinking, interacting, teaching and learning centered around building relationships.

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. This type of violation refers to a breach of a safety standard, regulation, policy, or rule created to ensure the safety of campus students and staff.

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, (3) overtly expresses a reluctance to engage in mutual combat and (4) 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. Threatening interactions or antagonistic behavior prior to the encounter will not be considered as self-defense.

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 bullying TEC Sec.37.0052 (b) defines bullying behavior as:

- (1) engages in bullying that encourages a student to commit or attempt to commit suicide;
- (2) incites violence against a student through group bullying; or
- (3) releases or threatens to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent

Serious misbehavior means;

- (1) Deliberate violent behavior that poses a direct threat to the health or safety of others;
- (2) Extortion, meaning the gaining of money or other property by force or threat;
- (3) Conduct that constitutes coercion, as defined by Section 1.0, Penal Code; or
- (4) Conduct that constitutes the offense of:
 - a. Public lewdness under Penal Code 21.07;
 - b. Indecent exposure under Penal Code 21.08
 - c. Criminal mischief under Penal Code 28.03
 - d. Hazing under Education Code 37.152; or
 - e. Harassment under Penal Code 42.07(a)(1) of a student of district employee.

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.

Sexting is defined as the practice of sending sexually suggestive, nude, or partially nude photographs and/or sexually explicit messages electronically.

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 non-consensual groping, 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;
- Felony assault under Section 22.01;
- Aggravated assault under Section 22.02;
- Sexual assault under Section 22.011;
- Aggravated sexual assault under Section 22.021;
- Continuous sexual abuse of a young child or disabled individual under Section 21.02;
- Improper relationship between educator and student under Section 21.12;
- Indecency with a child under Section 21.11;
- Injury to a child, elderly individual or disabled individual under Section 22.04;
- Invasive visual recording under Section 21.15;
- Disclosure or promotion of intimate visual material under Section 21.16;
- Sexual coercion under Section 21.18;
- 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.

Trauma Informed Practice is defined as a strength-based framework grounded in an understanding of and responsiveness to the impact of trauma.

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 22, 2024
Action: Consideration and Approval:
Board of Trustees Meeting Minutes
Reference: Board Policy BE (Local)
Department: Legal Services

Recommendation

Consideration and approval of the minutes of Fort Bend ISD Board of Trustees meetings and/or public hearings on the following dates:

- May 13, 2024 – Canvassing of Election Results
- May 13, 2024 – Called Meeting and Agenda Review
- May 20, 2024 – Regular Business Meeting
- June 3, 2024 – Special Called Meeting – Public Budget Hearing
- June 3, 2024 – Called Meeting and Agenda Review
- June 5, 2024 – Special Called Meeting – Policy Workshop
- June 10, 2024 – 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.” Following this policy, the Administration submits the meeting minutes for the Board’s approval.

Recommended by:

Dr. Marc Smith
Superintendent of Schools

Submitted by:

Coby Wilbanks
General Counsel

Minutes
Fort Bend ISD Board of Trustees
Special Called Meeting - Canvassing of the Election Results
May 13, 2024

A Special Called Meeting of the Fort Bend ISD Board of Trustees to canvass the May 4, 2024 General Election was held on Monday, May 13, 2024, beginning at 5:32 p.m. in the Board Room of the Administration Building located at 16431 Lexington Blvd., Sugar Land, Texas.

The Live Stream of the meeting was available for public viewing at the following web address:
www.fortbendisd.com/boardmeetinglivestream.

The meeting was recorded as required by law, and the recording is available to the public at:
<https://fortbendisd.new.swagit.com/videos/305022>.

The agenda packet for the meeting can be found here:
<https://meetings.boardbook.org/Public/Agenda/649?meeting=631162>.

Presiding Officer.....Mrs. Judy Dae, President

Board Members Present

Dr. Shirley Rose-Gilliam, Vice President
Mr. David Hamilton, Secretary
Mr. Rick Garcia
Mrs. Angie Hanan
Ms. Sonya Jones

School Officials Present

Cody Wilbanks, General Counsel
Jonathan Brush, Board Counsel

Amanda Bubela, Recording Secretary (virtual)

1. Meeting Called to Order

President Dae called the meeting to order at 5:32 p.m. and stated that pursuant to Texas Election Code Section 67.004, six trustees were present, which constituted a quorum, and that the notice of the meeting had been posted for the time and manner required by law.

2. Action Item

- A. Canvass the votes cast in the General Election on May 4, 2024, for Fort Bend ISD Trustee Positions 2 and 6

Of the 293,536 registered voters in Fort Bend Independent School District, 13,587 ballots were cast in the May 4, 2024 General Election.

The votes cast for Trustee, Position 2 are as follows:

	Total	Vote %
Adam Schoof	4,492	35.07%
Riz Quadri	3,850	30.06%
Manisha Gandhi	1,959	15.30%
M. Asher Baptiste	2,506	19.57%

The votes cast for Trustee, Position 6 are as follows:

	Total	Vote %
Angel Hicks	1,962	15.39%
Ferrel Bonner	1,520	11.92%
Kristen Davison Malone	3,413	26.77%
Simran Patel	1,800	14.12%
Kristin Tassin	4,055	31.80%

MOTION by Dr. Gilliam and SECONDED by Ms. Jones to approve the canvass.

MOTION CARRIES, 6-0.

Yea: Dae, Gilliam, Hamilton, Garcia, Hanan, Jones

3. Adjournment

Having no further business before the Board, MOTION BY Mrs. Hanan to adjourn the meeting at 5:37 p.m.

Minutes
Fort Bend ISD Board of Trustees
Called Meeting and Agenda Review
May 13, 2024

A Board of Trustees Called Meeting and Agenda Review was held on Monday, May 13, 2024 beginning at 6:03 p.m. in the Board Room of the Administration Building located at 16431 Lexington Blvd., Sugar Land, Texas. The Live Stream of the meeting was available at <https://www.fortbendisd.com/boardmeetinglivestream>.

The meeting was recorded as required by law, and the recording is available to the public at: <https://fortbendisd.new.swagit.com/videos/305025>.

The agenda packet for the meeting can be found here: <https://meetings.boardbook.org/Public/Agenda/649?meeting=631160>.

Presiding Officer.....Mrs. Judy Dae, President

Board Members Present

Dr. Shirley Rose-Gilliam, Vice President
Mr. David Hamilton, Secretary
Mrs. Kristen Davison Malone
Mr. Rick Garcia
Mrs. Angie Hanan
Ms. Sonya Jones

Mrs. Kristin K. Tassin, Board member elect
Mr. Adam Schoof, Board member elect

School Officials Present

Dr. Marc Smith, Superintendent of Schools
Beth Martinez, Deputy Superintendent
Dr. Jaretha Jordan, Deputy Superintendent of Teaching and Learning
Dr. Kwabena Mensah, Chief of Schools
Kimberly Smith, Chief Communications Officer
Bryan Guinn, Chief Financial Officer
Long Pham, Chief Information Officer
Damian Viltz, Chief Operations Officer
Dr. Kimberly Lawson, Chief Academic Officer
David Rider, Chief of Police
Coby Wilbanks, General Counsel

Amanda Bubela, Recording Secretary (virtual)

Others Present

Jonathan Brush, Board Counsel
FBISD Staff and Employees

1.- 2. Meeting Called to Order, National Anthem

President Dae called the meeting to order at 6:03 p.m. announcing the presence of a quorum, that the meeting had been duly called and the notice posted for the time and matter required by law. Mrs. Dae asked everyone to stand for the National Anthem, performed by FBISD Assistant Director of Fine Arts Gene Holkup. Following the performance, everyone was asked to remain standing for a moment of silence.

3. Public Comment

- Rep. Jacey Jetton, in appreciation of the Board of Trustees and the service of the outgoing trustees, and welcoming the new trustees and Dr. Marc Smith.
- Rep. Ron Reynolds, in appreciation of the superintendent, Board of Trustees and the outgoing Board members, and welcoming the new Board members.
- Former trustee and Board president Dave Rosenthal, in appreciation to the Board and the outgoing Board members, and welcoming the new trustees.
- Stephanie Brown, in appreciation of the outgoing Board members and the entire Board of Trustees.

4. Recognition of Outgoing Trustees

5. Administer Oath of Office to Newly-Elected Trustees

6. Convene in Closed Session

The Board convened in closed session at 6:56 p.m. 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

7. Reconvene in Open Session

Dr. Gilliam reconvened the meeting in open session at 8:27 p.m.

A. Election of Board Officers

- **Mrs. Hanan NOMINATED Kristin Tassin for Board president, with a SECOND by Mr. Garcia.**

MOTION CARRIES, 7-0.

Yea: Gilliam, Hamilton, Garcia, Hanan, Jones, Schoof, Tassin

Note: Following this vote, newly-elected Board President Tassin presided over the remainder of the meeting.

- **Mrs. Hanan NOMINATED Rick Garcia for Board vice president.**

MOTION CARRIES, 7-0.

Yea: Tassin, Gilliam, Hamilton, Garcia, Hanan, Jones, Schoof

- **Ms. Jones NOMINATED David Hamilton for Board secretary.**

MOTION CARRIES, 5-2.

Yea: Tassin, Garcia, Hamilton, Jones, Schoof

Nay: Gilliam and Hanan

8. Information

- A. Budget Update
- B. Bond 2023 Overview – May 2024
- C. School Health Advisory Council (SHAC) Update

9. Review

- A. **Board of Trustees Meeting Minutes:** Consideration and approval of the minutes of Fort Bend ISD Board of Trustees meetings and/or public hearing on the following dates:
 - 1. March 4, 2024 - Called Meeting and Agenda Review
 - 2. March 25, 2024 - TAPR Public Hearing
 - 3. March 25, 2024 - Regular Business Meeting
- B. **School Health Advisory Council (SHAC) Membership:** Consideration and approval of the recommended 2024-25 School Health Advisory Committee (SHAC) membership roster. Members of the SHAC come from different areas of the community and from within the school district. The majority of members must be parents who are not employed by the district.
- C. **Budget Amendment Regarding Use of 2018 Bond Program Contingency Funds:** Consideration and approval for the use of 2018 Bond Program Contingency as proposed.
- D. **Low Attendance Waiver:** Consideration and approval of low attendance waiver and granting the superintendent authority to approve and submit all necessary waiver requests for the 2023-24 school year.
- E. **Modified Schedule State Assessment Testing Days Waiver:** Consideration and approval of a modified schedule state assessment testing days waiver and granting the Superintendent authority to approve and submit all necessary waiver requests for the 2024-25 and 2025-26 school years.
- F. **Detention Pond Easement with Mission Bend Municipal Utility District No. 1 for Mission Bend Elementary School (BP002):** Consideration and approval for one Detention Pond Easement with Mission Bend Municipal Utility District No.1 at Mission

Bend Elementary School, and authorization for the FBISD Board President to negotiate and execute this easement.

- G. **Water Meter Easement with Mission Bend Municipal District No. 1 for Mission Bend Elementary School (BP002):** Water Meter Easement with Mission Bend Municipal District No.1 at Mission Bend Elementary School, and authorization for the FBISD Board President to negotiate and execute this easement.
- H. **Delegation of Authority:** Consideration and approval to delegate authority to the Superintendent to appoint and approve contracts of employment for campus principals and district administrators at the director level and above, for the 2024-25 school year through August 19, 2024.
- I. **TASB Region IV, Position G:** Consideration and endorsement of a candidate to represent Region IV, Position G as a Director on the Texas Association of School Boards (TASB) Board of Directors.
- J. **Review of proposed expenses that exceed \$50,000: Specifically for:**
 - 1. **Construction Services Agreement for Barrington Place Elementary School Renovations (PKG057) and (BP009):** Consideration and approval of a not-to-exceed amount of \$250,000 to address unforeseen issues and moisture mitigation at Barrington Place Elementary School under (PKG057) and (BP009) Barrington Place Elementary School Renovations; approval of a revised total project budget of \$18,464,959 for the PGK057 Barrington Place Elementary School Renovations Package; utilization of Bond 2018 Program Contingency funds, and authorization for the Superintendent to execute or terminate the agreement.
 - 2. **Furniture, Related Items and Services (Increase):** Consideration and approval to increase the existing contract awarded under 19-050DH Furniture, Related Items, and Services by \$15,840,000 for a total not-to-exceed amount of \$38,304,000 to continue Furniture, Related items and Services through March 2025.
 - 3. **Instructional Resources (Supplemental):** Consideration and approval for the purchase of Instructional Resources from multiple vendors and authorization for the Superintendent to negotiate and execute the agreements through June 2027.
 - 4. **Moving Services and Supplies (Increase):** Consideration and approval to increase the existing contract awarded under 22-032ZB Moving Services and Supplies by \$259,875 for a total not-to-exceed amount of \$1,299,375 to continue purchasing moving services and supplies through June 2025.
 - 5. **Signs, Banners, Related Items and Services:** Consideration and approval for the purchase of signs, banners, related items and services from multiple vendors for an amount not-to-exceed \$1,375,000 and authorization for the Superintendent to negotiate and execute the agreements through May 2029.

10. Convene in Closed Session

The Board convened in closed session at 10:30 p.m. 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 Hunters Glen Elementary Principal recommendation
- B. Deliberate Bush High School Principal recommendation
- C. Deliberate recommendation to renew and to award a probationary employment contract of a specified certified employee for the 2024-25 contract year

11. Reconvene in Open Session

The Trustees reconvened in open session at 11:09 p.m.

12. Consider Action on Closed Session Items

- **MOTION by Mrs. Hanan and SECONDED by Mr. Hamilton** to approve the appointment of Tanya Edwards as principal of Hunters Glen Elementary School.
MOTION CARRIES, 7-0.
Yea: Tassin, Garcia, Hamilton, Hanan, Schoof, Gilliam, Jones
- **MOTION by Dr. Gilliam and SECONDED by Mrs. Hanan** to approve the appointment of Mario McDonald as principal of George Bush High School.
MOTION CARRIES, 7-0.
Yea: Tassin, Garcia, Hamilton, Hanan, Schoof, Gilliam, Jones
- **MOTION by Ms. Jones and SECONDED by Dr. Gilliam** to renew and to award William Herrmann's probationary employment contract for the 2025 contract year.
MOTION CARRIES, 7-0.
Yea: Tassin, Garcia, Hamilton, Hanan, Schoof, Gilliam, Jones

13. Action

- A. **Public Hearing on 2024-25 Budget & Tax Rate:** Consideration and approval of date and time for Public Hearing on 2024-25 Budget and Tax Rate.

MOTION by Mrs. Hanan and SECONDED by Mr. Hamilton that the Board of Trustees approve the date of June 3, 2024 at 5 p.m. for the public hearing to be held at the Fort Bend ISD Administration Building for the 2024-25 budget and tax rate.

With no opposition from the Board, **MOTION and SECOND WITHDRAWN.**

MOTION by Mrs. Hanan and SECONDED by Mr. Hamilton that the Board of Trustees approve the date of June 3, 2024 at 5:30 p.m. for the public hearing to be held at the Fort Bend ISD Administration Building for the 2024-25 budget and tax rate.

MOTION CARRIES, 7-0.

Yea: Tassin, Garcia, Hamilton, Hanan, Schoof, Gilliam, Jones

B. Resolution regarding 2024 Commencement Ceremonies: Consideration and approval of a resolution authorizing participation in 2024 commencement ceremonies for currently enrolled Class of 2024 students who would be eligible to participate except for pending Spring 2024 STAAR End of Course results.

MOTION by Mr. Garcia and SECONDED by Ms. Jones that the Board of Trustees adopt the resolution regarding End-of-Course assessments and student eligibility to participate in commencement ceremonies as presented.

MOTION CARRIES, 7-0.

Yea: Tassin, Garcia, Hamilton, Hanan, Schoof, Gilliam, Jones

14. Adjournment

Having no further business before the Board, **MOTION** was made by Mr. Hamilton to adjourn the meeting at 11:14 p.m.

Kristin K. Tassin, President

David Hamilton, Secretary

Minutes
Fort Bend ISD Board of Trustees
Regular Business Meeting
May 20, 2024

A Board of Trustees Regular Business Meeting was held on Monday, May 20, 2024 beginning at 6:01 p.m. in the Board Room of the Administration Building located at 16431 Lexington Blvd., Sugar Land, Texas. The Live Stream of the meeting was available at <https://www.fortbendisd.com/boardmeetinglivestream>. The meeting was recorded as required by law, and the recording is available to the public at:

<https://fortbendisd.new.swagit.com/videos/305783>.

The agenda packet for the meeting can be found here:
<https://meetings.boardbook.org/Public/Agenda/649?meeting=631161>.

Presiding Officer.....Mrs. Kristin K. Tassin, President

Board Members Present

Mr. Rick Garcia, Vice President
Mr. David Hamilton, Secretary
Mrs. Angie Hanan
Mr. Adam Schoof
Dr. Shirley Rose-Gilliam
Ms. Sonya Jones

School Officials Present

Dr. Marc Smith, Superintendent of Schools
Beth Martinez, Deputy Superintendent Chief of Staff
Kathleen Brown, Deputy Superintendent of Operations
Dr. Jaretha Jordan, Deputy Superintendent of Teaching and Learning
Kimberly Smith, Chief Communications Officer
David Rider, Chief of Police
Coby Wilbanks, General Counsel
Bryan Guinn, Chief Financial Officer
Glenda Johnson, Chief Human Resources Officer
Long Pham, Chief Information Officer
Dr. Damian Viltz, Chief Operations Officer
Dr. Kimberly Lawson, Chief Academics Officer
Dr. Kwabena Mensah, Chief of Schools

Amanda Bubela, Recording Secretary (virtual)

Others Present

Jonathan Brush, Board Counsel
FBISD Staff and Employees

1.- 3. Meeting Called to Order, National Anthem, Moment of Silence

President Tassin called the meeting to order at 6:01 p.m. announcing the presence of a quorum, that the meeting had been duly called and the notice posted for the time and matter required by law. Mrs. Tassin asked everyone to stand for the National Anthem, performed by the Dulles High School Trombone Quartet. Following the performance, everyone was asked to remain standing for a moment of silence.

4. Superintendent Update

The superintendent and Board recognized several students and campuses including:

Members of the senior-level leadership cohort for their participation in the Board's Student Leadership 101/102 Program.

Austin High School

- Kashish Lalmohammed
- Krish Prabhu
- Olive Norian

Bush High School

- Eliza Cosme
- Sania Syed

Clements High School

- Reya Chandran
- Victoria Liu

Dulles High School

- Izack Waczko
- Kylie Wood
- Reema Raj

Elkins High School

- Temitope Samuel
- Yash Khetan

Hightower High School

- Sneha Jobby
- Venus Kumar

Kempner High School

- Diana Paz
- Ngoc Bui
- Richard Ngo

Marshall High School

- Dreshawna Grant
- Kieghan Jackson
- Naomi Grogue

Ridge Point High School

- Hannah Tassin
- Kohen Manthey
- Sofia Blanco

Travis High School

- Austin Venable
- Salmandad Momin

Willowridge High School

- Shamearya Lane

Members of the Dulles High School Trombone Ensemble, who performed the National Anthem prior to the meeting.

Austin High School student Jaiden Upadhyaya, who was one of 25 students in the nation to receive a National Honor Society Scholarship.

Fort Bend ISD students who were selected as Gold Seal winners at the Texas Art Educators Association's State Visual Art Scholastic Event.

