

FORT BEND INDEPENDENT SCHOOL DISTRICT



# Student/Parent Handbook



# 1

## Core Belief

All students can reach their full potential.

**commitment:**

FBISD will provide an educational system that will enable all students to reach their full potential.

# 2

## Core Belief

We believe student success is best achieved...

**A** ...through effective teachers that inspire learning.

**commitment:**

FBISD will recruit, develop and retain effective teachers.

**B** ...in a supportive climate and safe environment.

**commitment:**

FBISD will provide a supportive climate and a safe learning/working environment.

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

**commitment:**

FBISD will provide and promote leadership development at all levels.

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

**commitment:**

FBISD will be a collaborative, efficient and effective learning community.

## Mission

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

## Vision

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

# District Goals and Objectives



## District Goal 1:

Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

### Objective 1:

FBISD will implement systems and develop a curriculum that supports closing student achievement gaps among all student groups.

### Objective 2:

FBISD will implement systems and develop a curriculum that supports academic growth among all student groups.

### Objective 3:

FBISD will implement an assessment system to monitor and measure student, campus, and District growth.

## District Goal 2:

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

### Objective 1:

FBISD will implement a student-centered assessment system to monitor and measure student growth.

### Objective 2:

FBISD will implement systems that enable students to own and be responsible for their learning and behavior.

## District Goal 3:

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

### Objective 1:

FBISD will use innovative teaching strategies with the integration of technology to provide opportunities for blended and project-based learning experiences.

## District Goal 4:

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

### Objective 1:

FBISD will support student achievement and success through collaborative partnerships with parents, other educational entities, charities and faith-based entities, and businesses.

### Objective 2:

FBISD will implement curriculum and systems designed to support the development of students' life skills.

### Objective 3:

FBISD will support a system of school-to-school partnerships.

## **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.

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### **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.

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### **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.

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### **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.

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### **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.

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### **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.

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### **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!

### August

5 - 9, 12 ..... Professional Learning Day  
13 ..... Teacher Work Day  
14 ..... First Day of Classes 1<sup>st</sup> Semester  
Beginning of 1<sup>st</sup> Nine Weeks

### September

2 ..... Holiday/Labor Day  
27 ..... Holiday/Fort Bend County Fair Day

### October

10 ..... Elementary Parent Conf. & Early Release  
End of 1<sup>st</sup> Nine Weeks  
11 ..... Professional Learning Day/No Students  
14 ..... Holiday/Columbus Day  
15 ..... Beginning of 2<sup>nd</sup> Nine Weeks

### November

25 - 29 ..... Holiday/Thanksgiving Break

### December

16 - 19 ..... Exams  
18 ..... Early Release - MS/HS  
19 ..... Early Release - All Students  
End of 1<sup>st</sup> Semester/End of 2<sup>nd</sup> Nine Weeks  
20, 23 - 27, 30 - 31 ..... Holiday/Winter Break

### January

1 - 3 ..... Holiday/Winter Break  
6 ..... Professional Learning Day (4 Hours)  
Teacher Work Day (3.5 Hours)  
7 ..... First Day of Classes 2<sup>nd</sup> Semester  
Beginning of 3<sup>rd</sup> Nine Weeks  
20 ..... Holiday/Martin L. King, Jr. Day

### February

13 ..... Elementary Parent Conf. & Early Release  
14 ..... Professional Learning Day/  
No Students  
17 ..... Holiday/President's Day

### March

6 ..... End of 3<sup>rd</sup> Nine Weeks  
9 - 13 ..... Holiday/Spring Break  
16 ..... Beginning of 4<sup>th</sup> Nine Weeks

### April

10 ..... Holiday  
13 ..... Professional Learning Day/No Students

### May

25 ..... Holiday/Memorial Day  
22, 26 - 28 ..... Exams  
TBD ..... Graduation  
27 ..... Early Release - MS/HS  
28 ..... Early Release - All Students  
Last Student Day/End of 2<sup>nd</sup> Semester/End of 4<sup>th</sup> Nine Weeks  
29 ..... Teacher Work Day

KEY	
<span style="background-color: #FFD700; border: 1px solid black; display: inline-block; width: 10px; height: 10px;"></span>	Professional Learning - No Students
<span style="color: #FFD700;">▼</span>	Teacher Work Day - No Students
[ ]	Beginning/End of Nine Weeks
<span style="color: #008000;">◆</span>	First Day of Semester Classes
<span style="color: #FF0000;">▲</span>	Early Release - ES
{ }	Exams
<span style="background-color: #800080; border: 1px solid black; display: inline-block; width: 10px; height: 10px;"></span>	Holiday
<span style="background-color: #800080; border: 1px solid black; display: inline-block; width: 10px; height: 10px;"></span>	Early Release - MS & HS
<span style="border: 1px solid black; border-radius: 50%; display: inline-block; width: 10px; height: 10px;"></span>	Graduation

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	75345	75465	75365
Waiver Minutes for Professional Learning	1410	1410	1410
<b>Total Operational Minutes with approved Waivers</b>	<b>76755</b>	<b>76875</b>	<b>76775</b>
<b>Bank of Operational Minutes</b>	<b>1155</b>	<b>1275</b>	<b>1175</b>

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

S	M	T	W	T	F	S
<b>August 2019</b>						
				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
<b>September 2019</b>						
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					

S	M	T	W	T	F	S
<b>October 2019</b>						
				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
<b>November 2019</b>						
					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

S	M	T	W	T	F	S
<b>December 2019</b>						
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
<b>January 2020</b>						
				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
<b>February 2020</b>						
						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

S	M	T	W	T	F	S
<b>March 2020</b>						
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
<b>April 2020</b>						
						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
<b>May 2020</b>						
						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					

Graduation Dates: TBD

S	M	T	W	T	F	S
<b>June 2020</b>						
						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
<b>July 2020</b>						
						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					

1 <sup>st</sup> Semester Grading Period	83 Days	2 <sup>nd</sup> Semester Grading Period	92 Days		
1 <sup>st</sup> Nine Weeks	8/14 - 10/10	40	3 <sup>rd</sup> Nine Weeks	1/7 - 3/6	41
2 <sup>nd</sup> Nine Weeks	10/15 - 12/19	43	4 <sup>th</sup> Nine Weeks	3/16 - 5/28	51

Cultural and religious observances of families in FBISD can be accessed on the Anti-Defamation League website or the Interfaith Calendar website.

