

**Bullying Prevention
School Health Advisory Council
September 2025**





SCHOOL HEALTH ADVISORY COUNCIL

FBISD SHAC 2025-2026 September 10, 2025 Meeting Agenda

Theme: Mental Health - Bullying

#YouAreNotAlone

- | | | |
|------|--|--------------------------------|
| | | (Time: 12:00 - 12:10pm) |
| I. | Welcome | |
| | A. Mindful Moment - Nicole Juracek, SHAC Vice Chair | 5 min |
| | B. SHAC Welcome - Catalina Flores-Rau, SHAC Chair | 5 min |
| II. | Presentations | (Time: 12:10-1:00pm) |
| | A. No Place For Hate-School Based Anti-Bias Initiative | |
| | - Margi Levin, Associate Regional Director for ADL Southwest | 20 min |
| | B. Whole Child Health Bullying Campaign | |
| | - Lori Sartain, FBISD Director of Behavioral Health and Wellness | 15 min |
| | C. FBISD Bullying Investigations | |
| | - Kelli Upshaw, FBISD Coordinator of Student Affairs | 15 min |
| III. | Administration | (Time: 1:00-1:20pm) |
| | A. Vote on Minutes from the May SHAC Meeting-Derek Craig, SHAC Secretary | 5 min |
| | B. Committee Goals Review and Meeting Dates for 2025-26 School Year, Catalina Flores-Rau | 5 min |
| | C. PLEASE FILL OUT PLEDGE FORMS | |
| | D. Past & Upcoming Events- Shannon Nash, Wellness, Health & Prevention Specialist | 10 min |
| IV. | Meeting in Closed Session | (Time: 1:20-1:30 pm) |
| | Subcommittees Convene | |
| V. | Meeting Closure- Catalina Flores-Rau, SHAC Chair | |

Mindful Moment



Nicole Juracek, SHAC Vice Chair

WHAT WE DO



WELLNESS POLICY REVIEW

Reviewing and addressing wellness goals (nutrition education, nutrition promotion, marketing food and beverages to students, physical activity and recess, wellness committees, mental health resources, training, 3-year review).



WELLNESS CHAMPIONS

Supporting campus wellness committees and the student coalition in providing a space for cross-campus collaboration, and creating a venue for students to elevate the most pressing wellness concerns



VIRTUAL HEALTHY SCHOOLS

Supporting nutrition, physical education, physical activity, and Social Emotional Learning (SEL) with an online, interactive collection of resources



PUBLIC FORUM

Hosting meetings throughout the school year to promote evidence-based wellness programs and to increase awareness of issues relevant to district students and families.

www.reallygreatsite.com



The SHAC TEAM



Parent Chair: Catalina Flores-Rau

Vice-Chair: Nicole Juracek

Secretary: Derek Craig

Membership: Jigisha Doshi

Ex Officio Chair: Allison Thummel

FBISD Coordinators: Lori Sartain,
Kim Taylor, & Shannon Nash

SHAC Sub-committees:

- Whole Child Health: Lori Sartain
- Campus Wellness Committees: Shannon Nash
- Nutrition: Susan Nayeri
- PE/Physical Activity: Kim Taylor
- Student Wellness Coalition: Shannon Nash
- Communications: Briana Garcia



Newest Member from the Board



Angie Wierzbicki

Position 7

[Angie.Wierzbicki@fortbendisd
.gov](mailto:Angie.Wierzbicki@fortbendisd.gov)



2025-2026 SHAC GOALS



Mental Health *Availability*

Streamlining the District process across campuses for students to gain access to their counselors



Sleep Hygiene *Best Practices*

Support all efforts to minimize activities before 8:30 AM for high school students



Active Learning *Champion*

Purposely integrate movement activities, such as brain energizers, in the classroom at all levels



Sports Nutrition *Educate*

Create an ongoing nutrition education series to encourage and support a healthy lifestyle to students districtwide.



Presentations

- **No Place For Hate-School Based Anti-Bias Initiative**
 - Margi Levin, Associate Regional Director for ADL Southwest
- **Whole Child Health Bullying Campaign**
 - Lori Sartain, FBISD Director of Behavioral Health and Wellness
- **FBISD Bullying Investigations**
 - Kelli Upshaw, FBISD Coordinator of Student Affairs



Bullying, Bias and Mental Health: Supporting Parents, Students and Teachers

Margi Levin

Associate Regional Director , ADL

MLEVIN@ADL.ORG



Bullying & Mental Health: An ADL Perspective

Change

Change the Narrative

- Bullying is not 'just growing up'—it can escalate into hate.
- Impacts: anxiety, depression, low self-esteem.
- ADL education builds empathy, respect, and inclusion.

Advocate

Advocate Through the System

- Schools must ensure safe, inclusive environments.
- Identity-based bullying requires strong policies.
- ADL's No Place for Hate® supports systemic solutions.

Disrupt

Disrupt Extremism

- Bullying can lead to bias, harassment, or extremism.
- Early intervention disrupts the pipeline of hate.
- Victims are vulnerable to isolation and extremist influence.

Strengthen

Strengthen Communities


- Bullying harms individuals and school culture.
- Inclusive environments promote mental health for all.
- ADL resources: Table Talk, Pyramid of Hate, Anti-Bias Education.

What is a Bias or Bullying Incident?

Noncriminal conduct motivated by hatred, prejudice, or bigotry



Targeted at identity: race, ethnicity, religion, sex, sexual orientation, gender, disability, etc.