Bush High School

- Kimberly Rodriguez
- Bonneth Ramos, teacher

Clements High School

- Tingyu Wu
- Hannah Wang
- Rebekah Tee, teacher

Dulles High School

- Regina Zhou
- Kayla Matthews, teacher

Marshall High School

- Brianna Ayala
- Lloyd Wade, teacher

Ridge Point High School

- Yvonne Gu
- Sofia Blanco
- Jinny Pham, teacher

Members of the Dulles High School Academic Decathlon team, who won their eighth consecutive large school district Texas State Championship and placed third in the national competition.

5. Board Activity Report

6. Public Comment

- Marilyn Moore welcomed new Board members on behalf of the Friends of the Sugar Land 95 organization and shared information about their advocacy work and the formalization of a partnership with the district.
- Dr. Stephanie Ellis, an FBISD parent and president of the Fort Bend Psychological Association, shared information and research in support of later school start times for high school students.
- Joshua Silberman expressed appreciation to Dr. Smith and the Board for the decision to keep Kickstart as a PE alternative.

- Lorna Morris, an FBISD student, asked that Board members prioritize reading freedom for youth as they endorse a candidate to the Texas Association of School Boards.
- Kathy Lee, an FBISD parent and pediatrician, expressed concerns about the decision to reduce the number of school counselors at Anne Sullivan Elementary in the upcoming school year.
- Trisha Gunani, a member of the FBISD Class of 2024, expressed concerns related to the district's ranking policy and the decision to rank all students with their zoned schools.
- Stephanie Brown expressed concerns related to the district's ranking policy and asked that the Board take immediate action to address and change the policy.
- Jayla Sanders, a sophomore in Marshall High School's Early College Program, expressed concerns related to the current ranking policy and disparity in AP course offerings throughout the district.
- John Fletcher addressed Board regarding the ranking policy and asked that the Board work with the community to move the district forward and fix issues.
- Willie Rainwater expressed appreciation to Dr. Smith and Board members and welcomed the new trustees, asking that the Board work together to address current challenges including the bond budget shortfall and ranking policy.
- Nehal Dave, an FBISD parent, addressed Board members with concerns about the current ranking policy and the issues it has caused for the class of 2024, asking for immediate action to change the policy.

7. Convene in Closed Session

The Board convened in closed session at 6:56 p.m. 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 Seguin Elementary Principal recommendation
- B. Deliberate assignment FNG parent grievance of Kevin M. and Andrina J. to a Board hearing officer, or to schedule a future Board meeting to hear and consider the grievance.
- C. Bullying Transfer Request: Consider hearing officers' recommendations regarding requests to transfer students who engaged in bullying
 1. Deliberate Bullying Transfer Case of A.G., a District student
 2. Deliberate Bullying Transfer Case of A.S.R., a District student
- D. Deliberate Confidential Gas Bill Settlement and Release between Fort Bend ISD and Symmetry Energy Solutions, LLC as presented

8. Reconvene in Open Session

The Trustees reconvened in open session at 7:41 p.m.

9. Consider Action on Closed Session Items

- **MOTION by Mrs. Hanan and SECONDED by Dr. Gilliam** that the Board approve the recommendation to appoint Karina Lopez of principal of Seguin Elementary.
MOTION CARRIES, 7-0.
Yea: Tassin, Garcia, Hamilton, Hanan, Schoof, Gilliam, Jones
- **MOTION by Dr. Gilliam and SECONDED by Mrs. Hanan** that the Board assign the FNG parent grievance of Kevin M. and Andrina J. to the Board's designated hearing officer.
MOTION CARRIES, 7-0.
Yea: Tassin, Garcia, Hamilton, Hanan, Schoof, Gilliam, Jones
- **MOTION by Mr. Garcia and SECONDED by Mrs. Hanan** that the Board accept the hearing officer's recommendation in the bullying transfer case of A.G., a district student.
MOTION CARRIES, 7-0.
Yea: Tassin, Garcia, Hamilton, Hanan, Schoof, Gilliam, Jones
- **MOTION by Dr. Gilliam and SECONDED by Mr. Garcia** that the Board accept the hearing officer's recommendation in the bullying transfer case of A.S.R., a district student.
MOTION CARRIES, 7-0.
Yea: Tassin, Garcia, Hamilton, Hanan, Schoof, Gilliam, Jones
- **MOTION by Ms. Jones and SECONDED by Mrs. Hanan** that the Board approve the gas bill settlement and release between Fort Bend ISD and Symmetry Energy Solutions, LLC and delegate to the superintendent the authority to negotiate and execute the agreement.
MOTION CARRIES, 7-0.
Yea: Tassin, Garcia, Hamilton, Hanan, Schoof, Gilliam, Jones

10. Information

- A. Intruder Detection Report
- B. Budgetary Update

11. Consent Agenda

During discussion, the board requested that Item 11-I be pulled from the consent agenda.

MOTION made by Mr. Garcia and SECONDED by Mrs. Hanan that the Board approve Consent Agenda items, all items except 11-I, as presented.

MOTION CARRIES, 7-0.

Yea: Tassin, Garcia, Hamilton, Hanan, Schoof, Gilliam, Jones

- A. **Board of Trustees Meeting Minutes:** Consideration and approval of the minutes of Fort Bend ISD Board of Trustees meetings and/or public hearing on the following dates:
 1. March 4, 2024 - Called Meeting and Agenda Review
 2. March 25, 2024 - TAPR Public Hearing
 3. March 25, 2024 - Regular Business Meeting August 14, 2023 Special Called Meeting

- B. **School Health Advisory Council (SHAC) Membership:** Consideration and approval of the recommended 2024-25 School Health Advisory Committee (SHAC) membership roster. Members of the SHAC come from different areas of the community and from within the school district. The majority of members must be parents who are not employed by the district.
- C. **Budget Amendment Regarding Use of 2018 Bond Program Contingency Funds:** Consideration and approval for the use of 2018 Bond Program Contingency as proposed.
- D. **Low Attendance Waiver:** Consideration and approval of low attendance waiver and granting the superintendent authority to approve and submit all necessary waiver requests for the 2023-24 school year.
- E. **Modified Schedule State Assessment Testing Days Waiver:** Consideration and approval of a modified schedule state assessment testing days waiver and granting the Superintendent authority to approve and submit all necessary waiver requests for the 2024-25 and 2025-26 school years.
- F. **Detention Pond Easement with Mission Bend Municipal Utility District No. 1 for Mission Bend Elementary School (BP002):** Consideration and approval for one Detention Pond Easement with Mission Bend Municipal Utility District No.1 at Mission Bend Elementary School, and authorization for the FBISD Board President to negotiate and execute this easement.
- G. **Water Meter Easement with Mission Bend Municipal District No. 1 for Mission Bend Elementary School (BP002):** Water Meter Easement with Mission Bend Municipal District No.1 at Mission Bend Elementary School, and authorization for the FBISD Board President to negotiate and execute this easement.
- H. **Delegation of Authority:** Consideration and approval to delegate authority to the Superintendent to appoint and approve contracts of employment for campus principals and district administrators at the director level and above, for the 2024-25 school year through August 19, 2024.
- J. **Consideration and approval of proposed expenses that exceed \$50,000: Specifically for:**
 - 1. **Construction Services Agreement for Barrington Place Elementary School Renovations (PKG057) and (BP009):** Consideration and approval of a not-to-exceed amount of \$250,000 to address unforeseen issues and moisture mitigation at Barrington Place Elementary School under (PKG057) and (BP009) Barrington Place Elementary School Renovations; approval of a revised total project budget of \$18,464,959 for the PGK057 Barrington Place Elementary School Renovations Package; utilization of Bond 2018 Program Contingency funds, and authorization for the Superintendent to execute or terminate the agreement.

2. **Furniture, Related Items and Services (Increase):** Consideration and approval to increase the existing contract awarded under 19-050DH Furniture, Related Items, and Services by \$15,840,000 for a total not-to-exceed amount of \$38,304,000 to continue Furniture, Related items and Services through March 2025.
3. **Instructional Resources (Supplemental):** Consideration and approval for the purchase of Instructional Resources from multiple vendors and authorization for the Superintendent to negotiate and execute the agreements through June 2027.
4. **Moving Services and Supplies (Increase):** Consideration and approval to increase the existing contract awarded under 22-032ZB Moving Services and Supplies by \$259,875 for a total not-to-exceed amount of \$1,299,375 to continue purchasing moving services and supplies through June 2025.
5. **Signs, Banners, Related Items and Services:** Consideration and approval for the purchase of signs, banners, related items and services from multiple vendors for an amount not-to-exceed \$1,375,000 and authorization for the Superintendent to negotiate and execute the agreements through May 2029.

Action on Items Removed from the Consent Agenda

11-I TASB Region IV, Position G: Consideration and endorsement of a candidate to represent Region IV, Position G as a Director on the Texas Association of School Boards (TASB) Board of Directors.

MOTION by Mr. Garcia and SECONDED by Mrs. Hanan that the Board approve Consent Agenda Item 11-I, as presented.

With no opposition from the Board, **MOTION and SECOND WITHDRAWN.**

MOTION by Mr. Garcia and SECONDED by Dr. Gilliam that the Board approve the Consent Agenda Item 11-I for consideration and endorsement of Angie Hanan to represent Region IV, Position G as a Director of TASB Association of School Board Directors.

MOTION to AMEND by Ms. Jones to nominate David Hamilton as the candidate to represent Region IV at TASB. **MOTION TO AMEND** failed for a lack of second.

Following discussion, **ORIGINAL MOTION CARRIES**, 5 Yea, 1 Nay, 1 Abstain.

Yea: Tassin, Garcia, Hamilton, Hanan, Gilliam

Nay: Jones

Abstain: Schoof

12. Action

- A. **Donation over \$50,000:** Consideration and approval of cash and non-cash donations.

MOTION by Mrs. Hanan and SECONDED by Ms. Jones to approve the donation for the improvements as stated in our Board book for Schiff Elementary.

MOTION CARRIES, 7-0.

Yea: Tassin, Garcia, Hamilton, Hanan, Schoof, Gilliam, Jones

13. Adjournment

Having no further business before the Board, MOTION was made by Dr. Gilliam to adjourn the meeting at 8:43 p.m.

Kristin K. Tassin, President

David Hamilton, Secretary

Minutes
Fort Bend ISD Board of Trustees
Special Called Meeting – Public Budget Hearing
June 3, 2024

A Board of Trustees Special Called Meeting was held on Monday, June 3, 2024, beginning at 5:31 p.m. in the Board Room of the Administration Building located at 16431 Lexington Blvd., Sugar Land, Texas. The Live Stream of the meeting was available at <https://www.fortbendisd.com/boardmeetinglivestream>.

The meeting was recorded as required by law, and the recording is available to the public at: <https://fortbendisd.new.swagit.com/videos/233130>.

The agenda packet for the meeting can be found here: <https://meetings.boardbook.org/Public/Agenda/649?meeting=638895>.

Presiding Officer.....Mrs. Kristin K. Tassin, President

Board Members Present

- Mr. Rick Garcia, Vice President
- Mrs. Angie Hanan
- Mr. Adam Schoof
- Dr. Shirley Rose-Gilliam

School Officials Present

- Dr. Marc Smith, Superintendent of Schools
- Beth Martinez, Deputy Superintendent Chief of Staff
- Kathleen Brown, Deputy Superintendent of Operations
- Dr. Jaretha Jordan, Deputy Superintendent of Teaching and Learning
- David Rider, Chief of Police
- Coby Wilbanks, General Counsel
- Bryan Guinn, Chief Financial Officer
- Long Pham, Chief Information Officer
- Dr. Damian Viltz, Chief Operations Officer
- Dr. Kimberly Lawson, Chief Academics Officer
- Dr. Kwabena Mensah, Chief of Schools

1. Meeting Called to Order

President Tassin called the meeting to order at 5:31 p.m. 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. 2024-25 Budget and Proposed Tax Rate

- A. Receive Information, Comments, and Taxpayers' Views on the Proposed 2024-25 School District Budget, the Proposed Debt Service Tax Rate, and the Proposed Maintenance & Operations Tax Rate for the year 2024

3. Public Comment

- Davina Miles, the lead social worker for Fort Bend ISD, shared information about the importance of mental health services and the role of the district's social workers, noting that the district loses several social workers each year due to financial reasons.

4. Adjournment

Having no further business before the Board, MOTION was made by Mrs. Hanan to adjourn the meeting at 5:50 p.m.

Kristin K. Tassin, President

David Hamilton, Secretary

Minutes
Fort Bend ISD Board of Trustees
Called Meeting and Agenda Review
June 3, 2024

A Board of Trustees Called Meeting and Agenda Review was held on Monday, June 3, 2024, 2024 beginning at 6:00 p.m. in the Board Room of the Administration Building located at 16431 Lexington Blvd., Sugar Land, Texas. The Live Stream of the meeting was available at <https://www.fortbendisd.com/boardmeetinglivestream>.

The meeting was recorded as required by law, and the recording is available to the public at: <https://fortbendisd.new.swagit.com/videos/306829>.

The agenda packet for the meeting can be found here: <https://meetings.boardbook.org/Public/Agenda/649?meeting=636524>.

Presiding Officer.....Mrs. Kristin K. Tassin, President

Board Members Present

- Mr. Rick Garcia, Vice President
- Mr. David Hamilton, Secretary
- Mrs. Angie Hanan
- Mr. Adam Schoof
- Dr. Shirley Rose-Gilliam
- Ms. Sonya Jones

School Officials Present

- Dr. Marc Smith, Superintendent of Schools
- Beth Martinez, Deputy Superintendent Chief of Staff
- Kathleen Brown, Deputy Superintendent of Operations
- Dr. Jaretha Jordan, Deputy Superintendent of Teaching and Learning
- David Rider, Chief of Police
- Coby Wilbanks, General Counsel
- Bryan Guinn, Chief Financial Officer
- Long Pham, Chief Information Officer
- Dr. Damian Viltz, Chief Operations Officer
- Dr. Kimberly Lawson, Chief Academics Officer
- Dr. Kwabena Mensah, Chief of Schools

Others Present

- Jonathan Brush, Board Counsel
- FBISD Staff and Employees

1-2. Meeting Called to Order, Pledge of Allegiance

President Tassin called the meeting to order at 6:00 p.m. 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. Mrs. Tassin asked everyone to stand for the Pledges of Allegiance, led by Mr. Rick Garcia, followed by a moment of silence.

4. Recognitions

The Board recognized Elkins High School student Robert Zhang, who won first place in Domestic Extemporaneous Speaking at the Texas Forensic Association State Speech and Debate competition, defeating over two hundred competitors from across the State. Joining Zhang were EHS principal Courtney Muceus and teacher Bonnie Bonnette.

3. Board President Update

5. Information

- A. Budget Review
- B. Bond 2023 Overview – June 2024

6. Closed Session

The Board convened in closed session at 7:48 p.m. 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 8:53 p.m.

8. Consider Action on Closed Session Items

9. Review

- A. **Bond 2018 Program Contingency:** Consideration and approval for the use of 2028 Bond Program Contingency as proposed.
- B. **Bond 2023 Program Contingency:** Consideration and approval for the use of 2023 Bond Program Contingency as proposed by the Administration.
- C. **Fort Bend ISD 2024-25 Annual Professional Learning Plan:** Consideration and approval of the 2024-25 Annual Professional Learning Plan.
- D. **Budget Amendment:** Consideration and approval of a General Fund and Debt Service Fund budget amendment for 2023-24.

- E. **Fund Balance Resolution:** Consideration and approval of the Committed Fund Balance Resolution.
- F. **EIC (Local):** Consideration and approval of direction to staff to study the potential impacts of revising current Board Policy EIC (Local) and to report the results of the staff's study to the Board.
- G. **Board of Trustees Meeting Minutes:** Consideration and approval of the minutes of the Fort Bend ISD Board of Trustees meetings and/or public hearings on the following dates:
 1. April 8, 2024 - Called Meeting and Agenda Review
 2. April 22, 2024 - Regular Business Meeting
- H. **Residential and Nonpublic Day Schools:** Consideration and approval to authorize the Superintendent, of his designer, to execute agreements with the authorized residential and day treatment service providers listed as needed for the 2024-25 school year.
- I. Review proposed expenses that exceed \$50,000: Specifically for:
 1. **Safety and Security Audit:** Consideration and approval for the Safety and Security Audit through a cooperative contract with Region 4 for an amount not-to-exceed \$121,000 and authorization for the Superintendent to negotiate and execute the agreement.
 2. **UT OnRamps Program (COOP):** Consideration and approval of UT OnRamps program from the University of Texas at Austin for an amount not-to-exceed \$400,000 and authorization for the Superintendent to negotiate and execute the agreement through August 2025.
 3. **Physical Education (PE) and Athletic Supplies, Equipment, and Related Items (Supplemental):** Consideration and approval for the purchase of Physical Education (PE) and Athletic Supplies, Equipment, and Related Items from multiple vendors and authorization for the Superintendent to negotiate and execute the agreements through October 2028.
 4. **2024-25 Budget:** Consideration and approval of the 2024-25 General Fund (199), Child Nutrition Fund (240), and Debt Service Fund (599) budget as presented in the Fiscal Year 2024-25 budget document.
 5. **Districtwide Fuel Services (COOP):** Consideration and approval for the purchase of Districtwide Fuel Services through the TASB Energy Cooperative Fuel Program cooperative contract for an amount not-to-exceed \$7,720,160 and authorization for the Superintendent to negotiate and execute the agreement through June 2029.
 6. **Fleet Vehicle Purchase (Increase):** Consideration and approval to increase the existing contract awarded under 24-007AR District Fleet and Equipment Refresh by \$650,000 for a total not-to-exceed amount of \$5,725,000 and approval for the Superintendent to execute the agreements through January 2028.
 7. **Property Insurance and Related Services:** Consideration and approval for the purchase of property insurance and related services from McGriff Insurance Services, Inc. under a cooperative contract with OMNIA Partners for an amount not-

- to-exceed \$40,000,000 and authorization for the Superintendent to negotiate and execute the agreement and subsequent renewals through June 2029.
8. **PeopleSoft Optimization:** Consideration and approval of transfers from the Technology and General Funds to the Bond 2018 Fund as proposed.
 9. **Telecommunications and Cell Tower Consulting Services:** Consideration and approval for telecommunications and cell tower consulting services from multiple vendors and authorization to execute the agreement through June 2029.
 10. **Instructure Elevate Data Quality Application (Renewal):** Consideration and approval for the purchase of Instructure Elevate Data Quality Application from Instructure, Inc, for an amount not-to-exceed \$623,567 and authorization for the Superintendent to negotiate and execute the agreement through September 2029.
 11. **IP (VoIP) Phones, Accessories and Related Services (COOP):** Consideration and approval for the purchase of IP (VoIP) Phones, Accessories and Related Services from Netsync Network Solutions and Presidio Networked Solutions Group, LLC under a cooperative contract with The Interlocal Purchasing System (TIPS) for an amount not-to- exceed \$1,100,000 and authorization for the Superintendent to negotiate and execute the agreements through August 2029.
 12. **Austin High School Central Plant:** Consideration and approval of additional funding to perform the necessary repairs needed at Austin High School (AHS) Central Plant (PKG046) for an additional amount of \$400,000 with a revised total amount of \$1,250,000 to fund the replacement and installation of the cooling tower; approval of a Job-Order-Contract (JOC) with JR Thomas Group for a not-to-exceed amount of \$1,250,000; approval of a revised budget for PKG046; utilization of 2018 Bond Contingency funds; and authorization for the Superintendent to negotiate and execute or terminate the agreements.
 13. **Clements Rebuild - GMP:** Consideration and approval of a Guaranteed Maximum Price (GMP) Phase #1 for demolition of Athletic Fields and Abatement Allowance at Clements High School (BP003), for a not-to-exceed amount of \$1,671,220 and authorization for the Superintendent to execute the GMP Phase #1.
 14. **Construction Services for HVAC MEP West Central 1 Renovations:** Consideration and approval of a Construction Services Agreement with Bass Construction Company for MEP West Central 1 Renovations and Upgrades at Multiple Campuses (BP044), for a not-to-exceed construction cost of \$7,400,466 and authorization for the Superintendent to negotiate and execute or terminate the agreements.
 15. **Ferndell Henry Renovations & Additions:** Consideration and approval of a Construction Services Agreement with Prime Contractors, Inc. for Ferndell Henry Renovations & Additions (BP004), for a not-to-exceed construction cost of \$16,930,000 and authorization for the Superintendent to negotiate and execute and the contract documents.
 16. **Roofing Package Upgrades at Multiple Campuses (BP034):** Consideration and approval of a construction services agreement with Tadco Roofing for Roofing

Package Upgrades at Multiple Campuses (BP034) for a contract amount not-to-exceed \$12,955,190.00 and authorization for the Superintendent to negotiate and execute or terminate the agreements.

