

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

Monday, October 27, 2025

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This is Notice that the Fort Bend Independent School District Board of Trustees will hold a Public Budget Hearing on Monday, October 27, 2025, beginning at 6:00 PM in the Board Room of the Fort Bend ISD Administration Building, 16431 Lexington Blvd., Sugar Land, TX 77479. The agenda packet for the meeting is available at <https://meetings.boardbook.org/Public/Organization/649>.

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

1. Call to order
2. National Anthem
3. Moment of Silence
4. Recognitions 5
5. Recognition of Outgoing Trustee Sonya Jones
6. Public Comment
7. Superintendent Update
8. Board Activity Report
9. Information
  - A. 2025 BOY Student Achievement Update 6
  - B. Special Education Update 17
  - C. Intruder Detection Report 26
10. Consent Agenda  
*All items under the Consent Agenda are acted upon by one motion. Upon a Board Member's request, any item on the Consent Agenda shall be moved to the Action portion of the regular agenda.*

<b>A. 2025-26 District Improvement Plan Performance</b>	<b>28</b>
<b>Objectives:</b> Consideration and approval of the District Performance Objectives and corresponding House Bill 3 Goals included in the District Improvement Plan (DIP) for the 2025- 26 school year.	
<b>B. CIP Performance Objectives – 2025-2026:</b>	<b>33</b>
Consideration and approval of the Campus Improvement Plan Performance Objectives for the 2025 – 26 school year.	
<b>C. Turnaround Plans (TAPs) – 2025-2026:</b>	<b>96</b>
Consideration and approval of the Turnaround Plans as required by TEA for the 2025 – 26 school year for the following campuses:	
<ul style="list-style-type: none"> <li>• Lake Olympia Middle School</li> <li>• McAuliffe Middle School</li> <li>• Missouri City Middle School</li> </ul>	
<b>D. Updated Renewal Agreement with Houston Community College:</b>	<b>181</b>
Consideration and approval to renew the updated agreement with Houston Community College to offer dual credit, college prep, and early college programs.	
<b>E. 2025-26 Student Code of Conduct Amendment:</b>	<b>228</b>
Consideration and approval of the 2025-26 Student Code of Conduct 89th Legislative Session amendments.	
<b>F. Board of Trustees Meeting Minutes:</b>	<b>329</b>
Consideration and approval of the minutes Fort Bend ISD Board of Trustees meetings and/or public hearings on the following dates:	
<ul style="list-style-type: none"> <li>• September 8, 2025 Special Called Meeting – TASB Compensation Study Workshop</li> <li>• September 8, 2025 Called Meeting and Agenda Review</li> <li>• September 15, 2025 Public Hearing Tax Rate</li> <li>• September 15, 2025 Regular Business Meeting</li> <li>• September 22, 2025 Team Building</li> </ul>	
<b>G. Consideration and approval of proposed expenses that exceed \$50,000:</b>	
Specifically for:	
<b>1. Districtwide Pressure Washing Services:</b>	<b>351</b>
Consideration and approval for the purchase of District-wide pressure washing services from multiple vendors in an amount not to exceed \$300,000 over a five-year period and authorization for the Superintendent to negotiate and execute the agreements through October 2030.	
<b>2. Generator Preventative Maintenance Support and Related Services (COOP):</b>	<b>356</b>
Consideration and approval for the purchase of generator preventive maintenance support and related services from	

Clifford Power through a cooperative contract with BuyBoard Purchasing Cooperative in an amount not-to-exceed \$1,300,000 over a five-year period and authorization for the Superintendent to negotiate and execute the agreement through October 2030.

**3. Swimming Pool Chemicals, Supplies, Equipment and Services (COOP):** Consideration and approval for the purchase of swimming pool chemicals, supplies, equipment and services from Progressive Commercial Aquatics and Hancock Pool Services under a cooperative contract with BuyBoard Purchasing Cooperative in an amount not-to-exceed \$700,000 over a five-year period and authorization for the Superintendent to negotiate and execute the agreements through October 2030. **359**

**4. Prevailing Wage Rate Resolution:** Consideration and approval of the adoption of the minimum Prevailing Wage Rate Schedule dated by Board Resolution for construction workers employed by contractors and subcontractors on public works projects in FBISD. **362**

**5. Budget Amendment Regarding Use of 2018 Bond Program Contingency Funds (Federal E-Rate Reimbursement):** Consideration and approval for the allocation of Federal E-Rate Reimbursement funds within the 2018 Bond Program Contingency as proposed by Administration. **368**

**6. District Network Security (Coop):** Consideration and approval for the purchase of district network security from Solid Border, Inc. and SHI-Government Solutions under a cooperative contract with the Texas Department of Information Resources (DIR) and The Interlocal Purchasing System (TIPS) in an amount not to exceed \$5,100,000 over a five-year period, and authorization for the Superintendent to negotiate and execute the agreements through October 2030. **370**

**7. Budget Amendment Regarding Use of 2023 Bond Security Contingency Funds:** Consideration and possible approval for use of 2023 Bond Safety and Security Contingency as proposed by Administration. **373**

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 FNG parent grievance of Arianna F. to a Board hearing officer, or to schedule a future Board meeting to hear and consider the grievance.

12. Reconvene in Open Session

13. Consider Action on Closed Session Items

14. Action

15. Future Meeting Discussion

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16. Adjournment

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*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.

# Fort Bend Independent School District

## Executive Summary

<b>Regular Board Meeting</b>		<b>Meeting Date: October 27, 2025</b>
<b>Agenda Item Title: Recognition</b>		
<b>Board Policy:</b>	<b>District Priority: Priority 2</b>	
<b>Department:</b> Chief Communication Officer		
Are there related documents to be signed by the Board? NO		
<input checked="" type="checkbox"/> Administration has reviewed the final submission for this agenda item.		
<input type="checkbox"/> Reviewed by Deputy Superintendent		<input type="checkbox"/> Reviewed by Chief of Staff

<b>Recommendation</b>
The Administration recommends that the Board recognize: <ul style="list-style-type: none"><li>National Anthem performance from Hightower High School Band</li></ul>

<b>Summary/Background</b>
National Anthem performance by the band ensemble from Hightower High School led by band director, Ryan Clift.

Recommended by:

Dr. Marc Smith  
Superintendent of Schools

Submitted by:

Chassidy Olainu-Alade  
Chief Communications Officer

# Fort Bend Independent School District

## Executive Summary

<b>Regular Board Meeting</b>		<b>Meeting Date: October 27, 2025</b>
<b>Agenda Item Title: Information: 2025 BOY Student Achievement Update</b>		
<b>Board Policy: AIA (Legal)</b>	<b>District Priority: Priority 1</b>	
<b>Department:</b> Deputy Superintendent Teaching & Learning		
Are there related documents to be signed by the Board? NO		
<input checked="" type="checkbox"/> Administration has reviewed the final submission for this agenda item.		
<input type="checkbox"/> Reviewed by Deputy Superintendent		<input checked="" type="checkbox"/> Reviewed by Chief of Staff

<b>Recommendation</b>

<b>Summary/Background</b>
Staff will present the 2025 Beginning-of-Year (BOY) MAP results, highlighting key data and outcomes for our students. The presentation will focus on student performance, growth indicators, and trends, including information related to the performance of student subpopulation groups.

Recommended by:

Dr. Marc Smith  
Superintendent of Schools

Submitted by:

Dr. Jaretha Jordan  
Deputy Superintendent Teaching & Learning

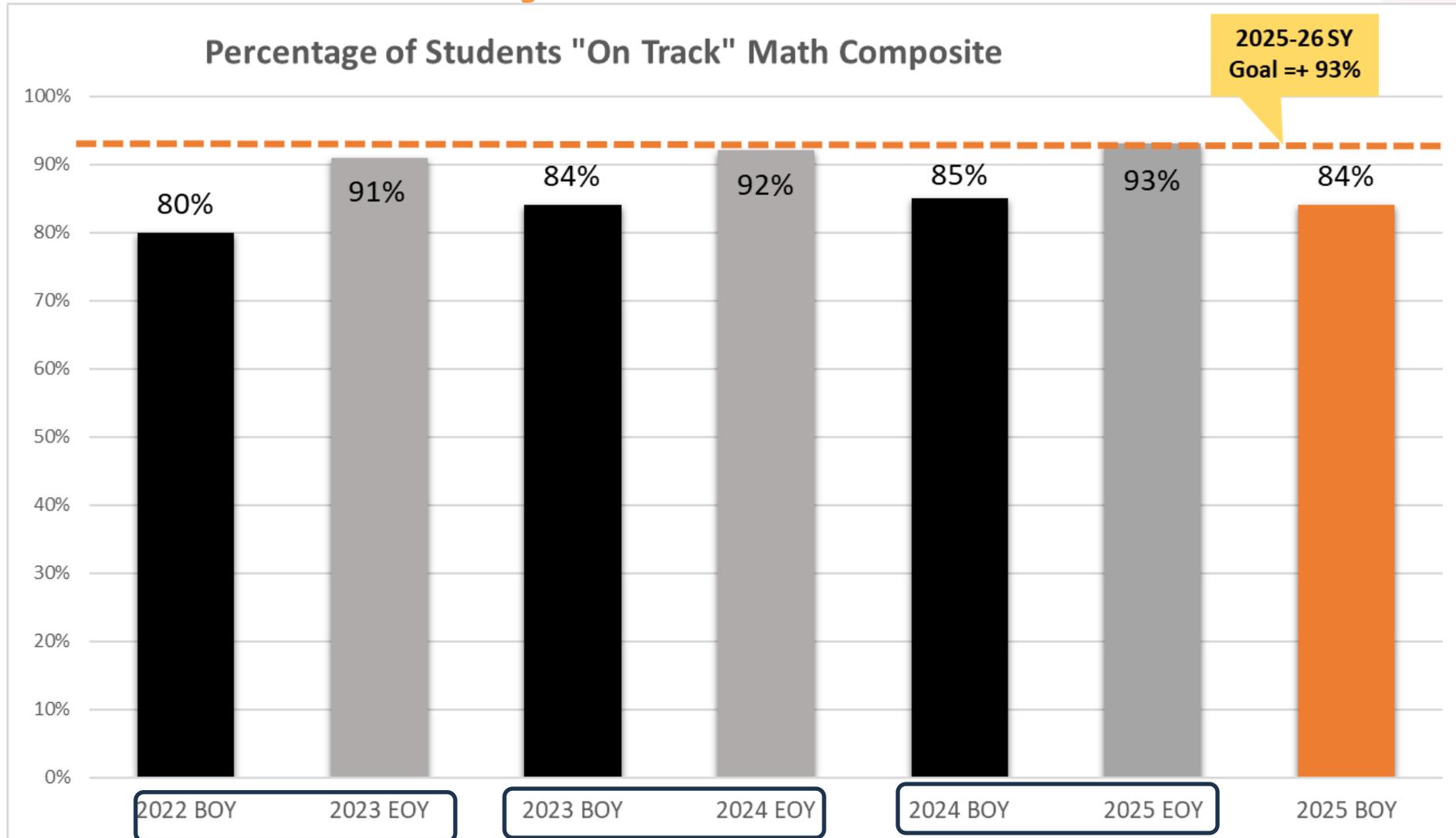
Dr. Adam Stephens  
Chief Academic Officer



# BOY Student Achievement Update

FBISD  
**Lead**  
THE PAC  
LEVEL UP!

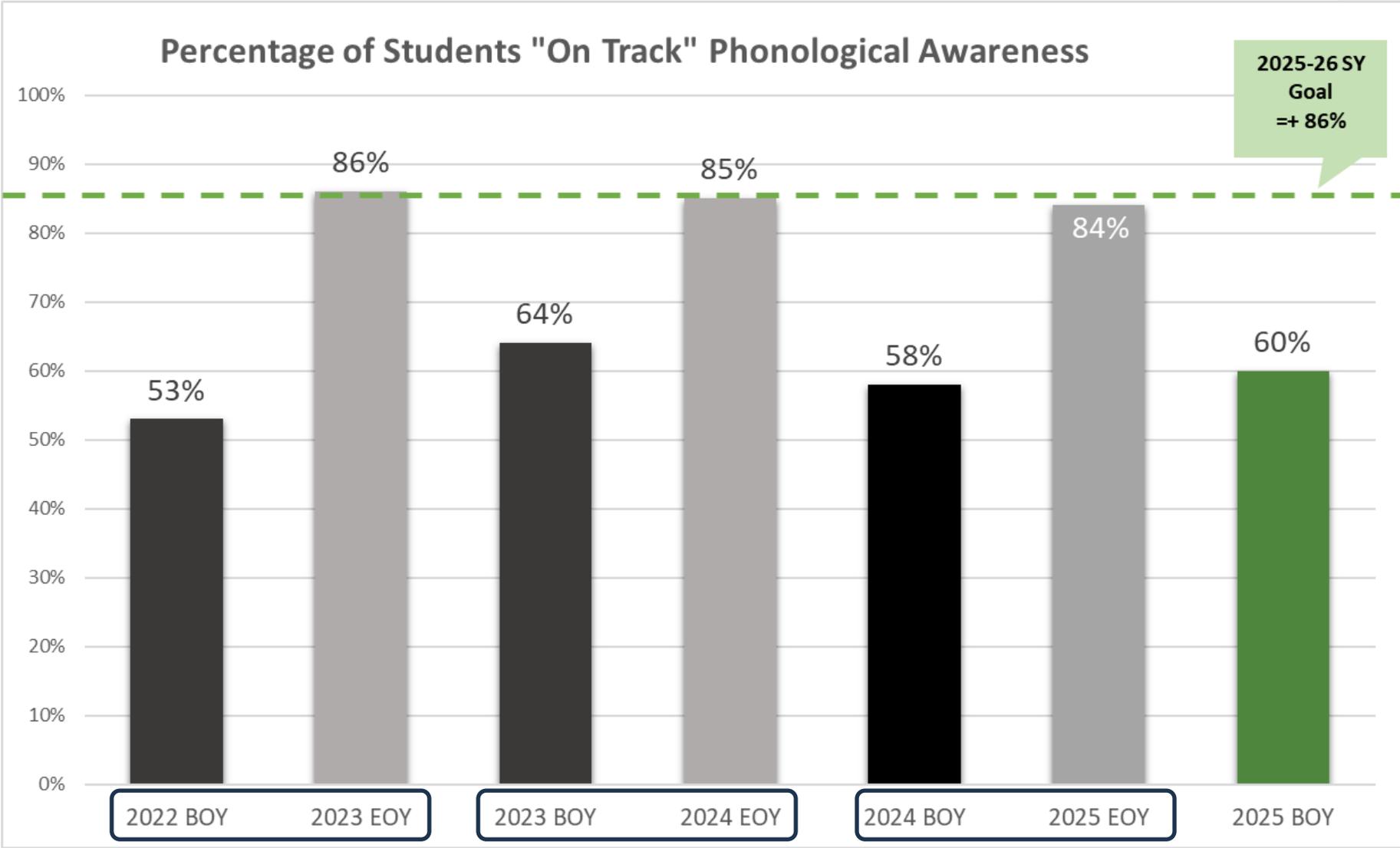
# PreK4 Early Math Circle BOY Data



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# PreK4 Early Literacy Circle BOY Data



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# MAP vs. STAAR the Basics

## STAAR Test

**Purpose:** Measures mastery of grade-level knowledge and skills, evaluating overall performance against state standards.

**Format:** Standardized, non-adaptive, and administered once per year at the end of the school year.

**Nature:** A high-stakes, summative assessment used to evaluate both student achievement and overall system performance.

**Alignment:** STAAR is directly tied to Texas state standards

## MAP Test

**Purpose:** Measures academic achievement and growth over time by adapting to each student's performance.

**Format:** Computer-adaptive; the difficulty of questions adjusts in real time based on responses, creating a personalized assessment for each student.

**Nature:** A formative assessment administered multiple times during the year (beginning, middle, and end) to monitor progress and identify areas for targeted support.

## Key Differences

**Adaptive vs. Standardized:** MAP is computer-adaptive and personalized to each student, while STAAR is a uniform, standardized assessment.

**Frequency:** MAP is administered multiple times throughout the year, whereas STAAR is given once annually.

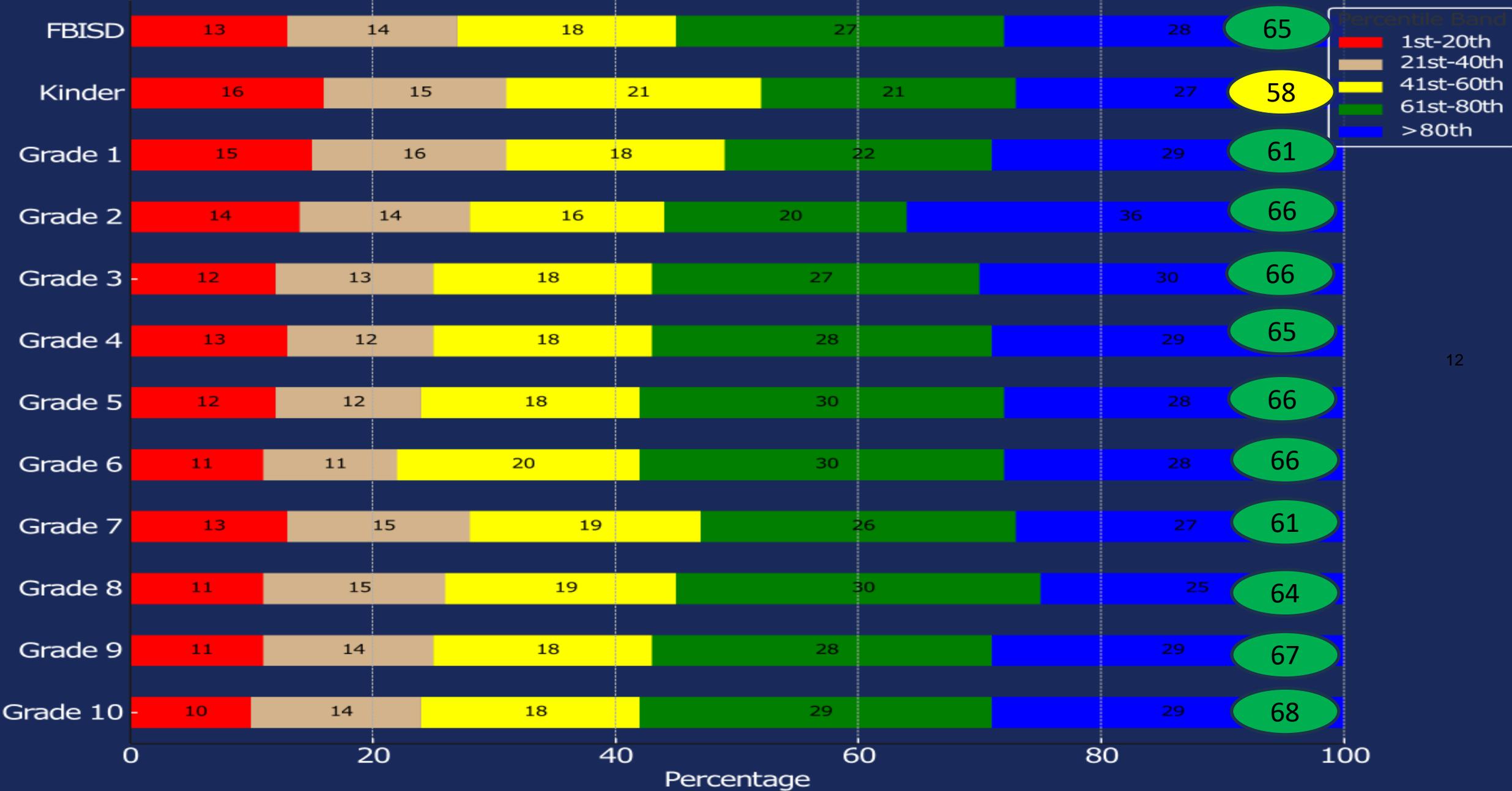
**Purpose:** MAP focuses on measuring individual growth and current achievement across a wide range of skills, while STAAR evaluates mastery of grade-level standards at a single point in time.

# 2025 MAP Growth Norms Update

- The data used to produce the MAP Growth norms were sampled from 116 million scores of 13.8 million students across 30,000 schools spanning six testing terms from fall 2022 to spring 2024.
- MAP Growth continues to report scores on the same RIT scale — but the reference group has changed.
- The 2025 norms reflect a more recent national sample, making percentile comparisons more relevant to today's students. While the test scale itself is unchanged, the new norms provide updated context for interpreting student achievement and growth.
- Past BOY-to-BOY comparisons are harder now due to the change in norms, limiting year-to-year comparisons.

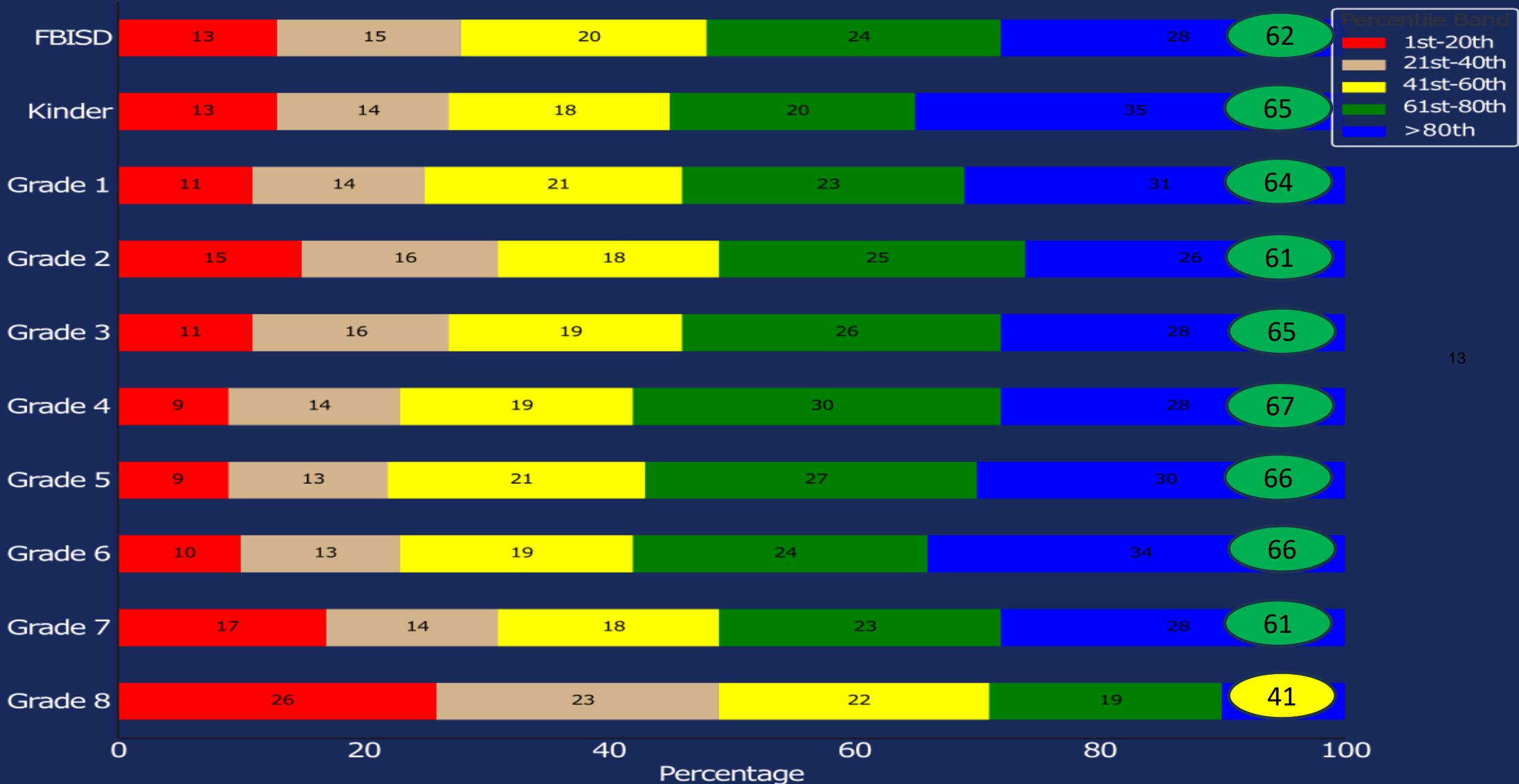
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# BOY Reading Achievement



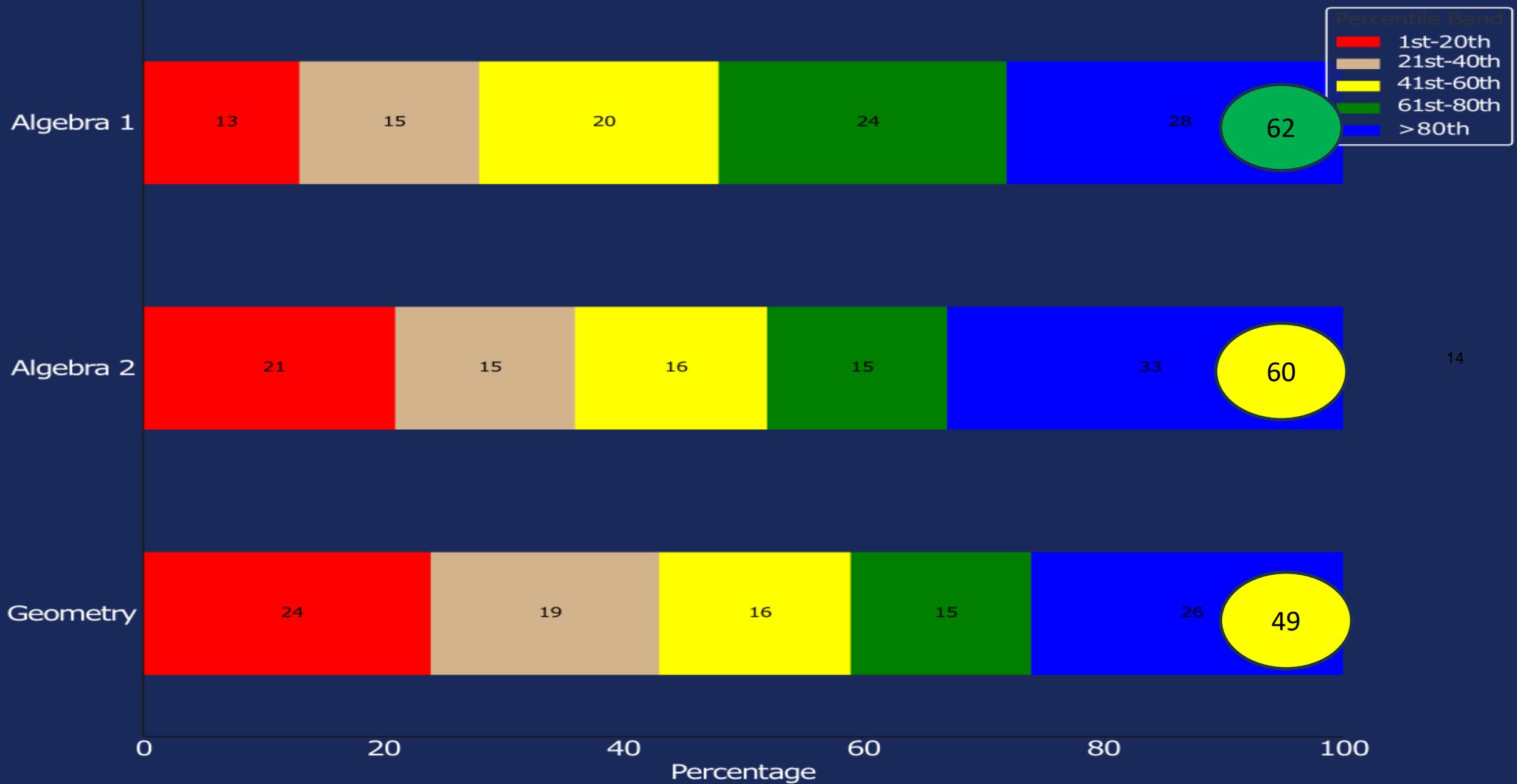
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# BOY Math Achievement

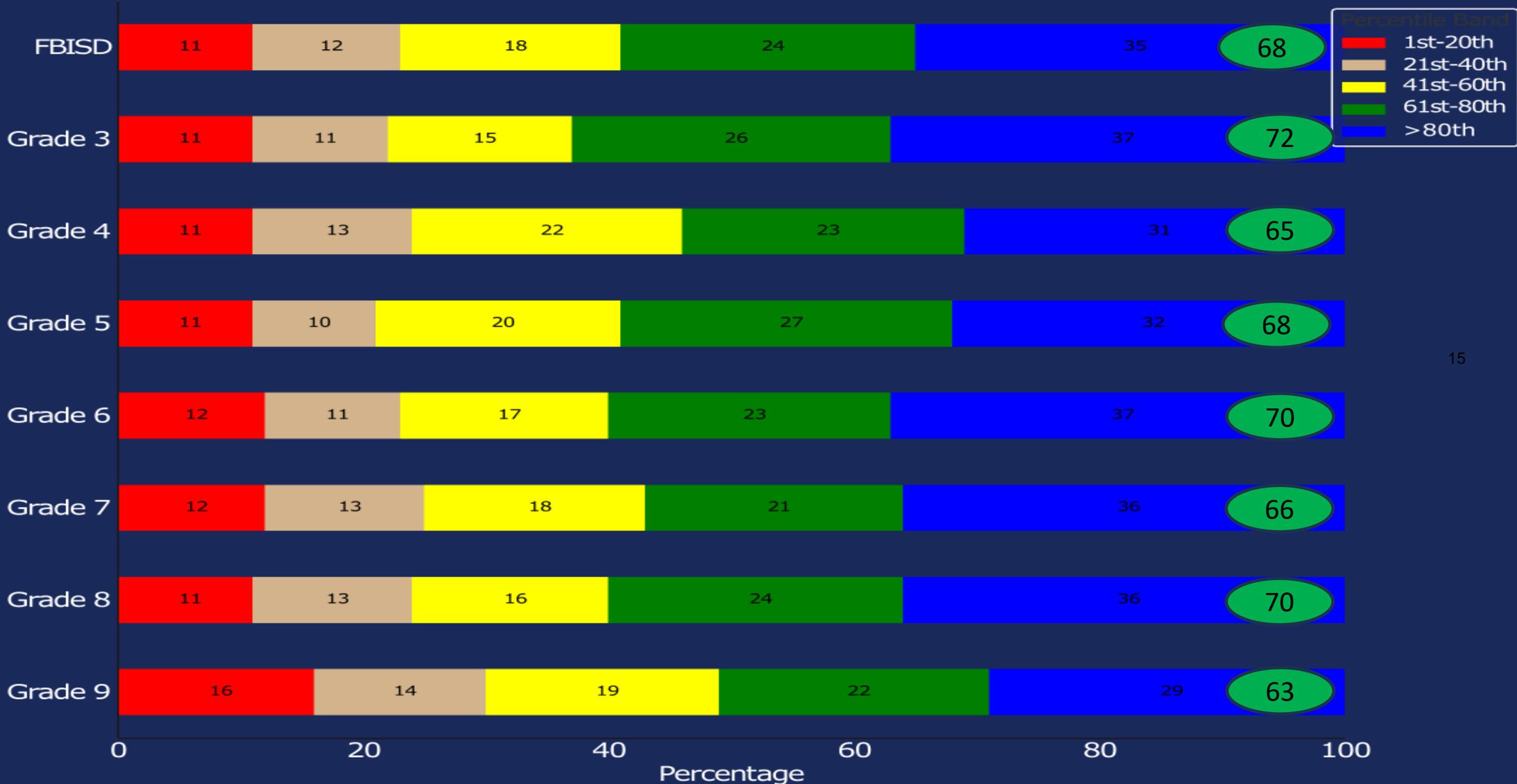


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# BOY Secondary Math Achievement



# BOY Science Achievement



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**Thank You**

# Fort Bend Independent School District

## Executive Summary

<b>Regular Board Meeting</b>		<b>Meeting Date: October 27, 2025</b>
<b>Agenda Item Title: Information: Special Education Update</b>		
<b>Board Policy: EHBA</b>	<b>District Priority: Priority 1</b>	
<b>Department:</b> Deputy Superintendent Teaching & Learning		
Are there related documents to be signed by the Board? Choose Item		
<input checked="" type="checkbox"/> Administration has reviewed the final submission for this agenda item.		
<input checked="" type="checkbox"/> Reviewed by Deputy Superintendent		<input checked="" type="checkbox"/> Reviewed by Chief of Staff

<b>Recommendation</b>

<b>Summary/Background</b>
Staff will provide the Board of Trustees with an update on Special Education, highlighting key priorities, program updates, and areas of focus for the 2025 - 2026 school year. The presentation will emphasize strategies to strengthen program effectiveness, expand student support, and ensure improved outcomes for all learners.

Recommended by:

Dr. Marc Smith  
Superintendent of Schools

Submitted by:

Dr. Jaretha Jordan  
Deputy Superintendent Teaching & Learning

Dr. Adam Stephens  
Chief Academic Officer



# Special Education Update

FBISD  
**Lead**  
THE PAC  
LEVEL UP!

# SPED Enrollment

	Total Enrollment	Special Education	
2025-2026	77,569	12,473	16.08%
2024-2025	79,663	12,395	15.56%
2023-2024	80,206	11,273	14.06%
2022-2023	79,660	9,831	12.34%

# Evaluation and ARD Stats

- Between August 1 through October 3, 2025, we have completed 435 initial evaluations.
- Currently, we have 301 initial referrals in progress with consent.
- This school year we have completed 389 re-evaluations with approximately 2500<sup>20</sup> re-evaluations due this school year.
- 29 referrals from Early Childhood Intervention (ECI) have been received since August 1, 2025.
- We have completed 2,546 annual ARDs.





# Piloting Parter PE

# Adult Transition Services (18+)

- Across all 12 FBISD High Schools
- **Strengthen the transition process for students with disabilities to ensure successful movement from school to postsecondary education, training, or competitive employment.**
- Classroom, campus & community-based focused vocational training.
- Expand opportunities for students with disabilities to develop and demonstrate workplace readiness skills through meaningful, work-based learning experiences in integrated, real-world settings.



# Connecting With Families



## Parent Learning Opportunities

### Neon Know-How Virtual sessions

Nov 4, 11	Spanish Sessions:
Dec 2	Wed, Jan 14:
Jan 13	Transition Planning
Feb 3	Tues, March 10:
March 3	ARD Process
April 7	

More details [HERE](https://fortbendisd.com/Page/131859) 

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# A Look Ahead

- TEA Cyclical Audit – Preliminary findings shared in late November. Categories include:
  1. *IEP Implementation, Development & Content*
  2. *Evaluation/Child Find*
  3. *Transition & State Assessment*
  4. *Properly Constituted ARDs*
  5. *Includes a Stakeholder Survey*
- Strengthening systems of support for staff, students and families
- Cross-department collaboration around student data

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The image features a dark red background with a subtle pattern of concentric, slightly curved lines. In the center, there is a large white rectangular area. Inside this white area, the words "Thank You" are written in a bold, dark red, sans-serif font. In the top right corner of the white rectangle, there is a small, dark red L-shaped graphic element.

**Thank You**

# Fort Bend Independent School District

## Executive Summary

<b>Regular Board Meeting</b>		<b>Meeting Date: October 27, 2025</b>	
<b>Agenda Item Title: Information: Intruder Detection Audit Report</b>			
<b>Board Policy: CKC (Legal)</b>		<b>District Priority: Priority 2</b>	
<b>Department: Police</b>			
Are there related documents to be signed by the Board? NO			
<input type="checkbox"/> Administration has reviewed the final submission for this agenda item.			
<input type="checkbox"/> Reviewed by Deputy Superintendent		<input checked="" type="checkbox"/> Reviewed by Chief of Staff	

<b>Recommendation</b>

<b>Summary/Background</b>
<p>The Texas Education Agency recently conducted an Intruder Detection Audit at one or more of our campuses. The audits test whether a campus is accessible to an unauthorized individual. This audit helps identify how we can improve safety for students, such as ensuring exterior doors are locked.</p> <p>We are working closely with our School Safety &amp; Security Committee to ensure we are training all our staff and securing our doors for the protection of everyone at our campuses. Intruder Detection Audits are just one of the many actions we are taking to ensure our schools are safe.</p> <p>Since June 23, 2025, Regular Board Meeting, the district received nine (9) Intruder Detection Audit reports for eleven (9) campuses. Nine (5) reports came back with no corrective actions, and three (4) reports showed a finding.</p> <p>Specific details of the Intruder Detection Audit may be discussed in closed session and will be discussed with the Safety and Security Committee. Fort Bend ISD is committed to providing a safe and secure learning environment for our students and staff.</p>

Recommended by:

Dr. Marc Smith  
Superintendent of Schools

# Fort Bend Independent School District

Submitted by:

Anthony Sanders  
Chief of Police

# Fort Bend Independent School District

## Executive Summary

<b>Regular Board Meeting</b>		<b>Meeting Date: October 27, 2025</b>
<b>Agenda Item Title: Consideration and approval of 2025-26 District Improvement Plan Performance Objectives</b>		
<b>Board Policy: BQA (Legal, Local)</b>	<b>District Priority: Priority 1</b>	
<b>Department: Chief Organizational Development</b>		
Are there related documents to be signed by the Board? NO		
<input checked="" type="checkbox"/> Administration has reviewed the final submission for this agenda item.		
<input type="checkbox"/> Reviewed by Deputy Superintendent		<input checked="" type="checkbox"/> Reviewed by Chief of Staff

<b>Recommendation</b>
Consideration and approval of the District Performance Objectives and corresponding House Bill 3 Goals included in the District Improvement Plan (DIP) for the 2025- 26 school year.

<b>Summary/Background</b>
<p>Annually, as part of the continuous improvement cycle, District leaders engage in the development of the District Improvement Plan (DIP). This process is launched with a Comprehensive Needs Assessment followed by the development of Performance Objectives and Strategies correlated to each of the Board-approved priorities and goals.</p> <p>Additionally, staff reviewed progress and revised House Bill 3 Goals according to requirements. Under HB3, school boards are required to adopt outcome goals in literacy, math, and College Career Military Readiness (CCMR) annually with defined five-year target outcomes.</p> <p>To support the improvement process, District staff implement strategies, monitor progress, and refine action steps associated with the DIP to ensure progress throughout the year toward achieving the Board-approved Performance Objectives, priorities, and goals to fulfill the District's vision.</p>

# Fort Bend Independent School District

As part of the development of the DIP, the Organizational Development Team has taken action to ensure compliance with Texas Education Code (TEC) Sections 11.251 and 11.252 regarding District-level Planning and Decision-Making. The District Planning and Advisory Committee (DPAC) reviewed the DIP in their September meeting. The DPAC will engage in data review and provide input related to strategies at a follow-up meeting in Spring 2026.

The steps listed below provide a summary of necessary actions scheduled to support the 2025 -26 District Improvement Planning cycle:

- A District-level comprehensive needs assessment, addressing performance on achievement indicators and other appropriate measures of performance, were examined.
- Based upon the identified patterns and trends, the Teaching & Learning, Department of School Leadership, and Operational Departments determined needed adjustments to address areas of need through the DIP Performance Objectives.
- Department Leaders reviewed to ensure a clear focus on areas of opportunity to improve student learning through defined Performance Objectives.
- Department Leaders reviewed progress on House Bill 3 Board goals and revised annual and required 5-year outcome targets through 2030.
- Based upon the input, the Performance Objectives were refined for consideration and possible approval by the Board.
- Performance Objectives include HB3 goals.

The Performance Objectives and HB3 annual and five-year outcome targets are attached. The Board will receive DIP progress updates at End of Year tied to defined performance objectives.

Recommended by:

Dr. Marc Smith  
Superintendent of Schools

Submitted by:

Stephanie Williams  
Chief Organizational Development

## 2025-26 District Improvement Plan Performance Objectives

*Note: Board Goals are highlighted in tan and include annual targets where appropriate.  
House Bill 3 Goals are also denoted with 5-year target outcomes in blue.*

PRIORITY 1 - INCREASE SUCCESSFUL STUDENT OUTCOMES THROUGH ENHANCED LEARNING OPPORTUNITIES		
<b>PO 1.1</b> <i>Adam Stephens</i> MOY/EOY	By June 2026, 69% of students in grades 3,5,8, and 10 will grow at least one year in Reading as indicated by NWEA MAP Growth Measures (53% in 2025). <i>(Board Goal: 80% by 2028)</i>	
<b>PO 1.2</b> <i>Adam Stephens</i> MOY/EOY	By June 2026, FBISD will increase the percentage of students scoring Meets or above on 3 <sup>rd</sup> grade STAAR Reading Language Arts from 63% to 66%. <i>(Legal Requirement – <a href="#">HB3 Goal: 76% by 2030</a>)</i>	
<b>PO 1.3</b> <i>Adam Stephens</i> MOY/EOY	By June 2026, FBISD will increase the percentage of students scoring Meets or above on STAAR 3 <sup>rd</sup> grade Math; from 57% to 60%. <i>(Legal Requirement--<a href="#">HB 3 Goal: 71% by 2030</a>)</i>	
<b>PO 1.4</b> <i>Adam Stephens</i> MOY/EOY	By June 2026, 70% of students in grades 3-8 and Biology will grow at least one year in Science as indicated by NWEA MAP Growth Measure. (64% in 2025) <i>(Comprehensive Needs Assessment)</i>	
<b>PO 1.5</b> <i>Adam Stephens</i> EOY	By June 2026, FBISD will increase the percentage of students scoring Meets or above on 8 <sup>th</sup> grade Social Studies STAAR and US History EOC from 59% to 62%. <i>(Comprehensive Needs Assessment)</i>	
<b>PO 1.6</b> <i>Adam Stephens</i> EOY	For the graduating class of 2026, the percentage of graduates that meet the criteria for CCMR will increase from 40% to 90%. <i>(Legal Requirement – <a href="#">HB 3 Goal: 90% by 2030</a>; Board Goal: 90% by 2026)</i>	
PRIORITY 2 - CREATE AND SUSTAIN A CULTURE AND CLIMATE OF PROFESSIONALISM, ACCOUNTABILITY, AND COMMUNICATION (PAC) WHERE STAKEHOLDERS (STUDENT, PARENTS, AND STAFF) ARE VALUED, INSPIRED, AND ENGAGED.		
<b>PO 2.1</b> <i>Stephanie Williams</i> EOY	By June 2026, FBISD will increase overall staff satisfaction with the district from 75% to 78% through an organizational focus on the principles of PAC as measured by the District Culture and Climate Survey. <i>(Board Goal, 85% by 2027)</i>	
<b>PO 2.2</b> <i>Glenda Johnson</i> MOY/EOY	By June 2026, FBISD will reduce the turnover rate of "All Other Staff/Non-Teachers (excludes substitutes) " from 18.87% to 16% or less. <i>(Comprehensive Needs Assessment)</i>	
<b>PO 2.3</b> <i>Glenda Johnson</i> MOY/EOY	By June 2026, FBISD will retain high quality teachers as evidenced by a decrease in the teacher turnover rate from 11.78% to 11% or less. <i>(Comprehensive Needs Assessment)</i>	
<b>PO 2.4</b> <i>Stephanie Williams</i> EOY	By June 2026, FBISD will increase overall secondary student engagement in schools from 81% to 83% evidenced by students indicating they feel good about being in school on the District Student Engagement Survey. <i>(Board Goal, 85% by 2027)</i>	
<b>PO 2.5</b> <i>Andria Schur</i> MOY/EOY	By June 2026, FBISD will decrease the district's targeted 5 offenses requiring student removals by 5% according to the EOY Discipline Offense Counts Report. <i>(Comprehensive Needs Assessment)</i>	
<b>PO 2.6</b> <i>Stephanie Williams</i> EOY	By June 2026, FBISD will increase parent satisfaction with FBISD schools from 72% to 75% evidenced by parents indicating the quality of their child's school as excellent or good through an organizational focus on the principles of the PAC as measured by the District Culture and Climate Survey. <i>(Board Goal, 85% by 2027)</i>	

**PRIORITY 3 - EXHIBIT FINANCIAL RESPONSIBILITY THROUGH TRANSPARENT BUDGETING PROCESSES AND EFFECTIVE MANAGEMENT OF RESOURCES ALIGNED TO THE DISTRICT STRATEGIC PLAN.**

<p><b>PO 3.1</b>  <i>Bryan Guinn</i>          MOY/EOY</p>	<p>By June 2026, FBISD will maintain a 90-day fund balance by reducing the 2026-27 forecasted budgeted expenditures through a strategic budgeting approach that promotes long-term financial sustainability and aligns with district priorities. <i>(Board Goal, 2027)</i></p>	
<p><b>PO 3.2</b>  <i>Bryan Guinn</i>          MOY/EOY</p>	<p>By June 2026, FBISD will ensure that 85% of budget managers stay within allocated budgets. <i>(Comprehensive Needs Assessment, 2027)</i></p>	

## House Bill 3 Board Goals

Outcome Targets for 2025 - 2030

### Early Childhood Literacy Board Outcome Goal 1

The percent of 3rd grade students that score "Meets" grade level or above on STAAR Reading will increase from 63% to 76% by June 2030.

#### Yearly Target Goals

	2025	2026	2027	2028	2029	2030
<b>Goal</b>		66%	69%	72%	74%	76%
<b>Actual</b>	63%*					

Actual		District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled	Eco. Disadv.	EL (current and Monitor)
		2024	59%	46%	48%	65%	61%	81%	*	60%	28%	60%	62%	50%	46%
2025*	63%	51%	50%	72%	64%	81%	67%	70%	35%	55%	66%	52%	49%	61%	
2026	66%	55%	53%	74%	66%	83%	69%	75%	37%	57%	67%	53%	50%	63%	
2027	69%	59%	56%	77%	70%	85%	72%	79%	39%	59%	69%	55%	52%	65%	
2028	72%	62%	58%	80%	74%	88%	73%	83%	40%	61%	71%	57%	54%	67%	
2029	74%	65%	60%	83%	77%	91%	75%	86%	41%	63%	73%	58%	56%	68%	
2030	76%	67%	62%	85%	79%	93%	78%	88%	42%	64%	75%	59%	58%	69%	

\*August 2025 Accountability Data

### Early Childhood Math Board Outcome Goal 2

The percent of 3rd grade students that score "Meets" grade level or above on STAAR Math will increase from 57% to 71% by June 2030.

#### Yearly Target Goals

	2025	2026	2027	2028	2029	2030
<b>Goal</b>		60%	63%	66%	69%	71%
<b>Actual</b>	57%*					

Actual		District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled	Eco. Disadv.	EL (current and Monitor)
		2024	51%	34%	38%	60%	45%	76%	*	53%	27%	45%	54%	41%	36%
2025*	57%	40%	44%	70%	64%	80%	50%	63%	35%	50%	60%	44%	42%	59%	
2026	60%	43%	47%	73%	67%	82%	52%	65%	37%	48%	59%	44%	44%	61%	
2027	63%	46%	50%	75%	69%	84%	54%	67%	39%	50%	61%	45%	46%	63%	
2028	66%	50%	53%	78%	71%	86%	57%	70%	41%	52%	62%	47%	48%	65%	
2029	69%	53%	56%	81%	74%	89%	60%	73%	43%	54%	64%	48%	50%	67%	
2030	71%	57%	59%	84%	77%	90%	62%	76%	45%	56%	66%	50%	52%	69%	

\*August 2025 Accountability Data

### CCMR Board Outcome Goal

The percent of students meeting the TEA criteria for College, Career, and Military Readiness will increase from 65% to 90% by November 2030.

#### Yearly Target Goals

	2025 (Class of 2024)	2026 (Class of 2025)	2027 (Class of 2026)	2028 (Class of 2027)	2029 (Class of 2028)	2030 (Class of 2029)
<b>Goal</b>	66%	67%	90%	90%	90%	90%
<b>Actual</b>	Pending TAPR					

#### Closing the Gaps Student Groups Yearly Targets

	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled	Eco. Disadv.	EB
2024**	65%	51%	51%	75%	41%	88%	60%	70%	81%	55%	69%	45%	54%	37%
2025	66%	55%	54%	79%	52%	88%	60%	72%	81%	67%	69%	45%	56%	37%
2026	67%	51%	51%	75%	41%	88%	60%	70%	81%	55%	69%	45%	54%	37%
2027	90%	86%	86%	95%	88%	95%	86%	86%	82%	86%	90%	60%	86%	86%
2028	90%	87%	87%	95%	88%	95%	86%	86%	82%	86%	90%	60%	86%	86%
2029	90%	87%	87%	95%	88%	95%	86%	86%	82%	86%	90%	60%	86%	86%
2030	90%	87%	87%	95%	88%	95%	86%	86%	82%	86%	90%	60%	86%	86%

\*\* 2024 TAPR Report

# Fort Bend Independent School District

## Executive Summary

<b>Regular Board Meeting</b>		<b>Meeting Date: October 27, 2025</b>	
<b>Agenda Item Title: Consideration and approval of CIP Performance Objectives – 2025-2026</b>			
<b>Board Policy: BQA (Legal, Local)</b>		<b>District Priority: Priority 1</b>	
<b>Department:</b> Deputy Superintendent Teaching & Learning			
Are there related documents to be signed by the Board? NO			
<input checked="" type="checkbox"/> Administration has reviewed the final submission for this agenda item.			
<input checked="" type="checkbox"/> Reviewed by Deputy Superintendent		<input checked="" type="checkbox"/> Reviewed by Chief of Staff	

<b>Recommendation</b>
Consideration and approval of the Campus Improvement Plan Performance Objectives for the 2025 – 26 school year.

<b>Summary/Background</b>
<p>Annually, in an effort to focus and prioritize campus efforts and resources to develop the attributes in the Profile and ensure growth for every student, campus leaders conduct a Comprehensive Needs Assessment and establish Performance Objectives and Strategies correlated to each of the Board-approved goals to address campus needs and support the District Improvement Plan performance objectives.</p> <p>The steps listed below provide a summary of necessary actions scheduled to support the 2025 - 26 Campus Improvement Planning cycle:</p> <ul style="list-style-type: none"><li>• A campus-level comprehensive needs assessment, addressing performance on achievement indicators and other appropriate measures of performance were examined at each FBISD campus.</li><li>• Based upon the identified patterns and trends, the campus staff determined needed adjustments to address areas of need through the CIP Performance Objectives at each campus.</li><li>• Academic Affairs Department, Department of School Leadership, and School Improvement reviewed each CIP to provide feedback.</li><li>• The Department of School Leadership reviewed each CIP to ensure a clear focus on areas of opportunity to improve student learning through Performance Objectives and Indicators of Success aligned to support the campus specific needs.</li><li>• Based upon the input from campus and district staff along with the Campus Planning</li></ul>

# Fort Bend Independent School District

Advisory Committee (CPAC) of each campus, each campus refined the CIP Performance Objectives for consideration and possible approval by the Board.

Recommended by:

Dr. Marc Smith  
Superintendent of Schools

Submitted by:

Dr. Jaretha Jordan  
Deputy Superintendent Teaching and Learning

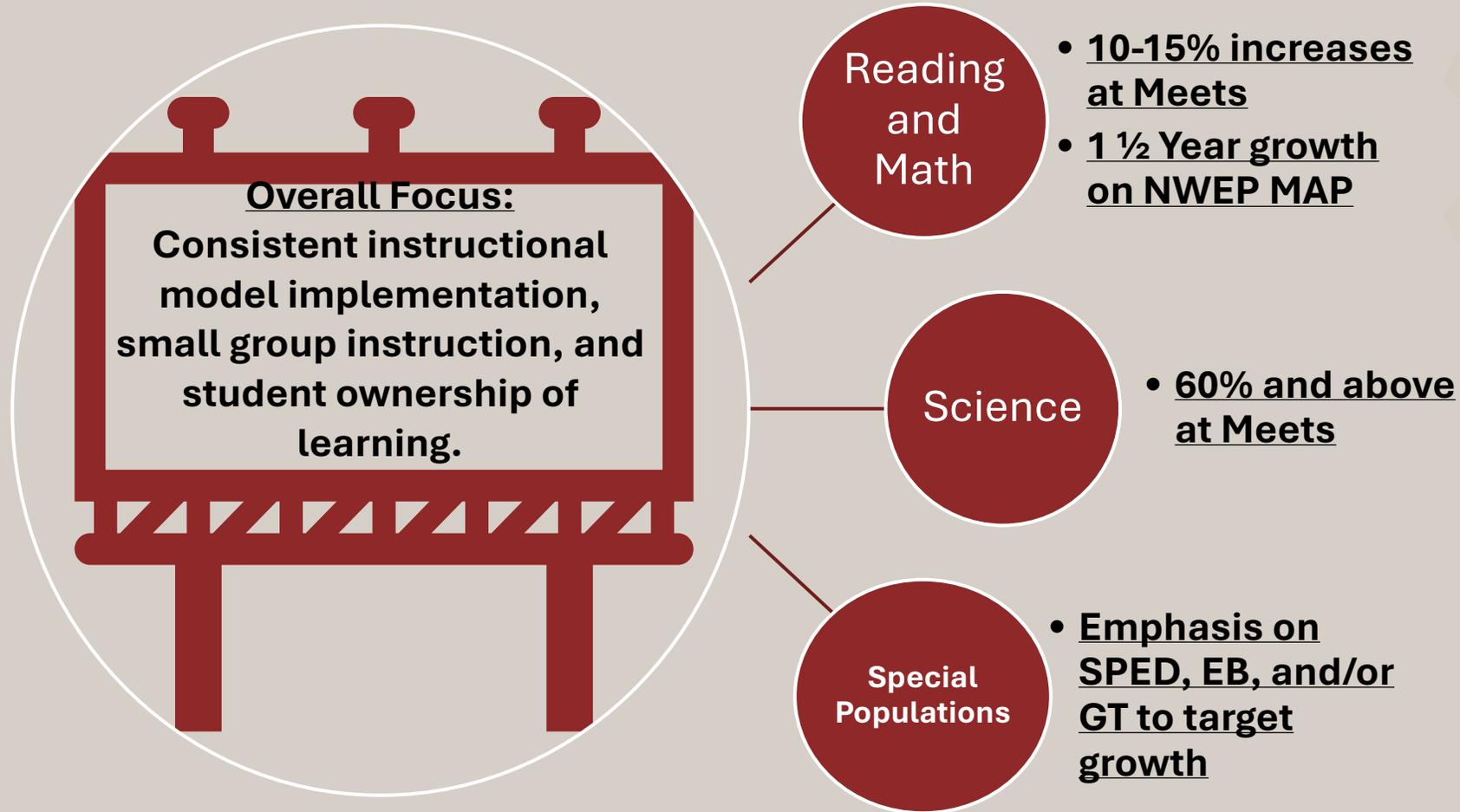
Dr. Andria Schur  
Chief of Schools



# FBISD Campus Improvement Plans 2025-2026



# Priority 1: Student Outcomes (Elementary)



# Priority 1: Student Outcomes (Secondary)

## Reading and Math

5%-15% Target Gains on  
NWEA MAP

## Middle School Science

Targets for improvement  
with specific to closing  
gaps for Special Pops

## STAAR/EOC

Targets to Increase  
Meets and Masters

## Retester Support

50% or greater moving to  
Approaches

## CCMR

20%-50% increases with  
goal of 90%

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# Priority 2: Culture & Climate (PAC) Elementary

## Students

- Increase Engagement by 2%-10%
- Reduce discipline by 5%-10%
- Valued & Supported increase by 5%-10%
- Attendance 95% and higher

## Staff

- Primary Focus throughout to increase staff satisfaction and engagement 2% - 15% and greater

## Parents and Community

- Increase family engagement by 10% - 20% through events, conferences, workshops, and input opportunities<sup>38</sup>
- Two-way communication cited throughout

# Priority 2: Culture & Climate (PAC) Secondary

## Students

- Increase Engagement by 5%
- Reduce discipline by 5%-10%
- Feeling connected at 80% or above
- Decrease chronic absenteeism by 3%-10%

## Staff

- Increase staff satisfaction and engagement 5% - 15% through wellness committees, recognition systems, and staff voice structures.

## Parents and Community

- Increase parent satisfaction 3% - 15% through improved communication, engagement events, advisory input.

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# Early Literacy Centers

## Priority 1: Student Outcomes

- Strengthen Tier 1 instruction aligned to curriculum.
- Use data-driven small group instruction
- Monitor progress with MAP, CIRCLE, CLI Engage; targets of 80%+ of students showing progress toward benchmarks.

40

## Priority 2: Culture & Climate

- Expand family and community engagement through events, feedback opportunities, and Title I programs.
- Increase parent participation in surveys
- Aim for 80%+ of families to feel welcome.

# Secondary Specialty Campuses

## Priority 1: Student Outcomes

- MR Wood: 80%+ of students show growth on NWEA (Reading/Math); improve attendance from 87% → 90%.
- Progressive HS: Graduation rate +3% (87% → 90%).CCMR readiness jump from 3% → 50%+.60th percentile or higher growth on NWEA MAP (Reading/Math).
- Reese CTE: Greater than 85% of students earning an industry-based certifications (IBCs).

41

## Priority 2: Culture & Climate (PAC)

- MR Wood: Staff satisfaction +5% through Cadence of Accountability and climate surveys.
- Progressive HS: Student engagement in clubs/activities 43% → 80%, expanding from 1 to 5+ organizations.
- Reese CTE: Increase stakeholder satisfaction to greater than 80% with communication.

# Priority 3: Financial Responsibility All Campuses



All campuses commit to cost-effective, transparent spending aligned with the district strategic plan.



## Practices include:

100% budget compliance and alignment to campus goals.

Regular reviews and collaborative planning for efficient use of funds.

Strategic focus on staffing, instructional resources, and student achievement initiatives.



<sup>42</sup>  
Common theme: Budgets are seen as a tool to drive student learning, equity, and accountability.

# Questions



**Campus Improvement Plans**  
**2025-2026**

**Elementary Campuses:**

<b>Allen Aldridge Elementary</b>	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, Allen Aldridge Elementary School (AAES) will increase the percentage of students in grades 3-5 meeting or exceeding the Meets Grade Level standard on the STAAR Mathematics assessment from 22% to 50% or greater.</li> <li>• Performance Objective 2: By May 2026, Allen Aldridge Elementary School (AAES) will increase the percentage of students meeting or exceeding the Meets Grade Level standard on the STAAR ELAR assessment from 39% to 50% or greater.</li> <li>• Performance Objective 3: By May 2026, Allen Aldridge Elementary School (AAES) will improve instructional effectiveness in science, as demonstrated by 60% or more of all 5th grade students meeting or exceeding or 50th percentile on the NWEA MAP EOY Science assessment.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, increase the Preparation for Learning score from 2.66 to 3.0.</li> <li>• Performance Objective 2: By May 2026, increase favorable parent ratings (agree/strongly agree) regarding Special Education services on the district Parent Engagement Survey from 45% to at least 60% through the implementation of PAC.</li> <li>• Performance Objective 3: By May 2026, improve campus culture and climate by increasing the overall staff satisfaction rating from 80% to 85% or greater through implementation of PAC, as measured by the district's Culture, Climate, and Engagement Survey.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, Allen Aldridge Elementary School will demonstrate fiscal responsibility by practicing transparent budgeting and aligning all campus expenditures with the district strategic plan and campus priorities.</li> </ul>

**Campus Improvement Plans**  
**2025-2026**

<b>Alyssa Ferguson Elementary</b>	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, the percentage of 3rd - 5th grade students that score meets grade level or above on the STAAR Reading Assessments will increase from 72% to 76%.</li> <li>• Performance Objective 2: By May 2026, the percentage of 3rd - 5th grade students that score meets grade level or above on the STAAR Math Assessments will increase from 52% to 60%.</li> <li>• Performance Objective 3: By May 2026, the percentage of 5th grade students that score meets grade level or above on the STAAR Science Assessments will increase from 29% to 35%.</li> <li>• Performance Objective 4: By May 2026, 80% of all students, in grades K-2, will grow at least one year in reading as indicated by NWEA Map Growth Measures.</li> <li>• Performance Objective 5: By May 2026, 80% of all students, in grades K-2, will grow at least one year in math as indicated by NWEA Map Growth Measures.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, we will increase overall elementary student engagement by 4% from 2.58 to 2.68 through a campus focus on the principles of the PAC as measured by district's Culture-Climate and Student Engagement Survey.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, 100% of resources purchased for Alyssa Ferguson Elementary will align with campus needs, remain within the campus budget allotment and directly support improvements in campus safety, climate, culture and/or student achievement outcomes.</li> </ul>

<b>Arizona Fleming Elementary</b>	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, Arizona Fleming will improve instructional effectiveness in literacy, as demonstrated by at least a 5% increase in K-5 end-of-year NWEA Map Growth Reading scores.</li> <li>• Performance Objective 2: By May 2026, AFE will improve the effectiveness of math instruction, as demonstrated by at least 10% increase in amount of students at least approaching on 3-5 Math STAAR.</li> <li>• Performance Objective 3: By June 2026, AFE will improve the effectiveness of tier 1 instruction as it relates to supporting emergent bilingual students, as demonstrated by 10% as evidenced on TELPAS assessments.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, based on the FBISD student engagement survey, students will demonstrate a 5% increase in their overall understanding of the school-wide rules and their fairness.</li> <li>• Performance Objective 2: By May 2026, based on the FBISD parent engagement survey, parents will demonstrate an 8% increase as it relates to overall school quality.</li> </ul>



**Campus Improvement Plans**  
**2025-2026**

<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, Arizona Fleming Elementary administration will ensure 100% efficient staffing in all teacher and instructional paraprofessional positions.</li> <li>• Performance Objective 2: By May 2026, Arizona Fleming Elementary will demonstrate fiscal responsibility by ensuring 100% of all instructional resources purchased are within the campus budget allotment and aligned to campus priorities to improve student outcomes and meet instructional needs.</li> </ul>
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<b>Armstrong Elementary</b>	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By the end of the 2025-2026 school year, the percentage of students in Grades 3-5 who achieve "Meets Grade Level or Above" on the STAAR Math assessment will increase from 37% to 50%.</li> <li>• Performance Objective 2: By the end of the 2025-2026 school year, the percentage of students in Grades 3-5 who achieve "Meets Grade Level or Above" on the STAAR ELA assessment will increase from 44% to 55%. This will be accomplished through the implementation of targeted literacy strategies, including small-group reading instruction focused on textual analysis and inference, and the integration of advanced vocabulary and complex texts into daily lessons.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By the end of the 2025-2026 school year, staff and students will report a more positive school climate. This will be measured by an increase in the annual Campus Climate and Engagement Survey results from a baseline of 75% to 85% for positive responses regarding feelings of being valued, respected, and professionally supported.</li> <li>• Performance Objective 2: By the end of the 2025-2026 school year, parent and guardian engagement will increase by 15% from the previous year's baseline. This will be measured by a composite of increased attendance at parent-teacher conferences, campus-wide family engagement events (e.g., Family Math/Literacy Night), and a higher rate of positive responses on the parent section of the annual campus survey regarding school communication and inclusiveness.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By the end of the 2025-2026 school year, all new, major resource purchases (over \$500) will be directly tied to a specific goal in the Campus Improvement Plan or support a special program measured in state accountability data, as evidenced in a resource-tracking log.</li> </ul>



**Campus Improvement Plans**  
**2025-2026**

Austin Parkway Elementary	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, Austin Parkway will increase the percentage of students scoring at Approaches, Meets 10%, and Masters 5% in reading, math, and science.</li> <li>• Performance Objective 2: By May 2026, all students will achieve 1.5 years of growth on NWEA MAP Growth assessments in these subjects, accomplished through a focus on student ownership of learning, targeted interventions, and data-driven instruction.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, we will increase overall student engagement by 4% through a campus focus on principles of the PAC as measured by district's Culture-Climate and Student Engagement Survey.</li> <li>• Performance Objective 2: By May 2026, ensure that 85% of PLC meetings result in actionable instructional plans that address identified student learning gaps.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, Austin Parkway will demonstrate fiscal responsibility by implementing transparent budgeting practices and ensuring all campus expenditures align with the district's strategic plan and campus priorities. This will be accomplished through regular budget reviews and collaborative planning to optimize resource allocation in support of campus needs.</li> </ul>

Barrington Place Elementary	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: Barrington Place Elementary will improve student achievement by increasing the percentage of students meeting or exceeding grade-level expectations in reading, math, and science by at least 10% by the end of the 2025-2026 school year, as evidenced by STAAR.</li> <li>• Performance Objective 2: By May 2026 (EOY), at least 70% of students in grades K-5 will show at least 10% growth on NWEA MAP Growth Reading and Math from BOY to MOY and MOY to EOY.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, Barrington Place Elementary will achieve an average satisfaction rating of at least 90% on the annual culture and climate survey completed by key stakeholders--including staff, students, and families--by implementing targeted strategies to strengthen communication, collaboration, and a positive school environment.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: During the 2025-2026 school year, Barrington Place Elementary will exhibit financial responsibility by implementing transparent budgeting practices and ensuring that 100% of campus expenditures are aligned to the district's strategic plan and campus priorities.</li> <li>• Performance Objective 2: By May 2026, the administrative team will ensure 100% efficient staffing in all areas of the campus.</li> </ul>



**Campus Improvement Plans**  
**2025-2026**

<b>Brazos Bend Elementary</b>	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By the end of the 2025-2026 school year, Brazos Bend Elementary will increase student achievement by improving the percentage of students scoring at Approaches, Meets, and Masters in reading, math, and science by at least 10%.</li> <li>• Performance Objective 2: By the end of the 2025-2026, students will demonstrate 1.5 years of academic growth in reading, math, and science as measured by MAP Growth assessments.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, Brazos Bend Elementary will achieve an average satisfaction rating of at least 90% on the annual culture and climate survey completed by key stakeholders - staff, students, and families.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: During the 2025-2026 school year, Brazos Bend Elementary will exhibit financial responsibility by implementing transparent budgeting practices and ensuring that 100% of campus expenditures are aligned to the district's strategic plan and campus priorities..</li> </ul>

<b>Colony Bend Elementary</b>	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, Colony Bend will improve instructional effectiveness in literacy, as demonstrated by at least a 3% increase in K-5 end-of-year NWEA MAP Growth Reading and Math achievement scores</li> <li>• Performance Objective 2: By May 2026, the percentage of 3rd - 5th grade students that score Meets grade level or above on the STAAR Math Assessments will increase from 52% to 57% by May 2026.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, 75% of staff will report that their perception of CBE is good or excellent, up from 68% last year as measured by the district's Culture-Climate and Student Engagement Survey.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, Colony Bend Elementary will demonstrate fiscal responsibility by ensuring 100% of all instructional resources purchased are within the campus budget allotment and aligned to campus priorities to improve student outcomes and meet instructional needs.</li> <li>• Performance Objective 2: By May 2026, the administrative team will ensure 100% efficient staffing in all teacher and instructional paraprofessional positions.</li> </ul>

<b>Colony Meadows Elementary</b>	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, Colony Meadows will improve instructional effectiveness in literacy, as demonstrated by at least a 3% increase in K-5 end-of-year NWEA MAP Growth Reading scores</li> <li>• Performance Objective 2: By May 2026, the percentage of 3rd - 5th grade students that score Meets grade level or above on the STAAR Math Assessments will increase from 76% to 80% by May 2026.</li> </ul>



**Campus Improvement Plans**  
**2025-2026**

	<ul style="list-style-type: none"> <li>Performance Objective 3: By May 2026, the percentage of 5th grade students passing the Science STAAR test will increase from 90% to 92%, as measured by the STAAR Science Assessment administered in Spring 2026.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, CME will improve culture and climate by increasing the overall staff and parent satisfaction by 2% through principles of professionalism, accountability, and communication as measured by the district's Culture Climate and Student Engagement survey.</li> <li>Performance Objective 2: By May 2026, CME will increase student engagement by 2% through a campus focus on the principles of professionalism, accountability, and communication as measured by FBISD's Culture-Climate and Student Engagement Survey.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, Colony Meadows will demonstrate fiscal responsibility by implementing transparent budgeting practices and ensuring all campus expenditures align with the district's strategic plan and campus priorities.</li> <li>Performance Objective 2: By May 2026, the administrative team will ensure 100% efficient staffing in all teacher and instructional paraprofessional positions.</li> </ul>

<b>Commonwealth Elementary</b>	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, 95% of students in grades 3-5 at Commonwealth Elementary School will grow at least one year in reading as indicated by NWEA Map Growth measures.</li> <li>Performance Objective 2: By May 2026, 95% of students in grades 3-5 at Commonwealth Elementary School will grow by at least one year in math as indicated by NWEA Map Growth measures.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, Commonwealth Elementary will improve overall elementary student engagement by 4% through campus focus on the principles of the PAC as measured by the district's Culture-Climate and Student Engagement Survey.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, Commonwealth Elementary will demonstrate fiscal responsibility by implementing transparent budgeting practices and ensuring all campus expenditures align with the district's strategic plan and campus priorities.</li> </ul>