## High Schools

**Austin High School**  
Dr. Rizvan Quadri – 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**  
Melissa King-Knowles – Principal  
550 Dulles Avenue  
Sugar Land, 77478  
634-5600 Fax: 634-5681

**Elkins High School**  
Deidra Lyons-Lewis – Principal  
7007 Knights Court  
Missouri City, 77459  
634-2600 Fax: 634-2674

**Hightower High School**  
John Montelongo – Principal  
3333 Hurricane Lane  
Missouri City, 77459  
634-5240 Fax: 634-5333

**Kempner High School**  
Lori Oliver – 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

## Middle Schools

**Baines Middle School**  
Jennifer Roberts – 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**  
Dee Knox – 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**  
Michael Hejducek – 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**  
Rachel Cortez – Principal  
16510 Bissonnet  
Houston, 77083  
634-3000 Fax: 634-3028

**Lake Olympia Middle School**  
Janis Nott – Principal  
3100 Lake Olympia Parkway  
Missouri City, 77459  
634-3520 Fax: 634-3549

**McAuliffe Middle School**  
Andre Roberson – 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**  
Jeff Post – Principal  
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**  
Jeanna Sniffin – 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**  
Lavanta Williams – 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

## Elementary Schools

**Colony Bend Elementary**  
Elizabeth Williams – 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**  
Wendy Nunez – 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**  
Porsha Dudley – 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**  
Crystal Gardner – 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**  
Kandy Bond – 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**  
Lavanta Williams – 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  
327-5700 Fax: 327-5701

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

**Mission Bend Elementary**  
Dr. Jill Gumbs – Principal  
16200 Beechnut  
Houston, 77083  
634-4240 Fax: 634-4250

**Mission Glen Elementary**  
Dr. Yvette Blake – Principal  
16053 Mission Glen Drive  
Houston, 77083  
634-4280 Fax: 634-4296

**Mission West Elementary**  
Jorge Pena – Interim  
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**  
Kari Bruhn – Principal  
18702 Beechnut Street  
Richmond, 77407  
327-4260 Fax: 327-4261

**Pecan Grove Elementary**  
Dr. Trenae Hill – 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**  
Kelley Kirila – Instructional  
Officer  
12300 University Blvd.  
Sugar Land, 77478  
634-5671 Fax: 634-5700

**Ferndell Henry Center for Learning**  
Trevor Lemon – Principal  
7447 FM 521 Road  
Rosharon, 77583  
327-6000 Fax: 327-6001

**Technical Education Center**  
Kennith Kendziora –  
Supervisor  
540 Dulles Avenue  
Sugar Land, 77478  
634-5671 Fax: 634-5700

**Early Literacy Center at Ridgemont**  
Venitra Senegal –  
Instructional Officer  
5353 Ridge Creek Circle  
Houston, 77053  
634-9810 Fax: 634-4382

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# Preface

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Parents and Students:

Welcome to the new school year!

Education is a team effort, that with students, parents, teachers, and other staff members working together, we can make this a successful year.

The Fort Bend ISD student Handbook is a general reference guide that is divided into two sections:

**Section I: Parental Rights** will help you respond to school-related issues regarding curriculum and the school environment.

**Section II: Other Important Information for Parents and Students** is organized alphabetically by topic. Where applicable, it is divided by age and/or grade level.

The Student Parent Handbook is designed to align with board policy and the Student Code of Conduct, a board-adopted document intended to promote school safety and an atmosphere for learning. The Student Parent Handbook is not meant to be a complete statement of all policies, procedures, or rules in any given circumstance. In case of conflicts between board policy (including the Student Code of Conduct) and any Student Parent Handbook provision, the District will follow board policy and the Student Code of Conduct.

Therefore, parents and students should become familiar with the Fort Bend ISD Student Code of Conduct. To review the Code of Conduct, visit the District's website at <https://www.fortbendisd.com>. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus. A hard copy of either the Student Code of Conduct or Student Parent Handbook can be requested at your campus main office.

The Student Parent Handbook is updated annually; however, policy adoption and revisions may occur throughout the year. The District encourages parents to stay informed of proposed policy changes by attending board meetings and reviewing newsletter and other communications explaining changes in policy or other rules that affect Student Parent Handbook provisions. The District reserves the right to modify the Student Parent Handbook at any time. Notice of revisions will be provided as is reasonably practical.

Although the Student Parent Handbook may refer to rights established through law or District policy, it does not create additional rights for parents and students. It does not, nor is it intended to, represent a contract between any parent or student and the District. For questions about the material in this handbook, please contact the Campus Principal.

Upon completion of reviewing the handbook please complete the Student/Parent Consent Checklist/Acknowledgement Form, See APPENDIX II, located at the back of this handbook.



# Accessibility

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If you have difficulty accessing the information in this document because of disability, please contact *Fort Bend ISD, Student Affairs, 281 634 -1030*.

# OVERVIEW

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## PHILOSOPHY

Fort Bend Independent School District exists to inspire and equip all students for futures beyond what they can imagine. The Board of Trustees has adopted the FBISD **Profile of a Graduate**, which defines who we want our graduates to be and what we want our graduates to know. With this Profile as our Vision, the District's strategic decisions and actions each day are based on our commitment to educate the whole child. We recognize and acknowledge the importance of developing students who are not only academically prepared but who are also equipped with the knowledge and skills that are necessary for true success in life. To that end, the District Goals seek to provide an equitable and inclusive learning environment, where students are responsible for their learning and behavior within a safe and secure collaborative community at every school.

## SCOPE

Parental engagement is essential to creating a collaborative community, which supports an equitable learning environment. The Student/Parent Handbook is key to building positive and effective relationships between students, parents, and the District by clearly stating the rules, guidelines and procedures of Fort Bend ISD. We ask all students and parents to be familiar with this handbook and use it as a general reference guide for information during this school year. Please read the handbook thoroughly. If you have any questions, contact your campus Principal.

Of note, the Student Code of Conduct (SCC) and the Dress Code are now included within the handbook. The SCC and the Dress Code, as approved by the Board of Trustees, establish the rules, guidelines and procedures that support a safe learning environment. The SCC provides comprehensive information regarding the following:

- The District's behavior management plan

- Descriptions of prohibited conduct

- Disciplinary options, methods and consequences for preventing and addressing student misconduct

- The District's process for administering disciplinary consequences

The District further believes the Student Dress Code shall model the attributes of the District's **Profile of a Graduate**, which promotes respect for self and others, a safe learning environment, and honors the diversity of the learning community.

This handbook is provided as an expression of Board policy; some sections will refer directly to the applicable Board policy. The Board policy manual is accessible on the District's website at <https://www.fortbendisd.com>, under Board of Trustees. In the event of a conflict between Board policy and information in this handbook, Board policy will govern. While this handbook may refer to rights established through law or policy, the Student/Parent Handbook does not create any additional rights for students or parents. It does not, nor is it intended, to create any contractual or legal rights between any student or parent and the District.

The handbook 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 the SCC will govern. If there is a conflict between the SCC and District policy, the more recently adopted item will govern.