10. Public Comment

There were no public comments.

11. Adjournment

Having no further business before the Board, MOTION was made by Mr. Garcia to adjourn the meeting at 9:27 p.m.

Kristin K. Tassin, President

David Hamilton, Secretary

Minutes
Fort Bend ISD Board of Trustees
Special Called Meeting
June 5, 2024

A Board of Trustees Special Called Meeting was held on Wednesday, June 5, 2024, beginning at 6:01 p.m. in the Board Room of the Administration Building located at 16431 Lexington Blvd., Sugar Land, Texas. The Live Stream of the meeting was available at <https://www.fortbendisd.com/boardmeetinglivestream>.

The meeting was recorded as required by law, and the recording is available to the public at: <https://fortbendisd.new.swagit.com/videos/307165>.

The agenda packet for the meeting can be found here: <https://meetings.boardbook.org/Public/Agenda/649?meeting=639398>.

Presiding Officer.....Mrs. Kristin K. Tassin, President

Board Members Present

Mr. Rick Garcia, Vice President
Mr. David Hamilton, Secretary
Mrs. Angie Hanan
Mr. Adam Schoof
Dr. Shirley Rose-Gilliam
Ms. Sonya Jones

School Officials Present

Dr. Marc Smith, Superintendent of Schools
Beth Martinez, Deputy Superintendent Chief of Staff
Kathleen Brown, Deputy Superintendent of Operations
Dr. Jaretha Jordan, Deputy Superintendent of Teaching and Learning
David Rider, Chief of Police
Coby Wilbanks, General Counsel
Bryan Guinn, Chief Financial Officer
Glenda Johnson, Chief Human Resources Officer
Long Pham, Chief Information Officer
Dr. Damian Viltz, Chief Operations Officer
Dr. Kimberly Lawson, Chief Academics Officer
Dr. Kwabena Mensah, Chief of Schools

Jonathan Brush, Board Counsel
Amanda Bubela, Recording Secretary (Virtual)

1.– 2. Meeting Called to Order/Pledge of Allegiance

President Tassin called the meeting to order at 6:01 p.m. 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. Mrs. Tassin asked everyone to stand for the Pledges of Allegiance, led by Mr. Schoof, followed by a moment of silence.

Prior to convening in closed session, Mrs. Tassin announced community members who signed up the address the Board could choose to address the Board before closed session or, if they prefer, at the end of the meeting.

6. Public Comment (Part 1)

- Whitney Jalali, sharing concerns about the disproportionate number of books challenged featuring LGBTQ characters, and asking board members to deny the proposed changes.
- Angie Wierzbicki, a FBISD parent, concerning HB 900 and the current reconsideration process, and asking that FBISD include parents on the reconsideration committees.
- Dr. Scott Pett, FBISD parent and spouse of an FBISD teacher, in opposition to policies that disempower librarians and educators to make decisions about what books are appropriate.
- Darcy Pett, a teacher at Austin Parkway Elementary, asking that the district reconsider the proposed changes and include educators and librarians in the book reconsideration process.

3. Closed Session

The Board convened in closed session at 6:17 p.m. 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.

4. Reconvene in Open Session

The Trustees reconvened in open session at 7:36 p.m.

5. Policy EF (Local) – Instructional Resources

6. Public Comment (Part 2)

- Tammy Marino, in response to discussion among trustees and asking that the adopted policy include the requirement of reconsideration committees.

7. Adjournment

Having no further business before the Board, MOTION was made by Mr. Garcia to adjourn the meeting at 9:30 p.m.

Kristin K. Tassin, President

David Hamilton, Secretary

Minutes
Fort Bend ISD Board of Trustees
Regular Business Meeting
June 10, 2024

A Board of Trustees Regular Business Meeting was held on Monday, June 10, 2024 beginning at 6:01 p.m. in the Board Room of the Administration Building located at 16431 Lexington Blvd., Sugar Land, Texas. The Live Stream of the meeting was available at <https://www.fortbendisd.com/boardmeetinglivestream>. The meeting was recorded as required by law, and the recording is available to the public at:

<https://fortbendisd.new.swagit.com/videos/307480>.

The agenda packet for the meeting can be found here:
<https://meetings.boardbook.org/Public/Agenda/649?meeting=636645>.

Presiding Officer.....Mrs. Kristin K. Tassin, President

Board Members Present

Mr. Rick Garcia, Vice President
Mr. David Hamilton, Secretary
Mrs. Angie Hanan
Dr. Shirley Rose-Gilliam
Ms. Sonya Jones

School Officials Present

Dr. Marc Smith, Superintendent of Schools
Beth Martinez, Deputy Superintendent Chief of Staff
Kathleen Brown, Deputy Superintendent of Operations
Dr. Jaretha Jordan, Deputy Superintendent of Teaching and Learning
David Rider, Chief of Police
Coby Wilbanks, General Counsel
Bryan Guinn, Chief Financial Officer
Glenda Johnson, Chief Human Resources Officer
Long Pham, Chief Information Officer
Dr. Damian Viltz, Chief Operations Officer
Dr. Kimberly Lawson, Chief Academics Officer
Dr. Kwabena Mensah, Chief of Schools

Amanda Bubela, Recording Secretary (virtual)

Others Present

Jonathan Brush, Board Counsel
FBISD Staff and Employees

1.- 3. Meeting Called to Order, National Anthem, Moment of Silence

President Tassin called the meeting to order at 6:01 p.m. announcing the presence of a quorum, that the meeting had been duly called and the notice posted for the time and matter required by law. Mrs. Tassin asked everyone to stand for the National Anthem, performed by Fort Bend ISD Kodaly Institute choir. Following the performance, everyone was asked to remain standing for a moment of silence.

4. Recognitions

The Board recognized several students and staff members including:

Members of the 2024 Fort Bend Kodaly Institute:

- Kelsey Appleby, Garcia Middle School Choir Director
- Allison Grider, Sartartia Middle School Choir Director
- Lizetty Medina, Quail Valley Middle School Choir Director
- Rohin Scaria, Fort Settlement Middle School Assistant Choir Director
- Zoey Simonson, Elkins High School Assistant Choir Director
- Justin Shen, Clements High School Assistant Choir Director

Students from James Reese Career and Technical Center who competed at the SkillsUSA State Conference, including:

Automotive:

- Best in Show: Christian Barr, Abhay Samuel, Christian Suarez and Olivia Reyna, with advisors James Hurtubise and Sammy Jurek

Audio-Video and Informational Technology:

- Gold Winner: Faris Ebrahim, Melissa Reyes, Lucy Estes
- Gold Winner and National Qualifier: Cormac Saxon
- Silver Winner: Rodney Glover, Gavin Lawrence, Helen Rippetoe, Jeremy Paginag, Victor Sanchez, Kelly Le, Ivan Luna, Evan Beltran, Onyin Ngobidi, and Sophia Procter
- Bronze Winner: Zahara Trent and Artem Kochkin
- Best of Show: Tyrese Clark and Noah Poserio
- Advisor: Joey Dyrud-Lange

Health Science

- Gold Winner and National Qualifiers: Arly Rubio and Mohammed Alsharab
- Advisor: Staci Mikeska

Culinary Arts

- Bronze Winner: Syeda Hassan, Nneoma Ogu, Cole Spicher, Arnaz Irani, Mahogany Brown and Mya Howard
- Advisors: Dylan Skone and Joy Hunt

Fort Bend ISD students who won at the UIL 6A State Track and Field Championship:

- Kade Phillips, Hightower High School, 3rd place long jump, with coach Andrew Gamble
- Syndey Freeman, Elkins High School, 3rd place discus, with coach Ben Still

Marshall High School Boys Track team, which won their third consecutive class 5A championship team title at the 204 UIL State Track and Field Meet:

- Myles Ratcliff
- Devin Wilkerson
- Kameron Williams
- Jordan Riggs (who also place third in the 400m)
- Jordan Simmons
- Onyinye Okeleke
- Jalen Miller
- Coaches: Rodeny Alix, Isaiah Sweeney, and Lloyd Banks

Marshall High School Girls Track Team, which won 2nd place in the 4x200m relay:

- Jasmine Harris
- Shanaje Cummings
- Jaden Small
- Ciara Douglas
- Morgan Hall
- Damori Hunter
- Coaches: Tracy Wilson, Brandi Cross and Shahira Ehiemua.

Kempner High School student Noey Do, who claimed his third consecutive Class 5A UIL State title in tennis for the Boys' single division. Do was joined by coach Anne Southard.

5. Superintendent Update

6. Board Activity Report

7. Public Comment

- Anthony Andrews, Fort Bend resident and member of the Native American Guardians Association, who asked that FBISD consider native imagery and names as it prepares to open and name new schools.

8. Information

- A. Student Achievement (EoY)
- B. 2024-25 Student Code of Conduct
- C. Special Education Update

9. Consent Agenda

During discussion, the board requested that Item I-2 be pulled from the consent agenda.

MOTION made by Mr. Garcia and SECONDED by Mrs. Hanan that the Board approve Consent Agenda Items 9A-H, Items I1, I3 - I15, as presented.

MOTION CARRIES, 5-0.

Yea: Tassin, Garcia, Hamilton, Hanan, Jones

Note: Dr. Gilliam was not present at time of the vote.

- A. **Bond 2018 Program Contingency:** Consideration and approval for the use of 2028 Bond Program Contingency as proposed.
- B. **Bond 2023 Program Contingency:** Consideration and approval for the use of 2023 Bond Program Contingency as proposed by the Administration.
- C. **Fort Bend ISD 2024-25 Annual Professional Learning Plan:** Consideration and approval of the 2024-25 Annual Professional Learning Plan.
- D. **Budget Amendment:** Consideration and approval of a General Fund and Debt Service Fund budget amendment for 2023-24.
- E. **Fund Balance Resolution:** Consideration and approval of the Committed Fund Balance Resolution.
- F. **EIC (Local):** Consideration and approval of direction to staff to study the potential impacts of revising current Board Policy EIC (Local) and to report the results of the staff's study to the Board.
- G. **Board of Trustees Meeting Minutes:** Consideration and approval of the minutes of the Fort Bend ISD Board of Trustees meetings and/or public hearings on the following dates:
 - 1. April 8, 2024 - Called Meeting and Agenda Review
 - 2. April 22, 2024 - Regular Business Meeting
- H. **Residential and Nonpublic Day Schools:** Consideration and approval to authorize the Superintendent, of his designer, to execute agreements with the authorized residential and day treatment service providers listed as needed for the 2024-25 school year.
- I. Consideration and approval of proposed expenses that exceed \$50,000: Specifically for:
 - 1. **Safety and Security Audit:** Consideration and approval for the Safety and Security Audit through a cooperative contract with Region 4 for an amount not-to-exceed \$121,000 and authorization for the Superintendent to negotiate and execute the agreement.
 - 3. **Physical Education (PE) and Athletic Supplies, Equipment, and Related Items (Supplemental):** Consideration and approval for the purchase of Physical Education (PE) and Athletic Supplies, Equipment, and Related Items from multiple vendors and authorization for the Superintendent to negotiate and execute the agreements through October 2028.
 - 4. **Districtwide Fuel Services (COOP):** Consideration and approval for the purchase of Districtwide Fuel Services through the TASB Energy Cooperative Fuel Program cooperative contract for an amount not-to-exceed \$7,720,160 and authorization for the Superintendent to negotiate and execute the agreement through June 2029.

5. **Fleet Vehicle Purchase (Increase):** Consideration and approval to increase the existing contract awarded under 24-007AR District Fleet and Equipment Refresh by \$650,000 for a total not-to-exceed amount of \$5,725,000 and approval for the Superintendent to execute the agreements through January 2028.
6. **Property Insurance and Related Services:** Consideration and approval for the purchase of property insurance and related services from McGriff Insurance Services, Inc. under a cooperative contract with OMNIA Partners for an amount not-to-exceed \$40,000,000 and authorization for the Superintendent to negotiate and execute the agreement and subsequent renewals through June 2029.
7. **PeopleSoft Optimization:** Consideration and approval of transfers from the Technology and General Funds to the Bond 2018 Fund as proposed.
8. **Telecommunications and Cell Tower Consulting Services:** Consideration and approval for telecommunications and cell tower consulting services from multiple vendors and authorization to execute the agreement through June 2029.
9. **Instructure Elevate Data Quality Application (Renewal):** Consideration and approval for the purchase of Instructure Elevate Data Quality Application from Instructure, Inc, for an amount not-to-exceed \$623,567 and authorization for the Superintendent to negotiate and execute the agreement through September 2029.
10. **IP (VoIP) Phones, Accessories and Related Services (COOP):** Consideration and approval for the purchase of IP (VoIP) Phones, Accessories and Related Services from Netsync Network Solutions and Presidio Networked Solutions Group, LLC under a cooperative contract with The Interlocal Purchasing System (TIPS) for an amount not-to- exceed \$1,100,000 and authorizat for the Superintendent to negotiate and execute the agreements through August 2029.
11. **Austin High School Central Plant:** Consideration and approval of additional funding to perform the necessary repairs needed at Austin High School (AHS) Central Plant (PKG046) for an additional amount of \$400,000 with a revised total amount of \$1,250,000 to fund the replacement and installation of the cooling tower; approval of a Job-Order-Contract (JOC) with JR Thomas Group for a not-to-exceed amount of \$1,250,000; approval of a revised budget for PKG046; utilization of 2018 Bond Contingency funds; and authorization for the Superintendent to negotiate and execute or terminate the agreements.
12. **Clements Rebuild - GMP:** Consideration and approval of a Guaranteed Maximum Price (GMP) Phase #1 for demolition of Athletic Fields and Abatement Allowance at Clements High School (BP003), for a not-to-exceed amount of \$1,671,220 and authorization for the Superintendent to execute the GMP Phase #1.
13. **Construction Services for HVAC MEP West Central 1 Renovations:** Consideration and approval of a Construction Services Agreement with Bass Construction Company for MEP West Central 1 Renovations and Upgrades at Multiple Campuses (BP044), for a not-to-exceed construction cost of \$7,400,466 and authorization for the Superintendent to negotiate and execute or terminate the agreements.

14. **Ferndell Henry Renovations & Additions:** Consideration and approval of a Construction Services Agreement with Prime Contractors, Inc. for Ferndell Henry Renovations & Additions (BP004), for a not-to-exceed construction cost of \$16,930,000 and authorization for the Superintendent to negotiate and execute and the contract documents.
15. **Roofing Package Upgrades at Multiple Campuses (BP034):** Consideration and approval of a construction services agreement with Tadco Roofing for Roofing Package Upgrades at Multiple Campuses (BP034) for a contract amount not-to-exceed \$12,955,190.00 and authorization for the Superintendent to negotiate and execute or terminate the agreements.

Action on Items Removed from the Consent Agenda

9-I-2 UT OnRamps Program (COOP): Consideration and approval of UT OnRamps program from the University of Texas at Austin for an amount not-to-exceed \$400,000 and authorization for the Superintendent to negotiate and execute the agreement through August 2025.

MOTION by Mr. Garcia and SECONDED by Mr. Hanan that the Board approve Consent Agenda Item 9-I-2 as presented.

Following discussion, **MOTION PASSES**, 6-0

Yea: Tassin, Garcia, Hamilton, Hanan, Gilliam, Jones

10. Convene in Closed Session

The Board convened in closed session at 8:51 p.m. 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 settlement between Fort Bend ISD and the Office of the Inspector General (OIG)

11. Reconvene in Open Session

The Trustees reconvened in open session at 10:06 p.m.

12. Consider Action on Closed Session Items

- **MOTION by Mrs. Hanan and SECONDED by Dr. Gilliam** that the Board of Trustees approve the settlement agreement between Fort Bend ISD and the Office of the Inspector General (OIG) as presented.

MOTION CARRIES, 6-0

Yea: Tassin, Garcia, Hamilton, Hanan, Gilliam, Jones

13. Action

A. **Donation over \$50,000:** Consideration and approval of cash and non-cash donations.

MOTION by Mr. Hamilton and SECONDED by Dr. Gilliam that the Board approve cash and non-cash donations as presented.

MOTION CARRIES, 6-0

Yea: Tassin, Garcia, Hamilton, Hanan, Gilliam, Jones

B. **2024-25 Budget:** Consideration and approval of the 2024-25 General Fund (199), Child Nutrition Fund (240), and Debt Service Fund (599) budget as presented in the Fiscal Year 2024-25 budget document.

MOTION by Ms. Jones and SECONDED by Mr. Garcia that the Board approve the 2024-25 General Fund, Child Nutrition Fund, and Debt Service Fund budget as presented in the Fiscal Year 2024-25 budget document.

MOTION CARRIES, 6-0

Yea: Tassin, Garcia, Hamilton, Hanan, Gilliam, Jones

14. Adjournment

Having no further business before the Board, MOTION was made by Ms. Jones to adjourn the meeting at 10:09 p.m.

Kristin K. Tassin, President

David Hamilton, Secretary

For: Fort Bend ISD Board of Trustees
Date: July 22, 2024
Action: Consideration and Approval:
Resolution Authorizing One-Time Food
Certification Supplement Payment to
Child Nutrition Staff
References: Board Policy CDC (Legal)
District Goal 3
Department: Business and Finance

Recommendation

Consideration and approval of a resolution authorizing a one-time supplemental Food Certification payment for eligible Child Nutrition Department staff payable in FY 2024-25.

Summary

It has been a priority of the Board of Trustees to recognize the efforts of employees and the added value placed on holding relevant industry certifications. This supplemental payment will be paid to those employees obtaining certification for proper food preparation and handling in the Child Nutrition Department.

