



STUDENT CODE
OF CONDUCT

2022-2023

CORE BELIEFS AND COMMITMENTS

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

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

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

...through effective teachers that inspire learning.

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

...in a supportive climate and safe environment.

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

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

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

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

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

MISSION AND VISION

MISSION

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

VISION

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

PROFILE OF A GRADUATE

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



equipped with skills for life.

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



a compassionate citizen.

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



a servant leader.

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



a collaborative team member.

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



an effective communicator.

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



a life-long learner.

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



a critical thinker.

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

DISTRICT GOALS



District Goal 1

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



District Goal 2

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



District Goal 3

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



District Goal 4

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



District Goal 5

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



August

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

September

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

October

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

November

21-25 Holiday/Thanksgiving Break

December

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

January

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

February

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

March

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

April

7 Holiday
10 Holiday/Inclement Weather Make-up Day

May

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

July

3-7 District Offices and Campuses Closed

KEY

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

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

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

S M T W T F S

August 2022

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

September 2022

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

October 2022

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

November 2022

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

December 2022

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

January 2023

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

S M T W T F S

February 2023

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

March 2023

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

April 2023

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

May 2023

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

June 2023

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

July 2023

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

1st Semester Grading Period

84 Days

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

2nd Semester Grading Period

91 Days

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

Cultural and religious observances of families in FBIISD can be accessed on the [Diversity Calendar](http://www.fortbendisid.com/diversity) at www.fortbendisid.com/diversity.

High Schools

Middle Schools

Elementary Schools

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Elementary Schools

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Elementary Schools

Holley Elementary

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

Hunters Glen Elementary

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

Jones Elementary

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

Jordan Elementary

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

Lakeview Elementary

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

Lantern Lane Elementary

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

Leonetti Elementary

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

Lexington Creek Elementary

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

Madden Elementary

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

Malala Elementary

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

Meadows Elementary

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

Mission Bend Elementary

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

Mission Glen Elementary

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

Mission West Elementary

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

Neill Elementary

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

Oakland Elementary

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

Oyster Creek Elementary

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

Palmer Elementary

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

Parks Elementary

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

Patterson Elementary

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

Pecan Grove Elementary

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

Quail Valley Elementary

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

Ridgegate Elementary

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

Ridgemont Elementary

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

Scanlan Oaks Elementary

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

Schiff Elementary

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

Seguin Elementary

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

Settlers Way Elementary

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

Sienna Crossing Elementary

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

Sugar Mill Elementary

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

Sullivan Elementary

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

Townwest Elementary

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

Walker Station Elementary

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

Specialty Schools

Progressive High School

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

James Reese Career and Technical Center

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

Ferndell Henry Center for Learning

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

Early Literacy Center @ Ridgemont

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

Early Literacy Center @ Hunters Glen

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

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

2022–2023 School Year

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

Commonly Used Acronyms

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

AP – Assistant Principal

ARD – Admission, Review, and Dismissal

BIP – Behavior Improvement Plan

CBC – Campus Behavior Coordinator

CBD- Cannabidiol

CPS – Child Protective Services

CSTAT – Campus Threat Assessment Team

CTE – Career and Technical Education

DA – District Attorney

DAEP – Disciplinary Alternative Education Program

DEP-District Expulsion Program

DSA – Department of Student Affairs

DSL – Department of School Leadership

DSTAT – District Threat Assessment Team

FBA – Functional Behavior Assessment

IDEA – Individual with Disabilities Education Act

IEP – Individualized Education Program

ISS – In-School Suspension

JJAEP - Juvenile Justice Alternative Education Program

OSS – Out-of-School Suspension

PEIMS- Public Education Information Management System

PBIS - Positive Behavioral Interventions and Supports

PSUU – Possession, Sell, Use, Under the Influence

RISE-Resilience, Intervention, Support, and Empowerment

SCC- Student Code of Conduct

SEL – Social Emotional Learning

SRO – School Resource Officer

SST- Student Support Team

TEC-Texas Education code

TEDS-Texas Education Data Standards

TDP – Truancy Diversion Program

THC - Tetrahydrocannabinol

Student Code of Conduct

Accessibility

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

Philosophy

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

Purpose

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

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

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

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

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

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

Anti-Discrimination

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

Profile of a Graduate

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

...equipped with skills for life.