<b>Cornerstone Elementary</b>	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, Cornerstone Elementary will improve instructional effectiveness in literacy, as demonstrated by at least a 4% increase in K-5 end-of-year NWEA MAP Growth Reading scores.</li> </ul>



**Campus Improvement Plans**  
**2025-2026**

	<ul style="list-style-type: none"> <li>Performance Objective 2: By May 2026, the percentage of 3rd - 5th grade students that score Meets grade level or above on the STAAR Math Assessments will increase from 83% to 86% by May 2026.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, Cornerstone will improve culture and climate by increasing the overall staff and parent satisfaction from 95% to 97% through principles of PAC as measured by the district's Culture Climate and Student Engagement survey.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, Cornerstone will demonstrate fiscal responsibility by implementing transparent budgeting practices and ensuring all campus expenditures align with the district's strategic plan and campus priorities.</li> </ul>

<b>Donald Leonetti Elementary</b>	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, DLE will improve student achievement by increasing the percentage of 3rd-5th grade students scoring Meets grade level or above on the Math STAAR assessment from 72% to 75%.</li> <li>Performance Objective 2: By May 2026, Donald Leonetti Elementary will improve instructional effectiveness in literacy, as demonstrated by at least a 5% increase in K-5 end-of-year NWEA MAP Growth Reading scores.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, DLE will increase overall staff and parent satisfaction by 4% through a campus focus on the principles of professionalism, accountability, and communication as measured by the district's Culture-Climate and Student Engagement survey.</li> <li>Performance Objective 2: By May 2026, DLE will increase Leonetti's overall student engagement from 3.34 to 3.60 through a campus focus on the principles of professionalism, accountability, and communication as measured by the districts Culture-Climate and Student Engagement Survey.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, Leonetti Elementary will demonstrate fiscal responsibility by ensuring 100% of all instructional resources purchased are within the campus budget allotment and aligned to campus priorities to improve student outcomes and meet instructional needs.</li> <li>Performance Objective 2: By May 2026, Leonetti administration will ensure 100% efficient staffing in all teacher and instructional paraprofessional positions.</li> </ul>

<b>Drabek Elementary</b>	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, the percentage of students in grades 3-5 that score meets grade level or above on the STAAR Reading Assessment will increase from 57% to 65%.</li> <li>Performance Objective 2: By May 2026, the percentage of students in grades 3-5 that score meets grade level or above on the STAAR Math Assessment will increase from 56% to 65%.</li> </ul>



**Campus Improvement Plans**  
**2025-2026**

	<ul style="list-style-type: none"> <li>• Performance Objective 3: By May 2026, the percentage of students in grade 5 that will pass the Science STAAR Assessment will increase from 73% to 78%.</li> <li>• Performance Objective 4: By May 2027, the percentage of students in grades 1-2 that will show at least one year's growth in literacy will increase from 59% to 75% as measured by NWEA MAP.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, RDE will increase overall student behavioral engagement from 2.54 to 2.65 through a campus focus on on the principles of professionalism, accountability, and communication as measured by the district's Culture-Climate Survey.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, RDE will ensure 100% of resources purchased are within the campus budget allotment and aligned to the campus needs to improve campus safety, well-being, and/or achievement outcomes.</li> </ul>

<b>Dulles Elementary</b>	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By June 2026, DE will increase the effectiveness in literacy instruction by strengthening Tier 1 instructional practices and implementing targeted interventions as evidenced by 60 % of students showing 1 year growth or above on NWEA MAP Reading from BOY to EOY.</li> <li>• Performance Objective 2: By June 2026, DE will increase the effectiveness in math instruction by strengthening Tier 1 instructional practices and implementing targeted interventions as evidenced by 50 % of students showing 1 year growth or above on NWEA MAP Math from BOY to EOY.</li> <li>• Performance Objective 3: By June 2026, Dulles Elementary will increase the percentage of students in grades 3-5 achieving meets and masters on the STAAR math assessment by at least 5%, as measured by the 2025-2026 STAAR results.</li> <li>• Performance Objective 4: By June 2026, Dulles Elementary will increase the percentage of students in grades 3-5 achieving meets and masters on the STAAR reading assessment by at least 5%, as measured by the 2025-2026 STAAR results.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By June 2026, Dulles Elementary will increase parental outreach to improve attendance from 93.6% to 95.0% as evidenced through the indicators of success.</li> <li>• Performance Objective 2: By June 2026, Dulles Elementary will improve student behavior by implementing student ownership of behavior practices, PBIS, student-centered activities, and other behavior supports as evidenced through 5% decrease in discipline infractions.</li> <li>• Performance Objective 3: By June 2026, DE will implement consistent communication protocols with all stakeholders as evidence by a 5% increase on our parent survey.</li> </ul>



**Campus Improvement Plans**  
**2025-2026**

<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By June 2026, Dulles will demonstrate fiscal responsibility by implementing budgeting practices and ensuring all campuses expenditures align with the district's strategic plan and campus priorities.</li> </ul>
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<b>EA Jones Elementary</b>	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By June 2026, E.A. Jones Elementary will increase the percentage of 5th grade students meeting grade level on the Science STAAR from 46% to 60%, as measured by the STAAR Science assessment, through targeted instruction, frequent progress monitoring, and focused intervention.</li> <li>Performance Objective 2: By May 2026, the percentage of students receiving special education services performing at Approaches Grade Level or above on the Reading STAAR will increase from 34% to 44%, as measured by the STAAR Reading assessment, through targeted intervention, accommodations, and individualized reading support aligned to IEP goals.</li> <li>Performance Objective 3: By May 2026, while maintaining their Math growth in STAAR, the Reading Growth Score for Hispanic students will increase from 57% to 62%, meeting the state target, as measured by the STAAR Reading Growth measure. This will be achieved through intentional progress monitoring, differentiated small-group instruction, and tiered reading interventions aligned to student data.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, we will increase overall Increase the percentage of families who agree that students respect those who are different from them from 50% to at least 70% by district's Culture - Climate and Student Engagement Survey.</li> <li>Performance Objective 2: By May 2026, the percentage of staff who feel recognized for their accomplishments will increase from 72% to 80%, as measured by the district's annual Employee Engagement Survey, through intentional recognition efforts and consistent feedback systems at the campus level.</li> <li>Performance Objective 3: By May 2026, increase the percentage of families who agree that discipline is enforced fairly and staff are responsive to reports of bullying from 29% and 33% respectively to at least 60%, as measured by the district's Culture, Climate, and Student Engagement Survey..</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By June 2026, the budget manager will ensure 100% of all resources purchased are within the campus budget allotment and aligned to the campus needs to improve student outcomes.</li> </ul>



**Campus Improvement Plans**  
**2025-2026**

<b>Ferndell Henry Elementary</b>	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: The number of students scoring at the "Meets" level on STAAR Math in Fourth and Fifth grades will increase by 15% in the 25-26 school year. Fifth grade would increase from 27% to 42% and Fourth grade will increase from 36% to 51%.</li> <li>• Performance Objective 2: The number of students scoring at the "Meets" level on STAAR Reading in Fourth and Fifth grades will increase by 15% in the 25-26 school year. Both grade levels would increase from 41% to 56%.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: Improve parent and staff satisfaction regarding overall responsiveness to general inquiries and clear communication between campus leaders and the school community by reducing the percentage of "disagree" and "strongly disagree" responses on the FBISD Climate Culture Survey from 30% to less than 18% in alignment with the district average.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By June 2026, the budget manager will ensure 100% of all resources purchased are within the campus budget allotment and aligned to the campus needs to improve climate, culture and student outcomes.</li> </ul>

<b>Glover Elementary</b>	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, Glover Elementary will increase growth from 36th percentile to 46th percentile of all students taking NWEA MAP Math Growth Assessment to demonstrate at least one and a half years in math as indicated by NWEA Map Growth Measures.</li> <li>• Performance Objective 2: By May 2026, Glover Elementary will increase growth from 44th percentile to 54th percentile of all students taking NWEA MAP Reading Growth Assessment to demonstrate at least one and a half years in reading as indicated by NWEA Map Growth Measures.</li> <li>• Performance Objective 3: By May 2026, Glover accelerate instruction for all student subgroups (EB, Sped, 504, ESL, GT) as evidenced by one and a half years growth in NWEA MAP Reading and Math Growth Assessments for these subgroups.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026 Glover Elementary will increase the perception of meaningful community involvement in school events, campus decision making and student support programs to foster a stronger partnership between families, communities and the school by 5% as evidenced by the campus climate survey.</li> <li>• Performance Objective 2: By May 2026 Glover Elementary will increase our yearly average student attendance to 95% by increased student tracking , student attendance incentives and increased parent education about the importance of regular student attendance.</li> </ul>



**Campus Improvement Plans**  
**2025-2026**

<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, the budget manager will ensure 100% of all resources purchased are within the campus budget allotment and aligned to the campus needs to improve student outcomes.</li> </ul>
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**Goodman Elementary**

<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By June 2026, 65% of LGE students in Kinder through 5th grade will grow at least one and a half years in reading as indicated by NWEA Map Growth Measures.</li> <li>• Performance Objective 2: By June 2026, 60% of LGE students in Kinder through 5th grade will grow at least one and a half years in math as indicated by NWEA Map Growth Measures.</li> <li>• Performance Objective 3: By May 2026, LGE will increase the percentage of students scoring at meets/or above in reading from 41% to 51% and master's from 15% to 25%, as measured by STAAR 2026.</li> <li>• Performance Objective 4: By May 2026, LGE will increase the percentage of students scoring at meets/or above in math from 38% to 48% and master's from 15% to 25%, as measured by STAAR 2026.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By June 2026, LGE will increase stakeholder (student, parent, and staff) satisfaction and engagement by at least 20% across key Culture and Climate domains through an organizational focus on the principles of the PAC as measured by the district's culture and climate survey.</li> <li>• Performance Objective 2: By June 2026, 100% of LGE classrooms will increase student social emotional learning with implementation of PBIS behavior framework evidenced by frequency of practice.</li> <li>• Performance Objective 3: By June 2026, LGE will strengthen its culture of professionalism, accountability, and communication as evidenced by increased parent participation in campus events and student involvement in leadership activities by 20%.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, LGE will demonstrate fiscal responsibility by implementing budgeting practices and ensuring 100% campuses expenditures align with the district's strategic plan and campus priorities.</li> </ul>

**Heritage Rose Elementary**

<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, 70% of HRE students in Kinder-5th will grow at least one and a half year in Reading, as indicated by NWEA MAP Growth Measures.</li> <li>• Performance Objective 2: By May 2026, 70% of HRE students in Kinder-5th will grow at least one and a half year in Math, as indicated by NWEA MAP Growth Measures.</li> </ul>
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**Campus Improvement Plans**  
**2025-2026**

	<ul style="list-style-type: none"> <li>• Performance Objective 3: By May 2026, the overall percentage of students performing at meets on the 2026 Reading STAAR will increase from 41% to 56%.</li> <li>• Performance Objective 4: By May 2026, the overall percentage of students performing at meets on the 2026 Math STAAR will increase from 33% to 48%.</li> <li>• Performance Objective 5: By May 2026, HRE will increase the percentage of 5th Grade students scoring in the 60th percentile or above on the Science MAP by 16%, as measured by NWEA MAP Growth.</li> </ul>
<p><b>Goal 2: Priority 2: Culture and Climate</b></p>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, HRE will enhance campus culture and climate by increasing the overall school quality rating from 79% to 85% through the implementation of PAC, as measured by the district's Culture, Climate, and Student Engagement Survey.</li> <li>• Performance Objective 2: By June 2026, HRE will retain high-quality teachers, as evidenced by a decrease in the teacher turnover rate from 8% to 5%.</li> </ul>
<p><b>Goal 3: Priority 3: Financial Responsibility</b></p>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, HRE will demonstrate financial responsibility by ensuring 100% of campus-based budgeting and resource allocations are aligned with the district's strategic priorities.</li> <li>• Performance Objective 2: By June 2026, HRE will ensure efficient staffing in all campus areas.</li> </ul>

<b>Highlands Elementary</b>	
<p><b>Goal 1: Priority 1: Student Outcomes</b></p>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, the percentage of students achieving Meets or Masters on STAAR and MAP assessments in reading, math, and science will increase by at least 2% compared to the previous school year, in support of the campus goal for 80% of students to demonstrate at least one year's academic growth in reading and math.</li> <li>• Performance Objective 2: By May 2026, the number of EB students who will reclassify will increase from 6.86% to 9.8% for grades 1-5.</li> </ul>
<p><b>Goal 2: Priority 2: Culture and Climate</b></p>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, the campus will increase stakeholder satisfaction related to professionalism, accountability, and communication (PAC) where Highlands staff and teachers feel we provide appropriate and meaningful professional development at the campus level. Satisfaction rankings will increase from 79% to 85% as measured by the district climate survey and campus EOY survey.</li> <li>• Performance Objective 2: By May 2026, we will improve student's growth in understanding their physical wellness of how to be healthy, like exercise, eat right, brush teeth, sleep well, and think positive thoughts from 74% to 80%. Student understanding of physical wellness was one of the lowest indicators (74%) on the district climate survey compared to the other campuses (83%).</li> </ul>



**Campus Improvement Plans**  
**2025-2026**

<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, the campus will ensure that 100% of budgeted and expended funds are strategically aligned with the district's strategic plan by implementing a quarterly review process, conducting monthly alignment audits, and providing targeted check-in meetings with leadership and executive school secretary.</li> </ul>
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**Hunters Glen Early Literacy Center**

<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By June 2026, Hunters Glen Early Literacy Center will improve student achievement by increasing the percentage of students scoring at the 50th percentile or above on EOY NWEA MAP Reading and Math by at least 10%.</li> <li>• Performance Objective 2: By May 2026, at least 85% of all PreK students will score On-Track in phonological awareness and math according to the EOY CIRCLE assessments.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By June 2026, Hunters Glen Early Literacy Center will improve family engagement by ensuring that at least 85% of all ELC families feel welcome at the school according to the annual climate survey.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: Hunters Glen Early Literacy Center will ensure 100% of campus funds are allocated and expended in alignment with identified campus instructional priorities and the district strategic plan. The campus will maintain compliance with all district budgeting procedures and conduct quarterly reviews of expenditures to ensure transparency and effective resource management.</li> </ul>

**Hunters Glen Elementary**

<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, HGE will improve the effectiveness of math instruction, as demonstrated by at least 10% increase in amount of students at least approaching on 3-5 Math STAAR.</li> <li>• Performance Objective 2: By May 2026, HGE will improve the effectiveness of tier I instruction through the implementation of the appropriate instructional model in ELAR, Math and Science that will support the instructional practices of novice, veterans and instructional apprentice teachers as demonstrated by at least a 5% increase in EOY 2-5 NWEA Map Scores across the content areas.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, HGE will enhance the level of parental engagement opportunities that will support parents' awareness of campus classroom learning experiences and campus engagement activities as evidenced by at least a 5% increase as it relates to overall school quality.</li> <li>• Performance Objective 2: By the end of May 2026, staff satisfaction regarding feeling valued will increase by 5% as measured by the annual district survey.</li> </ul>



**Campus Improvement Plans**  
**2025-2026**

<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By the end of May 2026, HGE will ensure spending aligns with the district's strategic plan and campus priorities as evidenced through campus expenditures.</li> </ul>
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**James C. Neill Elementary School**

<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, 90% of all students, in grades K- 5th will grow at least one year in reading as indicated by NWEA Map Growth Measures.</li> <li>Performance Objective 2: By May 2026, 90% of all students, in grades K- 5th will grow at least one year in math as indicated by NWEA Map Growth Measures.</li> <li>Performance Objective 3: By May 2026, 90% of all students, in grades 3- 5th will grow at least one year in science as indicated by NWEA Map Growth Measures.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, the percentage of students in grades 3-5 who agree that school rules are fair will increase from 67% to at least 75%, as measured by the FBISD Student Climate and Engagement Survey.</li> <li>Performance Objective 2: By May 2026, the percentage of parents who agree that the school values and uses their input to improve programs will increase from approximately 70% to 80%, as measured by the FBISD Parent Climate Survey.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By June 2026, the budget manager will ensure 100% of all resources purchased are within the campus budget allotment and aligned to the campus needs to improve climate, culture and student outcomes.</li> </ul>

**James Patterson Elementary**

<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By 2026, Patterson Elementary will increase NWEA reading growth median score from 49th percentile to 61st percentile as indicated by NWEA Map Growth Measures.</li> <li>Performance Objective 2: By May 2026, JPE will increase the percentage of students scoring at meets/or above in math from 50% to 60% as measured by STAAR 2026.</li> <li>Performance Objective 3: By May 2026, JPE will increase the percentage of students scoring at meets/or above in reading from 66% to 70% as measured by STAAR 2026.</li> <li>Performance Objective 4: By 2026, Patterson Elementary will increase NWEA math growth median score from 44th percentile to 50th percentile as indicated by NWEA Map Growth Measures.</li> </ul>
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**Campus Improvement Plans**  
**2025-2026**

<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, we will increase Patterson Elementary student engagement by 2% through a campus focus on the principles of professionalism, accountability, and communication as measured by FBISD's Culture-Climate and Student Engagement Survey.</li> <li>• Performance Objective 2: By May 2026, we will increase Patterson Elementary parent engagement by 3% through a campus focus on the principles of professionalism, accountability, and communication as measured by FBISD's Culture-Climate and Student Engagement Survey.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, Patterson Elementary will demonstrate financial responsibility by aligning 100% of discretionary spending to campus instructional priorities aligned to district strategic plan objectives.</li> </ul>

Jordan Elementary	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, the percentage of 5th grade students achieving Meets Grade Level or higher on the STAAR Science assessment will increase from 22% to at least 40%, through the implementation of vertically aligned, rigorous, and hands-on science instruction in grades K-5.</li> <li>• Performance Objective 2: By May 2026, the percentage of students meeting or exceeding growth expectations in Math, as measured by MAP Growth, will increase from 43rd percentile median growth to at least the 55th percentile. the percentage of students meeting Meets Grade Level or higher on the STAAR Math assessment will increase from 46% to at least 55%.</li> <li>• Performance Objective 3: By May 2026, Barbara Jordan Elementary will increase the percentage of students achieving Meets Grade Level on STAAR Reading from 58% (2025) to 65%, and Masters Grade Level from 29% (2025) to 35%.</li> <li>• Performance Objective 4: By May 2026, Barbara Jordan Elementary will increase the percentage of students achieving Meets Grade Level or higher on the STAAR Math assessment from 46% (2025) to at least 55% (2026).</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, the percentage of students, parents, and staff reporting satisfaction with campus communication, professionalism, and engagement on the FBISD Climate Survey will increase from 78% in 2025 to 85% or higher.</li> <li>• Performance Objective 2: By May 2026, 100% of PLCs will use a campus PLC protocol with facilitator support to ensure data-driven planning and collaborative decision-making, resulting in 90% of PLC agendas documenting instructional adjustments based on student performance data.</li> <li>• Performance Objective 3: By May 2026, Barbara Jordan Elementary will increase student engagement by raising attendance from 95.6% to 96.5%, reducing discipline referrals by 15%, and improving student survey responses on belonging by 10%.</li> </ul>



**Campus Improvement Plans**  
**2025-2026**

<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, 80% of family engagement funds will be spent on events and resources that directly support academic goals, with documented parent feedback showing increased understanding of curriculum expectations.</li> <li>• Performance Objective 2: By May 2026, Barbara Jordan Elementary will ensure that 100% of campus expenditures are aligned with the district's strategic plan and campus priorities.</li> </ul>
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<b>Lakeview Elementary</b>	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, Lakeview Elementary will increase student performance at the Meets and Masters levels in Reading and Math STAAR by at least 10 percentage points.</li> <li>• Performance Objective 2: By May 2026, Lakeview Elementary will increase the academic success of students receiving Special Education, Emergent Bilingual, and GT services in inclusive settings, as evidenced by a 20% increase in the percentage of students meeting or exceeding expected growth in Reading and Math on STAAR/NWEA MAP.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: Increase consistency in Tier I, II, and III PBIS practices across grade levels, as evidenced by a 10% improvement in Tiered Fidelity Inventory scores by spring 2026 and improved student survey results on clarity of expectations and support.</li> <li>• Performance Objective 2: By May 2026, Lakeview Elementary will strengthen school culture and community engagement by increasing positive parent and student perceptions in targeted areas--two-way communication, awareness of campus goals, and peer respect--by at least 10% on the annual culture and climate surveys.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, Lakeview Elementary will demonstrate fiscal responsibility by implementing transparent budgeting practices and ensuring all campus expenditures align with the district's strategic plan and campus priorities. This will be accomplished through regular budget reviews and collaborative planning to optimize resource allocation in support of identified campus needs.</li> </ul>

<b>Lantern Lane Elementary</b>	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, Lantern Lane will increase the percentage of 3rd-5th grade students that demonstrate at least one year of academic growth in math as captured by NWEA MAP Math Growth Assessments by 17 percent.</li> <li>• Performance Objective 2: By May 2026, Lantern Lane will increase the percentage of 3rd-5th grade students that demonstrate at least one year of</li> </ul>



**Campus Improvement Plans**  
**2025-2026**

	<p>academic growth in reading as captured by NWEA MAP Reading Growth Assessments by 15 percent.</p> <ul style="list-style-type: none"> <li>• Performance Objective 3: By May 2026, Lantern Lane will increase the percentage of 5th grade students that are performing on the Meets or Above on the Science STAAR Assessment by 28%.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, Lantern Lane will improve culture and climate by increasing the overall staff and parent satisfaction by 4% through principles of professionalism, accountability, and communication as measured by the district's Culture Climate and Student Engagement survey.</li> <li>• Performance Objective 2: By May 2026, Lantern Lane will increase student engagement by 4% through a campus focus on the principles of professionalism, accountability, and communication as measured by FBISD's Culture-Climate and Student Engagement Survey.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, Lantern Lane Elementary will uphold fiscal responsibility by maintaining transparent budgeting practices and ensuring all campus expenditures support the district's strategic plan and align with campus priorities.</li> </ul>

<b>Lexington Creek Elementary</b>	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, LCE students will collectively increase their passing average at the approaching grade level mark by 2% on the STAAR Reading, Math, and Science Summative Assessment yielding growth from 87% to 89%.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, 95% of LCEs students and teaching staff will create a systematic culture of ownership and accountability that will promote a high level of engagement with learning experiences, collective efficacy, ownership practices, and data analysis.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, LCE will develop a systematic strategic budgeting plan that will ensure 100% of allocated funds designated to resources, learning professional development opportunities, learning experiences and stakeholder connectedness is intentionally aligned to the needs that are established to support the academic growth, well being, safety, attendance, discipline and engagement of the students and staff that will in turn foster student success and teacher leaders growth.</li> </ul>

<b>Madden Elementary</b>	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, Madden Elementary will improve instructional effectiveness in literacy, as demonstrated by at least a 4% increase in K-5 end-of-year NWEA MAP Growth Reading scores.</li> </ul>



**Campus Improvement Plans**  
**2025-2026**

	<ul style="list-style-type: none"> <li>• Performance Objective 2: By May 2026, the percentage of 3rd - 5th grade students that score Meets grade level or above on the STAAR Math Assessments will increase from 77% to 80% by May 2026.</li> <li>• Performance Objective 3: By May 2026, the percentage of 5th grade students passing the Science STAAR test will increase from 83% to 85%, as measured by the STAAR Science Assessment administered in Spring 2026.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, we will increase overall staff satisfaction by 3% through a campus focus on the principles of professionalism, accountability, and communication as measured by the district's Culture-Climate and Student Engagement survey.</li> <li>• Performance Objective 2: By May 2026, we will increase Madden's student engagement by 2% through a campus focus on the principles of professionalism, accountability, and communication as measured by FBISD's Culture-Climate and Student Engagement Survey.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, Madden Elementary will demonstrate fiscal responsibility by ensuring 100% of all instructional resources purchased are within the campus budget allotment and aligned to campus priorities to improve student outcomes and meet instructional needs.</li> <li>• Performance Objective 2: By May 2026, Madden administration will ensure 100% efficient staffing in all teacher and instructional paraprofessional positions.</li> </ul>

**Malala Yousafzai Elementary**

<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026 ALL grade level math NWEA MAP median percentiles will increase to 65th median percentiles.</li> <li>• Performance Objective 2: By May 2026 ALL grade level reading NWEA MAP median percentiles will increase to 70th median percentile.</li> <li>• Performance Objective 3: By May 2026, the percentage of 3rd - 5th grade students that score Meets grade level or above on the STAAR Math Assessments will increase from 72% to 80% by May 2026.</li> <li>• Performance Objective 4: By May 2026, the percentage of 5th-grade students passing the STAAR Science Assessment will increase by 4%, from 81% to 85%.</li> <li>• Performance Objective 5: By the end of the 2025-2026 school year, Malala Elementary will increase the average Extended Constructed Response (ECR) scaled score on the STAAR test from 2.5 to 7.0 for all students in grades 3-5.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, the campus will increase stakeholder engagement and satisfaction by implementing a structured PAC (Professionalism, Accountability, Communication) framework, resulting in a 15% improvement in stakeholder climate survey scores related to communication, professionalism, and accountability compared to the previous year</li> </ul>



**Campus Improvement Plans**  
**2025-2026**

<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By the end of the 2025-2026 school year, the campus will implement a transparent budgeting process that aligns 100% of resource allocations with the district strategic plan priorities.</li> </ul>
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**Mary Austin Holley Elementary**

<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, achievement gaps will be reduced in Math, Reading, and Science by ensuring that at least 85% of students across all groups, including SPED, ESL, EB, and At-Risk, demonstrate 1.5 years of growth on NWEA MAP.</li> <li>Performance Objective 2: By May 2026, Tier 1 instruction for emergent bilingual students will be strengthened through targeted professional learning, resulting in at least 85% of students in grades 2-5 increasing their TELPAS composite score by one proficiency level.</li> <li>Performance Objective 3: By May 2026, 70% of all students receiving Special Education Resource and Inclusion services will demonstrate growth in the area of literacy consistent with the growth projection provided by NWEA MAP.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, students' social-emotional well-being will improve resulting in an 8% reduction of discipline referrals and equipping all students to become confident leaders who consistently make positive behavior choices.</li> <li>Performance Objective 2: By May 2026, positive climate and culture for parents and staff will grow through consistent, timely communication and meaningful stakeholder engagement, resulting in an increase in the campus climate survey's "Overall Quality of School" rating from 88% to at least 90%.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, the budget manager will ensure 100% of all resources purchased are within the campus budget allotment and aligned to the campus needs to improve student outcomes.</li> </ul>

**Meadows Elementary**

<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, Meadows Elementary will increase student achievement in math from 66% to 75% proficiency as evidenced through the Math STAAR.</li> <li>Performance Objective 2: By May 2026, Meadows Elementary will increase student achievement in science from 64% to 75% proficiency as evidenced through the Science STAAR.</li> <li>Performance Objective 3: By May 2026, Meadows Elementary will increase student achievement in math from 79% to 85% proficiency as evidenced through the Reading STAAR.</li> </ul>
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<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, Meadows Elementary will increase overall elementary student engagement by 5% through a campus focus on PBIS and counseling as measured by the district's Culture-Climate and Student Engagement Survey.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, Meadows Elementary will ensure 100% of all resources purchased are within the campus budget allotment and aligned to the campus needs.</li> </ul>

Mission Elementary	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, 70% of all Mission ES students will grow at least 1.5 years in reading as indicated by NWEA Map Growth measures.</li> <li>Performance Objective 2: By May 2026, 60% of all Mission ES students will grow at least 1.5 years in math as indicated by NWEA Map Growth measures.</li> <li>Performance Objective 3: By May 2026, there will be a 10% increase in the Meets and Above Performance Level as measured on Science STAAR.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, MES will increase student, parent, and community engagement in campus events by 10% through enhanced opportunities for collaboration and professional two-way communication as measured by FBISD's Student Engagement, Title I, and Parent Surveys.</li> <li>Performance Objective 2: By May 2026 MES will improve student behavior by implementing student ownership of behavior practices, PBIS, and other behavior supports as evidenced through a 5% decrease in discipline infractions.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: During the 2025-2026 school year, MES will demonstrate financial responsibility by ensuring all campus expenditures align with the district's strategic plan and campus priorities through transparent budgeting practices.</li> </ul>

Mission West Elementary	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2025, at least 70% of first through fifth grade students at Mission West Elementary will grow at least 1.5 years in reading as indicated by NWEA MAP Growth Measures.</li> <li>Performance Objective 2: By May 2025, at least 70% of first through fifth grade students at Mission West Elementary will grow at least 1.5 years in math as indicated by NWEA MAP Growth Measures.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, Mission West Elementary will increase overall elementary student engagement by 4% through a campus focus on the principles of the PAC as measured by the district's Culture-Climate and Student Engagement Survey.</li> </ul>



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<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By June 2026, Mission West will demonstrate fiscal responsibility by implementing budgeting practices and ensuring 100% of campus expenditures align with the district's strategic plan and campus priorities.</li> </ul>
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<b>Oakland Elementary</b>	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, Oakland Elementary will increase the effectiveness of literacy instruction by implementing a consistent instructional model, strengthening small group instruction, and promoting student ownership of learning, as evidenced by at least a 2% increase in K-5 NWEA MAP Growth Reading scores.</li> <li>Performance Objective 2: By May 2026, Oakland Elementary will enhance the effectiveness of math instruction as evidenced by a 2% increase in K-5 NWEA MAP Growth Math scores and an increase in 3rd-5th grade students passing the STAAR Math Assessment from 85%-87%.</li> <li>Performance Objective 3: By May 2026, Oakland Elementary will strengthen science instruction by implementing a consistent instructional model, enhancing small group teaching strategies, and fostering student ownership of learning, as evidenced by 2% increase in 5th grade NWEA MAP Growth Science scores and an increase in 5th grade STAAR Science Assessment from 74%-76%.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, Oakland will increase students' Social Emotional Engagement by improved implementation of SEL and relationship building activities that cultivate student ownership of learning and behavior, as evidenced by a 2% increase in FBISD's Culture-Climate and Student Engagement Survey.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, Oakland Elementary will demonstrate fiscal responsibility by ensuring that 100% of instructional resources purchased are within the campus budget allotment and aligned with campus priorities to improve student outcomes and meet instructional needs.</li> </ul>

<b>Oyster Creek Elementary</b>	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, 68% of all students, in grades 3rd - 5th will grow at least one year in reading as indicated by NWEA Map Growth Measures which will represent a 10% increase from May 2025.</li> <li>Performance Objective 2: By May 2026, 45 % of all students, in grades 3rd - 5th will grow at least one year in math as indicated by NWEA Map Growth Measures which will represent a 10% increase from May 2025.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, we will increase overall staff satisfaction by 3% through a campus focus on the principles of the PAC as</li> </ul>



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	<p>measured by district's Culture-Climate and Student Engagement Survey which will represent growth from 77% overall engagement to 80% overall engagement.</p> <ul style="list-style-type: none"> <li>• Performance Objective 2: OCE will increase the percentage of students in grades 3-5 who respond that they feel that other students respect what they have to say from 67% to 73%.</li> <li>• Performance Objective 3: OCE will increase parent participation in this district culture and climate survey from 7% of eligible parents (54 responses) to 20% of eligible parents.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By June 2026, the budget manager will ensure 100% of all resources purchased are within the campus budget allotment and aligned to the campus needs to improve student outcomes.</li> </ul>

<b>Palmer Elementary</b>	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, all students in grades K-5 will grow at least 1.5 year in reading as indicated by NWEA Map Growth Measures.</li> <li>• Performance Objective 2: By May 2026, all students in grades K-5 will grow at least 1.5 year in math as indicated by NWEA Map Growth Measures.</li> <li>• Performance Objective 3: By the end of May 2026, we expect to have at least a 20% increase in 5th-grade students performing at the Approaches level compared to the 2025 Science STAAR.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, we will achieve an average satisfaction rating of at least 85% in the annual culture and climate survey completed by key stakeholders (staff, students, and families)</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By June 2026, campus budget manager will ensure 100% of all resources purchased are within the campus budget allotment and aligned to the campus needs to improve student outcomes</li> </ul>

<b>Pecan Grove Elementary</b>	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By 2026, 80% of all students, in grades K-5, will grow at least one year in reading as indicated by NWEA Map Growth Measures.</li> <li>• Performance Objective 2: By 2026, 80% of all students, in grades K-5, will grow at least one year in math as indicated by NWEA Map Growth Measures.</li> <li>• Performance Objective 3: By 2026, students in grades 3-5 will increase meets and masters on Reading STAAR from 62% to 70%.</li> <li>• Performance Objective 4: By 2026, students in grades 3-5 will increase meets and masters on Math STAAR from 55% to 65%.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By 2026, PGE will maintain or increase overall staff satisfaction with the district at 98% through an organizational focus on the principles of the PAC as measured by the District Culture and Climate Survey.</li> </ul>



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	<ul style="list-style-type: none"> <li>• Performance Objective 2: By 2026, PGE will increase parent satisfaction with FBISD schools from 86% to 90% evidenced by parents indicating the quality of their child's school as excellent or good through an organizational focus on the principles of the PAC as measured by the District Culture and Climate Survey.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, Pecan Grove Elementary will demonstrate fiscal responsibility by implementing transparent budgeting practices and ensuring all campus expenditures align with the district strategic plan and campus priorities. This will be accomplished through regular budget reviews and collaborative planning to optimize resource allocation in support of campus needs.</li> </ul>

<b>Quail Valley Elementary</b>	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, Quail Valley Elementary will increase academic achievement in Mathematics by promoting student discourse and productive struggle, as evidenced by a 10% increase in overall Math STAAR achievement scores from 65% to 75%.</li> <li>• Performance Objective 2: By May 2026, Quail Valley Elementary will increase the percentage of 5th grade students achieving "Approaches" level or higher on the STAAR Science assessment from 45% to 60% by strengthening science instruction through the intentional implementation of the district curriculum.</li> <li>• Performance Objective 3: By May 2026, Quail Valley Elementary will increase the percentage of students in Grades 3-5 achieving "Approaches" or higher on the STAAR Reading assessment from 76% to 81% by strengthening literacy instruction through evidence-based reading strategies, targeted interventions, and intentional implementation of the district curriculum.</li> <li>• Performance Objective 4: By May 2026, Quail Valley Elementary will increase the percentage of students scoring at the "Meets" performance level on the STAAR assessment in both math and reading by at least 3%, through strengthened, data-driven small group interventions and enrichment.</li> <li>• Performance Objective 5: By May 2026, 70% of all students, in grades 3rd- 5th will grow at least one year in reading and math as indicated by NWEA Map Growth Measures.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, we will increase overall staff satisfaction with Feedback and Recognition by 6% (64%-70%) through a campus focus of PAC as measured by District's Culture-Climate and Student Engagement Survey.</li> <li>• Performance Objective 2: By May 2026, we will increase overall parent satisfaction from 72%-77% through a campus focus on the principles of the PAC as measured by district's Culture-Climate survey and Student Engagement Survey.</li> </ul>



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	<ul style="list-style-type: none"> <li>Performance Objective 3: By May 2026, we will increase overall student engagement by 3% through a campus focus on the principles of the PAC as measured by district's Culture-Climate and Student Engagement Survey.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By June 2026, the budget manager will ensure 100% of all resources purchased are within the campus budget allotment and aligned to the campus needs to improve student outcomes.</li> <li>Performance Objective 2: By May 2026, the administrative team will ensure 100% efficient staffing in all areas of the campus.</li> </ul>

<b>Ridgegate Elementary</b>	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, 65% of all students in grades 3rd - 5th will grow at least 1.5 years in reading as indicated by NWEA Map Growth Measures.</li> <li>Performance Objective 2: By May 2026, 55% of all students in grades 3rd - 5th will grow at least 1.5 years in math as indicated by NWEA Map Growth Measures.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, RGE will increase student, parent, and community engagement in campus events by 5% as measured by sign in sheets and logs that is documented through the Parent Educator.</li> <li>Performance Objective 2: By May 2026 RGE will improve student behavior by implementing student ownership of behavior practices, PBIS, and other behavior supports as evidenced through a 5% decrease in discipline infractions.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, Ridgegate Elementary will demonstrate fiscal responsibility by ensuring 100% of campus expenditures align with the district's strategic plan and campus priorities</li> </ul>

<b>Ridgemont Early Literacy Center</b>	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: Ridgemont Early Literacy Center will improve student outcomes by ensuring that 100% of Tier 1 instruction is followed by targeted, data-driven small group instruction at least 3 times per week in reading and math for all identified students.</li> <li>Performance Objective 2: By January 2026, at least 80% of students receiving small group interventions will demonstrate progress toward grade-level benchmarks as measured by district assessments and progress monitoring tools (MAP Assessment, CLI Engage).</li> <li>Performance Objective 3: By May 2026, the percentage of Kindergarten and 1st grade students performing at Meets or Exceeds on Foundational Skills (Phonological Awareness and Phonics/Word Recognition) and Oral Reading Fluency (Sentence Reading Fluency and Oral Reading Rate) on the MAP</li> </ul>



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	Reading Fluency assessment will increase from the current baseline levels of 21-32% to at least 55%.
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: Ridgemont Early Literacy Center will strengthen family engagement by increasing parent awareness, input, and participation in Title I programs and campus initiatives. By May 2026, at least 80% of families will report feeling informed, included, and valued in decision-making and student support processes, as measured by parent surveys and participation data. The campus will implement at least three two-way communication strategies and host a minimum of four family engagement events aligned to academic and equity-focused priorities.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: Ridgemont Early Literacy Center will ensure 100% of campus funds are allocated and expended in alignment with identified instructional priorities and the FBISD Strategic Plan. The campus will maintain compliance with all district budgeting procedures and conduct quarterly reviews of expenditures to ensure transparency and effective resource management..</li> </ul>

<b>Ridgemont Elementary</b>	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By June 2026, 70% of RME students in grades 4 and 5 will grow at least one and a half years in reading as indicated by NWEA Map Growth Measures.</li> <li>Performance Objective 2: By May 2026, the percentage of students in grade 5 that will score approaches or higher on the Science STAAR Assessment will increase from 49% to 57%, as measured by STAAR 2026.</li> <li>Performance Objective 3: By May 2026, RME will increase the percentage of students scoring at meets/or above from 35% to 45% and masters from 12% to 22% in reading, as measured by STAAR 2026.</li> <li>Performance Objective 4: By June 2026, 70% of RME students in grades 4 and 5 will grow at least one and a half years in math as indicated by NWEA Map Growth Measures.</li> <li>Performance Objective 5: By May 2026, RME will increase the percentage of students scoring at meets/or above from 35% to 45% and masters from 15% to 25% in math, as measured by STAAR 2026.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, RME will increase the overall staff, student, and community satisfaction with the campus from 80% to 85%, as evidenced by the district's annual culture and climate survey.</li> <li>Performance Objective 2: By May 2026, RME will increase overall student engagement by raising student attendance from 94 to 95%, as evidenced by the weekly campus attendance reports.</li> <li>Performance Objective 3: By May 2026, RME will increase the overall student satisfaction with the campus from 78% to 88%, as evidenced by students indicating they feel safe at school on the District Student Engagement Survey.</li> </ul>



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<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By June 2026, RME will exhibit financial responsibility by implementing transparent budgeting practices and ensuring that 100% of campus expenditures are aligned to the district's strategic plan and campus priorities.</li> </ul>
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<b>Rosa Parks Elementary</b>		<b>Rosa Parks Elementary</b>
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, Rosa Parks Elementary (RPE) will increase student performance on the NWEA MAP Reading Growth Assessment from the 52nd percentile to the 65th percentile, demonstrating at least 1.5 years of academic growth in reading for all students, as measured by NWEA MAP Growth data.</li> <li>Performance Objective 2: By May 2026, Rosa Parks Elementary (RPE) will increase student performance on the NWEA MAP Math Growth Assessment from the 40th percentile to the 65th percentile, demonstrating at least 1.5 years of academic growth in math for all students, as measured by NWEA MAP Growth data.</li> <li>Performance Objective 3: By May 2026, Rosa Parks Elementary (RPE) will increase student performance on the NWEA MAP Science Growth Assessment from the 54th percentile to the 65th percentile, demonstrating at least 1.5 one years of academic growth in science for all students, as measured by NWEA MAP Growth data.</li> </ul>	
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, Rosa Parks Elementary (RPE) will improve culture and climate by increasing the overall staff and parent satisfaction by 2% through principles of professionalism, accountability, and communication as measured by the district's Culture Climate and Student Engagement survey.</li> <li>Performance Objective 2: By May 2026, Rosa Parks Elementary (RPE) will increase student engagement by 2% through a campus focus on the principles of professionalism, accountability, and communication as measured by FBISD's Culture-Climate and Student Engagement Survey.</li> </ul>	
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: Goal 3: By May 2026, Rosa Parks Elementary will uphold fiscal responsibility by maintaining transparent budgeting practices and ensuring all campus expenditures support the district's strategic plan and align with campus priorities.</li> </ul>	

**Scanlan Oaks Elementary**



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<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By June 2026, we will increase the percentage of students showing growth in literacy on MAP from BOY to EOY by 5% for each grade level.</li> <li>• Performance Objective 2: By June 2026, we will increase the percentage of students showing growth in math on MAP from BOY to EOY by 5% for each grade level.</li> <li>• Performance Objective 3: By June 2026, the percentage of students in grades 3-5 that score meets grade level or above on the STAAR Reading Assessment will increase from 75% to 78%.</li> <li>• Performance Objective 4: By June 2026, the percentage of students in grades 3-5 that score meets grade level or above on the STAAR Math Assessment will increase from 78% to 80%.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By June 2026, the percentage of parents who agree or strongly agree that they are kept informed about their child's academic progress (grades, learning expectations, and feedback) will increase by 10%, as measured by the annual parent culture and climate survey.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By June 2026, 100% of campus purchases related to instruction (supplies, digital tools, interventions) will be directly tied to student achievement data or CIP goals in literacy, numeracy, or SEL, as documented through purchase justifications or planning logs.</li> </ul>

Schiff Elementary	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, 80% of all students in grades KG - 5th will grow at least one and a half year in reading as indicated by NWEA Map Growth Measures.</li> <li>• Performance Objective 2: By May 2026, 80% of all students in grades KG - 5th will grow at least one and a half year in math as indicated by NWEA Map Growth Measures.</li> <li>• Performance Objective 3: By May 2026, Jan Schiff Elementary will increase the academic growth score percentage on the STAAR Math assessment by at least 15%, as measured by the 2025-2026 STAAR results.</li> <li>• Performance Objective 4: By May 2026, Jan Schiff Elementary will increase the academic growth score percentage on the STAAR RLA assessment by at least 15%, as measured by the 2025-2026 STAAR results.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, we will increase overall staff satisfaction by 5% through a campus focus on the principles of the PAC as measured by district's Culture-Climate and Student Engagement Survey.</li> <li>• Performance Objective 2: By May 2026, we will increase overall elementary student engagement by 5% through a campus focus on the principles of the PAC as measured by district's Culture-Climate and Student Engagement Survey.</li> </ul>



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	<ul style="list-style-type: none"> <li>• Performance Objective 3: By May 2026, we will increase parent satisfaction by 5% through a campus focus on the principles of the PAC as measured by district's Culture-Climate and Student Engagement Survey.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, 100% of resources purchased will align with campus needs, remain within the campus budget allotment, and directly support improvements in campus safety, climate, culture and/or student achievement outcomes.</li> </ul>

<b>Seguin Elementary</b>	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, 85% of all students, in grades 3rd - 5th will grow at least 1.5 years in reading as indicated by NWEA Map Growth measures.</li> <li>• Performance Objective 2: By May 2026, 85% of all students, in grades 3rd - 5th will grow at least 1.5 years in math as indicated by NWEA Map Growth.</li> <li>• Performance Objective 3: By May 2026, 80% of all students, in grades 3rd - 5th will grow at least 1.5 years in science as indicated by NWEA Map Growth.</li> <li>• Performance Objective 4: By May 2026, 90% of all special education students, in grades 4th - 5th will meet their expected growth as indicated by STAAR assessment.</li> <li>• Performance Objective 5: By May 2026, 75% of all students in grades Kindergarten - 2nd will demonstrate a minimum reading proficiency level of Meets or above as indicated by NWEA map Reading Fluency.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, JSES will increase overall parent engagement by 5% through a campus focus on the principles of Leading the PAC as measured by FBISD culture and climate survey.</li> <li>• Performance Objective 2: By May 2026, JSES will increase school wide celebration of achievement, progress and recognition through a campus focus on the principles of Leading the PAC as measured by FBISD culture and climate survey.</li> <li>• Performance Objective 3: By May 2026, we will increase overall staff satisfaction by 5% through a campus focus on the principles of Leading the PAC as measured by FBISD culture and climate survey.</li> <li>• Performance Objective 4: By May 2026, JSES will increase staff and student participation in health and wellness initiatives by 20% to promote professionalism, accountability, and communication (PAC) by fostering a positive, engaged, and supportive school culture where all stakeholders feel valued and inspired as measured by the district culture and climate survey.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By June 2026, the budget manager will ensure 100% of all resources purchased are within the campus budget allotment and aligned to the campus needs to improve student outcomes.</li> </ul>



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	<ul style="list-style-type: none"> <li>Performance Objective 2: By May 2026, the JSES leadership team will ensure 100% efficient staffing in all areas according to the campus' needs.</li> </ul>
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Settlers Way Elementary	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, 80% Settlers Way Elementary students in grade 3-5 will show growth of at least one year and a half in reading, math, and science as indicated by NWEA Map Growth Measures.</li> <li>Performance Objective 2: By May 2026, 80% of Settlers Way Elementary teachers will deliver effective Tier 1 instruction that is responsive to the needs of all students in ELA and math showing growth of at least one year and a half as indicated by NWEA Map Growth Measures.</li> <li>Performance Objective 3: By May 2026, 85% of Settlers Way Elementary students will achieve Meets or Masters level in RLA and Math as indicated by the STAAR Assessment.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, Settlers Way Elementary will increase parent satisfaction 2% evidenced by parents indicating the quality of their child's school as excellent or good as measured by the District Culture and Climate Survey.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By 2026, SWE will ensure efficient staffing in each grade level, outclass, and specialized/certified staff by retaining or hiring within 1 month of an opening.</li> <li>Performance Objective 2: By May 2026, Settlers Way will demonstrate fiscal responsibility by practicing transparent budgeting and aligning all campus expenditures with the district strategic plan and campus priorities, including the Ft. Bend Education Foundation Grants.</li> </ul>

Sienna Crossing Elementary	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, at least 85% of all students in grades K-5 will grow at least a year and a half in reading as indicated by NWEA Map Growth Measures.</li> <li>Performance Objective 2: By May 2026, at least 85% of all students in grades K-5 will grow at least a year and a half in math as indicated by NWEA Map Growth Measures.</li> <li>Performance Objective 3: By May 2026, at least 85% of all students in grades 3-5 will grow at a year and a half in science as indicated by NWEA Map Growth Measures.</li> </ul>



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<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, we will increase our overall staff satisfaction by 5% through a campus focus on the principles of the PAC as measured by the district's Culture-Climate and Student Engagement Survey.</li> <li>• Performance Objective 2: By June 2026, SCE will increase our overall Student Engagement Score from 3.28 to 4.0 through a campus focus on the principles of the PAC as measured by the district's Culture-Climate and Student Engagement survey.</li> <li>• Performance Objective 3: By May 2026, we will increase parent satisfaction by 5% through a campus focus on the principles of the PAC as measured by the district's Culture-Climate and Student Engagement Survey</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By June 2026, the budget manager will ensure 100% of all resources purchased are within the campus budget allotment and aligned to the campus need to improve student outcomes.</li> </ul>

Sonal Bhuchar Elementary	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, SBE will improve student achievement by increasing the percentage of students scoring at or above grade (meets and above) level on the math STAAR assessment from 81% to 84%.</li> <li>• Performance Objective 2: By May 2026, SBE will maintain a science growth percentile of at least 60 in 5th grade, as demonstrated on the end of the year NWEA MAP growth report.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, SBE will achieve an average satisfaction rating of at least 90% on the annual climate and culture survey completed by SBE stakeholders.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: During the 2025-2026 school year, SBE will exhibit financial responsibility by implementing transparent budgeting practices and ensuring that 100% of campus expenditures are aligned to the district's strategic plan and campus priorities</li> </ul>

Sugar Mill Elementary	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, Sugar Mill Elementary will increase NWEA reading growth median score from 53rd percentile to 65th percentile as indicated by NWEA Map Growth Measures.</li> <li>• Performance Objective 2: By May 2026, Sugar Mill Elementary will increase NWEA math growth median score from 52nd percentile to 63rd percentile as indicated by NWEA Map Growth Measures.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, we will increase overall staff satisfaction by 5% through a campus focus on the principles of the PAC as measured by District's Culture-Climate and Student Engagement Survey.</li> </ul>



**Campus Improvement Plans**  
**2025-2026**

	<ul style="list-style-type: none"> <li>• Performance Objective 2: By May 2026, Sugar Mill Elementary will increase parent satisfaction by 5% evidenced by parents indicating the quality of their child's school as excellent or good through an organizational focus on the principles of the PAC as measured by the District Culture and Climate Survey.</li> <li>• Performance Objective 3: By May 2026, Sugar Mill Elementary will increase overall elementary student engagement by 4% through a campus focus on the principles of the PAC as measured by District's Culture-Climate and Student Engagement Survey.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, the budget manager will ensure 100% of all resources purchased are within the campus budget allotment and aligned to the campus needs to improve student outcomes.</li> </ul>

<b>Sullivan Elementary</b>	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, there will be an increase in academic achievement in math as evidenced by a 4% increase in End-of-Year Math MAP Growth scores. (Average, High Average, and High were combined)</li> <li>• Performance Objective 2: By May 2026, there will be an increase in the the percentage of 5th-grade students achieving Meets Grade Level on the STAAR Science assessment from 74% to 77%.</li> <li>• Performance Objective 3: By May 2026, there will be an improvement in the instructional effectiveness as evidenced by a 4% increase in End-of-Year Reading MAP Growth scores. (Average, High Average, and High combined)</li> <li>• Performance Objective 4: By May 2026, there will be improved data-driven small group interventions and enrichment aligned to student needs during Paw Time, as evidenced by a 3% increase in STAAR Meets Grade Level scores for Reading and Math.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, there will be an increase in campus culture and climate by increasing the overall staff satisfaction rating from 79% to 84%.</li> <li>• Performance Objective 2: By May 2026, there will be improvement in campus culture and climate by increasing the overall parent satisfaction rating from 72% to 77% through the implementation of PAC, as measured by the district's Culture, Climate, and Student Engagement Survey.</li> <li>• Performance Objective 3: By May 2026, there will be improvement in campus culture and climate by increasing the overall student satisfaction rating from 84% to 89% through the implementation of PAC, as measured by the district's Culture, Climate, and Student Engagement Survey.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, we will demonstrate fiscal responsibility by implementing transparent budgeting practices and ensuring all campus expenditures align with the district's strategic plan and campus priorities.</li> </ul>



**Campus Improvement Plans**  
**2025-2026**

<b>Townewest Elementary</b>	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, the percent of 5th grade students performing at approaches on the 2026 Science STAAR will at minimum be 70% as evidenced by STAAR 2026.</li> <li>• Performance Objective 2: By May 2026, the percent of 5th grade students performing at meets on the 2026 Science STAAR will increase by 15% (from 26% to 41%) as evidenced by STAAR 2026.</li> <li>• Performance Objective 3: By May 2026, Townewest Elementary will improve instructional effectiveness in literacy, as demonstrated by at least a 15% increase of students in K-5 in the 61st percentile or higher on end-of-year NWEA MAP Growth Reading</li> <li>• Performance Objective 4: By May 2026, TWE will improve instructional effectiveness in math as demonstrated by at least a 22% increase of students in K-5 in the 61st percentile or higher on end-of-year NWEA MAP Growth Math.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, increase the percentage of parents who are satisfied with opportunities to engage and participate in campus events from 76% to 84% as evidenced by the Parent Engagement Survey</li> <li>• Performance Objective 2: By May 2026, increase positive peer-to-peer relationships of all students, but specifically, current 4th grade students from 42% to 62% as measured by the Student Engagement Survey.</li> <li>• Performance Objective 3: By May 2026, TWE will increase the percentage of students who regularly engage in mindfulness and stress-reducing activities from 15% to 30%, as measured by responses to the student engagement survey.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By June 2026, the budget manager will ensure 100% of all resources purchased are within the campus budget allotment and aligned to the campus needs to improve climate, culture and student outcomes.</li> </ul>

<b>Walker Station Elementary</b>	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By the end of the 2025-2026 school year, at least 80% of EB students in grades 4-5 will show one and a half year's growth in comprehension skills, as evidenced by improved performance on STAAR Reading comprehension questions and short constructed responses.</li> <li>• Performance Objective 2: By May 2026, the percent of 5th grade students performing at the masters level on the 2026 Science STAAR assessment will at minimum be 45% as evidenced by STAAR 2026.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, Walker Station Elementary will demonstrate a 10% increase in staff, student, and parent perceptions of feeling valued and engaged, as measured by the Culture and Climate (PAC) survey.</li> </ul>



**Campus Improvement Plans**  
**2025-2026**

<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: The campus will ensure effective and efficient use of allocated funds to support student achievement, staff development, and campus operations by aligning 100% of budget expenditures to campus and district goals.</li> </ul>
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**Secondary Campuses – Middle School:**

<b>Baines Middle School</b>	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, the percent of students meeting their expected growth projection will increase by 10% in Reading as indicated by NWEA Map Student Growth Summary Report.</li> <li>• Performance Objective 2: By May 2026, the percent of students meeting their expected growth projection will increase by 10% in Math as indicated by NWEA Map Student Growth Summary Report.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By June 2026, BMS staff will increase overall staff satisfaction with the campus/district by 10% through an organizational focus on the principles of the PAC as measured by the District Culture and Climate Engagement Survey.</li> <li>• Performance Objective 2: By June 2026, FBISD will increase overall secondary student engagement in schools from 78% to 85%, as evidenced by students indicating they feel good about being in school on the District Student Engagement Survey.</li> <li>• Performance Objective 3: By June 2026, FBISD will increase parent satisfaction with FBISD schools from 72% to 80% evidenced by parents indicating the quality of their child's school as excellent or good through an organizational focus on the principles of the PAC as measured by the District Culture and Climate Survey.</li> <li>• Performance Objective 4: By May 2026, BMS will establish a Campus Wellness Committee to monitor implementation of the District Wellness Policy FFA(LOCAL), with quarterly reviews and documented actions that support students' physical, emotional, and social wellbeing to enhance academic success.</li> <li>• Performance Objective 5: By May 2026, BMS will use their attendance committee to target students with excessive absences and implement strategies for dropout prevention.</li> </ul>



**Campus Improvement Plans**  
**2025-2026**

<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, Baines Middle School will demonstrate fiscal responsibility by implementing transparent budgeting practices and ensuring all campus expenditures align with the district's strategic plan and campus priorities. This will be accomplished through regular budget reviews and collaborative planning to optimize resource allocation in support of campus needs.</li> </ul>
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**Bowie Middle School**

<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, scores on 7th grade Math STAAR will increase in the category of Approaches and Above from 80% to 85% as compared to the 2025 STAAR results.</li> <li>Performance Objective 2: By May 2026, scores for all students taking the 6th grade Reading STAAR will increase in the category of Approaches and Above from 85% to 90% as compared to the 2025 STAAR results.</li> <li>Performance Objective 3: By June 2026, JBMS will enhance the rigor of instruction and engagement by implementing student ownership of learning practices, targeted professional development, and delivery of relevant lessons within the district's curriculum as evidenced through data sources</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By June 2026, improve student behavior outcomes related to PBIS implementation by reducing in-class referrals by 10% as measured by behavior incident reports.</li> <li>Performance Objective 2: By June of 2026, JBMS will increase student positive relationships with adults by increasing student responses that there is at least one adult in this school who knows me well from 76% to 80% as indicated on the District Student Engagement Survey.</li> <li>Performance Objective 3: By June of 2026, JBMS will increase students' emotional engagement with the school by increasing student responses of "overall I feel good about being in school" from 78% to 83% as indicated on the District Student Engagement Survey.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By June 2026, JBMS will demonstrate fiscal responsibility by focusing on cost-effective spending, ensuring all campus expenditures align with the district's strategic plan and campus priorities as evidenced by the Evaluation Data Sources.</li> </ul>

**Christa McAuliffe Middle School**

<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, CMMS will increase the percentage of students meeting or exceeding their projected growth targets on the NWEA MAP Reading assessment by 5% compared to Fall 2025 baseline data.</li> <li>Performance Objective 2: By May 2026, CMMS will increase the percentage of students meeting or exceeding their projected growth targets on the NWEA MAP Math assessment by 5% compared to Fall 2025 baseline data.</li> </ul>
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## Campus Improvement Plans 2025-2026

	<ul style="list-style-type: none"> <li>• Performance Objective 3: By May 2026, CMMS will increase the percentage of students meeting or exceeding their approaches, meets, or masters on the Science and Social Studies STAAR assessments by 3% compared to spring 2025 STAAR results.</li> <li>• Performance Objective 4: By May 2026, CMMS will identify students for Gifted and Talented (GT) testing and provide enrichment opportunities for students who are identified as GT across the campus.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, we will increase overall student engagement by 5% through a campus focus to improve climate and culture on the principles of the PAC as measured by district's Culture-Climate and Student Engagement Survey.</li> <li>• Performance Objective 2: By May 2026, we will increase overall staff satisfaction by 10% through a campus focus on the principles of the PAC as measured by district's Culture-Climate and Student Engagement Survey.</li> <li>• Performance Objective 3: By May 2026, CMMS will establish a Campus Wellness Committee to monitor implementation of the District Wellness Policy FFA(LOCAL), with quarterly reviews and documented actions that support students' physical, emotional, and social wellbeing to enhance academic success.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, the administrative team will ensure 100% efficient staffing of instructional and paraprofessional staff in all areas of the campus.</li> </ul>

<b>Crockett Middle School</b>	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By June 2026, Crockett Middle School will observe a 2% increase in student performance data, through strategic instruction in Math, Reading, Science and Social Studies, by focusing on Feedback in our PLC Actions, as measured by STAAR 2026 data.</li> <li>• Performance Objective 2: By June 2026, Crockett Middle School students will experience 1.5 years of growth for in the areas of Reading, Math &amp; Science, as measured by NWEA MAP data.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By June 2026, DCMS will see an increase in overall satisfaction of 3% for each stakeholder group (students, parents &amp; staff), by way of campus focuses on the principles of the PAC, as measured by Culture, Climate &amp; Engagement survey data.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By June 2026, the principal will ensure that 100% of all resources purchased, are within the campus budget allotment and aligned to campus needed to increase student performance outcomes in the areas of academics and behavior.</li> </ul>

### **Dulles Middle School**



**Campus Improvement Plans**  
**2025-2026**

<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By June 2026, Dulles Middle School will increase by at least 5% the percentage of students performing in the combined Average, High Average, and High categories on the NWEA MAP reading assessment, through the implementation of Tier I instruction with targeted small group differentiation and consistent rigor across grade levels.</li> <li>• Performance Objective 2: By May 2026, 75% of Grade 7 students will meet or exceed proficiency on the STAAR Math assessment, reflecting a 10-point increase from the previous year, through targeted instruction, data-driven interventions, and expanded learning opportunities.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, Dulles Middle School will improve campus culture and climate by increasing the overall staff satisfaction rating from 80% to 85%, through the implementation of the Principal Advisory Committee (PAC), as measured by the district's Culture, Climate, and Student Engagement Survey.</li> <li>• Performance Objective 2: By May 2026, Dulles Middle School will improve campus culture and climate by increasing the overall parent satisfaction rating from 68% to 78% through the implementation of PAC, as measured by the district's Culture, Climate, and Student Engagement Survey.</li> <li>• Performance Objective 3: By May 2026, Dulles Middle School will improve campus culture and climate by increasing the overall staff satisfaction rating from 80% to 85%, through the implementation of the Principal Advisory Committee (PAC), as measured by the district's Culture, Climate, and Student Engagement Survey.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, Dulles Middle School will demonstrate fiscal responsibility by conducting regular budget reviews and implementing transparent budgeting practices that ensure 100% of campus expenditures align with the district's strategic plan and campus priorities, optimizing resource allocation to support identified campus needs.</li> </ul>

First Colony Middle School	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: Increase the percentage of student growth in meeting grade level in Math 6 from 27% to 30% by May 2026, as measured by STAAR performance.</li> <li>• Performance Objective 2: By May 2026, increase the percentage of Gifted and Talented (GT) students achieving Masters level performance on STAAR in Math and RLA from 45% to 48%, ensuring enrichment opportunities extend beyond grade-level standards</li> <li>• Performance Objective 3: Increase the percentage of EB students scoring Advanced High on TELPAS from 16% (Gr. 6-8 composite) to 18% by May 2026.</li> </ul>



**Campus Improvement Plans**  
**2025-2026**

<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, increase the percentage of students, staff, and parents who report a positive campus culture and climate on the district Spring 2026 Climate Survey from 72% favorable to 75% favorable, ensuring that all stakeholders feel valued, inspired, and engaged.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, reduce campus teacher turnover from 18% to 15%, while maintaining 100% compliance with budget alignment protocols and ensuring that State Compensatory Education (SCE) funds are directly tied to student achievement initiatives.</li> </ul>

<b>Fort Settlement Middle School</b>	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, the Growth and Median Percentile of FSMS students in Math 6-8 will grow from 42% to 50% as indicated by the NWEA MAP Growth and Achievement Overview.</li> <li>Performance Objective 2: By May 2026, FSMS will increase the passing rate for 8th Grade Social Studies STAAR from 92% to 95% as indicated by TEA released STAAR scores.</li> <li>Performance Objective 3: By May 2026, FSMS will increase academic support for identified subpopulations, including GT, EB and students requiring Accelerated Instruction due to STAAR performance, by implementing targeted Advisories that utilize small group and targeted intervention at least 50% of the time as evidenced through teacher planning documents and quarterly progress monitoring.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, FSMS will increase the percentage of parents who believe that teachers provide their students with timely and appropriate feedback on their work from 71% to 80%.</li> <li>Performance Objective 2: By May 2026, Fort Settlement Middle School will strengthen campus culture and climate by embedding character education, violence prevention, SEL integration, and health and wellness strategies into weekly advisory lessons, increasing student engagement and fostering a safe, respectful, and inclusive learning environment. Success will be measured through student engagement survey data, discipline reports, attendance rates, and parent/community participation metrics.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, FSMS will complete a full review of department budget expenditures to evaluate adequacy and ensure that at least 80% of expenditures are focused on instructional resources, with the remaining amount allocated to essential classroom materials.</li> </ul>

**Garcia Middle School**



**Campus Improvement Plans**  
**2025-2026**

<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, all students groups will demonstrate 3 percent growth in NWEA MAP Math as indicated from BOY to EOY.</li> <li>• Performance Objective 2: By May 2026, scores for all students taking the 8th grade Math STAAR will increase at all passing performance levels by 5 percent compared to the 2024-2025 school year.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May of 2026, GMS will increase student engagement and sense of well-being from 80% to 85% as evidenced by students indicating they have at least one adult on campus they connect to on the District Student Engagement Survey through a campus focus on culture, climate, and the principles of the PAC.</li> <li>• Performance Objective 2: GMS will increase parent and staff satisfaction with the campus by 5% (from 75% to 80% for parents and 85% to 90% for staff) as evidenced by parents and staff indicating the quality of their child's school as excellent or good through an organizational focus on the principles of the PAC as measured by the District Culture and Climate Survey.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, Garcia Middle School will demonstrate fiscal responsibility by implementing transparent budgeting practices and ensuring all campus expenditures align with the district's strategic plan and campus priorities. This will be accomplished through regular budget reviews and collaborative planning to optimize resource allocation in support of campus needs.</li> </ul>

Hodges Bend Middle School	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, HBMS will improve the percentage of students scoring Meets or above on STAAR Math/Algebra EOC from 25% to 35%</li> <li>• Performance Objective 2: By May 2026, HBMS will improve the percentage of students scoring Meets or above on STAAR Reading from 42% to 50%.</li> <li>• Performance Objective 3: By May 2026, HBMS will improve the percentage of students scoring Meets or above on STAAR Science from 35% to 45%.</li> <li>• Performance Objective 4: By May 2026, HBMS will improve the percentage of students scoring Meets or above on STAAR Social Studies from 7% to 25%.</li> <li>• Performance Objective 5: By May 2026, 65% percent of students in grades 6-8 will improve by one performance indicator in Math, Reading and Science as evidenced by NWEA MAP Growth Reports.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, HBMS will increase overall staff satisfaction with the campus from 69% to 75% through a focus on the principles of the PAC as measured by the District Culture &amp; Climate Survey.</li> <li>• Performance Objective 2: By May 2026, HBMS will increase overall parent participation and satisfaction with the campus from 56% to 65% through a focus</li> </ul>



**Campus Improvement Plans**  
**2025-2026**

	<p>on the principles of the PAC (Professionalism, Accountability, and Communication) as measured by the District Culture &amp; Climate Survey.</p> <ul style="list-style-type: none"> <li>• Performance Objective 3: By May 2026, HBMS will increase the percentage of staff giving rewards for positive behaviors from 60% to 80% as evidenced by the PBIS campus evaluation report.</li> <li>• Performance Objective 4: By May 2026, HBMS will decrease the number of student code of conduct violations related to physical violence by 10%.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, the budget manager will ensure 100% of all resources purchased are within the campus budget allotment and aligned to the campus needs to improve climate, culture and student outcomes.</li> </ul>

<b>Lake Olympia Middle School</b>	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, LOMS will increase the percentage of students scoring Meets (23 to 33%), and Masters (15 to 25%) on STAAR Reading Language Arts as indicated by STAAR Achievement Data and NWEA MAP.</li> <li>• Performance Objective 2: By May 2026, LOMS will increase the percentage of students scoring Meets (16 to 26%), and Masters (5 to 15%) on STAAR Mathematics/Algebra I as indicated by STAAR Achievement Data and NWEA MAP.</li> <li>• Performance Objective 3: By May 2026, LOMS will increase the percentage of students scoring Meets (20 to 30%), and Masters (3 to 13%) on STAAR Science as indicated by STAAR Achievement Data and NWEA MAP.</li> <li>• Performance Objective 4: By May 2026, LOMS will increase the percentage of students scoring Meets (7 to 17%), and Masters (4 to 14%) on STAAR Social Studies as indicated by STAAR Achievement Data.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, LOMS will increase the staff satisfaction of overall school quality by 11% through a campus focus on the principles of the PAC as measured by the District Culture and Climate Survey.</li> <li>• Performance Objective 2: By May 2026, LOMS will increase the parent/guardian satisfaction of overall school quality by 14% through a campus focus on the principles of the PAC as measured by the District Culture and Climate Survey.</li> <li>• Performance Objective 3: By May 2026, LOMS will increase overall student engagement on campus from 41% of students participating in activities one hour or less a week to 50% of students participating in activities one hour or more a week as measured by the District Culture and Climate Survey.</li> </ul>



**Campus Improvement Plans**  
**2025-2026**

<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, the LOMS Budget Manager will ensure 100% of all resources purchased are within the campus budget allotment and aligned to the campus needs to improve climate, culture and student outcomes.</li> </ul>
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<b>Missouri City Middle School</b>	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, MCMS students will show at least a 10% increase in student growth in Reading as indicated by NWEA Map Growth Measures</li> <li>Performance Objective 2: By May 2026, MCMS students will show at least a 10% increase in student growth in MATH as indicated by NWEA Map Growth Measures.</li> <li>Performance Objective 3: By May 2026, MCMS will increase the percentage of students achieving Meets/Above levels in Reading from 36% to at least 44%, as measured by STAAR results.</li> <li>Performance Objective 4: By May 2026, MCMS will increase the percentage of students achieving Meets/Above levels in Math from 13% to at least 23%, as measured by STAAR results.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, MCMS will improve student engagement and social emotional learning by at least 10%, as evidenced by Campus Culture and Climate Survey data and participation in school events.</li> <li>Performance Objective 2: By May 2026, MCMS will improve parent engagement and perception of the campus by at least 10%, as evidenced by Campus Culture and Climate Survey data and participation in school events.</li> <li>Performance Objective 3: By May 2026, MCMS will improve staff satisfaction with the campus by at least 5%, as evidenced by Campus Culture and Climate Survey data and participation in school events.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, MCMS will demonstrate fiscal responsibility by implementing transparent budgeting practice and ensuring 100% of campus expenditures align with the district's strategic plan and campus priorities as evidence by CPAC and Budget Review Agendas.</li> </ul>