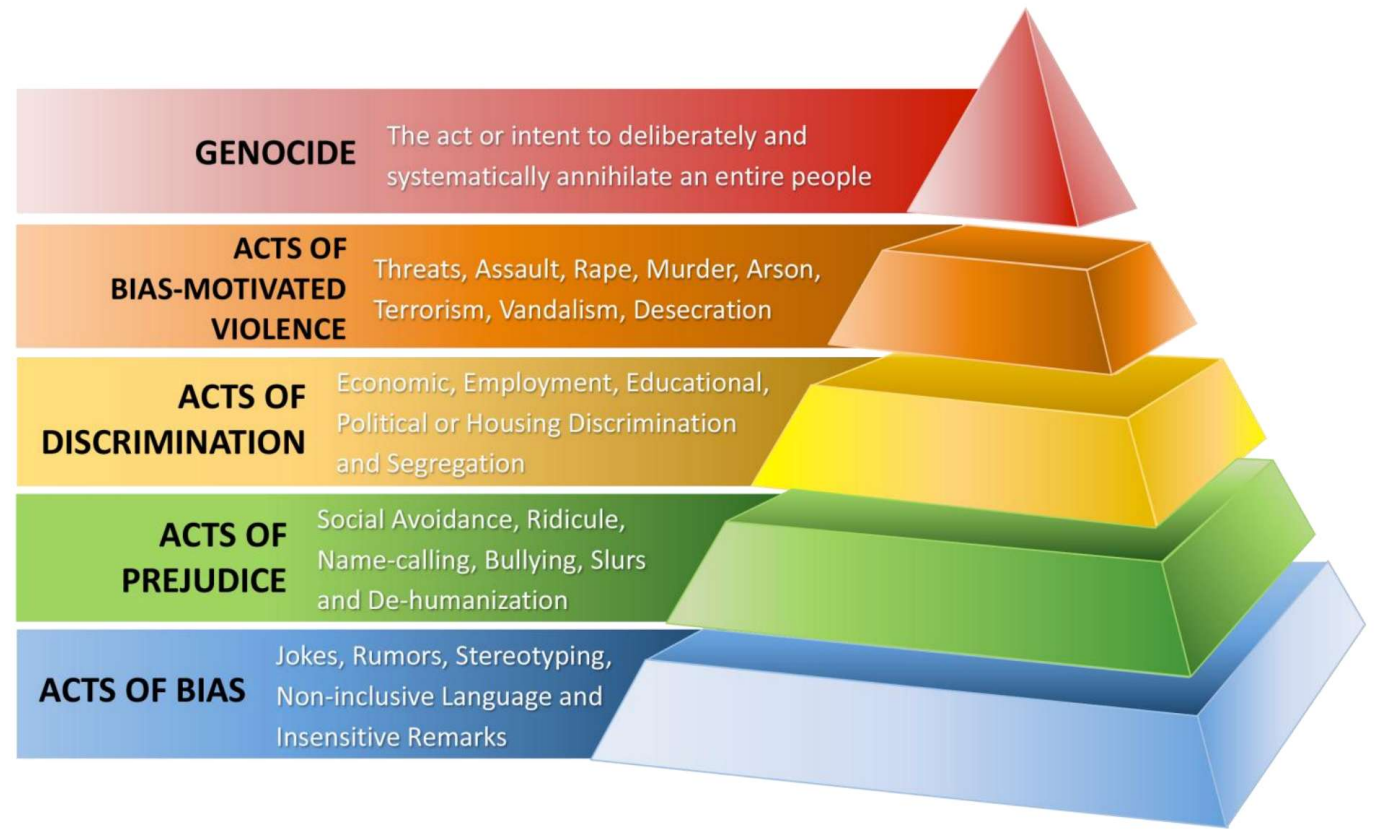
Can involve hateful imagery, language, or actions



May occur in person or in digital spaces

The Pyramid of Hate illustrates how biased attitudes and behaviors can escalate if left unchecked:

ADL's Pyramid of Hate



By addressing bias at the lower levels, we can prevent escalation to more severe acts of hate and violence.

ADVOCATE:

P.E.A.C.E. Framework

ADL education builds empathy, respect, and inclusion.

Create environments where all students can learn and thrive as well as feel welcome and safe.

ADL's acronym for preparing and responding to hate and bias-based incidents including bullying:

- Prevent and Prepare
- Educate
- Act Quickly
- Communicate
- Educate and Heal

Prevent and Prepare

Build

Build inclusive community year-round

Provide

Provide anti-bias training (microaggressions, stereotypes, inclusive language, online hate)

Create

Create clear policies and protocols for bullying, harassment, and discrimination

School Policies

Review and update	Regularly review and update bullying and harassment policies
Ensure	Ensure policies are inclusive of all students
Apply	Apply policies equitably across student groups
Address	Address incidents in both in-person and digital spaces
Update	Update staff and student handbooks with clear guidance

DISRUPT with Response Protocol

1

Develop a clear
incident
response
checklist

2

Communicate
and train staff on
protocol

3

Practice
responses to
ensure swift,
consistent action

Encourage Reporting

Create	Create a culture where students feel safe reporting incidents
Identify	Identify trusted adults for students to approach
Teach	Teach students what steps to take when bias incidents occur
Report	Report incidents to ADL.org

Act Quickly and Respond

01

Respond to all reports seriously

02

Reassure the school community that bias, bullying and hate are unacceptable

03

Ensure safety of all students

04

Investigate incidents swiftly and thoroughly

STRENGTHEN: Educate and Heal



TEACH STUDENTS ABOUT
BIAS AND ITS HARMFUL
EFFECTS



PROVIDE ONGOING
EDUCATION THROUGHOUT
THE YEAR



ENCOURAGE STUDENTS TO
CHALLENGE HATE AND
BIAS PROACTIVELY

ADL Educational Resources

ADL provides a range of educational tools for schools, families, and the community.

We have educational programs and resources on antisemitism, the Holocaust and anti-bias learning.

We partner with all members of the school community to equip them with the knowledge and skills to challenge bias and hate, and create more equitable and inclusive communities.



No Place for Hate® – Whole-school program to build inclusive, respectful environments

Designed to work for YOUR school.

Engage students and staff in dialogue and active learning on the topics of bias, bullying, inclusion and allyship that matter most to your community.

Student Mini Courses

Our mini courses for young people are 45 minutes or more, delving deeper into topics around bias and bullying that impact their everyday lives.



ADL Education Website – Lesson plans, toolkits, and classroom resources including mini lessons about core themes, topics or activities in 25 minutes or less.

Back to School Resources and More

<https://www.adl.org/resources/tools-and-strategies/back-school-resources>

How to Advocate for Your Students at their K-12 School

<https://www.adl.org/resources/tools-and-strategies/how-advocate-your-students-their-k-12-school>

11 Ways Schools Can Help Students Feel Safe in Challenging Times (In English and en Español).

<https://www.adl.org/resources/tools-and-strategies/11-ways-schools-can-help-students-feel-safe-challenging-times>