Administration recommends a one-time supplemental payment of \$1,000 for Child Nutrition staff holding the Texas Food Handlers Permit. All full-time and part-time employees who hold the permit and are employed as of September 1, 2024 will be eligible for this one-time Food Certification supplement. The one-time, lump sum payment will be paid by September 15, 2024. The supplemental payment is subject to all legal deductions, is not considered TRS eligible, and is approved only for the 2024-25 fiscal year.

The cost of the Food Certification supplement is \$750,000 and will be paid from the Child Nutrition Fund. Funds for the payment are included in the 2024-25 approved Child Nutrition budget and are part of the approved Texas Department of Agriculture spend down plan for the fund.

Recommended by:

Dr. Marc Smith
Superintendent of Schools

Submitted by:

Bryan Guinn
Chief Financial Officer

**RESOLUTION
OF FORT BEND INDEPENDENT SCHOOL DISTRICT**

AUTHORIZING AN EMPLOYEE ONE-TIME FOOD CERTIFICATION PAYMENT

JULY 22, 2024

WHEREAS, the Fort Bend Independent School District Board of Trustees has made it a priority to recognize the efforts of employees and the added value placed on holding relevant industry certifications; and

WHEREAS, FBISD acknowledges the significance of encouraging its employees to obtain relevant industry certifications such as the Texas Food Handler's Permit;

WHEREAS, the FBISD has identified additional funding available to provide eligible FBISD Child Nutrition Department employees with a one-time supplemental Food Certification payment; and

WHEREAS, the Board of Trustees finds this effort to retain Child Nutrition employees for the 2024-25 school year provides an important benefit to the District and that the supplemental Food Certification payment will serve the legitimate public purpose of promoting employee retention;

NOW, THEREFORE, BE IT RESOLVED:

Section One: That the Board of Trustees has determined there is a benefit to the District as well as a legitimate public purpose served to provide all eligible District Child Nutrition Department employees with a one-time supplemental Food Certification payment and reasonably adequate controls are in place to ensure the benefit will be received by the District; and

Section Two: That each eligible full-time FBISD Child Nutrition Department employee shall receive payment in the form of a certification supplement as follows:

- A \$1,000 one-time Food Certification payment for all eligible full-time and part-time Child Nutrition Department employees payable on September 15, 2024

Section Three: To be eligible for this one-time retention payment, an employee shall:

1. Be an FBISD Child Nutrition Department employee (full-time or part-time) as of September 1, 2024

BE IT FURTHER RESOLVED that the one-time lump sum Food Certification supplement under this resolution is subject to all legal deductions, is not considered TRS eligible, and is approved only for the 2024-25 fiscal year.

PASSED, APPROVED, AND ADOPTED BY THE BOARD OF TRUSTEES OF THE FORT BEND INDEPENDENT SCHOOL DISTRICT, this 22nd day of JULY 2024.

CERTIFICATE FOR RESOLUTION

I hereby certify that the foregoing resolution was presented to the Board of Trustees of the Fort Bend Independent School District during a regularly scheduled meeting on July 22, 2024. A quorum of the Board of Trustees being then present, it was duly moved and seconded that the resolution be adopted, and such resolution was then adopted according to the following vote:

Ayes: 0
Nays: 0
Abstentions: 0

To certify which, witness my hand and the official seal of the District this 22nd day of July 2024.

President, Board of Trustees

FORT BEND INDEPENDENT SCHOOL DISTRICT

By: _____
Kristin Tassin, President, Board of Trustees

ATTEST:

By: _____
David Hamilton, Secretary, Board of Trustees

For: Fort Bend ISD Board of Trustees
Date: July 22, 2024
Action: Consideration and Approval: Fort Bend ISD District of Innovation Amended Plan
References: Board Policy AF (Legal)
Department: Deputy Superintendent Chief of Staff

Recommendation

Consideration and approval to adopt the amended District of Innovation Plan.

Summary

Policy AF Legal outlines the process for Fort Bend ISD to obtain a district designation as a District of Innovation (DOI) through development and approval of a local innovation plan. Through this process, the district may identify Texas Education Code (TEC) exemptions to support flexibility in achieving goals.

Fort Bend ISD was initially designated a District of Innovation in 2017. Subsequently, the Board of Trustees approved the DOI plan renewal in February 2022. The current plan is effective through the 2026-27 school year.

Recently, staff initiated the DOI plan amendment process to revise the current teacher certification exemption to support recruitment of qualified candidates. District's may amend their DOI plan at any time during the term of the plan. The amendment process requires the following actions:

- Approval of the DOI Amendment through majority vote of the district-level committee,
- Board adoption of the amended DOI plan,
- District notification to the commissioner of approval of the plan along with a list of approved Texas Education Code exemptions,
- DOI plan posted on the District website, and
- A copy of the adopted DOI plan submitted to TEA for posting on the agency website.

On May 8, the District Planning and Advisory Committee met to review proposed amendment to the DOI plan. After review, committee members voted to approve the amendment for teacher certification by majority vote.

The proposed revisions to the DOI plan outline parameters for hiring of non-certified staff to serve as teachers in Fort Bend ISD through the teacher certification exemption. These parameters articulate who will be exempted from teacher certification, provide implementation guidance, and articulate the support that will be provided to candidates.

The District will continue to prioritize the hiring of credentialed teachers for open positions. However, when vacancies persist, the District will exercise this exemption to recruit candidates.

The benefits of this exemption include:

- Providing students access to highly qualified, industry-experienced teachers in specialized fields with industry-based expertise (i.e., CTE),
- Allowing flexibility to hire teachers for positions where vacancies continue to exist,
- Enabling the hiring of out-of-state teachers who meet state criteria for a one-year certificate, and
- Providing students with a well-rounded education by offering a wider range of course options.

Upon adoption by the Board of Trustees, the teacher certification exemption will expand to include the following certifications:

- CTE
- World Languages
- Out of State Certification
- Core Content Areas
- Non-Core Content
- Out of Grade Band

Note: Special education, Pre-K, and Bilingual/ESL teachers must continue to be State Board of Education Certified and are not eligible to be hired without a certification.

By exempting the district from teacher certification requirements, this plan aims to improve student outcomes and provide a more well-rounded educational experience through recruitment and development of highly qualified candidates.

The Amended DOI plan is attached for review. Upon Board approval, Administration will notify the commissioner of approval, post the plan to the District website, and submit the plan to TEA for posting on the agency website. The Amended DOI plan will be effective through the current term which ends during the 2026–27 school year.

Recommended by:

Dr. Marc Smith
Superintendent of Schools

Submitted by:

Beth Martinez
Deputy Superintendent



District of Innovation

Amended Local Innovation Plan

Amended Local Innovation Plan Board Approved July 22, 2024
Through the End of the 2026-27 school year

Local Innovative Plan Renewal Board Approved 2/14/2022 Valid
182 Through End of 2026-27 School Year

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Executive Summary

House Bill 1842, passed during the 84th Legislative Session, permits Texas public school districts to become Districts of Innovation (DOI) and to obtain exemption from certain provisions of the Texas Education Code (TEC). In order to maximize opportunities for all FBISD students, the FBISD School Board of Trustees initiated the process to become a District of Innovation (DOI) in October 2016. The district was awarded the DOI status for the 2017-2018 school year. The DOI status has allowed FBISD to have more local control and flexibility for the last 5 years to ensure staff was better equipped to make decisions that are in the best interest of the students as well as allow the flexibility to provide an exceptional learning experience to all students.

The effort was managed by a Local Innovation Committee comprised of district and community stakeholders. The committee, after months of work, proposed exemptions in the following areas:

- School Calendar
- Teacher Certification
- Minimum Attendance for Class Credit or Final Grade – 90 Percent Rule

Original Local Innovation Committee Members who served during 2016-17 and developed the initial plan are as follows:

Original Local Innovation Committee Members	
NAME	POSITION
Kristen Adams	FBISD Elkins HS, Teacher
Mandy Antolini	FBISD Clements HS, Campus Assessment Coordinator
Walter Benavides	FBISD Christa McAuliffe MS, Teacher
Sonal Bhuchar	Community Member
Monique Brown	Community Member
Stacy Bynes	Community Member
Mike Chan	Community Member
Tramaine Chatman	(Ad Hoc Member) Community Member
Chetan Dave	Community Member
JJ Clemence	Community Member
Dolores Collins	FBISD Campus Parent Educator
Jill Curtis	Community Member
Christopher Hill	Fort Bend Education Foundation Board Member
Cathy Hunter	Community Member
Q Imam	Community Member
Nicole Jackson	FBISD Madden ES, Teacher
Vanesia Johnson	Community Member
Cynthia Knox	Community Member
Dee Koch	Community Member
Allie Lam	Community Member
Glenda Macal	FBISD, Heritage Rose ES, Teacher
Marc Muscarello	FBISD, Baines MS, Assistant Principal
Jay Neal	University of Houston, Assistant Provost

Original Local Innovation Committee Members	
NAME	POSITION
Chuckwudalu Ononenyi	FBISD Student
Queen Onyehialam	FBISD Student
Joe Rodriguez	FBISD, Assistant Superintendent
Michael Schiff	Community Member
Mike Schofield	Community Member
Terri Wang	Fort Bend Education Foundation Board Member
Karrie Washenfelder	Fort Bend Employee Federation
Lavanta Williams	FBISD, Heritage Rose ES, Principal
Original Local Innovation Committee Support	
Meeting Facilitator: Dr. Shelby McIntosh K12 Insight, Managing Director	
Legal Counsel: Debra Esterak Rogers, Morris & Grover, LLP, Attorney	
District Support: Beth Martinez FBISD, Chief of Staff and Strategic Planning	
District Support: Ginger Carrabine FBISD, Executive Director of Strategic Planning	
Writing Development Team members: Kristen Adams, Mandy Antolini, Chris Hill, Nicole Jackson, Glenda Macal, and Karrie Washenfelder	
Alternates: Walter Benavides, Q Imam	

Renewal Timeline

In 2021 – 22, FBISD followed the renewal process established by the Texas Education Code (TEC) Chapter 12A.

Date	Required Actions – Texas Education Agency
January 3, 2022	Superintendent notifies the Commissioner of Education of the Board of Trustees' (BOT) intention to vote on adoption of the proposed plan
January 3 - February 1, 2022	Final Draft Local Innovation Plan posted for 30 days for community feedback
February 2, 2022	District Planning Advisory Council (DPAC) public meeting - considers public feedback and hosts vote to approve District of Innovation plan
February 7, 2022	BOT Agenda review
February 14, 2022	BOT considers adoption of proposed Local Innovation Plan by an affirmative vote of two-thirds of the membership of the Board
February 21, 2022	Superintendent notifies the commissioner of approval of the plan along with a list of approved TEC exemptions

The committee responsible for the review, feedback, and approval of the renewal plan was comprised of members of the District Planning Advisory Council (DPAC). This Council includes stakeholders from the district and community. The Local Innovation Plan submitted for renewal was reviewed at the October 20th and November 17th meetings in which present DPAC members provided specific feedback on the components of the plan.

The 2021 – 22 DPAC members and District support team:

2021 – 22 DPAC Members and District Support	
Name	Position
Erika Andrews	FBISD, Patterson ES, Counselor
Tracey Arana	Community Member
Nana Baffour	FBISD Crockett MS, Teacher
Tyenise Blackmon	Community Member
Courtney Border	FBISD, Sartartia MS, Assistant Principal
Reba Brown	FBISD, Assistant Director, Special Education
Laurie Caldwell	FBISD, Oakland ES, Teacher
Kellie Clay	FBISD, Palmer ES, Principal
Kathleen Collins	FBISD, HR Senior Consultant
Holly Durham	FBISD, Interim Director, District Strategic Transformation
German Enamorado	Community Member
Sarah Erschabek	FBISD, Austin Parkway ES, Teacher
LaKeitha Ford	FBISD, Jones ES, Teacher
Summer Frasier	Community Member
Rick Garcia	Community Member
Jacqueline Gooden	Community Member
Reaeanna Hall	FBISD Student
Kendra Hayes	FBISD, Lexington Creek ES, Teacher
Maria Hernandez	Community Member
Melissa Hubbard	FBISD, Executive Director of Teaching and Learning
Grace Lacy	FBISD Student
Cameron Lathan	FBISD, Missouri City MD, Teacher
Cynthia Lauer	FBISD, Sullivan ES, Teacher
Paula Leehan	FBISD, Holley ES, Teacher
Ira Lynn Lewis	FBISD, Hightower HS, Counselor
Orjanel Lewis	Community Member
Robin Lewis	FBISD, Lantern Lane ES, Teacher
Elizabeth Martin	FBISD, Elkins HS, Teacher
Abraham Martinez	FBISD, Holley ES, Interventionist
Beth Martinez	FBISD, Chief Academic Officer
Rolanda McKyer	FBISD, Garcia MS, Counselor
Sambit Mirsa	Community Member

2021 – 22 DPAC Members and District Support

Name	Position
Carla Morton	FBISD, Cornerstone ES, Teacher
Hannah Nguyen	FBISD Student
Leyna Nguyen	FBISD Student
Phuong Nguyen	Community Member
Sydney Olszewski	FBISD Student
Abigail Pagnotti	FBISD, Ridge Point HS, Teacher
John Portier	FBISD, Brazos Bend ES, Teacher
Aleida Ramos	FBISD Student
Guerin Riffel	FBISD Student
Annette Sanford	FBISD, Hightower HS, Teacher
Jeremy Sapp	FBISD, Travis HS, Teacher
Jessica Singh	FBISD, Willowridge HS, Teacher
April Spicer	Community Member
Natalie Sylvester	FBISD, Dulles HS, Teacher
Lynnette Tucker	FBISD, Reese Ctr, Teacher
Imelda Valencia-Guitierrez	FBISD, Quail Valley MS, Teacher
Tracy VanWright	FBISD, Coordinator of Research and Program Evaluation
Lisa Washington	FBISD, Mission West ES, Teacher
Pilar Westbrook	FBISD, Executive Director, SEL and Comprehensive Health
Stephanie Williams	FBISD, Executive Director of Organizational Transformation
Aisha Winfrey	FBISD, Parks ES, Teacher
Marian Zaki	FBISD Community Member

Amendment Requirements & Timeline

A designated District of Innovation may choose to amend or renew its plan at any time pursuant to the applicable Texas Education and Texas Administration Codes. An amendment to a local innovation plan is approved by a vote of the district-level advisory committee and the Board of Trustees (TEC §12A.007). In FBISD, the referenced district-level committee is the District Planning Advisory Council (DPAC). A majority vote is needed from DPAC and a two-thirds vote is needed from the Board of Trustees for the amendment to be adopted (TAC §102.1313). Amending the local plan does not extend the renewal date, and amendments already formally approved are not required to be reviewed during the amendment process.

In Spring 2024, Administration engaged in the following process to amend the Local Innovation Plan using the timeline outlined below:

Date	Required Actions – Texas Education Agency
May 8, 2024	District Planning Advisory Council (DPAC) meet to review and approve amendments (majority vote required)
July 22, 2024	Board of Trustees vote to approve amendment (2/3 majority vote required)
Aug 6, 2024 (no later than 15 th day after BOT approval)	Notify TEA Commissioner of amendment, post amended plan on the District website and send the link to the Commissioner

Below you will find the DPAC members who were present to vote to approve the amendment to the local innovation plan:

2023 – 24 DPAC Members and District Support at May 8 th , 2024 Meeting	
Name	Position
Ahmad, Maryam	Student
Baffour, Nana	FBISD, Crockett MS, Teacher
Boykin, Jaraz	Community Member
Bryant, Debra	FBISD, Settlers Way ES, Teacher
Caldwell, Laurie	FBISD, Oakland ES, Special Education Teacher
Chadwick, Jen	FBISD, Director SEL & Enrichment
Cox, Robin	FBISD, Almeta Crawford HS, Teacher
Crousset-Rivera, Griselda	FBISD, Mission West ES, Librarian
Day, Callie	FBISD, Walker Station ES, Campus Compliance Coordinator
Edwards, Ametra	FBISD, Patterson ES, Teacher
Erschabek, Sarah	FBISD, Austin Parkway ES, Teacher

2023 – 24 DPAC Members and District Support at May 8 th , 2024 Meeting	
Name	Position
Faulkner, Kate	FBISD, Assistant Director Assessment Accountability Compliance
Fuentes, Karla	FBISD Executive Assistant
Havies, Precious	FBISD Student
Hill, Deena	FBISD, Executive Director Student Support Services
Hubbard, Melissa	FBISD Executive Director of Teaching and Learning
Jackson, Natasha	FBISD Parent
Jones, Carlos	Community Member
Kuzniar, Heather	FBISD, Cafeteria Specialist
Lauer, Cynthia	FBISD, Sullivan ES, Teacher
Lawson, Kimberly	Chief Academic Officer
Lewis, Robin	FBISD, Lantern Lane ES, Teacher
Marin, Claudia	FBISD, EA Jones ES, Bilingual Specialist
Meija, Alejandro	FBISD Student
Miller-Freeman, Alleisha	FBISD Student
Mobley, Quantney	FBISD, Ridgemont ES, Campus Compliance Coordinator
Page, Leshunda	FBISD, Assistant Director School Counseling
Sankaranarayain, Kratnu	FBISD Student
Sartain, Lori	FBISD, Director Behavioral Health
Seleyman, LaTosha	FBISD Parent
Singh, Jessica	FBISD, Willowridge HS, Teacher
Thummel, Allison	SHAC
Tran, Tinou	FBISD, Director Multilingual
Unruh, Tiffany	FBISD, Director Strategic Planning
Westbrook, Pilar	Executive Director SEL & Comprehensive Health
Williams, Stephanie	Executive Director Organizational Development

Term

The Local Innovation Plan’s term is five years, unless terminated or amended earlier by the Board in accordance with statute. The Local Innovation Plan was renewed in February 2022. The Amended Local Innovation Plan will continue the term until the end of the 2026 – 27 school year.

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 an equitable learning environment that provides all students access to the FBISD curriculum.



District Goal 2

Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.



District Goal 3

Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success.



District Goal 4

Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.



District Goal 5

Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.



Innovations

Fort Bend ISD proposes to maintain flexibility in the following areas of innovation related to:

- A. School Calendar,
- B. Teacher Certification
- C. Minimum Attendance for Class Credit or Final Grade (90 Percent Rule)

A. School Calendar

Statutory Requirement: TEC Section Requiring Exemption: §25.0811 and §25.0812

Texas Education Code §25.0811: FIRST DAY OF INSTRUCTION. (a) Except as provided by this section, a school district may not begin instruction for students for a school year before the fourth Monday in August.

Texas Education Code §25.0812: LAST DAY OF SCHOOL (a) Except as provided by Subsection (b), a school district may not schedule the last day of school for students for a school year before May 15.

Exemption*

RENEW exemptions relating to the first and last day of student instruction in order to provide local control and flexibility with calendar start and end dates.

Rationale and Benefits

The Fort Bend ISD goal states that FBISD will provide an educational system to enable all students to reach their full potential. By eliminating the calendar restrictions imposed by §25.0811 and §25.0812, the District will improve student learning by providing flexibility to balance the days between the first and second semesters of school. With more balanced semesters, teachers can pace instruction to provide more adequate time for students who take a one semester course in either the Fall or Spring semester. In addition, having the flexibility to start and end the school year earlier allows high school seniors the opportunity to enroll in college summer school classes, thereby supporting the District's goal of promoting College and Career readiness. The ability for students to begin the school year earlier also allows the District to offer transitioning grades (PreK/Kinder, 6th, and 9th) an earlier start time for an orientation. Orientation provide an opportunity for students to acclimate, socially and emotionally, to their new campus environments. This reinforces the District's goal of establishing an active learning community.