<b>Quail Valley Middle School</b>	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, Quail Valley Middle School will increase the percentage of students performing at the Meets performance category on the STAAR assessments as follows: Reading from 74% to 77%, Math from 62% to 65%, Science from 74% to 77%, and Social Studies from 54% to 58%, as measured by the 2026 STAAR results.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, Quail Valley Middle School will increase parent satisfaction with the timeliness and consistency of school-to-</li> </ul>

**Campus Improvement Plans**  
**2025-2026**

	<p>home communication from 68% to at least 73%, as measured by the District Parent Engagement Survey.</p> <ul style="list-style-type: none"> <li>• Performance Objective 2: By May 2026, Quail Valley Middle School will increase the percentage of students who report feeling safe at school from 66% to at least 71%, as measured by the District Student Engagement Survey.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, 100% of campus expenditures will be managed so that all purchases remain within the allocated budget without exceeding the allotment and are directly aligned to campus priorities for improving student outcomes as outlined in the Campus Improvement Plan.</li> </ul>

<b>Sartartia Middle School</b>	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, 90% of all students, in grades 6th-8th will grow at least one year in Math and Reading as indicated by NWEA Map Growth Measures.</li> <li>• Performance Objective 2: By May 2026, Sartartia Middle School will increase the percentage of 8th Grade students achieving meets on the Social Studies STAAR assessment from 70% to 73% as indicated by TEA-released STAAR scores.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, SMS will increase the percentage of students who believe their voice matters 10% as measured by the FBISD Student Engagement Survey.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, Sartartia Middle School will strengthen fiscal responsibility by implementing transparent budgeting practices with all campus stakeholders and ensuring 100% of campus expenditures align with the FBISD Strategic Plan and campus priorities.</li> </ul>

<b>Sugar Land Middle School</b>	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By June 2026, SLMS will improve overall student academic outcomes by 8% in math, 5% in reading, 7% in social studies, and 3% in science on the STAAR assessment through effective professional learning communities that focus on checking for understanding, differentiation for all students, small group instruction, and utilizing data to inform instruction as evidenced by the indicators of success.</li> <li>• Performance Objective 2: By June 2026, SLMS will increase the average daily attendance rate for students to 95% through implementation of effective attendance strategies as evidenced by the indicators of success.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By June 2026, SLMS will improve the climate and culture for students by 5% on the EOY survey through implementation of effective PBIS strategies to increase positive student ownership of behavior and improved climate events as evidenced in the indicators of success.</li> </ul>



**Campus Improvement Plans**  
**2025-2026**

	<ul style="list-style-type: none"> <li>• Performance Objective 2: By June 2026, SLMS will improve the climate and culture for staff by 10% on the EOY survey through implementation of effective climate and culture activities and improved climate events as evidenced in the indicators of success.</li> <li>• Performance Objective 3: By June 2026, SLMS will improve parent and stakeholder engagement by 5% on the EOY survey through implementation of increased communication, school connection activities, and community involvement opportunities as evidenced in the indicators of success.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By June 2026, SLMS will have a balanced budget for the 2025-2026 school year by focusing on cost effective spending and adhering to FBISD spending guidelines as evidenced by the indicators of success.</li> </ul>

<b>Thornton Middle School</b>	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, 90% of all students will grow at least one year in reading as indicated by the NWEA Map Growth Measures.</li> <li>• Performance Objective 2: By May 2026, 90% of all students will grow at least one year in math as indicated by the NWEA Map Growth Measures.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, RTMS will increase overall student satisfaction by 5% through a campus focus on the principles of the PAC as measured by the district's Culture-Climate and Student Engagement Survey.</li> <li>• Performance Objective 2: By May 2026, RTMS will increase overall staff satisfaction by 5% through a campus focus on the principles of the PAC as measured by the district's Culture-Climate and Student Engagement Survey.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By June 2026, the budget manager will ensure 100% of all resources purchased are within the campus budget allotment and aligned to the campus needs to improve student outcomes.</li> <li>• Performance Objective 2: By May 2026, the administrative team will ensure 100% efficient staffing in all areas of the campus.</li> </ul>

  
**Campus Improvement Plans**  
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**Secondary Campuses – High School:**

Almeta Crawford High School	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: For the class of 2026, the percentage of graduates that meet the criteria for CCMR will increase by 50%.</li> <li>• Performance Objective 2: By the end of May 2026, the percentage of students who perform at the Meets and Masters level on the Algebra 1 STAAR EOC exam will increase by 15%.</li> <li>• Performance Objective 3: By December 2025, 50% of STAAR EOC Algebra 1 retesters will increase their performance rating from did not approach to approaches grade level.</li> <li>• Performance Objective 4: By December 2025, 50% of STAAR EOC ELA 1 retesters will increase their performance rating from did not approach to approaches grade level.</li> <li>• Performance Objective 5: By December 2025, 50% of STAAR EOC ELA 2 retesters will increase their performance rating from did not approach to approaches grade level.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, we will increase overall staff satisfaction by 10% through a campus focus on the principles of the PAC as measured by district's Culture-Climate and Student Engagement Survey.</li> <li>• Performance Objective 2: By May 2026, we will increase overall secondary student engagement by 10% through a campus focus on the principles of the PAC as measured by district's Culture-Climate and Student Engagement Survey.</li> <li>• Performance Objective 3: By May 2026, we will increase parent satisfaction with by 5% through a campus focus on the principles of the PAC as measured by district's Culture-Climate and Student Engagement Survey</li> </ul>

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<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By June 2026, the budget manager will ensure 100% of all resources purchased are within the campus budget allotment and aligned to the campus needs to improve student outcomes.</li> </ul>
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<b>Austin High School</b>	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, 80% of all students, in grades 9th-12th will grow at least one year in reading as indicated by NWEA MAP Growth Measures.</li> <li>Performance Objective 2: By May 2026, 80% of all students, in grades 9th-12th will grow at least one year in math as indicated by NWEA MAP Growth Measures.</li> <li>Performance Objective 3: For the class of 2027, the percentage of graduates that meet the criteria for CCMR will increase by 20%.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, in the area of school quality, we will increase the percentage of parents rating our school as good or excellent by 15% through a campus focus on the principles of the PAC as measured by the district's Culture-Climate and Student Engagement Survey.</li> <li>Performance Objective 2: By May 2026, we will increase the percentage of students who go to school because of what they learn in class by 10% through a campus focus on tier 1 instruction and the principles of PAC as measured by the district's Culture-Climate and Student Engagement Survey.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By June 2026, the budget manager will ensure 100% of all resources purchased are within the campus budget allotment and aligned to the campus needs to improve student outcomes.</li> </ul>

<b>Bush High School</b>	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, 43% of all students, in grades 9th - 12th will grow at least one year in reading as indicated by NWEA Map Growth Measures.</li> <li>Performance Objective 2: By May 2026, 46 % of all students, in grades 9th - 12th will grow at least one year in math as indicated by NWEA Map Growth Measures.</li> <li>Performance Objective 3: For the class of 2027, the percentage of graduates that meet the criteria for CCMR will increase by 25%.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, we will increase overall staff satisfaction by 6% through a campus focus on the principles of the PAC as measured by district's Culture-Climate and Student Engagement Survey.</li> <li>Performance Objective 2: By May 2026, we will increase overall secondary student engagement by 4% through a campus focus on the principles of the PAC</li> </ul>

**Campus Improvement Plans**  
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	<p>as measured by semi-annual campus surveys and district's Culture-Climate and Student Engagement Survey.</p> <ul style="list-style-type: none"> <li>• Performance Objective 3: By May 2026, we will increase parent satisfaction with by 3% through a campus focus on the principles of the PAC as measured by semi-annual campus surveys and district's Culture-Climate and Student Engagement Survey.</li> <li>• Performance Objective 4: By June 2026, GBHS will increase and refine the implementation of school-wide MTSS supports to foster a safe and orderly learning environment accessible to all students, as evidenced by a reduction in disruptive incidences by 5%.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By June 2026, the budget manager will ensure 100% of all resources purchased are within the campus budget allotment and aligned to the campus needs.</li> </ul>

<b>Clements High School</b>	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By June 2026 CHS will increase the percentage of students meeting expected growth in math and reading NWEA MAP by 2% between BOY, MOY, and EOY.</li> <li>• Performance Objective 2: By June 2026 CHS will increase the percentage of students achieving Approaches, Meets, and Masters on the Algebra 1 STAAR EOC by 2% and Masters on the Biology and English 2 STAAR EOC by 2%.</li> <li>• Performance Objective 3: By June 2026 CHS will increase the percentage of graduating seniors meeting CCMR from 77% to 82%.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By June 2026, CHS will increase the average score in the Cognitive, Emotional, and Behavioral dimensions of the district Culture and Climate survey by .1 of a point.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By June 2026 CHS will demonstrate financial responsibility by implementing a transparent budgeting practice with all campus stakeholders and ensuring all campus expenditures are aligned with the district strategic plan and campus priorities.</li> </ul>

<b>Dulles High School</b>	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, 80% of all students that take NWEA MAP assessment will grow at least 1.5 years as indicated by NWEA MAP growth measures.</li> <li>• Performance Objective 2: By June of 2026, Dulles High School English 1 EOC will improve from 41% meets to 50% meeting standard, and math will improve from 16% of students meeting standard to 30% of students meeting standards.</li> <li>• Performance Objective 3: By June of 2026, Dulles High School improve from 76% CCMR readiness to 90%.</li> </ul>



**Campus Improvement Plans**  
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<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: Dulles High School will increase the overall satisfaction rate by 10% on the culture and climate survey by increasing a variety of opportunities for all stakeholders to attend campus events.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, Dulles High School, will demonstrate fiscal responsibility by implementing a transparent budgeting a transparent budgeting practice with all campus stake holders, ensuring all campus expenditures are aligned with the district strategic plan and campus priorities.</li> </ul>

**Elkins High School**

<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By June 2026, Elkins HS English I EOC scores will improve from 38% to 45% of students who meet standards, and English II EOC scores will improve from 20% to 27% of students who meet standards.</li> <li>Performance Objective 2: By June 2026, Elkins High School will increase the percentage of students meeting College, Career, and Military Readiness (CCMR) standards by at least 10% compared to the 2024 baseline.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By June 2026, EHS teacher leaders and administrators will support all students and staff members in the areas of professionalism, accountability, and communication (PAC) so that the Noble Knight community feel valued, inspired, and engaged.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By June 2026, Elkins High School will have no more than 10% of certified teachers resign during the school year or at the end of the school year.</li> </ul>

**Hightower High School**

<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, 80% of HHS students in grades 9 and 10 will grow at least one year in reading as indicated by NWEA MAP Growth Measures.</li> <li>Performance Objective 2: By May 2026, 80% of HHS students in grade 9 will grow at least one year in math as indicated by NWEA MAP Growth Measures.</li> <li>Performance Objective 3: By May 2026, 90% percentage of the Cohort of 2026 graduating seniors will meet the criteria for earning a CCMR point.</li> <li>Performance Objective 4: By December 2026, all gifted and talented students will meet with their assigned gifted content teacher and develop their respective enrichment learning plans.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, Hightower High School will build a stronger community of parent and community stakeholders through increased involvement opportunities, that will result in a 5% increase in positive feedback on the parent engagement survey data as it relates to the school quality.</li> </ul>



**Campus Improvement Plans**  
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	<ul style="list-style-type: none"> <li>• Performance Objective 2: By May, 2026, the perception of student safety in Hightower High School will increase from 67% to 80% as measured on the Climate &amp; Culture survey.</li> <li>• Performance Objective 3: By May 2026, the staff perception of Hightower High School's school quality will increase from 71% to 80% as measured by the Culture &amp; Climate staff engagement survey.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, Hightower High School will demonstrate fiscal responsibility by implementing transparent budgeting practices and ensuring all campus expenditures align with the district' strategic plan and campus priorities.</li> </ul>

<b>Kempner High School</b>	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By June of 2026 Kempner HS will increase students meeting expected growth on the NWEA MAP screener by 3% between BOY, MOY, and EOY.</li> <li>• Performance Objective 2: By June of 2026 Kempner will increase the number of students achieving Meets on the Spring STAAR EOC by 10% on each grade specific EOC.</li> <li>• Performance Objective 3: By June of 2026 Kempner HS will have increased the number of graduating seniors meeting their CCMR requirements to 90%, Juniors will increase to 85%, Sophomores will increase to 80%, and 20% of Freshman will have their CCMR credit..</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By June of 2026 Kempner HS will improve the effectiveness of teacher mentorship through the implementation of the schools PBIS Climate and Culture strategies as evidenced through the indicators of success which will result in a 10% increase in teacher retention.</li> <li>• Performance Objective 2: By June of 2026, Kempner HS will improve community engagement through collaborative partnership by increasing opportunities for student, parent, staff and community to access all areas of the Cougar campus experience as evidenced by the overall satisfaction rate of at least 75% on the district Culture and Climate survey.</li> <li>• Performance Objective 3: By June of 2026 Kempner HS will decrease discipline and chronic absenteeism by 10% by improving campus culture through the effective implementation of PBIS Know your Impact on Kempner strategy as seen in the district climate and culture survey.</li> <li>• Performance Objective 4: By June 2026, Kempner High School will increase its overall student attendance rate by at least 3% every nine weeks through the</li> </ul>



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	implementation of Positive Behavioral Interventions and Supports (PBIS) strategies and strengthened attendance accountability measures.
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May of 2026 Kemper High School will demonstrate their fiscal responsibility by implementing a transparent budgeting practice with all campus stake holders, and ensuring all campus expenditures are aligned with the district strategic plan and campus priorities.</li> </ul>

<b>Marshall High School</b>	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By June 2026, Thurgood Marshall will increase overall student achievement in Math by 15% as indicated by STAAR EOC.</li> <li>Performance Objective 2: By June 2026, Thurgood Marshall will increase overall student achievement in ELA by 15% as indicated by STAAR EOC.</li> <li>Performance Objective 3: By June 2026, Thurgood Marshall will increase overall student achievement by 15% as indicated by CCMR.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By June 2026, Thurgood Marshall will increase staff, student, and parents satisfaction by 5% by building a positive school culture and climate through professional development and a strong use of school wide PBIS school system that reinforces, reminds, and redirects students to expected behaviors. As evidenced by improved outcomes on the annual culture and climate survey, and reducing the number of overall number of student disciplinary infractions.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By June 2026, the budget manager will ensure 100% of all resources purchased are within the campus budget allotment and aligned to the campus needs to improve student outcomes.</li> </ul>

<b>Ridge Point High School</b>	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May of 2026 Algebra I ELA I, and ELA II teachers will have prepared students to meet an Approaches level of 95% on the Spring EOC.</li> <li>Performance Objective 2: By May 2026 through the use of effective lesson planning which includes WICOR strategies and professional learning communities, teachers will increase the relevance of student classroom learning to real world applications by 3%.</li> <li>Performance Objective 3: By May 2026, 95% of all students, in grades 9th - 12th will grow at least one year in reading as indicated by NWEA Map Growth Measures.</li> </ul>



**Campus Improvement Plans**  
**2025-2026**

	<ul style="list-style-type: none"> <li>• Performance Objective 4: By May 2026, 95% of all students, in grades 9th - 12th will grow at least one year in math as indicated by NWEA Map Growth Measures.</li> <li>• Performance Objective 5: For the class of 2027, the percentage of graduates that meet the criteria for CCMR will increase by 25%</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, Ridge Point High School will increase the percentage of benchmarks in the "In Place" category by 25% as indicated on the School-wide Benchmarks of Quality (BoQ) for positive behavioral interventions and supports (PBIS).</li> <li>• Performance Objective 2: By May 2026 Ridge Point will reduce counseling office visits for social and emotional issues by 10%.</li> <li>• Performance Objective 3: By June 2026, Ridge Point will improve the overall attendance rate through PBIS measures and attendance accountability by a 1% increase in the overall campus attendance percentage.</li> <li>• Performance Objective 4: By May of 2026 Ridge Point High School will effectively recruit and develop instructional staff with a 95% retention rate.</li> <li>• Performance Objective 5: By May 2026, we will increase overall secondary student engagement by 4% through a campus focus on the principles of the PAC as measured by district's Culture-Climate and Student Engagement Survey.</li> <li>• Performance Objective 6: By May 2026, we will increase parent satisfaction by 3% through a campus focus on the principles of the PAC as measured by district's Culture-Climate and Student Engagement Survey.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By June 2026, the budget manager will ensure 100% of all resources purchased are within the campus budget allotment and aligned to the campus needs to improve student outcomes.</li> </ul>

<b>Travis High School</b>	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By June 2026, we will increase the percentage of teachers implementing the aligned rigor of the TEKS from 88% to 95%, as measured by campus-based CWT data, in order to strengthen student outcomes on Algebra I, English I, and English II End-of-Course (EOC) assessments, as well as key College, Career, and Military Readiness (CCMR) indicators. Collectively, these gains will position the campus to raise its overall accountability rating to above 90.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: The percentage of staff and students obtaining Tiger Pride Points will increase to 65% for students and 70% for staff by May 29, 2026.</li> <li>• Performance Objective 2: By June 12, 2026, Travis High School will retain 3% more staff members following the 2025-2026 school year, reflecting a strengthened commitment to staff satisfaction and school culture.</li> </ul>



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**2025-2026**

	<ul style="list-style-type: none"> <li>• Performance Objective 3: By June 2026, we will improve the % of "strongly agree" and "agree" responses on the end of year campus climate survey in the Family Engagement section.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By June 30, 2026, the campus will ensure spending and allocation of funds provides for student support by aligning with the district priorities for student growth, wellness, academic success, and staff retention</li> </ul>

<b>Willowridge High School</b>	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By June 2026, Willowridge High School will increase student achievement in Algebra I STAAR EOC areas by at least 10% in meets and masters as evidenced by Spring 2026 STAAR Scores</li> <li>• Performance Objective 2: By June 2026, at least 80% of Willowridge High School students will show growth from BOY to EOY on NWEA Map testing.</li> <li>• Performance Objective 3: By June 2026, at least 65% of the class of 2026 will have earned a CCMR point; at least 50% of the class of 2027 will have received a CCMR point; and 30% of the class of 2028 will have received a CCMR point as evidence through multiple data points (ACT/SAT, Texas College Bridge, AP test scores TSIA Test scores, IBC, etc)</li> <li>• Performance Objective 4: By June 2026, Willowridge High School will increase student achievement in English I and II STAAR EOC areas by at least 10% in meets and masters as evidenced by Spring 2026 STAAR Scores.</li> <li>• Performance Objective 5: By June 2026, Willowridge High School will increase student achievement in Biology and US History STAAR EOC areas by at least 10% in meets and masters as evidenced by Spring 2026 STAAR Scores. Performance Objective 4: By May 2026, MCMS will increase the percentage of students achieving Meets/Above levels in Math from 13% to at least 23%, as measured by STAAR results.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By June 2026, Willowridge High School will reduce discipline referrals by 10% as evidenced by Skyward Q discipline reports.</li> <li>• Performance Objective 2: WHS will retain 90% of current teaching staff by July 2026 as evidenced by contract renewals.</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By April 2026, Willowridge School will properly utilize 90% of the budget on resources to support tier 1 instruction.</li> </ul>

**Secondary Specialty Campuses:**

**James Reese Career & Technical Center**



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<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By June 2026, 90% of students will earn industry-based certifications (IBCs) in courses associated with IBC examinations.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By June 2026, stakeholders will report an overall satisfaction rating of at least 80% with communication, as measured by an end-of-year survey</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By the close of the 2025-2026 fiscal year, James Reese Career and Technical Center will reduce student uniform expenditures by 10% as compared to the 2024-2025 budget.</li> </ul>

<b>MR Wood Center for Learning</b>	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026 at least 80% of our students who will be enrolled 45 days or more at MR Wood Center for Learning will demonstrate increased progress as evidenced by their exit data on NWEA (MAPS Testing) for reading and math.</li> <li>Performance Objective 2: By the end of May 2026, at least 90% of MR Wood Center for Learning will show improved attendance as evidenced by an increase in the attendance rate from averaging 87% to 90%.</li> </ul>
<b>Goal 2: Priority 2: Culture and Climate</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, we will increase overall staff satisfaction by 5% through a campus focus Cadence of Accountability platform on the principles of the PAC as measured by the weekly Accountability Walk Form and Quarterly Culture and Climate Survey (Staff Members).</li> </ul>
<b>Goal 3: Priority 3: Financial Responsibility</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By June 2026, the budget manager will ensure 100% of all resources purchased are within the campus budget allotment and aligned to the campus needs to improve student outcomes.</li> <li>Performance Objective 2: By May 2026, the administrative team will ensure 100% efficient staffing in all areas of the campus.</li> </ul>

<b>Progressive High School</b>	
<b>Goal 1: Priority 1: Student Outcomes</b>	<ul style="list-style-type: none"> <li>Performance Objective 1: By May 2026, PHS will improve the graduation rate by 3% from 87% to 90%, through the implementation of the FBISD Behavior Framework and compacted instruction.</li> <li>Performance Objective 2: By June 2026, PHS will improve students' attainment of CCMR readiness indicators from 3% to 50% or more of students enrolled in term 1 and remain in the program for at least three terms, through high quality instruction, and the implementation of targeted professional learning and feedback on clarity.</li> <li>Performance Objective 3: By May 2026, PHS students that are enrolled for a full academic year will demonstrate increased progress to be at minimum the 60th</li> </ul>



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	<p>percentile in growth in English and Math as evidenced by BOY NWEA MAP assessments to the EOY NWEA MAP assessments.</p>
<p><b>Goal 2: Priority 2: Culture and Climate</b></p>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, PHS will improve student engagement/interest in extracurricular activities and programs, including fine arts, athletics or clubs/organizations while attending PHS as judged by PHS staff from the campus staff culture and climate survey from 43% to 80%, by increasing club offerings from one to five or more clubs/organizations.</li> </ul>
<p><b>Goal 3: Priority 3: Financial Responsibility</b></p>	<ul style="list-style-type: none"> <li>• Performance Objective 1: By May 2026, PHS will increase enrollment in program offerings through targeted recruitment efforts as evidenced through the indicators of success to consistently reach 85% of capacity (255 students of the 300 capacity) in term 1, term 2, and term 3.</li> <li>• Performance Objective 2: By June 2026, the budget manager will ensure 100% of all resources purchased are within the campus budget allotment and aligned to the campus needs to improve climate, culture and student outcomes.</li> </ul>

# Fort Bend Independent School District

## Executive Summary

<b>Regular Board Meeting</b>		<b>Meeting Date: October 27, 2025</b>	
<b>Agenda Item Title: Consideration and approval of Turnaround Plans (TAPs) – 2025-26</b>			
<b>Board Policy: BQA (Legal, Local)</b>		<b>District Priority: Priority 1</b>	
<b>Department:</b> Deputy Superintendent Teaching & Learning			
Are there related documents to be signed by the Board? NO			
<input checked="" type="checkbox"/> Administration has reviewed the final submission for this agenda item.			
<input checked="" type="checkbox"/> Reviewed by Deputy Superintendent		<input checked="" type="checkbox"/> Reviewed by Chief of Staff	

<b>Recommendation</b>
Consideration and approval of the Turnaround Plans as required by TEA for the 2025 – 26 school year for the following campuses:
<ul style="list-style-type: none"><li>• Lake Olympia Middle School</li><li>• McAuliffe Middle School</li><li>• Missouri City Middle School</li></ul>

<b>Summary/Background</b>
In Texas, a school is required to submit a board-approved turnaround plan to the state when it has been identified as chronically low performing under state accountability laws.
A Turnaround Plan Is Legally Required: (Texas Education Code Chapter 39) <ul style="list-style-type: none"><li>○ After two consecutive years of low performance, the district must create and submit a Campus Turnaround Plan to TEA. <b>-The Consecutive Unacceptable count (State Accountability)</b> *F (or 3<sup>rd</sup> D without a C or better): Unacceptable</li></ul>
The campus must develop the plan, similar to the Campus Improvement Plan (CIP), to focus and prioritize campus efforts and resources to ensure academic growth resulting in an acceptable accountability rating of a C or better for the following year. Campus leaders, with the support of School Leadership, School Improvement, and Academic Affairs, perform a Comprehensive Needs Assessment and establish a comprehensive plan that addresses the success criteria defined by the state.

# Fort Bend Independent School District

The success criteria must include stakeholder engagement, school improvement strategies, support and capacity building by district and/or external partnerships, milestones, and resources.

Once the plan is board approved, the campus must submit to the state for approval by November 14th.

Recommended by:

Dr. Marc Smith  
Superintendent of Schools

Submitted by:

Dr. Jaretha Jordan  
Deputy Superintendent Teaching and Learning

Dr. Andria Schur  
Chief of Schools



# Turnaround Plans (TAPs) 2025-2026

# Turn-Around Plan Success Criteria: Stakeholder Engagement & School Improvement Strategy



## Stakeholder Engagement:

- Public meetings with campus principal, CIT, parents, community
- Written notices posted on campus websites and sent to parents
- School board conducts hearing, posts plan, and approves it
- Stakeholder comments attached



## School Improvement Strategy:

- Strategy must enable C rating or CSI exit in  $\leq 2$  years
- Supported by proven external partner or dedicated district/campus staff
- Staff must have turnaround success and 50%+ time commitment

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# Turn-Around Plan Success Criteria: Curriculum, Support & Milestones

## Curriculum & Instruction:

- Use HQIM/OER materials to increase instructional quality
- Protected instructional time (5-day week)
- Weekly PLCs with lesson internalization & student work analysis

## Support & Capacity Building:

- Job-embedded PD for teachers/admins (initial + ongoing)
- Biweekly feedback with research-based tools
- Differentiated support for new, uncertified, or low-performing staff

## Milestones:

- Cover planning + implementation for 2 years
- Include capacity building, coaching, and student assessment cycles

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# Turn-Around Plan Success Criteria: Performance, Resources & Special Criteria

## Performance Management:

- Superintendent/leadership reviews progress at least semesterly
- Defines: who reviews, frequency, data collection, and sharing

## Resources:

- All costs (stipends, training, staff, materials) identified
- Funding sources clearly documented

## Special Criteria (these do not apply to FBISD campuses):

- Closure/Reassign: Students moved to higher-performing campuses with HQIM + PD plans
- Texas Partnerships (SB 1882): District trained, policy adopted, partner with proven turnaround success
- Graduation Rate: Track individual data (attendance, grades, retention), provide mentors + interventions

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# Turnaround Plan (TAP) Designations:

Turn-around plan interventions are based on two-factors:

**1. *The Consecutive Unacceptable count (State Accountability)***

- A-C: Acceptable performance
- D (1<sup>st</sup> or 2<sup>nd</sup>): Needs improvement
- F (or 3<sup>rd</sup> D without a C or better): Unacceptable

**2. *If a campus is designated as Comprehensive Support and Improvement (CSI) and fails to exit after two consecutive years (Federal Accountability)***

Campus	2023	2024	2025
Lake Olympia MS	F	F	D
Christa McAuliffe MS	F	D	F
Missouri City MS	D	F	F

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# Lake Olympia MS

## STATE AND FEDERAL ACCOUNTABILITY: UNACCEPTABLE YEAR 2 PERFORMANCE

### Strategic Focus: Academic growth (Domain 2A) & Closing gaps (Domain 3)

Instructional Focus	Targeted Interventions	Leadership Development	Performance Goals
<p>Strengthen Tier 1 across Reading, Math, Science, Social Studies</p> <p>Models: Small group, CRA (Math), 5E (Science), Critical Thinking (SS)</p>	<p><b><i>5-day advisory (4-week cyclical content process)</i></b></p> <p><b><i>After-school tutorials</i></b></p>	<p>Monthly coaching aligned to FBISD “Influence, Impact, Potential”</p> <p>Observation and Feedback Cycles</p> <p>Solution Tree – PLCs at Work</p>	<p>RLA/Math/Science: ↑ at least 10%</p> <p>MAP: ≥ 50th percentile growth</p> <p>Earn English Learner Progress (ELP) points</p>

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# McAuliffe MS

## STATE AND FEDERAL ACCOUNTABILITY: UNACCEPTABLE YEAR 2 PERFORMANCE

### Strategic Focus: Academic growth (Domain 2A) & Closing gaps (Domain 3)

Instructional Focus	Targeted Interventions	Leadership Development	Performance Goals
<p>Strengthen Tier 1 across Reading, Math, Science, Social Studies</p> <p>Models: Small group, CRA (Math), 5E (Science), Critical Thinking (SS)</p> <p><b>Region 4 – Content Supports</b></p>	<p>Advisory-period acceleration (2-days/week, 30 min.)</p> <p><b>Hybrid interventionists, After/Before school tutorials, Saturday School</b></p>	<p>Monthly coaching aligned to FBISD “Influence, Impact, Potential”</p> <p>Observation and Feedback Cycles</p> <p>Solution Tree – PLCs at Work</p> <p><b>Region 4 – Texas Instructional Leadership</b></p>	<p>RLA/Math/Science: ↑ at least 10%</p> <p>MAP: ≥ 50th percentile growth</p> <p>Earn English Learner Progress (ELP) points</p>

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# Missouri City MS

## STATE AND FEDERAL ACCOUNTABILITY: UNACCEPTABLE YEAR 2 PERFORMANCE

### Strategic Focus: Academic growth (Domain 2A) & Closing gaps (Domain 3)

Instructional Focus	Targeted Interventions	Leadership Development	Performance Goals
<p>Strengthen Tier 1 across Reading, Math, Science, Social Studies</p> <p>Models: Small group, CRA (Math), 5E (Science), Critical Thinking (SS)</p> <p><i>Region 4 – Content Supports</i></p>	<p>Advisory-period acceleration (2-days/week, 30 min.)</p> <p><b><i>After/Before school tutorials, Saturday School</i></b></p>	<p>Monthly coaching aligned to FBISD “Influence, Impact, Potential”</p> <p>Observation and Feedback Cycles</p> <p>Solution Tree – PLCs at Work</p> <p><b><i>Region 4 – Texas Instructional Leadership</i></b></p>	<p>RLA/Math/Science: ↑ at least 10%</p> <p>MAP: ≥ 50th percentile growth</p> <p>Earn English Learner Progress (ELP) points</p>

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# Questions

# *Lake Olympia Middle School*



2025-2026  
Turnaround Plan



**Fort Bend Independent School District**

**Superintendent:** Marc Smith, Ed.D.

**Board Approval:** October 27, 2025

## Executive Summary

Lake Olympia Middle School (LOMS), part of Fort Bend ISD, has been designated for Targeted Support and Improvement (TSI) following a second consecutive unacceptable rating under state accountability measures. This designation reflects persistent underperformance among specific student groups and signals an urgent need for strategic intervention. In response, LOMS has developed a comprehensive Turnaround Plan focused on improving instructional quality, leadership capacity, and student outcomes.

The plan prioritizes Tier 1 instruction across all content areas, with a particular emphasis on mathematics and science, where performance has steadily declined. Instructional planning protocols, small-group intervention strategies, and cross-curricular literacy integration are central to the academic improvement strategy. The campus will use MAP BOY and MOY data to guide flexible intervention groups and reteach foundational concepts.

To support implementation, LOMS will receive weekly executive coaching aligned to the FBISD Instructional Leader Framework. The school's leadership team in collaboration with district departments will assist with data analysis, instructional leadership routines, and culture-building. Assistant principals and instructional deans will receive targeted coaching to strengthen their leadership capacity.

Stakeholder engagement began during Open House, where families and staff provided feedback through surveys and presentations. Key themes included the need for improved communication, expanded support services, and greater community involvement. These insights have been incorporated into the plan's design and priorities.

The campus will implement a four-week cyclical intervention model beginning September 1, 2025, with weekly instructional focus rotating across core subjects: RLA, Math, Science, and Social Studies. This model is grounded in data from STAAR performance and MAP assessments, ensuring instruction is responsive to student needs.

Curriculum supports across Reading Language Arts, Mathematics, Science, and Social Studies include district-adopted resources, scripted lessons, and adaptive software tools. Tiered interventions (Tier 2 and Tier 3) are embedded within instructional and advisory periods, with additional support provided through after-school tutorials. Performance management is driven by a robust data cadence, including weekly formative assessments, MAP growth tracking, and quarterly data debriefs.

Performance goals are clearly defined: increase STAAR proficiency in Reading Language Arts, Mathematics, and Science by at least 10%. Additionally, the campus aims to achieve at least 50th percentile growth on MAP assessments and earn English Learner Progress (ELP) points through targeted supports.

Leadership development is embedded through the Focus on Leading framework, which guides principals through monthly professional learning aligned to themes of influence, impact, and potential. These sessions build leadership capacity through coaching, data use, and systems thinking.

Lake Olympia Middle School's Turnaround Plan reflects a strategic, data-driven, and community-informed approach to school improvement. With aligned supports, clear goals, and a commitment to excellence, LOMS is positioned to make meaningful progress in student achievement and campus culture during the 2025–2026 school year.

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**Fort Bend Independent School District**  
*Lake Olympia Middle School Turnaround Plan 2025-2026*

**School Improvement Strategy**

**State Accountability and Federal Identification**

**Second Consecutive Unacceptable Rating**

Year	Overall Accountability Rating
2023	F
2024	F
2025	D

**Targeted Support and Improvement (TSI)**

	African American	Hispanic	Asian
2023			
2024	Academic Achievement: Mathematics	Academic Achievement: Mathematics	
	Academic Growth: Mathematics	Academic Growth: Mathematics	
	Student Success-Student Achievement	Student Success-Student Achievement	
2025	Academic Achievement: Mathematics		Academic Achievement: Mathematics
	Academic Growth: Mathematics		Academic Growth: RLA
	Student Success-Student Achievement		Student Success- Student Achievement

	Economically Disadvantaged	Special Education	Continuously Enrolled
2023	Academic Achievement: Mathematics		
	Academic Growth: Mathematics		
	Student Success- Student Achievement		
2024	Academic Achievement: Mathematics		
	Academic Growth: Mathematics		
	Student Success- Student Achievement		
2025		Academic Achievement: Mathematics	Academic Achievement: Mathematics
		Academic Growth: RLA	Academic Growth: Mathematics
		Student Success- Student Achievement	Student Success- Student Achievement

\*The charts above identify student groups that missed the same academic targets for three consecutive years, resulting in TSI designation.

**What is an unacceptable rating?**

An unacceptable rating is an annual accountability grade of D or F assigned to public school districts and campuses.

**What is TSI?**

Targeted Support and Improvement (TSI) is a federal and state designation for campuses with one or more consistently underperforming student groups. A student group is considered consistently underperforming if it misses the same three academic targets for three consecutive years.

Student groups evaluated include:

- Race/Ethnicity: African American, American Indian, Asian, Hispanic, Pacific Islander, White, Two or more races
- Student Status: Economically Disadvantaged, Special Education, Emergent Bilingual (EB)/English Learners (EL), Continuously Enrolled, Former Special Education

**Campus improvements needed in the years 2025-26 and 2026-27 to achieve a C or better:**

In 2025–26 and 2026–27, upon board approval, Lake Olympia MS will implement its turnaround plan by focusing on Tier 1 instruction and growth in Domain 2A and Domain 3. The long-term goal is for students to achieve a scaled score of 70 or higher in Domain 1 and Domain 2B.

1. Strengthen Tier 1 instruction across all content areas.
  - Instructional Focus
  - Prioritize Tier 1 instructional planning in Math using the FBISD Instructional Planning Protocol.
  - Use MAP BOY and MOY data to design flexible intervention groups in math and science, reteaching foundational concepts with small-group support.
  - Integrate cross-curricular literacy strategies to support RLA growth and scaffold academic vocabulary in content areas.
  - Leadership & Support Systems
  - Initiate weekly leadership coaching aligned to the FBISD Instructional Leader Framework to build the leadership team’s capacity.
  - Establish a Turnaround Support Team to assist the principal with data use, culture-building, and instructional leadership routines.
  - Provide additional coaching and development for assistant principals or instructional deans.
2. Domain 2A (Academic Growth) must improve to at least 70, while all other domains must comply with the 3 Fs and 3 Ds Rules:
  - a. 3 Fs Rule: If three out of four domains—Student Achievement, School Progress Part A (Growth), School Progress Part B (Relative Performance), or Closing the Gaps—score below 60, the overall rating is capped at 59.
  - b. 3 Ds Rule: If three out of four domains score below 70, the overall rating is capped at 69.
3. Progress Monitoring through district created Formative Assessments and instructional adjustments, as needed.

## Stakeholder Engagement

Action	Date
District notifies public:	August 28, 2025
District develops TAP:	August 28, 2025 - September 9, 2025
Stakeholders review TAP:	September 10, 2025
Public notice:	October 6, 2025
Public hearing:	October 27, 2025
<p><b>Summary of Community Feedback:</b></p> <p>Stakeholder engagement at Lake Olympia MS began during Open House, where students and parents were presented with the <i>Campus Planning and Improvement: Stakeholder Input Opportunity</i> PowerPoint presentation and invited to provide feedback via a survey. The survey was later distributed through the parent newsletter and shared with campus staff.</p>	
<p><b>Key Points from Stakeholder Feedback:</b></p> <ol style="list-style-type: none"> <li>1. <b>Communication Needs Improvement</b>            Multiple parents emphasized the need for better communication, especially regarding urgent messages and general updates due to device restrictions for students.</li> <li>2. <b>Support Services &amp; Safety</b>            Requests included more after-school tutoring and an increased staff presence to address student conflicts and disagreements.</li> <li>3. <b>Community Engagement &amp; Encouragement</b>            Parents expressed a willingness to volunteer and encouraged staff to continue striving for excellence and being a positive influence.</li> </ol> <p><a href="#">Solicitation of Community Feedback</a></p>	



## Lake Olympia Middle School



### Bell Schedule 2025-2026

*“Daring Greatly to Rebuild our Brand – LEVEL UP! Same Mission; New Game!”*

### Daily Bell Schedule (M, T, W, R, F)

6 <sup>TH</sup> GRADE			7 <sup>TH</sup> GRADE			8 <sup>TH</sup> GRADE		
Period 1	8:50-9:39	49	Period 1	8:50-9:39	49	Period 1	8:50-9:39	49
Period 2	9:43-10:32	49	Period 2	9:43-10:32	49	Period 2	9:43-10:32	49
Advisory	10:36-11:06	30	Advisory	10:36-11:06	30	Advisory	10:36-11:06	30
A Lunch	11:10-11:40	30	Period 3	11:10-11:59	49	Period 3	11:10-11:59	49
Period 3	11:44-12:33	49	B Lunch	12:03-12:33	30	Period 4	12:03-12:52	49
Period 4	12:37-1:26	49	Period 4	12:37-1:26	49	C Lunch	12:56-1:26	30
Period 5	1:30-2:19	49	Period 5	1:30-2:19	49	Period 5	1:30-2:19	49
Period 6	2:23-3:12	49	Period 6	2:23-3:12	49	Period 6	2:23-3:12	49
Period 7	3:16-4:05	49	Period 7	3:16-4:05	49	Period 7	3:16-4:05	49
Mustang Time	4:05-4:10	5	Mustang Time	4:05-4:10	5	Mustang Time	4:05-4:10	5

### Activity Bell Schedule

6 <sup>TH</sup> GRADE			7 <sup>TH</sup> GRADE			8 <sup>TH</sup> GRADE		
Period 1	8:50-9:35	45	Period 1	8:50-9:35	45	Period 1	8:50-9:35	45
Period 2	9:39-10:24	45	Period 2	9:39-10:24	45	Period 2	9:39-10:24	45
A Lunch	10:28-10:58	30	Period 3	10:28-11:13	45	Period 3	10:28-11:13	45
Period 3	11:02-11:47	45	B Lunch	11:17-11:47	30	Period 4	11:17-12:02	45
Period 4	11:51-12:36	45	Period 4	11:51-12:36	45	C Lunch	12:06-12:36	30
Period 5	12:40-1:25	45	Period 5	12:40-1:25	45	Period 5	12:40-1:25	45
Period 6	1:29-2:14	45	Period 6	1:29-2:14	45	Period 6	1:29-2:14	45
Advisory/ Activity	2:18-3:18	60	Advisory/ Activity	2:18-3:18	60	Advisory/ Activity	2:18-3:18	60
Period 7	3:22-4:07	45	Period 7	3:22-4:07	45	Period 7	3:22-4:07	45
Mustang Time	4:07-4:10	3	Mustang Time	4:07-4:10	3	Mustang Time	4:07-4:10	3

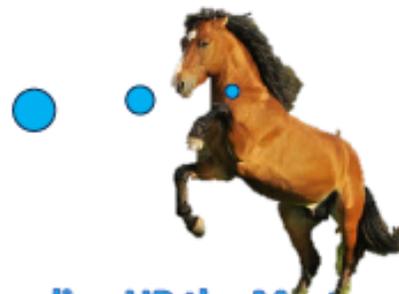
**Mustangs PACE with PRIDE!**



## Lake Olympia Middle School

### Professional Learning Team (PLT) Meeting Schedule

Math – Tutorials on Mondays – Math Admin: Dr. Craft – Dept. Head: Dr. Duckworth			
Grade	Room	Day	Period
6 <sup>th</sup> Gr. / Team Lead: Duckworth	1516	Tue/Wed/Thurs	6 <sup>th</sup> Period
7 <sup>th</sup> Gr. / Team Lead: Okotie	1509	Tue/Wed/Thurs	2 <sup>nd</sup> Period
8 <sup>th</sup> Gr. / Team Lead: Johnson	1518	Wednesday	2 <sup>nd</sup> Period
Algebra I / Team Lead: Nelson	1517	Tuesday/Thursday	2 <sup>nd</sup> Period
ELA – Tutorials on Wednesdays – ELA Admin: Mrs. Silas—Dept. Head – Ms. Greene			
Grade	Room	Day	Period
6 <sup>th</sup> Gr. / Team Leader: Oliver	2518	Mon/Wed/Thurs	5 <sup>th</sup> Period
7 <sup>th</sup> Gr. / Team Leader: Glover	2311	Tuesday/Thursday	6 <sup>th</sup> Period
8 <sup>th</sup> Gr. / Team Leader: Carter	1410	Tuesday/Thursday	4 <sup>th</sup> Period
Science – Tutorials on Tuesdays – SCI Admin: Dr. Ogle – Dept. Head – Ms. Chambliss			
Grade	Room	Day	Period
6 <sup>th</sup> Gr. / Team Leader: Matthie	1602	Tuesday	7 <sup>th</sup> Period
7 <sup>th</sup> Gr. / Team Leader: Sunesara	1611	Tuesday	7 <sup>th</sup> Period
8 <sup>th</sup> Gr. / Team Leader: Duhart	1618	Tuesday	7 <sup>th</sup> Period
Social Studies –Tutorials on Thursdays – SS Admin: Mr. Daniels – Dept. Head – Ms. Harris			
Grade	Room	Day	Period
6 <sup>th</sup> Gr. / Team Lead: Anderson	2409	Monday	1 <sup>st</sup> Period
7 <sup>th</sup> Gr. / Team Lead: Davis	1412	Tuesday	1 <sup>st</sup> Period
8 <sup>th</sup> Gr. / Team Lead: Dillard	1404	Wednesday	1 <sup>st</sup> Period

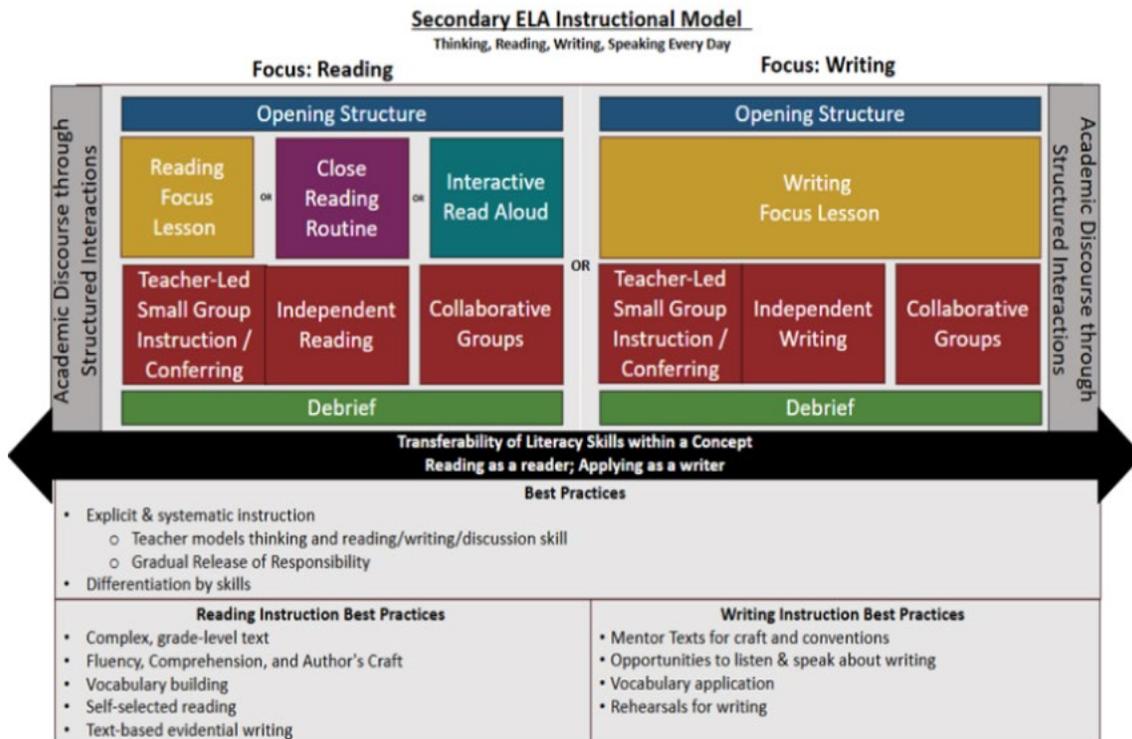


**Daring Greatly to Rebuild Our Brand – Leveling UP the Mustang Way!** 

## Curriculum & Instruction Supports

### Reading Language Arts

Tier 1 instructional expectations for Reading Language Arts include an instructional model that incorporates reading and writing within a lesson framework that promotes small group instruction to differentiate and support students based on data. NWEA MAP Reading Growth is administered three times a year to identify students in need of instructional supports.



Resources embedded within the curriculum include:

- Sample scripted mini lessons within the unit for Tier 1 instruction
- CommonLit – access to complex grade level text with the ability to adjust Lexile level based on student needs
- Newsela – access to complex grade level text
- Adopted Resource – SAVVAS My Perspectives

### Tiered Intervention (Tier 2 & Tier 3)

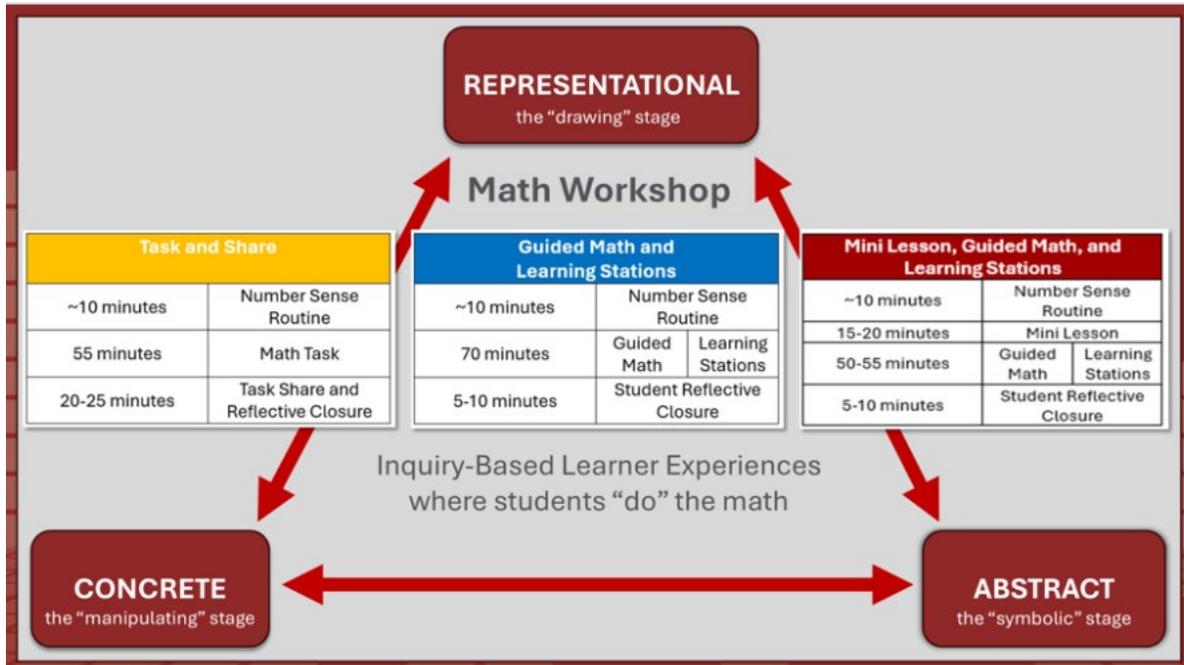
Tier 2 intervention occurs during the instructional period for Reading Language Arts during small group instruction. Tier 3 intervention can occur during Literacy Lab or content based advisory. Intervention structures include data analysis and the identification of specific skills to reinforce explicit teaching and small group.

- Curriculum (Tier 2): Lessons and student supports for Tier 2 instruction based on district created assessments for use in small group instruction
- Literacy Lab or Content Advisory Curriculum (Tier 3): Morphology curriculum with daily scripted lessons and supports
- Literacy Lab or Content Advisory Curriculum (Tier 3): Reading Intervention Toolkit - teacher intervention lessons

- Literacy Lab or Content Advisory Curriculum (Tier 3): Learning Ally – TEA resource that provides online access to text with supportive features for reading comprehension for students significantly below grade level

## Mathematics

Tier 1 instructional expectations for Mathematics includes an instructional model that incorporates the development of math concepts from a conceptual level using Concrete, Representation, and Abstract approaches to the content. The lesson framework promotes small group instruction to differentiate and support students based on data. NWEA MAP Math Growth is administered three times a year to identify students in need of instructional supports.



Resources embedded within the curriculum include:

- Sample scripted mini lessons within the unit for Tier 1 instruction
- Identified Number Sense routines aligned to units of instruction
- ETA Hands on Standards – scripted lessons with math manipulatives and checks for understanding
- Region 4 Engaging Mathematics – scripted lessons to develop math concepts with checks for understanding
- Guided Math Work Stations – TEKS aligned activities to reinforce learning
- Working with Algebra Tiles – sample lessons to develop concepts using Algebra Tiles
- TI Lessons – conceptual development lessons using the graphing calculators
- Dreambox Math – adaptive computer software to reinforce math skills

### Tiered Intervention (Tier 2 & Tier 3)

Tier 2 intervention occurs during the instructional period for Mathematics during small group instruction. Tier 3 intervention can occur during Math Lab or content based advisory. Intervention structures include data analysis and the identification of specific skills to reinforce explicit teaching and small group.

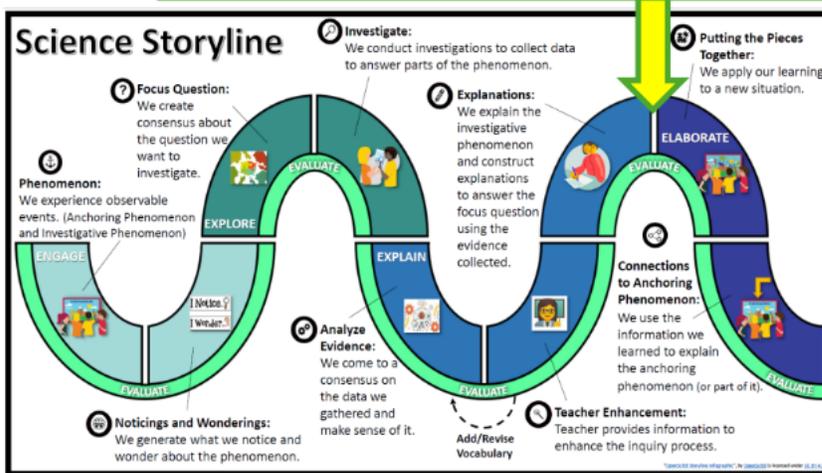
- Curriculum (Tier 2): Lessons and student supports for Tier 2 instruction aligned to priority standards in each unit

- Math Lab or Content Advisory Curriculum (Tier 3): Hands on Standards for lower grade levels
- Math Lab or Content Advisory Curriculum (Tier 3): Region 4 Closing the Distance
- Math Lab or Content advisory Curriculum (Tier 3): FBISD written curriculum
- Dreambox Math – adaptive computer software to reinforce math skills

## Science

Tier 1 instructional expectations for science includes an instructional model that incorporates the development of science concepts using the 5E model. The 5E framework is grounded in phenomenon within the units of instruction. The instructional model indicates small group instruction occurring after a common formative assessment during the “Elaborate” phase of the instructional model. NWEA MAP Science Growth is administered three times a year to identify students in need of instructional supports.

**Best time in the storyline to administer the CFA to measure mastery.**



Suggested days are provided in the Suggested Sequence Calendar available in the curriculum.

Administering CFAs on the **suggested days** allows teachers to respond to the data within the concept they are teaching.

Resources embedded within the curriculum include:

- FBISD Curriculum – scripted lesson plans anchored to a defined phenomenon with labs, guiding questions, and formative tasks
- Adopted Resource - SAVVAS

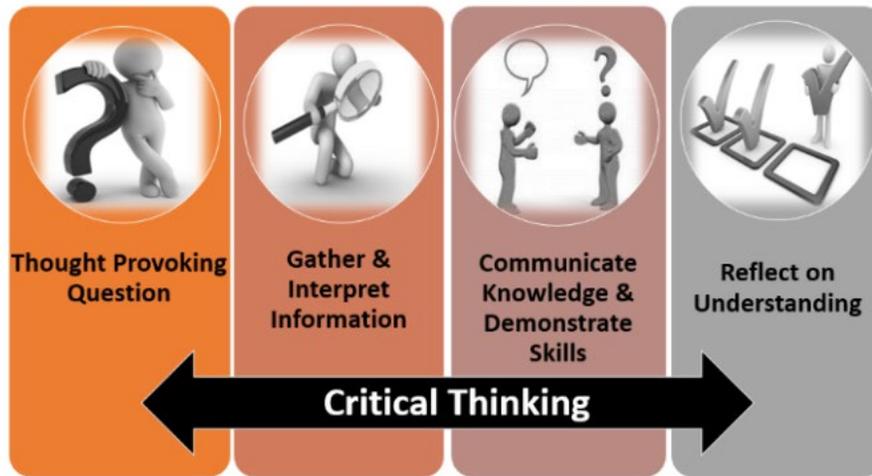
## Tiered Intervention (Tier 2 & Tier 3)

Tier 2 intervention occurs during the instructional period for science during small group instruction. Tier 3 intervention can occur during a content based advisory.

- Curriculum (Tier 2): Lessons and student supports for Tier 2 instruction aligned to priority standards in each unit
- EduSmart (Tier 2 & Tier 3): Video modules, interactive simulations and practice opportunities for students aligned to the standards. Includes quizzes for teacher data collection

## Social Studies

Tier 1 instructional expectations for Social Studies includes an instructional model that incorporates the development of social studies context while using critical thinking skills. The instructional model require students to gather and interpret information from various sources to communicate their knowledge and make connections.



Resources embedded within the curriculum include:

- FBISD Curriculum – scripted lesson plans anchored to a defined phenomenon with labs, guiding questions, and formative tasks
- Adopted Resource – McGraw Hill
- Active Classroom – scripted lessons, activities, and assessment questions to check for understanding
- Britannica Online – access to sources of information on historical events
- Newsela – access to non-fiction text to support information gathering for social studies.

#### **Tiered Intervention (Tier 2 & Tier 3)**

Tier 2 intervention occurs during the instructional period for Social Studies during small group instruction. Tier 3 intervention can occur during a content based advisory.

- Curriculum (Tier 2): Lessons and student supports for Tier 2 instruction aligned to priority standards in each unit
- Active Classroom (Tier 2 & Tier 3): scripted lessons, activities, and assessment questions to check for understanding

### Advisory Intervention Schedule

Week	Content	Instructional Resources
1 (beginning 9/1/25)	RLA	Campus created based on low-performing STAAR categories, NWEA growth and achievement data, and resource alignment within the FBISD curriculum.
2	Math	Campus created based on low-performing STAAR categories, NWEA growth and achievement data, and resource alignment within the FBISD curriculum.
3	Science	Campus created based on low-performing STAAR categories, NWEA growth and achievement data, and resource alignment within the FBISD curriculum.
4	Social Studies (w/ RLA supports)	Campus created based on low-performing STAAR categories, NWEA growth and achievement data, and resource alignment within the FBISD curriculum.

Beginning the week of **September 1, 2025**, students will engage in targeted academic intervention aligned to identified areas of need implemented through a 4-week cyclical improvement process. The campus intervention model was developed using a comprehensive analysis of low-performing STAAR categorical areas, NWEA growth and achievement data, and resource alignment within the FBISD curriculum.

Each week, instruction will focus on a core content area, supported by district-approved instructional resources:

- Week 1 (9/1/25): English Language Arts (ELA)
- Week 2: Mathematics
- Week 3: Science
- Week 4: Social Studies (with integrated RLA supports)

Students will receive daily intervention, with the instructional focus rotating weekly to ensure comprehensive support across all core subjects. This structured approach is designed to accelerate student growth and close achievement gaps through intentional, data-driven instruction.

**Performance Management:** To ensure fidelity of implementation and evaluate the effectiveness of academic interventions across core content areas, an instructional tracker will be utilized to monitor formative assessments. The Associate Principal and Campus Assessment Coordinator (CAC) will lead this effort, ensuring consistent data collection and analysis.

Bi-weekly data reviews will be conducted, and the tracker will be shared with all campus teachers, instructional leaders, and district personnel. Through Professional Learning Teams (PLTs), the data will be collaboratively analyzed and used to inform timely instructional adjustments that support student growth.

## Milestones & Performance Management

1. Purpose & Cross-Functional Support
  - Lake Olympia Middle School will be supported by a cross-functional team from FBISD to accelerate student outcomes and build leadership capacity. Direct support will be coordinated through:
  - DSL – Weekly leadership coaching for principal and APs, aligned to the FBISD Instructional Leader Framework.
  - Teaching & Learning – Support for teachers in math, RLA, and science with an emphasis on Tier 1 planning protocols and MAP-to-STAAR alignment.
  - Special Education (SPED) – Ensure services in the Least Restrictive Environment (LRE) and provide teachers with targeted strategies to support student success.
  - Assessment, Accountability & Compliance (AAC) – Deliver weekly data reports (MAP, DFA, Eduphoria assessments) to guide instructional adjustments.
  - Organizational Development (OD) – Provide focused support for zero-year teachers and instructional apprentices.
  
2. Key Academic Priorities
  - Reading Language Arts (RLA)
  - Build vertical alignment to address gaps in 6th and 7th grade.
  - Maintain 8th grade momentum by embedding higher-order comprehension and STAAR-style practice.
  - Integrate cross-curricular literacy routines across science and social studies.
  - Mathematics
  - Immediate priority due to steady decline across grade levels.
  - Strengthen Tier 1 instruction with lesson planning protocols, checks for understanding, and small-group routines.
  - Establish flexible intervention groups using MAP BOY/MOY data.
  - Focus on foundational math fluency in 6th grade to prevent gaps from widening.
  - Science (8th Grade)
  - Build on mid-level proficiency (54.7%) by embedding academic vocabulary and inquiry-based labs.
  - Align MAP growth (47th percentile) with STAAR readiness through scaffolded instruction.
  
3. Leadership & Systems Support
  - Weekly executive coaching for principal and APs focused on instructional leadership, data-driven decision making, and culture-building.
  - Turnaround Support Team (DSL, Liaison, T&L content specialists) established to:
  - Support weekly data reviews.
  - Provide targeted walk-through calibration with clear look-fors.
  - Coach leadership team on setting and monitoring instructional priorities.
  - Additional coaching for APs/deans to build capacity in leading PLCs and supporting intervention systems.
  
4. Monitoring & Data Cadence
  - Weekly Data Reports (AAC): DFA, MAP, and Eduphoria assessments compiled for instructional adjustments.
  - Weekly Data Meetings: Leadership and teacher teams review short-cycle assessments and MAP trends to inform reteach and intervention.

- Walk-Throughs: Weekly observations using a shared tool focused on math, literacy, and vocabulary scaffolds.
- Quarterly Campus Data Debriefs: District and campus leadership analyze results, evaluate the impact of supports, and refine priorities.

5. Deployment Model for T&L Support

- T&L staff will support the campus through:
- PLC Participation: Guide teachers in unpacking TEKS, planning aligned lessons, and using MAP data.
- Modeling Lessons: Demonstrate Tier 1 math fluency routines, small-group interventions, and literacy integration.
- On-Site PD: Deliver short sessions on vocabulary scaffolds, MAP-to-STAAR alignment, and intervention planning.
- Coaching ICs & Teacher Leaders: Build long-term campus capacity for instructional leadership.

6. Success Metrics

- Math STAAR proficiency: Grow from 43.7% to at least 50% by EOY.
- Science STAAR proficiency: Increase from 54.7% to 60% by EOY.
- RLA (6th–7th): Improve proficiency from ~63% to 70% across grade levels.
- MAP Growth: Achieve 50th percentile growth in reading and math by MOY.
- ELP Points: Increase beyond 2 points through targeted English Learner supports and monitoring.
- Leadership Evidence: Weekly coaching logs, data meeting notes, and walk-through trends reflect growth in instructional leadership practices.

**Support, Capacity Building and Resources**

Fort Bend ISD continues to invest in leadership development and instructional support to drive campus improvement at *Lake Olympia MS*. Key initiatives include:

- **Comprehensive Needs Assessment (CNA) and Campus Improvement Plan (CIP) training** – District-led, cost-free support to guide data-driven planning.
- **PLCs at Work** by Solution Tree – District-sponsored professional learning to deepen collaborative practices and improve student outcomes.
- **Effective Schools Framework (ESF)** – Region 4 ESC delivered no-cost training to align campus practices with TEA’s school improvement model.
- **School Improvement Orientation** – TEA-led session to ensure clarity and alignment with state expectations for continuous improvement.

Vendor	Professional Development Plan	Cost	Funding Source
Fort Bend ISD	Focus on Leading: Executing with Excellence  Leadership Summit: Leading and Managing Systems for Secondary Leaders  Comprehensive Needs Assessment (CNA) and Campus Improvement Plan (CIP)	\$0.00	District

Solution Tree	PLCs at Work	\$0.00	District
Region 4 ESC	Effective Schools Framework (ESF)	\$0.00	Region 4
TEA	SI Orientation	\$0.00	TEA

**Focus on Leading  
 2025–2026  
 Year at-a-Glance**

This 2025–2026 Year-at-a-Glance plan outlines a coherent and responsive leadership development framework for campus principals. Grounded in the *Influence, Impact, and Potential* model introduced during the summer’s Leadership Summit, and building on the learning that occurred during *Focus on Leading: Executing with Excellence*, the plan is designed to support sustained growth throughout the school year. Each month builds intentionally on prior learning while addressing the evolving demands of campus leadership. While the Teaching & Learning division sets the instructional vision and expectations, the Department of School Leadership ensures execution through systems monitoring, leadership coaching, and accountability structures. Monthly sessions incorporate implementation check-ins tied to Focus on Learning content, system-level reflection, and leadership growth aligned with district priorities. Targeted department presentations are embedded where operational or compliance updates are most timely, ensuring alignment across initiatives and reinforcing expectations at every level.

**AUGUST:  
 Instructional  
 Leadership in  
 Action**

*Leadership Focus:* Reinforcing Systems to Support Instructional Execution  
*Theme Connection:* Influence through Clarity, Impact through Systems, Potential through Coaching  
*Toybox Tie-In:* Army Men (systems thinking) — Represents the deployment of coordinated structures, routines, and resources to execute large-scale goals.

*Objectives:*

- Execute key instructional systems aligned with Teaching & Learning expectations (walkthroughs, coaching cycles, PLTs).
- Reinforce alignment of people, time, and systems to communicate vision with clarity.
- Monitor collaborative team launch and identify system-level gaps in PLT execution.
- Reconnect to Toybox metaphors as living leadership tools guiding campus work.
- Set foundation for monthly leadership growth check-ins tied to Focus on Learning.