Table Talk – Family discussion guides about current events and difficult topics

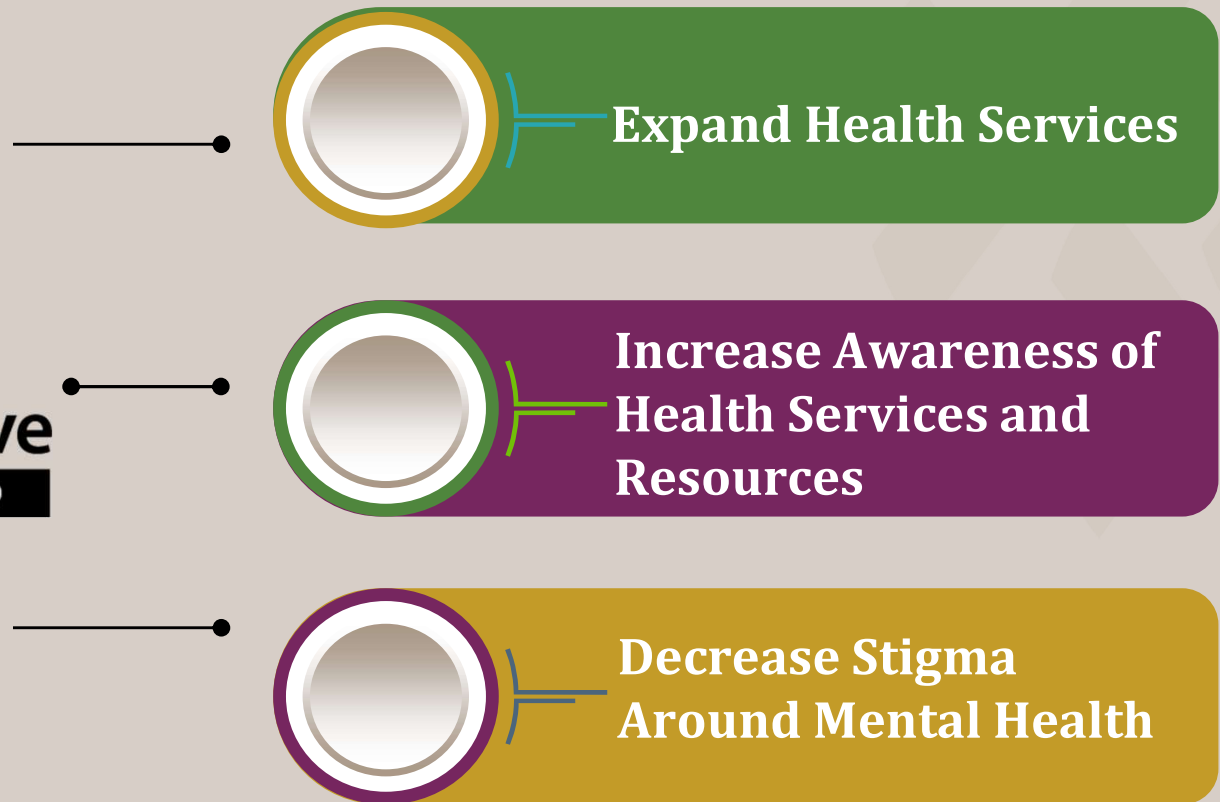
<https://www.adl.org/education/resources/tools-and-strategies/table-talk>

6 Ways to Be an Ally (In English and en Español)

<https://www.adl.org/resources/tools-and-strategies/6-ways-be-ally-english-and-en-espanol>



adl.org/about/education





Removing Barriers



Access

- Campus-based
- During the school day
- Awareness of services



Stigma

- Normalizing
- It's ok to ask for help.
- Labeling



Financial

- Grants
- Insurance
- Medicaid
- FBISD Mental Health Counselors

WCH Webpage

OUR SCHOOLS > OUR INTERNATIONAL LANGUAGES > Español العربية Tiếng Việt 日本語 中文

FBISD FORT BEND ISD
INSPIRE • EQUIP • IMAGINE Established 1959

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

DISTRICT DEPARTMENTS PARENTS & STUDENTS COMMUNITY STAFF EDUCATION FOUNDATION CAREERS CALENDAR I WOULD LIKE TO...

Flyers

Leveling up
one grade at a time!

READ MORE

District Report Card

Upcoming Events

SEP 1 MONDAY
Student/Teacher Holiday
All Day

SEP 8 MONDAY
Special Called Meeting - TASB Compensation Review Workshop
5:00 PM - 6:00 PM

Agenda Review Workshop
6:00 PM - 10:00 PM

FBISD FORT BEND ISD
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UNITY STAFF EDUCATION FOUNDATION CAREERS CALENDAR I WOULD LIKE TO...

Pre-K and New Student Registration Attendance Information Join Our Team Family Access iLink RevTrak Web Store Whole Child Health Bus Routes School Meals



FBISD FORT BEND ISD
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UNITY STAFF EDUCATION FOUNDATION CAREERS CALENDAR I WOULD LIKE TO...

BEHAVIORAL HEALTH & WELLNESS
Behavioral Health & Wellness Department

Staff

Whole Child Health Supports
Whole Child Health Sound Bites
Whole Child Health Parent Webinar Library
Student Success Webinar Library
WCH Campus Events & Initiatives
Students
Parents
Employees Resources: Including Employee Assistance Program (EAP)

Social Workers

Mental Health Therapist Bios

Drug Prevention Resources >

School Health Services >

Recess Guidelines

Health/PE
Health Education Programs
FBISD Weather Guidelines for Outdoor Play (PE, Recess, & Outdoor Classroom Activities).
Off Campus PE
Prevention Instruction

School Health Advisory Council (SHAC) >

SEL & Comprehensive Health Home Page

Student Behavior Supports

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

Home > Departments > Behavioral Health & Wellness

FBISD WHOLE CHILD HEALTH SUPPORTS



Whole Child Health, aligned with the FBISD's Profile of a Graduate, is committed to supporting and developing the mental, behavioral, social, emotional, and physical health of all students in FBISD. Students are best equipped and inspired to pursue futures beyond what they can imagine when these needs and skills are met and developed. The purpose of the Whole Child Health campaign is to increase awareness of FBISD's diverse and robust health services and supports and to decrease the stigma around mental health. Our commitment to Whole Child Health includes making sure that each student is healthy, safe, engaged, supported, and challenged.

NEED HELP???

FBISD

<p>Report A Crime – Scan Now (Criminal Activity or Suspicious Activity)</p> <p>FBISD SEE SOMETHING, SHARE SOMETHING</p> <p>Always call 911 for emergencies</p>	<p>Need to Talk to Someone Now – Call or Text 988 (Emotional assistance)</p> <p>988 SUICIDE & CRISIS LIFELINE</p>	<p>Need Assistance – Call 211 (rent/mortgage assistance, housing, public benefits assistance, and food)</p> <p>211 GET CONNECTED GET HELP</p>
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- **Webpage**
 - Student Resources
 - Parent Resources
 - Staff Resources – Including EAP
 - Flyers & Handouts
- **Campus Events & Initiatives**
- **Bullying Campaign**
 - Campus Toolkit – Announcements, Classroom Activities, & More
 - Posters – Bring Awareness to the "Let's Connect" Reporting Platform
 - Soundbites – 4 Fall & 4 Spring

Campus Events & Initiatives



Month
August 2025
National Immunization Awareness Month – Back-to-School Vaccination Events
September 2025
Childhood Cancer Awareness Month: “Be Bold, Turn It Gold” <ul style="list-style-type: none"> - Turn It Gold Week 9/22-9/25 - FBISD Turn It Gold Day 9/25
Suicide Prevention Week 9/7-9/13
Start with Hello Week is 9/15-9/19
October 2025
Farm Fresh Month
Pink Week – Breast Cancer Awareness 10/5-10/11
Walk to School Day 10/8
National Bullying Prevention Month & Unity Day, October 15th
Red Ribbon Week 10/23-10/31
National School Lunch Week 10/27-10/31
November 2025
American Diabetes Month
Holiday Meals Week 11/17-11/21
December 2025
Texas Handwashing Awareness Week 12/1-12/6



Whole Child Health: Bullying Campaign

Fort Bend ISD's Whole Child Health Bullying Prevention Campaign empowers students, families, and staff to recognize, prevent, and respond to bullying in all its forms. Through education, awareness, and community action, we're building a culture of kindness, respect, and inclusion to ensure every student feels safe and supported.