Flexibility in the calendar allows professional development days to be distributed throughout the school year, rather than grouped together at the beginning or end of the school year. This supports the District goal of student success by ensuring that teachers can learn, collaborate, and grow throughout the school year and in real time. This flexibility also allows for the possibility of teacher workdays near the end of each grading period to be utilized for tasks such as finalizing grades, analyzing class data, completing report cards, conferencing with parents, and planning for improvements in teaching and learning. This ultimately allows our teachers to be better prepared to support students and ensure each student has an effective learning experience.

Implementation Guidance

When planning student and staff calendars the District shall ensure the following actions:

- Convene an annual District Calendar Committee for the purpose of recommending a calendar to the Board of Trustees for consideration
- Establish priority guidelines for development of draft calendars that maximize student instructional days while applying defined innovations
- Publish draft calendars for community feedback prior to BOT consideration and adoption
- Ensure the draft calendar meets the required 75,600 minutes and bank of minute requirements
- Ensure alignment of systems to support the implementation of the instructional calendar

B. Teacher Certification (Amended July 2024)

Statutory Requirement: TEC Section Requiring Exemption: §21.003

Texas Education Code §21.003: CERTIFICATION REQUIRED (a) A person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, educational diagnostician, or school counselor by a school district unless the person holds an appropriate certificate or permit issued as provided by Subchapter B.

Texas Education Code § 21.053: (a) a person who desires to teach in a public school shall present the person's certificate for filing with the employing district before the person's contract with the board of trustees (managers) of the district is binding. (b) An educator who does not hold a valid certificate may not be paid for teaching or work done before the effective date of issuance of a valid certificate.

Exemption

RENEW exemptions relating to teacher certification to have flexibility in recruiting teachers for areas with identified needs determined by existing vacancies.

Rationale and Benefits:

Fort Bend ISD strives to recruit, develop and retain effective teachers. FBISD is committed to providing students with the highest level of academic instruction. In the current nationwide teacher shortage, flexibility is needed to ensure we recruit highly qualified candidates to ensure that FBISD is competitive, able to attract, and provide the support to retain staff. Allowing the District to take a creative approach to recruiting and developing qualified, enthusiastic teacher candidates greatly supports students. The benefits of this exemption include:

- Providing students access to highly qualified, industry-experienced teachers in specialized fields with industry-based expertise (i.e. CTE),
- Allowing flexibility to hire teachers for positions where vacancies continue to exist,
- Enabling the hiring of out-of-state teachers who meet state criteria for a one-year certificate, and
- Providing students with a well-rounded education by offering a wider range of course options.

By exempting the district from teacher certification requirements, this plan aims to improve student outcomes and provide a more well-rounded educational experience through recruitment and development of highly qualified candidates.

The District will continue to prioritize the hiring of credentialed teachers for open positions. However, when that is not reasonably possible, the district will exercise this exemption to recruit an out-of-state certified, non-certified experienced candidate, or an industry/language expert. This exemption allows the district greater flexibility in recruitment of experienced candidates to support student success. This exemption allows for inclusion of the following certifications:

- CTE
- World Languages
- Out of State Certification
- Core Content Areas (ELA, Math, Science, Social Studies, Generalist)
- Non-Core Content
- Out of Grade Band

Note: Special education, Pre-K, and Bilingual/ESL teachers must continue to be State Board of Education Certified and are not eligible to be hired without a certification under the District of Innovation exemption.

By expanding the pool of potential candidates, the district can attract top talent and provide students with a more diverse and enriching educational experience.

Implementation Guidance

The District will determine the areas and programs included in the exemption based on staffing needs and articulate the hiring process in the Human Resources annual hiring timeframe.

Fort Bend ISD will identify necessary certification exemptions and training requirements for professionals and experts to teach courses in lieu of the traditional state requirements through a local process that includes a review of open positions, evaluation of candidate qualifications, individual staffing needs, and the availability of support.

Candidate qualifications may include a combination of:

- Professional work experience,
- Formal training and education,
- Relevant industry licensure, certification, or registration,
- Any combination of work experience, training and education, or industry credentialed related to the subject matter he/she will be teaching, and/or
- Intent to pursue Alternative Certification Program statement of eligibility.

When hiring teachers, the District shall ensure the following actions:

- Qualified candidates with a Texas Certification will be given priority.
- All candidates are required to complete the criminal background check in compliance with State Board for Education Certification (SBEC) rules mandated by TEC §22.0833 for a non-certified

employee.

- Candidates are thoroughly vetted to ensure they have not surrendered any teaching certificates in the past or been terminated from a teaching position for reasons unacceptable to the District.
- Candidates attend new teacher orientation and are supported by a mentor. In addition, candidates receive pedagogy and classroom management training to ensure they can reach students and scaffold information appropriately.
- The DOI Teacher Certification exemption will be applied when hiring CTE, World Languages, Specialized Non- Core courses and core content, when vacancies remain, and according to the Human Resource hiring timeline.
- The use of this exemption shall be limited to identified certification exemptions articulated in the rationale and benefits above.
- Human resources in collaboration with Department of School Leadership will monitor placement of candidates who are hired under the teacher certification exemption to ensure that the percentage of non-certified teachers on a campus or grade level is not excessive.
- Special education and bilingual/ESL teachers must continue to be SBEC certified and are not eligible to be hired through the DOI Teacher Certification credentialing process.

The District commits to providing rigorous mentorship, educational, professional development opportunities, and/or other supports to ensure successful assimilation to their role as educator in the district to ensure success of our students.

C. Minimum Attendance for Class Credit or Final Grade (90 Percent Rule)

Statutory Requirement: TEC Section Requiring Exemption: §25.092

Texas Education Code §25.092: MINIMUM ATTENDANCE FOR CLASS CREDIT OR FINAL GRADE. (a) Except as provided by this section, a student in any grade level from kindergarten through grade 12 may not be given credit or a final grade for a class unless the student is in attendance for at least 90 percent of the days the class is offered.

Exemption

RENEW exemption requiring students to be present in the classroom 90 percent of the time in order to earn credit and to provide flexibility for instructional delivery methods and to support students unable to attend class due to extenuating circumstances.

Rationale and Benefits:

As FBISD's mission is to inspire and equip all students to pursue futures beyond what they can imagine, we must also consider that all students have different needs and abilities. The 90 percent attendance requirement locks students into learning only during traditional class times and in a more traditional class setting. Even with the proliferation of online courses and learning, this rule still dictates that students must be either physically present or logged in during specific times. FBISD recognizes that some students learn at different paces as well as have extenuating circumstances that could keep them from learning opportunities requiring 90% of their learning during specified times during the school day.

This exemption allows for greater flexibility in FBISD’s educational offerings as well as ways to ensure that all students are provided a learning plan that allows them to demonstrate mastery and receive course credit. The flexibility will shift based on the needs of our diverse student population. Examples of this flexibility for students are:

- the opportunity for students to differentiate the pace of their learning and move forward with courses at a pace that is appropriate for them,
- project-based learning to demonstrate mastery, or
- expansion of learning modalities that give students control over time and place of learning.

In addition, this flexibility will offer specialized pathways for students who need abbreviated daily schedules because of work, medical issues, or family obligations to have options to gain credit with working on class outside of the traditional school day. This also can support students who thrive in an online environment or use hybrid situations to accelerate their learning. Under this exemption, the District will continue to investigate the abundant opportunities for active learning outside the classroom in order to receive course credit for content mastery, that does not bind a student to a traditional school schedule. Overall, the exemption allows the district to provide innovative options to promote student engagement in course material in flexible ways, ultimately allowing learning to happen anytime, anyplace.

Implementation Guidance:

When utilizing this exemption, the District shall ensure the following:

- This exemption does not impact or alter existing compulsory attendance requirements or University Interscholastic League (“UIL”) rules,
- This exemption in no way limits or modifies a teacher’s right to determine the finality of a grade in accordance with Texas Education Code Section 28.0214,
- This exemption does not restrict or alter a teacher’s right to assign grades in accordance with Texas Education Code Section 28.

Implementation

Procedures will be developed to guide implementation of each exemption outlined in the Amended Local Innovation Plan.

For: Fort Bend ISD Board of Trustees

Date: July 22, 2024

**Action: Consideration and Approval: Water
Meter Easement with City of Houston
for Briargate Elementary School
(BP001)**

**References: Board Policy CV (Local)
District Goal 5**

Department: Operations

Recommendation

Consideration and approval of one Water Meter Easement with the City of Houston at Briargate Elementary School, and authorization for the FBISD Board President to negotiate and execute this easement.

Summary

The City of Houston desires to obtain a Water Meter Easement for Briargate Elementary School.

This agreement would allow the City of Houston access to the water meter at Briargate Elementary School.

Recommended by:

Dr. Marc Smith
Superintendent of Schools

Submitted by:

Dr. Damian Viltz
Chief Operations Officer

EASEMENT

THE STATE OF TEXAS §
COUNTY OF HARRIS §

GRANTOR(S): _____
(Exact legal name of person or entity that is the recorded property owner)

GRANTEE: **The City of Houston**, a Municipal Corporation situated in Harris,
Fort Bend and Montgomery Counties, Texas

GRANTEE'S MAILING ADDRESS: P. O. Box 1562, Houston, Texas 77251

PROPERTY: The tract or parcel of land described in **EXHIBIT "A"**, consisting of ____
pages, attached hereto and made a part hereof, (the "Easement")
and noted as Parcel No. _____; Job No. _____; and ILMS No. _____
(above tracking numbers assigned as needed by City of Houston)

Grantor(s) being the owner(s) in fee simple of the hereinafter described property located in Houston, Harris County, Texas, in consideration of the sum of One Dollar (\$1.00) to Grantor(s) in hand paid by Grantee, the receipt of which is hereby acknowledged, does grant, sell and convey unto Grantee, its successors and assigns, an easement for **Water Meter** purposes, said easement being in, upon, under, over, across and along the Property.

Grantor(s) does hereby agree, bind, and obligate Grantor(s) and Grantors' heirs, successors, and assigns, that no fences, buildings or other improvements shall be placed in, on or along said easement, and further, that Grantee shall be and is hereby released from any and all liability from any damages occasioned by and in the reasonable exercise of its rights granted.

TO HAVE AND TO HOLD the Property and easement for said purposes, together with all the rights and appurtenances thereto in anywise belonging to Grantee, its successors and assigns forever. However, if said easement or any part thereof is ever discontinued for said purposes, the title thereto (or to the part so discontinued) shall revert to the then owners of said property. The right and privilege being reserved to Grantee, its successors, assigns or agents, to go upon said Property at any time for the purpose of removing, repairing, or replacing any City improvements installed thereon or thereunder.

THIS EASEMENT IS NOT VALID UNLESS COUNTERSIGNED BY THE CITY OF HOUSTON.

EXECUTED this _____ day of _____, 20_____.

GRANTOR(S):

Approved as to form:

Assistant City Attorney

THE STATE OF TEXAS §
COUNTY OF HARRIS §

(Individual)

This instrument was acknowledged before me on this _____ day of _____, 20____, by

_____.

(Seal)

Notary Public in and for the State of Texas

THE STATE OF TEXAS §
COUNTY OF HARRIS §

(Partnership acknowledged by partner or general partner)

This instrument was acknowledged before me on the _____ day of _____, 20____, by

(Name of acknowledging partner)

, as _____ on behalf of
(Partner or General Partner)

(Name of Partnership that is Grantor)

, a _____
(Partnership or Texas Limited Partnership)

(Seal)

Notary Public in and for the State of Texas

THE STATE OF TEXAS §
COUNTY OF HARRIS §

(Partnership acknowledged by another business entity)

This instrument was acknowledged before me on the _____ day of _____, 20____, by

(Name of acknowledging partner or officer)

, as _____, of
(Title -Partner, General Partner, Pres, VP)

(Name of business entity that is the general partner)

, a _____, on behalf of
(Type of entity, ie., partnership, corporation, LLC or other)

said business entity and executed this instrument as partner on behalf of _____.
(Name of partnership that is Grantor)

(Seal)

Notary Public in and for the State of Texas

THE STATE OF TEXAS §
COUNTY OF HARRIS §

(Acknowledgment for Corporation)

This instrument was acknowledged before me on the _____ day of _____, 20____,

by _____, _____ of
(Name of acknowledging officer - Pres. or VP, or other if named by corporate resolution) (Title of Officer)

(Name of Corporation)

, a _____ corporation, on behalf of said corporation.
(State of Incorporation)

(Seal)

Notary Public in and for the State of Texas

METES AND BOUNDS DESCRIPTION

FOR

A 0.006 acre, or 250 square feet more or less, easement, being out of part of Unrestricted Reserve "A" of Fort Bend ISD Briargate Subdivision recorded under Plat Number 20240026 in the Plat Records of Fort Bend County, Texas and a called 9.5212 acre tract of land conveyed to Fort Bend County Independent School District as described in a deed recorded in Clerk's File No. 213214 in the Official Public Records of Fort Bend County, Texas, also recording in Volume 272, Page 363 in the Deed Records of Fort Bend County, Texas, situated in the John LaFayette Survey, Abstract Number 280, in the Fort Bend County, Texas. Said 0.006 acre easement being more fully described as follows, with bearings based on the Texas Coordinate System of 1983 established for the South Central Zone from the North American Datum of 1983 (NA2011) epoch 2010.00.

COMMENCING: At a 1/2 inch iron rod found for the northwest corner of said 9.5212 acre tract. the southwest corner of a called 0.482 acre tract of land conveyed to Charles R. Ford and wife, Benieta Ford as described in a deed recorded in Clerk's File No. 83047677 in the Official Public Records of Fort Bend County, Texas, and being a portion of Unrestricted Reserve "A" of the Briargate Section 6 Subdivision as recorded in Volume 18, Page 6 in the Deed Records of Fort Bend County, Texas, also in the west right-of-way line of Blue Ridge Road having a width of 80 feet, recorded in Volume 12, page 14 in the Plat Records of Fort Bend County, Texas;

THENCE: S 2°42'26" E, along and with the east line of said 9.5212 acre tract and said Blue Ridge Road, a distance of 21.68 feet to a point in the common line of said 9.5212 acre tract and said Blue Ridge Road and the POINT OF BEGINNING of the herein described easement;

THENCE: Thence departing the east line of said Blue Ridge Road, over and across said 9.5212 acre tract, the following courses and distances:

N 87°17'34" E, a distance of 25.00 feet to a point for corner,

S 2°42'26" E, a distance of 10.00 feet to a point for corner,

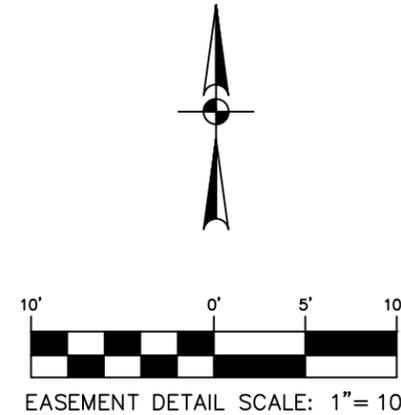
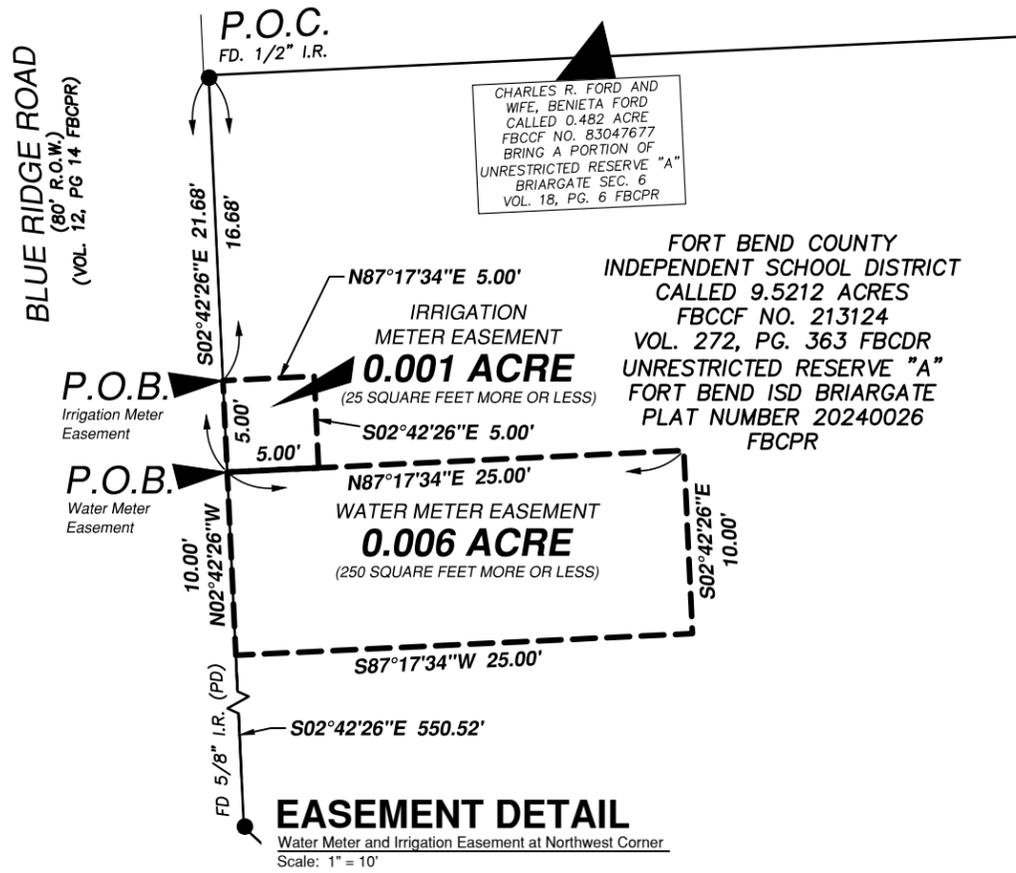
S 87°17'34" W, a distance of 25.00 feet to a point for corner in the common line of said 9.5212 acre tract and said Blue Ridge Road, from which a 5/8 inch iron rod found in the the common line of said 9.5212 acre tract and said Blue Ridge Road, bears S 2°42'26" E, a distance of 550.52 feet;

THENCE: N 2°42'26" W, along and with the common line of said 9.5212 acre tract and said Blue Ridge Road, a distance of 10.00 feet to the POINT OF BEGINNING and containing 0.006 acres in Fort Bend County, Texas. Said easement being described in accordance with a survey made on the ground, and a survey map prepared under job number 49115-23 by Pape-Dawson Engineers, Inc.