*Agenda Topics:*

- From Vision to Systems: Operationalizing Instructional Leadership (DSL) — Revisit the summer leadership vision by analyzing how key systems (walkthroughs, coaching cycles, PLTs) have been operationalized. This session uses the Army Men metaphor to guide reflection on whether current structures are actively reinforcing the campus’s instructional priorities.
- PLT System Checks: Launch Reflection & Current State Review (DSL) — Campus leaders assess current collaborative practices and reflect on the systems that enable or hinder successful implementation.
- Coaching Plans & Feedback Cycles: Leadership Through Support (DSL) — Review and discussion of leader-created walkthrough schedules, coaching timelines, and how feedback loops are being used to support teacher growth.
- Toybox Metaphors in Action: Campus Highlights & Roundtable (Principal Spotlights) — Principals highlight how Toybox metaphors are actively shaping

	<p>leadership moves on campus through real examples of system-building, vision-setting, or mentorship.</p> <ul style="list-style-type: none"> <li>▪ Department Spotlight: Accountability—Fall Readiness Reminders (Follow-Up from Accountability Department) — Timely follow-up on earlier Teaching &amp; Learning guidance related to data collection, testing, and compliance.</li> </ul> <p><i>Deliverable:</i>          Leadership Launch Reflection Sheet — A one-page reflection submitted post-session that captures key implementation takeaways and action steps related to instructional walkthroughs, PLT progress, leadership metaphor application, and personal growth commitments. Designed to align principal actions with the month’s leadership focus.</p>
<p><b>SEPTEMBER:          Driving          Feedback and          Instructional          Monitoring</b></p>	<p><i>Leadership Focus:</i> Leveraging Feedback to Influence Practice  <i>Theme Connection:</i> Influence through Observation, Impact through Coaching, Potential through Feedback  <i>Toybox Tie-In:</i> Yo-Yo (resilience &amp; responsiveness) — Represents the give-and-take of coaching relationships, where effective leaders deliver feedback with consistency and elasticity.</p> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> <li>▪ Deepen use of the district's Observation and Feedback structure to develop staff.</li> <li>▪ Calibrate observation look-fors aligned to instructional priorities.</li> <li>▪ Monitor PLT progress through ongoing cycles of observation and leader action.</li> <li>▪ Model leadership flexibility in coaching moments.</li> </ul> <p><i>Agenda Topics:</i></p> <ul style="list-style-type: none"> <li>▪ Executing Observation &amp; Feedback Cycles with Precision (DSL) — Review expectations and calibrate on high-leverage look-fors during classroom walkthroughs.</li> <li>▪ Yo-Yo Coaching Moves: Leadership that Snaps Back (DSL) — Use the Yo-Yo metaphor to explore the rhythm and intentionality of coaching that builds resilience and trust.</li> <li>▪ PLT Monitoring Checkpoint: What Are You Seeing? (DSL) — Principals reflect on how observation and PLT evidence is shaping real-time instructional leadership moves.</li> <li>▪ Department Spotlight: Human Resources – documentation and memo writing.</li> </ul> <p><i>Deliverable:</i>          Observation &amp; Coaching Reflection Sheet — A one-page summary capturing current feedback practices, alignment to instructional look-fors, and next steps in PLT and intervention leadership</p>
<p><b>OCTOBER:          Creating          Ownership          Through Adult          Accountability</b></p>	<p><i>Leadership Focus:</i> Holding Teams Accountable for Expectations  <i>Theme Connection:</i> Impact through Follow-Through, Potential through Clarity  <i>Toybox Tie-In:</i> Slinky (vision) — Emphasizing a leader’s ability to stretch expectations consistently across staff, maintaining alignment to goals while adapting in real time.</p> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> <li>▪ Support leaders in reinforcing expectations through feedback and follow-up.</li> <li>▪ Use walkthrough trends to refine support for adult performance.</li> <li>▪ Apply the Accountability Ladder to coach staff and clarify team expectations.</li> </ul> <p><i>Agenda Topics:</i></p> <ul style="list-style-type: none"> <li>▪ Accountability Ladder Follow-Up (DSL) — Practical application of the ladder to guide adult coaching and leadership team alignment.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Walkthrough Trend Analysis (DSL) — Review data patterns and align next instructional support actions.</li> <li>▪ PLT Execution Review (DSL) — Evaluate ongoing collaboration and discuss how to respond to underperformance.</li> <li>▪ Department Spotlight: School Safety Mid-Fall Review (Student Affairs) — Discipline trends, crisis plans, and drill compliance.</li> </ul> <p><i>Deliverable:</i>          Accountability Coaching Sheet — Reflection on accountability moves taken with staff, including next steps to address underperformance and promote shared ownership.</p>
<p><b>NOVEMBER:          Systems for          Problem          Solving</b></p>	<p><i>Leadership Focus:</i> Leading Through Barriers  <i>Theme Connection:</i> Influence through Reflection, Potential through Solution Design  <i>Toybox Tie-In:</i> Yo-Yo (resilience &amp; responsiveness) — Symbolizing a leader’s need to be adaptable and maintain momentum, pulling feedback back into the system for growth rather than letting it dangle.</p> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> <li>▪ Use root cause analysis tools to address leadership challenges.</li> <li>▪ Identify systems-level barriers to execution.</li> <li>▪ Collaborate with peers to build solution-focused leadership habits.</li> </ul> <p><i>Agenda Topics:</i></p> <ul style="list-style-type: none"> <li>▪ Problem of Practice Protocols (DSL) — Principals bring a real leadership challenge to unpack root causes and design systems-level solutions.</li> <li>▪ Reframing Perspective: Unlocking New Angles (DSL) — Leaders explore how shifting their lens allows for deeper systems thinking and unsticking barriers.</li> <li>▪ Mid-Semester Systems Review (DSL) — Campus leaders analyze ILT and coaching implementation data to evaluate system effectiveness and determine necessary adjustments.</li> <li>▪ Department Spotlight: Budgeting, Staffing &amp; Spring Planning (Finance &amp; HR) — TEA updates, hiring projections, planning timelines.</li> </ul> <p><i>Deliverable:</i>          Barrier Reflection Sheet — Principals document one system challenge, root causes, and action steps aligned to their leadership priorities.</p>
<p><b>DECEMBER:          Sustaining          Leadership          Focus Through          Reflection</b></p>	<p><i>Leadership Focus:</i> Celebrating Growth and Aligning Priorities  <i>Theme Connection:</i> Impact through Reflection, Influence through Clarity  <i>Toybox Tie-In:</i> Etch A Sketch (reflection &amp; redesign) — Representing how effective leaders pause to examine what is working, shake off what isn’t, and redraw their leadership game plan with intention.</p> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> <li>▪ Reflect on leadership impact over the semester.</li> <li>▪ Align second semester priorities based on current progress.</li> <li>▪ Celebrate growth and strategic decision-making.</li> </ul> <p><i>Agenda Topics:</i></p> <ul style="list-style-type: none"> <li>▪ Semester Reflection &amp; Futurecasting (DSL) — Principals anticipate second semester priorities using data, context, and reflection.</li> <li>▪ Clarity Through Simplification: Priority Management (DSL) — Where do we need to pause, focus, or double down?</li> <li>▪ PLT &amp; Coaching Midyear Review (DSL + T&amp;L) — Are systems built in August still holding up?</li> <li>▪ Department Spotlight: None — Full session reserved for internal reflection and celebration.</li> </ul>

	<p><i>Deliverable:</i>          Semester Leadership Reflection Sheet — A one-pager focused on lessons learned, system wins, and second semester commitments.</p>
<p><b>JANUARY:          Reigniting          Impact          Through          Actionable          Data</b></p>	<p><i>Leadership Focus:</i> Aligning Midyear Data to Targeted Leadership Moves  <i>Theme Connection:</i> <i>Impact</i> through Data-Driven Action, <i>Potential</i> through Recalibration  <i>Toybox Tie-In:</i> Mr. Potato Head (perspective &amp; adaptability) — Symbolizing a leader’s ability to reconfigure their lens, adjust focus, and realign support based on emerging data and shifting needs.</p> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> <li>▪ Leverage MOY (middle-of-year) data to inform leadership decisions.</li> <li>▪ Identify shifts needed in coaching, walkthroughs, and PLT support.</li> <li>▪ Apply new perspective to deepen leadership response.</li> </ul> <p><i>Agenda Topics:</i></p> <ul style="list-style-type: none"> <li>▪ Refocusing Vision: Using Data to Drive Midyear Shifts (DSL) — Leaders engage in reframing exercises to identify how emerging data calls for instructional and leadership recalibration.</li> <li>▪ MOY Data Review Protocol &amp; Leadership Response Plan (DSL + Accountability) — Leaders use MAP, TELPAS, and internal data to craft campus-specific adjustments.</li> <li>▪ Using Coaching &amp; ILTs to Drive Midyear Shifts (DSL) — Strategic use of ILTs and APs to close gaps identified in MOY data.</li> <li>▪ Department Spotlight: Multilingual Support &amp; TELPAS Planning (Multilingual Services) — Updates on language proficiency supports and campus implementation needs.</li> </ul> <p><i>Deliverable:</i>          Midyear Leadership Action Sheet — A one-page reflection capturing key MOY takeaways, action steps in instruction and leadership, and changes to coaching or PLT systems.</p>
<p><b>FEBRUARY:          Developing          Leadership          Potential          Through          Capacity          Building</b></p>	<p><i>Leadership Focus:</i> Growing Others to Scale Impact  <i>Theme Connection:</i> <i>Potential</i> through Mentorship, <i>Influence</i> through Delegation  <i>Toybox Tie-In:</i> Play-Doh (mentorship &amp; development) — Highlighting the leader’s role in molding future leaders by providing guidance, feedback, and room to grow.</p> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> <li>▪ Expand distributed leadership capacity in APs, ILTs, and teacher leaders.</li> <li>▪ Use feedback data to guide intentional mentorship.</li> <li>▪ Reaffirm personal leadership strengths and development priorities.</li> </ul> <p><i>Agenda Topics:</i></p> <ul style="list-style-type: none"> <li>▪ Play-Doh Deep Dive: Mentoring as Leadership (DSL) — Unpacking what it looks like to develop others through intentional modeling and coaching.</li> <li>▪ AP/ILT Growth Planning Workshop (DSL) — Principals reflect on how they are growing their teams and draft concrete development plans.</li> <li>▪ Coaching Evidence Check-In (DSL) — Analysis of feedback logs and instructional shifts.</li> </ul>

	<ul style="list-style-type: none"> <li>Department Spotlight: Assessment &amp; STAAR Readiness (Assessment) — STAAR timelines, accommodations, and strategic planning.</li> </ul> <p><i>Deliverable:</i>          Leadership Capacity Growth Sheet — One-pager that outlines how the principal is mentoring key leaders and includes action steps for development and support through spring.</p>
<p><b>MARCH:          Owing          Outcomes          Through          Collective          Efficacy</b></p>	<p><i>Leadership Focus:</i> Building a Culture of Shared Accountability  <i>Theme Connection:</i> <i>Impact</i> through Shared Responsibility, <i>Potential</i> through Empowerment  <i>Toybox Tie-In:</i> LEGO (connections &amp; shared purpose) — Emphasizing the power of leaders to build strong, interlocking teams where each part contributes to a larger, unified structure.</p> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> <li>Strengthen collective responsibility for student outcomes.</li> <li>Facilitate high-quality data conversations with PLTs.</li> <li>Use the Accountability Ladder to coach for ownership and outcomes.</li> </ul> <p><i>Agenda Topics:</i></p> <ul style="list-style-type: none"> <li>LEGO Leadership: Building the System Together (DSL) — Team-based simulation to build alignment and highlight interdependence of leadership teams.</li> <li>Leading PLT Results Conversations (DSL) — Follow-up on T&amp;L PLT expectations with emphasis on leadership systems and instructional next steps.</li> <li>Using the Accountability Ladder to Name Ownership Gaps (DSL) — Follow-up learning and applied practice on leveraging the ladder as a coaching tool to deepen individual and team accountability.</li> <li>Department Spotlight: Accountability &amp; Monitoring Checkpoints (Accountability) — Reinforcing system expectations for evidence collection, PLT documentation, and monitoring protocols.</li> </ul> <p><i>Deliverable:</i>          Ownership &amp; Efficacy Reflection Sheet — A one-page document identifying actions to drive shared accountability and build collective efficacy with instructional teams.</p>
<p><b>APRIL:          Finishing          Strong with          Purposeful          Reflection</b></p>	<p><i>Leadership Focus:</i> Sustaining Momentum Through Reflection and Recognition  <i>Theme Connection:</i> <i>Influence</i> through Gratitude, <i>Impact</i> through Closure, <i>Potential</i> through Anticipation  <i>Toybox Tie-In:</i> Weebles (resilience &amp; stability) — Used here to represent bouncing back from challenges and finishing strong, even after an unpredictable year.</p> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> <li>Capture and reflect on key lessons from the year.</li> <li>Recognize team and campus growth.</li> <li>Anticipate end-of-year needs and begin transition planning.</li> </ul> <p><i>Agenda Topics:</i></p> <ul style="list-style-type: none"> <li>Weebles in Action: Leading Through Uncertainty (DSL) — Leaders reflect on how they demonstrated steadiness and perseverance amid shifting demands.</li> <li>EOY Systems Review (DSL) — Reflect on systems that sustained impact vs. those that need to be reimaged.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Recognition Roundtable: Highlighting Principal Growth (DSL) — Peer-led storytelling on proudest leadership moments.</li> <li>▪ Department Spotlight: Graduation &amp; EOY Events (DSL) — Updates and guidance on ceremonies, transitions, and EOY logistics.</li> </ul> <p><i>Deliverable:</i>          EOY Leadership Reflection Sheet — One-pager summarizing personal and campus growth, reflecting on systems, and noting leadership lessons to carry forward.</p>
<p><b>MAY:          Elevating          Leadership for          What's Next</b></p>	<p><i>Leadership Focus:</i> Transitioning from Reflection to Aspiration  <i>Theme Connection:</i> Potential through Visioning, Influence through Legacy          Toybox Tie-In: Slinky (vision) — Representing the stretching of leadership toward future possibilities while remaining grounded in purpose and direction.</p> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> <li>▪ Set aspirational goals for the next year and beyond.</li> <li>▪ Reflect on legacy of leadership this year.</li> <li>▪ Celebrate growth, relationships, and outcomes.</li> </ul> <p><i>Agenda Topics:</i></p> <ul style="list-style-type: none"> <li>▪ Slinky Revisited: Stretching Leadership Vision Forward (DSL) — Principals reflect on how their vision evolved this year and what it will require to carry it further.</li> <li>▪ Leadership Launch Planning: Summer &amp; Beyond (DSL) — Leaders draft key summer action steps and next-year leadership goals.</li> <li>▪ Celebration &amp; Recognition: Honoring Growth Across the System (DSL) — Celebratory closeout focused on individual and collective success.</li> <li>▪ Department Spotlight: None – Full session dedicated to leadership reflection, planning, and recognition.</li> </ul> <p><i>Deliverable:</i>          Leadership Launch Pad Sheet — A one-page reflection capturing year-end leadership growth, Toybox metaphor application, and personal next steps aligned to the Influence, Impact, and Potential framework. This summary supports leaders in closing the year with intention and preparing for forward momentum.</p>

# Proposal: Principal Power Walks 2025–2026

ELEVATING PRINCIPALS' PURPOSEFUL PRACTICE IN OBSERVATION AND FEEDBACK

## Purpose

Principal Power Walks are designed to enhance campus principals' purposeful practices in engaging with high-functioning observation and feedback practices. These sessions aim to reinforce leadership systems and processes that sustain effective instructional execution. Importantly, these sessions are not formal evaluations; rather, they serve as leadership development opportunities that emphasize calibration, practice, and reflection.

## Design & Format

Each session follows a consistent four-part structure to balance information-sharing with active leadership practice:

1. **Department Updates (60 minutes & virtual):** Targeted updates from district departments such as Human Resources, Business, and Operations provide valuable insights and information.
2. **Principal Power Walks (45–60 minutes):** Focused classroom visits are conducted at host campuses. During these visits, principals engage in paired or small-group observations, practicing skills such as noticing, collecting evidence, and providing scripted feedback.
3. **Debrief & Reflection (30 minutes):** This segment involves group calibration and reflection on observed themes. Emphasis is placed on aligning observation evidence with actionable, strengths-based feedback.
4. **DSL Updates (30–45 minutes):** The District School Leadership (DSL) team concludes each session with targeted leadership updates, reminders, and alignment items before adjournment.

## Focus Areas

- Building leadership skills and confidence in conducting walkthroughs.
- Ensuring leaders connect observations to clear, actionable feedback.
- Monitoring systems that support instructional follow-through and feedback loops.
- Strengthening principals' capacity to support campus leaders in sustaining observation and feedback practices.

## Facilitation

- **District Departments** provide focused updates during the first hour.
- **DSL Team Members** lead the observation framing, facilitate the Principal Power Walks, and guide debrief/reflection sessions.
- **Campus Principals** host the walks, ensuring access to classrooms.

## Schedule & Structure by Level

- **High School:**
  - 8:00–9:00: Department Updates
  - 9:00–10:00: Principal Power Walks
  - 10:00–10:30: Debrief
  - 10:30–11:00: DSL Updates
- **Elementary:**
  - 9:00–10:00: Department Updates
  - 10:00–11:00: Principal Power Walks
  - 11:00–11:30: Debrief
  - 11:30–12:00: DSL Updates
- **Middle School:**
  - 10:00–11:00: Department Updates
  - 11:00–12:00: Principal Power Walks
  - 12:00–12:30: Debrief
  - 12:30–1:00: DSL Updates

## Dates (Monthly Thursdays)

- August 28
- October 2
- December 4
- February 5
- March 5
- April 9

This structured approach to Principal Power Walks ensures that principals are equipped with the necessary skills and confidence to support effective teaching and learning within their schools. By focusing on observation and feedback, these sessions aim to foster continuous improvement in educational leadership.

**Fort Bend ISD**  
**Lake Olympia MS**  
**2025-2025 Turnaround Plan – Develop and Implement Upon Approval**  
**TEA Submission: 11/14/25**

# *Christa McAuliffe Middle School*



2025-2026  
Turnaround Plan



**Fort Bend Independent School District**

**Superintendent:** Marc Smith, Ed.D.

**Board Approval:** October 27, 2025

## Executive Summary

Christa McAuliffe Middle School, part of Fort Bend ISD, has been designated as a Targeted Support and Improvement (TSI) campus and is considered Unacceptable Year 2 for overall academic performance. This designation reflects persistent underperformance among specific student groups and triggers a comprehensive turnaround strategy aimed at elevating student achievement and restoring academic excellence.

The 2025–2026 Turnaround Plan centers on strengthening Tier 1 instruction across all core content areas—Reading Language Arts, Mathematics, Science, and Social Studies. The school’s leadership team, in collaboration with district departments, will focus on improving academic growth (Domain 2A) and closing achievement gaps (Domain 3), with the goal of achieving a scaled score of 70 or higher in key accountability domains.

Curriculum enhancements include the integration of evidence-based instructional resources and frameworks tailored to student needs. In Reading Language Arts, strategies emphasize small group instruction, differentiated supports, and the use of tools like CommonLit, SAVVAS, and Learning Ally. Mathematics instruction will follow a Concrete-Representational-Abstract model with hands-on instruction, and leverage Dreambox as an enhancement. Science instruction is anchored in the 5E model, promoting inquiry-based learning, while Social Studies instruction focuses on critical thinking and source analysis.

To address learning gaps, the campus will implement targeted interventions during advisory periods, including 30-hour acceleration plans, hybrid interventionist models, and extended learning opportunities such as before/after school tutorials and Saturday School. These efforts are supported by professional development partnerships with Region IV ESC and Solution Tree, focusing on small group instruction and Tier 1 best practices.

Leadership development is a cornerstone of the plan, with monthly coaching sessions for campus administrators aligned to Fort Bend ISD’s “Influence, Impact, and Potential” framework. These sessions use creative metaphors—such as Army Men for systems thinking and Yo-Yo for feedback resilience—to guide leadership growth and system execution.

Performance goals are clearly defined: increase STAAR proficiency in Reading Language Arts, Mathematics, and Science by at least 10%. Additionally, the campus aims to achieve at least 50th percentile growth on MAP assessments and earn English Learner Progress (ELP) points through targeted supports.

Stakeholder engagement has been prioritized through surveys and community meetings, with feedback emphasizing the need for enhanced academic support, improved communication, and a positive school culture. The plan also includes specialized staffing—such as instructional coaches and interventionists—to ensure sustained instructional support and capacity building.

Funded in part by the ESF-Focused Support Grant (2024–2026), the turnaround plan reflects a district-wide commitment to equity, excellence, and continuous improvement.

Through strategic leadership, targeted instruction, and community support and input, Christa McAuliffe Middle School is poised to make meaningful progress and deliver improved outcomes for all students.

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  - Tier 1 Instructional Focus
  - Progress Monitoring Systems
- 3. Stakeholder Engagement**
  - Timeline of Engagement Activities
  - Summary of Community Feedback and Link to Stakeholder Feedback Forms
  - Key Themes of Stakeholders
- 4. Curriculum and Instruction**
  - Reading Language Arts
    - Tier 1 Instructional Model
    - Tiered Interventions (Tier 2 & Tier 3)
  - Mathematics
    - Instructional Framework
    - Tiered Interventions
  - Science
    - 5E Instructional Model
    - Tiered Interventions
  - Social Studies
    - Instructional Expectations
    - Tiered Interventions
- 5. Intervention Plan**
  - ELA Strategies
  - Math Strategies
  - Science Strategies
  - Social Studies Strategies
- 6. Milestones & Performance Management**
  - Cross-Functional Support Teams
  - Academic Priorities by Subject
  - Monitoring & Data Cadence
  - Deployment Model for Instructional Support
  - Success Metrics
- 7. Support, Capacity Building, and Resources**
  - Specialized Staffing Roles
  - District-Supported Initiatives
  - ESF-Focused Support Grant Investments
  - Professional Development Vendor Table
- 8. Leadership Development Framework**
  - Year-at-a-Glance Leadership Calendar and Monthly Leadership Themes (August–May)
  - Toybox Metaphors for Leadership Growth
  - Session Objectives, Agenda Topics, and Deliverables

**State Accountability and Federal Identification**

**Second Consecutive Unacceptable Rating**

Year	Overall Accountability Rating
2023	F
2024	D
2025	F

**Targeted Support and Improvement (TSI)**

	African American	Hispanic
2023	Academic Achievement: RLA	Academic Achievement: RLA
	Academic Achievement: Mathematics	Academic Achievement: Mathematics
	Academic Growth: Mathematics	Academic Growth: Mathematics
	Student Success-Student Achievement	Student Success-Student Achievement
2024		Academic Achievement: RLA
		Academic Achievement: Mathematics
		Academic Growth: Mathematics
		Student Success-Student Achievement
2025	Academic Achievement: RLA	Academic Achievement: RLA
	Academic Achievement: Mathematics	Academic Achievement: Mathematics
	Academic Growth: Mathematics	Academic Growth: Mathematics
	Student Success-Student Achievement	Student Success-Student Achievement

	Economically Disadvantaged	EB/EL (Current & Monitored)	Special Education
2023	Academic Achievement: RLA	Academic Achievement: Mathematics	Academic Achievement: RLA
	Academic Achievement: Mathematics	Academic Growth: Mathematics	Academic Achievement: Mathematics
	Academic Growth: Mathematics	Student Success- Student Achievement	Student Success- Student Achievement
	Student Success-Student Achievement		
2024	Academic Achievement: Mathematics	Academic Achievement: Mathematics	
	Academic Growth: RLA	Academic Growth: Mathematics	
	Student Success-Student Achievement	Student Success- Student Achievement	
2025	Academic Achievement: RLA	Academic Achievement: Mathematics	Academic Achievement: RLA
	Academic Achievement: Mathematics	Academic Growth: Mathematics	Academic Achievement: Mathematics
	Academic Growth: Mathematics	Student Success- Student Achievement	Student Success- Student Achievement
	Student Success-Student Achievement		

\*The charts above identify student groups that missed the same academic targets for three consecutive years, resulting in TSI designation.

**What is an unacceptable rating?**

An unacceptable rating is an annual accountability grade of D or F assigned to public school districts and campuses.

**What is TSI?**

Targeted Support and Improvement (TSI) is a federal and state designation for campuses with one or more consistently underperforming student groups. A student group is considered consistently underperforming if it misses the same three academic targets for three consecutive years.

Student groups evaluated include:

- Race/Ethnicity: African American, American Indian, Asian, Hispanic, Pacific Islander, White, Two or more races

- Student Status: Economically Disadvantaged, Special Education, Emergent Bilingual (EB)/English Learners (EL), Continuously Enrolled, Former Special Education

**Campus improvements needed in the years 2025-26 and 2026-27 to achieve a C or better:**

In 2025–26 and 2026–27, Christa McAuliffe MS will focus on Tier 1 instruction and growth in Domain 2A and Domain 3. The long-term goal is for students to achieve a scaled score of 70 or higher in Domain 1 and Domain 2B.

1. Strengthen Tier 1 instruction across all content areas.
2. Domain 2A (Academic Growth) must improve to at least 70, while all other domains must comply with the 3 Fs and 3 Ds Rules:
  - a. 3 Fs Rule: If three out of four domains—Student Achievement, School Progress Part A (Growth), School Progress Part B (Relative Performance), or Closing the Gaps—score below 60, the overall rating is capped at 59.
  - b. 3 Ds Rule: If three out of four domains score below 70, the overall rating is capped at 69.
3. Progress Monitoring through district created Formative Assessments and instructional adjustments, as needed.

**Stakeholder Engagement**

Action	Date
District notifies public:	August 28, 2025
District develops TAP:	August 28, 2025 - September 9, 2025
Stakeholders review TAP:	September 10, 2025
Public notice:	October 6, 2025
Public hearing:	October 27, 2025
<b>Summary of Community Feedback:</b>	
Stakeholder engagement at Christa McAuliffe MS began during Open House, where students and parents were presented with the <i>Campus Planning and Improvement: Stakeholder Input Opportunity</i> PowerPoint presentation and invited to provide feedback via a survey. The survey was later distributed through the parent newsletter and shared with campus staff.	
<b>Key Points from Stakeholder Feedback:</b>	
<ol style="list-style-type: none"> <li>1. <b>Enhanced Academic Support</b> Parents suggested more tutoring options, learning materials, and differentiated instruction to support diverse learning needs.</li> <li>2. <b>Improved Communication &amp; Relevant Programming</b> Feedback highlighted the need for clearer communication and programs aligned with students' interests and future opportunities.</li> <li>3. <b>Positive Culture &amp; Engagement Strategies</b> Suggestions included creative incentives (e.g., games, events, rewards) to motivate students and maintain a supportive, engaging school environment.</li> </ol>	
<a href="#">Solicitation of Community Feedback</a>	

Christa McAuliffe Middle School

2025-2026 Bell Schedule



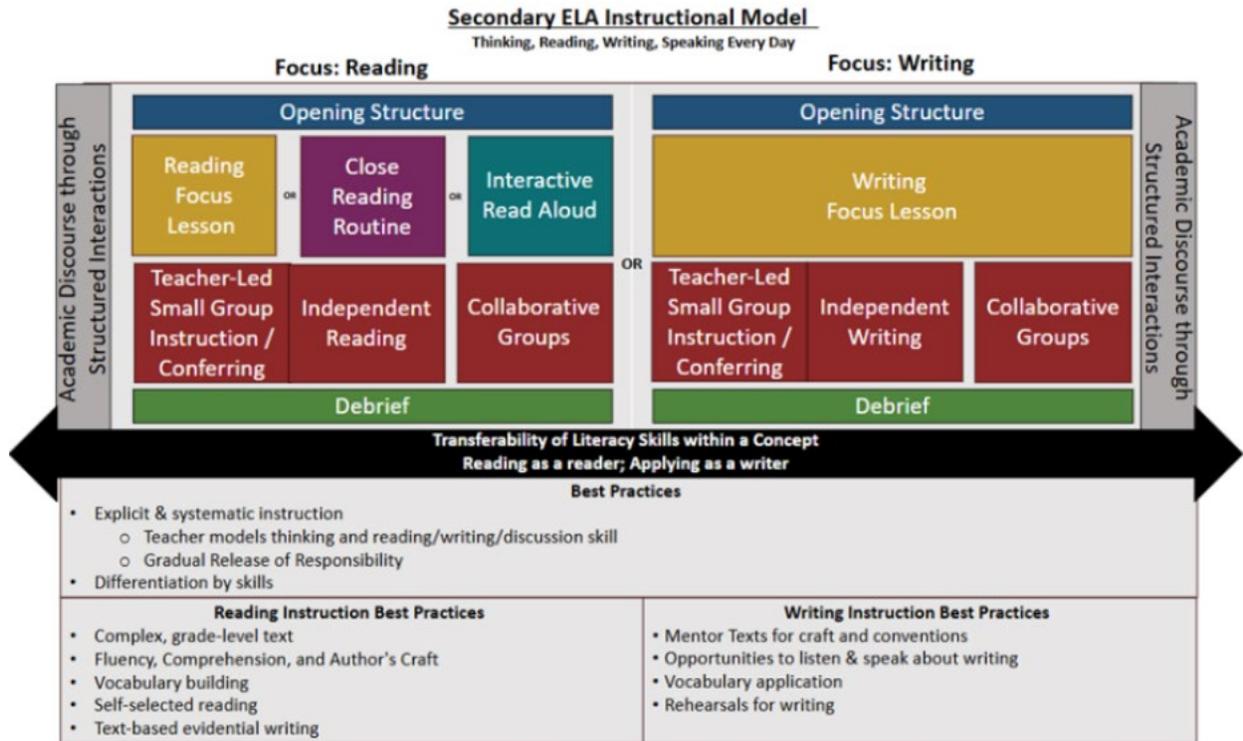
Monday/ Thursday/ Friday Regular Schedule					
	6 <sup>th</sup> Grade Schedule		7 <sup>th</sup> Grade Schedule		8 <sup>th</sup> Grade Schedule
1	8:50 - 9:53 (63)	1	8:50 - 9:50 (63)	1	8:50 - 9:50 (63)
2	9:56 - 10:53 (57) <i>**Hawk Time: 9:56-10:05**</i>	2	9:53 - 10:50 (57) <i>**Hawk Time: 9:56-10:05**</i>	2	9:53 - 10:50 (57) <i>**Hawk Time: 9:56-10:05**</i>
3	(Attendance/Travel 10:56-11:05am) <b>11:05 - 11:35 (30) A Lunch - 6<sup>th</sup> Grade</b>	3	10:53 - 11:45 (52)	3	10:53 - 11:45 (52)
	11:40 - 12:35 (55)	4	(Attendance/Travel 11:48-12:00) <b>12:00 - 12:30 B Lunch - 7<sup>th</sup> Grade</b>	4	11:48 - 12:45 (57)
4	12:38 - 1:28 (50)		12:35 - 1:25 (50)	4	(Attendance/Travel 12:45-12:55pm) <b>12:55 - 1:25 (30) C Lunch - 8<sup>th</sup> Grade</b>
5	1:31 - 2:23 (52)	5	1:28 - 2:20 (52)	5	1:28 - 2:20 (52)
6	2:26 - 3:16 (50)	6	2:23 - 3:13 (50)	6	2:23 - 3:13 (50)
7	3:19 - 4:10 (51)	7	3:16 - 4:10 (54)	7	3:16 - 4:10 (54)

Tuesday / Wednesday Advisory Schedule					
	6 <sup>th</sup> Grade Schedule		7 <sup>th</sup> Grade Schedule		8 <sup>th</sup> Grade Schedule
1	8:50 - 9:43 (53)	1	8:50 - 9:40 (50)	1	8:50 - 9:40 (50)
2	9:46 - 10:43 (57) <i>**Hawk Time: 9:46-9:55**</i>	2	9:43 - 10:40 (57) <i>**Hawk Time: 9:46-9:55**</i>	2	9:43 - 10:40 (57) <i>**Hawk Time: 9:46-9:55**</i>
Adv	10:46 - 11:21 (35)	Adv	10:43 - 11:18 (35)	Adv	10:43 - 11:18 (35)
3	(Attendance/Travel 11:21-11:30am) <b>11:30 - 12:00 (30) A Lunch - 6<sup>th</sup> Grade</b>	3	11:23 - 12:08 (45)	3	11:23 - 12:08 (45)
	12:05 - 12:55 (50)	4	(Attendance/Travel 12:11-12:20pm) <b>12:20 - 12:50 B Lunch - 7<sup>th</sup> Grade</b>	4	12:11 - 1:00
4	12:58 - 1:43 (45)		12:55 - 1:40 (45)	4	(Attendance/Travel 1:00-1:10pm) <b>1:10 - 1:40 (30) C Lunch - 8<sup>th</sup> Grade</b>
5	1:46 - 2:31 (45)	5	1:43 - 2:28 (45)	5	1:43 - 2:28 (45)
6	2:34 - 3:19 (45)	6	2:31 - 3:16 (45)	6	2:31 - 3:16 (45)
7	3:22 - 4:10 (48)	7	3:19 - 4:10 (51)	7	3:19 - 4:10 (51)

## Curriculum & Instruction Supports

### Reading Language Arts

Tier 1 instructional expectations for Reading Language Arts include an instructional model that incorporates reading and writing within a lesson framework that promotes small group instruction to differentiate and support students based on data. NWEA MAP Reading Growth is administered three times a year to identify students in need of instructional supports.



Resources embedded within the curriculum include:

- Sample scripted mini lessons within the unit for Tier 1 instruction
- CommonLit – access to complex grade level text with the ability to adjust Lexile level based on student needs
- Newsela – access to complex grade level text
- Adopted Resource – SAVVAS My Perspectives
- The Reading Strategies Book 2.0 Companion Charts - focus lessons and teacher-led small group instruction supports.
- Patterns of Power Grades 6-8: Inviting Adolescents into the Conventions of Language
- Reading Nonfiction: Notice & Note Stances, Signposts, and Strategies
- Notice and Note: Strategies for Close Reading

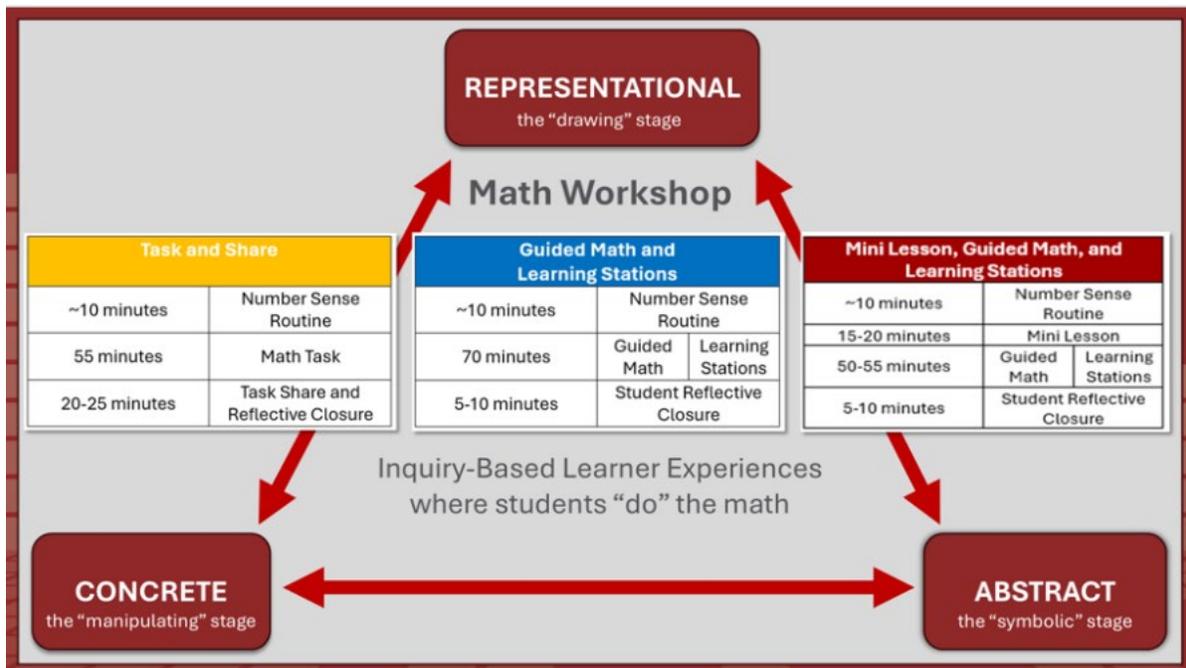
### Tiered Intervention (Tier 2 & Tier 3)

Tier 2 intervention occurs during the instructional period for Reading Language Arts during small group instruction. Tier 3 intervention can occur during Literacy Lab or content based advisory. Intervention structures include data analysis and the identification of specific skills to reinforce explicit teaching and small group.

- Curriculum (Tier 2): Lessons and student supports for Tier 2 instruction based on district created assessments for use in small group instruction
- Literacy Lab or Content Advisory Curriculum (Tier 3): Morphology curriculum with daily scripted lessons and supports
- Literacy Lab or Content Advisory Curriculum (Tier 3): Reading Intervention Toolkit - teacher intervention lessons
- Literacy Lab or Content Advisory Curriculum (Tier 3): Learning Ally – TEA resource that provides online access to text with supportive features for reading comprehension for students significantly below grade level

## Mathematics

Tier 1 instructional expectations for Mathematics includes an instructional model that incorporates the development of math concepts from a conceptual level using Concrete, Representation, and Abstract approaches to the content. The lesson framework promotes small group instruction to differentiate and support students based on data. NWEA MAP Math Growth is administered three times a year to identify students in need of instructional supports.



Resources embedded within the curriculum include:

- Sample scripted mini lessons within the unit for Tier 1 instruction
- Identified Number Sense routines aligned to units of instruction
- ETA Hands on Standards – scripted lessons with math manipulatives and checks for understanding
- Region 4 Engaging Mathematics – scripted lessons to develop math concepts with checks for understanding
- Guided Math Work Stations – TEKS aligned activities to reinforce learning
- Working with Algebra Tiles – sample lessons to develop concepts using Algebra Tiles
- TI Lessons – conceptual development lessons using the graphing calculators
- Dreambox Math – adaptive computer software to reinforce math skills

### Tiered Intervention (Tier 2 & Tier 3)

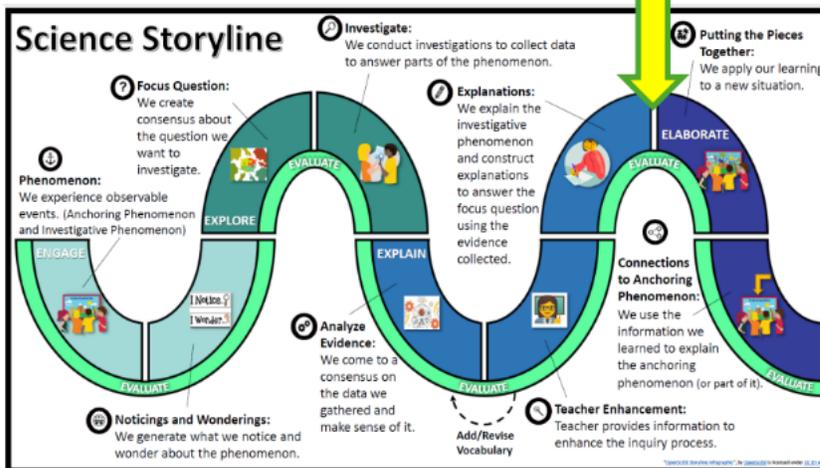
Tier 2 intervention occurs during the instructional period for Mathematics during small group instruction. Tier 3 intervention can occur during Math Lab or content based advisory. Intervention structures include data analysis and the identification of specific skills to reinforce explicit teaching and small group.

- Curriculum (Tier 2): Lessons and student supports for Tier 2 instruction aligned to priority standards in each unit
- Math Lab or Content Advisory Curriculum (Tier 3): Hands on Standards for lower grade levels
- Math Lab or Content Advisory Curriculum (Tier 3): Region 4 Closing the Distance
- Math Lab or Content advisory Curriculum (Tier 3): FBISD written curriculum
- Dreambox Math – adaptive computer software to reinforce math skills

### Science

Tier 1 instructional expectations for science includes an instructional model that incorporates the development of science concepts using the 5E model. The 5E framework is grounded in phenomenon within the units of instruction. The instructional model indicates small group instruction occurring after a common formative assessment during the “Elaborate” phase of the instructional model. NWEA MAP Science Growth is administered three times a year to identify students in need of instructional supports.

Best time in the storyline to administer the CFA to measure mastery.



Suggested days are provided in the Suggested Sequence Calendar available in the curriculum.

Administering CFAs on the **suggested days** allows teachers to respond to the data within the concept they are teaching.

Resources embedded within the curriculum include:

- FBISD Curriculum – scripted lesson plans anchored to a defined phenomenon with labs, guiding questions, and formative tasks
- Adopted Resource - SAVVAS

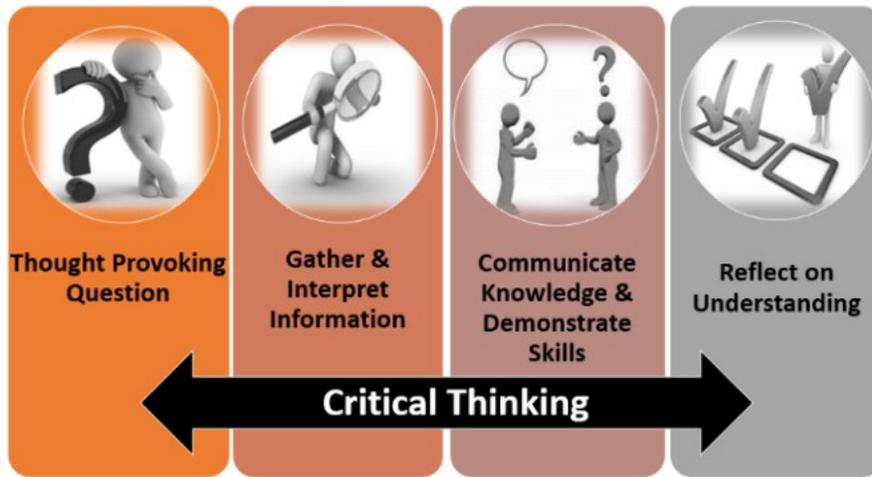
### Tiered Intervention (Tier 2 & Tier 3)

Tier 2 intervention occurs during the instructional period for science during small group instruction. Tier 3 intervention can occur during a content based advisory.

- Curriculum (Tier 2): Lessons and student supports for Tier 2 instruction aligned to priority standards in each unit
- EduSmart (Tier 2 & Tier 3): Video modules, interactive simulations and practice opportunities for students aligned to the standards. Includes quizzes for teacher data collection

### Social Studies

Tier 1 instructional expectations for Social Studies includes an instructional model that incorporates the development of social studies context while using critical thinking skills. The instructional model requires students to gather and interpret information from various sources to communicate their knowledge and make connections.



Resources embedded within the curriculum include:

- FBISD Curriculum – scripted lesson plans anchored to a defined phenomenon with labs, guiding questions, and formative tasks
- Adopted Resource – McGraw Hill
- Active Classroom – scripted lessons, activities, and assessment questions to check for understanding
- Britannica Online – access to sources of information on historical events
- Newsela – access to non-fiction text to support information gathering for social studies.

### **Tiered Intervention (Tier 2 & Tier 3)**

Tier 2 intervention occurs during the instructional period for Social Studies during small group instruction. Tier 3 intervention can occur during a content based advisory.

- Curriculum (Tier 2): Lessons and student supports for Tier 2 instruction aligned to priority standards in each unit
- Active Classroom (Tier 2 & Tier 3): scripted lessons, activities, and assessment questions to check for understanding

### Intervention Plan

<b>ELA Strategy</b>	<b>Start Date</b>	<b>Notes</b>
Targeted IXL practice during advisory time based on low-performing STAAR categories, NWEA growth and achievement data	Ongoing	Advisory Time
Grouping students requiring ELAR acceleration of 30 hours with an ELA teacher during advisory	10/21/25	Advisory Time
Hybrid model Literacy Interventionist	Ongoing	Pull-out/Push-in Support
Region IV partnerships with emphasis on small group instruction and best practices for Resource ELA	August 2025 September 2025 (Basic ELA)	PD Session/PLT Session/Classroom support
Solution Tree Professional Learning focused on Tier 1 Instructional Practices	9/26/25	PD Session/PLT Session/Classroom support
After/Before School tutorials	Ongoing	Extended Learning
Saturday School	January 2026	Weekend Support

<b>Math Strategy</b>	<b>Start Date</b>	<b>Notes</b>
Targeted IXL practice during advisory time based on low-performing STAAR categories, NWEA growth and achievement data	Ongoing	Advisory Time
Grouping students requiring Math acceleration of 30 hours with a math teacher during advisory	10/21/25	Advisory Time
Hybrid model Math Interventionist	Ongoing	Pull-out/Push-in Support
Region IV partnerships with emphasis on small group instruction	August 2025	PD Session/PLT Session/Classroom support
Solution Tree Professional Learning focused on Tier 1 Instructional Practices and math strategies	9/26/25	PD Session/PLT Session/Classroom support
After/Before School tutorials	Ongoing	Extended Learning
Saturday School	January 2026	Weekend Support

<b>Science Strategy</b>	<b>Start Date</b>	<b>Notes</b>
Targeted EduSmart and IXL practice during advisory time based on low-performing STAAR & NWEA growth and achievement data.	Ongoing	Advisory Time
Grouping students requiring Science acceleration with a science teacher during advisory.	10/21/25	Advisory Time
STEM partnership with the Links Club for 6th graders.	Ongoing	STEM Enrichment
Region IV partnerships with emphasis on small group instruction.	August 2025	PD Session/PLT Session/Classroom support
Solution Tree Professional Learning focused on Tier 1 Instructional Practices.	9/26/25	PD Session/PLT Session/Classroom support
After/Before School tutorials.	Ongoing	Extended Learning
Saturday School	January 2026	Weekend Support

Social Studies Strategy	Start Date	Notes
Targeted IXL practice during advisory time based on Eduphoria data	Ongoing	Advisory Time
Region IV partnerships with emphasis on small group instruction	August 2025	PD Session/PLT Session/Classroom support
Solution Tree Professional Learning focused on Tier 1 Instructional Practices	9/26/25	PD Session/PLT Session/Classroom support
After/Before School tutorials	Ongoing	Extended Learning
Saturday School	January 2026	Weekend Support

**Performance Management:** To ensure fidelity of implementation and evaluate the effectiveness of academic interventions across core content areas, an instructional tracker will be utilized to monitor formative assessments. The Dean of Instruction will lead this effort, ensuring consistent data collection and analysis.

Bi-weekly data reviews will be conducted, and the tracker will be shared with all campus teachers, instructional leaders, and district personnel. Through Professional Learning Teams (PLTs), the data will be collaboratively analyzed and used to inform timely instructional adjustments that support student growth.

### Milestones & Performance Management

#### 1. Purpose & Cross-Functional Support

- Christa McAuliffe Middle School will receive targeted support from a cross-functional FBISD team to address significant gaps in math, science, and literacy outcomes. Direct support will be provided by:
  - DSL – Weekly leadership coaching for the principal and APs, focused on instructional leadership, walkthrough calibration, and building a culture of high expectations.
  - Teaching & Learning – On-site support for teachers in math, science, and RLA, emphasizing Tier 1 instructional planning and MAP-to-STAAR alignment.
  - Special Education (SPED) – Ensure student needs are met in the Least Restrictive Environment (LRE) while equipping teachers with effective scaffolds and intervention strategies.
  - Assessment, Accountability & Compliance (AAC) – Deliver weekly data reports (DFA, MAP, campus-created assessments in Eduphoria) to support data-driven instruction.
  - Organizational Development (OD) – Provide targeted coaching for zero-year teachers and instructional apprentices to strengthen capacity and retention.

#### 2. Key Academic Priorities

- Reading Language Arts (RLA)
- Raise overall proficiency from ~59% to above 65%.
- Strengthen Tier 1 instruction with evidence-based reading strategies (inferencing, author’s purpose, constructed responses).
- Embed academic vocabulary instruction into all content areas.

- Expand consistent small-group interventions targeting below-grade-level students using MAP growth data.
  - Mathematics
  - Immediate priority: 6th grade (35.8%) requires intensive foundational support.
  - Implement Tier 1 planning protocols with checks for understanding and problem-solving strategies.
  - Leverage MAP BOY/MOY data for reteaching and flexible grouping.
  - Provide modeling and co-teaching in math classrooms to strengthen instructional practices.
  - Science
  - Urgent turnaround focus: 8th grade proficiency at 36.5% requires comprehensive support.
  - Prioritize vertical alignment of TEKS to strengthen prerequisite skills in earlier grades.
  - Emphasize inquiry-based labs, hands-on activities, and vocabulary development.
  - Align MAP growth (37th percentile) with STAAR readiness expectations.
3. Leadership & Systems Support
- Weekly Executive Coaching for principal and APs aligned to FBISD’s Instructional Leader Framework.
  - Establish a Turnaround Action Team (DSL, Liaison, T&L specialists) to:
    - Facilitate weekly data reviews and instructional planning sessions.
    - Support calibration of walkthroughs and feedback cycles.
    - Assist with culture-building and staff morale strategies.
  - Identify and develop pipeline leaders (APs, deans, teacher leaders) to strengthen instructional leadership at all levels.
4. Monitoring & Data Cadence
- Weekly Data Meetings: Campus leadership and T&L support team review MAP, DFA, and Eduphoria assessments to drive reteach and intervention.
  - MAP Growth Monitoring: Track BOY → MOY → EOY progress to verify effectiveness of instructional changes.
  - Walkthroughs: Weekly classroom observations using “look-fors” aligned to readiness standards and core instructional strategies.
  - Quarterly Campus Data Debriefs: Campus, district leadership, and Liaisons review progress and refine support.
5. Deployment Model for T&L Support
- PLC Support: Join math, RLA, and science PLCs to facilitate data-driven planning and intervention design.
  - Modeling Lessons: Demonstrate Tier 1 instructional strategies (math fluency routines, literacy scaffolds, inquiry-based science labs).
  - Classroom Observations & Coaching: Provide immediate, actionable feedback to teachers.
  - On-Site PD: Deliver just-in-time professional learning on MAP-to-STAAR alignment, academic vocabulary, and intervention systems.
  - Coach ICs & Teacher Leaders: Build long-term campus capacity to sustain improvements.
6. Success Metrics
- Math STAAR Proficiency: Increase from 49% overall to 55%+ by EOY, with a focus on 6th grade.
  - Science STAAR Proficiency: Increase from 36.5% to at least 50% by EOY.

- RLA STAAR Proficiency: Increase from ~59% to 65%+ overall.
- MAP Growth: At least 50th percentile growth in reading, math, and science by MOY.
- ELP Points: Grow from 0 to at least 3 points through targeted English Learner supports.
- Leadership Development: Evidence of weekly coaching, calibrated walkthroughs, and effective feedback cycles documented in leadership logs.

**Support, Capacity Building and Resources**

<b>Christa McAuliffe Middle School Specialized Staffing</b>		
<b>Job Title</b>	<b>FTE Count</b>	<b>Role Responsibilities</b>
Dean of Instruction	1	The Dean of Instruction supports campus instructional leadership by coordinating academic services, analyzing data, setting instructional goals, and guiding curriculum implementation. Responsibilities include planning interventions, monitoring student progress, supporting teachers and administrators, and contributing to the Campus Improvement Plan to enhance instructional effectiveness.
ELAR Instructional Coach	1	The Middle School Literacy Instructional Coach (Title I) supports ELA teachers in implementing effective literacy instruction aligned with the written curriculum. Through coaching cycles, co-teaching, PLC facilitation, and content support, the coach builds instructional capacity and promotes student achievement in alignment with the district’s vision for teaching and learning.
Math Instructional Coach	1	The Math Instructional Coach (Title I) supports math teachers on Title I campuses by building instructional capacity and promoting best practices. Through coaching cycles, PLC facilitation, and content support, the coach helps ensure effective implementation of the written curriculum and fosters student achievement aligned with the district’s vision for teaching and learning.
Literacy Interventionist	1	The Middle School Literacy Intervention Teacher will implement student-centered literacy interventions to close achievement gaps in ELA. Responsibilities include delivering targeted academic support aligned with the District RTI Plan, collaborating on instructional strategies, monitoring student progress, disaggregation of data, and communicating outcomes to stakeholders
Math Interventionist	1	The Middle School Math Interventionist (Title I) will deliver student-centered math interventions to close achievement gaps. This role supports academic growth through targeted instruction aligned with the District Response to Intervention Plan and collaborates to strengthen intervention models that promote mastery of grade-level math standards.

Guidance Classroom Facilitator	The Guidance Classroom Facilitator (Title I) provides supplemental academic and behavioral support to students with behavioral challenges. Responsibilities include delivering character education lessons, implementing behavior interventions aligned with district strategies, preparing instructional materials, maintaining student safety, and tracking progress. The role also involves collaboration with staff and families, de-escalation techniques, and use of restorative practices.
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**Fort Bend ISD continues to invest in leadership development and instructional support to drive campus improvement at *Christa McAuliffe MS*. Key initiatives include:**

**District-Supported Initiatives:**

- Leadership Summit: Leading and Managing Systems for Secondary Leaders – Strengthening campus leadership capacity.
- Comprehensive Needs Assessment (CNA) and Campus Improvement Plan (CIP) – District-led planning support at no cost.
- PLCs at Work (Solution Tree) – Enhancing collaborative practices to improve student outcomes.
- Effective Schools Framework (ESF) – Region 4 ESC provided foundational training aligned with TEA’s school improvement model.
- School Improvement Orientation – TEA-led session to ensure alignment with state expectations.

**ESF-Focused Support Grant (2024–2026) Initiatives:**

- Texas Instructional Leadership: Observation and Feedback (Region 4 ESC) – \$12,561.00
- Math: Differentiation and Instructional Strategies (Region 4 ESC) – \$1,520.00
- ELA: The Vocabulary Advantage (Region 4 ESC) – \$2,890.00
- Tier I Instructional Strategies (Solution Tree) – \$7,100.00
- Math: PLCs at Work (Solution Tree) – \$21,300.00

Vendor	Professional Development Plan	Cost	Funding Source
Region 4 ESC	<b>Texas Instructional Leadership – Observation and Feedback</b>	<b>\$12,561.00</b>	<b>ESF-Focused Support Grant 24-26</b>
Region 4 ESC	<b>Math – Differentiation and Instructional Strategies</b>	<b>\$1,520.00</b>	<b>ESF-Focused Support Grant 24-26</b>
Region 4 ESC	<b>ELA -The Vocabulary Advantage</b>	<b>\$2,890.00</b>	<b>ESF-Focused Support Grant 24-26</b>
Solution Tree	<b>Tier I Instructional Strategies</b>	<b>\$7,100.00</b>	<b>ESF-Focused Support Grant 24-26</b>

<b>Solution Tree</b>	<b>Math: PLCs at Work</b>	<b>\$21,300.00</b>	<b>ESF-Focused Support Grant 24-26</b>
<b>Fort Bend ISD</b>	<b>Focus on Leading:          Executing with          Excellence</b>  <b>Leadership Summit:          Leading and          Managing Systems for          Secondary Leaders</b>  <b>Comprehensive Needs          Assessment (CNA)          and Campus          Improvement Plan          (CIP)</b>	<b>\$0.00</b>	<b>District</b>
<b>Solution Tree</b>	<b>PLCs at Work</b>	<b>\$0.00</b>	<b>District</b>
<b>Region 4 ESC</b>	<b>Effective Schools          Framework (ESF)</b>	<b>\$0.00</b>	<b>Region 4</b>
<b>TEA</b>	<b>SI Orientation</b>	<b>\$0.00</b>	<b>TEA</b>

**Focus on Leading  
 2025–2026  
 Year at-a-Glance**

This 2025–2026 Year-at-a-Glance plan outlines a coherent and responsive leadership development framework for campus principals. Grounded in the *Influence, Impact, and Potential* model introduced during the summer’s Leadership Summit, and building on the learning that occurred during *Focus on Leading: Executing with Excellence*, the plan is designed to support sustained growth throughout the school year. Each month builds intentionally on prior learning while addressing the evolving demands of campus leadership. While the Teaching & Learning division sets the instructional vision and expectations, the Department of School Leadership ensures execution through systems monitoring, leadership coaching, and accountability structures. Monthly sessions incorporate implementation check-ins tied to Focus on Learning content, system-level reflection, and leadership growth aligned with district priorities. Targeted department presentations are embedded where operational or compliance updates are most timely, ensuring alignment across initiatives and reinforcing expectations at every level.

**AUGUST:  
 Instructional  
 Leadership in  
 Action**

**Leadership Focus:** Reinforcing Systems to Support Instructional Execution  
**Theme Connection:** Influence through Clarity, Impact through Systems, Potential through Coaching  
**Toybox Tie-In:** Army Men (systems thinking) — Represents the deployment of coordinated structures, routines, and resources to execute large-scale goals.

**Objectives:**

- Execute key instructional systems aligned with Teaching & Learning expectations (walkthroughs, coaching cycles, PLTs).
- Reinforce alignment of people, time, and systems to communicate vision with clarity.
- Monitor collaborative team launch and identify system-level gaps in PLT execution.
- Reconnect to Toybox metaphors as living leadership tools guiding campus work.
- Set foundation for monthly leadership growth check-ins tied to Focus on Learning.

**Agenda Topics:**

- From Vision to Systems: Operationalizing Instructional Leadership (DSL) — Revisit the summer leadership vision by analyzing how key systems (walkthroughs, coaching cycles, PLTs) have been operationalized. This session uses the Army Men metaphor to guide reflection on whether current structures are actively reinforcing the campus’s instructional priorities.
- PLT System Checks: Launch Reflection & Current State Review (DSL) — Campus leaders assess current collaborative practices and reflect on the systems that enable or hinder successful implementation.
- Coaching Plans & Feedback Cycles: Leadership Through Support (DSL) — Review and discussion of leader-created walkthrough schedules, **coaching** timelines, and how feedback loops are being used to support teacher growth.

	<ul style="list-style-type: none"> <li>• Toybox Metaphors in Action: Campus Highlights &amp; Roundtable (Principal Spotlights) — Principals highlight how Toybox metaphors are actively shaping leadership moves on campus through real examples of system-building, vision-setting, or mentorship.</li> <li>• Department Spotlight: Accountability—Fall Readiness Reminders (Follow-Up from Accountability Department) — Timely follow-up on earlier Teaching &amp; Learning guidance related to data collection, testing, and compliance.</li> </ul> <p><b>Deliverable:</b>          Leadership Launch Reflection Sheet — A one-page reflection submitted post-session that captures key implementation takeaways and action steps related to instructional walkthroughs, PLT progress, leadership metaphor application, and personal growth commitments. Designed to align principal actions with the month’s leadership focus.</p>
<p><b>SEPTEMBER:</b>  <b>Driving Feedback and Instructional Monitoring</b></p>	<p><b>Leadership Focus:</b> Leveraging Feedback to Influence Practice  <b>Theme Connection:</b> Influence through Observation, Impact through Coaching, Potential through Feedback  <b>Toybox Tie-In:</b> Yo-Yo (resilience &amp; responsiveness) — Represents the give-and-take of coaching relationships, where effective leaders deliver feedback with consistency and elasticity.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Deepen use of the district's Observation and Feedback structure to develop staff.</li> <li>• Calibrate observation look-fors aligned to instructional priorities.</li> <li>• Monitor PLT progress through ongoing cycles of observation and leader action.</li> <li>• Model leadership flexibility in coaching moments.</li> </ul> <p><b>Agenda Topics:</b></p> <ul style="list-style-type: none"> <li>• Executing Observation &amp; Feedback Cycles with Precision (DSL) — Review expectations and calibrate on high-leverage look-fors during classroom walkthroughs.</li> <li>• Yo-Yo Coaching Moves: Leadership that Snaps Back (DSL) — Use the Yo-Yo metaphor to explore the rhythm and intentionality of coaching that builds resilience and trust.</li> <li>• PLT Monitoring Checkpoint: What Are You Seeing? (DSL) — Principals reflect on how observation and PLT evidence is shaping real-time instructional leadership moves.</li> <li>• Department Spotlight: Human Resources – documentation and memo writing.</li> </ul> <p><b>Deliverable:</b>          Observation &amp; Coaching Reflection Sheet — A one-page summary capturing current feedback practices, alignment to instructional look-fors, and next steps in PLT and intervention leadership.</p>
<p><b>OCTOBER:</b>  <b>Creating Ownership</b></p>	<p><b>Leadership Focus:</b> Holding Teams Accountable for Expectations  <b>Theme Connection:</b> <i>Impact</i> through Follow-Through, <i>Potential</i> through Clarity  <b>Toybox Tie-In:</b> Slinky (vision) — Emphasizing a leader’s ability to stretch</p>

<p><b>Through Adult Accountability</b></p>	<p>expectations consistently across staff, maintaining alignment to goals while adapting in real time.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Support leaders in reinforcing expectations through feedback and follow-up.</li> <li>• Use walkthrough trends to refine support for adult performance.</li> <li>• Apply the Accountability Ladder to coach staff and clarify team expectations.</li> </ul> <p><b>Agenda Topics:</b></p> <ul style="list-style-type: none"> <li>• Accountability Ladder Follow-Up (DSL) — Practical application of the ladder to guide adult coaching and leadership team alignment.</li> <li>• Walkthrough Trend Analysis (DSL) — Review data patterns and align next instructional support actions.</li> <li>• PLT Execution Review (DSL) — Evaluate ongoing collaboration and discuss how to respond to underperformance.</li> <li>• Department Spotlight: School Safety Mid-Fall Review (Student Affairs) — Discipline trends, crisis plans, and drill compliance.</li> </ul> <p><b>Deliverable:</b>          Accountability Coaching Sheet — Reflection on accountability moves taken with staff, including next steps to address underperformance and promote shared ownership.</p>
<p><b>NOVEMBER:          Systems for Problem Solving</b></p>	<p><b>Leadership Focus:</b> Leading Through Barriers  <b>Theme Connection:</b> <i>Influence</i> through Reflection, <i>Potential</i> through Solution Design  <b>Toybox Tie-In:</b> Yo-Yo (resilience &amp; responsiveness) — Symbolizing a leader’s need to be adaptable and maintain momentum, pulling feedback back into the system for growth rather than letting it dangle.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use root cause analysis tools to address leadership challenges.</li> <li>• Identify systems-level barriers to execution.</li> <li>• Collaborate with peers to build solution-focused leadership habits.</li> </ul> <p><b>Agenda Topics:</b></p> <ul style="list-style-type: none"> <li>• Problem of Practice Protocols (DSL) — Principals bring a real leadership challenge to unpack root causes and design systems-level solutions.</li> <li>• Reframing Perspective: Unlocking New Angles (DSL) — Leaders explore how shifting their lens allows for deeper systems thinking and unsticking barriers.</li> <li>• Mid-Semester Systems Review (DSL) — Campus leaders analyze ILT and coaching implementation data to evaluate system effectiveness and determine necessary adjustments.</li> <li>• Department Spotlight: Budgeting, Staffing &amp; Spring Planning (Finance &amp; HR) — TEA updates, hiring projections, planning timelines.</li> </ul> <p><b>Deliverable:</b>          Barrier Reflection Sheet — Principals document one system challenge, root causes, and action steps aligned to their leadership priorities.</p>

<p><b>DECEMBER:</b>  <b>Sustaining Leadership Focus Through Reflection</b></p>	<p><b>Leadership Focus:</b> Celebrating Growth and Aligning Priorities  <b>Theme Connection:</b> <i>Impact</i> through Reflection, <i>Influence</i> through Clarity  <b>Toybox Tie-In:</b> Etch A Sketch (reflection &amp; redesign) — Representing how effective leaders pause to examine what is working, shake off what isn't, and redraw their leadership game plan with intention.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Reflect on leadership impact over the semester.</li> <li>• Align second semester priorities based on current progress.</li> <li>• Celebrate growth and strategic decision-making.</li> </ul> <p><b>Agenda Topics:</b></p> <ul style="list-style-type: none"> <li>• Semester Reflection &amp; Futurecasting (DSL) — Principals anticipate second semester priorities using data, context, and reflection.</li> <li>• Clarity Through Simplification: Priority Management (DSL) — Where do we need to pause, focus, or double down?</li> <li>• PLT &amp; Coaching Midyear Review (DSL + T&amp;L) — Are systems built in August still holding up?</li> <li>• Department Spotlight: None — Full session reserved for internal reflection and celebration.</li> </ul> <p><b>Deliverable:</b>          Semester Leadership Reflection Sheet — A one-pager focused on lessons learned, system wins, and second semester commitments.</p>
<p><b>JANUARY:</b>  <b>Reigniting Impact Through Actionable Data</b></p>	<p><b>Leadership Focus:</b> Aligning Midyear Data to Targeted Leadership Moves  <b>Theme Connection:</b> <i>Impact</i> through Data-Driven Action, <i>Potential</i> through Recalibration  <b>Toybox Tie-In:</b> Mr. Potato Head (perspective &amp; adaptability) — Symbolizing a leader's ability to reconfigure their lens, adjust focus, and realign support based on emerging data and shifting needs.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Leverage MOY (middle-of-year) data to inform leadership decisions.</li> <li>• Identify shifts needed in coaching, walkthroughs, and PLT support.</li> <li>• Apply new perspective to deepen leadership response.</li> </ul> <p><b>Agenda Topics:</b></p> <ul style="list-style-type: none"> <li>• Refocusing Vision: Using Data to Drive Midyear Shifts (DSL) — Leaders engage in reframing exercises to identify how emerging data calls for instructional and leadership recalibration.</li> <li>• MOY Data Review Protocol &amp; Leadership Response Plan (DSL + Accountability) — Leaders use MAP, TELPAS, and internal data to craft campus-specific adjustments.</li> <li>• Using Coaching &amp; ILTs to Drive Midyear Shifts (DSL) — Strategic use of ILTs and APs to close gaps identified in MOY data.</li> </ul>

	<ul style="list-style-type: none"> <li>Department Spotlight: Multilingual Support &amp; TELPAS Planning (Multilingual Services) — Updates on language proficiency supports and campus implementation needs.</li> </ul> <p><b>Deliverable:</b>          Midyear Leadership Action Sheet — A one-page reflection capturing key MOY takeaways, action steps in instruction and leadership, and changes to coaching or PLT systems.</p>
<p><b>FEBRUARY:          Developing Leadership Potential Through Capacity Building</b></p>	<p><b>Leadership Focus:</b> Growing Others to Scale Impact  <b>Theme Connection:</b> <i>Potential</i> through Mentorship, <i>Influence</i> through Delegation  <b>Toybox Tie-In:</b> Play-Doh (mentorship &amp; development) — Highlighting the leader’s role in molding future leaders by providing guidance, feedback, and room to grow.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Expand distributed leadership capacity in APs, ILTs, and teacher leaders.</li> <li>Use feedback data to guide intentional mentorship.</li> <li>Reaffirm personal leadership strengths and development priorities.</li> </ul> <p><b>Agenda Topics:</b></p> <ul style="list-style-type: none"> <li>Play-Doh Deep Dive: Mentoring as Leadership (DSL) — Unpacking what it looks like to develop others through intentional modeling and coaching.</li> <li>AP/ILT Growth Planning Workshop (DSL) — Principals reflect on how they are growing their teams and draft concrete development plans.</li> <li>Coaching Evidence Check-In (DSL) — Analysis of feedback logs and instructional shifts.</li> <li>Department Spotlight: Assessment &amp; STAAR Readiness (Assessment) — STAAR timelines, accommodations, and strategic planning.</li> </ul> <p><b>Deliverable:</b>          Leadership Capacity Growth Sheet — One-pager that outlines how the principal is mentoring key leaders and includes action steps for development and support through spring.</p>
<p><b>MARCH:          Owning Outcomes Through Collective Efficacy</b></p>	<p><b>Leadership Focus:</b> Building a Culture of Shared Accountability  <b>Theme Connection:</b> <i>Impact</i> through Shared Responsibility, <i>Potential</i> through Empowerment  <b>Toybox Tie-In:</b> LEGO (connections &amp; shared purpose) — Emphasizing the power of leaders to build strong, interlocking teams where each part contributes to a larger, unified structure.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Strengthen collective responsibility for student outcomes.</li> </ul>

	<ul style="list-style-type: none"> <li>• Facilitate high-quality data conversations with PLTs.</li> <li>• Use the Accountability Ladder to coach for ownership and outcomes.</li> </ul> <p><b>Agenda Topics:</b></p> <ul style="list-style-type: none"> <li>• LEGO Leadership: Building the System Together (DSL) — Team-based simulation to build alignment and highlight interdependence of leadership teams.</li> <li>• Leading PLT Results Conversations (DSL) — Follow-up on T&amp;L PLT expectations with emphasis on leadership systems and instructional next steps.</li> <li>• Using the Accountability Ladder to Name Ownership Gaps (DSL) — Follow-up learning and applied practice on leveraging the ladder as a coaching tool to deepen individual and team accountability.</li> <li>• Department Spotlight: Accountability &amp; Monitoring Checkpoints (Accountability) — Reinforcing system expectations for evidence collection, PLT documentation, and monitoring protocols.</li> </ul> <p><b>Deliverable:</b>          Ownership &amp; Efficacy Reflection Sheet — A one-page document identifying actions to drive shared accountability and build collective efficacy with instructional teams.</p>
<p><b>APRIL:          Finishing          Strong with          Purposeful          Reflection</b></p>	<p><b>Leadership Focus:</b> Sustaining Momentum Through Reflection and Recognition  <b>Theme Connection:</b> <i>Influence</i> through Gratitude, <i>Impact</i> through Closure, <i>Potential</i> through Anticipation  <b>Toybox Tie-In:</b> Weebles (resilience &amp; stability) — Used here to represent bouncing back from challenges and finishing strong, even after an unpredictable year.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Capture and reflect on key lessons from the year.</li> <li>• Recognize team and campus growth.</li> <li>• Anticipate end-of-year needs and begin transition planning.</li> </ul> <p><b>Agenda Topics:</b></p> <ul style="list-style-type: none"> <li>• Weebles in Action: Leading Through Uncertainty (DSL) — Leaders reflect on how they demonstrated steadiness and perseverance amid shifting demands.</li> <li>• EOY Systems Review (DSL) — Reflect on systems that sustained impact vs. those that need to be reimagined.</li> <li>• Recognition Roundtable: Highlighting Principal Growth (DSL) — Peer-led storytelling on proudest leadership moments.</li> <li>• Department Spotlight: Graduation &amp; EOY Events (DSL) — Updates and guidance on ceremonies, transitions, and EOY logistics.</li> </ul> <p><b>Deliverable:</b></p>

	<p>EOY Leadership Reflection Sheet — One-pager summarizing personal and campus growth, reflecting on systems, and noting leadership lessons to carry forward.</p>
<p><b>MAY:</b>  <b>Elevating Leadership for What's Next</b></p>	<p><b>Leadership Focus:</b> Transitioning from Reflection to Aspiration  <b>Theme Connection:</b> <i>Potential</i> through Visioning, <i>Influence</i> through Legacy  <b>Toybox Tie-In:</b> Slinky (vision) — Representing the stretching of leadership toward future possibilities while remaining grounded in purpose and direction.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Set aspirational goals for the next year and beyond.</li> <li>• Reflect on legacy of leadership this year.</li> <li>• Celebrate growth, relationships, and outcomes.</li> </ul> <p><b>Agenda Topics:</b></p> <ul style="list-style-type: none"> <li>• Slinky Revisited: Stretching Leadership Vision Forward (DSL) — Principals reflect on how their vision evolved this year and what it will require to carry it further.</li> <li>• Leadership Launch Planning: Summer &amp; Beyond (DSL) — Leaders draft key summer action steps and next-year leadership goals.</li> <li>• Celebration &amp; Recognition: Honoring Growth Across the System (DSL) — Celebratory closeout focused on individual and collective success.</li> <li>• Department Spotlight: None – Full session dedicated to leadership reflection, planning, and recognition.</li> </ul> <p><b>Deliverable:</b>          Leadership Launch Pad Sheet — A one-page reflection capturing year-end leadership growth, Toybox metaphor application, and personal next steps aligned to the Influence, Impact, and Potential framework. This summary supports leaders in closing the year with intention and preparing for forward momentum.</p>

# Proposal: Principal Power Walks 2025–2026

ELEVATING PRINCIPALS' PURPOSEFUL PRACTICE IN OBSERVATION AND FEEDBACK

## Purpose

Principal Power Walks are designed to enhance campus principals' purposeful practices in engaging with high-functioning observation and feedback practices. These sessions aim to reinforce leadership systems and processes that sustain effective instructional execution. Importantly, these sessions are not formal evaluations; rather, they serve as leadership development opportunities that emphasize calibration, practice, and reflection.