Lori Sartain, Director Behavioral Health and Wellness

Posters

THERE'S NO PLACE FOR BULLYING
AT FORT BEND ISD




**STAND UP, SPEAK OUT,
& SAY NO TO BULLYING!**

FBISD
INSPIRE • EQUIP • IMAGINE
BEHAVIORAL HEALTH AND WELLNESS DEPARTMENT




ANONYMOUS
REPORTING VIA THE
"LET'S CONNECT"
PLATFORM

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PLATFORM

FBISD Sound Bites

Fall 2025 Release Dates

Fort Bend ISD's Whole Child Health Bullying Prevention Campaign empowers students, families, and staff to recognize, prevent, and respond to bullying in all its forms. Through education, awareness, and community action, we're building a culture of kindness, respect, and inclusion to ensure every student feels safe and supported.

October 1 Bullying

Prevention Kickoff

This sound bite kicks off Fort Bend ISD's Bullying Prevention Month, spotlighting our Whole Child Health Campaign to foster a safer, more inclusive school environment. Tune in to learn how students, families, and staff can take action against bullying and promote kindness, respect, and unity all month long.

October 22 Unity Day

This sound bite celebrates Unity Day, Fort Bend ISD's powerful stand against bullying and a call to promote kindness, courage, and inclusion across our schools. Hear how students and staff are uniting in orange to create a safe, welcoming environment where everyone belongs.

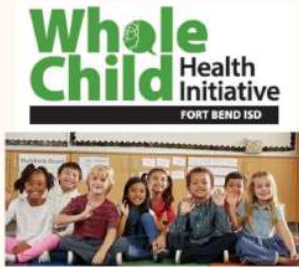
November 13 Understanding Bullying, Peer Conflict, & Harassment

This sound bite helps the Fort Bend ISD community understand the key differences between peer conflict, bullying, and harassment as part of our Whole Child Health Campaign. Learn how to recognize these behaviors, understand their impact, and take action to ensure every student feels safe, respected, and supported.

December 10 Respecting Yourself & Others

This sound bite highlights the importance of respecting yourself and others by recognizing the different forms of bullying—verbal, social, and physical—as part of Fort Bend ISD's Whole Child Health Campaign. Learn how each type of bullying impacts students and how we can all take steps to build a safer, more respectful school community.

FORT BEND ISD CAMPUS BULLYING AWARENESS TOOLKIT



VISUAL AWARENESS

- Post District Bullying Awareness Posters: Hand out bullying posters in high-traffic areas.
- Poster Campaign: Host a student-designed poster contest with the theme "Kindness is Strength". Display winning posters around campus.
- Unity Day, October 16th Link - Wear & Share Orange: Encourage students and staff to wear orange as a visible message of kindness, acceptance, and inclusion to prevent bullying.
- Awareness Wristbands: Distribute wristbands with messages like #YouAreNotAlone or #StopBullying.



ANNOUNCEMENTS & MESSAGING

- Daily Announcements (sample announcements provided below): Share short facts, quotes, or student-created messages about bullying prevention during morning announcements.
- Whole Child Health Bullying Awareness & Prevention Soundbite Series: Play district soundbites during announcements or advisory classes.



CLASSROOM ACTIVITIES COUNSELOR-LED LESSONS

- Bullying Awareness & Prevention Classroom Activities (Activities listed below)
- Kindness Challenge: Create a month-long challenge where students complete daily acts of kindness.
- Cyberbullying Lessons in Schoology (Information below)