Please note that this handbook is updated each school year, while policy adoption and revision may occur throughout the year. Changes in policy or other rules that affect information in the Student/Parent Handbook will be communicated to students and parents. The District reserves the right to modify provisions of the Handbook at any time whenever it deems necessary. Notice of any revision or modification will be given as is reasonably practicable. If any revision or modification is made, notice will be given in a reasonably practical timeframe.

Additionally, students may be subject to campus, classroom, transportation, extracurricular, and/or organization rules in addition to those found in the Student/Parent Handbook. 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 the SCC, the student may still be disciplined if the conduct disrupts or interferes with the educational process, learning environment, or school safety.

The Student/Parent Handbook is posted on the District’s website and is available at the main office at each FBISD school campus. Additionally, in accordance with state law, the SCC is available for review at the office of the campus Principal.

## COLLABORATIVE COMMUNITIES

Engaging parents in more effective ways is one way we will build Collaborative Communities in each of our schools. We want everyone in our community – parents, businesses, faith communities, social services, and other governmental entities – to come together on behalf of our students and schools. A Collaborative Community in each school will support the District in developing the whole child in alignment with the **Profile of a Graduate**.

### **BLACKBOARD CONNECT-PARENT NOTIFICATION SYSTEM**

Blackboard Connect provides an easy to use communication tool for administrators to send parents information via telephone, email, and with parent consent, text message.

Blackboard Connect is used to send emergency, attendance and general notifications from your child’s campus and Fort Bend ISD, as well as attendance updates and information about negative lunch balances. The system allows parents and guardians to review past messages from FBISD and your child’s campus directly from the Blackboard Connect platform.

In situations where parents live in separate households, the primary guardian in each household will be provided with a login and receive default communications to their primary phone number and email address, with ability to add others and opt-in to text messaging. More information can be found on the District website [www.fortbendisd.com/blackboardconnect](http://www.fortbendisd.com/blackboardconnect).

## STUDENT CODE OF CONDUCT

As required by law, the board has adopted a Student Code of Conduct that prohibits certain behaviors and defines standards of acceptable behavior—both on and off campus as well as on District vehicles—and consequences for violation of these standards. The District has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules. During any periods of instruction during the summer months, the Student/Parent Handbook and Student Code of Conduct are in place for the year immediately preceding the summer period shall apply, unless the District amends either or both documents for the purposes of summer instruction.

The Fort Bend ISD 2019-2020 Student Code of Conduct was adopted by the Board of Trustees as required by Policy FO (LEGAL) which defines the requirements of the Student Code of Conduct to include:

- Circumstances, consistent with Education Code Chapter 37, Subchapter A, under which a student may be removed from a classroom, campus, disciplinary alternative education program (DAEP), school bus, or vehicle owned or operated by the District.
- Conditions under which a student may be suspended, transferred to a DAEP, or expelled.
- Considerations that must be examined for decisions concerning a student's removal, including:
  - Self-defense;
  - Intent or lack of intent at the time the student engaged in the conduct;
  - A student's disciplinary history; or
  - A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.
- Guidelines for the length of removal to a DAEP or expulsion.
- Requirements for notifying the parent/guardian of a student when involving suspension, removal to a DAEP, or expulsion.
- Guidelines for prohibiting bullying, harassment, and making hit lists, and ensuring that District employees enforce those prohibitions.
- Options for managing students, disciplining students, preventing/intervening in bullying, harassment, and making hit lists.

Students and parents may access the FBISD Student Code of Conduct posted on the District website at <https://www.fortbendisd.com>, under Student Affairs.

### **CAMPUS BEHAVIOR COORDINATOR**

By law, each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences student misconduct, as well as to provide a point of contact for student misconduct. The campus behavior coordinator at each District campus is posted on the District website at <https://www.fortbendisd.com>, under Student Affairs.

## NOTICE REGARDING DIRECTORY INFORMATION AND PARENT'S RESPONSE REGARDING RELEASE OF STUDENT INFORMATION

Certain Information about District students is considered directory information and will be released to anyone who follows the procedures for requesting the information unless the parent or guardian objects to the release of the directory information about the student. If you do not want Fort Bend ISD to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing within ten school days of your child's first day of instruction for this school year. This means that the District must give certain personal information (called "directory information") about your child to any person who requests it for the uses designated below unless you have told the District in writing not to do so. Understand that once information on your child is included in student publications, District publications, yearbooks or on the District's webpage or social media, it may be subject to public release.

Student name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees; honors and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams.

### **School Use:**

The directory information listed in the items above may be released on your child for school use (for example, student publications, District publications, yearbooks, District websites, District social media, and District-sponsored publicity). You understand that once this information of your child is included in student publications, District publications and District-sponsored publicity, it may be subject to public release.

### **Non-School Use:**

For purposes related to non-school use, the District has identified the following as directory information: student name, major field of study, degrees, honors, awards, grade level, enrollment status, participation in officially recognized activities and sports, and weight and height of members of athletic teams. Unless you object to this non-school use, the District must release this information in response for requests of records under the Texas Public Information Act.)

# SECTION I: PARENTAL RIGHTS

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## CONSENT, OPT-OUT, AND REFUSAL RIGHTS

**Note:** References to policy codes are included so that parents can refer to Board Policy. The District's official policy manual is available for review in the District administration office, and an unofficial electronic copy is posted on the District website at [www.fortbendisd.com](http://www.fortbendisd.com), under Board Policy.

### **DISPLAYING A STUDENT'S ARTWORK, PROJECTS, PHOTOS, AND OTHER ORIGINAL WORK**

Teachers may display students' work in classrooms or elsewhere on campus as recognition of student achievement. However, the District will seek parental consent before displaying students' artwork, special projects, photographs taken by students, and other original works on the District's Website, on any campus or classroom website, in printed material, by video, or by any other method of mass communication. The District will also seek consent before displaying or publishing an original video or voice recording in this manner. [Student/Parent Consent Checklist/Acknowledgement Form, APPENDIX II.](#)

### **GRANTING PERMISSION TO RECEIVE PARENTING AND PATERNITY AWARENESS INSTRUCTION**

As a parent, if your child is under the age of 14, you must grant permission for your child to receive instruction in the District's Parenting and Paternity Awareness program or your child will not be allowed to participate in the instruction. This program, developed by the Office of the Texas Attorney General and the State Board of Education (SBOE), is incorporated into the District's health education classes.