## Design & Format

Each session follows a consistent four-part structure to balance information-sharing with active leadership practice:

1. **Department Updates (60 minutes & virtual):** Targeted updates from district departments such as Human Resources, Business, and Operations provide valuable insights and information.
2. **Principal Power Walks (45–60 minutes):** Focused classroom visits are conducted at host campuses. During these visits, principals engage in paired or small-group observations, practicing skills such as noticing, collecting evidence, and providing scripted feedback.
3. **Debrief & Reflection (30 minutes):** This segment involves group calibration and reflection on observed themes. Emphasis is placed on aligning observation evidence with actionable, strengths-based feedback.
4. **DSL Updates (30–45 minutes):** The District School Leadership (DSL) team concludes each session with targeted leadership updates, reminders, and alignment items before adjournment.

## Focus Areas

- Building leadership skills and confidence in conducting walkthroughs.
- Ensuring leaders connect observations to clear, actionable feedback.
- Monitoring systems that support instructional follow-through and feedback loops.
- Strengthening principals' capacity to support campus leaders in sustaining observation and feedback practices.

## Facilitation

- **District Departments** provide focused updates during the first hour.
- **DSL Team Members** lead the observation framing, facilitate the Principal Power Walks, and guide debrief/reflection sessions.
- **Campus Principals** host the walks, ensuring access to classrooms.

## Schedule & Structure by Level

- **High School:**
  - 8:00–9:00: Department Updates
  - 9:00–10:00: Principal Power Walks
  - 10:00–10:30: Debrief
  - 10:30–11:00: DSL Updates
- **Elementary:**
  - 9:00–10:00: Department Updates
  - 10:00–11:00: Principal Power Walks
  - 11:00–11:30: Debrief
  - 11:30–12:00: DSL Updates
- **Middle School:**
  - 10:00–11:00: Department Updates
  - 11:00–12:00: Principal Power Walks
  - 12:00–12:30: Debrief
  - 12:30–1:00: DSL Updates

## Dates (Monthly Thursdays)

- August 28
- October 2
- December 4
- February 5
- March 5
- April 9

This structured approach to Principal Power Walks ensures that principals are equipped with the necessary skills and confidence to support effective teaching and learning within their schools. By focusing on observation and feedback, these sessions aim to foster continuous improvement in educational leadership.

**Fort Bend ISD  
Christa McAuliffe MS  
2025-2025 Turnaround Plan - Develop  
TEA Submission: 11/14/25**

# *Missouri City Middle School*



2025-2026  
Turnaround Plan



**Fort Bend Independent School District**

**Superintendent:** Marc Smith, Ed.D.

**Board Approval:** October 27, 2025

## Executive Summary

Missouri City Middle School, part of Fort Bend ISD, has been designated as a Targeted Support and Improvement (TSI) campus and is considered Unacceptable Year 2 for overall academic performance. This designation reflects persistent underperformance among specific student groups and triggers a comprehensive turnaround strategy aimed at elevating student achievement and restoring academic excellence.

The plan centers on strengthening Tier 1 instruction, particularly in mathematics and science, where student performance has lagged significantly. Instructional alignment to TEKS and STAAR rigor, targeted intervention periods informed by MAP data, and embedded literacy strategies across content areas form the backbone of academic improvement efforts. The school’s leadership team, in collaboration with district departments, will focus on improving academic growth (Domain 2A) and closing achievement gaps (Domain 3), with the goal of achieving a scaled score of 70 or higher in key accountability domains.

Leadership development is a cornerstone of the plan. Through the Focus on Leading framework, campus administrators will engage in monthly professional learning aligned to themes of influence, impact, and potential. These sessions build leadership capacity through coaching cycles, feedback structures, and systems thinking, ensuring that instructional priorities are executed with clarity and consistency.

Stakeholder engagement began early in the school year, with families and staff contributing feedback via surveys and open house presentations. Key themes included the need for streamlined communication, collaborative instructional practices, and targeted interventions—all of which are reflected in the plan’s design.

Curriculum supports across Reading Language Arts, Mathematics, Science, and Social Studies include district-adopted resources, scripted lessons, and adaptive software tools. Tiered interventions (Tier 2 and Tier 3) are embedded within instructional periods and advisory periods, with additional support provided through after-school tutorials and Saturday school sessions. Performance management is driven by a robust data cadence, including weekly formative assessments, MAP growth tracking, and quarterly data debriefs.

Performance goals are clearly defined: increase STAAR proficiency in Reading Language Arts, Mathematics, and Science by at least 10%. Additionally, the campus aims to achieve at least 50th percentile growth on MAP assessments and earn English Learner Progress (ELP) points through targeted supports.

Documenting leadership practices—such as coaching cycles and instructional walk-throughs—demonstrates a commitment to continuous improvement. Strategic district investments in staffing, including instructional coaches for each core content area and SEL, along with partnerships with Region 4 ESC and TEA, establish a strong infrastructure to support and sustain long-term school improvement efforts. Missouri City Middle School’s Turnaround Plan reflects a strategic, data-informed, and community-driven approach to school improvement.

With clear goals, aligned supports, and a commitment to excellence, MCMS is poised to make meaningful gains in student achievement and campus culture during the 2025–2026 school year.

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**Fort Bend Independent School District**  
*Missouri City Middle School Turnaround Plan 2025-2026*

**School Improvement Strategy**

**State Accountability and Federal Identification**

**Second Consecutive Unacceptable Rating**

Year	Overall Accountability Rating
2023	D
2024	F
2025	F

**Targeted Support and Improvement (TSI)**

	Economically Disadvantaged	EB/EL (Current & Monitored)	Special Education
2023			
2024			
2025	Academic Achievement: Mathematics	Academic Achievement: Mathematics	Academic Achievement: RLA
	Academic Growth: RLA	Academic Growth: RLA	Academic Achievement: Mathematics
	Student Success- Student Achievement	Student Success- Student Achievement	Student Success- Student Achievement

\*The chart above identifies student groups that missed the same academic targets for three consecutive years, resulting in TSI designation.

**What is an unacceptable rating?**

An unacceptable rating is an annual accountability grade of D or F assigned to public school districts and campuses.

**What is TSI?**

Targeted Support and Improvement (TSI) is a federal and state designation for campuses with one or more consistently underperforming student groups. A student group is considered consistently underperforming if it misses the same three academic targets for three consecutive years.

Student groups evaluated include:

- Race/Ethnicity: African American, American Indian, Asian, Hispanic, Pacific Islander, White, Two or more races
- Student Status: Economically Disadvantaged, Special Education, Emergent Bilingual (EB)/English Learners (EL), Continuously Enrolled, Former Special Education

**Campus improvements needed in the years 2025-26 and 2026-27 to achieve a C or better:**

In 2025-26 and 2026-27, Missouri City MS will focus on Tier 1 instruction and growth in Domain 2A and Domain 3. The long-term goal is for students to achieve a scaled score of 70 or higher in Domain 1 and Domain 2B.

1. Strengthen Tier 1 instruction across all content areas.
  - Implement Tier 1 planning protocols in math and science, ensuring instructional alignment to TEKS and STAAR rigor.
  - Create targeted intervention periods using BOY and MOY MAP data to identify and reteach essential standards.
  - Embed literacy and academic vocabulary strategies into all content areas, especially in science and social studies.
  - Leadership & Support Systems

- Provide weekly executive coaching for the campus leadership team, aligned to the FBISD Instructional Leader Framework.
  - Launch a Turnaround Support Team to assist with data analysis, walk-through implementation, and building a high-expectations culture.
  - Identify aspiring leaders (APs or deans) for additional leadership development to build a stronger bench.
2. Domain 2A (Academic Growth) must improve to at least 70, while all other domains must comply with the 3 Fs and 3 Ds Rules:
    - a. 3 Fs Rule: If three out of four domains—Student Achievement, School Progress Part A (Growth), School Progress Part B (Relative Performance), or Closing the Gaps—score below 60, the overall rating is capped at 59.
    - b. 3 Ds Rule: If three out of four domains score below 70, the overall rating is capped at 69.
  3. Progress Monitoring through district created Formative Assessments and instructional adjustments, as needed.

## Stakeholder Engagement

Action	Date
District notifies public:	August 28, 2025
District develops TAP:	August 28, 2025 - September 9, 2025
Stakeholders review TAP:	September 10, 2025
Public notice:	October 6, 2025
Public hearing:	October 27, 2025
<p><b>Summary of Community Feedback:</b></p> <p>Stakeholder engagement at Missouri City MS began during Open House, where students and parents were presented with the <i>Campus Planning and Improvement: Stakeholder Input Opportunity</i> PowerPoint presentation and invited to provide feedback via a survey. The survey was later distributed through the parent newsletter, posted on the campus website, and shared with campus staff.</p>	
<p><b>Key Points from Stakeholder Feedback:</b></p> <ol style="list-style-type: none"> <li>1. <b>Streamlined Communication</b> Staff emphasized the importance of concise and consistent communication across the campus.</li> <li>2. <b>Collaborative Instructional Practices</b> There was a call for consistent content delivery, collaboration among staff, and targeted interventions to meet student needs.</li> </ol> <p><a href="#">Solicitation of Community Feedback</a></p>	

Curriculum and Instruction

 <b>2025-2026 MCMS Bell Schedules</b> 					
REGULAR BELL SCHEDULE					
PD	8th grade	PD	7th grade	PD	6th grade
1 <sup>st</sup>	8:50-9:50 (60)	1 <sup>st</sup>	8:50-9:50 (60)	1 <sup>st</sup>	8:50-9:50 (60)
2 <sup>nd</sup>	9:55-10:45 (50)	2 <sup>nd</sup>	9:55-10:45 (50)	2 <sup>nd</sup>	9:55-10:45 (50)
A LUNCH		3 <sup>rd</sup>	10:50-11:40 (50)	3 <sup>rd</sup>	10:50-11:40 (50)
10:50-11:20					
3 <sup>rd</sup>	11:25-12:15 (50)	B LUNCH		4 <sup>th</sup>	11:45-12:35 (50)
		11:45-12:15			
4 <sup>th</sup>	12:20-1:10 (50)	4 <sup>th</sup>	12:20-1:10 (50)	C LUNCH	
				12:40-1:10	
5 <sup>th</sup>	1:15-2:05 (50)	5 <sup>th</sup>	1:15-2:05 (50)	5 <sup>th</sup>	1:15-2:05 (50)
6 <sup>th</sup>	2:10-3:00 (50)	6 <sup>th</sup>	2:10-3:00 (50)	6 <sup>th</sup>	2:10-3:00 (50)
7 <sup>th</sup>	3:05-3:55 (50) COUGAR TIME 3:55-4:10 (15)	7 <sup>th</sup>	3:05-3:55 (50) COUGAR TIME 3:55-4:10 (15)	7 <sup>th</sup>	3:05-3:55 (50) COUGAR TIME 3:55-4:10 (15)

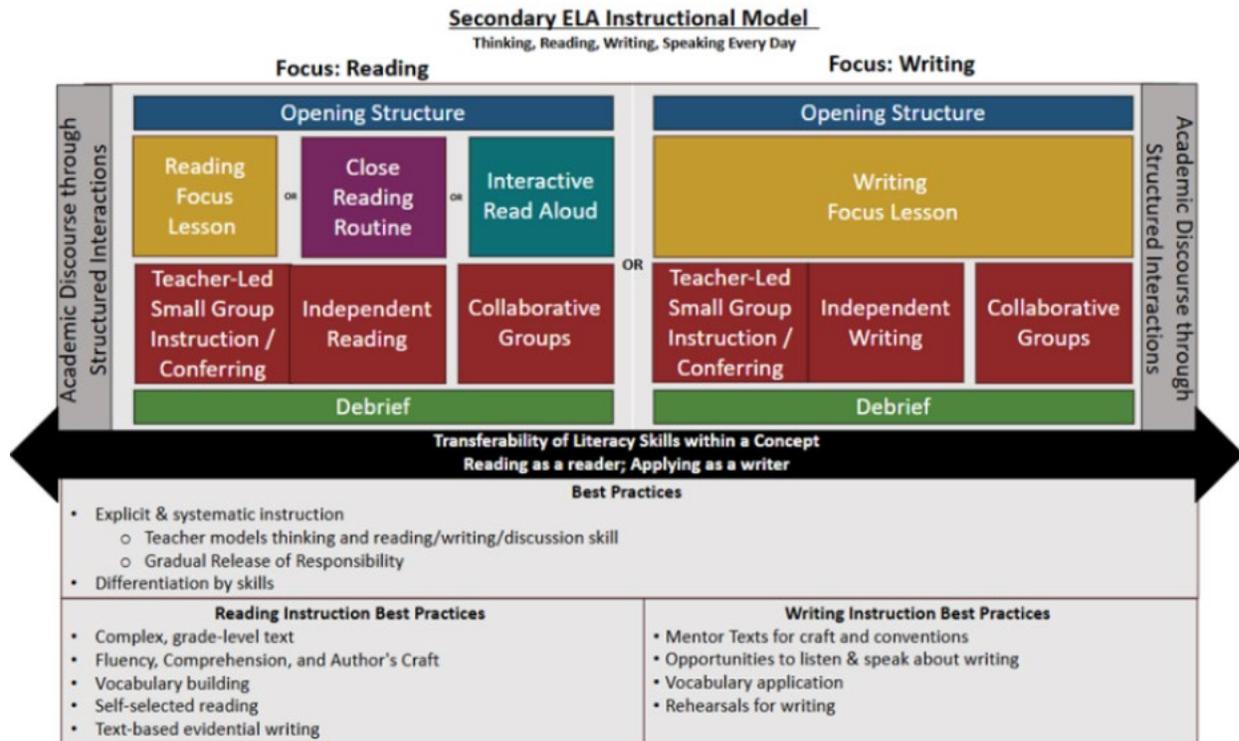
ADVISORY BELL SCHEDULE -- TUESDAY & WEDNESDAY					
PD	8th grade	PD	7th grade	PD	6th grade
1 <sup>st</sup>	8:50-9:45 (55)	1 <sup>st</sup>	8:50-9:45 (55)	1 <sup>st</sup>	8:50-9:50 (55)
2 <sup>nd</sup>	9:50-10:35 (45)	2 <sup>nd</sup>	9:50-10:35 (45)	2 <sup>nd</sup>	9:50-10:35 (45)
ADVISORY	10:40-11:10 (30)	ADVISORY	10:40-11:10 (30)	ADVISORY	10:40-11:10 (30)
A LUNCH		3 <sup>rd</sup>	11:15-12:00 (45)	3 <sup>rd</sup>	11:15-12:00 (45)
11:15-11:45					
3 <sup>rd</sup>	11:50-12:35 (45)	B LUNCH		4 <sup>th</sup>	12:05-12:50 (45)
		12:05-12:35			
4 <sup>th</sup>	12:40-1:25 (45)	4 <sup>th</sup>	12:40-1:25 (45)	C LUNCH	
				12:55-1:25	
5 <sup>th</sup>	1:30-2:15 (45)	5 <sup>th</sup>	1:30-2:15 (45)	5 <sup>th</sup>	1:30-2:15 (45)
6 <sup>th</sup>	2:20-3:05 (45)	6 <sup>th</sup>	2:20-3:05 (45)	6 <sup>th</sup>	2:20-3:05 (45)
7 <sup>th</sup>	3:10-3:55 (45) COUGAR TIME 3:55-4:10 (15)	7 <sup>th</sup>	3:10-3:55 (45) COUGAR TIME 3:55-4:10 (15)	7 <sup>th</sup>	3:10-3:55 (45) COUGAR TIME 3:55-4:10 (15)

*Together in the Pursuit of Excellence*

## Curriculum & Instruction Supports

### Reading Language Arts

Tier 1 instructional expectations for Reading Language Arts include an instructional model that incorporates reading and writing within a lesson framework that promotes small group instruction to differentiate and support students based on data. NWEA MAP Reading Growth is administered three times a year to identify students in need of instructional supports.



Resources embedded within the curriculum include:

- Sample scripted mini lessons within the unit for Tier 1 instruction
- CommonLit – access to complex grade level text with the ability to adjust Lexile level based on student needs
- Newsela – access to complex grade level text
- Adopted Resource – SAVVAS My Perspectives
- Middle School Classroom Libraries for all MCMS ELA classrooms
- The Reading Strategies Book 2.0 Companion Charts - focus lessons and teacher-led small group instruction supports.
- Patterns of Power Grades 6-8: Inviting Adolescents into the Conventions of Language
- Reading Nonfiction: Notice & Note Stances, Signposts, and Strategies
- Notice and Note: Strategies for Close Reading

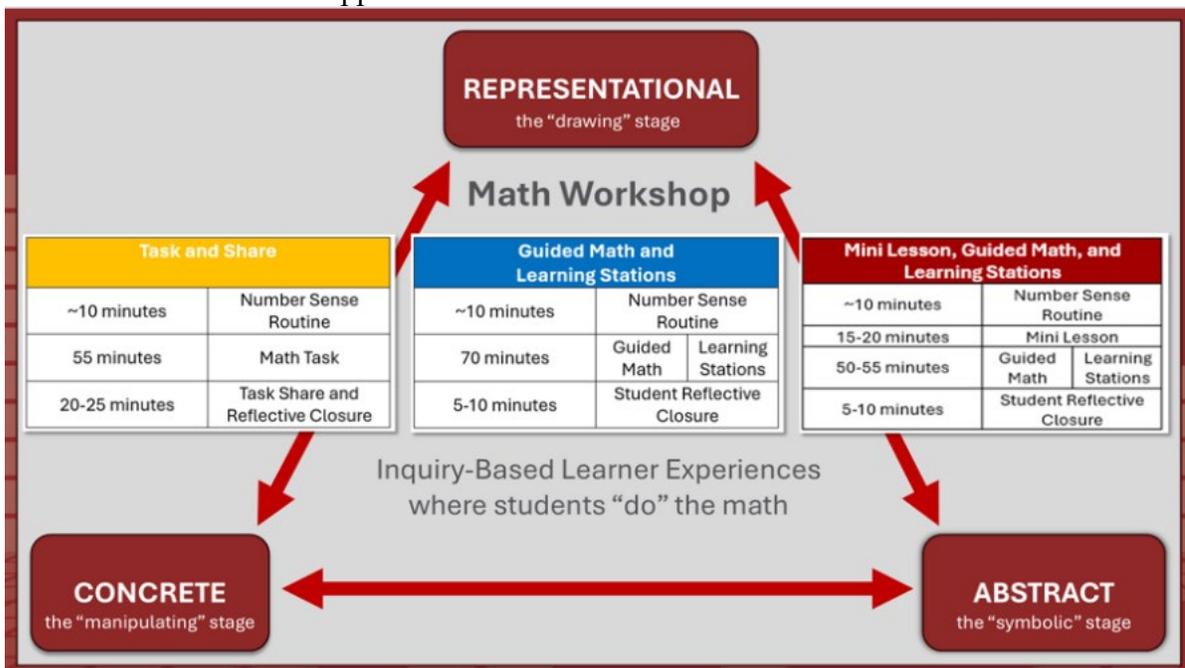
### Tiered Intervention (Tier 2 & Tier 3)

Tier 2 intervention occurs during the instructional period for Reading Language Arts during small group instruction. Tier 3 intervention can occur during Literacy Lab or content based advisory. Intervention structures include data analysis and the identification of specific skills to reinforce explicit teaching and small group.

- Curriculum (Tier 2): Lessons and student supports for Tier 2 instruction based on district created assessments for use in small group instruction
- Literacy Lab or Content Advisory Curriculum (Tier 3): Morphology curriculum with daily scripted lessons and supports
- Literacy Lab or Content Advisory Curriculum (Tier 3): Reading Intervention Toolkit - teacher intervention lessons
- Literacy Lab or Content Advisory Curriculum (Tier 3): Learning Ally – TEA resource that provides online access to text with supportive features for reading comprehension for students significantly below grade level

## Mathematics

Tier 1 instructional expectations for Mathematics includes an instructional model that incorporates the development of math concepts from a conceptual level using Concrete, Representation, and Abstract approaches to the content. The lesson framework promotes small group instruction to differentiate and support students based on data. NWEA MAP Math Growth is administered three times a year to identify students in need of instructional supports.



Resources embedded within the curriculum include:

- Sample scripted mini lessons within the unit for Tier 1 instruction
- Identified Number Sense routines aligned to units of instruction
- ETA Hands on Standards – scripted lessons with math manipulatives and checks for understanding
- Region 4 Engaging Mathematics – scripted lessons to develop math concepts with checks for understanding
- Guided Math Work Stations – TEKS aligned activities to reinforce learning
- Working with Algebra Tiles – sample lessons to develop concepts using Algebra Tiles
- TI Lessons – conceptual development lessons using the graphing calculators
- Dreambox Math – adaptive computer software to reinforce math skills

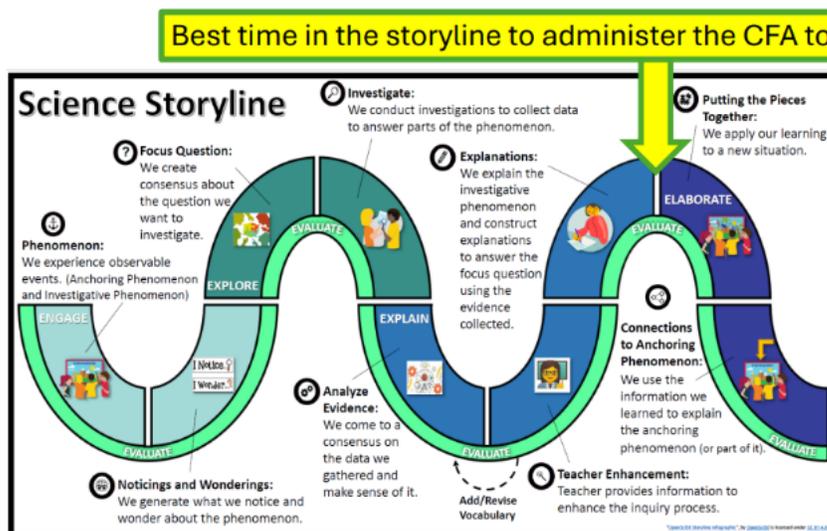
### Tiered Intervention (Tier 2 & Tier 3)

Tier 2 intervention occurs during the instructional period for Mathematics during small group instruction. Tier 3 intervention can occur during Math Lab or content based advisory. Intervention structures include data analysis and the identification of specific skills to reinforce explicit teaching and small group.

- Curriculum (Tier 2): Lessons and student supports for Tier 2 instruction aligned to priority standards in each unit
- Math Lab or Content Advisory Curriculum (Tier 3): Hands on Standards for lower grade levels
- Math Lab or Content Advisory Curriculum (Tier 3): Region 4 Closing the Distance
- Math Lab or Content advisory Curriculum (Tier 3): FBISD written curriculum
- Dreambox Math – adaptive computer software to reinforce math skills

### Science

Tier 1 instructional expectations for science includes an instructional model that incorporates the development of science concepts using the 5E model. The 5E framework is grounded in phenomenon within the units of instruction. The instructional model indicates small group instruction occurring after a common formative assessment during the “Elaborate” phase of the instructional model. NWEA MAP Science Growth is administered three times a year to identify students in need of instructional supports.



Suggested days are provided in the Suggested Sequence Calendar available in the curriculum.

Administering CFAs on the **suggested days** allows teachers to respond to the data within the concept they are teaching.

Resources embedded within the curriculum include:

- FBISD Curriculum – scripted lesson plans anchored to a defined phenomenon with labs, guiding questions, and formative tasks
- Adopted Resource - SAVVAS

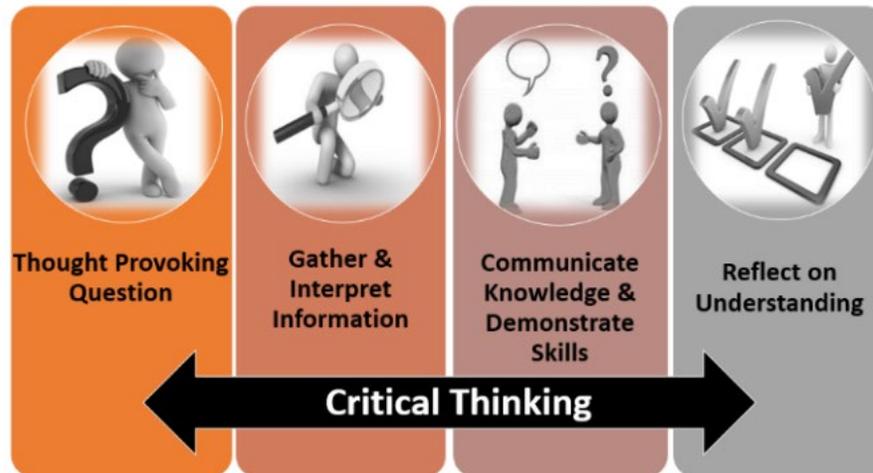
### Tiered Intervention (Tier 2 & Tier 3)

Tier 2 intervention occurs during the instructional period for science during small group instruction. Tier 3 intervention can occur during a content based advisory.

- Curriculum (Tier 2): Lessons and student supports for Tier 2 instruction aligned to priority standards in each unit
- EduSmart (Tier 2 & Tier 3): Video modules, interactive simulations and practice opportunities for students aligned to the standards. Includes quizzes for teacher data collection

## Social Studies

Tier 1 instructional expectations for Social Studies includes an instructional model that incorporates the development of social studies context while using critical thinking skills. The instructional model requires students to gather and interpret information from various sources to communicate their knowledge and make connections.



Resources embedded within the curriculum include:

- FBISD Curriculum – scripted lesson plans anchored to a defined phenomenon with labs, guiding questions, and formative tasks
- Adopted Resource – McGraw Hill
- Active Classroom – scripted lessons, activities, and assessment questions to check for understanding
- Britannica Online – access to sources of information on historical events
- Newsela – access to non-fiction text to support information gathering for social studies.

### Tiered Intervention (Tier 2 & Tier 3)

Tier 2 intervention occurs during the instructional period for Social Studies during small group instruction.

Tier 3 intervention can occur during a content based advisory.

- Curriculum (Tier 2): Lessons and student supports for Tier 2 instruction aligned to priority standards in each unit
- Active Classroom (Tier 2 & Tier 3): scripted lessons, activities, and assessment questions to check for understanding

### Intervention Plan

Strategy	Start Date	Notes	Subject Area
Targeted lessons, based on low-performing STAAR categories, NWEA growth and achievement data, created by instructional coaches and IXL practice	Ongoing	Advisory	ELAR Math Science Social Studies
Grouping students who require acceleration of 30 hours with a teacher who can support the content in which they need the support.	August 12, 2025	Advisory	ELAR Math Science Social Studies
Intervention classes (Literacy and/or Math Lab) that provide foundational reading skills to support the on-level content classes.	August 12, 2025	Students are placed in intervention classes based on STAAR and/or NWEA performance.	ELAR Math
Region IV partnership with emphasis on small group instruction.	November 2025	PD Sessions PLT Support Classroom Support	Math
Intentional incorporation of short answer responses and structured academic discourse across all content areas	Ongoing	PD Session PLT Support	ELAR Math Science Social Studies
Intentional planning and incorporation of support for EB learners in every lesson	Ongoing	PLT Support	ELAR Math Science Social Studies
Intentional planning and incorporation of multiple checks for understanding in every Tier I instruction lesson.	Ongoing	Support provided from Instructional Coaches	ELAR Math Science Social Studies

**Performance Management:** To ensure fidelity of implementation and evaluate the effectiveness of academic interventions across core content areas, an instructional tracker will be utilized to monitor formative assessments. The Associate Principal and Campus Assessment Coordinator (CAC) will lead this effort, ensuring consistent data collection and analysis.

Bi-weekly data reviews will be conducted, and the tracker will be shared with all campus teachers, instructional leaders, and district personnel. Through Professional Learning Teams (PLTs), the data will be collaboratively analyzed and used to inform timely instructional adjustments that support student growth.

Strategic use of academic monitoring to ensure that all students who need Tier II instruction are supported.	Ongoing	Support provided from Instructional Coaches	ELAR Math Science Social Studies
After/Before School Tutorials	September 8, 2025	Extended Learning	ELAR Math Science Social Studies
Saturday School	September 20, 2025 October 25, 2025 November 15, 2025 December 13, 2025	Targeted Intervention based on low-performing TEKS	Math
Saturday School	January 24, 2026 February 21, 2026 March 28, 2026 April 18, 2026 May 16, 2026	Targeted Intervention based on low-performing TEKS	Math ELAR Science Social Studies

**Milestones & Performance Management**

1. Purpose & Cross-Functional Support
  - Missouri City Middle School will be supported by a cross-functional team from FBISD to strengthen instructional outcomes, leadership capacity, and student achievement. Direct support will be coordinated through:
    - DSL – Weekly executive coaching for campus leadership aligned to the FBISD Instructional Leader Framework.
    - Teaching & Learning – Direct classroom support, modeling lessons, and PLC facilitation, with a targeted focus on math and science Tier 1 planning and cross-content literacy strategies.
    - Special Education (SPED) – Support to ensure students receive services in the Least Restrictive Environment (LRE) and teachers have access to effective instructional strategies and resources.
    - Assessment, Accountability & Compliance (AAC) – Weekly data curation and analysis (DFA, MAP, campus-created assessments in Eduphoria).
  - Organizational Development (OD) – Coaching and mentoring for zero-year teachers and instructional apprentices to accelerate capacity building.
  
2. Key Academic Priorities
  - Reading Language Arts (RLA)
  - Focus on higher-order comprehension skills (inference, author’s purpose, synthesis).
  - Embed STAAR-aligned practice into Tier 1 lessons.
  - Support consistent literacy routines across grade levels.

- Mathematics
  - Immediate priority due to scores below 40% in 7th & 8th grade.
  - Launch Tier 1 planning protocols with lesson internalization routines.
  - Identify essential standards using MAP and DFA data for reteach/intervention.
  - Implement small-group math intervention periods with frequent progress monitoring.
  - Science (8th Grade)
  - Address below-50% proficiency through increased emphasis on academic vocabulary and inquiry-based labs.
  - Leverage MAP growth strength in science to align to STAAR readiness.
3. Leadership & Systems Support
- Weekly executive coaching for the principal and APs focused on data-driven instruction, high-expectations culture, and observation/feedback cycles.
  - Establish a Turnaround Support Team (DSL, Liaison, T&L content specialists) to assist with:
    - Weekly data reviews.
    - Classroom walk-through calibration.
    - Development of targeted instructional priorities.
    - Build leadership capacity of APs and deans through coaching, modeling data talks, and walk-through debriefs.
4. Monitoring & Data Cadence
- Weekly Data Reports (AAC): DFA, MAP, and campus-created assessments in Eduphoria shared with campus and support team.
  - Weekly Walk-Throughs: Shared “look-fors” focused on math Tier 1 instruction, academic vocabulary, and student engagement.
  - MAP Growth Tracking: BOY → MOY → EOY analysis to monitor impact of interventions.
  - Quarterly Campus Data Debriefs: Campus leadership, DSL, T&L, and Liaison review performance and adjust supports.
5. Deployment Model for T&L Support
- Teaching & Learning team members will provide direct campus support through:
    - Attending weekly PLCs to guide planning, data use, and intervention strategies.
    - Classroom observations with immediate feedback and coaching.
    - Modeling lessons in math, science, and RLA to demonstrate best practices.
    - Delivering just-in-time PD on Tier 1 planning, MAP-to-STAAR alignment, and academic vocabulary strategies.
    - Coaching instructional coaches and department chairs to strengthen internal capacity.
6. Success Metrics
- Success will be measured by:
    - Math STAAR proficiency: Increase from 38–39% to at least 50% by EOY.
    - Science STAAR proficiency: Increase from 46.8% to 55% by EOY.
    - MAP Growth: At least 50th percentile growth in both reading and math by MOY.
    - CCMR Readiness: Increase participation in preparatory programs to earn >0 CCMR points.
    - Leadership Practice: Documented evidence of weekly data reviews, walk-through calibration, and staff coaching cycles.

**Support, Capacity Building and Resources**

<b>Missouri City Middle School Specialized Staffing</b>		
<b>Job Title</b>	<b>FTE Count</b>	<b>Role Responsibilities</b>
Math Instructional Coach	1	The Math Instructional Coach (Title I) supports math teachers on Title I campuses by building instructional capacity and promoting best practices. Through coaching cycles, PLC facilitation, and content support, the coach helps ensure effective implementation of the written curriculum and fosters student achievement aligned with the district’s vision for teaching and learning.
ELAR Instructional Coach	1	The Middle School Literacy Instructional Coach (Title I) supports ELA teachers in implementing effective literacy instruction aligned with the written curriculum. Through coaching cycles, co-teaching, PLC facilitation, and content support, the coach builds instructional capacity and promotes student achievement in alignment with the district’s vision for teaching and learning.
Social Studies Instructional Coach	1	The Middle School Social Studies Instructional Coach (Title I) supports teachers in implementing effective instruction aligned with the written curriculum. Through coaching cycles, co-teaching, PLC facilitation, and content support, the coach builds instructional capacity and promotes student achievement in alignment with the district’s vision for teaching and learning.
Science Instructional Coach	1	The Middle School Science Instructional Coach (Title I) supports science teachers in implementing effective, standards-based instruction. Through coaching cycles, PLC facilitation, and content support, the coach builds teacher capacity and promotes student achievement in alignment with the district’s vision for teaching and learning.
SEL Instructional Coach	1	The SEL Instructional Coach (GR) supports campus staff in integrating Social and Emotional Learning aligned with the Student Ownership of Behavior Framework. Through coaching cycles, modeling, and co-teaching, the coach promotes positive learning environments, restorative practices, and behavior interventions to reduce exclusionary discipline and improve student self-regulation and problem-solving.

Fort Bend ISD continues to invest in leadership development and instructional support to drive campus improvement at *Missouri City MS*. Key initiatives include:

**District-Supported Initiatives:**

- Leadership Summit: Leading and Managing Systems for Secondary Leaders – District-led professional learning focused on strategic leadership and systems thinking.
- Comprehensive Needs Assessment (CNA) and Campus Improvement Plan (CIP) – District-supported planning tools to guide data-informed decision-making.
- PLCs at Work (Solution Tree) – District-sponsored training to strengthen collaborative practices and improve student achievement.
- Effective Schools Framework (ESF) – Region 4 ESC provided no-cost support to align campus practices with TEA’s school improvement model.
- School Improvement Orientation – TEA-led session to ensure alignment with state expectations.

**Region 4 ESC Instructional Support:**

- Math Instructional Coaching and Progress Monitoring for Math Acceleration – Title I-funded initiative totaling \$18,744.00, aimed at enhancing math instruction and student growth.
- Texas Instructional Leadership: Observation and Feedback – Provided at no cost through the ESF-Focused Support Grant (2024–2026), paid by the feeder high school to build instructional leadership capacity.

Vendor	Professional Development Plan	Cost	Funding Source
Region 4 ESC	Math Instructional Coaching and Progress Monitoring for Math Acceleration	\$18,744.00	Title I
Region 4 ESC	Texas Instructional Leadership – Observation and Feedback	\$0.00	Paid by feeder High School (ESF-Focused Support Grant 24-26 recipient)
Fort Bend ISD	Focus on Leading: Executing with Excellence  Leadership Summit: Leading and Managing Systems for Secondary Leaders  Comprehensive Needs Assessment (CNA) and Campus Improvement Plan (CIP)	\$0.00	District
Solution Tree	PLCs at Work	\$0.00	District
Region 4 ESC	Effective Schools Framework (ESF)	\$0.00	Region 4
TEA	SI Orientation	\$0.00	TEA

## 2025–2026 Focus on Leading Year at-a-Glance

This 2025–2026 Year-at-a-Glance plan outlines a coherent and responsive leadership development framework for campus principals. Grounded in the *Influence, Impact, and Potential* model introduced during the summer’s Leadership Summit, and building on the learning that occurred during *Focus on Leading: Executing with Excellence*, the plan is designed to support sustained growth throughout the school year. Each month builds intentionally on prior learning while addressing the evolving demands of campus leadership. While the Teaching & Learning division sets the instructional vision and expectations, the Department of School Leadership ensures execution through systems monitoring, leadership coaching, and accountability structures. Monthly sessions incorporate implementation check-ins tied to Focus on Learning content, system-level reflection, and leadership growth aligned with district priorities. Targeted department presentations are embedded where operational or compliance updates are most timely, ensuring alignment across initiatives and reinforcing expectations at every level.

**AUGUST:  
 Instructional  
 Leadership in  
 Action**

**Leadership Focus:** Reinforcing Systems to Support Instructional Execution  
**Theme Connection:** Influence through Clarity, Impact through Systems, Potential through Coaching  
**Toybox Tie-In:** Army Men (systems thinking) — Represents the deployment of coordinated structures, routines, and resources to execute large-scale goals.

**Objectives:**

- Execute key instructional systems aligned with Teaching & Learning expectations (walkthroughs, coaching cycles, PLTs).
- Reinforce alignment of people, time, and systems to communicate vision with clarity.
- Monitor collaborative team launch and identify system-level gaps in PLT execution.
- Reconnect to Toybox metaphors as living leadership tools guiding campus work.
- Set foundation for monthly leadership growth check-ins tied to Focus on Learning.

**Agenda Topics:**

- From Vision to Systems: Operationalizing Instructional Leadership (DSL) — Revisit the summer leadership vision by analyzing how key systems (walkthroughs, coaching cycles, PLTs) have been operationalized. This session uses the Army Men metaphor to guide reflection on whether current structures are actively reinforcing the campus’s instructional priorities.
- PLT System Checks: Launch Reflection & Current State Review (DSL) — Campus leaders assess current collaborative practices and reflect on the systems that enable or hinder successful implementation.
- Coaching Plans & Feedback Cycles: Leadership Through Support (DSL) — Review and discussion of leader-created walkthrough schedules, coaching timelines, and how feedback loops are being used to support teacher growth.
- Toybox Metaphors in Action: Campus Highlights & Roundtable (Principal Spotlights) — Principals highlight how Toybox metaphors are actively shaping leadership moves on campus through real examples of system-building, vision-setting, or mentorship.

	<ul style="list-style-type: none"> <li>• Department Spotlight: Accountability—Fall Readiness Reminders (Follow-Up from Accountability Department) — Timely follow-up on earlier Teaching &amp; Learning guidance related to data collection, testing, and compliance.</li> </ul> <p><b>Deliverable:</b>          Leadership Launch Reflection Sheet — A one-page reflection submitted post-session that captures key implementation takeaways and action steps related to instructional walkthroughs, PLT progress, leadership metaphor application, and personal growth commitments. Designed to align principal actions with the month’s leadership focus.</p>
<p><b>SEPTEMBER:          Driving          Feedback and          Instructional          Monitoring</b></p>	<p><b>Leadership Focus:</b> Leveraging Feedback to Influence Practice  <b>Theme Connection:</b> Influence through Observation, Impact through Coaching, Potential through Feedback  <b>Toybox Tie-In:</b> Yo-Yo (resilience &amp; responsiveness) — Represents the give-and-take of coaching relationships, where effective leaders deliver feedback with consistency and elasticity.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Deepen use of the district's Observation and Feedback structure to develop staff.</li> <li>• Calibrate observation look-fors aligned to instructional priorities.</li> <li>• Monitor PLT progress through ongoing cycles of observation and leader action.</li> <li>• Model leadership flexibility in coaching moments.</li> </ul> <p><b>Agenda Topics:</b></p> <ul style="list-style-type: none"> <li>• Executing Observation &amp; Feedback Cycles with Precision (DSL) — Review expectations and calibrate on high-leverage look-fors during classroom walkthroughs.</li> <li>• Yo-Yo Coaching Moves: Leadership that Snaps Back (DSL) — Use the Yo-Yo metaphor to explore the rhythm and intentionality of coaching that builds resilience and trust.</li> <li>• PLT Monitoring Checkpoint: What Are You Seeing? (DSL) — Principals reflect on how observation and PLT evidence is shaping real-time instructional leadership moves.</li> <li>• Department Spotlight: Human Resources – documentation and memo writing.</li> </ul> <p><b>Deliverable:</b>          Observation &amp; Coaching Reflection Sheet — A one-page summary capturing current feedback practices, alignment to instructional look-fors, and next steps in PLT and intervention leadership</p>
<p><b>OCTOBER:          Creating          Ownership          Through Adult          Accountability</b></p>	<p><b>Leadership Focus:</b> Holding Teams Accountable for Expectations  <b>Theme Connection:</b> Impact through Follow-Through, Potential through Clarity  <b>Toybox Tie-In:</b> Slinky (vision) — Emphasizing a leader’s ability to stretch expectations consistently across staff, maintaining alignment to goals while adapting in real time.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Support leaders in reinforcing expectations through feedback and follow-up.</li> <li>• Use walkthrough trends to refine support for adult performance.</li> <li>• Apply the Accountability Ladder to coach staff and clarify team expectations.</li> </ul> <p><b>Agenda Topics:</b></p> <ul style="list-style-type: none"> <li>• Accountability Ladder Follow-Up (DSL) — Practical application of the ladder to guide adult coaching and leadership team alignment.</li> <li>• Walkthrough Trend Analysis (DSL) — Review data patterns and align next instructional support actions.</li> </ul>

	<ul style="list-style-type: none"> <li>• PLT Execution Review (DSL) — Evaluate ongoing collaboration and discuss how to respond to underperformance.</li> <li>• Department Spotlight: School Safety Mid-Fall Review (Student Affairs) — Discipline trends, crisis plans, and drill compliance.</li> </ul> <p><b>Deliverable:</b>          Accountability Coaching Sheet — Reflection on accountability moves taken with staff, including next steps to address underperformance and promote shared ownership.</p>
<p><b>NOVEMBER:          Systems for          Problem          Solving</b></p>	<p><b>Leadership Focus:</b> Leading Through Barriers  <b>Theme Connection:</b> <i>Influence</i> through Reflection, <i>Potential</i> through Solution Design  <b>Toybox Tie-In:</b> Yo-Yo (resilience &amp; responsiveness) — Symbolizing a leader’s need to be adaptable and maintain momentum, pulling feedback back into the system for growth rather than letting it dangle.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use root cause analysis tools to address leadership challenges.</li> <li>• Identify systems-level barriers to execution.</li> <li>• Collaborate with peers to build solution-focused leadership habits.</li> </ul> <p><b>Agenda Topics:</b></p> <ul style="list-style-type: none"> <li>• Problem of Practice Protocols (DSL) — Principals bring a real leadership challenge to unpack root causes and design systems-level solutions.</li> <li>• Reframing Perspective: Unlocking New Angles (DSL) — Leaders explore how shifting their lens allows for deeper systems thinking and unsticking barriers.</li> <li>• Mid-Semester Systems Review (DSL) — Campus leaders analyze ILT and coaching implementation data to evaluate system effectiveness and determine necessary adjustments.</li> <li>• Department Spotlight: Budgeting, Staffing &amp; Spring Planning (Finance &amp; HR) — TEA updates, hiring projections, planning timelines.</li> </ul> <p><b>Deliverable:</b>          Barrier Reflection Sheet — Principals document one system challenge, root causes, and action steps aligned to their leadership priorities.</p>
<p><b>DECEMBER:          Sustaining          Leadership          Focus Through          Reflection</b></p>	<p><b>Leadership Focus:</b> Celebrating Growth and Aligning Priorities  <b>Theme Connection:</b> <i>Impact</i> through Reflection, <i>Influence</i> through Clarity  <b>Toybox Tie-In:</b> Etch A Sketch (reflection &amp; redesign) — Representing how effective leaders pause to examine what is working, shake off what isn’t, and redraw their leadership game plan with intention.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Reflect on leadership impact over the semester.</li> <li>• Align second semester priorities based on current progress.</li> <li>• Celebrate growth and strategic decision-making.</li> </ul> <p><b>Agenda Topics:</b></p> <ul style="list-style-type: none"> <li>• Semester Reflection &amp; Futurecasting (DSL) — Principals anticipate second semester priorities using data, context, and reflection.</li> <li>• Clarity Through Simplification: Priority Management (DSL) — Where do we need to pause, focus, or double down?</li> <li>• PLT &amp; Coaching Midyear Review (DSL + T&amp;L) — Are systems built in August still holding up?</li> <li>• Department Spotlight: None — Full session reserved for internal reflection and celebration.</li> </ul>

	<p><b>Deliverable:</b>          Semester Leadership Reflection Sheet — A one-pager focused on lessons learned, system wins, and second semester commitments.</p>
<p><b>JANUARY:          Reigniting          Impact          Through          Actionable          Data</b></p>	<p><b>Leadership Focus:</b> Aligning Midyear Data to Targeted Leadership Moves  <b>Theme Connection:</b> <i>Impact</i> through Data-Driven Action, <i>Potential</i> through Recalibration  <b>Toybox Tie-In:</b> Mr. Potato Head (perspective &amp; adaptability) — Symbolizing a leader’s ability to reconfigure their lens, adjust focus, and realign support based on emerging data and shifting needs.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Leverage MOY (middle-of-year) data to inform leadership decisions.</li> <li>• Identify shifts needed in coaching, walkthroughs, and PLT support.</li> <li>• Apply new perspective to deepen leadership response.</li> </ul> <p><b>Agenda Topics:</b></p> <ul style="list-style-type: none"> <li>• Refocusing Vision: Using Data to Drive Midyear Shifts (DSL) — Leaders engage in reframing exercises to identify how emerging data calls for instructional and leadership recalibration.</li> <li>• MOY Data Review Protocol &amp; Leadership Response Plan (DSL + Accountability) — Leaders use MAP, TELPAS, and internal data to craft campus-specific adjustments.</li> <li>• Using Coaching &amp; ILTs to Drive Midyear Shifts (DSL) — Strategic use of ILTs and APs to close gaps identified in MOY data.</li> <li>• Department Spotlight: Multilingual Support &amp; TELPAS Planning (Multilingual Services) — Updates on language proficiency supports and campus implementation needs.</li> </ul> <p><b>Deliverable:</b>          Midyear Leadership Action Sheet — A one-page reflection capturing key MOY takeaways, action steps in instruction and leadership, and changes to coaching or PLT systems.</p>
<p><b>FEBRUARY:          Developing          Leadership          Potential          Through          Capacity          Building</b></p>	<p><b>Leadership Focus:</b> Growing Others to Scale Impact  <b>Theme Connection:</b> <i>Potential</i> through Mentorship, <i>Influence</i> through Delegation  <b>Toybox Tie-In:</b> Play-Doh (mentorship &amp; development) — Highlighting the leader’s role in molding future leaders by providing guidance, feedback, and room to grow.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Expand distributed leadership capacity in APs, ILTs, and teacher leaders.</li> <li>• Use feedback data to guide intentional mentorship.</li> <li>• Reaffirm personal leadership strengths and development priorities.</li> </ul> <p><b>Agenda Topics:</b></p> <ul style="list-style-type: none"> <li>• Play-Doh Deep Dive: Mentoring as Leadership (DSL) — Unpacking what it looks like to develop others through intentional modeling and coaching.</li> <li>• AP/ILT Growth Planning Workshop (DSL) — Principals reflect on how they are growing their teams and draft concrete development plans.</li> <li>• Coaching Evidence Check-In (DSL) — Analysis of feedback logs and instructional shifts.</li> </ul>

	<ul style="list-style-type: none"> <li>• Department Spotlight: Assessment &amp; STAAR Readiness (Assessment) — STAAR timelines, accommodations, and strategic planning.</li> </ul> <p><b>Deliverable:</b>          Leadership Capacity Growth Sheet — One-pager that outlines how the principal is mentoring key leaders and includes action steps for development and support through spring.</p>
<p><b>MARCH:          Owing Outcomes Through Collective Efficacy</b></p>	<p><b>Leadership Focus:</b> Building a Culture of Shared Accountability  <b>Theme Connection:</b> <i>Impact</i> through Shared Responsibility, <i>Potential</i> through Empowerment  <b>Toybox Tie-In:</b> LEGO (connections &amp; shared purpose) — Emphasizing the power of leaders to build strong, interlocking teams where each part contributes to a larger, unified structure.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Strengthen collective responsibility for student outcomes.</li> <li>• Facilitate high-quality data conversations with PLTs.</li> <li>• Use the Accountability Ladder to coach for ownership and outcomes.</li> </ul> <p><b>Agenda Topics:</b></p> <ul style="list-style-type: none"> <li>• LEGO Leadership: Building the System Together (DSL) — Team-based simulation to build alignment and highlight interdependence of leadership teams.</li> <li>• Leading PLT Results Conversations (DSL) — Follow-up on T&amp;L PLT expectations with emphasis on leadership systems and instructional next steps.</li> <li>• Using the Accountability Ladder to Name Ownership Gaps (DSL) — Follow-up learning and applied practice on leveraging the ladder as a coaching tool to deepen individual and team accountability.</li> <li>• Department Spotlight: Accountability &amp; Monitoring Checkpoints (Accountability) — Reinforcing system expectations for evidence collection, PLT documentation, and monitoring protocols.</li> </ul> <p><b>Deliverable:</b>          Ownership &amp; Efficacy Reflection Sheet — A one-page document identifying actions to drive shared accountability and build collective efficacy with instructional teams.</p>
<p><b>APRIL:          Finishing Strong with Purposeful Reflection</b></p>	<p><b>Leadership Focus:</b> Sustaining Momentum Through Reflection and Recognition  <b>Theme Connection:</b> <i>Influence</i> through Gratitude, <i>Impact</i> through Closure, <i>Potential</i> through Anticipation  <b>Toybox Tie-In:</b> Weebles (resilience &amp; stability) — Used here to represent bouncing back from challenges and finishing strong, even after an unpredictable year.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Capture and reflect on key lessons from the year.</li> <li>• Recognize team and campus growth.</li> <li>• Anticipate end-of-year needs and begin transition planning.</li> </ul> <p><b>Agenda Topics:</b></p> <ul style="list-style-type: none"> <li>• Weebles in Action: Leading Through Uncertainty (DSL) — Leaders reflect on how they demonstrated steadiness and perseverance amid shifting demands.</li> <li>• EOY Systems Review (DSL) — Reflect on systems that sustained impact vs. those that need to be reimagined.</li> </ul>

	<ul style="list-style-type: none"> <li>• Recognition Roundtable: Highlighting Principal Growth (DSL) — Peer-led storytelling on proudest leadership moments.</li> <li>• Department Spotlight: Graduation &amp; EOY Events (DSL) — Updates and guidance on ceremonies, transitions, and EOY logistics.</li> </ul> <p><b>Deliverable:</b>          EOY Leadership Reflection Sheet — One-pager summarizing personal and campus growth, reflecting on systems, and noting leadership lessons to carry forward.</p>
<p><b>MAY: Elevating Leadership for What's Next</b></p>	<p><b>Leadership Focus:</b> Transitioning from Reflection to Aspiration  <b>Theme Connection:</b> <i>Potential</i> through Visioning, <i>Influence</i> through Legacy  <b>Toybox Tie-In:</b> Slinky (vision) — Representing the stretching of leadership toward future possibilities while remaining grounded in purpose and direction.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Set aspirational goals for the next year and beyond.</li> <li>• Reflect on legacy of leadership this year.</li> <li>• Celebrate growth, relationships, and outcomes.</li> </ul> <p><b>Agenda Topics:</b></p> <ul style="list-style-type: none"> <li>• Slinky Revisited: Stretching Leadership Vision Forward (DSL) — Principals reflect on how their vision evolved this year and what it will require to carry it further.</li> <li>• Leadership Launch Planning: Summer &amp; Beyond (DSL) — Leaders draft key summer action steps and next-year leadership goals.</li> <li>• Celebration &amp; Recognition: Honoring Growth Across the System (DSL) — Celebratory closeout focused on individual and collective success.</li> <li>• Department Spotlight: None – Full session dedicated to leadership reflection, planning, and recognition.</li> </ul> <p><b>Deliverable:</b>          Leadership Launch Pad Sheet — A one-page reflection capturing year-end leadership growth, Toybox metaphor application, and personal next steps aligned to the Influence, Impact, and Potential framework. This summary supports leaders in closing the year with intention and preparing for forward momentum.</p>

# Proposal: Principal Power Walks 2025–2026

ELEVATING PRINCIPALS' PURPOSEFUL PRACTICE IN OBSERVATION AND FEEDBACK

## Purpose

Principal Power Walks are designed to enhance campus principals' purposeful practices in engaging with high-functioning observation and feedback practices. These sessions aim to reinforce leadership systems and processes that sustain effective instructional execution. Importantly, these sessions are not formal evaluations; rather, they serve as leadership development opportunities that emphasize calibration, practice, and reflection.

## Design & Format

Each session follows a consistent four-part structure to balance information-sharing with active leadership practice:

1. **Department Updates (60 minutes & virtual):** Targeted updates from district departments such as Human Resources, Business, and Operations provide valuable insights and information.
2. **Principal Power Walks (45–60 minutes):** Focused classroom visits are conducted at host campuses. During these visits, principals engage in paired or small-group observations, practicing skills such as noticing, collecting evidence, and providing scripted feedback.
3. **Debrief & Reflection (30 minutes):** This segment involves group calibration and reflection on observed themes. Emphasis is placed on aligning observation evidence with actionable, strengths-based feedback.
4. **DSL Updates (30–45 minutes):** The District School Leadership (DSL) team concludes each session with targeted leadership updates, reminders, and alignment items before adjournment.

## Focus Areas

- Building leadership skills and confidence in conducting walkthroughs.
- Ensuring leaders connect observations to clear, actionable feedback.
- Monitoring systems that support instructional follow-through and feedback loops.
- Strengthening principals' capacity to support campus leaders in sustaining observation and feedback practices.

## Facilitation

- **District Departments** provide focused updates during the first hour.
- **DSL Team Members** lead the observation framing, facilitate the Principal Power Walks, and guide debrief/reflection sessions.
- **Campus Principals** host the walks, ensuring access to classrooms.

## Schedule & Structure by Level

- **High School:**
  - 8:00–9:00: Department Updates
  - 9:00–10:00: Principal Power Walks
  - 10:00–10:30: Debrief
  - 10:30–11:00: DSL Updates
- **Elementary:**
  - 9:00–10:00: Department Updates
  - 10:00–11:00: Principal Power Walks
  - 11:00–11:30: Debrief
  - 11:30–12:00: DSL Updates
- **Middle School:**
  - 10:00–11:00: Department Updates
  - 11:00–12:00: Principal Power Walks
  - 12:00–12:30: Debrief
  - 12:30–1:00: DSL Updates

## Dates (Monthly Thursdays)

- August 28
- October 2
- December 4
- February 5
- March 5
- April 9

This structured approach to Principal Power Walks ensures that principals are equipped with the necessary skills and confidence to support effective teaching and learning within their schools. By focusing on observation and feedback, these sessions aim to foster continuous improvement in educational leadership.

**Fort Bend ISD**  
**Missouri City MS**  
**2025-2025 Turnaround Plan - Develop**  
**TEA Submission: 11/14/25**

# Fort Bend Independent School District

## Executive Summary

<b>Regular Board Meeting</b>		<b>Meeting Date: October 27, 2025</b>	
<b>Agenda Item Title: Consideration and approval of Updated Renewal Agreement with Houston Community College</b>			
<b>Board Policy:</b> CH, CV, or DBD (Local)		<b>District Priority:</b> Priority 1	
<b>Department:</b> Deputy Superintendent Teaching & Learning			
Are there related documents to be signed by the Board? YES			
<input checked="" type="checkbox"/> Administration has reviewed the final submission for this agenda item.			
<input checked="" type="checkbox"/> Reviewed by Deputy Superintendent		<input checked="" type="checkbox"/> Reviewed by Chief of Staff	

<b>Recommendation</b>
Consideration and approval to renew the updated agreement with Houston Community College to offer dual credit, college prep, and early college programs.
<b>Summary/Background</b>
<p>In July, the Board approved the annual dual credit agreement with Houston Community College (HCC). However, in August, HCC notified Administration that they had revised a component of their compensation structure and requested that our agreement be resubmitted for review.</p> <p>The revised agreement is similar to the original, with two clarifications:</p> <ol style="list-style-type: none"><li><b>1. Faculty Compensation:</b><ul style="list-style-type: none"><li>○ Clarifies that HCC may compensate embedded faculty by providing a stipend to the school district, which was inadvertently omitted in the initial draft.</li></ul></li><li><b>2. Textbooks &amp; Open Educational Resources (OER):</b><ul style="list-style-type: none"><li>○ Clarifies Fort Bend ISD's responsibility for providing physical and digital textbooks for FAST-eligible students.</li><li>○ Clarifies HCC's responsibility to begin converting all dual credit courses to Open Educational Resources starting Spring 2026.</li></ul></li></ol>

Recommended by:

Dr. Marc Smith  
Superintendent of Schools

Submitted by:

Dr. Jaretha Jordan  
Deputy Superintendent Teaching & Learning

# Fort Bend Independent School District

Dr. Adam Stephens  
Chief Academic Officer



**PARTNERSHIP AGREEMENT  
BETWEEN  
HOUSTON COMMUNITY COLLEGE AND  
FORT BEND INDEPENDENT SCHOOL DISTRICT FOR  
COLLEGE CONNECTIONS PROJECT/ STUDENT DATA SHARING/ DUAL CREDIT  
COURSES/HB5 COLLEGE PREP MATH AND ENGLISH COURSES/ EARLY  
COLLEGE HIGH SCHOOL/ MIDDLE COLLEGE HIGH SCHOOL**

This Partnership Agreement (“PARENT AGREEMENT”) is entered into by and between Houston Community College System (“HCC”), a public community college district organized under Chapter 130 of the Texas Education Code, whose main office address is at 3100 Main Street, Houston, Texas, 77002, and **FORT BEND INDEPENDENT SCHOOL DISTRICT** (“FORT BEND ISD”), a (Texas independent school district, public charter school, private school, or Charter Management Organization) whose main office address is, 16431 Lexington Blvd, Sugar Land, TX 77479 (individually, “Party and collectively, “Parties”), effective upon full and complete execution.

**RECITALS**

Whereas, HCC and FORT BEND ISD desire and agree to partner to offer dual credit classes, college prep classes, early college programs, and share student data and facilitate post-secondary matriculation; and

Whereas, the purpose of this Agreement is to describe the entire relationship between the Parties including the benefits each may receive; and

Whereas, the Parties have entered into such similar partnerships and wish to restate their responsibilities and obligations; and

Whereas, the Parties intend to comply with applicable laws, including Chapter 54 of the Texas Education Code and Senate Bill 1004 (84R), codified at Texas Education Code Chapter 130 and Section 29.402 through this PARENT AGREEMENT by contracting with HCC as one of the community colleges in the region to provide dual credit programs, for the benefit of students who have more opportunities to earn college credit and career training; and

Whereas, the Parties desire and agree to additionally implement “College Connections Project” (outlined in Exhibit A) on a mutually agreeable schedule to streamline the application and enrollment process for high school students for the purpose of increasing the number of FORT BEND ISD graduates who enroll at HCC; and

Whereas, the Parties find that it is within their mission and purpose to enter into such a partnership;

**NOW, THEREFORE**, in consideration of the mutual covenants and conditions contained in this Agreement and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, HCC and FORT BEND ISD, agree as follows:

## SECTION 1: TERMS AND CONDITIONS

### 1. Scope of Agreement

The Parties shall partner to provide the courses and programs in accordance with the general obligations and responsibilities of each party attached hereto and incorporated herein for all purposes and made part of this Agreement:

#### **Exhibit A: College Connections Project (Exhibits A-1, A-2 and A-3)**

#### ***And optional programs:***

#### **Exhibit B: College Prep Math and College Prep English Courses (HB5)**

#### **Exhibit C: Early College High School and P-Tech Program**

#### **Exhibit D: Middle College High School**

#### **Exhibit E: SACSCOC The Principles of Accreditation: Foundation for Quality Enhancement**

### 2. Term and Termination

The period of this Agreement shall be in effect from August 1, 2025 until July 31, 2028 (“Term”) unless renewed or earlier terminated, with the Effective Date being the date August 1, 2025. This Agreement cycle, which begins prior to the 2025-2026 academic year, is intended by the Parties to allow planning to take place in advance of the academic years contemplated by this Agreement. Either Party may terminate this Agreement with or without cause upon one-hundred and twenty (120) days prior written notice to the other Party. In the event of such termination, unless otherwise agreed by the parties, the date of termination shall be the last day of the current semester or year of the then current term. No termination as provided above however, shall be effective with regard to Students currently enrolled in courses under this Partnership Agreement until such students are allowed to complete the semester in which the Student is currently enrolled and the Parties collaborate to complete any applicable completion of program (“teach out”) required by accreditation bodies such as the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

### 3. Principles for Partnership

In furtherance of the objectives of this partnership, the Parties acknowledge the following principles:

- A. Establishment of a full and equal partnership between HCC and FORT BEND ISD that allows flexible and creative responses to the organizational, mission, and fiscal needs of both institutions.
- B. Collaboration in planning, implementation, and continuous improvement of programs, including the provision for faculty, staff, and administration; curriculum development; training; and student services.
- C. Provision of college readiness and dual credit courses for qualified students.
- D. Inclusion of personal/civic development programs that provide service learning and other external learning experiences for all students.
- E. Financial collaboration that addresses costs of both partners and assists each in obtaining necessary funds from local, state, federal, and private/foundation sources to operate the programs successfully and on a cost-neutral basis for both parties.

- F. Shared use of facilities, including designated classrooms, labs, offices, restrooms and libraries that reduce operating costs and promotes collaboration of students, faculty, staff, and community members in the program success.

#### 4. Program Commitments

The fields of study, also called “programs,” covered under this Agreement include Dual Credit courses, College Prep Math and College Prep English courses (HB5), and Early and Middle College High School programs, College Connections Project (“programs”). This Parent Agreement will also cover the transferring and sharing of student data between the Parties in support of these programs.

The Parties commit to:

- A. Implement purposeful and collaborative outreach efforts to inform all students and parents of the benefits and costs of dual credit, including enrollment and fee policies.
- B. Assist high school students in the successful transition to and acceleration through postsecondary education.
- C. Ensure all dual credit students will receive academic and college readiness advising with access to student support services to bridge them successfully into college course completion.
- D. Maintain quality and rigor of dual credit course to ensure student success in subsequent courses.
- E. Collaborate in the design and execution of challenging and innovative instructional programs (including Early College, Middle College, Dual Credit, and College Prep Math and College Prep English courses) and collaborate to resolve any disputes about the implementation of these programs, including involving appropriate district and HCC leadership.
- F. Comply with all applicable guidelines, standards and requirements in the offering of the programs, including but not limited to regulations promulgated by the Texas Higher Education Coordinating Board (THECB), the Southern Association of Colleges and Schools (SACSCOC), and the Texas Education Agency (TEA).
- G. FORT BEND ISD will inform and collaborate with HCC during the application and implementation process of related grants that commit/depend and encumber HCC Resources in the grant application. FORT BEND ISD will provide and request HCC signature within reasonable time of at least two weeks.
- H. Schedule classes in support of these programs at a FORT BEND ISD or HCC facility.
- I. Recruit eligible students for academic or workforce programs.
- J. Evaluate the programs and share student data in order to track and evaluate student progress and program successes.
- K. Market the partnership to the parents of students enrolled in the FORT BEND ISD.

#### 5. Understanding of the Parties

- A. Nothing in this Agreement is to be construed as transferring responsibility from one party to the other.
- B. **The College offers tuition waivers or discounted tuition to students in dual credit programs. In the 2025-2026 school year, fiscal year 2025, starting**

**September 1, 2025, the College will waive in-district tuition or students participating in the Early College High School Program and charge a flat per course fee for out-of-district tuition, or any other cost or fee approved by the College's Board of Trustees and clearly communicated to FORT BEND ISD prior to each school year. For the 2025-2026 school year, the per course fee will be \$65. In a manner consistent with the law and Board policy, costs and fees will be set each school year by the College's Board of Trustees and may change during the term of this agreement. Each district may choose to cover the per course tuition fee for their out of district students.**

- C. Each party will comply with all state and federal laws applicable to this Agreement, including but not limited to the Family Educational Rights and Privacy Act (FERPA), Title VI of the Civil Rights Act of 1964, as amended; Title VII of the Civil Rights Act; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975; the Americans with Disabilities Act of 1990 (ADA), as amended; applicable provisions of the Texas Education Code and Texas Government Code; and applicable HCC policies and procedures.
  - i. **The parties agree to collaborate and develop a written specific plan to uniformly implement existing compliant ADA practices LANGUAGE SHALL BE DEVELOPED, FINALIZED, AND IMPLEMENTED INTO THIS AGREEMENT VIA ADDENDUM. During the development of such addendum and until an ADA addendum is finalized, the parties will collaborate to implement best practices to comply with all aspects of the ADA.**
- D. Subject to the applicable laws and to the regulations of the respective organizations, information, data and reports of cooperative activities carried out under this Agreement may be released by any of the Parties with the consent of the other party or as otherwise may be required by conditions and circumstances in connection with the program or as required by law.
- E. In the event that a FORT BEND ISD student engages in conduct that would result in disciplinary action in accordance with HCC Student Code of Conduct, HCC agrees to inform the FORT BEND ISD of the violation. However, HCC shall further have the right to demand immediate removal of any student from its premises, upon a determination by the administrator in charge that the student poses an immediate threat to the safety of HCC's enrolled students, clients, faculty, staff, and patrons or to the orderly functioning of HCC. Nothing in this Agreement prohibits the FORT BEND ISD from implementing appropriate disciplinary action in accordance with the FORT BEND ISD'S Student Code of Conduct or other rules.
- F. Both parties understand the safety and security risks inherent with minors and agree that certain risks may be unforeseeable. Further, the parties agree that the public safety departments from both HCC and FORT BEND ISD will collaborate to develop and/or review safety and security standards and/or guidelines, including emergency response, within thirty (30) days of both parties executing the Agreement.

FORT BEND ISD Responsibilities

- A. Course Schedule: FORT BEND ISD shall provide a complete course schedule for requested dual credit courses a minimum of sixty (60) days prior to the start of the semester.
- B. Monthly Campus Pathway Fairs: FORT BEND ISD will allow routine access to students solely for informing students about academic and career pathways, financial aid coaching, and other topics related to transition to college.
- C. Career advising: FORT BEND ISD will provide support for HCC advisors upon request, such as office space and access to the internet. FORT BEND ISD will also provide support to students enrolling in post-secondary education.
- D. Provide instructional materials, including textbooks (physical or digital format) and other instructional resources (lab materials, online access), necessary for operation of the programs (7) seven business days prior to the commencement of classes.
- E. Faculty are required to use the materials assigned by their department when providing instruction to dual credit students. Students may not earn college credit if faculty fail to use departmental required adopted materials. For courses using Inclusive Access digital course materials, the school district shall pay HCC for use. Upon receipt of invoice for Inclusive Access course materials, school districts are required to remit payment within 45 days of the date of the invoice. Failure to submit payment may result in the suspension of Inclusive Access digital course materials for the upcoming semester or academic year.
- F. FORT BEND ISD may purchase instructional materials from HCC as a purchase according to an interlocal contract. This Parent Agreement shall serve as the required interlocal contract. A purchase of instructional materials under this section shall be subject to the terms of HCC's procurement of the instructional materials. According to the Interlocal Cooperation Act, each party paying for the performance of governmental functions or services must make those payments from current revenues available to the paying party.
- G. Upon receipt of invoice, school districts are required to remit payment within 45 days of the date of the invoice. Failure to submit payment may result in the suspension of Inclusive Access course materials for the upcoming semester or academic year.
- H. Ensure dual credit courses held at the FORT BEND ISD meet the contact hours required, are properly documented in HCC's software as then utilized (PeopleSoft), and that extracurricular activities do not interfere with students completing the required contact hours.
  - i. Embedded Faculty:
    - 1. Be credentialed and hired at the sole discretion of HCC.
    - 2. Provide students the course syllabus on the first day of class.
    - 3. Maintain college-level rigor of the course.
    - 4. Follow the curriculum provided by HCC.
    - 5. Must use the department adopted course materials and the format adopted, whether physical text, digital materials delivered via Inclusive Access, or Open Educational Resource.
  - ii. Alert the department chair as soon as is possible if there is an issue with equipment or textbooks.