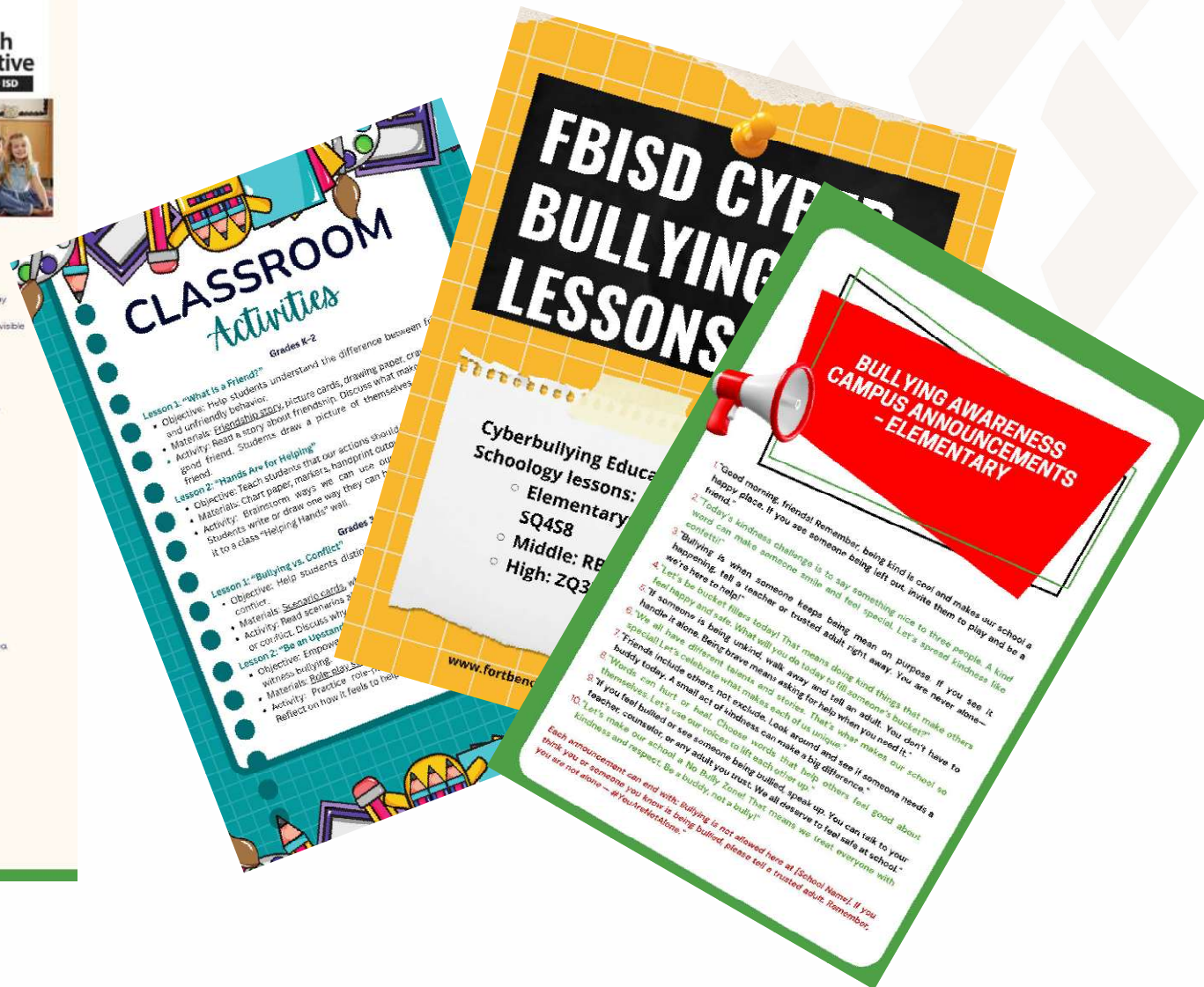
INTERACTIVE ENGAGEMENT

- Pledge Wall: Have students sign a pledge to stand up against bullying and display it in a common area.
- Kindness Tree: Students write kind actions on leaves and add them to a growing tree mural.
- Compliment Cards: Provide blank cards for students to write anonymous compliments to peers.



FAMILY & COMMUNITY INVOLVEMENT

- Campus Parent Night or Campus Webinar: Include recognizing signs of bullying and how to support children in other school events that students and families may attend.
- District Events: Share information about district soundbites, webinars, etc.
- Community Partnerships: Invite local leaders or organizations to speak about creating safe environments.
- Newsletter Inserts: Include tips and resources in school newsletters.



FBISD

From Report to Resolution:
Navigating Bullying Investigations
in **FBISD Schools**



Kelli Upshaw, Coordinator of Student Affairs



Lead
THE PAC

FBISD Board Policy

- FFI (LOCAL) and FFH (LOCAL)
- Defines bullying, cyberbullying, and harassment
- Describes investigative process and corrective action
- Administrators' Guide to Bullying and Harassment is aligned

Fort Bend ISD
079907

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

Note: This policy addresses bullying and cyberbullying of District students. For provisions regarding discrimination of District students on the basis of race, religion, gender, national origin, disability, or any other basis prohibited by law, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Philosophy The Board believes student success is best achieved in a supportive climate and safe environment. Therefore, the District shall provide a learning environment in which all students in the school community are treated with dignity and respect. In alignment with providing a safe learning environment, proactive prevention of bullying, communication, and training for staff and students shall be a priority.

Bullying Prohibited	Bullying, cyberbullying, and retaliation, as defined by state law, are prohibited.
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Retaliation Retaliation against anyone, including a targeted student or witness who in good faith makes a report of bullying or cyberbullying or provides information concerning an incident or participates in an investigation, is a violation of District policy and is prohibited.

Definitions	Bullying is when one or more students engages in behavior directed toward another student that exploits an imbalance of power through written or verbal expression, expression through electronic means, or physical conduct that:
Bullying	

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or

Fort Bend ISD
079907

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

Note: This policy addresses discrimination, harassment, and retaliation against District students. For Title IX and other provisions regarding discrimination, harassment, and retaliation against District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

Philosophy The Board believes student success is best achieved in a supportive climate and safe environment. Therefore, the District shall provide a learning environment in which all students in the school community are treated with dignity and respect.

Statement of Nondiscrimination	<p>The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.</p>
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Discrimination Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, that adversely affects the student.

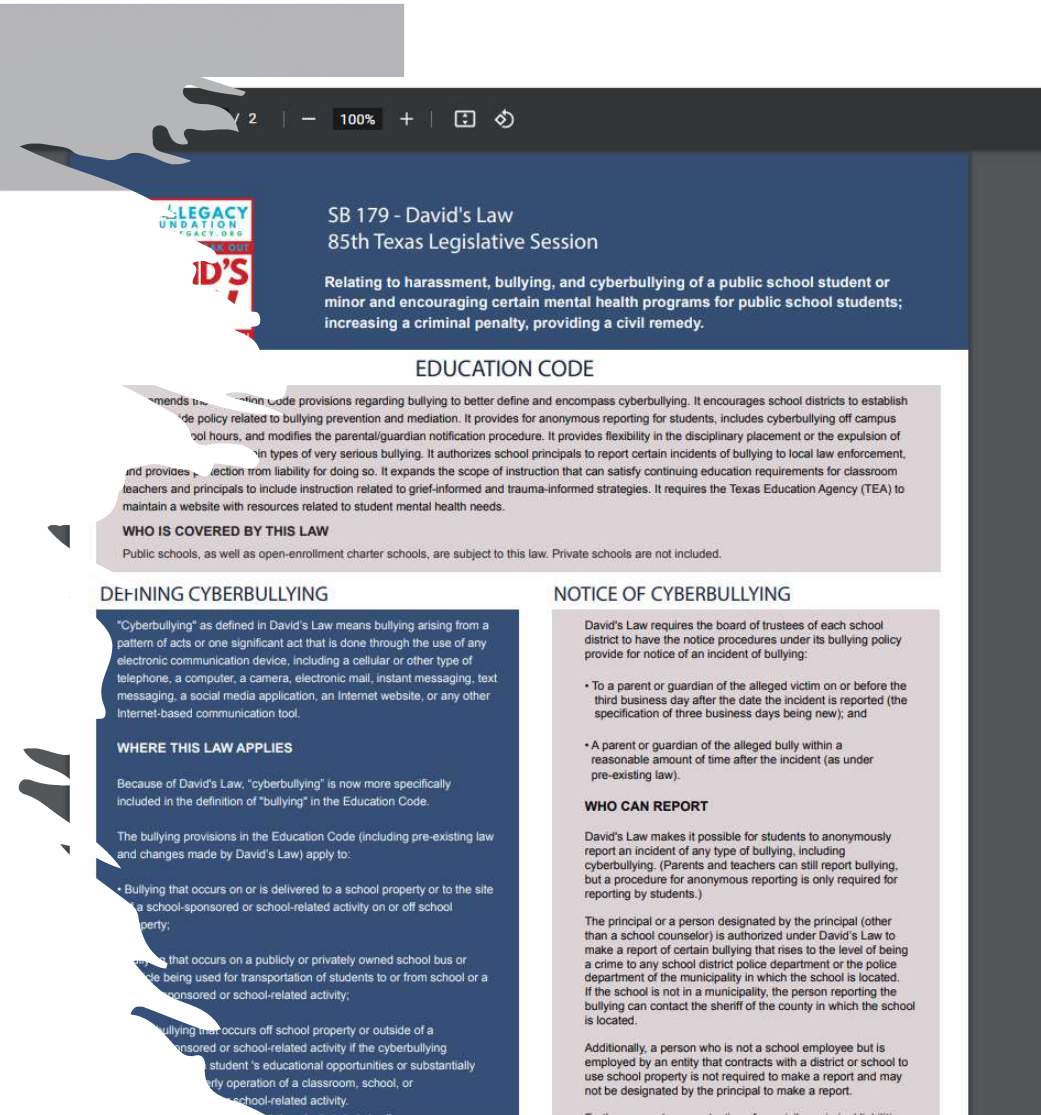
In accordance with law, discrimination on the basis of sex includes discrimination on the basis of biological sex, gender identity, sexual orientation, gender stereotypes, or any other prohibited basis related to sex.