PREPARED BY: Pape-Dawson Consulting Engineers, LLC
DATE: May 20, 2024
Job No.: 49115-23
DOC. ID. K:\Survey\Survey23\49115-23\Word\49115-23FN Water Meter Easement.docx

Texas Registered Engineering Firm # 470
Texas Registered Surveying Firm # 10028800

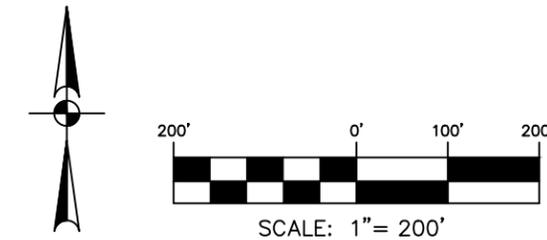
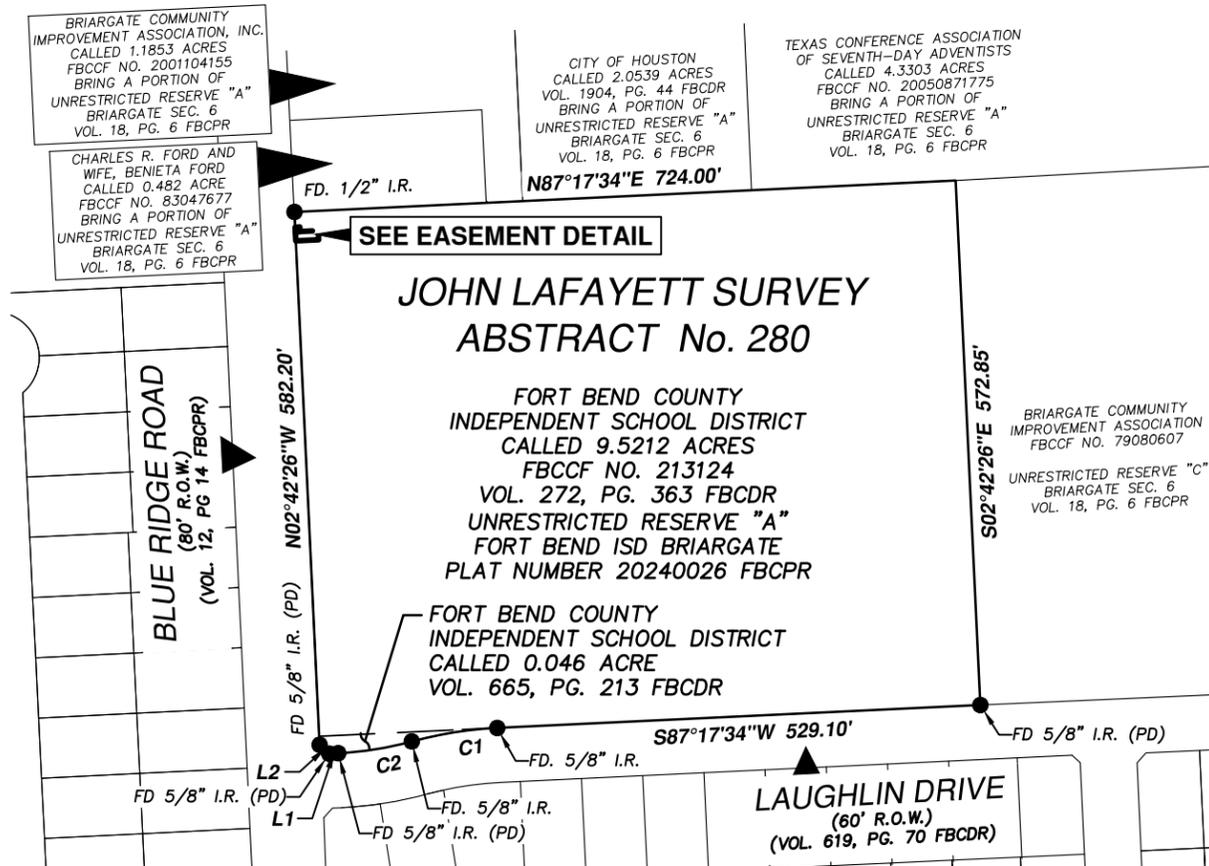




Austan W. Luper

PAPE-DAWSON ENGINEERS

24445 TOMBALL PARKWAY, STE 200 | TOMBALL, TX 77375 | 281.655.0634
 TEXAS ENGINEERING FIRM #470 | TEXAS SURVEYING FIRM #10028800



NOTES:

- THIS EXHIBIT IS ISSUED IN CONJUNCTION WITH A METES AND BOUNDS DESCRIPTION PREPARED UNDER JOB NO. 49155-23 BY PAPE-DAWSON ENGINEERS, INC.
- THE BEARINGS ARE BASED ON THE TEXAS COORDINATE SYSTEM ESTABLISHED FOR THE SOUTH CENTRAL ZONE FROM THE NORTH AMERICAN DATUM OF 1983 NAD 83 (NA2011) EPOCH 2010.00.
- THE COORDINATES SHOWN HEREON ARE TEXAS SOUTH CENTRAL ZONE No. 4204 STATE PLANE GRID COORDINATES (NAD83) AND MAY BE BROUGHT TO SURFACE BY MULTIPLYING THE COMBINED SCALE FACTOR OF 1.00013.

LEGEND:

- FC FILM CODE
- FBCCF FORT BEND COUNTY CLERK'S FILE NUMBER
- FBCPR FORT BEND COUNTY PLAT RECORDS
- FD. FOUND
- P.O.B. POINT OF BEGINNING
- R.O.W. RIGHT OF WAY
- W.M.E. WATER METER EASEMENT

SHEET 1 OF 1
49155-23

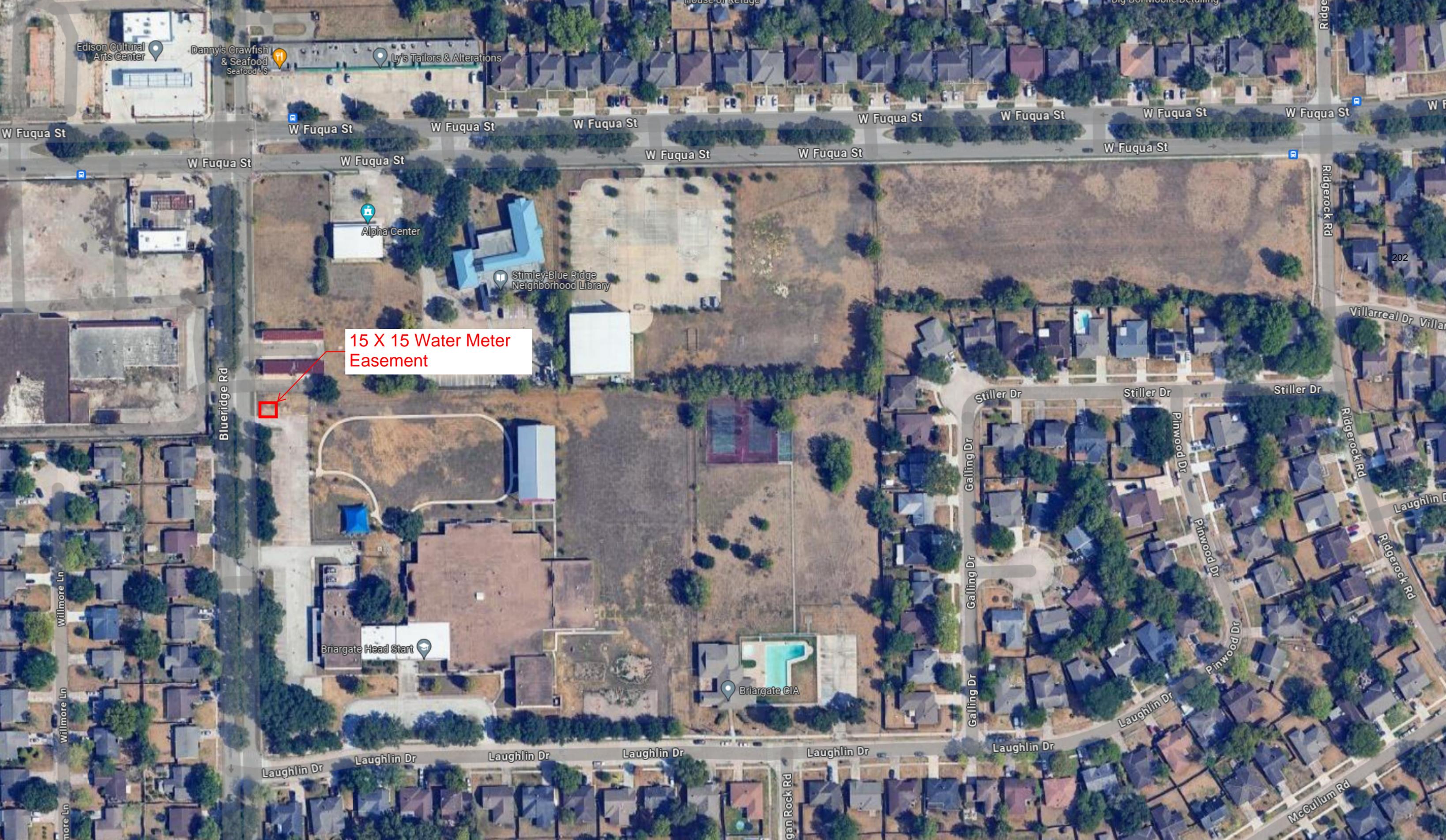
MAY 17, 2024



HOUSTON PUBLIC WORKS

APPROVAL _____	DATE _____
SURVEY SECTION _____	RIGHT OF WAY SECTION _____

KEY MAP No. 571 W	GIMS MAP No. 5150 a
PARCEL NO.	
JOB NO.	
WBS NO.	
ILMS NO.	



15 X 15 Water Meter Easement



Edison Cultural Arts Center

Danny's Crawfish & Seafood Seafood & S

Ly's Tailors & Alterations

Alpha Center

Stimley-Blue Ridge Neighborhood Library

Briargate Head Start

Briargate CIA

202

For: Fort Bend ISD Board of Trustees
Date: July 22, 2024
Action: Consideration and Approval: Budget Amendment Regarding Use of 2023 Bond Program Contingency Funds
References: Board Policy CV (Local) District Goal 5
Department: Operations

Recommendation

Consideration and approval for the use of 2023 Bond Program Contingency as proposed by Administration.

Summary

New Middle School No.16 (BP005) was identified as project requiring funds. The 2023 Bond Program was established with an initial program contingency of \$5,000,000 intended to address unforeseen critical issues. The cumulative program contingency as of June 30, 2024, is \$796,347.18.

The 2023 Bond 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 approves the use of available funds.

Administration recommends contributing \$5,200,000 of available funds from the Façade Upgrades and Renovations (BP024) budget. Administration is also requesting approval to use \$4,000,000 of program contingency funds to supplement the Middle School No.16 (BP005) budget.

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 22, 2024 Board meeting and reflects the projected 2023 Bond Program Contingency balance as of July 2024.

Description	Budget (Shortage)/Surplus
Cumulative program contingency as of June 30, 2024	\$796,347.18
<i>Contributions</i>	
BP024 Façade Upgrades	\$5,200,000.00
Contribution Sub-Total	\$5,200,000.00
Cumulative Program Contingency after Board Approval	\$5,996,347.18

<i>Uses</i>	
BP005 Middle School No.16	(\$4,000,000.00)
Use Sub-Total	(\$4,000,000.00)
Cumulative Program Contingency as of July 22, 2024	\$1,996,347.18

Recommended by:

Dr. Marc Smith
 Superintendent of Schools

Submitted by:

Dr. Damian Viltz
 Chief Operations Officer

For: Fort Bend ISD Board of Trustees
Date: July 22, 2024
Action: Consideration and Approval:
Construction Services Agreement for
Façade Upgrades & Renovations
(BP024)
References: Board Policy CV (Local)
District Goal 5
Department: Operations

Recommendation

Consideration and approval of a Construction Services Agreement with Bass Construction Co., Inc. for Façade Upgrades & Renovations (BP024) for a stipulated lump sum amount of \$8,115,500 and authorization for the Superintendent to negotiate and execute or terminate the agreement.

Summary

The 2023 Bond Program includes the upgrade and renovation of façades at Hodges Bend Middle School, Settlers Way Elementary School and Willowridge High School.

On June 26, 2023, the Board of Trustees (BOT) approved all project budgets for the 2023 Bond Program. The BOT also approved PBK Architects as the architect of record to design and prepare construction documents for the façade renovation and upgrades.

The Competitive Sealed Proposal solicitation CSP 24-053KB requested bids for Façade Upgrades & Renovations (BP024) construction. One firm responded to the CSP. Design & Construction staff, in collaboration with the Director of Purchasing and Materials Management acting in an oversight capacity, evaluated the proposal using an evaluation team composed of FBISD staff members from the Design & Construction, Procurement and Finance Departments.

The final ranking of the contractors is as follows:

Firm Name	CSP Score	Base Bid Amount
Bass Construction Co., Inc.	82.86	\$7,497,000

The bid amount received was under the original budget. Through negotiations with the general contractor and the project team, staff is recommending acceptance of an additive alternate along with the addition of an Owner’s Contingency Allowance for a total of \$8,115,500.

The alternate breakdown is as follows:

Alternate No. 3 – Add gymnasium foundation and masonry repair at Settlers Way Elementary School for a cost of \$118,500~~05~~

The allowance breakdown is as follows:

- Owner's Contingency Allowance: \$500,000
- a. Willowridge High School: \$250,000
 - b. Settlers Way Elementary School: \$100,000
 - c. Hodges Bend Middle School: \$150,000

The revised detailed project budget for Façade Upgrades & Renovations (BP024) is provided on the attached Exhibit 1.

CSP Contract	Package Number	Description	Revised Project Budget
CSP 24-053KB	BP024	Façade Upgrades & Renovations	\$19,677,763.00

The negotiated contract amount will be funded with 2023 Bond Program Funds as detailed on the above table.

Upon Board approval, staff will negotiate the contract for Façade Upgrades and Renovations and work will begin in fall 2024.

Recommended by:

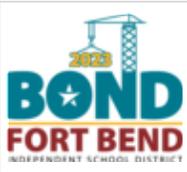
Dr. Marc Smith
Superintendent of Schools

Submitted by:

Dr. Damian Viltz
Chief Operations Officer

CSP 24-053KB BP024 Façade Upgrades and Renovations

	Evaluation Criteria (Government Code 2269)	Point System
1	The price; Section 2269.055.a (1) Total Proposed Pricing - Provides thoroughly developed, competitive pricing using the tables in Pricing Delivery information section of the CSP	40 points
2	Offeror's experience and reputation; Section 2269.055.a (2) Provides evidence of your experience in planning, staging and delivery of recent projects of similar scope and scale (14 pts)	19 points
	Past experience with FBISD and other school districts Provides a summary of nature of work, on time delivery and quality of work contracted with FBISD and/or other school districts and FBISD's assessment of the presented summary. (5 pts)	
3	Quality of the offeror's goods or services; Section 2269.055.a (3) Contractor's products should be new and be of the highest quality with an option to substitute for a company branded item of equivalent quality. (14pts)	21 points
	Quality of contractor's response in the proposal Effectively responds and processes all request for information and documentation included in this CSP (2pts)	
	Project Plan and schedule (5pts)	
4	Utilization of historically underutilized businesses; Section 2269.055.a (4)	N/A
5	Offeror's safety record; Section 2269.055.a (5) Provides a summary of Experience Modification Rate (EMR) for the last three years, as well as a summary of your company's safety policies and procedures	5 points
6	Offeror's proposed personnel; Section 2269.055.a (6) Proposed Personnel, personnel directly assigned to work on this project	5 points
7	Offeror's financial capability appropriate to the size and scope of the project; Section 2269.055.a (7) Provide proof of Insurance, financial stability and Letter of Surety from Bonding Company	5 points
8	SBE Commitment; CV (Local) 2017.04	5 points
	TOTAL	100



Project Summary
BP024 - Façade Upgrades & Renovations
 Exhibit - 1

Description	A A/E Design Fees & Reimbursables	B Design Contingency	C Other Professional Services	D Construction	E Construction Contingency	F FF&E	G Site Development	H Admin & Other Project Costs	I Project Contingency	TOTAL
HODGES BEND MIDDLE	\$293,926.00	\$47,271.00	\$108,798.00	\$3,715,983.00	\$313,578.00				\$34,346.00	\$4,513,902.00
RIDGEMONT ELEMENTARY	\$408,843.00	\$65,752.00	\$151,336.00	\$960,186.00	\$644,824.00				\$47,775.00	\$2,278,716.00
SETTLERS WAY ELEMENTARY	\$112,323.00	\$18,064.00	\$41,576.00	\$1,462,725.00	\$77,154.00				\$13,126.00	\$1,724,968.00
TOWNWEST ELEMENTARY	\$203,088.00	\$32,662.00	\$75,174.00	\$1,263,910.00	\$320,308.00				\$23,731.00	\$1,918,873.00
WILLOWRIDGE HIGH	\$601,754.00	\$96,777.00	\$222,742.00	\$7,550,630.00	\$699,082.00				\$70,319.00	\$9,241,304.00
TOTAL:	\$1,619,934.00	\$260,526.00	\$599,626.00	\$14,953,434.00	\$2,054,946.00				\$189,297.00	\$19,677,763.00

Tabulation Summary
 CSP 24-053KB BP024 Façade Upgrades and Renovations

Vendor	Purchase Price (40 pts. max)	Offeror's Experience and Reputation, Past Experience with FBISD and other school districts (19 pts. max)	Quality of the offeror's goods and services, Quality of contractor's response in the proposal, Project Plan and Schedule (21 pts. max)	Offeror's safety record (5 pts max)	Offeror's proposed personnel (5 pts max)	Offeror's financial capability (5 pts max)	SBEP commitment (5pts max)	Proposer's Total Score (100 pts. max)
Bass Construction Company, Inc.	40.00	13.90	15.50	3.75	2.20	4.01	3.50	82.86

For: Fort Bend ISD Board of Trustees
Date: July 22, 2024
Action: Consideration and Approval:
Construction Services Agreement for
New Middle School No.16 (BP005)
References: Board Policy CV (Local)
District Goal 5
Department: Operations

Recommendation

Consideration and approval of a Construction Services Agreement with Satterfield & Pontikes Construction, Inc. for the construction of new Middle School No.16 (BP005) for a stipulated lump sum amount of \$72,030,838 and authorization for the Superintendent to negotiate and execute or terminate the agreement.

Summary

The 2023 Bond Program includes the construction of a new Middle School No.16 (BP005).

On June 26, 2023, the BOT approved all project budgets for the 2023 Bond Program. The Bond also approved Corgan as the architect of record to design and prepare construction documents for the new middle school.

The Competitive Sealed Proposal solicitation, CSP 24-045KB, requested bids for the construction of Middle School No.16 (BP005). Two firms responded to the CSP. Two additional firms were disqualified by FBISD Purchasing as they were deemed to be non-responsive.

Design & Construction staff, in collaboration with the Director of Purchasing and Materials Management acting in an oversight capacity, evaluated the proposals using an evaluation team composed of FBISD staff members from the Design & Construction, Procurement and Finance Departments.

The final ranking of the contractors are as follows:

Firm Name	CSP Score	Base Bid Amount
Satterfield & Pontikes Construction, Inc.	89.47	\$77,900,000
Prime Contractors, Inc.	84.77	\$80,000,000

The bid received for this package came in above the originally approved project budget. Through value engineering and negotiations with the general contractor and project team, staff is recommending acceptance of additive and deductive alternates for a total construction cost of \$72,030,838.

The alternate breakdown is as follows:

Alternates	Amount
Alternate 1 – Base bid adjustment	\$(6,601,000)
Alternate 2 – Deviations (if Applicable)	\$(165,000)
Alternate 3 – New driveway on west and south side of property	\$375,000
Alternate 4 – New driveway as bypass to south parking lot	\$265,000
Alternate 8 – Water cooled chilled manufacturers	\$1,000,000
Value Engineering – Cost savings	\$(743,162)

On July 22 2024, staff will request utilization of \$4,000,000 from Bond 2023 Program Contingency to cover construction and other professional services for Middle School No.16 (BP005).