- iii. Follow the protocol for communicating with the department chair on any grading or student conduct items as defined in the HCC Faculty Handbook.
  - iv. Submit Rosters and Grades on time. Failure to do so will result in the following consequences:
    - 1. The first time it happens, the instructor will receive a warning.
    - 2. The second time it happens, the instructor will finish the current semester but will no longer teach college courses taught for dual credit.
  - v. Check rosters daily to ensure all students in the class are on the college roster and report any discrepancies immediately to the assigned P-16 Director.
  - vi. Maintain communication with the department chair throughout the semester.
  - vii. Attend trainings provided by HCC's P-16 office and HCC.
  - viii. Complete all mandated online trainings by the due date. Failure to do so will result in not being rehired to teach a dual credit course.
  - ix. Communicate with dual credit students through HCC email or HCC's CANVAS portal only, and ensure that students are communicated within a timely way.
  - x. Must attend the annual Dual Credit Institute for Teaching and Learning.
  - xi. Must attend the adjunct faculty meeting at the beginning of each semester. (Two options will be offered, and faculty must attend one of the two meetings.)
  - xii. Provide adequate technology and space for faculty and students, including login information for district computers, dry erase boards, appropriate ID badges, adequate seating, space for accommodated testing and the provision of other accommodations, appropriate bandwidth, and access for students to required testing software.
- I. Mandatory Orientation: As HCC students, dual credit students will complete mandatory orientation as part of their enrollment process. Both entities will collaborate to ensure that these orientations are offered in the modality most helpful to the students.
  - J. FORT BEND ISD will implement College Connections pre-registration program at all schools (See Exhibit B).
  - K. Provide an authorized adult to ensure adequate supervision of minor students while on HCC campuses.
  - L. Ensure that students are provided with HCC schedules and understand appropriate course attendance requirements.
  - M. Ensure that students are prepared to adhere to the HCC Student Code of Conduct. Both entities will collaborate to ensure that students are meeting clearly communicated behavioral expectations and that any behavioral consequences are appropriately applied. If students fail to meet the standards of the HCC Student Code of Conduct, information regarding disciplinary infractions will be shared by the entities as a necessary component of achieving educational progress for other student.
  - N. Provide HCC P-16 office dates of state testing, AP exams, PSAT, SAT Schedules, and district holidays.

- O. Ensure that courses are conducted as HCC courses, adhering to SACSCOC standards.

### HCC Responsibilities

- A. Provide the course schedule as requested by the FORT BEND ISD.
- B. Keep up-to-date a list of applicable textbooks on an easily accessed website in partnership with HCC's third party bookstore vendor and provide timely information regarding inclusive access and Open Educational Resource (OER) options for courses, ensuring that textbook/course material selections are not changed within 45 days of the beginning of each course. Inclusive Access/OER options may be provided by HCC. HCC shall ensure required textbooks/course materials for HCC courses remain in use for a minimum of three years unless the course material is no longer being published.
- C. Collaborate with district staff, including procurement teams, in acquisition of appropriate student textbooks and other course learning materials. HCC shall provide instructional materials to the FORT BEND ISD for purchase under this Parent Agreement, and subject to the terms of HCC's procurement of the instructional materials.
- D. Credential and hire qualified faculty to teach dual credit courses.
- E. Provide adjunct training as needs are identified.
- F. Compensate Embedded Faculty directly or distribute funds to the school districts based on the number of courses and enrollment so the schools may provide stipends to instructors in accordance with HCC's faculty salary rates. If the school district is responsible for making payments to Embedded Faculty, it shall make payments promptly to the Embedded Faculty and in the same amount as distributed by HCC.
- G. Provide support for teachers in accordance with HCC adjunct policies.
- H. Implement the College Connections Program.
- I. Host Campus Pathways Fairs.
- J. Provide HCC staff to assist in building pathways for students.
- K. Provide students access to HCC campus tutoring services and the locations and hours these services are available.
- L. Will conduct class observations of dual credit faculty at least once per academic year.
- M. Ensure that faculty participate in the collection of student data for the purpose of evaluation of student service needs.
- N. Will inform dual credit faculty of the dates that HCC will conduct the Student Evaluation of Instruction so that dual credit students are allowed to participate.
- O. Collaboration with program deans prior to dropping students from courses.
- P. Collaborate with FORT BEND ISD to provide training to adjunct professors and department chairs in regards but not limited to what an early college high school is, understanding who a dual credit student is, and partnering with program deans and P16 liaison for student success.
- Q. Collaboration with students and programs to ensure students are not penalized for attending UIL Contests and Competitions , state testing days, AP exam days, and PSAT/SAT School testing days.
- R. Collaborate with FORT BEND ISD in regard to adjusting classes around district holidays.

6. Financial

HCC's requests for reimbursement should be sent to:

FORT BEND ISD

Attn: Accounts Payable

16431 Lexington Blvd,

Sugar Land, TX 77479

Or

accountspayable.invoices@fortbendisd.gov

7. Joint Goals

A. ISD Targets:

- i. Complete College Career Military Readiness (CCMR)
- ii. Meet TSI criteria
- iii. Earn dual course credits: A graduate completes and earns credit for at least three college credit hours in RLA or mathematics or at least nine college credit hours in any subject.
- iv. Earn associate degree
- v. Earn an IBC; or earn a level I or level II certificate
- vi. Enroll at a postsecondary institution immediately following high school

B. College Targets:

- i. Meet TSI criteria
- ii. Students complete 15 (+) hours of dual credit
- iii. Students earn associate degree
- iv. Students earn a level I or level II certificate
- v. Students who have not completed a level I or level II certificate or an associate degree transfer to HCC following graduation
- vi. Students who earned an associate degree while in high school transfer to HCC or a university following graduation

8. Insurance

FORT BEND ISD shall obtain and maintain in force for the duration of this Agreement and any extensions thereof, at FORT BEND ISD's sole expense, all insurance required by state or federal law, including, but not limited to, General Liability Insurance. FORT BEND ISD will supply evidence of such insurance to HCC Risk Management or obtain Waiver of Insurance from HCC Risk Management prior to performing services.

and notice of cancellation will be provided in writing in accordance with policy provisions. Certificates of insurance verifying the foregoing requirements will be provided to HCC prior to commencement of any services under this Agreement. If a policy contains deductible provisions, FORT BEND ISD will be responsible for payment of the deductible amount for any claim(s) or the pursuit of any claim(s) or asserted claim(s) against HCC, its agents, employees or representatives.

The original Verification of Insurance Coverage will be forwarded to:

**Physical:**

HCC Risk Management  
3100 Main St., 4th Floor  
Houston, TX 77002  
Gwen.drumgoole@hccs.edu

**Mailing:**

FORT BEND ISD  
16431 Lexington Blvd,  
Sugar Land, TX 77479

FORT BEND ISD failure to comply with the requirements of this section shall be considered a breach of this Agreement.

9. Security Protocol

Both Parties shall exert due diligence in defining and implementing a written security protocol **LANGUAGE SHALL BE DEVELOPED, FINALIZED, AND IMPLEMENTED INTO THIS AGREEMENT VIA ADDENDUM. During the development of such addendum and until an Security addendum is finalized, the parties will collaborate to jointly implement best security practices.**

All personnel involved in the implementation of this agreement will opt in to the automatic emergency communications of both entities, such as emergency communication e-mails and/or text messages.

10. EMERGENCY NOTICE

All matters related to emergencies to students and/or staff shall be immediately forwarded to:

**HCC:**

Chief Timothy Ramirez  
3821 Caroline, Houston, Texas 77004  
Office: (713) 718-7550  
HCC Dispatch: 713-718-8888  
Timothy.Ramirez@hccs.edu

**FORT BEND ISD:**

Dr. Marc Smith  
Fort Bend ISD Superintendent  
16431 Lexington Blvd  
Sugar Land, TX 77479  
281-634-1000

11. Indemnification

TO THE EXTENT PERMITTED BY THE CONSTITUTION AND LAWS OF THE STATE OF TEXAS, FORT BEND ISD AGREES TO INDEMNIFY, RELEASE, AND HOLD HCC AND HCC'S TRUSTEES, OFFICERS, AGENTS, AND EMPLOYEES, HARMLESS FROM ANY AND ALL CLAIMS, DEMANDS, CAUSES OF ACTION, AND LIABILITIES (each as used herein shall be referred to as "Claim") OF ANY TYPE OR ANY NATURE WHATSOEVER (INCLUDING COSTS AND REASONABLE LEGAL AND EXPERT FEES) FOR DAMAGE TO, LOSS OF, OR DESTRUCTION OF ANY TANGIBLE PROPERTY OR BODILY INJURY OR DEATH TO ANY PERSON, ARISING FROM, IN CONNECTION WITH, OR ANY WAY INCIDENT TO THIS AGREEMENT, TO THE EXTENT FINALLY DETERMINED TO HAVE BEEN CAUSED BY FORT BEND ISD AND ITS PERSONNEL IN PERFORMANCE OF THE SERVICES.

TO THE EXTENT PERMITTED BY THE CONSTITUTION AND LAWS OF THE STATE OF TEXAS, HCC AGREES TO INDEMNIFY, RELEASE, AND HOLD FORT BEND ISD AND FORT BEND ISD'S TRUSTEES, OFFICERS, AGENTS, AND EMPLOYEES, HARMLESS

FROM ANY AND ALL CLAIMS, DEMANDS, CAUSES OF ACTION, AND LIABILITIES (each as used herein shall be referred to as “Claim”) OF ANY TYPE OR ANY NATURE WHATSOEVER (INCLUDING COSTS AND REASONABLE LEGAL AND EXPERT FEES) FOR DAMAGE TO, LOSS OF, OR DESTRUCTION OF ANY TANGIBLE PROPERTY OR BODILY INJURY OR DEATH TO ANY PERSON, ARISING FROM, IN CONNECTION WITH, OR ANY WAY INCIDENT TO THIS AGREEMENT, TO THE EXTENT FINALLY DETERMINED TO HAVE BEEN CAUSED BY HCC AND ITS PERSONNEL IN PERFORMANCE OF THE SERVICES.

## 12. Criminal History Background Check Requirements

Pursuant to Sections 22.0834, 22.0835 and 22.085 of the Texas Education Code, HCC hereby certifies that all employees and contractors of the HCC who are hired by HCC on or after January 1, 2008, and who have or will have continuing duties related to the contracted services, and have or will have direct contact with students, have passed a national criminal history background record information review as required by those sections.

HCC shall send or ensure through its usual processes that its employees and contractors send to the Texas Department of Public Safety (“DPS”) information that is required by the DPS for obtaining national criminal history record information, which may include fingerprints and photographs. DPS shall obtain the person’s national criminal history record information and report the results through the criminal history clearinghouse as provided by Section 411.0845, Government Code.

HCC must also obtain certifications from all subcontractors that their employees to whom Section 22.0834 applies have also passed a national criminal history background record information review, working with HCC’s Talent Relations and Risk Management Teams.

## 13. Records Retention and Audits

The Parties shall comply with all applicable laws regarding records including but not limited to, the Family Educational and Privacy Rights Act (“FERPA”), the Freedom of Information Act (“FOIA”), the Texas Public Information Act (“TPIA”), and the Texas Records Retention laws (“RR laws”).

All records and reports generated, prepared, assembled, or maintained by FORT BEND ISD in relation to this Agreement shall be available for review, inspection, and audit by HCC and its auditors. All records and reports generated, prepared, assembled, or maintained by HCC in relation to this Agreement shall be available for review, inspection, and audit by FORT BEND ISD and its auditors. Copies will be made available upon request and in conformity with FERPA, the FOIA, the TPIA, and the RR laws.

FORT BEND ISD understands that acceptance of funds under the Agreement constitutes acceptance of the authority of the Texas State Auditor’s Office, or any successor agency (collectively, “Auditor”) to conduct and audit or investigation in connection with any state funds distributed in furtherance of this Agreement. FORT BEND ISD agrees to cooperate with the Auditor in the conduct of the audit or investigation, including without limitation providing all records requested.

#### 14. Confidential and Proprietary Information

The Parties may provide technical information, documentation and expertise to each other that is either (1) marked as being confidential, or (2) if delivered in oral form, is summarized in writing within 10 working days and identified as being confidential (“Confidential Information”). The receiving party shall for a period of five (5) years from the date of disclosure (1) hold the disclosing party’s Confidential Information in strict confidence, and (2) except as previously authorized in writing by the disclosing party, not publish or disclose the disclosing party’s Confidential Information to anyone other than the receiving party’s employees on a need-to-know basis, and (3) use the disclosing party’s Confidential Information solely for performance of this Agreement. The foregoing requirement shall not apply to any portion of a party’s confidential Information which (a) becomes publicly known through no wrongful act or omission on the part of the receiving party, (b) is already known to the receiving party at the time of the disclosure without similar nondisclosure obligations; (c) is rightfully received by the receiving party from a third party without similar nondisclosure obligations; (d) is approved for release by written authorization of the disclosing party; (e) is clearly demonstrated by the receiving party to have been independently developed by the receiving party without access to the disclosing party’s Confidential Information; or (f) is required to be disclosed by order of a court or governmental body or by applicable law, provided that the party intending to make such a required disclosure shall promptly notify the other party of such intended disclosure in order to allow such party seek protective order or other remedy.

##### A. Student Data Sharing between HCC and FORT BEND ISD

FORT BEND ISD agrees that the data transferred from HCC to FORT BEND ISD is and shall remain the sole and exclusive property of HCC. HCC agrees that the data transferred from FORT BEND ISD to HCC shall remain the sole and exclusive property of FORT BEND ISD. The Parties acknowledge under this Agreement that individually-identifiable health information that falls under the protection of the Health Insurance Portability and Accountability Act (“HIPAA”), data that deals with the confidentiality provisions of the Patient Safety Rule, and Social Security Numbers shall not be released by either party. Data that is released must be used consistent with the Family Education Rights and Privacy Act (“FERPA”), HIPAA and FORT BEND ISD and HCC policies and procedures for managing student education records and other confidential information. FORT BEND ISD grants HCC, and HCC grants FORT BEND ISD permission to use such data only for the following purpose and for no other purpose: To track current FORT BEND ISD students who earned credit in a dual credit course, or have graduated or completed a sequence of courses leading to certification, FAST certification, licensure or an Associate Degree from HCC while maintaining dual enrollment at FORT BEND ISD.

- i. The scope of the data sharing between HCC and FORT BEND ISD addressed in this Agreement is limited to the following:
  1. Student Identifier
    - a. First Name, Last Name, Middle Initial.
    - b. Social Security Number (SSN) or other student record identifier.
    - c. Date of Birth (DOB).

2. Semester End Date

3. Dual Credit Course(s) Enrollment Information:

- a. Course name;
- b. Course ID;
- c. Instructional Mode
- d. Semester Grade;
- e. Semester & Cumulative GPA
- f. HCC Program, Plan, and Subplan
- g. Associate Degree Earned (Y/N);
- h. License Awarded (Y/N);
- i. Certification Awarded (Y/N); and
- j. If "Yes" to g, h or i, Provide Type and Program Name.

4. Provide FORT BEND ISD with TSIA results of any FORT BEND ISD student who tests at HCC, as available.

ii. Data Sharing

A portion of the relevant student data shall be provided by FORT BEND ISD to HCC and a portion of the data shall be provided by HCC to FORT BEND ISD. The data shall be provided in a password protected secure electronic transfer file.

1. FORT BEND ISD will provide:

a. Enrollment information for all students:

- (i) First Name, Last Name, Middle Initial;
- (ii) Social Security Number (SSN) or other student record identifier;
- (iii) Date of Birth (DOB);

- b. High School Attendance;
- c. Date of High School graduation;
- d. Endorsement areas of each student;
- e. Special group identification, for example Futures Academy or ECHS; and
- f. Cumulative GPAs.

2. HCC will provide persistence data:

- g. Student Identifier;
- h. Semester Identifier; and
- i. Enrolled in credit course this semester (Y/N)
- j. Available TSI-A results of students tested from FORT BEND ISD, as available.

iii. Confidentiality

FORT BEND ISD and HCC shall maintain the confidentiality of any and all student data exchanged pursuant to this Parent Agreement or any subsequent agreement intended to supersede the Agreement. To ensure the continued confidentiality and

security of the student and staff data processed, stored, or transmitted, FORT BEND ISD and HCC shall establish a system of safeguards that shall at minimum include doing the following:

1. FORT BEND ISD and HCC shall develop, implement, maintain and use appropriate administrative, technical and physical security measures to preserve the confidentiality, integrity and availability of all data, including electronically-maintained or transmitted data received from, or on behalf of each other. These measures shall be extended by contract to all subcontractors used by FORT BEND ISD and HCC;
2. FORT BEND ISD and HCC employees, subcontractors and agents involved in the handling, transmittal, and/or processing of data provided under the agreement shall be required to maintain the confidentiality of all student and staff-related personally identifiable information;
3. FORT BEND ISD and HCC shall develop and implement procedures and systems that require the use of secured passwords to access computer databases used to process, store, or transmit data provided under the Agreement;
4. FORT BEND ISD and HCC shall develop and implement procedures and systems, such as good practices for assigning passwords, to maintain the integrity of the systems used to secure computer data bases which used to process, store, or transmit data provided under the Agreement;
5. FORT BEND ISD and HCC shall develop and implement procedures and systems that ensure that all confidential student and staff data processed, stored, and/or transmitted under the provisions of the Agreement shall be maintained in a secure manner that prevents the interception, diversion, or other unauthorized access to said data;
6. FORT BEND ISD and HCC shall develop and implement procedures and systems to process, store, or transmit data provided under the Agreement which ensure that any and all disclosures of confidential student and staff data comply with all provisions of applicable federal laws (HIPAA, FERPA, E-government, etc.) and Texas state laws relating to the privacy rights of students and staff as such laws are applicable to the parties to the Agreement;
7. HCC shall return to FORT BEND ISD all data or any portions thereof requested by FORT BEND ISD or, at FORT BEND ISD's election and subject to proper notice to HCC, HCC shall destroy all or any part of FORT BEND ISD's data that is within the possession or control of HCC; and
8. HCC shall obtain permission from FORT BEND ISD prior to publications or disclosure of relevant data, or other uses not outlined in the Agreement.

15. Debarment and Suspension

HCC and FORT BEND ISD certify that it is not presently debarred, suspended for debarment, declared ineligible or voluntarily excluded from covered transactions by any federal department or agency.

16. General Provisions

A. Relationship of the Parties.

It is understood and agreed that HCC is a separate legal entity from FORT BEND ISD and neither it nor any of its employees, volunteers, or agents contracted by it shall be deemed for any purposes to be employees or agents of FORT BEND ISD. HCC and its contractors assume full responsibility for the actions of their personnel and volunteers while performing any services incident to this Agreement, and shall remain solely responsible for their supervision, daily direction and control, payment of salary (including withholding of supervision, daily direction and control, payment of salary (including withholding of income taxes and social security), workers' compensation, disability benefits and like requirements and obligations. Nothing in this Agreement shall be deemed or construed to create any third party beneficiaries or otherwise give any third party any claim or right of action against any party to this Agreement.

B. No Personal Liability

Nothing in this Agreement may be construed as creating any personal liability on the part of any officer, director, employee or agent of HCC or FORT BEND ISD, and the parties expressly agree that the execution of this Agreement does not create any personal liability on the part of any officer, director, employee or agent of HCC or FORT BEND ISD. The parties shall be responsible for their own acts of negligence.

These provisions are solely for the benefit of the parties hereto and not for the benefit of any person or entity not a party to this Agreement. No provisions shall be deemed a waiver of any defenses available by law, including, but not limited to, governmental immunity.

C. Notice

Any routine notice not including ***EMERGENCY NOTICES (SEE EMERGENCY NOTICE PROVISION)*** required to be given under the provisions of this Agreement, shall be in writing and shall be duly served when it shall be hand-delivered to the addressees set out below, or shall have been deposited, duly registered or certified, return receipt requested, in a United States Post Office addressed to the other party at the following addresses:

To: Houston Community College  
Norma Perez, Ph.D.  
Chief Academic Officer  
3100 Main Street, 12th Floor  
Houston, TX 77002

Copy to: Houston Community College  
Office of the General Counsel  
3100 Main Street, 12th Floor  
Houston, TX 77002

To: Fort Bend ISD  
Dr. Marc Smith  
16431 Lexington Blvd  
Sugar Land, TX 77479

Any party may designate a different address by giving the other party ten (10) days prior written notice in the manner provided above.

D. No Waiver of Immunity

Neither HCC nor FORT BEND ISD waives or relinquishes any immunity of defense on behalf of itself, its trustees, officers, employees, and agents as a result of its execution of this Agreement and performance of the functions or obligations described herein.

E. Authorization of Contract

Each party represents and warrants to the other that the execution of this Agreement has been duly authorized, and that this Agreement constitutes a valid and enforceable obligation of such party according to its terms.

F. No Waiver

No waiver of a breach of any provision of this Agreement shall be construed to be a waiver of any breach of any other provision. No delay in acting with regard to any breach of any provision shall be construed to be a waiver of such breach.

G. No Assignment

No assignment of this Agreement or of any duty or obligation or performance hereunder shall be made in whole or in part by either party without the prior written consent of the other party.

H. Governing Law; Venue

Parties agree that this Agreement will be construed by the laws of the State of Texas (exclusive of its conflict of laws provision), and, for purposes of resolving claims or litigation relating to this Agreement, the parties irrevocably consent to the sole and exclusive jurisdiction and venue of the courts of Harris County, Texas.

I. Section Headings

The headings of sections contained in this Agreement are for convenience only, and they shall not, expressly or by implication, limit, define, extend, or construe the terms or provisions of the sections of this Agreement.

J. Complete Understanding

This Agreement shall constitute the complete understanding of HCC and FORT BEND ISD, and may not be modified in any manner without the express written consent of both parties and supersedes any other representations, agreements, arrangements, negotiations, or understanding, oral or written, between the parties of the Agreement.

By signing the Agreement, both parties affirm that there is no personal or financial conflict of interest between its employees and contractors or their families and the institution.

This Agreement is executed in counterparts, each of which shall have the full force and effect of an original Agreement, and each of which shall constitute but one and the same instrument.

HCC and FORT BEND ISD have executed and delivered this Agreement to be effective as of the Effective Date.

## SECTION 2: ELIGIBLE DUAL CREDIT COURSES

Courses offered for dual credit by HCC must be identified as college-level academic courses in the current edition of the Lower Division Academic Course Guide Manual adopted by the Texas Higher Education Coordinating Board (THECB) or as college-level workforce education courses in the current edition of the Workforce Education Course Manual adopted by the THECB. In addition, S.B. 1004 (84R) allows school districts in Harris County and surrounding counties to contract with any of the 10 community college districts in the region to provide dual credit programs, to the benefit of students who would have expanded choices of programs and more opportunities to earn college credit and career training. The first administration of the TSI Assessment is free to the high school students; however, any subsequent test administrations will be paid per the testing rate. Dual Credit students must meet the same eligibility requirements as any other HCC students. NOTE: Eligibility requirements are subject to change. All HCC students (including Dual Credit Students) must meet TSI requirements or multiple measures eligibility requirements unless an exception applies. Eligibility requirements are found online at: <http://www.hccs.edu/TSI>

### A. Eligibility

1. 19 Texas Administrative Code §§ 4.83(3), (10) provides for a continuing education college course to be offered for dual credit if the student (qualified under TAC 9.114 (c)) may earn credit toward satisfaction of a requirement necessary to obtain an industry-recognized credential, certificate, or associate degree:
  - (a) Is not a degree-seeking student as defined in 19 TAC 4.83(9);
  - (b) Demonstrates that he or she is exempt under the provisions of the Texas Success Initiative as set forth in 19 TAC 4.54;
  - (c) Demonstrates college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative as set forth in 19 TAC 4.57 on relevant section(s) of an assessment instrument approved by the THECB as set forth below and in 19 TAC 4.56 or as currently mandated by the State of Texas and HCC, as outlined at: <https://www.hccs.edu/resources-for/current-students/testing-services/texas-success-initiative-tsi--college-readiness-requirement/tsia-exemptions/>;
  - (d) A student that does not meet the requirements of (b-c) (relating to Exemption and Texas Success Initiative Assessment College Readiness Standards) may enroll in a math or communications College Connect Course offered by HCC.

<b><u>TYPE OF ASSESSMENT</u></b>	<b><u>Minimum</u></b> scores for Reading & Writing based classes e.g., English/History/ Government	<b><u>Minimum</u></b> scores for Reading, Writing and Math based classes e.g., Economics	<b><u>Minimum</u></b> scores for Math based classes e.g., College Algebra
ACT (TSI exemption)	40 combined on English & Reading  No Composite Score Required	40 combined on English & Reading,  22 or higher on Math  No Composite Score Required	22 or higher on Math  No Composite Score Required
SAT	480 or higher on Evidence-Based Reading & Writing	480 or higher on Evidence-Based Reading & Writing 530 or higher on Math	530 or higher on Math
STAAR	4000 or higher on Reading and Writing on English III	4000 or higher on Reading and Writing on English III  4000 or higher on Algebra II	4000 or higher on Algebra II
TSI Assessment	945 or higher with Essay 5 – Ready for College-Level English	945 or higher with Essay 5 – Ready for College-Level English  950 or higher on Math	950 or higher on Math

2. A high school student is eligible to enroll in HCC workforce education dual credit courses as follows:
  - (a) Level One certificate courses: no testing or end-of-course assessment minimum required.
  - (b) Level Two certificate courses: for enrollment in Level Two certificate courses, students must demonstrate college readiness in the subject area(s) relevant to the coursework to be attempted. College readiness shall be determined in accordance with state-approved assessments, academic records, or other criteria as defined by applicable institutional and state guidelines.
  - (c) A student may enroll only in the workforce education dual credit courses for which the student has demonstrated eligibility.
  - (d) A student who is exempt from taking STAAR end-of-course assessments may be otherwise evaluated by an institution to determine eligibility for enrolling in workforce education dual credit courses.
3. Students who are enrolled in private or non-accredited secondary schools or who are home-schooled must satisfy the eligibility requirements in paragraphs (1) – (3), above of this subsection.
4. To be eligible for enrollment in an HCC dual credit course, students must meet all of the college’s regular prerequisite requirements designated for

that course (e.g., minimum score on a specified placement test, minimum grade in a specified previous course, etc.)

- (a) Students, other than ECHS or PTECH students, wishing to enroll in more than two dual credit courses per semester at HCC must meet the guidelines established by mutual agreement between HCC and FORT BEND ISD, to include HCC's recommendation that any student not part of an early college high school program taking more than two academic classes per semester possess a 3.0 or higher grade point average in their high school coursework.
  - (b) HCC and FORT BEND ISD agree that a student enrolling in more than two dual credit courses in a semester must pass all courses during that semester with a grade of C or better to continue to enroll in more than two dual credit courses in following semesters.
  - (c) This provision does not apply to students enrolled in approved early college high school programs.
5. HCC may impose additional requirements for enrollment in courses for dual credit that do not conflict with this section.
  6. Freshmen and sophomore students wishing to enroll in dual credit courses must have principal or counselor recommendation for consideration to take a dual credit course.
  7. HCC and FORT BEND ISD will make a collaborative decision of which dual credit courses will be available for students based on the identified pathway of each student. (See section on SB 1091.)

#### B. Location of Class

1. Dual credit courses may be taught at an HCC campus or at the FORT BEND ISD campus. For dual credit courses taught exclusively to high school students on the high school campus and for dual credit courses taught electronically, HCC will comply with applicable THECB rules and procedures for offering courses at a distance.
2. In addition, dual credit courses taught electronically shall comply with the THECB's adopted Principles of Good Practice for Courses Offered Electronically and offered at the discretion of the College.

#### C. Composition of Class

Dual credit courses must be composed of dual credit students only or of dual and college credit students in accordance with Southern Association of Schools Commission on College (SACSCOC), classes shall not contain students enrolled for AP credit/testing for example. (See section on SACSCOC requirements.)

#### D. Faculty Selection, Supervision and Evaluation

1. HCC shall select or credential recommended FORT BEND ISD instructors of dual credit courses. These instructors must be regularly employed faculty members of the college or must meet the same standards (including minimal requirements of the Southern Association of Colleges and Schools) and

- approval procedures used by the college to select faculty responsible for teaching the same courses at HCC; and
2. HCC shall supervise and evaluate instructors of dual credit courses annually using the same or comparable procedures used for faculty at HCC.

E. Course Curriculum, Instruction and Grading

HCC shall ensure that a dual credit course and the corresponding course offered at HCC are equivalent with respect to the curriculum, materials, instruction, and method/rigor of student evaluation. These standards must be upheld regardless of the student composition of the class.

F. Funding

1. **Dual credit courses are offered free of charge to any student who lives in-district or who is a student in an ECHS or P-TECH. Dual credit courses are offered at a reduced flat fee of \$65 per course for students who live out of district.**
2. **HCC Board reserves its right to change funding structure during its periodic review and approval of waivers without altering funding structure mid-academic year. Compliance with Program Commitments, Principles of Partnership, and Joint Goals outlined in this agreement will be communicated to HCC Board of Trustees as they review continuation of the dual credit partnership funding.**
3. The state funding for dual credit courses will be available to both public school districts and colleges based on the current funding rules of the State Board of Education and the Board.
4. HCC may only claim funding for students getting college credit in core curriculum, career and technical education, and foreign language dual credit courses.
5. This provision does not apply to students enrolled in approved Early College High School programs.
6. HCC may waive all or part of tuition and fees for a Texas high school student enrolled in a course for which the student may receive dual course credit.
7. HCC will pay FORT BEND ISD in accordance with HCC's compensation structure per completed section of dual credit courses, as invoiced by FORT BEND ISD, provided course sections have a minimum of 15 students for Career and Technical Education Courses or 20 students for Academic Transfer courses and which sections enroll up to the maximum of the established HCC capacity limits and do not exceed those limits. Courses with enrollment below the minimum may still take place, based on HCC's discretion; however, the amount paid will be on a per pupil basis. Payment is due 30 days from the invoice date. Funds may only be used for dual credit program expenditures. If the adjunct rate changes, it will be adjusted per the new rate.
8. If the minimum enrollment is not met and the district decides to run the class, the compensation will be pro-rated based on the student count, with all course enrollment capacities remaining consistent with HCC's

established enrollment limits and not exceeding those established course enrollment limits.

9. Faculty workload will follow HCC standard practices and will not be exceeded without prior express written authorization from HCC.
10. FORT BEND ISD will invoice within 30 days of the withdrawal day.

#### G. Academic Policies and Student Support Services

1. Regular academic policies applicable to courses taught at HCC must also apply to dual credit courses. These policies should include the appeal process for disputed grades, drop policy, the communication of grading policy to students, when the syllabus must be distributed, etc.; and
2. Students in dual credit courses must be eligible to utilize the same or comparable support services that are afforded to HCC students. HCC is responsible for ensuring timely and efficient access to such services (e.g., academic advising and counseling), to learning materials (e.g., library resources), and to other benefits for which the student may be eligible. Disability-related accommodations in a course for which college credit is awarded will be assigned by HCC's Ability Services in accordance with current HCC policies, procedures, and applicable laws that govern the College. Students requesting accommodations are required to self-disclose with the appropriate HCC Ability Services office. Service coordination and costs of required accommodations will be afforded through a collaborative effort.

#### H. Transcription of Credit

For dual credit courses, high school as well as college credit should be transcribed immediately upon a student's completion of the performance required in the course.

#### I. Dual Credit Faculty

1. Embedded Faculty are defined as full-time high school teachers who teach college courses for dual credit during the regular high school day credentialed by HCC and faculty of HCC.
2. HCC Faculty are professors who work full-time or part-time teaching college courses for dual credit.

HCC will:

1. Provide curriculum and common assessments as well as identify a textbook.
2. Ensure that Department Chairs communicate with the dual credit faculty.

#### J. TSI Academies

TSI Academies will be planned and offered at schools based on school need. The timing for each Academy will be created based on the time constraints of each school. High School teachers are allowed to teach the TSI Academies since there is no credentialing requirement, other than being a certified English teacher or a certified Math teacher. Transportation for the TSI Academies will be the school's responsibility.

K. College Credit Program

1. A dual credit course offered under a college credit program must be:
  - (a) In the core curriculum of the public institution of higher education providing college credit;
  - (b) In a career and technical education course;
  - (c) In a foreign language course.
2. Early College High Schools are exempt from the limitations listed above.
3. HCC requires all students to identify a pathway and stay on that pathway unless they work with an advisor to change it. All students must follow one of the above-listed pathways. HCC will not offer courses outside of the pathway.

L. SACSCOC

All SACSCOC requirements must be followed by the school district. Section II has all of the approved SACSCOC requirements for the dual credit program. *Please note that the newly adopted statement regarding curriculum states: "Institutions may not offer courses which combine students enrolled in the college course with students who are only receiving high school credit. (Please see the SACSCOC policy "Quality and Integrity of the Undergraduate Degree.") This means that dual credit courses must only have students who are enrolled in the college course.*

HCC will:

- (1) Provide updates related to any changes in the SACSCOC policies.
- (2) Process requests for substantive changes.
- (3) Check the overall school schedule to ensure that the school is not offering 25% or 50% of a program without the proper notification being sent to SACSCOC for approval.

FORT BEND ISD will:

- (1) Follow all SACSCOC policies and requirements. Any violation puts the both the program and HCC at risk.
- (2) Work with the P-16 Initiatives Department to establish the schedule and will review the schedule with the P-16 Initiatives Department to ensure the proper SACSCOC notifications occur at the 25% and 50% points of offering a full certificate or degree program.
- (3) Allow access to department chairs, associate chairs, deans, or designees to conduct visits at each school location prior to each semester and in the middle of each semester in order to document facilities, materials, and textbooks and to allow HCC to offer support as needed for each program.
- (4) Allow access to HCC individuals who arrive to observe dual credit faculty during the school day.

### SECTION 3: SACSCOC DUAL ENROLLMENT POLICY STATEMENT

- A. For SACSCOC purposes, “dual enrollment” refers to courses taught to high school students for which the students receive both high school credit and college credit, regardless of location or mode of delivery. This would include such coursework offered at the high school, on the institution’s campus, or via distance education. This also includes programs and courses that may be offered under different names such as “early college,” “dual credit,” or “concurrent enrollment.” The academic rigor of such coursework matches the quality of other institutional coursework, regardless of location or mode of delivery.
- B. Institutions must ensure that their dual enrollment courses and programs comply with the Principles of Accreditation. This applies to all such educational programs and services, wherever located or however delivered. In addition, institutions being reviewed should also be prepared to demonstrate clear institutional control over these dual enrollment courses and programs.
- C. Applying the Principles of Accreditation to Dual Enrollment
  - i. With the underlying concept that the Principles of Accreditation apply to all programs of the institution, regardless of mode of delivery, institutions should consider the following statements in implementing and reporting on dual enrollment programs. Similarly, reviewers should consider these statements when approving or evaluating dual enrollment programs.
- D. Substantive Change
  - i. An institution offering dual enrollment ensures appropriate notification and prior approval (if needed) of off-campus instructional sites where dual enrollment courses and programs are offered. Another aspect of dual enrollment that may require notification or approval could be the use of a cooperative academic arrangement to deliver courses. (Please refer to the SACSCOC policy “Substantive Change for SACSCOC Accredited Institutions.”)
- E. Faculty
  - i. SACSCOC defines an “instructor of record” as the faculty member qualified to teach the course. This person has overall responsibility for the development and implementation of the syllabus and for issuing grades. With very limited exceptions—particularly in the context of a dual enrollment course taught at a high school—this faculty member will provide direct instruction for the course.
  - ii. The institution ensures appropriate faculty qualifications for those who provide instruction for dual enrollment courses; these faculty members possess the same academic credentials and/or documented professional experience required by the institution of all of its faculty. Graduate teaching assistants, if they are the instructor of record and providing direct instruction, should meet the same academic and/or professional criteria. In all cases, the institution bears responsibility for documenting and justifying the qualifications of its dual enrollment instructors, and they are included on the Faculty Roster when appropriate for review by a SACSCOC

committee. (Please refer to the Resource Manual, Standard 6.2.b, for a broader discussion of faculty qualifications.)

- iii. An institution offering dual enrollment courses or programs ensures that a sufficient number of full-time faculty members teach and/or provide appropriate oversight for the courses/programs. Materials submitted for review by SACSCOC explain the nature of faculty oversight that ensures the quality and integrity of the courses offered. The institution has clear criteria for the evaluation of faculty teaching dual enrollment courses and demonstrates the use of these criteria.

#### F. Curriculum and Instruction

- i. For all dual enrollment courses offered, the institution employs sound and acceptable practices for determining the amount and level of credit awarded. Course content and rigor of dual enrollment courses are comparable to that of the same courses taught to the institution's other students. Institutions may not offer courses which combine students enrolled in the college course with students who are only receiving high school credit. (Please see the SACSCOC policy "Quality and Integrity of the Undergraduate Degree.")
- ii. The faculty assumes primary responsibility for dual enrollment courses. Such oversight ensures both the rigor of programs/courses and the quality of instruction.

#### G. Institutional Effectiveness

- i. Dual enrollment students are included within the processes used to ensure the effectiveness of campus programs. If dual enrollment students can earn a credential, then that credential and those students should be part of the institutional effectiveness process of the institution. The institution regularly assesses the effectiveness of its provision of library/learning resources and student support services for dual enrollment.

#### H. Library and Learning Resources

- i. Students have access to appropriate library resources, and the institution demonstrates that students are able to use such resources effectively. If the high school is the provider of these materials, the institution establishes the appropriateness of the collections for the courses and programs offered. The institution ensures that its students have access to regular and timely instruction in the use of library and other learning resources.

#### I. Academic and Student Support Services

- i. Academic support services are appropriate for the courses and programs offered. Institutions ensure that dual enrollment students are appropriately advised regarding the collegiate curriculum. Student support services are appropriate for dual enrollment students.
- ii. Institutions have an adequate and published procedure for resolving written student complaints, and the institution follows its policies and procedures. The institution ensures that its dual enrolled students are appropriately

oriented regarding their rights and responsibilities. Documented procedures assure that security of personal information is protected.

J. Admissions and Transparency

- i. The institution implements appropriate eligibility and placement procedures to ensure that potential dual enrollment students are prepared for college-level courses. Dual enrollment students are usually admitted under exceptions to an institution's published admissions policies, and the institution follows commonly accepted practices in making such exceptions. Advertising, recruiting, and admissions information adequately and accurately represent the programs, requirements, and services available to students.
- ii. Statements and other representations regarding the ability to transfer credit earned in dual enrollment programs and courses are accurate and complete. The institution ensures that its registration and transcripting practices for dual enrollment students are consistent with those in effect for all other students

K. Facilities

- i. Dual enrollment courses are offered in adequate physical facilities, whether under the control of the institution or under the control of the high school.

**SECTION 4: FINANCIAL AID FOR SWIFT TRANSFER (FAST) PROGRAM**

A. The Parties have agreed to participate in the Financial Aid for Swift Transfer ("FAST") Program pursuant to Texas Education Code Chapter 28. The FAST Program allows eligible students to enroll at no cost in dual credit courses at HCC.

B. Eligible Students. FORT BEND ISD students are Eligible Students if they:

1. Are enrolled in an eligible dual credit course at FORT BEND ISD; and
2. Are taking a course offered through this Partnership Agreement from HCC; and
3. Qualified for free/reduced-price lunch in any of the four school years prior to the academic year in which they enroll in the dual credit course.

C. Tuition and Fees.

1. Eligible Students shall not be charged any tuition or fees by HCC for the eligible dual credit courses.
2. FORT BEND ISD shall provide Eligible Students with all required physical or digital books, supplies, and other course materials at no cost to the Eligible Student. However, FORT BEND ISD shall not be responsible for providing Open Education Resource (OER) textbooks to the Eligible Student. The Parties agree that HCC will work toward providing dual credit courses that use OER materials/textbooks starting in the Spring 2026 semester. If HCC is not able to convert a dual credit

course to OER materials/textbooks, HCC will notify FORT BEND ISD by December 5, 2025. After such notification, FORT BEND ISD will have the option to choose dual credit courses that do not utilize OER materials/textbooks.

D. Enrollment Verification.

1. FORT BEND ISD shall be responsible for determining the eligibility of students for participation in the FAST Program. FORT BEND ISD may make the eligibility determination based on its school's records, the agency's records, or any other method authorized by the Texas Higher Education Coordinating Board or Commissioner. FORT BEND ISD is responsible for providing HCC with all necessary identification numbers, including TSDS Identifiers, at the time of enrollment. TSDS Identifiers refer to the unique identifiers assigned to each student within the Texas educational system. These numbers shall be provided for all dual credit students, regardless of FAST eligibility.
2. FORT BEND ISD shall timely provide student eligibility data as required by law and shall provide HCC with confirmation of eligibility information upon receipt.
3. FORT BEND ISD shall certify to HCC that it has provided all needed books, supplies, and other course materials at no cost to the Eligible Student, as referenced in Section 4, paragraph C. Tuition and Fees, number 2 above.
  - a. FORT BEND ISD shall provide HCC with the process by which it will provide the above at no cost, including if any, policies related to electronic books, reimbursements, and book return charges.
4. HCC shall certify to TEA and the THECB Student Eligibility based upon the data provided by FORT BEND ISD.
5. Failure of FORT BEND ISD to provide eligibility and/or cost verification to HCC, may result in denial of student enrollment and/or credit.

**Exhibits Included:**

*Please note that all Exhibits applicable to this Agreement are in BOLD*

**Exhibit A: College Connections Project (Exhibits A-1, A-2 and A-3)**

*And optional programs:*

**Exhibit B: College Prep Math and College Prep English Courses (HB5)**

**Exhibit C: Early College High School and P-Tech Program**

**Exhibit D: Middle College High School**

**Exhibit E: SACSCOC The Principles of Accreditation: Foundation for Quality Enhancement**

**Signature Page to Follow**



# Exhibit A

## EXHIBIT A COLLEGE CONNECTIONS PROJECT

### TERMS AND CONDITIONS

#### 1. Purpose

The purpose of this partnership is to increase the enrollment, persistence and degree completion of FORT BEND ISD graduates at HCC through the shared access to institutional platforms and resources. The objective of this partnership is to remove barriers to access of critical information about students across institutions so that both can provide a continuity of support for FORT BEND ISD alumni transitioning to HCC for their post-secondary academic pursuits. To successfully achieve the objective, HCC and FORT BEND ISD are partnering to share technological data, and intend to grant each other log-in access and credentials to key platforms with designated representatives from each institution and the consent of their students. Each designated representative will have access to the information related to the students who have granted consent to share their information or students who have been notified about the planned disclosure and who have not objected within a reasonable timeframe. The Parties also explicitly acknowledge that certain third parties acting as agents of the Parties, such as third party researchers gathering data to measure the partnership's success, may be necessary to achieve the project goals. The Parties agree to collaborate to effectuate these purposes, and to make sure that any such agents are aware of and fully subject to the requirements of this agreement. The Parties agree to implement this partnership in accordance with the general obligations and responsibilities of each Party as set out in this Agreement and the Exhibits below, which are hereby incorporated for all purposes and made part of this Agreement:

- A. Exhibit B-1: HCC Student Interest Inventory
- B. Exhibit B-2: HCC Acceptance Letter
- C. Exhibit B-3: FORT BEND ISD Automatic Admission FERPA Notification/Consent for Automatic Admission Form

#### 2. Responsibilities of Partnership

In furtherance of the objectives of this partnership, the Parties acknowledge the following responsibilities:  
FORT BEND ISD commits to:

- A. FORT BEND ISD agrees to provide designated HCC staff with credentials and access to the ACCUPLACER / Texas Success Initiative Assessment (TSIA) platform;
- B. FORT BEND ISD agrees to identify and recruit FORT BEND ISD students and facilitate their participation in designated HCC programs that support students' transition to HCC;
- C. FORT BEND ISD agrees to provide designated HCC personnel access to FORT BEND ISD campuses and students for program recruitment and enrollment activities, including embedded HCC advisors;
- D. FORT BEND ISD agrees to use access to any technological resources granted by HCC solely for the purpose of accessing relevant student information for supporting students through the enrollment process and their persistence and completion of their designated programs;
- E. FORT BEND ISD agrees to provide HCC the necessary student information to allow HCC to match IDs for the purpose of providing FORT BEND ISD the HCC ID numbers for FORT BEND

- ISD seniors. HCC will provide the HCC ID number for all FORT BEND ISD seniors who have one;
- F. FORT BEND ISD agrees to provide HCC with parent contact information for seniors and other specified groups of FORT BEND ISD students for the purpose of outreach and recruiting by HCC staff for College Connections and other related programs. Contact information will include student name, enrolled high school, parent/guardian name, address, phone number and email;
  - G. FORT BEND ISD agrees to provide HCC names and contact information as requested for FORT BEND ISD alumni students not presently enrolled in college for the purpose of outreach and recruiting by HCC staff;
  - H. FORT BEND ISD agrees to coordinate attendance requirements for seniors enrolling in College Connections related programs to allow concurrent high school or advanced enrollment prior to students' graduation date;
  - I. FORT BEND ISD agrees to have all program participants apply to HCC using the ApplyTexas application;
  - J. FORT BEND ISD agrees to have all program participants complete the FERPA consent form, Exhibit C to this Agreement;
  - K. FORT BEND ISD shall provide FORT BEND ISD seniors and parents with notice of FORT BEND ISD's participation in "College Connections Project." FORT BEND ISD shall distribute to FORT BEND ISD seniors the "ISD/HCC Student Interest Inventory form as part of the admissions application process;
  - L. FORT BEND ISD agrees to participate in activities, including in-person interviews, designed to evaluate the efficacy of the College Connections program;
  - M. FORT BEND ISD agrees to collaborate with HCC leadership and staff to achieve the goals of this project, and to do so in a manner that is consistent with both parties' policies, procedures, and applicable law.

HCC commits to:

- A. HCC agrees to provide designated FORT BEND ISD staff with credentials and access to technological resources to access approved and relevant student data applicable to this project;
- B. HCC agrees to allow designated FORT BEND ISD staff access to space on requested HCC campuses to "office" and provide enhanced support to FORT BEND ISD alumni;
- C. HCC agrees to allow designated FORT BEND ISD staff to attend and participate in professional development opportunities, including training conducted for academic advisors;
- D. HCC agrees to use ACCUPLACER access solely for the purpose of accessing students TSIA scores and transferring those scores into the HCC student record;
- E. HCC agrees to provide FORT BEND ISD with the HCC ID numbers for all FORT BEND ISD seniors, subject to the other requirements of this agreement. FORT BEND ISD will provide HCC the necessary student information to allow HCC to match IDs for the purpose of providing FORT BEND ISD the HCC ID numbers for FORT BEND ISD seniors;
- F. HCC agrees to provide FORT BEND ISD, subject to the other terms of this agreement, with the names and contact information of FORT BEND ISD graduates from the last three years who are currently enrolled at HCC, along with relevant enrollment information such as number of credit hours completed, number of credit hours currently enrolled, and academic program enrolled as

well as persistence risk indicators like current academic probation status or students at-risk of losing financial aid eligibility due to SAP;

- G. HCC agrees to provide FORT BEND ISD, subject to the other terms of this agreement, with the names and contact information of FORT BEND ISD graduates from the last three years who were at one time enrolled at HCC but who are not currently enrolled (have “stopped-out”);
- H. HCC agrees to make the necessary accommodations to allow FORT BEND ISD seniors to enroll in College Connections related programs prior to the students’ high school graduation date;
- I. HCC agrees to waive initial TSIA fees for FORT BEND ISD students testing in HCC testing centers. Subsequent administrations of the TSIA at HCC testing centers will be subject to existing, standard fee structures;
- J. HCC agrees to collaborate in having all program participants complete the FERPA consent form, Exhibit C to this Agreement;
- K. HCC agrees to participate in activities, including in-person interviews, designed to evaluate the efficacy of the College Connections program;
- L. HCC agrees to collaborate with FORT BEND ISD leadership and staff to achieve the goals of this project, and to do so in a manner that is consistent with both parties’ policies, procedures, and applicable law.

### 3. NOTICE: Project Managers

The Project Managers for each party shall be the principal point of contact for each institution regarding “College Connections Project.”

#### HCC

Dr. Betty Fortune  
Interim, Associate Vice Chancellor, Enrollment Management & Student Success  
3100 Main Street  
Houston, Texas 77002  
P: 713.718.5148

#### Copy:

Dr. Norma Perez  
Chief Academic Officer  
3100 Main Street  
Houston, Texas 77002  
P: 713-718-5042

#### FORT BEND ISD

Scott Godley, Ed.D  
Director, Postsecondary Programming  
4400 W. 18th St.  
Houston, Texas 77092

Understanding of the Parties

- A. Nothing in this Agreement is to be construed as transferring any legally non-delegable responsibility or any responsibility not specifically described in this Agreement from one party to the other Parent Agreement controls any area not specifically addressed within this Exhibit.
- B. Subject to the applicable laws and to the regulations of the respective Parties, information, data and reports of cooperative activities carried out under this Agreement may be released by a Party with the consent of the other Party or as otherwise may be required by conditions and circumstances in connection with the program or as required by law.

**Exhibit A-1**

**FORT BEND ISD /HCC  
COLLEGE CONNECTIONS STUDENT INTEREST INVENTORY**

In order to better assist you with, HCC would like you to answer a few questions. The responses you provide will be used to learn more about your long-term academic and career goals.

**Please check all that apply:**

- I am currently enrolled at HCC as a Dual Credit student.
- I have already completed an application for admission to HCC.
- I have taken the TSI exam.
- I have completed the federal application for financial aid (FAFSA) for next year.
- I plan to attend another institution of higher education upon graduation.
- I plan to attend HCC upon graduation.
- I plan to take my core courses at HCC then transfer to another institution.
- I need help determining my career or educational pathway.
- I have already decided on a major/program of study.
- I am interested in short-term training programs.
- I am interested in participating in club sports and intramural sports.
- I am interested in participating in student organizations and student government.

Student Name: \_\_\_\_\_

School ID: \_\_\_\_\_

HCC Student ID: \_\_\_\_\_  
(If applicable)

Date: \_\_\_\_\_

**Exhibit A-2**

**HCC ACCEPTANCE LETTER**

[Office of the Chancellor Letterhead]

[HCC LOGO]

Subject: HCC Admission

HCC Student ID:

Dear [student name],

Congratulations, you are accepted!

Welcome and thank you for choosing Houston Community College-one of the largest and finest community colleges in the nation.

HCC is committed to the educational success of our students. Whether you choose to transfer to a four-year university, decide to enter the workforce, or earn a degree or certificate, we will provide you the opportunity to acquire the knowledge and skills to be successful in today's technological and global economy.

As a future graduate of FORT BEND ISD you will have the unique opportunity to participate in **the College Connections program**. College Connections is a partnership between Houston Community College and FORT BEND ISD designed to make your transition to college as seamless as possible through an accelerated enrollment and registration process. You and your parent/guardian will be invited to attend a special pre-enrollment event where you will learn more about career options, programs of study, and receive assistance with completing the Federal Application for Federal Student Aid (FAFSA) and initiate the enrollment process.

We look forward to having you in our Eagle community!

Sincerely,

[Insert Chancellor's Signature]



**EXHIBIT A-3**

**Authorization to Release Information  
FERPA Release Form  
HCC & FORT BEND ISD COLLEGE CONNECTIONS Program**

\_\_\_\_\_  
Student Name (Please Print)

\_\_\_\_\_  
Student I.D. Number (FORT BEND ISD)

Dear Student

Participation in the FORT BEND ISD-HCC College Connections provides you additional levels of support as you transition from high school into college. This program streamlines your application and enrollment process, allows advisors at both institution to better support you, and gives you priority notice of incredible opportunities, such as summer bridge programs, career fairs, and financial aid workshops.

In order to best support participating students, HCC and FORT BEND ISD ask participating students to sign a FERPA Release Form, authorizing the release of his/her educational records to designated FORT BEND ISD College Readiness and HCC Admission and Enrollment personnel. The information will only be used for advising, program evaluation, and promotion of educational opportunities.

In accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), the undersigned student hereby permits FORT BEND ISD and Houston Community College to disclose the information specified below to the following agencies:

- Name: HCC Office of Admission and Enrollment
- Name: FORT BEND ISD College Readiness Department

If you have any questions about this form, please contact the HCC Office of Admissions at [admissions@hccs.edu](mailto:admissions@hccs.edu).

The student authorizing the release of his/her educational records must sign & present this form to the appropriate office with a photo ID to verify authenticity of this release.

***Each and every record requested below is to assist in the College Connections program helping with your success. Check the boxes below to indicate which records you wish to make available:***

- HCC: All Financial Aid Records** (records include: status of file, award and disbursement of funds information, Satisfactory Academic Progress status, income information, and any other information contained in the application or financial aid file).
- HCC: All Academic/Transcript Records** (records include: transcripts, admission and registration information, schedule documentation contained in the academic records, advising notes, and TSIA scores).

- HCC: Student Account Records** related to holds or any items preventing the student from successfully enrolling at HCC.
- HCC: All College Records**
- HCC: Other** (Please Specify) \_\_\_\_\_

**Please Note: Records for Counseling and services for Students with Disabilities may be considered medical records and are not covered under FERPA rules. A separate release form must be obtained from these departments.**

- FORT BEND ISD: All Academic/Transcript Records** (records include: TSI, SAT, and ACT test scores, transcripts, admission and schedule documentation contained in the academic records).
- FORT BEND ISD: Contact Information** (records include address, email, and phone number).

I understand the information may be released orally or in the form of copies of written records, as preferred by the requester. This authorization will remain in effect from the date it is executed until revoked by me, in writing, and delivered to the Department(s) identified above.

\_\_\_\_\_  
Signature (or Parent/Guardian of Student if younger than 18) Date Student

## **Data Sharing**

The scope of the data sharing between HCC and FORT BEND ISD addressed in the following is limited to the following (for students who have signed the relevant FERPA release or who have been made aware of the planned release and have not objected within a reasonable timeframe):

### **(A) Student Identifier**

- a. First Name, Last Name, Middle Initial
- b. Social Security Number (SSN) or other student record identifier
- c. Date of Birth (DOB)
- d. Address
- e. Grad date
- f. Gender
- g. Personal email
- h. FORT BEND ISD ID
- i. HCC ID
- j. High School
- k. Phone number
- l. Consent to receive text messages
- m. Surveys and inventories completed by the student at FORT BEND ISD relevant to student's career interests and plans
- n. HS endorsement area

### **(B) All academic/transcript records**

- a. transcripts, admission and registration information including all checklist items, schedule documentation contained in the academic records, advisor notes, early alert, TSI scores, financial aid status, cumulative credits completed, degree/credential awarded,
- b. Enrollment information including enrollment status, program plan, enrollment intensity, cumulative credits completed, academic progress, disciplinary or other account holds or student financial account information

## **Confidentiality**

FORT BEND ISD and HCC shall maintain the confidentiality of any and all student data exchanged pursuant to this Agreement or any subsequent agreement intended to supersede the Agreement. To ensure the continued confidentiality and security of the student and staff data processed, stored, or transmitted, FORT BEND ISD and HCC shall establish a system of safeguards that shall at minimum include doing the following:

- (a) FORT BEND ISD and HCC shall develop, implement, maintain and use appropriate administrative, technical and physical security measures to preserve the confidentiality, integrity and availability of all data, including electronically- maintained or transmitted data received from, or on behalf of each other. These measures shall be extended by contract to all subcontractors used by FORT BEND ISD and HCC;
- (b) FORT BEND ISD and HCC employees, subcontractors and agents involved in the handling, transmittal, and/or processing of data provided under the agreement shall be required to maintain the confidentiality of all student and staff-related personally identifiable information and complete training as required by each institution;

- (c) FORT BEND ISD and HCC shall develop and implement procedures and systems that require the use of secured passwords to access computer databases used to process, store, or transmit data provided under the Agreement;
- (d) FORT BEND ISD and HCC shall develop and implement procedures and systems, such as good practices for assigning passwords, to maintain the integrity of the systems used to secure computer data bases which used to process, store, or transmit data provided under the Agreement;
- (e) FORT BEND ISD and HCC shall develop and implement procedures and systems that ensure that all confidential student and staff data processed, stored, and/or transmitted under the provisions of the Agreement shall be maintained in a secure manner that prevents the interception, diversion, or other unauthorized access to said data;
- (f) FORT BEND ISD and HCC shall develop and implement procedures and systems to process, store, or transmit data provided under the Agreement which ensure that any and all disclosures of confidential student and staff data comply with all provisions of federal laws (HIPAA, FERPA, E-government, etc.) and Texas state laws relating to the privacy rights of students and staff as such laws are applicable to the parties to the Agreement;
- (g) HCC shall return to FORT BEND ISD all data or any portions thereof requested by FORT BEND ISD or, at FORT BEND ISD's election and subject to proper notice to HCC, HCC shall destroy all or any part of FORT BEND ISD's data that is within the possession or control of HCC;
- (h) FORT BEND ISD shall return to HCC all data or any portions thereof requested by HCC or, at HCC's election and subject to proper notice to FORT BEND ISD, FORT BEND ISD shall destroy all or any part of HCC's data that is within the possession or control of FORT BEND ISD; and
- (i) HCC shall obtain permission from FORT BEND ISD, and FORT BEND ISD shall obtain permission from HCC, prior to publications or disclosure of relevant data, or other uses not outlined in the Agreement.

# Exhibit B

## College Prep Math and College Prep English Courses (HB5)

HCC and FORT BEND ISD agree to collaborate to develop and maintain College Prep Math and College Prep English courses that meet the requirements under Texas Education Code Section 28.014 which states that each school district shall partner with at least one institution of higher education to develop and provide courses in College Preparatory Mathematics and College Preparatory English.

- (A) HCC agrees to provide Student Learning Outcomes for the courses being offered, provide syllabi of the courses being offered, and provide the departmental final exams for the courses no later than three weeks prior to the administration of the exams.
  
- (B) HCC agrees to the following for both the Mathematics and Developmental Reading and Writing (INRW) courses:
  - (1) To post TSI exemption status for the component area relevant to the HB 5 course(s) passed on the student's official HCC transcript;
  - (2) To share data and provide feedback regarding student success on entry level college mathematics and English courses;
  - (3) To train advisors to recognize and honor course(s) on school district transcripts;
  - (4) To ensure that students are counseled directly into the appropriate college level mathematics, English, and all other courses that require mathematics and English language arts college readiness;
  - (5) To provide the Student Learning Outcomes for INRW 0420;
  - (6) To provide the types of essays required (expository, persuasive, and literary analysis);
  - (7) To provide the final exam for the Integrated Reading and Writing (INRW 0420) course no later than three weeks prior to the administration of the exams.
  - (8) In order to receive a TSI exemption, the student must earn at least a grade of C in the College Prep Course.
  - (9) Information regarding *accelerated*.
  
- (C) FORT BEND ISD agrees to the following for both the Mathematics and English courses:
  - (1) To provide highly qualified instructors for the courses being taught;
  - (2) To identify students who are not college ready as stated in HB 5;
  - (3) To provide professional development and resources required to teach the Mathematics and English courses;
  - (4) To identify successful completion of the course(s) and students' final exam grades as applicable on the student transcripts as determined by the State of Texas PEIMS number;
  - (5) To provide curriculum for the course that is consistent with HCC Student Learning Outcomes per the standards established by HCC;
  - (6) To follow the school district's Grading Expectations and provide information for early alert identification, dean's list identification, academic probation or suspension, and student eligibility for academic honors;

- (7) To deny students enrolled in these courses exemptions from HCC final exams;
- (8) To ensure that students fill out either an HCC online application or an ApplyTexas.org application;  
and
- (9) To provide assistance with college applications, enrollment and financial aid applications.

(D) FORT BEND ISD agrees to the following for the College Preparatory Mathematics courses:

- (1) To administer the HCC departmental final exam. Students may not use calculators on the exam;
- (2) To provide and utilize Math XL as possible (the use of Math XL is optional so long as all course topics are taught). No calculator may be used by students on the final exam for each student enrolled in the course;
- (3) In order for a student to receive TSI exemption in Mathematics at HCC, the student's grade must be a C or above according to FORT BEND ISD's grading scale; and
- (4) The course(s) will each be posted on the student transcript as independent one-semester courses designated by course name.

(E) FORT BEND ISD agrees to the following for the College Preparatory English courses:

- (1) To administer the HCC INRW final exam as part of the students' course grade;
- (2) To teach and grade the required essays according to the rubrics agreed upon by HCC. (TEA Rubrics for Expository, Persuasive, and Literacy Analysis); and
- (3) In order for a student to receive TSI exemption in ELA at HCC, the student's grade for each semester must be at least a C according to FORT BEND ISD's grading scale. HCC and FORT BEND ISD will attempt to collaborate as much as possible to ensure that the essay grading standards are consistent with those of HCC. There is no essay revision allowed once the final exam and course ends.

(F) FORT BEND ISD agrees to the following for both the Mathematics and English courses:

- (1) To provide highly qualified instructors for the courses being taught;
- (2) To identify students who are not college ready
- (3) To attend professional development offered by HCC; and
- (4) To provide professional development and resources.

(G) TSI Exemption

The TSI Exemption for high school College Prep courses is now 24 months. A student must enroll in HCC within 24 months of a student's graduation from high school. If the student does not pass the College Prep English and/or the College Prep Math course, the student must be advised of accelerated options. THECB must track and report outcomes to both the school district and the higher education institute.

# Exhibit C

## Early College High School

Early College High School provides FORT BEND ISD students a “seamless” pathway from high school to college and career exploration. It also allows high school students to gradually integrate into college course work through a traditional high school degree plan. This integration requires dual enrollment, with students demonstrating mastery of the knowledge and skills on an HCC designated placement test. Upon successful completion of the FORT BEND ISD standards for graduation, students may elect to leave Early College High School for higher education, or they may choose to remain for an additional year. During this additional year, the student will be enrolled primarily in college credit-bearing courses. Individualized support will be provided by the Early College High School. Students who graduate from Early College High School at the end of this additional year will have not only a Texas Scholar diploma, but also may have accumulated 60 college credits, transferable to a post-secondary institution inside the state of Texas.

### **(A) Duties of College.** HCC agrees to:

- (1) Collaborate with FORT BEND ISD and ECHS officials in participation with a nationally recognized organization which offers professional development, support documentation, research, national/state recognized standards for dual credit programs;
- (2) Collaborate with FORT BEND ISD and ECHS officials to fulfill grant expectations and seek additional grant dollars in support of the partnership;
- (3) Collaborate with FORT BEND ISD and ECHS officials to fulfill all Texas Education Agency requirements, including to:
  - (a) Provide academic support (tutoring) from the Institution of Higher Education (“IHE”) partner for the more difficult courses such as ECON 2301, and communicate the tutoring services and schedules to the ECHS;
  - (b) Provide TSI preparation courses to support students in college-readiness efforts;
  - (c) Have more consistency in the utilization of the Early Alert System to make ECHS aware of failing students;
  - (d) Provide a synchronized and user friendly academic plan for students, parents, the IHE and the ECHS academic advisory team;
  - (e) Ensure that the academic plan which leads to the associate’s degree is also a pathway to the bachelor’s degree;
  - (f) Permit/ensure ECHS participation in all P-16 meetings;
  - (g) Ensure approved dual credit courses are available to all Early College students on a continual basis as required to meet graduation requirements for both high school and the college;
  - (h) Provide academic counseling and guidance for ECHS students by the IHE partner;
- (4) Collaborate with FORT BEND ISD on the building plans and funding arrangements for the agreed upon shared space by ECHS and HCC;
- (5) Provide routine and normal maintenance to the areas occupied by students, faculty, and staff of ECHS including, but not limited to locks, HVAC, plumbing and custodial services; and

- (6) Schedule to lock or unlock buildings and rooms so that ECHS personnel have appropriate access to campus and staff.

**(B) Duties of High School.** FORT BEND ISD agrees to:

- (1) Collaborate with HCC and ECHS officials in participation with a nationally recognized organization which offers professional development, support documentation, research, national/state recognized standards for dual credit programs with the Middle College National Consortium;
- (2) Collaborate with HCC and ECHS officials to fulfill grant expectations and seek additional grant dollars in support of the partnership;
- (3) Pay all costs associated with HCC's set up of telephone, electronic mail and other telecommunication equipment and services for use of the ECHS students, faculty and staff. Payment is due within 30 days of invoice.;
- (4) Provide its own computer equipment, network and software needs, which are compatible with all of HCC's required software and networks;
- (5) Abide by HCC rules and regulations regarding building use, security, and students' rights and responsibilities; and
- (6) Collaborate with HCC officials on all matters pertaining to student responsibilities, rights, discipline, and insurance, including:
  - (a) The ECHS will post IHE grades to the High School transcript in a timely manner so that no course duplication occurs;
  - (b) The ECHS will utilize information from the Early Alert System in order to assist students in the class and address the problem/issue which has initiated the alert; and
  - (c) The ECHS will closely monitor attendance reports to discourage excessive absentees and/or skipping IHE classes.

**(C) Expenses Relating to Use of College Facilities**

- (1) Classrooms, faculty and administrative space:
  - (a) FORT BEND ISD agrees to reimburse HCC for actual costs of utilities, security, and custodial costs on an actual use basis for the ECHS space. Cost to reimburse must be invoiced to FORT BEND ISD within 60 days of when they are incurred. Reimbursement will be due within 30 days of invoice;
  - (b) ECHS shall furnish its own personal property including office equipment to furnish its space. Personal property shall be portable, and not become a fixture by permanently adhering to the same to the floors, ceiling, walls, or the building; and
  - (c) FORT BEND ISD will be responsible for the construction of any expansion of the ECHS space in the future.
- (2) Shared Space:
  - (a) HCC and FORT BEND ISD agree to share usage, without cost, of certain rooms, the coordination of which will be the responsibility of FORT BEND ISD's Assistant Superintendent, College Readiness, or his designee, and HCC Campus Manager in affiliation with HCC's Associate Vice Chancellor of College Readiness or her designee.

**(D) Pathways in Technology Early College High School (P-TECH)**

- (a) Pathways in Technology Early College High School (P-TECH) is an open enrollment work-based education program available to 9<sup>th</sup> through 12<sup>th</sup> grade students that allows students to complete college coursework through dual enrollment. This Early College learning experience will develop partnerships with School Districts, Institutions of Higher Education (IHEs), Business and Industry to develop internships, apprenticeships, and job training, giving students work-based learning opportunities. The P-TECH program will allow students the opportunity to complete an associate degree, post-secondary certificate, or industry certification while completing work-based training and earning a high school diploma.
- (b) The P-TECH high school concept is a collaboration between the Texas Education Agency (TEA), Texas Workforce Commission (TWC), and the Texas Higher Education Coordinating Board (THECHB), working together to ensure these common goals:
  - i. Meeting regional workforce needs
  - ii. Transferability of courses among Institutions of Higher Education (IHEs)
  - iii. Internships, apprenticeships, and other work-based education programs
- (c) **Relevant Legislation**
  - i. General Appropriations Act, Article III, Rider 67, 85th Texas Legislature, 2017
  - ii. Texas Education Code (TEC) §§29.551 -29.557
- (d) Reference:
  - i. Pathways in Early College High School (P-TECH). (February 2019). Retrieved from <https://tea.texas.gov/ptech/>

# Exhibit D

## Middle College High School

This agreement is made and entered into by and between Houston Community College District (hereinafter HCC) and the **FORT BEND ISD** on behalf of Middle College High Schools (MCHS) to be located on the Gulfton Campus of HCC Southwest College and the Fraga Campus of HCC Southeast College for the purpose of HCC allowing FORT BEND ISD to use HCC premises for conducting high school classes under the following terms and conditions.

The Middle College High School (MCHS) and the Early College High School (ECHS) are variations of an innovation first started at LaGuardia (NY) Community College in 1974. The basic idea is to group a small number of students in a high school located on a college campus. The goals of the school are to reduce the high dropout rates that typically characterize crowded urban schools, better prepare students for college, and attract more students to higher education.

Whereas the ECHS is intended to prepare high school students to complete as many college-level credit hours as possible, up to and including those for the award of an associate's degree, the Middle College High School serves students at a lower academic level, or "graduates within reach." The MCHS is smaller (150 students), has a similar high school staff (principal, faculty, counselor), operate on a college site during "off-peak" hours (e.g., 7am – 5 PM), and has reduced expectations in terms of students' completion of college level hours while students are still in high school.

**(A) Scope of Agreement:** The scope of the agreement and the parties agree as follows:

- (1) **The purpose of this agreement** is to allow the MCHS to use designated areas of the Gulfton Campus of HCC-Southwest College and the Fraga Campus of HCC- Southeast College for:
  - (a) Conducting classes for its high school students;
  - (b) Office space for faculty and administrators.

**(B) Cost.** HCC will charge FORT BEND ISD \$0.20/per square foot per month for maintenance, housekeeping, and utilities for the space utilized by the MCHS. For example: 7,000 sq. ft. x \$0.20 per square foot = \$1,400 per month or \$14,000 for 10 months.

**(C) Principles for Partnership**

- (1) Establishment of a full and equal partnership between HCC and FORT BEND ISD that allows a flexible and creative response to the organizational, mission, and fiscal needs of both institutions.
- (2) Collaboration in planning, implementation, and continuous improvement of MCHS programs, including the provision for faculty, staff, and administration; curriculum development; training; and student services.
- (3) Provision of college readiness and dual credit courses for which MCHS might qualify.