Prohibited Conduct In this policy, the term “prohibited conduct” includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

SB 179 - David's Law

- Cyberbullying more specifically included in bullying definition
- Expands school's authority for addressing off campus incidents
- Changes Section 42.09 of Penal Code (Harassment Statute) to include internet-based communication tools and methods

David's Legacy Organization
www.davidslegacy.org





Is it Peer Conflict,
Bullying, or
Harassment?

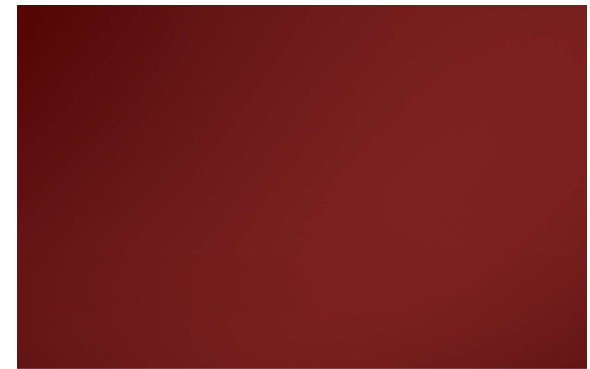
Is it Peer Conflict?

Conflict is a controversy, quarrel, or struggle between two or more people who appear to have different goals or desires.

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

Peer conflict examples includes:

- Student athlete believes he/she should start, and the coach does not.
- Two students fight after a rough play in a football game.
- Students in groups disagree over who should do clean-up after a group project.
- A girl wanted to attend another girl's birthday party, but she was not invited.
- Students call each other names or begin to spread bad rumors about each other because they disagree.



Is it Bullying?

A single significant act or a pattern of acts 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 of damage to the student's property;
- is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- infringes on the rights of the victim at school; and
- includes cyberbullying



Two-key components of bullying:

- Aggressive behavior and
- An imbalance of power.

Is it bullying based on a protected status?

Bullying that targets a student based on a student's race, color, national origin, sex, religion, or disability is called harassment.

Harassing students based on their race, color, national origin, sexual orientation, religion, or disability can include:

- Unwelcome conduct such like verbal abuse, i.e., name-calling, epithets, slurs, etc.
- Graphic or written statements
- Other conduct that may be physically threatening, harmful, or humiliating.



Is it Severe Bullying?

Not all bullying is equal. Sometimes incidents or behavior that targets a student involves extreme behaviors or other students. Severe bullying involves:

- bullying that encourages a student to commit or attempt to commit suicide
- a student inciting violence against a student through group bullying
- a release or threat to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent



Reporting and Investigating Allegations of Bullying in FBISD



Reported Allegation

- Qualtrics (formerly Let's Connect) - only CBCs can access and close these reports
- Phone or email
- In person

Immediate Steps

- Determine if there is a safety concern
- Complete the Bullying Screener
- Have student/parent complete Incident Reporting Form
- Provide a copy of Notice of the Parent/Students Rights Form to all parties

Investigate

- Investigation must be completed within 3-5 days of report
- Interview alleged target/alleged aggressor
- Interview student/adult witnesses
- Review messages, texts, social media postings, if applicable

Bullying Allegation Screener and Bullying Packet Checklist

Bullying Allegation Screener		
Name of Alleged Aggressor: _____	Campus: _____	Grade: _____
Date/Time of Allegation: _____	Date/Time Admin Received Report: _____	
Form Completed by: _____	Date: _____	Position: Principal _____ CBC _____ AP _____ Other _____
Use screener for initial allegation of bullying before starting a formal bullying investigation. Initial each item when completed.		
<p>____ 1. Based on the initial report, is this an emergency? Are there immediate dangers or imminent safety concerns? YES ____ Follow emergency procedures. When safe to do so, continue screening for bullying allegations. NO ____ Continue screening.</p> <p>____ 2. Is the alleged aggressor receiving services under Special Education or 504? YES ____ Review all records and BIP for known and documented behavior in the BIP. If SPED or 504, follow up with updates to principal and bullying coordinator during the investigation. <u>(If bullying or harassment is substantiated, an MDR must be conducted PRIOR TO assigning a consequence).</u> Continue screening. NO ____ Continue screening.</p> <p>____ 3. Does the reported incident or behavior:</p> <p>-Relate to a controversy, quarrel, or struggle between two or more students who have the same relative amount of power, but see the same situation from different points of view (peer conflict or misunderstanding)? YES ____ STOP. Investigate using regular campus investigation protocols and actions. NO ____ Continue screening.</p> <p>____ 4. Do the allegations (answer all questions below to determine what type of targeting is occurring):</p> <p>-Describe actions that took place on school property, on a school bus, during the school day, at a school-sponsored event/activity, or using a school-issued device? YES ____ Continue screening. NO ____ Depending on the situation, you may not be able to apply the student code of conduct; however, you may need to put supportive measures in place to protect the alleged victim. Continue screening.</p> <p>-Describe a significant act or a pattern of written, verbal or physical acts/behaviors by one or more students against the alleged victim that create an imbalance of power? YES ____ Conduct a bullying investigation. NO ____</p> <p>-Describe behavior that targets a student based on race, ethnicity, color, national origin, sex, religion, identity or disability? YES ____ Conduct a bullying investigation. NO ____</p> <p>-Materially and substantially disrupt the educational process or the orderly operation of a classroom or school, or infringe on the rights of the target at school? YES ____ Conduct a bullying investigation. NO ____</p> <p>-Include actions that could be deemed cyberbullying (e.g. posting humiliating or demeaning pictures/videos on social media sites or via airdrop/text messaging)? YES ____ Conduct a cyberbullying investigation. NO ____</p> <p>-Include actions encouraging a student to commit or attempt to commit suicide? YES ____ Conduct a serious bullying investigation. NO ____</p> <p>-Include actions inciting violence against a student through group bullying? YES ____ Conduct a serious bullying investigation. NO ____</p> <p>-Include showing/threatening to show intimate visual images or videos to others without consent? YES ____ Conduct a serious bullying investigation. NO ____</p> <p>____ 5. Do the alleged aggressor's actions:</p> <p>-Have the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property? YES ____ Complete the FBISD Sentinel pre-screener. NO ____</p>		
FINAL DETERMINATION: ____ Peer Conflict ____ Bullying Not Determined ____ Bullying Determined		
BULLYING TICKET CLOSED IN QUALTRICS (if applicable) DATE: _____ TIME: _____		
EMAIL PACKET TO SH-STUDENT AFFAIRS BULLYING: DATE: _____ TIME: _____		