### **GRANTING PERMISSION TO VIDEO OR AUDIO RECORD A STUDENT**

As a parent, you may grant or deny any written request from the District to make a video or voice recording of your child. State law, however, permits the school to make a video or voice recording without parental permission for the following circumstances:

- When it is to be used for school safety
- When it relates to classroom instruction or a co-curricular or extracurricular activity
- When it relates to media coverage of the school

### **OBJECTING TO THE RELEASE OF DIRECTORY INFORMATION**

The Family Educational Rights and Privacy Act, or FERPA, permits the District to disclose appropriately designated "directory information" from a student's education records without written consent. "Directory information" is information that is generally not considered harmful or an invasion of privacy if released. Examples include a student's photograph for publication in the school yearbook; a student's name and grade level for purposes of communicating class and teacher assignment; the name, weight, and height of an athlete for publication in a school athletic program; a list of student birthdays for generating school wide or classroom recognition; a student's name and photograph posted on a District-approved and -managed social media platform; and the names and grade levels of students submitted by the District to a local newspaper or other community publication to recognize the A/B honor roll for a specific grading

period. Directory information will be released to anyone who follows procedures for requesting it. See, [Studentprivacy.ed.gov/resources\ferpa-model-m](http://Studentprivacy.ed.gov/resources\ferpa-model-m)

However, a parent or eligible student may object to the release of a student's directory information. This objection must be made in writing to the Principal within ten school days of your child's first day of instruction for this school year. [Student/Parent Consent Checklist/Acknowledgment Form, APPENDIX II.](#)

The District requests that families living in a shelter for survivors of family violence or trafficking notify District personnel that the student currently resides in such a shelter: Families may want to opt out of the release of directory information so that the District does not release any information that might reveal the location of such a shelter.

**School/Non School Use:**

As allowed by state law, the District has identified two directory information lists—one for school-sponsored purposes and the second for all other requests. For all school-sponsored purposes, the District has designated the following as directory information: student name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, degrees, honors, awards, dates of attendance, grade level, most recent educational institution attended, participation in officially recognized activities and sports, weight and height of members of athletic teams, and student identifiers that cannot be used alone to gain access to electronic education records. If you do not object to the use of your child's information for these limited school-sponsored purposes, the school will not need to ask your permission each time the District wishes to use the information for the school-sponsored purposes listed above.

Note: If you object to the release of student information for school-sponsored purposes included on the directory information response form, your decision will also apply to the use of that information for school-sponsored purposes, such as the honor roll, school newspaper, yearbook, recognition activities, news releases and athletic programs.

**Non School Use:**

For all other purposes, the District has identified the following as directory information: student name, major field of study, degrees, honors, awards, grade level, and enrollment status, participation in officially recognized activities and sports, and weight and height of members of athletic teams. If you do not object to the use of your child's information for these purposes, the school must release this information when the school receives a request from an outside entity or individual.

**PSYCHOLOGICAL EVALUATION OR PROVIDE A MENTAL HEALTH CARE SERVICE**

The school must obtain the written consent of a child's parent before the employee may conduct a psychological examination, test, or treatment, unless the examination, test, or treatment is required by state or federal law regarding requirements for special education or by the Texas Education Agency policy concerning child abuse investigations and reports.

The District will not provide a mental health care service to a student except as permitted by law. See Policies EHBA (LEGAL) & FFE (LEGAL).

## **RELEASE OF STUDENT INFORMATION TO MILITARY RECRUITERS AND INSTITUTIONS OF HIGHER EDUCATION**

The District is required by federal law to comply with a request by a military recruiter or an institution of higher education for students' names, addresses, and telephone listings, unless parents have advised the District not to release their child's information without prior written consent.

## **REQUESTING LIMITED OR NO CONTACT WITH A STUDENT THROUGH ELECTRONIC MEDIA**

Teachers and other approved employees are permitted by the District to use electronic communication with students within the scope of the individual's professional responsibilities, as described by District guidelines. For example, a teacher may set up a District-supported website for his or her class that has information related to class work, homework, and tests. As a parent, you are welcome to visit and become familiar with the class website.

However, text messages sent to an individual student are only allowed if a District employee with responsibility for an extracurricular activity needs to communicate with a student participating in the extracurricular activity. The employee is required to include the student's parent as a recipient on all text messages.

The employee is required to include his or her immediate supervisor and the student's parent as recipients on all text messages.

If you prefer that your child not receive any one-to-one electronic communications from a District employee or if you have questions related to the use of electronic media by District employees, please contact the campus Principal.

## **STUDENT CLIMATE AND ENGAGEMENT SURVEYS**

Fort Bend ISD administers student climate and engagement surveys, including a drug and alcohol survey every other year, in order to assess District performance and ensure we are meeting the needs of our students. These anonymous, online surveys are completed during the school day, and no personal information is requested of the student. Your child will not be required to participate without parental consent in any survey, analysis, or evaluation-funded in whole or in part by the U.S. Department of Education that concerns:

- Political Affiliations or beliefs of the student or the student's parent
- Mental or psychological problems of the student or the student's family
- Sex behavior or attitudes
- Religious practices, affiliations, or beliefs of the student or parent

As a parent, you may inspect a survey created by a third party before the survey is administered or distributed to your child.

## **PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE**

Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the Principal to excuse their child from reciting a pledge. See [Excusing a Student from Reciting the Pledges to the U.S. and Texas Flags](#).

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others. In addition, state law requires that each campus provide for the observance of one minute of silence at the beginning of the first class period when September 11 falls on a



regular school day in remembrance of those who lost their lives on September 11, 2001. See Policy EC (LEGAL).

## REMOVING A STUDENT FROM INSTRUCTION OR EXCUSING A STUDENT FROM A REQUIRED COMPONENT OF INSTRUCTION

### **EXCUSING A STUDENT FROM RECITING THE PLEDGES TO THE US/TEXAS FLAGS**

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows. See Pledges of Allegiance and a Minute of Silence and Policy EC (LEGAL).

### **EXCUSING A STUDENT FROM RECITING A PORTION OF THE DECLARATION OF INDEPENDENCE**

You may request that your child be excused from recitation of a portion of the Declaration of Independence. State law requires students in social studies classes in grades 3–12 to recite a portion of the text of the Declaration of Independence during Celebrate Freedom Week unless (1) you provide a written statement requesting that your child be excused, (2) the District determines that your child has a conscientious objection to the recitation, or (3) you are a representative of a foreign government to whom the United States government extends diplomatic immunity. See Policy EHBK (LEGAL).

### **PRAYER**

Each student has a right to individually, voluntarily, and silently pray or meditate in school in a manner that does not disrupt instruction or other activities of the school. The school will not encourage, require, or coerce a student to engage in or to refrain from such prayer or meditation during any school activity.

### **REMOVING A STUDENT FROM HUMAN SEXUALITY INSTRUCTION**

As a part of the District's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) is involved with the selection of course materials for such instruction.