- (4) Inclusion of personal/civic development programs that provide service learning and other external learning experiences for all students.
- (5) Financial collaboration that addresses costs of both partners and assists each in obtaining necessary funds from local, state, federal, and private/foundation sources to operate the program successfully and at a cost-neutral basis for HCC.
- (6) Shared use of facilities, including designated classrooms, labs, offices, and libraries that reduce the operating cost and promotes collaboration of students, faculty, staff, and community members in program success.
- (7) Selection of students that reflects the diversity of Houston.

**(D) Duties of College.** HCC agrees to:

- (1) Collaboration with FORT BEND ISD officials in the design and execution of challenging and innovative instructional programs including college prep, dual credit, and developmental education classes; scheduling of classes; recruitment/admission of eligible students; program evaluation; and marketing of the partnership.
- (2) Collaborate with FORT BEND ISD to fulfill all requirements of the Texas Education Agency, the Texas Higher Education Coordinating Board, and the Commission on Colleges, Southern Association of Colleges and Schools (SACSCOC).
- (3) Collaborate with FORT BEND ISD officials to fulfill any grant expectations and seek additional grant dollars in support of the partnership.
- (4) Provide routine and normal maintenance to the areas occupied by students, faculty, and staff of MCHS including, but not limited to locks, HVAC, plumbing, and custodial services.
- (5) Include the MCHS Principal in College Executive Team meetings as appropriate.
- (6) Provide MCHS faculty, staff, and students with college ID cards as appropriate and at no charge.
- (7) Provide shared security with FORT BEND ISD.
- (8) Collaborate with FORT BEND ISD officials on all matters pertaining to student responsibilities, rights, discipline, and insurance.

**(E) Duties of High School.** FORT BEND ISD agrees to:

- (1) Collaborate with HCC officials in the design and execution of challenging and innovative instructional programs (including early college, dual credit, and developmental education classes); scheduling of classes; recruitment of eligible students; program evaluation; and marketing of the partnership.
- (2) Collaborate with HCC officials to enroll students before the date of record.
- (3) Collaborate with HCC to fulfill all Partnership Agreements guidelines in the offering of any Dual Credit, college prep, and developmental classes.
- (4) Collaborate with HCC to fulfill all requirements of the Texas Education Agency, Texas Higher Education Coordinating Board and Commission on Colleges, Southern Association of Colleges and Schools (SACSCOC).
- (5) Collaborate with HCC officials to fulfill any grant expectations and seek additional grant dollars in support of the partnership.

- (6) Collaborate with HCC on any plans for use of shared space for the MCHS.
- (7) Pay all costs in relation to instructional and student services personnel for operation of the MCHS, including one-half salary for a dedicated “liaison position” to ensure smooth communications between FORT BEND ISD and HCC.
- (8) Pay all costs associated with the set up and ongoing operation of telephone, electric mail, and other telecommunication equipment and services, electricity, security, and other designated costs of the MCHS.
- (9) Pay all costs associated with intentional damage to the building space, such as graffiti or intentionally damaging equipment in the building space.
- (10) Provide shared security HCC.
- (11) Provide its own computer equipment, network and software needs as well as instructional materials and equipment, including labs.
- (12) Allow MCHS Principal to participate in HCC College Executive Team meetings as appropriate.
- (13) Abide by HCC rules and regulations regarding building use, security, and students’ rights and responsibilities.
- (14) Collaborate with HCC officials on all matters pertaining to student responsibilities, rights, discipline, and insurance.
- (15) Collaborate and mutually agree with HCC on students’ restricted use of parking. HCC and FORT BEND ISD will provide parking fees consistent with the fees charged HCC students and employees.

# **Exhibit E**

## **SACSCOC The Principles of Accreditation: Foundation for Quality Enhancement**

(See the attached document.)

# Fort Bend Independent School District

## Executive Summary

<b>Regular Board Meeting</b>		<b>Meeting Date: October 27, 2025</b>
<b>Agenda Item Title: Consideration and approval of 2025-26 Student Code of Conduct Amendment</b>		
<b>Board Policy: FO (Legal)</b>	<b>District Priority: Priority 2</b>	
<b>Department:</b> Deputy Superintendent Teaching & Learning		
Are there related documents to be signed by the Board? NO		
<input checked="" type="checkbox"/> Administration has reviewed the final submission for this agenda item.		
<input checked="" type="checkbox"/> Reviewed by Deputy Superintendent <input checked="" type="checkbox"/> Reviewed by Chief of Staff		

<b>Recommendation</b>
Consideration and approval of the 2025-26 Student Code of Conduct 89 <sup>th</sup> Legislative Session amendments.

<b>Summary/Background</b>
<p>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.</p> <p>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. The Administration has also made changes based on the definitions and coding updates outlined in TEDS Appendix E related to state discipline data reporting.</p>

Recommended by:

Dr. Marc Smith  
Superintendent of Schools

# Fort Bend Independent School District

Submitted by:  
Lisa Langston  
Executive Director of Student Affairs

## 2025-2026 Student Code of Conduct 89<sup>th</sup> Legislative Session Amendments

Yellow/Bold Highlights indicate added text. Strikethrough indicates deleted text.

Page	Section	Information Change FROM 2024-2025	Actual Change To
Pg.6 25/26 SCC	Definitions	<del>Add/Delete</del> (Required use of the definition for determining if behavior that violates the Code of Conduct was motivated by antisemitism.)	<p><b>Antisemitism is defined by Government Code section 448.001 as a certain perception of Jews that may be expressed as hatred toward Jews. The term includes rhetorical and physical acts of antisemitism directed toward Jewish or non-Jewish individuals or their property or toward Jewish community institutions and religious facilities. Examples of antisemitism are included with the International Holocaust Remembrance Alliance's "Working Definition of Antisemitism" adopted on May 26, 2016.</b></p> <p>Telecommunications <b>Personal communication devices</b> or electronic devices; or</p>
Pg.16 25/26 SCC	General Information	<b>Add</b>	<p><b>Not later than the first day of the 2025-2026 school year, the Texas Education Agency (TEA) shall prepare and provide to each school district a report identifying each law relating to school discipline that was amended or added by the 89th Legislature, Regular Session, 2025. A school district shall provide to each student and the parent of or person standing in parental relation to the student the prepared report.</b></p>
Pg.18 25/26 SCC	Campus Behavior Coordinator	<b>Add</b>	<p>As required by law, a <b>single</b> person at each campus must be designated to serve as the campus behavior coordinator (CBC). The designated person may be the principal, or any other campus administrator selected by the principal. <b>Additional staff members may assist the CBC in the performance of the CBC's duties, provided that the CBC personally verifies that all aspects of Chapter 37, Subchapter A are appropriately implemented.</b> The CBC is primarily responsible for maintaining student discipline.</p> <p><b>The CBC shall monitor disciplinary referrals and report the following behavior to the campus's threat assessment and safe and supportive school team:</b></p> <ul style="list-style-type: none"> <li>• <b>Conduct that contains the elements of the offense of terroristic threat under Penal Code 22.07;</b></li> <li>• <b>Conduct that contains the elements of the offense of unlawfully carrying weapons under Penal Code 46.02;</b></li> <li>• <b>Conduct that contains the elements of the offense of exhibiting, using, or threatening to exhibit or use a firearm under Education Code 37.125; and</b></li> <li>• <b>Any concerning student behaviors or behavioral trends that may pose a serious risk of violence to the student or others.</b></li> </ul>
Pg.23 25/26 SCC	Students with Disabilities	<b>Add</b>	<p>In accordance with the Education Code, a student who receives special education services may not be disciplined <b>in a manner that results in a change to the student's educational placement</b> for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists [see Definitions] until an Admission, Review, and Dismissal (ARD) committee meeting has been held to review the conduct.</p>
Pg.20 25/26 SCC	Security Personnel	<b>Add</b>	<p>To ensure the security and protection of students, staff, and property, the board utilizes district police officers <b>and/or security personnel</b>. 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</p>

			duties of district peace officers are listed in policy CKE (LOCAL).
Pg.41 25/26 SCC	General Conduct Violations	<b>Add</b>	In the subsequent sections on <b>In-School Suspension</b> , Out-of-School Suspension on page 53, DAEP Placement on page 54, Placement and/or Expulsion for Certain Offenses on page 61, and Expulsion on page 63, 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 51.
Pg.41 25/26 SCC	Misconduct Involving Others	<b>Add</b>	<b>Engage in any behavior that violates the Student Code of Conduct and is motivated by antisemitism. [see Definitions]</b>
Pg.43 25/26 SCC	Possess, Sell, Use or Under the Influence of Prohibited Items	<b>Add</b>	<b>Tobacco products (including nicotine pouches), cigarettes, e-cigarettes, and any component, part, or accessory for an e-cigarette device;</b>
Pg.43 25/26 SCC	Possess, Sell, Use or Under the Influence of Prohibited Items	<b>Delete</b>	Electronic cigarettes, cartridges and any vapor pens/devices or look alike devices with nicotine (See Mandatory DAEP offenses);
Pg.46 25/26 SCC	Disregard for District and Campus Rules	<b>Add</b>	Engage in academic dishonesty, which includes cheating or copying the work of another student, <b>unauthorized use of artificial intelligence</b> , plagiarism, and unauthorized communication between students in preparing an assignment or during an examination.
Pg.77-80 25/26 SCC	Personal Communications and Electronic Devices	<b>Add</b>	Use a <del>telecommunications</del> <b>personal communications</b> device, including a cell phone, or other electronic device <b>on school property during the school day and shall store the device in accordance with the method of storage established by the district.</b> <del>in violation of district and campus rules</del>  <b>The district may authorize the use of a personal communication device for the following reasons:</b>  <ul style="list-style-type: none"> <li>• <b>To implement an individualized education program (IEP) or for a plan created under Section 504, Rehabilitation Act of 1973 (29 U.S.C Section 794) or a similar program or plan;</b></li> <li>• <b>With documented need based on a directive from a qualified physician; or</b></li> <li>• <b>To comply with a health or safety requirement imposed by law or as part of the district’s safety protocols.</b></li> </ul> <b>Inappropriate use of a personal communication device during the school day will result in disciplinary action in accordance with this Code of Conduct.</b>
Pg.80 25/26 SCC	Personal Communications and Electronic Devices	<b>Add</b> (Inappropriate use of artificial Intelligence)	<b>Utilize artificial intelligence in a way that would constitute academic dishonesty or as a means of engaging in any other prohibited conduct.</b>
Pg.59 25/26 SCC	Mandatory Placement: Misconduct That Requires DAEP Placement	<b>Delete</b> (Removed as a mandatory DAEP offense)	Sells, gives, or delivers to another person or possesses, uses, or is under the influence of marijuana, vaping with THC, <del>or vaping with no THC, or e-cigarette.</del>  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.
Pg.55 25/26 SCC		<b>Add</b>	<b>First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette</b>  <b>If a student who possesses or uses an e-cigarette is not placed in a disciplinary alternative education program for the first-time</b>

			<b>offense under Education Code 37.008, the student shall be placed in in-school suspension for a period of at least 10 school days.</b>
Pg.41 25/26 SCC	General Conduct Violations	<b>Add</b>	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 <b>In-School Suspension</b> , Out-of-School Suspension, Disciplinary Alternative Education Program (DAEP) Placement, Placement and/or Expulsion for Certain Offenses, and Expulsion, those offenses that require or permit specific consequences are listed.
Pg.57 25/26 SCC	Disciplinary Alternative Education Program (DAEP) Placement	<b>Add</b>	Parental involvement is crucial and is integrated throughout the district's disciplinary processes. The district has not established a specific policy for parental involvement due to the numerous required points of parental involvement concerning student discipline and placements outside their regular classrooms, as well as an existing review process for disciplinary placements that can result in a reduction of the placement period.
Pg.53 25/26 SCC	Formal Removal	<b>Add/Delete</b>	<b>Formal Teacher Removal</b> A teacher may initiate a formal removal from class under Chapter 37 if: <ul style="list-style-type: none"> <li>• A student's behavior <del>has been documented by</del> <b>repeatedly interferes with</b> the teacher as</li> <li>• <del>repeatedly interfering with</del> the teacher's ability to teach the class or with other students' ability to learn, <del>or</del></li> <li>• <del>The</del> <b>A student demonstrates</b> behavior <del>that</del> is so unruly, disruptive, or abusive <del>that toward</del> the teacher, <b>another adult, or cannot teach, and the another</b> students in the classroom cannot learn.</li> <li>• <b>A student engages in conduct that constitutes bullying, as defined by Education Code 37.0832.</b></li> <li>• <b>A teacher, CBC, or other appropriate administrator must notify a parent or person standing in parental relation to the student of the formal removal. A teacher may remove a student from class based on a single incident of behavior.</b></li> </ul>
Pg.54 25/26 SCC	Returning a Student to the Classroom	<b>Add</b>	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 <b>written</b> consent.  A student who has been formally removed by a teacher for any other conduct may <b>not</b> be returned to the teacher's class without the <b>written</b> consent unless the placement review committee determines that the teacher's class is the best or only alternative, <b>and not later than the third class day after the day the student was removed from class, a conference in which the teacher was provided an opportunity to participate has been held. The student may not be returned to the teacher's class unless the teacher provides written consent for the student's return and a return to class plan has been prepared for that student.</b>
Pg.54 25/26 SCC	Returning a Student to the Classroom	<b>Add</b>	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 <b>written</b> consent.  A student who has been formally removed by a teacher for any other conduct may <b>not</b> be returned to the teacher's class without the teacher's <b>written</b> consent unless the placement review committee determines that the teacher's class is the best or only alternative, <b>and not later than the third class day after the day the student was</b>

			<p><b>removed from class, a conference in which the teacher was provided an opportunity to participate has been held. The student may not be returned to the teacher's class unless the teacher provides written consent for the student's return or a return to class plan has been prepared for that student.</b></p> <p>A student who has been formally removed by a teacher for any other conduct may not be returned to the teacher's class without the written consent unless the placement review committee determines that the teacher's class is the is the best or only alternative, and not later than the third class day after the day the student was removed from class, a conference in which the teacher was provided an opportunity to participate has been held. <b>The student is given the opportunity to provide information appealing the removal during the conference. The information will be presented to the school's placement review committee.</b> The student may not be returned to the teacher's class unless the teacher provides written consent for the student's return or a return to class plan has been prepared for that student.</p>
Pg.54 25/26 SCC	In-School Suspension	<b>Add</b>	<p><b>An in-school suspension is not subject to any time limit.</b></p> <p><b>A school's principal or other appropriate administrator shall review the in-school suspension of a student at least once every 10 school days after the date of the suspension begins to evaluate the educational progress of the student and to determine if continued in-school suspension is appropriate.</b></p> <p><b>During in-school suspension, a student shall receive appropriate behavioral support services and comparable educational services as the student would receive in the classroom. If the student receives special education services, the student must continue to receive special education and related services specified in the student's individualized education program (IEP) and continue to have an opportunity to progress in the general curriculum.</b></p> <p><b>[See First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette for limitations to the general rule.]</b></p> <p><b>The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.</b></p>
Pg.55 25/26 SCC	Out-of-School Suspension	<b>Add/Delete</b>	<p><u>Misconduct</u> The district shall not use out-of-school suspension for students <del>in grade 2 or below</del> <b>below grade 3</b> unless the conduct meets the requirements established in law.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• Conduct that <b>threatens the immediate health and safety of other students in the classroom</b> <del>contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code; or</del></li> <li>• <b>Documented conduct that results in repeated or significant disruption to the classroom; or</b></li> </ul> <p><u>Length of Suspension</u> State law allows a student to <del>be suspended</del> <b>be assigned to out-of-school suspension</b> for no more than three days per behavior violation, with no limit on the number of times a student may be suspended in a</p>

			semester or school year.
Pg.55 25/26 SCC	Out-of-School Suspension	<b>Add</b>	<p><b>Alternative Assignment- (below Grade 3)</b></p> <p><b>A parent or person standing in parental relation to the student may submit a written request to the principal or other appropriate administrator to reassign a student placed in out-of-school suspension. The parent or person standing in parental relation to the student must provide information and documentation that they are unable to provide suitable supervision for the student during school hours during the period of the suspension. It is the sole discretion of the principal or other appropriate administrator to reassign the student placed in out-of-school suspension.</b></p>
Pg.58 25/26 SCC	Misconduct Identified in State Law	<b>Add/Delete</b>	<ul style="list-style-type: none"> <li>Engaging in bullying that encourages a student to <b>die by</b> <del>commit or attempt to commit</del> suicide.</li> <li><b>Engages in conduct that contains the elements of the offense of disruptive activities under Education Code 37.123.</b></li> <li><b>Engages in conduct that contains the elements of the offense of disruption of classes under Education Code 37.124.</b></li> <li><b>Possesses or uses an e-cigarette, as defined by Section 161.081, Health and Safety Code, except that if a student who possesses or uses an e-cigarette is not placed in a disciplinary alternative education program for the first-time offense under Education Code 37.008, the student shall be placed in in-school suspension for a period of at least 10 school days. See First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette for additional information.</b></li> </ul> <p>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 Definitions) that the student engaged in conduct punishable as a felony, <del>other than aggravated robbery or those listed as offenses in Title 5 (see Definitions) of the Penal Code,</del> that occurs off school property and not at a school-sponsored or school-related event, if the student’s presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process. <b>Aggravated robbery or felonies listed as offenses in Title 5 (see Definitions) of the Penal Code are punishable as mandatory expulsions.</b></p>
Pg.59 25/26 SCC	Mandatory Placement: Misconduct That Requires DAEP Placement	<b>Add/Delete</b>	<ul style="list-style-type: none"> <li><b>Except as provided by Education Code 37.007(a)(3), sells, gives, or delivers to another person or possesses, uses, or is under the influence of a controlled substance or dangerous drug in an amount not constituting a felony offense. [School-related felony drug offenses are addressed in Expulsion.] [See Definitions for “under the influence,” “controlled substance,” and “dangerous drug.”]</b></li> <li>Sells, gives, or delivers to another person or possesses or uses an e-cigarette, as <b>defined by</b> Section 161.081, Health and Safety Code.</li> <li>Engages in conduct that contains the elements of the offense of retaliation under Penal Code 36.06 against any school employee or volunteer on or off school property. <del>(Committing retaliation in combination with another expellable offense is addressed in Expulsion.)</del></li> <li><b>Engages in conduct that contains the elements of harassment under Penal Code 42.07 against any school employee or volunteer on or off of school property.</b></li> </ul>

			<ul style="list-style-type: none"> <li>Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 [see Definitions].</li> <li>The student receives deferred prosecution [see Definitions], or a court or jury finds that the student has engaged in delinquent conduct [see Definitions], or the superintendent or designee has a reasonable belief [see Glossary] under Section 53.03, Family Code, for conduct defined as any of the following offenses under the Penal Code: <ol style="list-style-type: none"> <li>A felony offense under Title 5;</li> <li>The offense of deadly conduct under Section 22.05;</li> <li>The felony offense of aggravated robbery under Section 29.03;</li> <li>The offense of disorderly conduct involving a firearm under Section 42.01(a)(7) or (8); or</li> <li>The offense of unlawfully carrying weapons under Section 46.02, except for an offense punishable as a Class C misdemeanor under that section.</li> </ol> </li> <li>A court or jury finds that the student has engaged in delinquent conduct (see Definitions), or</li> <li>The Superintendent or designee has a reasonable belief (see Definitions) that the student engaged in the conduct.</li> </ul>
Pg.65 25/26 SCC	Placement and/or Expulsion for Certain Offenses	<b>Delete</b> (Relocated for clarity to after Mandatory Expulsion.)	<p>Certain Felonies</p> <p>Hearing and Required Findings</p> <p>Length of Placement</p> <p>Placement Review</p> <p>Newly Enrolled Students</p>
Pg.67 25/26 SCC	Discretionary Expulsion: Misconduct That May Result in Expulsion	<b>Delete</b>	<p>A student may be expelled for:</p> <ul style="list-style-type: none"> <li>Engaging in bullying that encourages a student to commit or attempt to commit <b>die by</b> suicide.</li> <li>Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.</li> <li>Engaging in conduct that contains the elements of one of the following offenses against another student.</li> </ul>
Pg.67 25/26 SCC	At School, Within 300 Feet, or at a School Event	<b>Add/Delete</b>	<ul style="list-style-type: none"> <li>Selling, giving, or delivering to another person, or possessing, using, or being under the influence of any amount of marijuana, a controlled substance, or a dangerous drug, <b>unless the conduct is punishable as a felony.</b></li> <li>Engaging in conduct that contains the elements of assault under Penal Code 22.01(a)(1) against an employee or a volunteer.</li> </ul>
Pg.68 25/26 SCC	Within 300 Feet of School	<b>Add/Delete</b> (Deleted text relocated to mandatory expulsions.)	<p><b>A student may be expelled for possession of a firearm, as defined by federal law, while within 300 feet of school property, as measured from any point on the school's real property boundary line.</b></p> <p>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:</p> <ul style="list-style-type: none"> <li>Aggravated assault, sexual assault, or aggravated sexual assault.</li> <li>Arson. (See Glossary.)</li> <li>Murder, capital murder, or criminal attempt to commit murder or capital murder.</li> <li>Indecency with a child.</li> <li>Aggravated kidnapping.</li> </ul>

			<ul style="list-style-type: none"> <li>• <del>Manslaughter.</del></li> <li>• <del>Criminally negligent homicide.</del></li> <li>• <del>Aggravated robbery.</del></li> <li>• <del>Continuous sexual abuse of a young child or disabled individual.</del></li> <li><del>Felony controlled substance or dangerous drug offenses, not including THC.</del></li> <li>• <del>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.)</del></li> <li>• <del>Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined by state law. (See Glossary.)</del></li> <li>• <del>Possession of a firearm, as defined by federal law. (See Glossary.)</del></li> </ul>
Pg.69 25/26 SCC	Mandatory Expulsion: Misconduct That Requires Expulsion	<b>Delete</b>	A student must be expelled under federal or state law for any of the following offenses that occur <del>on school property or while attending a school sponsored or school related activity on or off school property.</del>
Pg.69 25/26 SCC	Under the Penal Code	<b>Add</b>	Engages in conduct that contains the elements of the offense of exhibiting, using, or threatening to exhibit or use a firearm under Education Code 37.125. <ul style="list-style-type: none"> <li>• <b>Kidnapping or aggravated kidnapping.</b></li> <li>• <b>Burglary, robbery or aggravated robbery.</b></li> <li>• <b>Engaging in conduct that contains elements of assault against a school employee or volunteer.</b></li> <li>• <del>Engaging in retaliation against a school employee or volunteer combined with one of the above listed mandatory expulsion offenses.</del></li> </ul>
Pg. 66 25/26 SCC	Placement Review	<b>Add</b>	<b>Consideration of a virtual education : Before a student is expelled the district gives consideration to the appropriateness and feasibility of an alternative to expulsion. Consideration does not apply to a student expelled under Education Code 37.0081 or 37.007(a), (d), or(e).</b>
Pg.72 25/26 SCC	Emergency Expulsion Procedures	<b>Add</b>	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. <b>Emergency expulsion may be ordered based on a single incident of behavior by the student.</b> Within 10 days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

2025-2026

# Student Code of Conduct

## 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.

## DISTRICT PRIORITIES



### DISTRICT PRIORITY 1

Increase successful student outcomes through enhanced learning opportunities.

**Goal 1:** By 2028, 80% of all students, at every campus, in grades 3, 5, 8, and 10 will grow at least one year in reading as indicated by NWEA Map Growth Measures.

**Goal 2:** For the class of 2026, the percentage of graduates that meet the criteria for CCMR will increase from 65% to 90%.



### DISTRICT PRIORITY 2

Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (students, parents, and staff) are valued, inspired, and engaged.

**Goal 1:** By 2027, FBISD will increase overall staff satisfaction with the district from 73% to 85% through an organizational focus on the principles of the PAC as measured by the District Culture and Climate Survey.

**Goal 2:** By 2027, FBISD will increase overall secondary student engagement in schools from 78% to 85%, as evidenced by students indicating they feel good about being in school on the District Student Engagement Survey.

**Goal 3:** By 2027, FBISD will increase parent satisfaction with FBISD schools from 80% to 85% evidenced by parents indicating the quality of their child's school as excellent or good through an organizational focus on the principles of the PAC as measured by the District Culture and Climate Survey.



### DISTRICT PRIORITY 3

Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

**Goal 1:** By June 2025, FBISD will review 100% of the key revenue drivers with the Board and align all funding with the district strategic plan.

**Goal 2:** By 2027, ensure efficient staffing in all areas of the organization including campuses and departments.

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# Student Code of Conduct

## 2025 - 2026

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.gov](mailto:Student.Affairs@fortbendisd.gov) for assistance.

### **Quick Reference Guide**

#### **Bullying**

Procedures for investigating and responding to bullying allegations.

#### **Cellphone Policy**

Campus-specific or district-wide rules for student device use.

#### **Disciplinary Alternative Education Program (DAEP/JJAEP) Placement**

Guidelines for student placements in alternative education settings.

#### **Discipline Decision Appeals**

Process for parents/students to appeal disciplinary decisions.

#### **Discipline Offenses and Consequence Charts**

Provides tiered consequences aligned to elementary, middle, and high school levels.

#### **Student Dress Code**

Policy outlining acceptable attire and appearance standards.

#### **Student Searches**

Guidelines for lawful, reasonable searches of student property or person.

#### **Student Threat Assessment**

Protocol for evaluating and responding to student threats of harm to self or others.

#### **Title IX Investigations & Sexual Harassment**

Procedures for responding to allegations of sexual harassment or discrimination.

## 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
MTSS	Multi-Tiered System of Support
PEIMS	Public Education Information Management System
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
THC	Tetrahydrocannabinol

# Student Code of Conduct Definitions

**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.

**Antisemitism** is defined by Government Code section 448.001 as a certain perception of Jews that may be expressed as hatred toward Jews. The term includes rhetorical and physical acts of antisemitism directed toward Jewish or non-Jewish individuals or their property or toward Jewish community institutions and religious facilities. Examples of antisemitism are included with the International Holocaust Remembrance Alliance's "Working Definition of Antisemitism" adopted on May 26, 2016.

**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/Repeated 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 Complete 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.

**Multi-Tiered System of Supports** is a proactive multi-level prevention system of academic and behavioral tiered support for all students.

**Non DAEP Threat-** A transient threat or threat not meeting the level to cause fear as determined by a campus or district threat assessment. 247

**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.

**Personal Communication Device** means a telephone, cell phone such as a smartphone or flip phone, tablet, smartwatch, radio device, paging device, or any other electronic device capable of telecommunication or digital communication.

**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
- Personal communication devices 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;
  - Armor-piercing ammunition;

- A chemical dispensing device;
- A zip gun;
- A tire deflation device; or
- An improvised explosive device.
- A firearm silencer or suppressor

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

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

**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.

**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).

**Personal Communication 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.

## General Information

### **Accessibility**

If you have difficulty accessing the information in this document because of a disability, please contact The Department of Student Affairs at 281-327-2829 or email [Student.Affairs@fortbendisd.gov](mailto:Student.Affairs@fortbendisd.gov).

### **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 not later than the first day of the 2025-2026 school year, the Texas Education Agency (TEA) shall prepare and provide to each school district a report identifying each law relating to school discipline that was amended or added by the 89th Legislature, Regular Session, 2025. A school district shall provide to each student and the parent of or person standing in parental relation to the student the prepared report 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.gov](http://www.fortbendisd.gov). 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.

### **School District Authority and Jurisdiction**

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 single 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 o t h e r campus administrator selected by the principal at the elementary level. Additional staff members may assist the CBC in the performance of the CBC's duties, provided that the CBC personally verifies that all aspects of Chapter 37, Subchapter A are appropriately implemented. The CBC is primarily responsible for maintaining student discipline.

The CBC shall monitor disciplinary referrals and report the following behavior to the campus's threat assessment and safe and supportive school team:

- Conduct that contains the elements of the offense of terroristic threat under Penal Code 22.07;
- Conduct that contains the elements of the offense of unlawfully carrying weapons under Penal Code 46.02;
- Conduct that contains the elements of the offense of exhibiting, using, or threatening to exhibit or use a firearm under Education Code 37.125; and
- Any concerning student behaviors or behavioral trends that may pose a serious risk of violence to the student or others.

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.

## **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 [FNE \(LEGAL\)](#) and [FNE \(LOCAL\)](#) 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 and/or security personnel. 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 peacefully 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 60 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.

## 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 in a manner that results in a change to the student's educational placement for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists (See [definitions](#)) 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 53;
- In-school suspension, as specified in In-School Suspension.
- Placement in a DAEP, as specified in **DAEP** on page 55;
- Expulsion and/or placement in an alternative educational setting, as specified in **Placement and/or Expulsion for Certain Offenses** on page 62;
- Expulsion, as specified in **Expulsion** on page 63. 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.

Appeals initiated by a student or parent/guardian 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).

## Discipline Offenses by Level

Disciplinary actions 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 [definitions](#));
- 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 an Assistant Superintendent.

## Discipline Offenses by Level K-2

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 MTSS team member to determine appropriate interventions that could deter persistent student misconduct.

### Level 1 Offenses (K-2)

<b>Most Common Offense Codes with Available Actions</b>		<b>Potential Disciplinary Actions</b>				
<i>(DAEP and Expulsion are not an option)</i>						
<b>These offenses are more appropriately handled with School Based Strategies such as:</b>	<b>Additional action options:</b>	ISS	OSS	DAEP	DEP	JJAEP
<ul style="list-style-type: none"> <li>• Behavior contract • Change Seat</li> <li>• Cooling-off Time • Counseling/ mediation</li> <li>• Referral to office/court</li> <li>• Verbal Correction</li> </ul>	Assigned School Duties, Confiscation, Contact w/ Parent, Restorative Conference/Chat, Counseling by Staff, 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)	✓					
Safety Rule Violation	✓					
Skipping a Class	✓					
Tardies	✓					
Truancy Warning Letter Student Affairs Only	✓					
Use of Personal Communication Device (grade 2 only)	✓					

## Level 2 Offenses (K-2)

Most Common Offense Codes with Available Actions	Potential Disciplinary Actions					
	<b>Outline denotes presumed disciplinary consequence, prior to consideration of any applicable mitigating factors or extenuating circumstances.</b>					
	ISS Recommended DAEP is discretionary. Expulsions are not an option. Multiple actions may be assigned.					
	ISS	OSS	DAEP	DEP	JJAEP	<b>*Supplemental options and School Based Strategies</b> <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/Repeat 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	✓					✓
PUID Over Counter Medicine	✓					✓
Fighting or Mutual Combat	✓					✓
Theft/Stealing ( <i>non-felony</i> )	✓					✓
Repeated or severe insubordination	✓					✓
Repeated Use of Personal Communication Device (grade 2 only)	✓					✓
Repeatedly leaving school grounds without permission	✓					✓
Robbery ( <i>non-felony</i> )	✓					✓
Serious Use of Personal Communication Device (Grade 2 only)	✓					✓
Unauthorized us/intentional misuse of computer soft/hardware	✓					✓

## Level 2 Offenses (Continued)

	ISS	OSS	DAEP	DEP	JJAEP	<b>*Supplemental options and School Based Strategies</b> (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: (see <a href="#">definitions</a> ) 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.

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

## Discipline Offenses by Level 3-5

### Level 1 Offenses (3-5)

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 MTSS team member to determine appropriate interventions that could deter persistent student misconduct.

<b>Most Common Offense Codes with Available Actions</b>		<b>Potential Disciplinary Actions</b>				
<i>DAEP and Expulsion are not an option. Multiple actions may be assigned for an offense.</i>						
<b>These offenses are more appropriately handled with School Based Strategies such as:</b>	<b>Additional action options:</b>	<b>ISS</b>	<b>OSS</b>	<b>DAEP</b>	<b>DEP</b>	<b>JJAEP</b>
<ul style="list-style-type: none"> <li>• Behavior contract • Change Seat</li> <li>• Cooling-off Time • Counseling/ mediation</li> <li>• Referral to office/court</li> <li>• Verbal Correction</li> </ul>	Assigned School Duties, Confiscation, Contact w/ Parent, , Counseling by Staff, 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. kissing/touching)	✓					
Horseplay	✓					
Failure to wear or present Student ID	✓					
Leaving School	✓					
Leaving the classroom without permission	✓					
Minor Acceptable User Policy (AUP) Violation (e.g. playing games)	✓					
Safety Rule Violation	✓					
Skipping a Class	✓					
Tardies	✓					
Truancy Warning Letter Student Affairs Only	✓					
Use of Personal Communication Device (Third offense)	✓					

## Level 2 Offenses (3-5)

<b>Most Common Offense Codes with Available Actions</b>						
	<b>Outline denotes presumed disciplinary consequence, prior to consideration of any applicable mitigating factors or extenuating circumstances.</b>					
	<i>OSS Recommended for severe or repeated offenses Multiple actions may be assigned.</i>					
	ISS	OSS	**DAEP	DEP	JJAEP	<b>*Supplemental options and School Based Strategies</b> <i>(May be used in addition to other actions; not alone)</i>
Bullying ( <i>documented</i> )	✓	✓	Discretionary			✓
Bus Misconduct Serious	✓	✓	Discretionary			✓
Cheating	✓	✓				✓
Coercion/Extortion	✓	✓	Discretionary			✓
Computer/Technology Misuse	✓	✓	Discretionary			✓
Continued/Repeat 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			✓
Repeated Use of Personal Communication Device (Fourth Offense)	✓					✓
Repeatedly leaving school grounds without permission	✓	✓	Discretionary			✓
Robbery ( <i>non-felony</i> )	✓	✓	Discretionary			✓
Serious Use of Personal Communication Device (Fifth Offense and Beyond)		✓				✓

## Level 2 Offenses Continued (3-5)

	ISS	OSS	DAEP	DEP	JJAEP	<b>*Supplemental options and School Based Strategies</b> (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: (see <a href="#">definitions</a> ) 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			✓
Vaping with THC*	✓	✓	Mandatory			✓
Vaping with no THC* First Offense and Second Offense	✓					✓
Vaping with no THC* Third Offense and Beyond	✓	✓	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.

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

## Level 3 and 4 Offenses (3-5)

<b>Most Common Offense Codes with Available Actions</b>	<b>Potential Disciplinary Actions</b>					
	<b>Outline denotes presumed disciplinary consequence, prior to consideration of any applicable mitigating factors or extenuating circumstances.</b>					
	<i>Mandatory ISS, OSS, and up to DAEP or Expulsion as indicated</i>					
	ISS	OSS	DAEP	DEP	JJAEP	<b>*Supplemental options and School Based Strategies</b> <small>(May be used in addition to other actions; not alone)</small>
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		✓
Breach of Computer 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/Not School Related Sponsored for Felony offenses in Title 5	✓	✓	Mandatory	Discretionary	Discretionary	✓
Conduct Off Campus/Not School Related Sponsored for Felony offenses not in Title 5	✓	✓	Discretionary	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	✓
Public Lewdness or Indecent Exposure	✓	✓	Mandatory	Discretionary	Discretionary	✓
Retaliation Against School Employee	✓	✓	Mandatory	Discretionary	Discretionary	✓

### Level 3 and 4 Offenses Continued (3-5)

	ISS	OSS	DAEP	DEP	JJAEP	<b>*Supplemental options and School Based Strategies</b> (May be used <i>in addition</i> to other actions; not alone)
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 Location Restricted Knife	✓	✓		Mandatory		✓

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

# Discipline Offenses by Level (Secondary)

## Level 1 Offenses (Secondary)

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 MTSS team member to determine appropriate interventions that could deter persistent student misconduct.

<b>Most Common Offense Codes with Available Actions</b>		<b>Potential Disciplinary Actions</b>				
<i>DAEP and Expulsion are not an option. Multiple actions may be assigned for an offense.</i>						
<b>These offenses are more appropriately handled with School Based Strategies such as:</b>	<b>Additional action options:</b>	ISS	OSS	DAEP	DEP	JJAEP
<ul style="list-style-type: none"> <li>• Behavior contract • Change Seat</li> <li>• Cooling-off Time • Counseling/ mediation</li> <li>• Referral to office/court</li> <li>• Verbal Correction</li> </ul>	Assigned School Duties, Confiscation, Contact w/ Parent, , Counseling by Staff, 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)	✓					
Safety Rule Violation	✓					
Sale of non-district sponsored items	✓					
Skipping a Class	✓					
Tardies	✓					
Truancy Warning Letter Student Affairs Only	✓					
Use of Personal Communication Device (Third Offense)	✓					

## Level 2 Offenses (Secondary)

Most Common Offense Codes with Available Actions	Potential Disciplinary Actions					
	<b>Outline denotes presumed disciplinary consequence, prior to consideration of any applicable mitigating factors or extenuating circumstances.</b>					
	<b>ISS/OSS</b> 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 <i>in addition</i> to other actions; not alone)
Bullying ( <i>documented</i> )	✓	✓	Discretionary			✓
Bus Misconduct Serious	✓	✓	Discretionary			✓
Cheating	✓	✓				✓
Coercion/Extortion	✓	✓	Discretionary			✓
Computer/Technology Misuse	✓	✓	Discretionary			✓
Continued/Repeat 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			✓
Repeated Use of Personal Communication Device (Fourth Offense)	✓					✓
Repeatedly leaving school grounds without permission	✓	✓	Discretionary			✓
Robbery ( <i>non-felony</i> )	✓	✓	Discretionary			✓
Serious Use of Personal Communication Device (Fifth Offense and Beyond)		✓				✓

## Level 2 Offenses Continued (Secondary)

	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 definitions</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			✓
Vaping with THC*	✓	✓	Mandatory			✓
Vaping with no THC* First Offense and Second Offense	✓					✓
Vaping with no THC* Third Offense and Beyond	✓	✓	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.

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

## Level 3 and 4 Offenses (Secondary)

Most Common Offense Codes with Available Actions	Potential Disciplinary Actions					
	<b>Outline denotes minimum presumed disciplinary consequence, prior to consideration of any applicable mitigating factors or extenuating circumstances.</b>					
	<i>Mandatory ISS, OSS, and up to DAEP or Expulsion as indicated</i>					
	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		✓
Breach of Computer 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		✓
Conduct/Off Campus/Not School Related Sponsored for Felony offenses in Title 5	✓	✓	Mandatory	Discretionary	Discretionary	✓
Conduct Off Campus/Not School Related Sponsored for Felony offenses not in Title 5	✓	✓	Discretionary	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	✓
Public Lewdness or Indecent Exposure	✓	✓	Mandatory	Discretionary	Discretionary	✓
Retaliation Against School Employee	✓	✓	Mandatory	Discretionary	Discretionary	✓
Serious Bullying- TEC 37.0052	✓	✓	Discretionary	Discretionary	Discretionary	✓

## Level 3 and 4 Offenses Continued (Secondary)

	ISS	OSS	DAEP	DEP	JJAEP	<b>*Supplemental options and School Based Strategies</b> (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 Location Restricted Knife	✓	✓		Mandatory		✓

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

## 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 **In-School Suspension**, **Out-of-School Suspension** on page 53, **DAEP Placement** on page 54, **Placement and/or Expulsion for Certain Offenses** on page 61, and **Expulsion** on page 63, 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 51.

### **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 [definitions](#) 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 any behavior that violates the Student Code of Conduct and is motivated by antisemitism. [see Definitions]

- 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 [definitions](#));
- Participate in hazing (See [definitions](#));
- 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 [definitions](#));
- 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 [definitions](#)) 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 [definitions](#)), 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 [definitions](#)) 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 [definitions](#));
- 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 causing bodily injury to another person.

### **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 (including nicotine pouches), cigarettes, e-cigarettes, and any component, part, or accessory for an e-cigarette device;
- 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 [definitions](#)) A location-restricted knife (See [definitions](#));
- 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 [definitions](#) 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 [definitions](#), “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.”
- Tire deflation device;
- A firearm (See [definitions](#)) A location-restricted knife (See [definitions](#));
- Club; or
- For weapons and firearms, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 61. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

### **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.

### **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 61);
- 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 61.)

### **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, which includes cheating or copying the work of another student, unauthorized use of artificial intelligence, 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.

## 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.

### **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 wearing of athletic/ski masks or coverings of the face with cloth or other breathable materials during school hours.
- 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.

# DRESS FOR SUCCESS

FORT BEND ISD DISCIPLINE MANAGEMENT PLAN AND STUDENT CODE OF CONDUCT

Clothing must cover areas from one armpit to the other armpit, down to the midhigh.

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

Entire area from armpit to armpit down to midhigh.

Must have straps.

Length can be slightly above midhigh.

# Bullying

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 Connect](#). *Let's Connect* 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 is 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;
- 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.

# **Removal from the 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 Teacher Removal**

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

- A student's behavior repeatedly interferes with the teacher's ability to teach the class or with other students' ability to learn,
- A student demonstrates behavior that is unruly, disruptive, or abusive toward the teacher, another adult, or another students in the classroom.
- A student engages in conduct that constitutes bullying, as defined by Education Code 37.0832.
- A teacher, CBC, or other appropriate administrator must notify a parent or person standing in parental relation to the student of the formal removal. A teacher may remove a student from class based on a single incident of behavior.

## **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; 289
- 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 written consent.

A student who has been formally removed by a teacher for any other conduct may not be returned to the teacher's class without the written consent unless the placement review committee determines that the teacher's class is the best or only alternative, and not later than the third class day after the day the student was removed from class, a conference in which the teacher was provided an opportunity to participate has been held. The student is given the opportunity to appeal to the school's placement review committee. The student may not be returned to the teacher's class unless the teacher provides written consent for the student's return or a return to class plan has been prepared for that student.

## **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 [definitions](#));
- 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**

An in-school suspension is not subject to any time limit.

A school's principal or other appropriate administrator shall review the in-school suspension of a student at least once every 10 school days after the date of the suspension begins to evaluate the educational progress of the student and to determine if continued in-school suspension is appropriate. During in-school suspension, a student shall receive appropriate behavioral support services and comparable educational services as the student would receive in the classroom. If the student receives special education services, the student must continue to receive special education and related services specified in the student's individualized education program (IEP)

and continue to have an opportunity to progress in the general curriculum.

**[See First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette for limitations to the general rule.]**

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

### **First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette**

If a student who possesses or uses an e-cigarette is not placed in a disciplinary alternative education program for the first-time offense under Education Code 37.008, the student shall be placed in in-school suspension for a period of at least 10 school days.

## **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 below grade 3 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 threatens the immediate health and safety of other students in the classroom.
- Documented conduct that results in repeated or significant disruption to the classroom; 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.

### **Alternative Assignment (below Grade 3)**

A parent or person standing in parental relation to the student may submit a written request to the principal or other appropriate administrator to reassign a student placed in out-of-school suspension. The parent or person standing in parental relation to the student must provide information and documentation that they are unable to provide suitable supervision for the student during school hours during the period of the suspension. It is the sole discretion of the principal or other appropriate administrator to reassign the student placed in out-of-school suspension.

## **Process**

State law allows a student to be assigned to out-of-school suspension 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 [definitions](#));
- 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 assigned to out-of-school suspension for no more than three (3) days per behavior violation, 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 [definitions](#));
- 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.

Parental involvement is crucial and is integrated throughout the district's disciplinary processes. Due to the numerous mandatory points of involvement with parents concerning student discipline placements outside their regular classrooms, the district has not established a specific policy for parental involvement in these disciplinary placements, as required by Education Code 37.0014.

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 die by 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 [definitions](#));
- Involvement in criminal street gang activity (See [definitions](#));
- Any criminal mischief, including a felony;
- Assault (no bodily injury) with threat of imminent bodily injury;
- Assault by offensive or provocative physical contact.
- Engages in conduct that contains the elements of the offense of disruptive activities under Education Code 37.123.
- Engages in conduct that contains the elements of the offense of disruption of classes under Education Code 37.124.
- Possesses or uses an e-cigarette, as defined by Section 161.081, Health and Safety Code, except that if a student who possesses or uses an e-cigarette is not placed in a disciplinary alternative education program for the first-time offense under Education Code 37.008, the student shall be placed in in-school suspension for a period of at least 10 school days. See First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette for additional information.

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 [definitions](#)) that the student engaged in conduct punishable as a felony, that occurs off school property and not at a school-sponsored or school-related event, if the student's presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process. Aggravated robbery or felonies listed as offenses in Title 5 (see Definitions) of the Penal Code are punishable as mandatory expulsions.

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 [definitions](#));
- 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 [definitions](#)) under Penal Code 22.01(a) (1);
  - Except as provided by Education Code 37.007 (a)(3), 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 [definitions](#) 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.
  - 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 63.);
  - 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 [definitions](#));
  - Engages in conduct that contains the elements of harassment under Penal Code 42.07 against any school employee or volunteer on or off of school property.
  - 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 under Penal code 36.06 against any school employee or volunteer on or off school property.
- The student receives deferred prosecution (See [definitions](#)); or a court or jury finds that the student has engaged in delinquent conduct [see Definitions], or the superintendent or designee has a reasonable belief [see Glossary] under Section 53.03, Family Code, for conduct defined as any of the following offenses under the Penal Code:
  - A felony offense under Title 5;
  - The offense of deadly conduct under Section 22.05;
  - The felony offense of aggravated robbery under Section 29.03'
  - The offense of disorderly conduct involving a firearm under Section 42.01(a)(7) or (8); or
  - The offense of unlawfully carrying weapons under Section 46.02, except for an offense punishable as a Class C misdemeanor under that section.
- Sells, gives, or delivers to another person or possesses or uses an e-cigarette, as defined by Section 161.081, Health and Safety Code.

### **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 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 [definitions](#)),
- 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 [definitions](#)) 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**

Appeals initiated by a student or parent/guardian 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 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 [definitions](#)), 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 review, 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 DAEP 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 CBC 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;
- 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;
- Been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
- 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
- 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:

1. The date on which the student's conduct occurred;
2. The location at which the conduct occurred;
3. Whether the conduct occurred while the student was enrolled in the district; or
4. 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:

1. Threatens the safety of other students or teachers;
2. Will be detrimental to the educational process; or
3. 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:

1. The student graduates from high school;
2. The charges are dismissed or reduced to a misdemeanor offense; or
3. 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 CBC 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.

Consideration of a virtual education : Before a student is expelled the district gives consideration to the appropriateness and feasibility of an alternative to expulsion. Consideration does not apply to a student expelled under Education Code 37.0081 or 37.007(a), (d), or(e).

### **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 [definitions](#));
- 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 54)

#### **Any Location**

A student **may** be expelled for:

- Die by 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;
- Criminal mischief, if punishable as a felony;
  - 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 [definitions](#));
- 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 any amount of marijuana, a controlled substance, or a dangerous drug, unless the conduct is 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 [definitions](#) 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 deadly conduct (See [definitions](#)).

### **Within 300 Feet of School**

A student may be expelled for possession of a firearm, as defined by federal law, while within 300 feet of school property, as measured from any point on the school's real property boundary line.

### **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 or off school property:

### **Within 300 Feet of School**

A student may be expelled for possession of a firearm, as defined by federal law, 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 [definitions](#));
- 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 [definitions](#));
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as de-fined by state law (See [definitions](#)); or
- Possession of a firearm, as defined by federal law (See [definitions](#)).

### **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 [definitions](#))

**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 [definitions](#)) *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 [definitions](#))
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law; (See [definitions](#))
- 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 [definitions](#))
  - Murder, capital murder, or criminal attempt to commit murder or capital murder;
  - Indecency with a child;
  - Kidnapping or aggravated kidnapping; 305

- Burglary, robbery or aggravated robbery;
- Manslaughter;
- Criminally negligent homicide;
- Continuous sexual abuse of a young child or disabled individual;
- Engaging in conduct that contains elements of assault against a school employee or volunteer.

### **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 [definitions](#));
- 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. Emergency expulsion may be ordered based on a single incident of behavior by the student. 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 officer's 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](#)

## Removal From the 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.

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

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.

<b>Consequences</b>		
	<b>Elementary Grades (Pre-K to 5)</b>	<b>Secondary Grades (6 to 12)</b>
<b>Level I</b>	Driver documents and conferences with student	Driver documents and conferences with student
<b>First Referral Consequences</b>		
	<b>Elementary Grades (Pre-K to 5)</b>	<b>Secondary Grades (6 to 12)</b>
<b>Level II: First Offense</b>	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
<b>Level II: Additional Offenses</b>	1 Day Bus Suspension	3 Day Bus Suspension
<b>Level III</b>	3 Day Bus Suspension	5 Day Bus Suspension
<b>Level IV</b>	5 Day Bus Suspension	10 Day Bus Suspension
<b>Second and Third Referral Consequences</b> Severe and repeated infractions may result in immediate and permanent bus removal		
	<b>Elementary Grades (Pre-K to 5)</b>	<b>Secondary Grades (6 to 12)</b>
<b>Level II</b>	3 Day Bus Suspension	5 Day Bus Suspension
<b>Level III</b>	5 Day Bus Suspension	10 Day Bus Suspension
<b>Level IV</b>	10 Day Bus Suspension	15 Day Bus Suspension

## Personal Communications and Electronic Devices

### Technology/Internet

Students shall not:

- Use a personal communications device, including a cell phone, or other electronic device on school property during the school day and shall store the device in accordance with the method of storage established by the district. (See definitions)
- Utilize artificial intelligence in a way that would constitute academic dishonesty or as a means of engaging in any other prohibited conduct.
- 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 [definitions](#)), 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.

## **Personal Communications and Electronic Devices**

House Bill 1481 is a state law passed by the Texas Legislature that requires school districts to prohibit students from using personal wireless communication devices during instructional time. Students using mobile devices must follow the guidelines stated in this document while using the Fort Bend ISD network or on school property during the school day.

### **Definitions**

- "Personal Communication devices" are those that emit an audible signal, vibrate, display a message, or otherwise summon or deliver a communication to the possessor such as cell phones, smartwatch, wireless headphones, and ear buds. FNCE (LEGAL) and (LOCAL) Elementary students in Pre-K, K, and 1st grade shall not possess a personal communication device on school property during the school day.
- "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.
- "School day" means the time of day beginning with the first bell of the day and ending with the last bell of the day.
- "Use" is defined as a device in possession of a student that is turned on and capable of receiving or sending a communication signal.
- "Possession" is defined as being on the person of the student, directly held, in pockets, in a backpack, or otherwise accessible and under the control of the student directly.
- "Confiscation" is defined as the device being taken up by an adult and turned into administration per procedures. Failure to relinquish a personal communication device when asked to do so will result in escalated disciplinary consequences for insubordination.

### **Prohibited Possession**

A student in prekindergarten-grade 1 is prohibited from possessing or using a personal communication device on school property during the school day.

## **Prohibited Use**

Students in grades 2-12 shall not use a personal communication device on school property during the school day. While on school property the student shall store any personal communication devices off and in their backpacks or lockers. Accessing any personal communication device anywhere on campus during the school day is strictly prohibited

The following guidelines will be required of students who choose to bring these devices to school:

- Students are not to use the devices to receive or place personal calls or send/read personal messages during instructional hours;
- The use of Personal Communication 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
- Personal Communication devices are not to be used during disciplinary placements including detention and ISS;
- Personal Communication 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;
- A student shall obtain prior approval, as directed in the student handbook, before using personal communication devices or other personal electronic devices for on-campus instructional purposes. The student shall also acknowledge receipt and understanding of applicable regulations and shall sign the appropriate user agreements. A student shall submit medical documentation from a physician for medical use. [See CQ]
- Any student who uses a personal communication device to engage in academic dishonesty or transmission of communication engaging in or promoting bullying, threats, or inappropriate images, etc. shall receive disciplinary action as outlined in the Student Code of Conduct. Guidelines regarding other personal electronic devices shall be addressed in the student handbook.
- Violation of the personal communication 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. If a student brings a personal communication device to school, it is the student's responsibility to keep the item secure. The school will not be responsible for personal communication 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 personal communication 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 personal communication 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.

### **Noncompliance**

A student who violates the personal communication device policy guidelines will be assigned a disciplinary consequence.

### **Exceptions**

The district may authorize the use of a personal communication device for the following reasons:

- To implement an individualized education program (IEP) or for a plan created under Section 504, Rehabilitation Act of 1973 (29 U.S.C Section 794) or a similar program or plan;
- With documented need based on a directive from a qualified physician; or
- To comply with a health or safety requirement imposed by law or as part of the district's safety protocols.

Inappropriate use of a personal communication device during the school day will result in disciplinary action in accordance with this Code of Conduct.

### **Unclaimed Telecommunication Devices**

If a telecommunication device is not reclaimed by the parent/ guardian within 90 days of the date of notification or the end of the school year (whichever is later), the district shall dispose of the device after providing notice required by law.

# Telecommunications and Electronic Devices

*House Bill 1481 is a state law passed by the Texas Legislature that requires school districts to prohibit students from using personal wireless communication devices during instructional time. Students are expected to follow district telecommunication guidelines while on school property during the school day.*

*Telecommunication devices are those that emit an audible signal, vibrate, display a message, or otherwise summon or deliver a communication to the possessor.*

## Possession and Storage of Devices:

- Elementary students in Pre-K, K, and 1st grade shall not possess a personal telecommunication device on school property during the school day.
- Students in grades 2-12 shall not use a personal telecommunication device on school property during the school day. All personal electronic devices, including cell phones, smartwatches, smart glasses, smart rings, headphones, earbuds, walkie-talkies, and any other Bluetooth audio devices, shall be off and stored in backpacks. Accessing any personal telecommunication device anywhere on campus during the school day is strictly prohibited.

## Non-compliance:

Students who violate personal communication device guidelines will be assigned a consequence according to the Student Code of Conduct which includes, but is not limited to, confiscation of the device followed by parent communication and pick up at the end of the school day.

## Emergency Situations:

In emergency situations, FBISD will communicate updates directly with families using official mass communication tools such as phone calls, emails, and text messages. Students are to follow the guidance of school personnel. If there is a personal or medical emergency, students may request to call a parent or guardian from the front office or the nurse's office.



*Students and parents are encouraged to become familiar with FBISD policy FNCE (LEGAL) and (LOCAL), and the Student Code of Conduct.*



## 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.

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, Kelli Upshaw (281) 281-7232 or [Kelli.Upshaw@fortbendisd.gov](mailto:Kelli.Upshaw@fortbendisd.gov) 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

### **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.

# REPORT OF A THREAT



## CAMPUS/DISTRICT NOTIFICATION

- Secure the victim.
- Notify campus administrators and school resource officer of the threat; secure the aggressor.
- If a weapon is involved, contact Fort Bend ISD Police, Department of School Leadership and DSTAT.



## SCREENING

- Use the CSTAT screener to determine if there is a need to conduct a Campus Student Threat Assessment.
- If a threat assessment is not needed, the campus will follow the regular investigation protocol.



## PARENT NOTIFICATION

- Contact the parent/guardian of the aggressor and targeted student to inform them of the alleged threat.



## CSTAT PROCESS

- Investigate the incident: obtain statements, conduct a counselor interview and receive parent input.
- Contact SPED/504/McKinney-Vento staff as appropriate.
- Contact Title IX Coordinator if the threat is sexual in nature.
- Law enforcement will conduct a parallel investigation.



## FINAL DETERMINATION

- Review the evidence, determine the threat level and establish needed interventions (e.g. safety plan and stay-away agreements).
- Notify parents of findings.
- Campus Threat Assessment documents are sent to DSTAT for further review. DSTAT determines if there is a need for additional interventions.

**August**

July 31st - Aug 1st ..... District Professional Learning Days/  
No Students  
4th ..... Teacher Work Day/No Students  
5th-8th..... Professional Learning Days/No Students  
11th ..... Teacher Planning Day/No Students  
12th ..... First Day of Classes 1st Semester

**September**

1st.....Student/Teacher Holiday/Labor Day  
25th ..... Early Release-Elementary  
26th ..... Professional Learning Day/No Students

**October**

13th-17th..... Student/Teacher Holiday  
20th ..... Teacher Planning Day/No Students

**November**

24th-28th..... Student/Teacher Holiday

**December**

18th ..... Early Release - MS/HS  
19th ..... Early Release/All Students  
22nd-31st..... Student/Teacher Holiday/Winter Break

**January**

1st-2nd..... Student/Teacher Holiday/New Year's Day  
5th ..... Teacher Work Day/No Students  
6th ..... Professional Learning Day/No Students  
7th ..... Teacher Planning Day/No Students  
8th ..... First Day of Classes 2nd Semester  
19th ..... Student/Teacher Holiday/Martin Luther King Jr. Day

**February**

12th ..... Early Release-Elementary  
13th ..... Professional Learning Day/No Students  
16th ..... Student/Teacher Holiday/  
Inclement Weather Make-Up Day

**March**

6th ..... Teacher Planning Day/No Students  
16th-20th..... Student/Teacher Holiday

**April**

3rd ..... Student/Teacher Holiday

**May**

25th ..... Student/Teacher Holiday/Memorial Day  
27th ..... Early Release MS/HS  
28th ..... Early Release - All Students/Last Day for Students  
29th ..... Teacher Work Day/No Students/  
Inclement Weather Make-Up Day

**June**

19th ..... Student/Teacher Holiday/Juneteenth

**July**

6th-10th ..... District Office and Campuses Closed

**KEY**

- Teacher Work Day
- Professional Learning
- Teacher Planning
- First Day of Semester
- District Professional Learning Day
- Holiday
- Beginning/End of Nine Weeks
- { } Exams
- Early Release ES
- Early Release HS/MS
- Early Release HS/MS/ES
- Inclement 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 or 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.

S M T W T F S

August 2025						
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2025						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2025						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2025						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2025						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2026						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

S M T W T F S

February 2026						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026						
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2026						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2026						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1st Semester Grading Period	81 Days
1st Nine Weeks	8/12 - 10/10 42
2nd Nine Weeks	11/1 - 12/19 39

2nd Semester Grading Period	90 Days
3rd Nine Weeks	1/8 - 3/13 43
4th Nine Weeks	3/23 - 5/28 47

Cultural and religious observances of families in FBISD can be accessed on the [Diversity Calendar](http://www.fortbendisd.com/diversity) at www.fortbendisd.com/diversity.  
Board Approved 1/29/2025

# 2025-26 Campus List with Principals

## High Schools

**Austin High School**  
Rachel Cortez  
3434 Pheasant Creek Drive  
Sugar Land, 77498  
(281) 634-2000

**Crawford High School**  
Amber Grady  
801 Caldwell Ranch Blvd.  
Rosharon, 77583  
(281) 327-6730

**Hightower High School**  
Andre Roberson  
3333 Hurricane Lane  
Missouri City, 77459  
(281) 634-5240

**Ridge Point High School**  
Danielle Jackson  
500 Waters Lake Blvd.  
Missouri City, 77459  
(281) 327-5200

**Bush High School**  
Mario MacDonald  
6707 FM 1464  
Richmond, 77407  
(281) 634-6060

**Dulles High School**  
Corey Stewart  
550 Dulles Avenue  
Sugar Land, 77478  
(281) 634-5600

**Kempner High School**  
Reginald Brown  
14777 Voss Road  
Sugar Land, 77498  
(281) 634-2300

**Travis High School**  
Sarah Laberge  
11111 Harlem Road  
Richmond, 77406  
(281) 634-7000

**Clements High School**  
Tara Baker  
4200 Elkins Road  
Sugar Land, 77479  
(281) 634-2150

**Elkins High School**  
Courtney Muceus  
7007 Knights Court  
Missouri City, 77459  
(281) 634-2600

**Marshall High School**  
Ogechi Uwaga-Sanders  
1220 Buffalo Run  
Missouri City, 77489  
(281) 634-6630

**Willowridge High School**  
Jennifer Roberts  
16301 Chimney Rock Road  
Houston, 77053  
(281) 634-2450

## Middle Schools

**Baines Middle School**  
Mharbe Masculino  
9000 Sienna Ranch Road  
Missouri City, 77459  
(281) 634-6870

**First Colony Middle School**  
Jennifer Petru  
3225 Austin Parkway  
Sugar Land, 77479  
(281) 634-3240

**Lake Olympia Middle School**  
Hykeem Craft  
3100 Lake Olympia Parkway  
Missouri City, 77459  
(281) 634-3520

**Sartartia Middle School**  
Cholly Oglesby  
8125 Homeward Way  
Sugar Land, 77479  
(281) 634-6310

**Bowie Middle School**  
Michael Yelvington  
700 Plantation Drive  
Richmond, 77406  
(281) 327-6200

**Fort Settlement Middle School**  
Jennifer Williams  
5440 Elkins Road  
Sugar Land, 77479  
(281) 634-6440

**McAuliffe Middle School**  
Trevor Lemon  
16650 South Post Oak Road  
Houston, 77053  
(281) 634-3360

**Sugar Land Middle School**  
LaToya Garrett  
321 Seventh Street  
Sugar Land, 77498  
(281) 634-3080

**Crockett Middle School**  
Kyella Griffin  
19001 Beechnut Street  
Richmond, 77407  
(281) 634-6380

**Garcia Middle School**  
Cory Collins  
18550 Old Richmond Road  
Sugar Land, 77498  
(281) 634-3160

**Missouri City Middle School**  
Tasha Hamilton  
202 Martin Lane  
Missouri City, 77489  
(281) 634-3440

**Thornton Middle School**  
Kathryn Kargbo  
1909 Waters Lake Blvd.  
Missouri City, 77459  
(281) 327-3870

**Dulles Middle School**  
Erika Edmond  
500 Dulles Avenue  
Sugar Land, 77478  
(281) 634-5750

**Hodges Bend Middle School**  
Brandi Brooks  
16510 Bissonnet Street  
Houston, 77083  
(281) 634-3000

**Quail Valley Middle School**  
Jorge Pena  
3019 FM 1092  
Missouri City, 77459  
(281) 634-3600

Updated by Communications:  
07/31/2025

## Elementary Schools

**Aldridge Elementary**  
Tara Garrett  
15817 Blue Ridge Rd.  
Houston, 77489  
(281) 634 - 4520

**Armstrong Elementary**  
Edgar Contreras  
3440 Independence Blvd.  
Missouri City 77459  
(281) 634-9410

**Austin Parkway Elementary**  
Audrey Macklin  
4400 Austin Parkway  
Sugar Land, 77479  
(281) 634-4001

**Barrington Place Elementary**  
Gilberto Elissetche  
2100 Squire Dobbins Dr.  
Sugar Land, 77478  
(281) 634-4720

**Bhuchar Elementary**  
Nikki Roberts  
5503 Thompson Ferry Rd.  
Missouri City, 77459  
(281) 327-4400

**Brazos Bend Elementary**  
Felicia Bolden  
621 Cunningham Creek Blvd.  
Sugar Land, 77479  
(281) 634-5180

**Burton Elementary**  
Kimberly Charles  
1625 Hunter Green Ln.  
Fresno, 77545  
(281) 634-5080

**Colony Bend Elementary**  
Amanda Rodgers  
2720 Planters St.  
Sugar Land, 77479  
(281) 634-4080

**Colony Meadows Elementary**  
Stephanie Viado  
4510 Sweetwater Blvd.  
Sugar Land, 77479  
(281) 634-4120

**Commonwealth Elementary**  
Latecha Bogle  
4909 Commonwealth Blvd.  
Sugar Land, 77479  
(281) 634-5120

**Cornerstone Elementary**  
Alexis Prudhomme  
1800 Chatham Ave.  
Sugar Land, 77479  
(281) 634-6400

**Drabek Elementary**  
April Marsters  
11325 Lake Woodbridge Dr.  
Sugar Land, 77498  
(281) 634-6570

**Dulles Elementary**  
Raymond Haas  
630 Dulles Ave.  
Sugar Land, 77478  
(281) 634-5830

**Fleming Elementary**  
Marion Thomas  
14850 Bissonnet St.  
Houston, 77083  
(281) 634-4600

**Ferguson Elementary**  
Carla Patton  
1300 Heritage Park Dr.  
Missouri City, 77459  
(281) 327-8500

**Glover Elementary**  
Clementine Arana  
1510 Columbia Blue Dr.  
Missouri City, 77489  
(281) 634-4920

**Goodman Elementary**  
Lauren Price  
1100 West Sycamore Rd.  
Fresno, 77545  
(281) 634-5986

**Henry Elementary**  
Stephanie Woodard  
7447 FM 521  
Rosharon, 77583  
(281) 634-1000

**Heritage Rose Elementary**  
Gabriella Garza  
636 Glendale Lakes Dr.  
Rosharon, 77583  
(281) 327-5400

**Highlands Elementary**  
Angela Dow  
2022 Colonist Park Dr.  
Sugar Land, 77478  
(281) 634-4160

**Holley Elementary**  
Danielle Moss  
16655 Bissonnet St.  
Houston, 77083  
(281) 634-3850

**Hunters Glen Elementary**  
Tiffany Williams  
695 Independence Blvd.  
Missouri City, 77489  
(281)634-4640

**Jones Elementary**  
Sheka Dow  
302 Martin Ln.  
Missouri City, 77489  
(281) 634-4960

**Jordan Elementary**  
Carlo Leiva  
17800 West Oaks Village Dr.  
Richmond, 77407  
(281) 634-2800

**Lakeview Elementary**  
Megan Boler  
314 Lakeview Dr.  
Sugar Land, 77498  
(281) 634-4200

**Lantern Lane Elementary**  
Justin Kowrach  
3323 Mission Valley Dr.  
Missouri City, 77459  
(281) 634-4680

**Leonetti Elementary**  
Danica Fletcher  
1757 Waters Lake Blvd.  
Missouri City, 77459  
(281) 327-3190

**Lexington Creek Elementary**  
Lavanta Williams  
2335 Dulles Ave.  
Missouri City, 77459  
(281) 634-5000

**Madden Elementary**  
Kristi Durham  
17727 Abermore Ln.  
Richmond, 77407  
(281) 327-2740

**Malala Elementary**  
Donald Lam  
11770 W. Aliana Trace Dr.  
Richmond, 77407  
(281) 327-5700

**Meadows Elementary**  
Cindel Blackmer  
12037 Pender Ln.  
Meadows, 77477  
(281) 634-4720

**Mission Elementary**  
Alysia Chatman  
16200 Beechnut St.  
Houston, 77083  
(281) 634-4280

## Elementary Schools

**Mission West Elementary**  
Nancy Sanchez  
7325 Clodine-Reddick Rd.  
Houston, 77083  
(281) 634-4320

**Quail Valley Elementary**  
Yvette Mendoza  
3500 Quail Village Dr.  
Missouri City, 77459  
(281) 634-5040

**Neill Elementary**  
Margaret Murphy  
3830 Harvest Corner Dr.  
Richmond, 77406  
(281) 327-3760

**Ridgegate Elementary**  
Carlos Lewis  
6015 West Ridgecreek Dr.  
Houston, 77053  
(281) 634-4840

**Oakland Elementary**  
Nancy Hummel  
4455 Waterside Estates Dr.  
Richmond, 77406  
(281) 634-3730

**Ridgemont Elementary**  
Kimsheka Bowie  
4910 Raven Ridge Dr.  
Houston, 77053  
(281) 634-4880

**Oyster Creek Elementary**  
Deanna Olson  
16425 Mellow Oaks Ln.  
Sugar Land, 77498  
(281) 634-5910

**Scanlan Oaks Elementary**  
Lori Craig  
9000 Camp Sienna Trail  
Missouri City, 77459  
(281) 634-3950

**Palmer Elementary**  
Kellie Clay  
4208 Crow Valley Dr.  
Missouri City, 77459  
(281) 634-4760

**Schiff Elementary**  
Tiffany Agina  
7400 Discovery Ln.  
Missouri City, 77459  
(281) 634-9451

**Parks Elementary**  
Anitra Wilson  
19101 Chimney Rock Rd.  
Fresno, 77545  
(281) 634-6390

**Seguin Elementary**  
Karina Lopez  
7817 Grand Mission Blvd.  
Richmond, TX 77407  
(281) 634-9850

**Patterson Elementary**  
Angela Wallace  
18702 Beechnut St.  
Richmond, 77407  
(281) 327-4260

**Settlers Way Elementary**  
Kellie Issac  
3015 Settlers Way Blvd.  
Sugar Land, 77479  
(281) 634-4360

**Pecan Grove Elementary**  
Kari Bruhn  
3330 Old South Dr.  
Richmond, 77406  
(281) 634-4800

**Sienna Crossing Elementary**  
Rachel Rosier  
10011 Steep Bank Trace  
Missouri City, 77459  
(281) 634-3680

## Specialized Schools

**Early Literacy Center @ Hunters Glen**  
Lakisha Anthony, Associate Principal  
695 Independence Blvd.  
Missouri City, 77489  
(281) 634-6754

**Early Literacy Center @ Ridgemont**  
Felipa Briceno, Associate Principal  
5353 Ridge Creek Circle  
Houston, 77053  
(281) 634-9810

**M.R. Wood Center for Learning**  
Cozette Church  
138 Avenue F  
Sugar Land, 77498  
(281) 327-6000

**Progressive High School**  
Tonya Curtis  
1555 Independence Blvd.  
Missouri City, 77489  
(281) 634-2900

**Reese Career and Technical Center**  
David Squires  
12300 University Blvd.  
Sugar Land, 77478  
(281) 327-7300

## 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 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!

# Fort Bend Independent School District

## Executive Summary

<b>Regular Board Meeting</b>		<b>Meeting Date: October 27, 2025</b>	
<b>Agenda Item Title: Consideration and approval of Board of Trustees Meeting Minutes</b>			
<b>Board Policy: BE (Local)</b>		<b>District Priority: Priority 2</b>	
<b>Department: Legal</b>			
Are there related documents to be signed by the Board? YES			
<input checked="" type="checkbox"/> Administration has reviewed the final submission for this agenda item.			
<input type="checkbox"/> Reviewed by Deputy Superintendent		<input checked="" type="checkbox"/> Reviewed by Chief of Staff	

<b>Recommendation</b>
Consideration and approval of the minutes of Fort Bend ISD Board of Trustees meetings and/or public hearings on the following dates: <ul style="list-style-type: none"><li>• September 8, 2025 Special Called Meeting – TASB Compensation Study Workshop</li><li>• September 8, 2025 Called Meeting and Agenda Review</li><li>• September 15, 2025 Public Hearing – Tax Rate</li><li>• September 15, 2025 Regular Business Meeting</li><li>• September 22, 2025 Team Building</li></ul>

<b>Summary/Background</b>
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:

Derrick Ward  
General Counsel

Minutes  
**Fort Bend ISD Board of Trustees**  
Special Called Meeting – TASB Compensation Study Findings  
September 8, 2025

A Board of Trustees Special Called Meeting – TASB Compensation Study Findings was held on Monday, September 8, 2025, beginning at 5:01 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/354681>

The agenda packet for the meeting can be found here: <https://meetings.boardbook.org/Public/Agenda/649?meeting=706870>

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

Board Members Present

Mrs. Angie Hanan, Vice President  
Dr. Shirley Rose-Gilliam, Secretary  
Mr. Adam Schoof  
Mrs. Afshi Charania  
Mrs. Angie Wierzbicki

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  
Chassidy Olainu-Alade, Chief Communications Officer  
Stephanie Williams, Chief of Organizational Development  
Bryan Guinn, Chief Financial Officer  
Dr. Adam Stephens, Chief Academic Officer  
Glenda Johnson, Chief Human Resources Officer  
Thomas Lawing, Chief Operations Officer  
Long Pham, Chief Information Officer  
Dr. Andria Schur, Chief of Schools  
Anthony Sanders, Chief of Police

Kim Schaub, Recording Secretary

Others Present

Jonathan Brush, Board Counsel (Virtual)  
Pam Kaminsky, Board Counsel  
Derrick Ward, General Counsel  
FBISD Staff and Employees

1. Meeting Called to Order

President Tassin called the meeting to order at 5:01 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.