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

...a servant leader.

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

...an effective communicator.

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

...a critical thinker.

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

...a compassionate citizen.

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

...a collaborative team member.

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

...a life-long learner.

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

School District Authority and Jurisdiction

Scope

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

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

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

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

The district has disciplinary authority over a student:

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

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

Campus Behavior Coordinator

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

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

Department of Student Affairs (DSA)

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

Title IX Investigations

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

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

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

Title IX Investigations Sexual Harassment

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

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

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

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

Sexual Harassment

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

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

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

Gender-Based Harassment

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

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

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

Dating Violence

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

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

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

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

Threat Assessment and Safe and Supportive School Team

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

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

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

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

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

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

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

Threat Assessment Investigations

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

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

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

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

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

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

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

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

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

Searches

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

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

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

Reporting Crimes

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

Criminal Charges or Classifications

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

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

Security Personnel

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

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

Questioning of Students by Outside Authorities

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

In other circumstances:

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

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

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

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

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

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

Use of Trained Dogs

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

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

Metal Detectors

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

“Parent” Defined

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

Participation in Graduation Activities

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

Disqualification from Graduation Activities

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

Student Speakers at Graduation

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

Unauthorized Persons

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

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

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

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

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

Standards for Student Conduct

Each student is expected to:

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

Student Dress Code

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

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

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

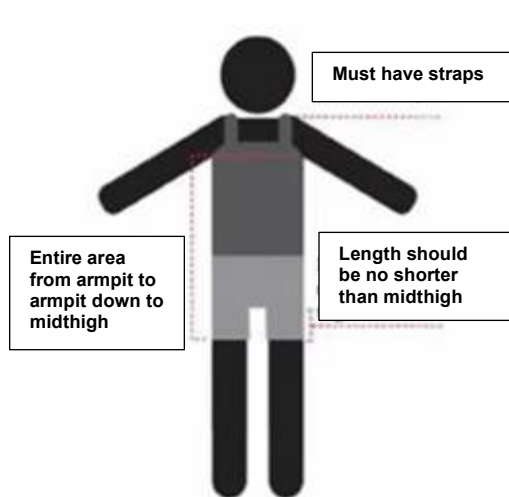
Shirts, Blouses, Sweatshirts, Sweaters, Vests

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

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

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

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



ALL STUDENTS

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

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

Shoes

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

Hair

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

Miscellaneous

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

Student Dress Code

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

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

General Conduct Violations

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

Disregard for Authority

Students shall not:

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

Misconduct Involving Others

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

Students shall not:

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

Misconduct Involving Others

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

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

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

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

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

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

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

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

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

Possess, Sell, Use or Distribute Prohibited Weapons

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

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

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

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

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

Misconduct Involving School Environment

Safety / Disruption

Students shall not:

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

Restroom and School Facilities

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

Students shall not:

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

Technology/Internet

Students shall not:

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

of another student at school; or

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

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

Telecommunications and Electronic Devices

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

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

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

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

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

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

Telecommunications and Electronic Devices

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

Noncompliance

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

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

Unclaimed Telecommunication Devices

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

Misconduct Involving General Code of Conduct

Property Offenses

Students shall not:

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

Disregard for District and Campus Rules

Students shall not

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

student is required to attend;

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

Miscellaneous

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

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

Bullying See [Glossary](#)

Reporting Allegations of Bullying and Cyberbullying

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

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

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

Campus Action

Notice to Parents

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

Responding to Allegations of Bullying and Cyberbullying

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

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

Investigating Allegations of Bullying and Cyberbullying

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

Concluding the Investigation

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

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

Improper Conduct

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

District Action

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

Student Safety Plans and Disciplinary Consequences

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

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

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

Disciplinary consequences can include, but are not limited to:

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

Counseling

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

School-Wide Corrective Actions

Corrective action may include but is not limited to:

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

Consideration for Students Receiving Special Education Services

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

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

Confidentiality

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

Appealing a Bullying Determination

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

False Reporting

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

Behavior Management Techniques

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

Students with Disabilities

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

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

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

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

Discipline of Students in Special Programs

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

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

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

Behavior Interventions and Corrective Techniques

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

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

Behavior Management Discipline Techniques

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

Behavior Management Techniques

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

Behavior Management Techniques

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

Additional Behavior Management Techniques

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

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

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

Behavior Management Techniques

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

Prohibited Aversive Techniques

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

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

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

Notification

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

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

Appeals

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

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

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

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

Removal from the School Bus

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

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

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

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

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

Removal from the Regular Educational Setting

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

Routine Referral

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

Formal Removal

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

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

Procedure for Removal

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

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

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

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

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

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

Returning a Student to the Classroom

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

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

In-School Suspension

Misconduct

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

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

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

Process

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

Length of Assignment to ISS

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

Out-of-School Suspension

Misconduct

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

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

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

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

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

Process

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

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

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

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

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

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

Length of Suspension

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

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

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

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

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

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

Sanctions

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

Disciplinary Alternative Education Program (DAEP) Placement

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

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

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

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

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

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

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

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

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

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

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

Interim Placement

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

Discretionary Placement: Misconduct That May Result in DAEP Placement

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

Misconduct Identified in State Law

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

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

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

Mandatory Placement: Misconduct That Requires DAEP Placement

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

Mandatory Placement: Misconduct That Requires DAEP Placement

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

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

Sexual Assault and Campus Assignments

A student shall be transferred to another campus if:

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

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

Process

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

Conference

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

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

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

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

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

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

Consideration of Mitigating Factors

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

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

- A student's status as homeless.

Placement Order

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

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

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

Coursework Notice

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

Length of Placement

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

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

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

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

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

Exceeds One Year

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

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

Exceeds School Year

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

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

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

Exceeds 60 Days

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

Appeals

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

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

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

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

Restrictions During Placement

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

The district shall provide transportation to students in a DAEP.

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

Placement Review

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

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

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

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

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

Additional Misconduct

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

Notice of Criminal Proceedings

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

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

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

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

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

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

Withdrawal During Process

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

Newly Enrolled Students

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

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

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

Emergency Placement Procedure

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

Transition Services

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

Placement and/or Expulsion for Certain Offenses

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

Registered Sex Offenders

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

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

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

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

Review Committee

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

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

Newly Enrolled Students

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

Appeal

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

Certain Felonies

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

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

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

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

Hearing and Required Findings

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

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

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

Length of Placement

The student is subject to the placement until:

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

Placement Review

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

Discretionary Expulsion; Misconduct That May Result in Expulsion

Newly Enrolled Students

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

Expulsion

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

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

Discretionary Expulsion: Misconduct That May Result in Expulsion

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

Any Location

A student **may** be expelled for:

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

Discretionary Expulsion; Misconduct That May Result in Expulsion

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

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

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

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

Within 300 Feet of School

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

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

Mandatory Expulsion: Misconduct That Requires Expulsion

Property of Another District

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

While in a DAEP

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

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

Mandatory Expulsion: Misconduct That Requires Expulsion

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

Under Federal Law

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

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

Under the Penal Code

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

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

Under Age Ten

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

Process

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

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

- Another appropriate classroom;
- In-school suspension;

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

Hearing

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

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

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

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

Expulsion Order

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

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

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

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

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

Length of Expulsion

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

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

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

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

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

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

District Expulsion Program (DEP)

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

Withdrawal During Process

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

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

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

Additional Misconduct

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

Expulsion while in DAEP

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

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

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

Restrictions During Expulsion

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

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

Newly Enrolled Students

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

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

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

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

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

Emergency Expulsion Procedures

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

DAEP Placement of Expelled Students

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

Transition Services

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

Academic Impact

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

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

Expulsion Appeal Process

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

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

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

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

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

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

Texas Education Data Standards (TEDS) Appendix E

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

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

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

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

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

LEVEL I Offenses

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Glossary

Abuse is improper or excessive use.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Such term does not include an antique firearm.

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

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

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

Harassment includes:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Prohibited weapon under Penal Code 46.05(a) means:

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

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

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

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

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

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

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

Referral Dismissed- Duplicated or erroneous discipline entry.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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