State law requires that any instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus or acquired immune deficiency syndrome must:

- Present abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;
- Devote more attention to abstinence from sexual activity than to any other behavior;
- Emphasize that abstinence is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to a standard of behavior in which abstinence from sexual activity before marriage is the most effective way to prevent pregnancy and sexually transmitted diseases; and
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

In accordance with state law, below is a summary of the District's curriculum regarding human sexuality instruction:

Fort Bend ISD utilizes the *Meet the New You* program to be used in the elementary school for fourth grade girls and fifth grade boys. The *Just Around the Corner* program is utilized for fifth grade girls. Both programs

are puberty education programs with a focus on instruction related to puberty and development. Males and females will receive separate instruction. Both males and females receive instruction from the school nurse or boys may receive instruction from a male PE teacher, if assigned to the campus.

A growth and development unit is included in the high school and middle school health courses to provide students with information that is appropriate for their age. The growth and development units include information on the male and female reproductive systems, the development of the fertilized egg to the birth of a human, and the physical and emotional changes that occur during puberty.

FBISD students receive instruction that reinforces the concept that abstinence from sexual activity is the healthiest choice for them to make at this point in their lives. The District utilizes the *Choosing the Best* curricula in the Secondary Health classes. The curricula provide age-appropriate classroom material.

The seventh grade health classes utilize the *Choosing the Best PATH* curriculum which includes eight lessons/sessions. Students learn the facts about risks and consequences of sex before marriage, as well as the benefits of choosing healthy relationships. Students are provided the tools to develop the skills, character, and commitment to remain abstinent until marriage.

The high school health classes utilize the *Choosing the Best JOURNEY* curriculum covering topics that are highly relevant to high school teens, like how to make healthy decisions about dating, relationships, marriage, and family. This eight-lesson curriculum communicates the value of committing to abstinence. Each lesson balances information about healthy choices with activities and role-plays that help guys and girls practice saying "NO."

As a parent, you are entitled to review the curriculum materials. In addition, you may remove your child from any part of the human sexuality instruction with no academic, disciplinary, or other penalties by providing written notification to your child's health teacher. You may also choose to become more involved with the development of curriculum used for this purpose by becoming a member of the District's SHAC. Please see the campus Principal for additional information.

### **REMOVING A STUDENT TEMPORARILY FROM THE CLASSROOM**

You may remove your child temporarily from the classroom if an instructional activity in which your child is scheduled to participate, conflicts with your religious or moral beliefs. The removal cannot be for avoiding a test and may not extend for an entire semester. Further, your child must satisfy grade-level and graduation requirements as determined by the school and by state law.

### **TUTORING OR TEST PREPARATION**

Based on informal observations, evaluative data such as grades earned on assignments or tests, or results from diagnostic assessments, a teacher may determine that a student is in need of additional targeted assistance for the student to achieve mastery in state-developed essential knowledge and skills. The school will always attempt to provide tutoring and strategies in ways that prevent removal from other instruction as much as possible. In accordance with state law and Policy EC (LEGAL), the school will not remove a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the school days on which the class is offered, unless the student's parent consents to this removal. The school may also offer tutorial services, which students whose grades are below 70 will be required to attend.

# RIGHTS OF ACCESS TO STUDENT RECORDS, CURRICULUM MATERIALS, AND DISTRICT RECORDS/POLICIES

## **COMMITTED TO A BALANCED AND UNBIASED CURRICULUM**

FBISD guarantees a rigorous and relevant written curriculum designed to equip students with the attributes of the Profile of a Graduate.

The central office administrators shall be responsible for overseeing and assisting campus administrators in implementation of systems and professional development that ensures alignment between the written, taught, and tested curriculum and provide systems that ensures balanced and unbiased delivery of the curriculum. See Policy EH (LOCAL).

## **NOTICES OF CERTAIN STUDENT MISCONDUCT TO NONCUSTODIAL PARENT**

A noncustodial parent may request in writing that he or she be provided, for the remainder of the school year, a copy of any written notice usually provided to a parent related to his or her child's misconduct that may involve placement in a disciplinary alternative education program (DAEP) or expulsion. See Policy FO (LEGAL) and the Student Code of Conduct.

## **PARENT ACCESS**

You may review your child's student records. These records include:

- Attendance records
- Test scores
- Grades
- Disciplinary records
- Counseling records
- Psychological records
- Applications for admission
- Health and immunization information
- Other medical records
- Teacher and school Counselor evaluations
- Reports of behavioral patterns
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with your child, as the term intervention strategy is defined by law
- State assessment instruments that have been administered to your child
- Teaching materials and tests used in your child's classroom

## **PARTICIPATION IN FEDERALLY REQUIRED, STATE-MANDATED, AND DISTRICT ASSESSMENTS**

You may request information regarding any state or District policy related to your child's participation in assessments required by federal, state law, or the District law.

## **PROFESSIONAL QUALIFICATIONS OF TEACHERS AND STAFF**

Student success is best achieved through effective teachers that inspire learning. The District is committed to recruit, develop, and retain effective teachers. Parents may request information regarding the professional qualifications of your child's teachers, including whether a teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; whether the teacher has an emergency permit or other provisional status for which state requirements have been waived; and undergraduate and graduate degree majors, graduate certifications, and the field of study of the certification

or degree. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.

## **RECORDS**

Both federal and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy. Before disclosing any personally identifiable information from a student's records, the District must verify the identity of the person, including a parent or the student, requesting the information. For purposes of student records, an "eligible" student is one who is 18 or older or who is attending an institution of postsecondary education.

Virtually all information pertaining to student performance, including grades, test results, and disciplinary records, is considered confidential educational records. Release is restricted to:

- The parents—whether married, separated, or divorced—unless the school is given a copy of a court order terminating parental rights or the right to access a student's education records.
- Federal law requires that, as soon as a student becomes 18, is emancipated by a court, or enrolls in a postsecondary institution, control of the records goes to the student. The parents may continue to have access to the records, however, if the student is a dependent for tax purposes and under limited circumstances when there is a threat to the health and safety of the student or other individuals.
- District school officials who have what federal law refers to as a "legitimate educational interest" in a student's records. School officials would include Trustees and employees of the District, such as the Superintendent, administrators, and Principals; teachers, school Counselors, diagnosticians, and support staff; a person or company with whom the District has contracted or allowed to provide a particular service or function (such as an attorney, consultant, auditor, medical consultant, therapist, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties; or a person appointed to serve on a team to support the District's safe and supportive school program. "Legitimate educational interest" in a student's records includes working with the student; considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official's professional responsibility; or investigating or evaluating programs.
- Various governmental agencies, including juvenile service providers and Texas Department of Family and Protective Services (DFPS) caseworkers or other child welfare representatives, in certain cases.
- Individuals or entities granted access in response to a subpoena or court order.
- A school or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.
- Release to any other person or agency—such as a prospective employer or for a scholarship application—will occur only with parental or student permission as appropriate.

The campus Principal or designee is custodian of all records for currently enrolled students at the assigned school or for graduates within the last five (5) years. The Superintendent or designee is the custodian of all records for students who have withdrawn. The Executive Director of Student Support Services, Deena Hill, is the custodian of records for all Student Support Services records.