Bullying Packet Checklist /Cover Sheet	
Campus Name: _____	Administrator: _____
Alleged Aggressor(s): _____	Alleged Victim: _____
The bullying investigation should be completed within 3-5 days of the bullying report. Upon completion of the investigation, you will need to send the following documents to SH-Student Affairs Bullying along with this checklist/cover sheet:	
<input type="checkbox"/> Bullying Screener	
<input type="checkbox"/> Notice of parent/student rights for the alleged aggressor and targeted (or email sent to parent/guardian with the Notice of parent/student rights as an attachment)	
<input type="checkbox"/> Incident Reporting Form	
<input type="checkbox"/> Student statements/investigative notes	
<input type="checkbox"/> Bullying Determination Form	
<input type="checkbox"/> Findings Letter to "targeted victim's" parent	
<input type="checkbox"/> Findings Letter to "alleged aggressor's parent"	
<input type="checkbox"/> Stay-Away Agreement, if applicable <input type="checkbox"/> N/A	
<input type="checkbox"/> Safety Plan, if applicable <input type="checkbox"/> N/A	
<input type="checkbox"/> Transfer request, if applicable <input type="checkbox"/> N/A	
<input type="checkbox"/> If applicable, document the incident in Skyward Q (offense code in the discipline tab)	
<input type="checkbox"/> If discipline entered in Skyward Q, add victim's name in the offense in the "involved persons" section (witness is optional)	
<input type="checkbox"/> Identify and Inquiry screens completed in Sentinel for the aggressor (only if the bullying behavior included a threat of harm to self or others).	

Determination

- Admin will complete determination form in bullying packet
- Substantiated – Admin will enter referral and assign disciplinary action

Supportive Measures

(If not already implemented)

- Safety Plan
- Stay Away Agreement –

Communicate Findings

- Meet with students separately
- Contact parents
- Send determination letters

Upon completion of the investigation, the campus administrator submits the completed bullying packet to the Department of Student Affairs regardless of findings:

- Bullying Determination Form and Safety Plan
 - Stay Away Agreements and Safety Plans are monitored
- Incident Report Form, student statements, and admin notes from investigation
- Copies of emails sent to parents (student rights, stay away agreement and findings letter)
- For SPED/504 students, consult with campus SPED/504 personnel

Student Safety Plan

The Student Safety Plan should be developed and completed by the administrator who is investigating an allegation of bullying, cyberbullying, or harassment. This plan can be completed before or after a determination is made. The plan serves as a form of communication and documentation to all teachers, counselors, and staff that are involved in the student's schedule. Its purpose is to make school staff aware of a bullying situation as an additional measure to keep the targeted student safe. Parents should be informed that the safety plan has been implemented.

Fort Bend Independent School District STUDENT SAFETY PLAN

For Internal Use Only

Student: _____ Grade: _____

Campus: _____ School Year: _____

*Note to Staff: This document contains confidential student information protected by FERPA.

Purpose of the Plan

The purpose of the Student Safety Plan is to prevent and respond to any reported incidents of bullying, cyberbullying, or harassment directed and to foster a student's emotional well-being, and to ensure personal safety.

Monitoring Plan for Adult Supervision in Classroom and Non-classroom Settings

The targeted

student will be supervised by his or her classroom teacher while in the classroom, as indicated in the chart below. During non-classroom time, such as cafeteria, hallways, or library, the student will be monitored by the individual(s) listed in the chart below.

If any incident appears to be suspicious for bullying, cyberbullying and/or harassment, the assigned staff below will intervene and contact an administrator immediately. (Adults may include administrators, professional staff, teachers, coaches, etc.)

Safety Interventions:

While an investigation is underway (or after one has been completed), the following interventions have been put in place to keep this student safe: (check all that apply)

Fort Bend Independent School District CAMPUS-BASED STAY-AWAY AGREEMENT

The status of this agreement will be reviewed no later than one week after its implementation and every 3 weeks thereafter.

Name or Initials of Student: _____

Name or Initials of Student: _____

Date(s) of Incident(s): _____

Location(s) of the Incident(s): _____

Description of conduct involved in the incident(s) that led to the stay-away agreement:

Administrator's Name: _____ Date Agreement Completed: _____

Parent Name: _____ Date of Parent Notification: _____

This agreement is valid from: _____ to _____
(Month/Day/Year) (Month/Day/Year)

Stay Away Agreement Expectations

To protect the rights and safety of all members of our school community, you are required to stay away from the other student at all times during the school day and at any school-sponsored event. This means that you may not approach, talk to, sit by, or have any contact with the other student at school, on school property, on school buses, at bus stops, or at school-related activities. You also may not have others engage in such conduct on your behalf. You may not have contact with the other student through any form of social media or via text messaging. If you violate this agreement, or participate in any retaliatory conduct, made directly or indirectly toward the other student, the other student's friends or family members, or anyone else involved in this matter, you will receive disciplinary actions in accordance with the FBISD Student Code of Conduct.

Stay Away Agreement and Student Safety Plan

Coding Bullying in Skyward Q

Campus administrators may only use bullying-related offense codes if they have **conducted a bullying investigation** and **determined bullying** has occurred.

Bullying Discipline Offense Codes

Offense Code	Definition	Example
BL	Bullying	
BF	Bullying – Faith/Religion	Refers to faith or religion beliefs
BG	Bullying – Gender Identity	Refers to gender that student identifies
BI	Bullying – Sexual Identity/Orientation	Refers to student's sexual orientation
BR	Bullying – Race/Ethnicity	Refers to a person's race or ethnic identity
BD	Bullying Disability	Refers to physical or intellectual disabilities
SBL	Severe Bullying	
CB	Cyberbullying	Refers to any electronic means

Bullying Resolutions



Offering Support after the Incident



Discipline consequences for confirmed bullying can range from ISS to DAEP. In addition to punitive consequences, it is important to support both students to ensure their physical safety and emotional well-being. There are several ways to offer support, including but not limited to:

- Restorative conferences
- Counselor mediation
- Class/schedule changes
- Referral to partner organizations
- Transfers (of the target or the aggressor)
- Updating BIP

Offering Support after the Incident

Fort Bend Independent School District
REQUEST FOR A TRANSFER AS A TARGET OF BULLYING
Provided to Parent WHEN BULLYING OR CYBERBULLYING HAS BEEN DETERMINED

Dear Parent/Guardian:

The Texas Education Code requires the district's school board or its designee, on the request of the parent/guardian of a student who is a target of bullying, transfer the target to another classroom or another campus other than the classroom or campus the bully attends. To complete this requirement, the Board or designee must first verify that the student has been a target.

Campus: _____

Date form submitted to campus principal: _____

Name of Student: _____

Name of Parent: _____ Phone: _____

Address: _____ City, State, Zip: _____

For transfer requests for the targeted student to be moved to another campus, the parent can complete and submit **Request for a Transfer as a Target of Bullying Form**.