The revised detailed project budget for new Middle School No.16 (BP005) is provided on the attached Exhibit 1.

CSP Contract	Package Number	Description	Revised Project Budget
CSP 24-045KB	BP005	New Middle School No.16	\$91,293,936

The scope of work for this package includes construction of a new two-story middle school building with outdoor playfields, courtyard, track and tennis courts.

The negotiated contract amount will be funded with the 2023 Bond Program Funds as detailed on the above table.

Upon Board approval, staff will negotiate the contract for Middle School No.16 (BP005) and the work will begin fall 2024.

Recommended by:

Dr. Marc Smith
Superintendent of Schools

Submitted by:

Dr. Damian Viltz
Chief Operations Officer

CSP 24-045KB BP005 Construction of New Middle School #16

	Evaluation Criteria (Government Code 2269)	Point System
1	The price; Section 2269.055.a (1) Total Proposed Pricing - Provides thoroughly developed, competitive pricing using the tables in Pricing Delivery information section of the CSP	40 points
2	Offeror's experience and reputation; Section 2269.055.a (2) Provides evidence of your experience in planning, staging and delivery of recent projects of similar scope and scale (14 pts)	19 points
	Past experience with FBISD and other school districts Provides a summary of nature of work, on time delivery and quality of work contracted with FBISD and/or other school districts and FBISD's assessment of the presented summary. (5 pts)	
3	Quality of the offeror's goods or services; Section 2269.055.a (3) Contractor's products should be new and be of the highest quality with an option to substitute for a company branded item of equivalent quality. (14pts)	21 points
	Quality of contractor's response in the proposal Effectively responds and processes all request for information and documentation included in this CSP (2pts)	
	Project Plan and schedule (5pts)	
4	Utilization of historically underutilized businesses; Section 2269.055.a (4)	N/A
5	Offeror's safety record; Section 2269.055.a (5) Provides a summary of Experience Modification Rate (EMR) for the last three years, as well as a summary of your company's safety policies and procedures	5 points
6	Offeror's proposed personnel; Section 2269.055.a (6) Proposed Personnel, personnel directly assigned to work on this project	5 points
7	Offeror's financial capability appropriate to the size and scope of the project; Section 2269.055.a (7) Provide proof of Insurance, financial stability and Letter of Surety from Bonding Company	5 points
8	SBE Commitment; CV (Local) 2017.04	5 points
	TOTAL	100



Project Summary
BP005 - New Middle School 16
 Exhibit - 1

Description	A A/E Design Fees & Reimbursables	B Design Contingency	C Other Professional Services	D Construction	E Construction Contingency	F FF&E	G Site Development	H Admin & Other Project Costs	I Project Contingency	TOTAL
MS16	\$1,300,000.00	\$153,867.00	\$6,833,684.00	\$72,030,838.00	\$3,461,813.00	\$6,712,734.00	\$800,000.00	\$1,000.00		\$91,293,936.00
TOTAL:	\$1,300,000.00	\$153,867.00	\$6,833,684.00	\$72,030,838.00	\$3,461,813.00	\$6,712,734.00	\$800,000.00	\$1,000.00		\$91,293,936.00

Tabulation Summary
 CSP 24-045KB BP005 Construction of New Middle School #16

Vendor	Purchase Price (40 pts. max)	Offeror's Experience and Reputation, Past Experience with FBISD and other school districts (19 pts. max)	Quality of the offeror's goods and services, Quality of contractor's response in the proposal, Project Plan and Schedule (21 pts. max)	Offeror's safety record (5 pts max)	Offeror's proposed personnel (5 pts max)	Offeror's financial capability (5 pts max)	SBEP commitment (5pts max)	Proposer's Total Score (100 pts. max)
Satterfield & Pontikes Construction	40.00	17.80	17.85	2.38	3.90	4.54	3.00	89.47
Prime Contractors, Inc.	37.53	15.09	14.45	4.10	4.45	4.15	5.00	84.77

*Gilbane Building Company and NXTGEN Clean Energy Solutions were deemed Non Responsive

For: Fort Bend ISD Board of Trustees
Date: July 22, 2024
Action: Consideration and Approval: A/V
Equipment: Interactive Flat Panel Displays (Increase)
Reference: District Goal 5
Department: Information Technology

Recommendation

Consideration and approval to increase the existing contract awarded under 21-057AB Audio Visual Equipment Interactive Flat Panel Displays by \$5,300,000 for a total not to exceed amount of \$31,800,000 to continue purchasing SMART Interactive Flat Panels through August 2026.

Summary

In August 2021, the Board approved the purchase of interactive flat panel displays in an amount not to exceed \$26,500,000 through August 2026. Piraino Consulting was awarded the contract to implement SMART Interactive Flat Panels (IFP) in all Fort Bend ISD classrooms to replace aging, non-interactive projectors. The SMART Panels provide a bright, 4K display, wireless screensharing, multi-user interactivity, lesson capture, Lumio interactive lesson software, and many other features that teachers now rely on for daily instruction.

The original Board approval included funds to equip all active classrooms at the time and funding to cover the IFPs for the new campuses included in the 2018 Bond. The Information Technology Department is requesting an increase to cover IFP installation in new temporary buildings (T-Buildings), additional classrooms being brought online for campus growth, new campus construction planned in the 2023 Bond (ES 55, ES 56, MS 16), and campus discretionary installations into conference rooms, PLC rooms, etc.

Background

The original Bond 2018 project for IFP deployment in all existing instructional spaces was approved by the Board with a budget of \$26,500,000. With the increase of \$5,300,000, the expenditures are not expected to exceed \$31,800,000 through August 2026. The increase is included in the budget.

Vendor:	Piraino Consulting, Inc. ***
Budget Sources:	Bond Funds General Fund

	Grant Funds
Amount:	Not to exceed \$31,800,000
Other Supporting Information	
Sole Source:	N/A
Number of vendors contacted by Purchasing:	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 August 2026
Last solicitation date:	August 23, 2021
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

Recommended by:

Dr. Marc Smith
Superintendent of Schools

Submitted by:

Long Pham
Chief Information Officer

Bryan Guinn
Chief Financial Officer

For: Fort Bend ISD Board of Trustees
Date: July 22, 2024
Action: Consideration and Approval: Data Center Infrastructure and Related Services (Increase)
Reference: District Goal 5
Department: Information Technology

Recommendation

Consideration and approval to increase the existing contract awarded under 21-058LJ Data Center Infrastructure and Related Services by \$1,860,125 for a total not to exceed amount of \$9,300,625 to continue purchasing Data Center Infrastructure and Related Services through June 2026.

Summary

In June 2021, the Board approved the purchase of Data Center Infrastructure and Related Services, in an amount not to exceed \$7,440,500 through June 2026. The Information Technology Department is requesting an increase of \$1,860,125 to meet the needs of the District through June 2026.

The increase is needed to continue progress towards the District’s Infrastructure Technology Master Plan, including support for the ongoing growth of our District and new business requirements, which results in an increase in demand and the need to expand existing data center resources. A combination of life-cycle replacement of aging hardware, the enhancement of information security measures, and solutions addressing disaster recovery is included in this procurement.

With campus expansion and change in camera hardware, the surveillance project needs an extensive expansion of backend infrastructure to maintain and manage a stable environment. In addition to this, IT anticipates an expansion of current infrastructure by early 2026 to support the district’s growing demand.

Background

The previous Board approved amount was \$7,440,500 over a five-year period. The contract balance remaining under the current Board authorization is \$48,358. The expenditures are not expected to exceed \$9,300,625 through June 2026. Funding for the increase is included in the budget.

Requested by:	Long Pham, Chief Information Officer Bryan Guinn, Chief Financial Officer
Vendor:	Netsync Network Solutions ***

	Presidio Networked Solutions Group ***
Budget Sources:	Bond Funds General Fund Grant Funds
Amount:	Not to exceed \$4,200,000.00
Other Supporting Information	
Sole Source:	N/A
Number of vendors contacted by Purchasing:	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 June 2026
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

Recommended by:

Dr. Marc Smith
Superintendent of Schools

Submitted by:

Long Pham
Chief Information Officer

Bryan Guinn
Chief Financial Officer

For: Fort Bend ISD Board of Trustees
Date: July 22, 2024
Action: Consideration and Approval: IT
Staff Augmentation Services
(COOP)
Reference: District Goal 5
Department: Information Technology
Services

Recommendation

Consideration and approval for the purchase of IT Staff Augmentation Services from multiple vendors through various cooperative contracts for an amount not to exceed \$2,800,000 and authorization for the Superintendent to negotiate and execute the agreements through August 2029.

Summary

In December 2020, the Board approved 20-106LJ IT Staff Augmentation Services, which expires August 2024. The Information Technology Department (IT) is seeking approval for the continued purchase under 24-072AC Staff Augmentation Services for temporary technology staff labor.

Temporary staffing services are required to support critical IT initiatives that have a short timeline, or which exceed the abilities of available staff resources. These projects include many Bond-funded technology deployments that require additional staffing during the implementation phase. By using short-term staff augmentation services, existing IT staff can continue to focus on day-to-day operational support while the contracted labor can cover temporary spikes in demand due to new projects. Additionally, temporary staffing allows the District to control staffing costs better when there is a peak in staff demand.

The upcoming deployment of 46,000 laptops for all secondary students during the first few weeks of the school year is a prime example of an extremely large project with a short timeframe that could not be accomplished using only existing staff. By leveraging staff augmentation services, IT can ensure the successful roll out of the EquippED 1:1 laptops while maintaining the critical high-level of support teachers require during the back-to-school season.

This contract seeks approval under relevant statutes, including Chapter 44, §44.031(a) of the Texas Education Code and Chapter 791, Interlocal Cooperation Act, along with Board Policies CH (LEGAL) and CH (LOCAL) for purchasing goods and services. The Board of Trustees must approve proposed awards of \$50,000 or more.

Department of Information Resources (DIR), Sourcewell, and Omnia Purchasing cooperative contracts will allow the District to fulfill its temporary staffing services needs efficiently and effectively and complies with school district bidding requirements.

Renewal options are available through August 2029. Should the contract not be renewed for the full term, staff will utilize an alternate cooperative contract, or return to the Board to request authorization to utilize an alternate procurement method.

Background

Expenditures in 2022-23 were \$297,402. Expenditures year-to-date are \$140,000. Expenditures are not expected to exceed \$2,800,000 through August 2029.

Requested by:	Long Pham, Chief Information Officer Bryan Guinn, Chief Financial Officer
Vendor:	CDW Government LLC. GTS Technology Solutions, Inc.*** Insight Global Internal Data Resources, Inc. SHI Government Solutions. Texas GovLink, Inc.****
Budget Sources:	General Fund Bond Funds Grant Funds Federal Funds
Amount:	Not to exceed \$2,800,000
Other Supporting Information	
Sole Source:	N/A
Number of vendors contacted by Purchasing:	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 August 2029
Last solicitation date:	December 2020
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.

Recommended by:

Dr. Marc Smith
Superintendent of Schools

Submitted by:

Long Pham
Chief Information Officer

Bryan Guinn
Chief Financial Officer

For: Fort Bend ISD Board of Trustees
Date: July 22, 2024
Action: Consideration and Approval:
Instructional Tutors and Related Services
Reference: District Goal 5
Department: Teaching and Learning

Recommendation

Consideration and approval for the purchase of Instructional Tutors and Related Services 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 2029.

Summary

On February 11, 2024, Fort Bend ISD issued Request for Proposal RFP 24-031MG soliciting proposals for instructional tutors and related services. The intent of this solicitation is to establish a list of approved vendors that meet District requirements for high quality academic tutoring services who could partner with District departments and campuses to provide academic tutoring services directly to students. Academic Tutoring services solicited in this RFP include academic support in core content areas including Math, Science, Reading Language Arts, Social Studies and test preparation support for SAT, ACT, and TSIA 2.

Academic Tutoring Services were reviewed using the following considerations:

- Includes research-based strategies for high impact tutoring aligned to District approved practices.
- Provides well-trained, consistent tutors who build strong relationships with students.
- Provides tutoring that is aligned to core classroom content (TEKS) and/or test preparation (SAT, ACT, TSIA2).
- Can provide academic tutoring in a setting with a small student-tutor ratio including one-to-one and small group sessions for individualized support.
- Includes progress monitoring data on student growth as a result of tutoring sessions.
- Provides options for face-to-face (F2F) and/or online options for tutoring services with flexibility in scheduling of services for campuses and/or families.
- Provides differentiated support for students identified as Special Education, Emergent Bilingual, and Gifted and Talented.
- Can provide flexible options for tutors to work with students; for example: during the school day, before and after school, and/or on an alternative day including Saturdays.

- Can provide appropriate documentation on tutors as needed including, but not limited to, background checks, attendance and payment monitoring, and any reporting needs to meet federal funding requirements for and Title I.

An evaluation team comprised of Fort Bend ISD staff members from the Teaching & Learning, Social Emotional Learning & Comprehensive Health, Department of School Leadership, and Business and Finance departments, as well as campus staff and administrators evaluated the proposals. Vendors were evaluated based upon purchase price, reputation of the vendor, quality of the vendor’s goods or services, the extent to which their goods and services met the District’s needs, vendor’s past relationship with the District, and long-term cost to the District to acquire the vendor’s goods or services.

The District applied the “Best Value” process in selecting the vendor to be awarded in accordance with Chapter 44, §44.031 (b) of the Texas Education Code & CH (Local) CH (Legal) purchasing and acquisition District policies.

The term of this contract is for three (3) years with two (2) optional one-year extensions. The contract term will begin on July 23, 2024, and will run through July 23, 2027. With the two (2) option years, the contract can be extended until July 2029.

Background

Expenditures will not exceed \$5,000,000, through July 2029. Funding is included in the budget.

Requested by:	Dr. Jaretha Jordan, Deputy Superintendent of Teaching & Learning Bryan Guinn, Chief Financial Officer	
Vendors:	Intervene K-12 Be A Champion, Inc. Edmentum, Inc. Proximity Learning 4 Ever Clever Learning, LLC dba Sylvan Learning Center Chapter One NFP BrainBuzzed Tutoring Varsity Tutors, LLC FEV Tutor, Inc.	
Budget Sources:	General Fund Grant Funds	
Amount:	Not to exceed \$5,000,000	
Other Supporting Information		
Sole Source:	No	
Number of vendors contacted by Purchasing:	2245	
Number of vendors downloaded the solicitation:	155	
Number of responses received:	42	
Number of “no bid” responses received:		
Length of commitment:	Through July 2029	

Last solicitation date:	N/A
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.

Recommended by:

Dr. Marc Smith
 Superintendent of Schools

Submitted by:

Dr. Jaretha Jordan
 Deputy Superintendent of Teaching and Learning

Bryan Guinn
 Chief Financial Officer

RFP 24-031MG INSTRUCTIONAL TUTORS AND RELATED SERVICES

	Evaluation Criteria	Point System
1	<p>Purchase Price</p> <ul style="list-style-type: none"> • Offer a fair reasonable price for goods and services to be procured by Fort Bend ISD. • Pricing will be evaluated for reasonableness relative to the goods and services offered by each proposer. 	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. • Experience: Use and success of the product(s) and/or services in school districts or similar entities. (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"> • Relevant experience with school curriculum/content knowledge as it pertains to bid specifications. • Must have expertise in core content areas and research-based pedagogical practices • Customer service indicative of sound delivery of services • Qualifications: education, certifications, licenses, etc. 	25 points
4	<p>Extent to Which the Goods or Services Meet the District’s Needs</p> <ul style="list-style-type: none"> • All resources used are aligned to TEKS in all instructional areas • Tutoring options offer flexibility to campuses and families • Tutoring options are available in F2F or online formats • Academic supports include core content areas (math, science, reading language arts, social studies) and academic test preparation (SAT, ACT, TSIA 2) • Experience and competence in implementing with large school districts 	25 points
5	<p>Vendor’s Past Relationship with the District</p> <p>For reference, the vendor shall list the following:</p> <ul style="list-style-type: none"> • Past projects or similar service vendor has had with the district. • Past projects or similar service vendor has had with any K-12 Districts similar size or larger • Past projects or similar service vendor has had with any business or universities the size of our district. 	5 points

RFP 24-031MG INSTRUCTIONAL TUTORS AND RELATED SERVICES

6	<p>Long-Term Cost to the District to Acquire the Vendor’s Goods or Services Professional development, training, travel, warranty, other fees</p>	10 points
7	<p>Vendor’s Principal Place of Business is in the State of Texas or Employs 500 People in this State.</p>	0 Points
8	<p>Insurance Requirements</p> <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	<p>Service Agreement</p> <ul style="list-style-type: none"> • Extent to which the vendor agrees to our Standard Form of Agreement by signing the Vendor Information Sheet, vendor assent to the Terms and Conditions of Fort Bend ISD. 	Pass/Fail
10	<p>The impact on the ability of the district to comply with laws and rules relating to Historically Underutilized Businesses (HUB).</p>	N/A
	<p>TOTAL</p>	100 points

RFP 24-031MG INSTRUCTIONAL TUTORS AND RELATED SERVICES

Rev 1/23

Tabulation Summary
RFP 24-031MG Instructional Tutors and Related Services

Vendor	Purchase Price (25 pts max)	Reputation of the Vendor and the Vendor's Goods and Services (10 pts max)	Quality of the Vendor's Goods or Services (25 pts max)	Extent to Which the Goods or Services Meet the District's Needs (25 pts max)	Vendor's Past Relationship with the District or Similar Sized District (5 pts max)	Long-Term Cost to the District to Acquire the Vendor's Goods or Services (10 pts max)	Total Score (100 pts. Max)	Proposer's Ranking
Intervene K-12	18.42	9.40	20.90	19.00	3.70	7.30	78.72	1.00
BE A CHAMPION, INC.	25.00	10.00	15.40	14.00	4.20	10.00	78.60	2.00
Edmentum, Inc.	18.92	2.00	22.00	21.10	4.10	7.54	75.66	3.00
Proximity Learning	12.96	10.00	21.40	20.90	3.70	5.15	74.11	4.00
4 Ever Clever Learning, LLC/ DBA Sylvan Learning Center	11.29	10.00	22.00	20.30	3.90	4.44	71.93	5.00
Chapter One NFP	18.42	10.00	19.20	13.90	3.00	7.26	71.78	6.00
BrainBuzzed Tutoring	12.96	10.00	20.00	18.10	5.00	5.07	71.13	7.00
Varsity Tutors LLC	11.11	10.00	22.00	19.67	3.67	4.37	70.81	8.00
FEV Tutor, Inc.	13.46	9.90	19.40	18.80	3.60	5.29	70.45	9.00
Filo Edtech Inc.	17.50	9.20	15.40	15.00	3.40	6.97	67.47	10.00
Imagine Learning	5.19	10.00	21.70	21.20	4.20	2.05	64.33	11.00
Top Tier Tutoring, LLC.	11.29	9.40	18.00	17.33	3.67	4.45	64.14	12.00