Records may be inspected by a parent or eligible student during regular school hours. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

A parent or eligible student who provides a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the District will either provide a copy of the records requested or make other arrangements for the parent or student to review these records. The District is required to provide the parent or guardian a copy of the educational records within 45 calendar days from the date of the request. The address

of the Superintendent is 16431 Lexington Blvd., Sugar Land, Texas 77479. The address of the Executive Director of Student Services is 138 Avenue F, Sugar Land, Texas 77498.

A parent (or eligible student) may inspect the student's records and request a correction if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights. A request to correct a student's record should be submitted to the appropriate custodian of records. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the District denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student's record. Although improperly recorded grades may be challenged, contesting a student's grade in a course is handled through the general complaint process found in Policy FNG (LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the District's grading policy. See Policy FNG (LEGAL).

The District's policy regarding student records can be found at FL (LEGAL) and (LOCAL) and is available from the Principal's or Superintendent's office or on the District's Website at [www.fortbendisd.com](http://www.fortbendisd.com).

The parent's or eligible student's right of access to and copies of student records do not extend to all records. Materials that are not considered educational records, such as a teacher's personal notes about a student that are shared only with a substitute teacher, do not have to be made available to the parents or student. Please note: Parents or eligible students have the right to file a complaint with the U.S. Department of Education if they believe the District is not in compliance with federal law regarding student records.

The complaint may be mailed to:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW Washington, DC 20202-5901

### **REVIEWING INSTRUCTIONAL MATERIALS**

As a parent, you have a right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered to your child.

A school must provide printed versions of electronic instructional materials to a student if the student does not have reliable access to technology at home. See Policy EF (LEGAL). A school must provide printed versions of electronic instructional materials to a student if the student does not have reliable access to technology at home.

## **STUDENTS WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES**

### **ACCOMMODATIONS FOR CHILDREN OF MILITARY FAMILIES**

Children of military families will be provided flexibility regarding certain District requirements, including:

- Immunization requirements
- Grade level, course, or educational program placement
- Eligibility requirements for participation in extracurricular activities
- Graduation requirements

In addition, absences related to a student visiting with his or her parent, including a stepparent or legal guardian, who has been called to active duty for, is on leave from, or is returning from a deployment of at least four months will be excused by the District. The District will permit no more than five excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment. Additional information may be found at Military Family Resources at the Texas Education Agency.

### **AIDING STUDENTS WHO HAVE LEARNING DIFFICULTIES OR WHO NEED SPECIAL EDUCATION OR SECTION 504 SERVICES**

For those students who are having difficulty in the regular classroom, all school Districts and open enrollment charter schools must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RTI). The implementation of RTI has the potential to have a positive impact on the ability of Districts and charter schools to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parent may contact the individual(s) listed below to learn about the school's overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine if the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

### **FOSTER CARE (STUDENTS IN THE CONSERVATORSHIP OF THE STATE)**

In an effort to provide educational stability, the District strives to assist any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state) with the enrollment and registration process, as well as other educational services throughout the student's enrollment in the District.

A student who is currently in the conservatorship (custody) of the state and who enrolls in the District after the beginning of the school year will be allowed credit-by-examination opportunities outside the District's established testing windows, and the District will grant proportionate course credit by semester (partial credit) when a student only passes one semester of a two-semester course.

A student who is currently in the conservatorship of the state and who is moved outside of the District's or school's attendance boundaries, or who is initially placed in the conservatorship of the state and who is moved outside the District's or school's boundaries, is entitled to continue in enrollment at the school he or she was attending prior to the placement or move until the student reaches the highest grade level at the particular school. In addition, if a student in grade 11 or 12 transfers to another District but does not meet the graduation requirements of the receiving District, the student can request to receive a diploma from the previous District if he or she meets the criteria to graduate from the previous District.

In addition, for a student in the conservatorship of the state who is eligible for a tuition and fee exemption under state law and likely to be in care on the day preceding the student's 18th birthday, the District will:

- Assist the student with the completion of any applications for admission or for financial aid
- Arrange and accompany the student on campus visits
- Assist in researching and applying for private or institution-sponsored scholarships
- Identify whether the student is a candidate for appointment to a military academy
- Assist the student in registering and preparing for college entrance examinations, including, subject to the availability of funds, arranging for the payment of any examination fees by the Texas Department of Family and Protective Services (DFPS)
- Coordinate contact between the student and a liaison officer for students who were formerly in the conservatorship of the state

For more information on services for foster care students, contact the District's Foster Care Liaison, Director of State and Federal Programs-Deirdre Holloway at (281) 634-0390.

### **NOTIFICATION TO PARENT OF INTERVENTION STRATEGIES FOR LEARNING DIFFICULTIES PROVIDED TO STUDENT IN GENERAL EDUCATION**

The District will annually notify parents that it provides assistance to students, other than those already enrolled in a special education program, who need assistance for learning difficulties, including intervention strategies.

### **PARENTS OF STUDENTS WHO SPEAK A PRIMARY LANGUAGE OTHER THAN ENGLISH**

Students who have a home language other than English and who are identified as English language learners (ELLs) per the Texas Education Agency (TEA) guidelines are eligible to participate in ELL programs offered by the District. These ELL programs will be integral parts of the total school program and will utilize instructional approaches designed to meet the needs of English language learners. The Language Proficiency Assessment Committee (LPAC) plays a pivotal role in the education of ELLs as the LPAC serves as the voice to initiate, articulate, deliberate, and determine the best instructional program for the student. It functions as the link between the home and the school in making appropriate decisions regarding placement, instructional practice, assessment, and special programs that impact the student.

### **REQUEST FOR THE USE OF A SERVICE ANIMAL**

A parent of a student who uses a service animal because of the student's disability must submit a request in writing to the Principal before bringing the service animal on campus. The District will make its best effort to accommodate a request as soon as possible but will reply to the request within ten District business days.

### **REQUESTING CLASSROOM ASSIGNMENT FOR MULTIPLE BIRTHS**

As a parent, if your children are multiple birth siblings (e.g., twins, triplets, etc.) assigned to the same grade and campus, you may request that they be placed either in the same classroom or in separate classrooms.

Your written request must be provided no later than the 14th day after the enrollment of your children. See Policy FDB (LEGAL).

### **SAFETY TRANSFERS**

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the District to have been a victim of bullying or threats, which includes cyberbullying defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the Executive Director of Student Affairs for information.
- Consult with District administrators if your child has been determined by the District to have engaged in bullying and a decision has been made to transfer your child to another classroom or campus. Transportation is not provided in this circumstance. See Policies FDB (LEGAL) and FFI (LOCAL).
- Request the transfer of your child to attend a safe public school in the District if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. See Policy FDE (LOCAL).
- Request the transfer of your child to another campus if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the District may transfer the assailant in accordance with Policy FDE (LEGAL).