In some instances, the targeted student may not wish to transfer to another campus. In those cases, Board policy FDB(Legal) allows the targeted student's parents to request for the Board to move a student who has engaged in bullying to another classroom or campus. Board policy FDE(Legal) allows for the aggressor to be transferred if the transfer request meets the criteria outlined in FDE(Legal) and FDE(Local).

FBI[★]ISD

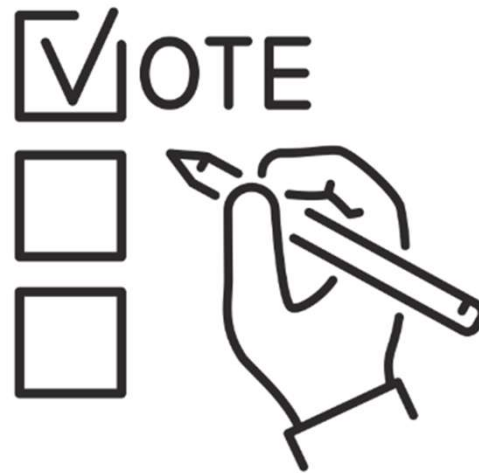
Questions?



Lead
THE PAC



Meeting Minutes



Committee Goals Review and Meeting Dates for 2025-26 School Year

- Fill out your Pledge Forms & Select your Committees
 - Campus Wellness Committees:
 - Support campus wellness committee leaders as they identify campus health concerns, lead projects that promote health, raise funds, promote and celebrate successful health initiatives, and develop resources to help others replicate their efforts.
 - Campus Safety Sub Committee:
 - A healthy and safe physical school environment promotes learning by ensuring the health and safety of students and staff. Provide safety information and programs to students and families such as human trafficking and BE SAFE BE SMART.
 - Nutrition Sub Committee:
 - Provide students with opportunities to learn about and practice healthy eating through available foods and beverages. Encouraging participation in school meal programs.
 - Physical Education and Physical Activity Sub Committee:
 - Schools can create an environment that offers many opportunities for students to be physically active throughout the school day. A well-designed physical education program provides the opportunity for students to learn key concepts and practice critical skills needed to establish and maintain physically active lifestyles throughout childhood, adolescence and into adulthood.
 - Whole Child Health Sub Committee:
 - Our purpose is to inform stakeholders of the district's robust mental, behavioral, social, emotional, and physical health support and resources available to FBISD families and staff. The Whole Child Health Sub-committee views mental health as important as physical health and wants all stakeholders to feel comfortable and safe in seeking needed support. Will work towards reducing the stigma around mental health, breakdown barriers and provide resources.
 - Student Wellness Coalition:
 - An extension of the School Health Advisory Committee (SHAC) run by students to promote health and wellness on the campuses. Selection of this subcommittee involves participating as a judge for the THINK TANK competition along with supporting District Student Wellness COALITION Wellness Initiatives.
- Attend Committee Meetings as they are scheduled

2025-2026 Meeting Dates

- Sept 10 @ 12PM – Mental Health and Bullying
- ~~Oct 8 @ 12PM~~
- Dec 3 @ 12PM – Sleep Hygiene, Mental Health and Suicide
- Feb 11 @ 12PM – Active Learning
- April 8 @ 12PM - Nutrition
- May 13 @ 12PM – SHAC Celebrates



Questions?

HOME OUR DISTRICT DEPARTMENTS PARENTS & STUDENTS COMMUNITY STAFF

EDUCATION FOUNDATION CAREERS CALENDAR I WOULD LIKE TO...

WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD

Executive Summary Data

Become A SHAC Member

SHAC Parent Application

SHAC Membership Pledge

SHAC Membership Pledge

FBISD School Health Advisory Council

[Sign in to Google](#) to save your progress. [Learn more](#)

* Indicates required question

First Name and Last Name *

Your answer

Preferred Email Address *

Your answer

Which year did you join SHAC? *

FBISD
INSPIRE • EQUIP • IMAGINE
SCHOOL HEALTH ADVISORY COUNCIL
2025



Meeting
Feedback



Membership Form &
Subcommittee Selection

Thank you!

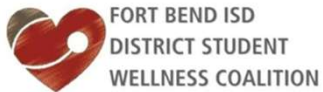
District Student Wellness COALITION Update

- Welcome 25-26 District Student Wellness COALITION Ambassadors !
- Current Members: 29
- Working towards our goal of 100% campus representation.
 - Plan to recruit from campuses that need representation:
 - Visit lunch periods to advertise the student leadership opportunity available.
 - Campus Visits will include Crawford HS, Willowridge HS and Marshall HS
 - If you have recommendations or know of students interested, please have them reach out to Shannon Nash at FBISDStudentWellnessCoalition@fortbendisd.gov
 - Campuses with open spots
 - Reached out to campus principals and current members to recruit additional members.
 - Austin HS (1), Clements HS (3), Dulles HS (2), Kempner HS (1), Ridge Point HS(1), Travis HS(1)

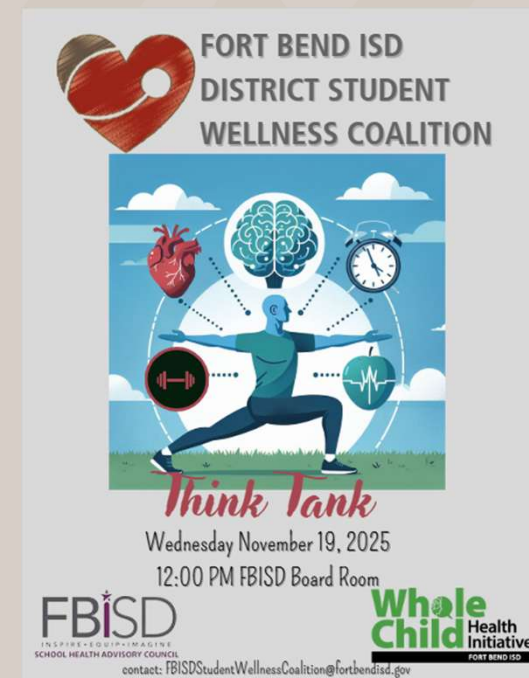
Past and Upcoming Events- DSWC

SHAC

Thank you!



- 24-25 Past Events
 - Think Tank, Campus Wellness Initiatives, Wellness Tailgate
- 25-26 Upcoming Events
 - Think Tank 25-26: November 19th, 2025 from 12:00 pm – 2:00 pm, FBISD Board Room.
 - Planning for upcoming WCH initiatives to support on home campus.
 - Tentative: April 30th- Wellness Tailgate in conjunction with the FBISD STEM Showcase





Meeting in Closed Session: Subcommittees Convene

Meeting Closure

- Next Meeting:
December 3rd, 2025
- 12:00 pm- 1:30 pm
- FBISD Board Room