## 2. Public Comment

No public speakers for this meeting.

## 3. Information

A. TASB Compensation Study Findings

## 4. Adjournment

Having no further business before the Board, **MOTION** was made by Mrs. Hanan to adjourn the meeting at 5:39 p.m.

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Kristin K. Tassin, President

Dr. Shirley Rose-Gilliam, Secretary

Minutes  
**Fort Bend ISD Board of Trustees**  
Called Meeting and Agenda Review  
September 8, 2025

A Board of Trustees Called Meeting and Agenda Review was held on Monday, September 8, 2025, 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/354689>

The agenda packet for the meeting can be found here: <https://meetings.boardbook.org/Public/Agenda/649?meeting=702364>

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

Board Members Present

Mrs. Angie Hanan, Vice President  
Dr. Shirley Rose-Gilliam, Secretary  
Mr. Adam Schoof  
Mrs. Afshi Charania  
Mrs. Angie Wierzbicki

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  
Chassidy Olainu-Alade, Chief Communications Officer  
Stephanie Williams, Chief of Organizational Development  
Bryan Guinn, Chief Financial Officer  
Dr. Adam Stephens, Chief Academic Officer  
Glenda Johnson, Chief Human Resources Officer  
Long Pham, Chief Information Officer  
Thomas Lawing, Chief Operations Officer  
Dr. Andria Schur, Chief of Schools  
Anthony Sanders, Chief of Police

Kim Schaub, Recording Secretary

Others Present

Derrick Ward, General Counsel  
Jonathan Brush, Board Counsel (Virtual)  
Pam Kaminsky, Board Counsel  
FBISD Staff and Employees

1. Meeting Called to Order

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.

## 2. Pledge of Allegiance

President Tassin asked everyone to stand for the Pledge of Allegiance, led by President Tassin followed by a moment of silence.

## 3. Public Comment

One speaker signed up to speak, but they were not present.

## 4. Information

A. Bond 2023 Overview

B. Climate, Culture and Student Engagement Survey Data

## 5. Closed Session

The Board convened in closed session at 6:58 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.

## 6. Reconvene in Open Session

The Trustees reconvened in open session at 8:14 p.m.

## 7. Consider Action on Closed Session Items

No action taken on closed session items.

## 8. Review

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

- August 4, 2025 Called Meeting and Agenda Review
- August 18, 2025 Boundary Planning Workshop
- August 18, 2025 Regular Business Meeting

B. 2025-26 Fiscal and Budgetary Strategy Review: Consideration and approval of the District's Fiscal and Budgetary Strategy.

C. 2025-26 Investment Strategy: Consideration and approval of a resolution for the district's investment strategy and authorization of investment brokers for the District.

- D. 2025-26 Underwriters Review: Consideration and approval of underwriters to be utilized by the District in connection with future bond debt issued.
- E. Cellular Tower Lease Agreement with PTI US Towers II, LLC: Consideration and approval for an amendment to the easement and assignment agreement with PTI US Towers II, LLC for the purposes of expanding the existing cell tower at Baines Middle School and authorization for the Superintendent to negotiate and execute the agreements.
- F. Cellular Tower Lease Agreements with Branch Communications: Consideration and approval for a lease agreement with Branch Communications for cell tower operations at the following campuses: Highlands Elementary and Hightower High School, and authorization for the Superintendent to negotiate and execute the agreements.
- G. Cellular Tower Lease Agreements with Diamond Communications: Consideration and approval for a lease agreement with Diamond Communications for cell tower operations at the following campuses: Bowie Middle School, Crockett Middle School, First Colony Middle School, Travis High School, and Walker Station Elementary School, and authorization for the Superintendent to negotiate and execute the agreements.
- H. City of Fort Worth and JP Morgan Chase Bank Interlocal Participation Agreement: Consideration and approval for an Interlocal Participation Agreement with JP Morgan Chase Bank and the City of Fort Worth.
- I. Amendments to the District's Commercial Paper Program with JPMorgan Chase National Bank: Consideration and approval of an order authorizing and approving a first amendment to the amended and restated note purchase agreement and revolving credit agreement and the related fee agreements associated with the District's commercial paper program; and other matters relating thereto.
- J. Adoption of 2025 Ad Valorem Tax Rate: Consideration and approval of a resolution adopting the combined Ad Valorem tax rate of \$1.0569 per \$100 of valuation for the Fort Bend Independent School District for the 2025 tax year. The proposed tax rate includes the Maintenance and Operations (M&O) rate of \$0.7869, which covers the district's operational expenses, and an Interest and Sinking (I&S) rate of \$0.2700, which is designated for the repayment of bonds issued by the district. The adoption of the recommended tax rate ensures that the district can continue to meet its financial obligations while providing necessary services and maintaining its infrastructure.
- K. 2025 Property Tax Roll Resolution: Consideration and approval of a resolution approving the 2025 property tax roll, based on the certified property values from Fort Bend County Tax Appraisal District.
- L. 2025 – 2026 T-TESS Appraisers: Consideration and approval of certified campus-based T-TESS Appraisers in administrative positions to serve as teacher appraisers for the 2025-26 school year.
- M. Revision of Policy EFB (Local): Consideration and approval of proposed revision of local

policy EFB (Local).

- N. Revision of Policy EIF (Local): Consideration and approval of proposed revision of local policy EIF (Local).
- O. Deletion of Policy CCG (Local) and Addition of Policy CCGA (Local): Consideration and approval of proposed deletion of local policy CCG (Local) and addition of Policy CCGA (Local).
- P. Revision of Policy CRB (Local): Consideration and approval of proposed revision of local policy CRB (Local).
- Q. Revision of Policy DFAA (Local): Consideration and approval of proposed revision of local policy DFAA (Local).
- R. Revision of Policy DFBA (Local): Consideration and approval of proposed revision of local policy DFBA (Local).
- S. Deletion of Policy EHBC (Local) and Revision of Policy EHBCA (Local): Consideration and approval of proposed deletion of Policy EHBC (Local), and revision of Policy EHBCA (Local).
- T. Revision of Policy EHBD (Local): Consideration and approval of proposed revision of Policy EHBD (Local).
- U. Maximum Class Size Exceptions: Consideration and approval of the Texas Education Agency (TEA) exception for class size in grades PreK-4 for elementary schools that exceed a teacher-to-student ratio of 22 students per classroom teacher (22:1).
- V. Review of proposed expenses that exceed \$50,000: Specifically for:
  - 1. Grease, Grit Trap, and Dilution Tank Cleaning and Related Services. (COOP): Consideration and approval for the purchase of grease, grit trap, and dilution tank cleaning and related services from D&H United Fueling Solutions, Inc. and Southwaste Disposal in an amount not to exceed \$350,000 over a five-year period, and authorization for the Superintendent to negotiate and execute the agreements through September 2030.
  - 2. Turnkey District Wide Glass Replacement Services: Consideration and approval for the purchase of turnkey district wide glass replacement services from multiple vendors in an amount not to exceed \$380,000 over a five-year period and authorization for the Superintendent to negotiate and execute the agreements through September 2030.
  - 3. Benefit Services Pertaining to the Affordable Care Act (COOP): Consideration and approval for the purchase of services necessary to administer Fort Bend ISD's reporting requirements to meet provisions of the Affordable Care Act (ACA) from AH HA Services LLC dba ETC Companies through a cooperative contract with Choice Partners in an amount not to exceed \$750,000, and authorization for the

Superintendent to negotiate and execute the agreement through September 2030.

4. Districtwide Network Cabling Services (COOP): Consideration and approval for the purchase of network cabling services from multiple vendors through various cooperative contracts in an amount not to exceed \$3,600,000 over a five-year period, and authorization for the Superintendent to negotiate and execute the agreements through September 2030.
5. IT Staff Augmentation Services (Increase): Consideration and approval to increase the existing cooperative agreements awarded under 24-072AC Staff Augmentation Services (COOP) by \$5,000,000 for a total not to exceed amount of \$7,800,000 to continue purchasing IT Staff Augmentation Services through August 2029.
6. Purchase of Assignment, Submission, Evaluation, and Grading Management Software Turnitin (COOP): Consideration and approval for the purchase of assignment, submission, evaluation, and grading management software from Turnitin LLC through a cooperative contract with The Interlocal Purchasing System (TIPS) in an amount not to exceed \$547,334 over a five-year period, and authorization for the Superintendent to negotiate and execute the agreement through September 2030.

#### 9. Adjournment

Having no further business before the Board, **MOTION** was made by Mrs. Hanan to adjourn the meeting at 8:41 p.m.

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Kristin K. Tassin, President

Dr. Shirley Rose-Gilliam, Secretary

Minutes  
**Fort Bend ISD Board of Trustees**  
Public Hearing Tax Rate  
September 15, 2025

A Board of Trustees Called Meeting Public Hearing Tax Rate was held on Monday, September 15, 2025 beginning at 5 31p.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/355419>

The agenda packet for the meeting can be found here: <https://meetings.boardbook.org/Public/Agenda/649?meeting=706885>

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

Board Members Present

Mrs. Angie Hanan, Vice President  
Dr. Shirley Rose-Gilliam, Secretary  
Mr. Adam Schoof  
Mrs. Afshi Charania  
Mrs. Angie Wierzbicki

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  
Chassidy Olainu-Alade, Chief Communications Officer  
Stephanie Williams, Chief of Organizational Development  
Bryan Guinn, Chief Financial Officer  
Dr. Adam Stephens, Chief Academic Officer  
Glenda Johnson, Chief Human Resources Officer  
Long Pham, Chief Information Officer  
Thomas Lawing, Chief Operations Officer  
Dr. Andria Schur, Chief of Schools  
Anthony Sanders, Chief of Polic

Kim Schaub, Recording Secretary

Others Present

Jonathan Brush, Board Counsel  
Derrick Ward, General Counsel  
FBISD Staff and Employees

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. Public Comment

- Jimmy Lindemann spoke on increase on Tax Rate.

## 3. Conduct Public Hearing to Discuss Tax Rate

## 4. Adjournment

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

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Kristin K. Tassin, President

Dr. Shirley Rose-Gilliam, Secretary

Minutes  
**Fort Bend ISD Board of Trustees**  
Regular Business Meeting  
September 15, 2025

A Board of Trustees Regular Business Meeting was held on Monday, September 15, 2025 beginning at 6:01 pm 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/355455>

The agenda packet for the meeting can be found here: <https://meetings.boardbook.org/Public/Agenda/649?meeting=705998>

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

Board Members Present

Mrs. Angie Hanan Vice President  
Dr. Shirley Rose-Gilliam, Secretary  
Mr. Adam Schoof  
Ms. Afshi Charania  
Mrs. Angie Wierzbicki

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  
Chassidy Olainu-Alade, Chief Communications Officer  
Stephanie Williams, Chief of Organizational Development  
Bryan Guinn, Chief Financial Officer  
Dr. Adam Stephens, Chief Academic Officer  
Dr. Andria Schur, Chief of Schools  
Glenda Johnson, Chief Human Resources Officer  
Long Pham, Chief Information Officer  
Thomas Lawing, Chief Operations Officer  
Anthony Sanders, Chief of Police

Kim Schaub, Recording Secretary

Others Present

Derrick Ward, General Counsel  
Jonathan Brush, Board Counsel  
FBISD Staff and Employees

1.Meeting Called to Order

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.

## 2. National Anthem

President Tassin asked everyone to stand for the National Anthem, performed by the choir ensemble from Crawford High School Choir, led by Jared Dees.

## 3. Moment of Silence

Following the performance, President Tassin asked everyone to remain standing for a moment of silence.

## 4. Public Comment

- Gina Torry spoke on pedestrian safety at Schiff Elementary.
- Elaine Brooks was not present.
- Jam Lopez spoke of the role of diagnosticians and equitable compensation for them.
- Lipi Shah, student at Clements High School, spoke on the absence of teacher in classroom, and the concern of the many different substitutes that are not knowledgeable on the subject being taught. Is asking that the teacher be brought back to classroom.
- Grace Hu, student at Clements High School, spoke on the value her teacher has brought to her the last 4 years and is asking that teacher be brought back to classroom. Also spoke on preparing lesson plans and the lack of knowledge of the many substitutes that have been in the classroom.
- Hector Pham, student President at Stephen F Austin High School, spoke on Wi-Fi and air condition issues at the school.
- Trinika Chachere spoke of the role of diagnosticians and equitable compensation for them.
- Joyce John spoke of the role of diagnosticians and equitable compensation for them.
- Deric Dawson spoke on collaboration on campus SPED training, processes and protocols.
- Marisa Duren spoke of the role of diagnosticians and equitable compensation for them.
- Ms. Prince spoke on one of the results from the 24-25 climate and culture survey related to communications with parents that needed improvement and how the start of the 25-26 school year that has not improved. Let's Talk replaced with Let's Connect does not send an automatic reply and staff does not consistently reply with responses. She also expressed concern of the Skyward communications that have been removed and the parent access related to daily grades in Skyward.

## 5. Recognitions

- National Anthem performance by the choir ensemble from Crawford High School led by choir director, Jared Dees.
- Lailah "Inky" Abdulmasih, senior at Ridge Point High School, was named a 2025 National "Thespy" winner for Solo Musical Theatre. Inky received this International

Thespian Excellence Award for her high level of achievement in school theatre performance.

- Fort Bend ISD earned Exemplary Level in the 2025 Award of Distinction Program from the Texas Educational Theatre Association (TxETA). This recognition highlights school districts who demonstrate outstanding commitment to fostering theatre education and its dedication to advancing arts education. The district has also been named Premier Community for Theatre Education by the Educational Theatre Association (EdTA). This recognition demonstrates the district's achievement in efforts to provide theatre access and education to all students.

## 6. Superintendent Update

## 7. Board Activity Report

## 8. Information

- A. School Calendar Development Process
- B. Academic Calendar Timeline
- C. Bond Oversight Committee Annual Update

## 9. Consent Agenda

The Board requested that items 9.B and 9.J be removed from the consent agenda.

**MOTION made by Mrs. Hanan and SECONDED by Dr. Gilliam** that the Board of Trustees approve Consent Agenda Items as presented except items 9.B and 9.J.

### **MOTION CARRIES: 6-0**

All those in favor: Tassin, Hanan, Gilliam, Schoof, Charania, Wierzbicki

All those opposed: 0

- A. **Board of Trustees Meeting Minutes:** Consideration and approval of the minutes of Fort Bend ISD Board of Trustees meetings and/or public hearings on the following dates:
  - August 4, 2025 Called Meeting and Agenda Review
  - August 18, 2025 Boundary Planning Workshop
  - August 18, 2025 Regular Business Meeting
- B. **2025-26 Fiscal and Budgetary Strategy Review:** Consideration and approval of the District's Fiscal and Budgetary Strategy.
- C. **2025-26 Investment Strategy:** Consideration and approval of a resolution for the district's investment strategy and authorization of investment brokers for the District.
- D. **2025-26 Underwriters Review:** Consideration and approval of underwriters to be utilized by the District in connection with future bond debt issued.

- E. **Cellular Tower Lease Agreement with PTI US Towers II, LLC:** Consideration and approval for an amendment to the easement and assignment agreement with PTI US Towers II, LLC for the purposes of expanding the existing cell tower at Baines Middle School and authorization for the Superintendent to negotiate and execute the agreements.
- F. **Cellular Tower Lease Agreements with Branch Communications:** Consideration and approval for a lease agreement with Branch Communications for cell tower operations at the following campuses: Highlands Elementary and Hightower High School, and authorization for the Superintendent to negotiate and execute the agreements.
- G. **Cellular Tower Lease Agreements with Diamond Communications:** Consideration and approval for a lease agreement with Diamond Communications for cell tower operations at the following campuses: Bowie Middle School, Crockett Middle School, First Colony Middle School, Travis High School, and Walker Station Elementary School, and authorization for the Superintendent to negotiate and execute the agreements.
- H. **City of Fort Worth and JP Morgan Chase Bank Interlocal Participation Agreement:** Consideration and approval for an Interlocal Participation Agreement with JP Morgan Chase Bank and the City of Fort Worth.
- I. **Amendments to the District's Commercial Paper Program with JPMorgan Chase National Bank:** Consideration and approval of an order authorizing and approving a first amendment to the amended and restated note purchase agreement and revolving credit agreement and the related fee agreements associated with the District's commercial paper program; and other matters relating thereto.
- J. **2025 Property Tax Roll Resolution:** Consideration and approval of a resolution approving the 2025 property tax roll, based on the certified property values from Fort Bend County Tax Appraisal District.
- K. **2025-2026 T-TESS Appraisers:** Consideration and approval of certified campus-based T-TESS Appraisers in administrative positions to serve as teacher appraisers for the 2025-2026 school year.
- L. **Revision of Policy EFB (Local):** Consideration and approval of proposed revision of local policy EFB (Local).
- M. **Revision of Policy EIF (Local):** Consideration and approval of proposed revision of local policy EIF (Local).
- N. **Deletion of Policy CCG (Local) and Addition of Policy CCGA (Local):** Consideration and approval of proposed deletion of local policy CCG (Local) and addition of Policy CCGA (Local).
- O. **Revision of Policy CRB (Local):** Consideration and approval of proposed revision of local policy CRB (Local).

- P. **Revision of Policy DFAA (Local):** Consideration and approval of proposed revision of local policy DFAA (Local).
- Q. **Revision of Policy DFBA (Local):** Consideration and approval of proposed revision of local policy DFBA (Local).
- R. **Deletion of Policy EHBC (Local) and Revision of Policy EHBCA (Local):** Consideration and approval of proposed deletion of Policy EHBC (Local), and revision of Policy EHBCA (Local).
- S. **Revision of Policy EHBD (Local):** Consideration and approval of proposed revision of Policy EHBD (Local).
- T. **Maximum Class Size Exceptions:** Consideration and approval of the Texas Education Agency (TEA) exception for class size in grades PreK-4 for elementary schools that exceed a teacher-to-student ratio of 22 students per classroom teacher (22:1).
- U. Consideration and approval of proposed expenses that exceed \$50,000: Specifically for:
  1. **Grease, Grit Trap, and Dilution Tank Cleaning and Related Services. (COOP):** Consideration and approval for the purchase of grease, grit trap, and dilution tank cleaning and related services from D&H United Fueling Solutions, Inc. and Southwaste Disposal in an amount not to exceed \$350,000 over a five-year period, and authorization for the Superintendent to negotiate and execute the agreements through September 2030.
  2. **Turnkey District Wide Glass Replacement Services:** Consideration and approval for the purchase of turnkey district wide glass replacement services from multiple vendors in an amount not to exceed \$380,000 over a five-year period and authorization for the Superintendent to negotiate and execute the agreements through September 2030.
  3. **Benefit Services Pertaining to the Affordable Care Act (COOP):** Consideration and approval for the purchase of services necessary to administer Fort Bend ISD's reporting requirements to meet provisions of the Affordable Care Act (ACA) from AH HA Services LLC dba ETC Companies through a cooperative contract with Choice Partners in an amount not to exceed \$750,000, and authorization for the Superintendent to negotiate and execute the agreement through September 2030.
  4. **Districtwide Network Cabling Services (COOP):** Consideration and approval for the purchase of network cabling services from multiple vendors through various cooperative contracts in an amount not to exceed \$3,600,000 over a five-year period, and authorization for the Superintendent to negotiate and execute the agreements through September 2030.
  5. **IT Staff Augmentation Services (Increase):** Consideration and approval to increase the existing cooperative agreements awarded under 24-072AC Staff

Augmentation Services (COOP) by \$5,000,000 for a total not to exceed amount of \$7,800,000 to continue purchasing IT Staff Augmentation Services through August 2029.

**6. Purchase of Assignment, Submission, Evaluation, and Grading**

**Management Software Turnitin (COOP):** Consideration and approval for the purchase of assignment, submission, evaluation, and grading management software from Turnitin LLC through a cooperative contract with The Interlocal Purchasing System (TIPS) in an amount not to exceed \$547,334 over a five-year period, and authorization for the Superintendent to negotiate and execute the agreement through September 2030.

Action on Items Removed from the Consent Agenda

- **2025-26 Fiscal and Budgetary Strategy Review:** Consideration and approval of the District's Fiscal and Budgetary Strategy.

**MOTION made by Mrs. Hanan and SECONDED by Mrs. Charania** that the Board of Trustees approve agenda item 9.B as presented.

**MOTION CARRIES: 5-1**

All those in favor: Tassin, Hanan, Gilliam, Charania, Wierzbicki

All those opposed: Schoof

- **2025 Property Tax Roll Resolution:** Consideration and approval of a resolution approving the 2025 property tax roll, based on the certified property values from Fort Bend County Tax Appraisal District.

**MOTION made by Mrs. Hanan and SECONDED by Mrs. Charania** that the Board of Trustees approve agenda item 9.J as presented.

**MOTION CARRIES: 5-1**

All those in favor: Tassin, Hanan, Gilliam, Charania, Wierzbicki

All those opposed: Schoof

10. Convene in Closed Session

The Board convened in closed session at 7:20 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 assigning DGBA employee grievance of Dr. Thomas Bouknight to a Board hearing officer, or to schedule a future Board meeting to hear and consider the grievance.

- B. Deliberate assigning DGBA employee grievance of Ann Gibbs to a Board hearing officer, or to schedule a future Board meeting to hear and consider the grievance.
- C. Deliberate assigning DGBA employee grievance of Ambily Rose to a Board hearing officer, or to schedule a future Board meeting to hear and consider the grievance.
- D. Deliberate assigning DGBA employee grievance of Maquaya Hardy to a Board hearing officer, or to schedule a future Board meeting to hear and consider the grievance.
- E. Deliberate hearing officer's recommendation regarding the Level Three employee grievance of Katina Covington.
- F. Deliberate assigning FNG parent grievance of Larry G. to a Board hearing officer, or to schedule a future Board meeting to hear and consider the grievance.
- G. Pursuant to Texas Government Code Sections 551.071 and 551.129, consultation with school attorney concerning pending litigation and possible settlement of matter styled Doreatha Long-Walker v. Fort Bend ISD et al.; No. 4:24-cv-05035; Federal District Court for the Southern District of Texas Houston Division.
- H. Consideration and possible action to propose the termination of the term contract of David Clayton during the contract term for good cause.

#### 11. Reconvene in Open Session

The Board reconvened in open session at 7:59 p.m.

#### 13. Consider Action on Closed Session Items

- **MOTION made by Mrs. Wierzbicki and SECONDED by Dr. Gilliam** for the Board of Trustees assign the Level Three employee grievance appeal of Dr. Thomas Bouknight to the Board's designated hearing officer under Board Policy DGBA (Local).

#### **MOTION CARRIES: 6-0**

All those in favor: Tassin, Hanan, Gilliam, Schoof, Charania, Wierzbicki

All those opposed: 0

- **MOTION made by Mrs. Hanan and SECONDED by Dr. Gilliam** for the Board of Trustees assign the Level Three employee grievance appeal of Ann Gibbs to the Board's designated hearing officer under Board Policy DGBA (Local).

#### **MOTION CARRIES: 6-0**

All those in favor: Tassin, Hanan, Gilliam, Schoof, Charania, Wierzbicki

All those opposed: 0

- **MOTION made by Mrs. Charania and SECONDED by Dr. Gilliam** for the Board of Trustees assign the Level Three employee grievance appeal of Ambily Rose to the Board's designated hearing officer under Board Policy DGBA (Local).

#### **MOTION CARRIES: 6-0**

All those in favor: Tassin, Hanan, Gilliam, Schoof, Charania, Wierzbicki  
All those opposed: 0

- **MOTION made by Dr. Gilliam and SECONDED by Mrs. Hanan** for the Board of Trustees assign the Level Three employee grievance appeal of Maquaya Hardy to the Board's designated hearing officer under Board Policy DGBA (Local).

**MOTION CARRIES: 6-0**

All those in favor: Tassin, Hanan, Gilliam, Schoof, Charania, Wierzbicki  
All those opposed: 0

- **MOTION made by Mr. Schoff and SECONDED by Dr. Gilliam** for the Board of Trustees accept the hearing officer's recommendation concerning the Level Three DGBA grievance of Katina Covington.

**MOTION CARRIES: 6-0**

All those in favor: Tassin, Hanan, Gilliam, Schoof, Charania, Wierzbicki  
All those opposed: 0

- **MOTION made by Mrs. Hanan and SECONDED by Mr. Schoof** for the Board of Trustees assign the Level Three FNG parent complaint of Larry G. to the Board's designated hearing officer under Board Policy FNG (LOCAL).

**MOTION CARRIES: 6-0**

All those in favor: Tassin, Hanan, Gilliam, Schoof, Charania, Wierzbicki  
All those opposed: 0

- **MOTION made by Mrs. Charania and SECONDED by Mrs. Hanan** for the Board of Trustees accept the recommendation of the Superintendent of Schools and the School District's Attorney and to direct the Superintendent and the School District's Attorney to proceed, as discussed in closed session to execute the settlement agreement and any other steps necessary to effectuate same, in the matter styled Doreatha Long-Walker v. Fort Bend ISD et al.; No. 4:24-cv-05035; Federal District Court for the Southern District of Texas Houston Division.

**MOTION CARRIES: 6-0**

All those in favor: Tassin, Hanan, Gilliam, Schoof, Charania, Wierzbicki  
All those opposed: 0

- **MOTION made by Mr. Schoof and SECONDED by Dr. Gilliam** for the Board of Trustees propose to terminate the term employment contract of David Clayton for good cause and authorize the Superintendent to provide notice to David Clayton of the Board's action.

**MOTION CARRIES: 6-0**

All those in favor: Tassin, Hanan, Gilliam, Schoof, Charania, Wierzbicki  
All those opposed: 0

13. Action

- A. **Adoption of 2025 Ad Valorem Tax Rate:** Consideration and approval of a resolution adopting the combined Ad Valorem tax rate of \$1.0569 per \$100 of valuation for the Fort Bend Independent School District for the 2025 tax year. The proposed tax rate includes the Maintenance and Operations (M&O) rate of \$0.7869, which covers the district's operational expenses, and an Interest and Sinking (I&S) rate of \$0.2700, which is designated for the repayment of bonds issued by the district. The adoption of the recommended tax rate ensures that the district can continue to meet its financial obligations while providing necessary services and maintaining its infrastructure.

**MOTION made by Mrs. Hanan and SECONDED by Dr. Gilliam** move that the property tax rate be increased by the adoption of a tax rate of \$1.0569, which is effectively a 4.33 percent increase in the tax rate. I move that the 2025 total tax rate of \$1.0569 be adopted, with \$0.7869 for maintenance and operations and \$0.27 for debt service.

**MOTION CARRIES: 5-1**

All those in favor: Tassin, Hanan, Gilliam, Charania, Wierzbicki

All those opposed: Schoff

- B. **TASB Compensation Study Findings:** Consideration and approval to accept the TASB HR Compensation Study and authorize the development of a phased implementation plan to address the identified priorities, including internal equity adjustments, market alignment strategies, and stipend structure updates.

**MOTION made by Mrs. Wierzbicki and SECONDED by Dr. Gilliam** that the Board of Trustees approve the TASB Compensation Study Findings as presented.

**MOTION CARRIES: 6-0**

All those in favor: Tassin, Hanan, Gilliam, Schoof, Charania, Wierzbicki

All those opposed: 0

- C. **Appointment of Trustee:** Consideration and approval of appointment of Addie Heyliger to fill the vacancy in Trustee Position No. 5.

**MOTION made by Dr. Gilliam and SECONDED by Mrs. Hanan** that the Board of Trustees appoint Addie Heyliger to Trustee Position No.5.

**MOTION CARRIES: 5-1**

All those in favor: Tassin, Hanan, Gilliam, Charania, Wierzbicki

All those opposed: Schoof

14. Administer Oath of Office to Newly Appointed Trustee

The Board took a short recess at 8:18 p.m.

The Board reconvened at 8:25 p.m.

15. Future Meeting Discussion

16. Adjournment

Having no further business before the Board, **MOTION** was made by Mrs. Hanan to adjourn the meeting at 8:31 p.m.

---

Kristin K. Tassin, President

Dr. Shirley Rose-Gilliam, Secretary

Minutes  
**Fort Bend ISD Board of Trustees**  
Special Called Meeting Team Building  
September 22, 2025

A Board of Trustees Special Called Meeting Team Building was held on Monday, September 22, 2025 beginning at 6:04 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/356259>

The agenda packet for the meeting can be found here:  
<https://meetings.boardbook.org/Public/Agenda/649?meeting=710021>

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

Board Members Present

Mrs. Angie Hanan, Vice President  
Dr. Shirley Rose-Gilliam, Secretary  
Mr. Adam Schoof  
Mrs. Afshi Charania  
Mrs. Addie Heyliger  
Mrs. Angie Wierzbicki

School Officials Present

Dr. Marc Smith, Superintendent of Schools  
Stephanie Williams, Chief of Organizational Development

Kim Schaub, Recording Secretary

Others Present

Mason Moses, HUB International

1. Meeting Called to Order

President Tassin called the meeting to order at 6 04 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. Public Comment

There were no public speakers/

3. Convene in Closed Session

The Board convened in closed session at 6:05 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. Team Building and Board Self Evaluation

#### 4. Reconvene in Open Session

The Board reconvened in open session at 9:13 p.m.

#### 5. Adjournment

Having no further business before the Board, **MOTION** was made by Mrs. Hanan to adjourn the meeting at 9:13 p.m.

---

Kristin K. Tassin, President

Dr. Shirley Rose-Gilliam, Secretary

# Fort Bend Independent School District

## Executive Summary

<b>Regular Board Meeting</b>		<b>Meeting Date: October 27, 2025</b>
<b>Agenda Item Title: Consideration and approval of Districtwide Pressure Washing Services</b>		
<b>Board Policy:</b> CH, CV, or DBD (Local)	<b>District Priority:</b> Priority 3	
<b>Department:</b> Deputy Superintendent Operations		
Are there related documents to be signed by the Board? NO		
<input checked="" type="checkbox"/> Administration has reviewed the final submission for this agenda item.		
<input checked="" type="checkbox"/> Reviewed by Deputy Superintendent		<input checked="" type="checkbox"/> Reviewed by Chief of Staff

<b>Recommendation</b>
Consideration and approval for the purchase of District-wide pressure washing services from multiple vendors in an amount not to exceed \$300,000 over a five-year period and authorization for the Superintendent to negotiate and execute the agreements through October 2030.

<b>Summary/Background</b>
<p>Fort Bend ISD conducts regular pressure washing services to maintain safe, clean, and visually appealing facilities. This service has not been previously contracted through an RFP process, and due to the associated expenditures, the district conducted a formal solicitation to ensure compliance with state procurement regulations and to identify qualified and reliable providers capable of meeting the district's standards.</p> <p>On May 23, 2024, the District issued RFP 24-015AR to solicit proposals from qualified vendors to provide pressure washing services for district buildings and facilities, which include 28 tennis courts.</p> <p>Fort Bend ISD is committed to maintaining cleanliness and high aesthetic standards across all district facilities. Regular pressure washing with high-pressure water jets is essential to enhance the visual appeal of buildings by removing dirt, grime, mold, and other pollutants that can accumulate over time, potentially causing surface damage and safety hazards. These services must follow industry guidelines, adhere to strict safety protocols, and be performed promptly and effectively to preserve the quality and condition of district facilities. Maintaining clean, well-kept buildings supports a safe, welcoming, and professional environment for</p>

# Fort Bend Independent School District

students, staff, and visitors, reflecting the district’s commitment to high-quality facilities and a positive learning atmosphere.

An evaluation team comprised of Fort Bend ISD staff members from the Business and Finance and Facilities, Operations and Maintenance departments evaluated the submissions. 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 October 15, 2025, and will run through October 14, 2028, With the two (2) option years, the contract can be extended until October 2030.

**Background**

Expenditures are not expected to exceed \$300,000 through October 2030. Funding is included in the budget.

Requested by:	Dr. Thomas Lawing, Chief Operating Officer Bryan Guinn, Chief Financial Officer	
Vendor:	JAK Environmental Texas Power Equipment Prestige Building Group, LLC Pressure Washing America, LLC	
Budget Sources:	General Fund	
Amount:	Not to Exceed \$ 300,000	
<b>Other Supporting Information</b>		
Sole Source:	N/A	
Number of vendors contacted by Purchasing:	519	
Number of vendors downloaded the solicitation:	92	
Number of responses received:	11	
Number of “no bid” responses received:	N/A	
Length of commitment:	Through October 2030	
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

# Fort Bend Independent School District

Recommended by:

Dr. Marc Smith  
Superintendent of Schools

Submitted by:

Kathleen Brown  
Deputy Superintendent of Operations

Dr. Thomas Lawing  
Chief Operating Officer

Bryan Guinn  
Chief Financial Officer

**RFP 24-015AR Districtwide Pressure Washing Services**

	<b>Evaluation Criteria</b>	<b>Point System</b>
1	<b>Purchase price</b> <ul style="list-style-type: none"> <li>• Offer a fair reasonable price for goods and services to be procured by Fort Bend ISD.</li> <li>• Pricing will be evaluated for reasonableness relative to the goods and services offered by each proposer.</li> </ul>	25 points
2	<b>Reputation of the Vendor and of the Vendor's goods or services</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.)</li> </ul>	10 points
3	<b>Quality of the Vendor's goods or services</b> <ul style="list-style-type: none"> <li>• Service capabilities</li> <li>• Demonstrates competence: experience, etc.</li> <li>• Relevant experience</li> <li>• Experience and competence in dealing with large school districts</li> <li>• Quality control</li> <li>• Vendors Experience</li> </ul>	25 points
4	<b>Extent to which the goods or services meet the district's needs</b> <ul style="list-style-type: none"> <li>• Resources and Availability</li> <li>• Understanding of the scope of work to be performed</li> <li>• Timeline and ability to meet deadlines.</li> </ul>	25 points
5	<b>Vendor's past relationship with the district</b> For reference, the vendor shall list the following: <ul style="list-style-type: none"> <li>• Past projects or contracts similar service vendor has had with the district.</li> <li>• Past projects or contracts similar service vendor has had with any K-12 Districts similar size or larger</li> <li>• Past projects or contracts similar service vendor has had with any business or universities the size of our district.</li> </ul>	5 points
6	<b>Long-term cost to the district to acquire the Vendor's goods or services</b> <ul style="list-style-type: none"> <li>• Yearly service cost, emergency services</li> </ul>	10 points
7	<b>Vendor's Principal place of business is in the state of Texas or employs 500 people in this state.</b>	0 points
8	<b>Insurance requirements:</b> <ul style="list-style-type: none"> <li>• Certificate of Insurance as requested in the solicitation.</li> </ul>	Pass/Fail
9	<b>Service Agreement:</b> <ul style="list-style-type: none"> <li>• Extent to which the vendor agrees to our Standard Form of Agreement by <b>Vendor Information Sheet</b>, you assent to the Terms and Conditions of Fort Bend ISD.</li> </ul>	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
	<b>TOTAL</b>	<b>100 points</b>

Tabulation Summary  
RFP 24-015AR Districtwide Pressure Washing Services

Vendor	Purchase Price (25 pts. Max)	Reputation of Vendor and Vendor's Goods and Services (10 pts. Max)	Quality of Vendors Goods and Services (25 pts. Max)	Extent to which the Goods and Services Meet the Needs of the District (25 pts. Max)	Vendors Past Relationship with the District (5 pts. Max)	Long Term Cost to the District (10 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
Pressure Washing America, LLC	25.00	3.00	18.80	17.40	4.20	10.00	78.40	1
Texas Power Equipment	3.08	8.00	23.00	22.40	5.00	1.67	63.14	2
JAK Environmental	13.33	7.00	16.80	16.00	4.00	5.56	62.69	3
Prestige Building Group, LLC	8.70	6.00	19.60	18.60	4.40	3.57	60.87	4
Kept Companies DBA Fleet wash	2.22	3.00	16.20	16.60	3.80	9.09	50.91	5
E&W Diversified Services, LLC	8.33	7.00	14.40	13.40	3.40	4.17	50.70	6
Xtreme Kleen Pressure Washing	9.52	4.00	14.40	13.40	3.00	4.17	48.49	7
On Spot Power Washing Services, LLC	6.90	3.00	14.40	15.00	3.00	2.70	45.00	8
Edavant, LLC	7.41	3.00	13.40	12.40	3.00	3.70	42.91	9
Curb Quality	0.01	7.00	12.40	11.40	2.80	0.10	33.71	10
Elite Pressue Washing Services, LLC	0.10	3.00	13.40	13.40	2.80	0.01	32.71	11

# Fort Bend Independent School District

## Executive Summary

<b>Regular Board Meeting</b>		<b>Meeting Date: October 27, 2025</b>	
<b>Agenda Item Title: Consideration and approval of Generator Preventative Maintenance Support and Related Services (COOP)</b>			
<b>Board Policy:</b> CH, CV, or DBD (Local)		<b>District Priority:</b> Priority 3	
<b>Department:</b> Deputy Superintendent Operations			
Are there related documents to be signed by the Board? NO			
<input checked="" type="checkbox"/> Administration has reviewed the final submission for this agenda item.			
<input checked="" type="checkbox"/> Reviewed by Deputy Superintendent		<input checked="" type="checkbox"/> Reviewed by Chief of Staff	

<b>Recommendation</b>
Consideration and approval for the purchase of generator preventive maintenance support and related services from Clifford Power through a cooperative contract with BuyBoard Purchasing Cooperative in an amount not-to-exceed \$1,300,000 over a five-year period and authorization for the Superintendent to negotiate and execute the agreement through October 2030.

<b>Summary/Background</b>
<p>On November 7, 2022, the Board approved 22-065AR Generators Preventive Maintenance, Support, and Related Services to support the continued service of generators throughout the district. This contract will expire in October 2025.</p> <p>The recommended vendor will provide comprehensive generator services including inspection, maintenance, repair, and replacement as necessary. All labor, materials, and equipment required to perform each level of inspection and maintenance will be supplied by the vendor. These services are intended to ensure proper preventive maintenance of all district generators. Regular inspections and timely maintenance are critical to extending the life of the equipment, minimizing downtime, and ensuring reliable performance.</p> <p>The generators serve as a secondary power source and are essential for supporting emergency lighting and life safety systems during power outages. Maintaining these systems in optimal condition is vital to the safety of our facilities, staff, and students.</p> <p>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 proposal awards worth \$50,000 or more.</p>

# Fort Bend Independent School District

The current cooperative contract is active through September 2030. Should the contract not be renewed for the full term, staff will utilize alternate cooperative contract or return to the Board to request authorization to utilize an alternate procurement method.

The term of this contract is for three (3) years with two (2) optional one-year extensions. The contract term will begin on October 27, 2025, and will run through October 26, 2028, With the two (2) option years, the contract can be extended until October 26, 2030.

**Background**

Expenditures in 2024-25 were \$436,209. Expenditures are not expected to exceed \$1,300,000 through October 2030. Funding is included in the budget.

Requested by:	Dr. Thomas Lawing, Chief Operating Officer Bryan Guinn, Chief Financial Officer	
Vendor:	Clifford Power Systems***	
Budget Sources:	General Fund Bond Funds	
Amount:	Not to exceed \$1,300,000	
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 October 2030	
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:

Kathleen Brown  
Deputy Superintendent of Operations

Dr. Thomas Lawing  
Chief Operating Officer

# Fort Bend Independent School District

Bryan Guinn  
Chief Financial Officer

# Fort Bend Independent School District

## Executive Summary

<b>Regular Board Meeting</b>		<b>Meeting Date: October 27, 2025</b>	
<b>Agenda Item Title: Consideration and approval of Swimming Pool Chemicals, Supplies, Equipment and Services (COOP)</b>			
<b>Board Policy:</b> CH, CV, or DBD (Local)		<b>District Priority:</b> Priority 3	
<b>Department:</b> Deputy Superintendent Operations			
Are there related documents to be signed by the Board? NO			
<input checked="" type="checkbox"/> Administration has reviewed the final submission for this agenda item.			
<input checked="" type="checkbox"/> Reviewed by Deputy Superintendent		<input checked="" type="checkbox"/> Reviewed by Chief of Staff	

<b>Recommendation</b>
Consideration and approval for the purchase of swimming pool chemicals, supplies, equipment and services from Progressive Commercial Aquatics and Hancock Pool Services under a cooperative contract with BuyBoard Purchasing Cooperative in an amount not-to-exceed \$700,000 over a five-year period and authorization for the Superintendent to negotiate and execute the agreements through October 2030.

<b>Summary/Background</b>
<p>On April 17, 2023, the Board approved 23-048AR Swimming Pool Chemicals, Supplies, Equipment, and Services to support ongoing maintenance needs. This contract will expire in June 2026 and be replaced by 26-011AR.</p> <p>The Facilities Department is responsible for managing vendors that provide chemical services and for overseeing routine minor maintenance and repairs for all district aquatic facilities. These services are essential to ensure the health and safety of all pool users, maintain compliance with public health regulations, prevent potential liability, and protect the District's reputation. Proper chemical treatment and regular maintenance help prevent accidents, waterborne illnesses, and damage to equipment, ensuring the facilities remain safe, functional, and professionally maintained.</p> <p>The district's aquatics facilities serve a wide range of organizations and programs, making proper upkeep critical to supporting both district and community needs. Regular users include the University Interscholastic League (UIL), Texas Association of Private and Parochial Schools (TAPPS), USA Swimming, USA Diving, YMCA, Masters Swimmers, summer leagues, and wellness programs. In addition, the facility hosts water polo, synchronized swimming, cross-training, Special Olympics events, and the district's Extended Learning program.</p>

# Fort Bend Independent School District

By maintaining high standards of cleanliness, safety, and functionality, the Facilities Department ensures the natatorium continues to operate as a premier venue for competition, training, recreation, and community engagement, while protecting the district from risk and upholding its commitment to students, staff, and the broader community.

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 proposal awards worth \$50,000 or more.

Renewal options are available through October 2030. Should the contracts 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.

The term of this contract is for three (3) years with two (2) optional one-year extensions. The contract term will begin on October 27, 2025, and will run through October 26, 2028. With the two (2) option years, the contract can be extended until October 26, 2030.

## **Background**

Expenditures in 2024-25 were \$86,399. Expenditures are not expected to exceed \$700,000 through October 2030. The increase over the historic expenditure accounts for inflation on pool chemicals and the planned opening of the second aquatics practice facility included in the 2023 Bond. Funding is included in the budget.

Requested by:	Dr. Thomas Lawing, Chief Operating Officer Bryan Guinn, Chief Financial Officer	
Vendor:	Hancock Pool Services Progressive Commercial Aquatics, Inc.***	
Budget Sources:	General Fund Bond Funds	
Amount:	Not to exceed \$700,000	
<b>Other Supporting Information</b>		
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 October 2030	
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.:

# Fort Bend Independent School District

Recommended by:

Dr. Marc Smith  
Superintendent of Schools

Submitted by:

Kathleen Brown  
Deputy Superintendent of Operations

Dr. Thomas Lawing  
Chief Operating Officer

Bryan Guinn  
Chief Financial Officer

# Fort Bend Independent School District

## Executive Summary

<b>Regular Board Meeting</b>		<b>Meeting Date: October 27, 2025</b>	
<b>Agenda Item Title: Consideration and approval of Prevailing Wage Rate Resolution</b>			
<b>Board Policy: CV (Local)</b>		<b>District Priority: Priority 3</b>	
<b>Department:</b> Deputy Superintendent Operations			
Are there related documents to be signed by the Board? YES			
<input checked="" type="checkbox"/> Administration has reviewed the final submission for this agenda item.			
<input checked="" type="checkbox"/> Reviewed by Deputy Superintendent		<input checked="" type="checkbox"/> Reviewed by Chief of Staff	

<b>Recommendation</b>
Consideration and approval of the adoption of the minimum Prevailing Wage Rate Schedule dated by Board Resolution for construction workers employed by contractors and subcontractors on public works projects in FBISD.

<b>Summary/Background</b>
<p>On August 22, 2022, the BOT approved the adoption of a minimum Prevailing Wage Rate Schedule for construction by Board Resolution. A periodic review and update of the prevailing wage rate is recommended to ensure fairness, compliance, and workforce stability on FBISD construction contracts.</p> <p>The Prevailing Wage Rate schedule provides the District with the wage rates for public works projects. These rates must be set forth in all new construction and renovation Requests for Proposals issued by the District in accordance with Chapter 2258 of the Texas Government Code.</p> <p>PBK Architects, on behalf of public-school districts in the area, has conducted a recent survey of Prevailing Wage Rates for construction trades in accordance with the requirements of Texas Government Code Chapter 2258. The attached Exhibit "A" provides the updated minimum Prevailing Wage Rates for the Texas Gulf Coast Area, because of the survey.</p> <p>Upon Board adoption of the updated minimum Prevailing Wage Rates, the District will establish these rates for all new projects as they are bid.</p>

# Fort Bend Independent School District

Recommended by:

Dr. Marc Smith  
Superintendent of Schools

Submitted by:

Kathleen Brown  
Deputy Superintendent of Operations

Dr. Thomas Lawing  
Chief Operations Officer

**RESOLUTION**  
**OF FORT BEND INDEPENDENT SCHOOL DISTRICT**  
**ADOPTING PREVAILING MINIMUM WAGE RATES**

WHEREAS, Texas Government Code Chapter 2258 requires school districts to adopt Prevailing Wage Rates setting the minimum hourly wages paid to construction workers engaged in public works projects in a school district;

WHEREAS, PBK Architects, Inc., on behalf of public school districts in the area, has conducted a survey of Prevailing Wage Rates for construction trades in accordance with the requirements of Texas Government Code Chapter 2258;

WHEREAS, the results of the survey are attached as Exhibit “A.”

NOW THEREFORE, BE IT RESOLVED that the Fort Bend Independent School District Board of Trustees hereby adopts the Prevailing Wages reflected in Exhibit “A” for use on all District facilities projects.

ADOPTED this 27<sup>th</sup> day of October, 2025.

FORT BEND INDEPENDENT SCHOOL DISTRICT

By: \_\_\_\_\_  
KRISTIN K. TASSIN  
President, Board of Trustees

Attest: \_\_\_\_\_  
DR. SHIRLEY ROSE-GILLIAM  
Secretary, Board of Trustees

# Exhibit "A"

## Prevailing Wage Rate Determination Information

*The following information is from Chapter 2258 Texas Government Code:*

### **Sec. 2258.021. Right to be Paid Prevailing Wage Rates.**

- (a) A worker employed on a public work by or on behalf of the state or a political subdivision of the state shall be paid:
  - (1) not less than the general prevailing rate of per diem wages for work of a similar character in the locality in which the work is performed; and
  - (2) not less than the general prevailing rate of per diem wages for legal holiday and overtime work.
- (b) Subsection (a) does not apply to maintenance work.
- (c) A worker is employed on a public work for the purposes of this section if the worker is employed by a contractor or subcontractor in the execution of a contract for the public work with the state, a political subdivision of the state, or any officer or public body of the state or a political subdivision of the state.

### **Sec. 2258.023. Prevailing Wage Rates to be paid by Contractor and Subcontractor; Penalty.**

- (a) The contractor who is awarded a contract by a public body or a subcontractor of the contractor shall pay not less than the rates determined under Section [2258.022](#) to a worker employed by it in the execution of the contract.
- (b) A contractor or subcontractor who violates this section shall pay to the state or a political subdivision of the state on whose behalf the contract is made, \$60 for each worker employed for each calendar day or part of the day that the worker is paid less than the wage rates stipulated in the contract. A public body awarding a contract shall specify this penalty in the contract.
- (c) A contractor or subcontractor does not violate this section if a public body awarding a contract does not determine the prevailing wage rates and specify the rates in the contract as provided by Section [2258.022](#).
- (d) The public body shall use any money collected under this section to offset the costs incurred in the administration of this chapter.
- (e) A municipality is entitled to collect a penalty under this section only if the municipality has a population of more than 10,000.

### **Sec. 2258.051. Duty of Public Body to Hear Complaints and Withhold Payment.**

A public body awarding a contract, and an agent or officer of the public body, shall:

- (1) take cognizance of complaints of all violations of this chapter committed in the execution of the contract; and
- (2) withhold money forfeited or required to be withheld under this chapter from the payments to the contractor under the contract, except that the public body may not withhold money from other than the final payment without a determination by the public body that there is good cause to believe that the contractor has violated this chapter.

## Prevailing Wage Rates – School Construction Trades

June 2, 2025

Texas Gulf Coast Area

CLASSIFICATION	2025 HOURLY RATE
ASBESTOS WORKER	\$27.20
BRICKLAYER; MASON	\$24.90
CARPENTER; CASEWORKER	\$23.13
CARPET LAYER; FLOOR INSTALLER	\$26.20
CONCRETE FINISHER	\$23.83
DATA COMM/TELE COMM	\$24.33
DRYWALL INSTALLER; CEILING INSTALLER	\$24.33
ELECTRICIAN	\$29.86
ELEVATOR MECHANIC	\$39.78
FIREPROOFING INSTALLER	\$22.99
GLAZIER	\$23.25
HEAVY EQUIPMENT OPERATOR	\$22.17
INSULATOR	\$21.95
IRONWORKER	\$26.50
LABORER, HELPER	\$19.81
LATHERER; PLASTERER	\$22.75
LIGHT EQUIPMENT OPERATOR	\$28.75
METAL BUILDING ASSEMBLER	\$24.00
PAINTER; WALL COVERING INSTALLER	\$20.17
PIPEFITTER	\$29.82
PLUMBER	\$27.98
ROOFER	\$22.50
SHEET METAL WORKER	\$29.96
SPRINKLER FITTER	\$23.00
STEEL ERECTOR	\$26.00
TERRAZZO WORKER	\$22.75
TILE SETTER	\$22.00
WATERPROOFER; CAULKER	\$24.00

This document was developed by PBK Architects, Inc., in strict accordance with Chapter 2258 of the Texas Government Code.

# Prevailing Wage Rates

## Worker Classification Definition Sheet

CLASSIFICATION	DEFINITION
ASBESTOS WORKER	Worker who removes and disposes of asbestos materials.
BRICKLAYER; MASON	Craftsman who works with masonry products, stone, brick, block, or any material substituting those materials and accessories.
CARPENTER; CASEWORKER	Worker who build wood structures or structures of any material which has replaces wood. Includes rough and finish carpentry, hardware and trim.
CARPET LAYER; FLOOR INSTALLER	Worker who installs carpets and /or floor coverings, vinyl tile.
CONCRETE FINISHER	Worker who floats, trowels, and finishes concrete.
DATA COMM/TELE COMM	Worker who installs data/telephone and television cable and associate equipment and accessories.
DRYWALL; CEILING INSTALLER	Worker who installs metal framed walls and ceiling, drywall coverings, ceiling grids, and ceilings.
ELECTRICIAN	Skilled craftsman who installs or repairs electrical wiring and devices. Includes fire alarm systems and HVAC electrical controls.
ELEVATOR MECHANIC	Craftsman skilled in the installation and maintenance of elevators.
FIREPROOFING INSTALLER	Worker who sprays or applies fire proofing materials.
GLAZIER	Worker who installs glass, glazing, and glass framing.
HEAVY EQUIPMENT OPERATOR	Includes but not limited to: all CAT tractors, all derrick-powered, all power operated cranes, back-hoes, back-fillers, power operated shovels, winch trucks, and all trenching machines.
INSULATOR	Worker who applies, sprays, or installs insulation.
IRONWORKER	Skilled craftsman who erects structural steel framing, and installs structural concrete Rebar.
LABORER, HELPER	Worker qualified for only unskilled or semi-skilled work. Lifting, carrying materials or tools, hauling, digging, clean up.
LATHERER; PLASTERER	Worker who installs metal framing and lath. Worker who applies plaster to lathing and installs associated accessories.
LIGHT EQUIPMENT OPERATOR	Includes but not limited to , air compressors, truck crane drivers, flex planes, building elevators, form graders, concrete mixers less than 14cf), conveyers.
METAL BUILDING ASSEMBLER	Worker who assembles pre-made metal buildings.
PAINTER; WALL COVERING INSTALLER	Worker who prepares wall surfaces and applies paint and/or wall coverings, tape, and bedding.
PIPEFITTER	Trained worker who installs piping systems, chilled water piping and hot water (boiler) piping, pneumatic tubing controls, chillers, boilers, and associated mechanical equipment.
PLUMBER	Skilled craftsman who installs domestic hot and cold water piping, waste piping, storm system piping, water closets, sinks, urinals, and related work.
ROOFER	Worker who installs roofing materials, Bitumen (asphalt and coal tar) felts, flashings, all types of roofing membranes, and associated products.
SHEET METAL WORKER	Worker who installs sheet metal products, Roof metal, flashings and curbs, ductwork, mechanical equipment, and associated metals.
SPRINKLER FITTER	Worker who installs fire sprinklers systems and fire protectant equipment.
STEEL ERECTOR	Worker who erects and dismantles structural steel frames of buildings and other structures.
TERRAZZO WORKER	Craftsman who places and finishes Terrazzo
TILE SETTER	Worker who prepares wall and/or floor surfaces and applies ceramic tiles to these surfaces.
WATERPROOFER; CAULKER	Worker who applies water proofing material to buildings. Products include sealant, caulk, sheet membranes, and liquid membranes, sprayed, rolled or brushed.

# Fort Bend Independent School District

## Executive Summary

<b>Regular Board Meeting</b>		<b>Meeting Date: October 27, 2025</b>	
<b>Agenda Item Title: Consideration and approval of Budget Amendment Regarding Use of 2018 Bond Program Contingency Funds (Federal E-Rate Reimbursement)</b>			
<b>Board Policy: CV (Local)</b>		<b>District Priority: Priority 3</b>	
Department: Deputy Superintendent Operations			
Are there related documents to be signed by the Board? NO			
<input checked="" type="checkbox"/> Administration has reviewed the final submission for this agenda item.			
<input checked="" type="checkbox"/> Reviewed by Deputy Superintendent		<input checked="" type="checkbox"/> Chief of Staff	

<b>Recommendation</b>
Consideration and approval for the allocation of Federal E-Rate Reimbursement funds within the 2018 Bond Program Contingency as proposed by Administration.

<b>Summary/Background</b>						
<p>The Telecommunications Act of 1996 established the E-Rate program to provide schools and libraries discounts of 20%-90% on qualifying telecom services and hardware. Fort Bend ISD currently qualifies for an 80% discount.</p> <p>For Bond funded large network infrastructure projects, these E-Rate discounts come in the form of Federal reimbursements. The reimbursements are deposited back into the Technology Bond to fund additional IT projects within the scope of the original Bond.</p> <p>The 2024 Federal E-Rate reimbursement for \$3,829,196 was deposited into the 2018 Bond Program Contingency. The table below indicates the projects that were intended to use the E-Rate funds once received and the change in contingency after allocating the E-Rate funds:</p>						
<table border="1"> <thead> <tr> <th>Description</th> <th>Budget (Shortage)/Surplus</th> </tr> </thead> <tbody> <tr> <td>Cumulative Program Contingency as of August 31, 2025</td> <td>\$8,132,080</td> </tr> <tr> <td><b>Contributions</b></td> <td></td> </tr> </tbody> </table>	Description	Budget (Shortage)/Surplus	Cumulative Program Contingency as of August 31, 2025	\$8,132,080	<b>Contributions</b>	
Description	Budget (Shortage)/Surplus					
Cumulative Program Contingency as of August 31, 2025	\$8,132,080					
<b>Contributions</b>						

# Fort Bend Independent School District

Interest Income-4 <sup>th</sup> Qtr fiscal year 2025	63,643
<b><i>Uses</i></b>	
<b>Classroom Toolset</b> (Student Devices, Classroom A/V, Printers, Laptop Batteries)	(\$1,129,196)
<b>Data Center Infrastructure/Systems</b> (Servers, Storage, UPS, Physical Plant, ITSM, DC Systems/Subscriptions)	(\$1,250,000)
<b>Staff Devices</b> (Laptop/Desktops/iPads/etc. for Teachers, Admin, Support Staff, etc.)	(\$1,250,000)
<b>Non-Classroom A/V</b> (Cafeterias, Libraries, Auditoriums, Conference Rooms, etc.)	(\$200,000)
<b>Use Sub-Total</b>	(\$3,829,196)
Cumulative Program Contingency as of October 27, 2025	\$4,366,527

Staff recommends allocation of \$3.8M in E-Rate reimbursements to the identified IT projects in the 2018 Bond.

Recommended by:

Dr. Marc Smith  
Superintendent of Schools

Submitted by:

Kathleen Brown  
Deputy Superintendent Operations

Long Pham  
Chief Information Officer

Bryan Guinn  
Chief Financial Officer

# Fort Bend Independent School District

## Executive Summary

<b>Regular Board Meeting</b>		<b>Meeting Date: October 27, 2025</b>
<b>Agenda Item Title: Consideration and approval of District Network Security (COOP)</b>		
<b>Board Policy:</b> CH, CV, or DBD (Local)	<b>District Priority:</b> Priority 3	
<b>Department:</b> Deputy Superintendent Operations		
Are there related documents to be signed by the Board? NO		
<input checked="" type="checkbox"/> Administration has reviewed the final submission for this agenda item.		
<input checked="" type="checkbox"/> Reviewed by Deputy Superintendent		<input checked="" type="checkbox"/> Reviewed by Chief of Staff

<b>Recommendation</b>
Consideration and approval for the purchase of district network security from Solid Border, Inc. and SHI-Government Solutions under a cooperative contract with the Texas Department of Information Resources (DIR) and The Interlocal Purchasing System (TIPS) in an amount not to exceed \$5,100,000 over a five-year period, and authorization for the Superintendent to negotiate and execute the agreements through October 2030.

<b>Summary/Background</b>
<p>On December 13, 2021, the Board approved 22-027TA District Network Security. This contract covers purchases for District network security as well as the associated subscriptions and services for the data center and the data center co-location site. The contract is set to expire on March 31, 2026.</p> <p>Contract 26-016RA will provide the District with network security equipment, associated subscriptions, and services for both the data center and the co-location site. This includes firewall equipment that is essential for protecting District systems and data. Firewalls serve as the first line of defense against cybersecurity threats by providing:</p> <ul style="list-style-type: none"><li>• Website filtering</li><li>• Malware detection and prevention</li><li>• Cloud-based malware analysis (Wildfire)</li><li>• Daily dynamic updates to counter emerging threats</li><li>• Always-on VPN services for student 1:1 devices, helping the District meet mandated requirements to protect employee and student data under the Children’s Internet Protection Act (CIPA) and the Family Educational Rights and Privacy Act (FERPA).</li></ul>

# Fort Bend Independent School District

The lifecycle of firewall equipment is driven both by the increasing sophistication of cybersecurity threats and the demand for greater internet bandwidth. To maintain effectiveness, upgrades and annual subscription services are required.

In addition, the District currently utilizes the Bullwall RansomCare platform, which continuously monitors critical data repositories (departmental file shares, SharePoint sites, and OneDrive) for signs of ransomware attacks. RansomCare provides early warning alerts that allow IT staff to respond quickly, mitigating risk and preventing widespread data loss or disruption. The District has successfully used this platform for the past five years as a critical safeguard against ransomware.

The District will fund the proposed network security upgrades and firewall equipment through a combination of Bond and General Fund. Bond funds will be used to purchase new colocation firewall equipment, with an additional upgrade to the administrative building firewall equipment planned within the next five years. The annual subscription services and Bullwall RansomCare licensing and support will be funded through the General Fund.

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 proposal awards worth \$50,000 or more.

Renewal options are available through October 2030. Should the contracts 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.

The term of this contract is for three (3) years with two (2) optional one-year extensions. The contract term will begin on October 27, 2025, and will run through October 26, 2028. With the two (2) option years, the contract can be extended until October 26, 2030.

## **Background**

Expenditures in 2024-25 were \$271,574. Expenditures are not expected to exceed \$5,100,000 through October 2030. The increase in expenditures over the average is to account for the planned firewall replacement that will occur within the five-year time horizon of the contract. Funding is included in the budget.

Requested by:	Long Pham, Chief Information Officer Bryan Guinn, Chief Financial Officer
Vendor:	Solid Border, Inc.*** SHI-Government Solutions***
Budget Sources:	General Fund Bond Funds
Amount:	Not to exceed \$5,100,000

# Fort Bend Independent School District

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 October 2030
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:

Kathleen Brown  
Deputy Superintendent of Operations

Long Pham,  
Chief Information Officer

Bryan Guinn  
Chief Financial Officer

# Fort Bend Independent School District

## Executive Summary

<b>Regular Board Meeting</b>		<b>Meeting Date: October 27, 2025</b>	
<b>Agenda Item Title: Consideration and approval of Consideration and approval of Budget Amendment Regarding Use of 2023 Bond Security Contingency Funds</b>			
<b>Board Policy: CV (Local)</b>		<b>District Priority: Priority 3</b>	
<b>Department:</b> Police			
Are there related documents to be signed by the Board? NO			
<input checked="" type="checkbox"/> Administration has reviewed the final submission for this agenda item.			
<input checked="" type="checkbox"/> Reviewed by Deputy Superintendent		<input checked="" type="checkbox"/> Reviewed by Chief of Staff	

<b>Recommendation</b>
Consideration and approval for use of 2023 Bond Safety and Security Contingency as proposed by Administration.

<b>Summary/Background</b>
<p>The Police Department has identified the need for four additional police vehicles. To meet the need, administration recommends transferring \$170,000 from the safety and security contingency to the police vehicle project to purchase the vehicles.</p> <p>The 2023 Bond budget established a budget of \$1,000,000 in a safety and security contingency to address potential laws passed by the Texas legislature. Since the bond was passed, The Texas Education Agency (TEA) awarded several safety and security grants to the district. The grants have been used to address issues identified during safety and security audits conducted by TEA and Region IV. By using grant funds to address these issues, the district has been able to preserve the safety and security contingency in the 2023 Bond.</p> <p>The safety and security contingency is part of the overall safety and security bond funding. Use of this contingency will not impact the overall 2023 Bond program contingency amount. The safety and security contingency balance after the transfer will be \$830,000.</p> <p>The table below indicates the revised balances within each project if the recommended use of safety and security contingency is approved.</p>

# Fort Bend Independent School District

Description	2023 Bond Budget	Encumbered	Expenses	Remaining Budget
Security Cameras	\$3,050,000	\$160,187	\$242,508	\$2,647,305
Police Vehicles	1,020,000	43,525	972,431	4,044
Floor Mounted Door Locks	200,000	-	-	200,000
Std Weapons & Response Kits	200,000	-	23,844	176,156
Emergency Notification System	175,000	-	-	175,000
Safety & Security Contingency	1,000,000	-	-	1,000,000
<b>Total</b>	<b>\$5,645,000</b>	<b>\$203,712</b>	<b>\$1,238,783</b>	<b>\$4,202,505</b>

Staff recommends the transfer of \$170,000 from the safety and security contingency to police vehicles project for the purchase of the four additional police vehicles.

Recommended by:

Dr. Marc Smith  
Superintendent of Schools

Submitted by:

Kathleen Brown  
Deputy Superintendent Operations

Bryan Guinn  
Chief Financial Officer

Anthony Sanders  
Chief of Police

# Fort Bend Independent School District

## Executive Summary

<b>Regular Board Meeting</b>		<b>Meeting Date: October 27, 2025</b>
<b>Agenda Item Title: Review: Information and Discussion: Future Agenda Items</b>		
<b>Board Policy: BF (Local)</b>	<b>District Priority: Priority 2</b>	
<b>Department: Deputy Superintendent Chief of Staff</b>		
Are there related documents to be signed by the Board? NO		
<input type="checkbox"/> Administration has reviewed the final submission for this agenda item.		
<input type="checkbox"/> Reviewed by Deputy Superintendent		<input checked="" type="checkbox"/> Reviewed by Chief of Staff

<b>Recommendation</b>

<b>Summary/Background</b>
<p>It is the Board's practice to discuss future meeting dates and agenda items at each Regular Business meeting of the Board of Trustees. As of the date this agenda was prepared, the following meetings are planned, along with the tentative agenda items listed (in addition to routine agenda items).</p>
<u>November 2025</u>
<ul style="list-style-type: none"><li>• Information Items<ul style="list-style-type: none"><li>○ TASA Literacy and Curriculum Audit</li><li>○ Annual Comprehensive Financial Report (ACFR) Information</li><li>○ Bond 2023 Update</li><li>○ Intruder Detection Report</li></ul></li><li>• Consideration and Possible Action<ul style="list-style-type: none"><li>○ ACFR for Fiscal Year Ending June 30, 2025</li><li>○ 2026 Bond Parameter Order (Possible December)</li></ul></li></ul>
<u>December 2025</u>
<ul style="list-style-type: none"><li>• Public Hearing – Special Education</li><li>• Information Items<ul style="list-style-type: none"><li>○ Long Range Boundary Plan Workshop</li><li>○ CTE Update</li><li>○ Bond 2023 Update</li><li>○ Intruder Detection Report</li></ul></li></ul>

# Fort Bend Independent School District

- Consideration and Possible Action
  - International Travel for Summer 2026
  - 2026-27 Staffing for Opening of Amy Coleman Middle School
  - District Network Security (Firewalls)
  - Information Technology Service Management (ITSM)

## Upcoming Reports and Major Agenda Items

- PSAT Data/Results
- Budget Update
- Targeted Improvement Plan (TIP) Update
- MOY Literature, Math, Science, and December EOC Retest
- Recruitment, Retention, and Recovery Task Force Update
- Special Education Update
- GPS System for District Fleet
- Long Range Boundary Plan: Final Recommendations

Recommended by:

Dr. Marc Smith  
Superintendent of Schools

Submitted by:

Beth Martinez  
Deputy Superintendent Chief of Staff