### **SECTION 504 REFERRALS**

Each school District or charter school must have standards and procedures in place for the evaluation and placement of students in the District's or charter school's Section 504 program. Districts and charter schools

must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure. A student who has or is at risk for dyslexia or a related reading difficulty is eligible to participate in the Texas state library and archives Commission's Talking Book Program, which provides audio books free of charge to qualifying Texans with visual, physical, or reading disabilities.

#### **Students with Physical or Mental Impairments Protected Under Section 504:**

A child determined to have a physical or mental impairment that substantially limits a major life activity, as defined by law, and who does not otherwise qualify for special education services, may qualify for protections under Section 504 of the Rehabilitation Act. Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities. When an evaluation is requested, a committee will be formed to determine if the child is in need of services and supports under Section 504 to receive a free appropriate public education (FAPE), as this is defined in federal law. Contact Person for Section 504 Referrals.

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is: Contact Person: Ms. Ronje Gonzalez, Section 504/Dyslexia Coordinator at (281)-634-1242. See Policy FB (LEGAL).

#### **SPECIAL EDUCATION REFERRALS**

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or an administrative employee of the school District, the District must respond no later than 15 school days after receiving the request. At that time, the District must give the parent a prior written notice of whether it agrees to or refuses to evaluate the student, along with a copy of the *Notice of Procedural Safeguards*. If the school District or charter school agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts must still comply with all federal prior written notice, procedural safeguard requirements, and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the District or charter school to respond within the 15-school-day timeline.

If the District decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent to evaluate the student. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an exception to the 45-school-day timeline. If a District receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30th due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completing the evaluation, the District must give the parent a copy of the evaluation report at no cost. Additional information regarding special education is available from the District or charter school in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process*.

#### **STUDENTS WITH DISABILITIES WITH OTHER SCHOOL-AGED CHILDREN IN THE HOME**

If a student is receiving special education services at a campus outside his or her attendance zone, the parent or guardian may request that any other student residing in the household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus. However, the District is not required to provide transportation to the other children in the household. The parent or guardian should speak



with the Principal of the school regarding transportation needs prior to requesting a transfer for any other children in the home. See Policy FDB (LOCAL). Contact Person for Special Education Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is: Contact Person: Dr. Deena Hill, Executive Director, Student Support Services is (281)-634-1142

### **STUDENTS WHO ARE HOMELESS**

Children who are homeless will be provided flexibility regarding certain District provisions, including:

- Proof of residency requirements
- Immunization requirements
- Educational program placement (if the student is unable to provide previous academic records, or misses an application deadline during a period of homelessness);
- Credit-by-examination opportunities [per SBOE];
- The award of partial credit (awarding credit proportionately when a student passes only one semester of a two-semester course) ;
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

If a student in grade 11 or 12 is homeless and transfers to another school District but does not meet the graduation requirements of the receiving District, the student can request to receive a diploma from the previous District if he or she meets the criteria to graduate from the previous District.

Federal law also allows a student who is homeless to remain enrolled in what is called the “school of origin” or to enroll in a new school in the attendance area where the student is currently residing. A student or parent who is dissatisfied by the District’s eligibility, school selection, or enrollment decision may appeal through Policy FNG (LOCAL). The District will expedite local timelines, when possible, for prompt dispute resolution.

You are encouraged to inform the District / campus if you or your child are experiencing homelessness. District Campus staff can share resources with you that may be able to assist you and your family.

Contact Person for students who are homeless:

For more information on services for students who are homeless, contact the District’s Liaison for Homeless Children and Youth, Deirdre Holloway, Director of State and Federal Programs at (281)-634-0390.

## SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

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### ABSENCES/ATTENDANCE

Regular school attendance is essential for a student to make the most of his or her education—to benefit from teacher-led and school activities, to build each day’s learning on the previous day’s, and to grow as an individual. Absences from class may result in serious disruption of a student’s mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. Two state laws, one dealing with compulsory attendance and the other with attendance for a student’s final grade or course credit, are of special interest to students and parents.

#### **ATTENDANCE FOR CREDIT OR FINAL GRADE (KINDERGARTEN-GRADE 12)**

To receive credit or a final grade in a class, a student in kindergarten–grade 12 must attend at least 90 percent of the days the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered, may receive credit or a final grade for the class if he or she completes a plan, approved by the Principal, that allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit or a final grade for the class.

If a student attends less than 75 percent of the days a class is offered or has not completed the plan approved by the Principal and the assistant superintendent, then the student will be referred to the Campus Attendance Committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade because of absences. See Policy FEC (LEGAL).

In determining whether there were extenuating circumstances for the absences, the Campus Attendance Committee will use the following guidelines:

- All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for the reasons listed “at Exemptions” will be considered days of attendance for this purpose.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the District.
- In reaching a decision about a student’s absences, the Campus Attendance Committee will attempt to ensure that it is in the best interest of the student.
- The committee will consider the acceptability and authenticity of documented reasons for the student’s absences.
- The committee will consider whether the absences were for reasons for which the student or the student’s parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the Campus Attendance Committee about the absences. See Policy FEC (LOCAL).

The student or parent may appeal the Campus Attendance Committee’s decision to the Board of Trustees by filing a written request with the Superintendent in accordance with Policy FNG (LOCAL). The actual number of days a student must be in attendance, in order to receive credit or a final grade, will depend on whether the

class is for a full semester or for a full year. If credit has been denied due to excessive absences, then no credit or grade points can be earned; however, the attendance will be counted in Total Course Credit Attempted.

### **COMPULSORY ATTENDANCE**

State law requires that a student from the ages of six (6) to nineteen (19) attend school, as well as any applicable accelerated instruction program, extended year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt. See Policy FEA (LEGAL) and Texas Education Code 25.085.

A student who voluntarily attends or enrolls after his or her 19th birthday is required to attend each school day until the end of the school year. If a student 19 or older has more than five unexcused absences in a semester, the District may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. Students who have enrolled in pre-kindergarten or kindergarten are required to attend school.

### **DOCTOR'S NOTE AFTER AN ABSENCE FOR ILLNESS**

Upon return to school, a student absent for four or more consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school. Notes must be turned in within five school days of the student's return to campus. Otherwise, the student's absence may be considered unexcused.

Should the student develop a questionable pattern of absences, the Principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the student's absence from school in order to determine whether the absence or absences will be excused or unexcused. See Policy FEC (LOCAL).

### **DOCTOR'S VISIT**

If a student is temporarily absent, the student either began classes or returned to school on the same day of the appointment. Once the appointment has been properly documented, the student's absence shall be coded as "medical." No absences will be coded as medical if the student has a medical appointment/visitation and never attends school that day, but will be coded as excused with proper documentation.