Tabulation Summary
RFP 24-031MG Instructional Tutors and Related Services

Vendor	Purchase Price (25 pts max)	Reputation of the Vendor and the Vendor's Goods and Services (10 pts max)	Quality of the Vendor's Goods or Services (25 pts max)	Extent to Which the Goods or Services Meet the District's Needs (25 pts max)	Vendor's Past Relationship with the District or Similar Sized District (5 pts max)	Long-Term Cost to the District to Acquire the Vendor's Goods or Services (10 pts max)	Total Score (100 pts. Max)	Proposer's Ranking
Stride, Inc.	13.73	8.80	15.50	16.40	3.30	5.39	63.12	13.00
Children Come Click Education and Technology	5.65	9.90	20.20	20.70	4.20	2.23	62.88	14.00
University Instructors	4.90	10.00	19.89	18.78	3.89	1.93	59.38	15.00
Math-A-Matics Tutoring	11.86	2.00	18.20	18.40	3.70	4.66	58.82	16.00
Cignition, Inc.	4.64	8.80	20.80	19.20	3.50	1.83	58.76	17.00
MindRise Learning	15.91	8.00	11.80	13.60	2.90	6.33	58.54	18.00
CSD Holdings I LLC dba At-	5.07	9.60	20.10	17.10	3.90	2.00	57.77	19.00
Mathnasium - KV	7.78	10.00	15.40	16.80	3.30	3.05	56.33	20.00
UpReach Learning	6.67	10.00	16.60	16.20	4.00	2.62	56.09	21.00
HeyTutor, Inc.	6.80	2.00	20.70	19.60	3.90	2.69	55.68	22.00
TPR Education, LLC	6.48	9.20	17.00	16.67	3.56	2.57	55.47	23.00
Purple Ruler LLC	6.86	10.00	16.11	14.89	3.33	2.72	53.91	24.00

Tabulation Summary
RFP 24-031MG Instructional Tutors and Related Services

Vendor	Purchase Price (25 pts max)	Reputation of the Vendor and the Vendor's Goods and Services (10 pts max)	Quality of the Vendor's Goods or Services (25 pts max)	Extent to Which the Goods or Services Meet the District's Needs (25 pts max)	Vendor's Past Relationship with the District or Similar Sized District (5 pts max)	Long-Term Cost to the District to Acquire the Vendor's Goods or Services (10 pts max)	Total Score (100 pts. Max)	Proposer's Ranking
My Virtual Academy	6.14	10.00	16.10	14.50	3.40	2.43	52.57	25.00
Brainfuse	8.05	2.00	17.70	18.00	3.60	3.17	52.51	26.00
SJB Capital Group	5.43	9.80	16.60	12.70	3.70	2.15	50.37	27.00
Learn-It Systems d/b/a	8.86	2.00	15.30	16.70	3.90	3.49	50.25	28.00
Tutored by Teachers	3.57	8.00	17.10	14.50	3.70	1.41	48.28	29.00
Above & Beyond Learning,	5.04	9.70	14.10	12.30	3.50	1.99	46.62	30.00
Beacon Hill Preparatory	7.29	2.00	15.10	13.20	3.40	2.86	43.86	31.00
SUCCESS FOR ALL	2.30	10.00	13.70	11.50	3.60	0.91	42.01	32.00
Ann's Christian Learning	3.89	9.20	11.80	11.20	3.00	1.53	40.62	33.00
Ms. Transformer LLC	9.33	10.00	6.50	7.60	2.50	3.67	39.60	34.00
Instein Tutors	3.45	2.00	13.80	14.80	3.80	1.36	39.21	35.00
Hoot Reading Inc.	3.63	2.00	15.20	11.90	3.60	1.43	37.76	36.00

Tabulation Summary
RFP 24-031MG Instructional Tutors and Related Services

Vendor	Purchase Price (25 pts max)	Reputation of the Vendor and the Vendor's Goods and Services (10 pts max)	Quality of the Vendor's Goods or Services (25 pts max)	Extent to Which the Goods or Services Meet the District's Needs (25 pts max)	Vendor's Past Relationship with the District or Similar Sized District (5 pts max)	Long-Term Cost to the District to Acquire the Vendor's Goods or Services (10 pts max)	Total Score (100 pts. Max)	Proposer's Ranking
Tx-Star Speech Language	5.56	9.20	8.00	7.60	2.90	2.18	35.44	37.00
C. A. Community Services	4.73	9.80	8.30	7.30	1.60	1.86	33.59	38.00
Prep Academy Tutors USA	2.64	10.00	7.90	8.40	2.00	1.04	31.98	39.00
Making It Better, dba	1.35	2.00	11.50	11.90	3.60	0.53	30.89	40.00
Mathfundamentals.net LLC	2.33	10.00	7.30	8.10	1.20	0.92	29.84	41.00
The Living Word Pharmacy Technician School, LLC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

* The Living Word Pharmacy Technician School, LLC did not provide pricing with proposal submission

For: Fort Bend ISD Board of Trustees
Date: July 22, 2024
Action: Consideration and Approval:
Library Media Services and
Related Items (COOP)
Reference: District Goal 5
Department: Teaching and Learning

Recommendation

Consideration and approval for the purchase of library media services and related items from multiple vendors through various cooperative contracts in an amount not to exceed \$11,966,488 and authorization for the Superintendent to negotiate and execute the agreements through September 2029.

Summary

In August 2019, the Board approved RFP 19-074AB Book, eBooks, Audio Visual Media, and Related Items which expires in September 2024. The library materials and resources support the management, development, and maintenance of the library collections and programs. The contract under 24-035AC Library Media Services allows for the procurement of resources, databases, and programming materials that align with Texas State Library Standards, Fort Bend ISD library program guidelines, and policy.

Under this contract, Fort Bend ISD campus and district staff will utilize approved vendors to purchase products and services, including, but not limited to the following:

- Library Materials: Print materials such as library books, posters, enrichment material.
- Digital Materials: Digital access for students and teachers to eBooks and audio books.
- Makerspace Resources: Fostering hands-on creativity and innovation among students.
- Processing Materials: Library paperback and library bound books – supports heavy usage, the durability of library books, and streamlining collection development management.
- Database: Online licenses for reference materials, supplemental instructional materials, and streaming content.
- Library Catalog: Online licenses and tools to support resource management, interlibrary loans, circulation processes, and community transparency.
- Reference Resources: providing students and educators with authoritative information and support for the implementation of TEKS.
- Professional Resources: For teachers and staff members, facilitating ongoing professional development and instructional best practices.

This contract seeks approval under relevant statutes, including Chapter 44, §44.031(a) of the Texas Education Code and Chapter 791, Interlocal Cooperation Act, along with Board Policies CH (LEGAL) and CH (LOCAL) for purchasing goods and services. The Board of Trustees must approve proposed awards of \$50,000 or more.

Renewal options are available through September 2029. Should the contract not be renewed for the full term, staff will utilize an alternate cooperative contract, or return to the Board to request authorization to utilize an alternate procurement method.

Background

Expenditures in 2022-23 were \$4,103,881. The previous Board approved expenditure amount was \$18,771,555 over a five-year period. Expenditures will not exceed \$11,966,488 through September 2029. Funding is included in the budget.

Requested by:	Dr. Jaretha Jordan, Deputy Superintendent of Teaching & Learning Bryan Guinn, Chief Financial Officer
Vendor:	Abdo Publishing Co. *** Barnes & Noble *** Blue Willow Bookshop *** Bound To Stay Bound Books, Inc. *** Brodart Co. *** Carson Dellosa Publishing (Rourke Educational Media) *** Cavendish Square Publishing *** Cengage Learning *** Cheng & Tsui Company, Inc.*** Cherry Lake Publishing and Sleeping Bear Press *** Children's Plus, Inc. *** Coughlan Companies, LLC. *** Delaney Educational Enterprises, Inc. *** Demco *** Discount Magazines EBSCO Information Services *** Escue & Associates Follett School Solutions, Inc *** Garrett Book Company, LLC. *** Global Vending Gumdrop Books *** Hand2mind *** Heinemann *** Houghton Mifflin Harcourt *** Infobase Publishing *** Keystone Books & Media, LLC. *** Lakeshore Learning Materials ***

	Lerner Publishing Group *** Lightbox Learning, Inc. Literati *** Mackin Educational Resources *** Macmillian Holdings, LLC. *** Maker Maven *** McGraw-Hill Education, Inc. *** Mitinet Library Services Overdrive, Inc. *** Penworthy *** Perfection Learning Corp. *** Perma-bound *** Pioneer Valley Educ. Press *** Prufrock Press QEP Inc Professional Books *** Rosen Publishing Group *** Saddleback Educational, Inc. *** Scholastic, Inc. *** Sebco Books *** World Book *** Zoobean, Inc.
Budget Sources:	General Fund Bond Funds Grant Funds
Amount:	Not to exceed \$11,966,488
Other Supporting Information	
Sole Source:	N/A
Number of vendors contacted by Purchasing:	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 September 2029
Last solicitation date:	August 12, 2019
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.

Recommended by:

Dr. Marc Smith
Superintendent of Schools

Submitted by:

Dr. Jaretha Jordan
Deputy Superintendent of Teaching and Learning

Bryan Guinn
Chief Financial Officer

For: Fort Bend ISD Board of Trustees
Date: July 22, 2024
Action: Review: Mental Health Services
Reference: District Goal 4
Department: Social Emotional Learning & Comprehensive Health

Recommendation

Consideration and approval for the purchase of Mental Health Services from multiple vendors in an amount not to exceed \$5,000,000 and authorization for the Superintendent to negotiate and execute the agreements through August 2029.

Summary

On August 12, 2019, the Board approved RFP 19-092MC Mental Health Services which expires in August 2024. On February 20, 2024, the District issued RFP 24-043DE to identify qualified and experienced vendors to provide school-based mental health treatment and therapeutic services with little to no cost to the District. The majority of the funding for these services will be provided through the VOCA grant and other billing options that are made available to families by the vendors.

The VOCA grant funding continues to support our students, staff, and families for healthier lives and to work on their challenges. The grant funding is used to sustain our Multi-Tiered System of Support (MTSS) model that supports campus-based service while ensuring support goes to our students in need at all campuses across our District.

The funding for this program is from the Office of the Governor, Criminal Justice Division, under the Victims of Crime Act of 1984 (VOCA). Fort Bend ISD has been awarded the VOCA Grant for the 2023-24 school year, which will fund mental health services through September 30, 2024. This is the 5th consecutive year that Fort Bend ISD has been awarded the VOCA Grant.

Fort Bend ISD has applied for the VOCA grant to support mental health services from October 1, 2024, through September 30, 2025. The final determination of grant status is expected in October/November of 2024. If Fort Bend ISD is not awarded the VOCA grant in future years this will create challenges, yet the District will proceed with support for students with Tier 3 mental health needs through various funding sources and the six (6) District mental health therapists. Fort Bend ISD's six dedicated mental health therapists will be strategically deployed and will be focused on providing essential Tier 3 services, while identified vendors can provide Tier III services via other billing options, and funding sources made available to families.

In the meantime, Fort Bend ISD continues to submit Federal and State grant applications to secure funding for mental health contract services. The District will continue to train its staff to enhance Tier I and Tier II services, addressing the needs of VOCA-eligible students by facilitating groups, providing solution-focused counseling, and referring to community resources.

School-based mental health services have been implemented in other districts with success. The school-based approach allows students access to mental health professionals with specialized knowledge and expertise while not needing to miss school for appointments during their school day. Their primary focus is to identify students affected by trauma and provide trauma-focused mental health services within the school day. Below is a chart illustrating the historical expenditure information for VOCA Grant funds awarded to Fort Bend ISD for mental health services over the last five (5) years. VOCA Grant funds are awarded from October 1st through September 30th. The VOCA grant cycle does not align with the traditional school year.

An evaluation team comprised of Fort Bend ISD staff members from various departments and campuses evaluated the proposals. The vendors were selected by the evaluation team because they represent the best overall quality and value for the District. The District applied the “Best Value” process in selecting the vendor to be awarded in accordance with Chapter 44, §44.031 (b) of the Texas Education Code & CH (Local) CH (Legal) purchasing and acquisition District policies.

The evaluation team meticulously evaluated each mental health provider by the services they can provide the District. Based on this assessment, two distinct categories emerged:

- Primary Providers: These providers demonstrated exceptional qualifications and capacity to provide comprehensive mental health services and are well-equipped to address a wide range of student needs effectively for the entire district.
- Secondary Providers: The secondary providers will contribute to the continuum of care but may focus on specific services or serve as backups when primary providers are unavailable.

This categorization ensures that the District can meet diverse mental health needs while maintaining a robust network of support for students.

The term of this contract is for three (3) years with two (2) optional one-year extensions. The contract term will begin on August 8, 2024, and will run through August 7, 2027. With the two (2) option years, the contract can be extended until August 2029. Below is a chart illustrating the historical expenditure information for VOCA Grant funds awarded to FBISD for mental health services in FBISD over the last five years. VOCA

Grant funds are awarded from October 1st through September 30th. The VOCA grant cycle does not align with the traditional school year.

Year	VOCA Funds Awarded	Total Expenditure
10/1/19 - 9/30/20	1,544,000	661,302
10/1/20 - 9/30/21	400,000	132,230
10/1/21 - 9/30/22	395,208	362,258
10/1/22 - 9/30/23	392,125	392,125
10/1/23 - 9/30/24	435,400	289,686 (as of 2/2024)

Expenditures will not exceed \$5,000,000 over a five-year period. This amount represents approximately \$1,000,000 annually, where \$500,000 is from the grant pending approval.

Requested by:	Dr. Jaretha Jordan, Deputy Superintendent of Teaching and Learning Bryan Guinn, Chief Financial Officer	
Vendor:	<p>Primary Daybreak Health Clearhope Counseling & Wellness Center*** DePelchin Children's Center Invo Healthcare Associates, LLC. ***</p> <p>Secondary Safe Place Counseling & Consulting LLC Hazel Health</p>	
Budget Sources:	General Fund Federal Funds	
Amount:	Not to exceed \$5,000,000	
Other Supporting Information		
Sole Source:	N/A	
Number of vendors contacted by Purchasing:	4127	
Number of vendors downloaded the solicitation:	175	
Number of responses received:	23	
Number of "no bid" responses received:	5	
Length of commitment:	Through August 2029	
Last solicitation date:	May 15, 2019	
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.

Recommended by:

Dr. Marc Smith
Superintendent of Schools

Submitted by:

Dr. Kimberly Lawson
Chief Academic Officer

Bryan Guinn
Chief Financial Officer

RFP 24-043DE Mental Health Services

	Evaluation Criteria	Point System
1	<p>Purchase Price</p> <ul style="list-style-type: none"> • Offer a fair reasonable price for goods and services to be procured by Fort Bend ISD. • Pricing will be evaluated for reasonableness relative to the goods and services offered by each proposer. 	30 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. • Experience: Use and success of the product(s) and/or services in school districts or similar entities. (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"> • Demonstrates competence: experience, etc. • Relevant experience • Experience and competence in dealing with large school districts • Customer service indicative of sound delivery of services • Certification requirements • Professional License requirements • Vendors Experience and Expertise • Vendors monthly reporting system 	30 points
4	<p>Extent to Which the Goods or Services Meet the District's Needs</p> <ul style="list-style-type: none"> • Vendors services align to support the district priority in the identified content area. • Firm's understanding of FBISD's need and scope of work to be performed. • Firm's approach and proposed methodology • Counseling locations available (campus-based, non-campus-based, homebased) Year-round services • Accepts multiple billing options (private insurance, self-pay, Medicaid, sliding scale, etc. • Include any funding sources the proposer brings to fund services 	20 points
5	<p>Vendor's Past Relationship with the District For reference, the vendor shall list the following for same service:</p> <ul style="list-style-type: none"> • Past experience with FBISD • Past experience vendor has had with any K-12 Districts of similar size or larger. • Past experience vendor has had with any business or universities of similar size or larger. 	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"> • Other fees and other added cost 	5 points
7	<p>Vendor's Principal Place of Business is in the State of Texas or Employs 500 People in this State.</p>	0 points
8	<p>Insurance Requirements</p> <ul style="list-style-type: none"> • Certificate of Insurance as requested in the solicitation. 	Pass/Fail

9	Service Agreement <ul style="list-style-type: none"> Extent to which the vendor agrees to our Standard Form of Agreement by signing Vendor Information Sheet, you assent to the Terms and Conditions of Fort Bend ISD. 	Pass/Fail
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

Tabulation Summary
RFP 24-043DE Mental Health Services

Vendor	Purchase Price (30 pts. Max)	Reputation of Vendor and Vendor's Goods and Services (10 pts. Max)	Quality of Vendors Goods and Services (30 pts. Max)	Extent to which the Goods and Services Meet the Needs of the District (20 pts. Max)	Vendors Past Relationship with the District (5 pts. Max)	Long Term Cost to the District (5 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
DePelchin Children's Center	30.00	9.50	28.00	19.25	3.92	5.00	95.67	1
Daybreak Health	30.00	9.58	26.42	18.00	3.67	1.62	89.29	2
Clearhope Counseling & Wellness Center	10.53	10.00	28.58	18.25	4.83	2.84	75.03	3
Hazel Health	27.04	9.92	20.50	9.92	3.75	2.92	74.04	4
Safe Place Counseling & Consulting LLC	18.54	10.00	22.17	13.00	3.50	3.50	70.71	5
Invo Healthcare Associates, LLC.	11.80	9.26	25.33	15.92	4.75	3.18	70.24	6
GDI Enterprises	30.00	10.00	6.46	4.46	1.27	5.00	57.18	7
Back to Eden Fellow Program	12.98	10.00	14.42	10.25	2.50	3.50	53.65	8
Waco Center Investments LLC dba Sterling Staffing Solutions	13.14	10.00	14.83	7.50	3.25	3.54	52.26	9
Beach Cities Learning d/b/a Learn Academy	12.98	10.00	12.75	9.00	2.75	3.50	50.98	10
A Healing Path Counseling & Consulting, PLLC	10.38	9.94	14.67	11.17	1.50	2.80	50.46	11
Therapy Travelers LLC & 3Chords Inc. collectively DBA	14.75	9.46	10.92	6.33	2.17	3.98	47.61	12
Collaborate With Christina	8.65	10.00	13.42	9.67	2.17	2.33	46.24	13
Tele-Help, Inc. dba TeleHelp 24/7	12.98	1.00	16.08	8.75	3.50	3.50	45.81	14
The Release Center, PLLC	11.29	1.00	16.50	10.33	2.25	3.04	44.41	15
National Recruiting Consultants	15.27	8.17	9.25	4.75	2.42	4.12	43.98	16
Happy Soul Counseling & Wellness	10.82	1.00	14.17	8.17	2.25	2.92	39.32	17
SpringHealth Behavioral Health and Integrated Care Texas,	10.38	10.00	8.75	5.58	1.75	2.80	39.26	18
ADMORE BEHAVIORAL THERAPY	10.82	8.33	8.58	6.00	1.83	2.92	38.48	19
New Beginnings Life Coaching Academy	18.54	1.00	4.83	4.42	1.33	5.00	35.12	20
Ellie Mental Health Cypress Copperfield	12.48	1.00	8.83	6.33	1.67	3.37	33.68	21
ATC Healthcare Services, LLC	10.02	1.00	7.33	4.58	1.83	2.70	27.47	22
MyQabila	10.82	1.00	3.58	3.33	0.92	2.92	22.57	23