### **DOCUMENTATION AFTER AN ABSENCE (ALL GRADE LEVELS)**

When a student is absent from school, the student—upon arrival or within five school days of returning to school—must submit a note signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent's permission, will not be accepted unless the student is 18 or older or is an emancipated minor under state law. All notes must describe the reason for the absence and include the parent's contact numbers. Parent notes may be sent by e-mail but must come from a parent's verified e-mail account and be sent to the school's daily attendance clerk. If the student fails to bring a note or the parent does not send an e-mail as required within the five school-day period, the absence will be coded as "unexcused" and will count against the student's official attendance record.

**Note:** Unless the absence is for a statutorily allowed reason under compulsory attendance laws, the District is not required to excuse any absence. Once coded as an unexcused absence, the coding will not be changed without the approval of a campus Principal.

### **DRIVER LICENSE ATTENDANCE VERIFICATION (SECONDARY GRADE LEVELS ONLY)**

For a student between the ages of 16 and 18 to obtain a driver license, written parental permission must be provided for the Texas Department of Public Safety (DPS) to access the student's attendance records and, in certain circumstances, for a school administrator to provide the student's attendance information to DPS. A verification of enrollment (VOE) and attendance form may be obtained from the office, which the student will need to submit to DPS upon application for a driver license.

## **EXEMPTIONS**

State law allows exemptions to the compulsory attendance requirements for several types of absences if the student makes up all work. A student not actually on campus at the time attendance snapshot is taken may be considered in attendance for funding purposes if the student makes up missed work for one of the 17 following reasons, per the TEA:

- Enrollment in and attending off-campus dual credit program
- Fulltime enrollment in Texas Virtual School Network courses
- Extracurricular or co-curricular activity that is approved by our school board
- Participation in a class provided by the Texas School for the Blind and Visually Impaired or the Texas School for the Deaf
- Participation in a mentorship program that is approved by the District personnel (DAP)
- Misses school for the purpose of observing District-approved religious holy days
- In grades 6-12 and playing Taps at a Texas military honors funeral for a deceased veteran
- Attending a mandated, required court appearance
- Edgenuity course completion
- In the conservatorship of the Department of Family and Protective Services
- Serving as a student early voting clerk
- Appearing at a governmental office to complete U.S. citizenship paperwork
- Participating in the student's own or parent's or guardian's U. S. naturalization oath ceremony
- Met with and attended a documented medical appointment for the student or the student's child
- Visited an accredited institution of higher education during the student's junior or senior high school, up to two days
- Visited with a parent/stepparent/legal guardian who is an active duty member of the uniformed services
- A student 17 years of age or older is pursuing enlistment in a branch of the U.S. armed services or Texas National Guard, provided the absence does not exceed four days and the student provides verification to the District of these activities
- Participating in an off-campus work-based learning opportunity

\*Students and parents are encouraged to read full explanations of the aforementioned reasons per the most current edition of the [Student Attendance Accounting Handbook](#) per the Texas Education Agency. (Numerous absences, whether excused or unexcused, may jeopardize a student's ability to receive credit or final grades for classes.)

## **FAILURE TO REPORT ATTENDANCE ISSUES**

School employees must investigate and report violations of the state compulsory attendance law. A student absent without permission from school; from any class; from required special programs, such as additional special instruction, termed "accelerated instruction" by the state; or from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action.

A court of law may also impose penalties against both the student and his or her parents if a school-aged student is deliberately not attending school. A referral may be sent to the court if the student is absent from school on ten or more days or parts of days within a six-month period in the same school year. If a student is absent without excuse on three or more days or parts of days within a four-week period, or 5 total days or parts of days, he or she will receive a warning letter.

If a student is absent without excuse on three or more days or parts of days within a four-week period, or 5 total days or parts of days, he or she will receive a warning letter inviting the parent (Elementary School) or student and parent (Middle School, High School) to complete the District's online #Attend2Achieve Truancy Diversion

Program (TDP). This course is offered in English and Spanish via Schoology. The TDP is a District-developed online information-based intervention program offered to parents and students as a preventative measure to educate parents/guardians and students who are experiencing attendance issues. The TDP provides parents and students truancy information (once during the school year), identifies available resources and explains the consequences associated with unexcused absences.

### **OFFICIAL ATTENDANCE-TAKING TIME**

The District must submit attendance of its students to the Texas Education Agency (TEA) reflecting attendance at a specific time each day known as “snapshot”. The District’s official attendance snapshot is taken at 10:00 a.m. for elementary and high schools. Official attendance time for middle school is at 10:15 a.m.

### **PREPLANNED/ANTICIPATED ABSENCE**

Notes for preplanned or anticipated absences should be sent to the school Principal or designee at least three school days before the absences occur to determine if the absences will be excused. Regardless of whether an absence is marked excused or unexcused, students will have an opportunity to complete any missed work upon their return to school. The number of days given to make up work assigned during an absence will be equal to the number of days missed. Teachers are not required to provide assignments or class work for students to complete during the time they are absent.

### **STUDENTS WITH DISABILITIES**

If a student with a disability is experiencing attendance issues, the student’s ARD committee or Section 504 committee will be notified, and the committee will determine whether the attendance issues warrant an evaluation, a reevaluation, and/or modifications to the student’s individualized education program or Section 504 plan, as appropriate.

### **TRUANCY ENFORCEMENT/DIVERSION PROGRAM**

FBISD will enforce the Texas compulsory attendance laws as follows:

- Automated phone calls will be placed to parents or guardians notifying them when a student has been marked as absent. It is the parent’s or guardian’s responsibility to ensure that he/she provides current and up to date contact information to the school.
- All students will be issued a warning letter and request for conference when attendance records reflect that the student has absences without an excuse on three days or parts of days in a four-week period or five or more days or parts of days in the same school year.
- After a student has been issued a warning notice, the campus will begin implementation of Truancy Prevention Measures for the student.
- Each campus will provide truancy intervention measures for students who exhibit attendance issues in order to develop a plan to improve the student’s overall attendance.
- After a student receives five total unexcused absences, the student and parent will be invited to attend the Truancy Diversion Program (TDP). The Truancy Diversion Program (TDP) is an information-based intervention program offered to parents and students as a preventative measure to intervene 1) before students receive a referral to court; and 2) to educate parents/guardians and students who are experiencing truancy problems about the consequences associated with unexcused absences. In addition, the program identifies available and appropriate resources for families who are experiencing issues that may be contributing to a student’s truancy. Opportunities to complete the TDP program are offered throughout the school year; however, students and parents may participate in the program once during that school year. The program is offered online. Information about the program can be found at [www.fortbendisd.com/TDP](http://www.fortbendisd.com/TDP).
- If a student fails to attend school on ten or more days or parts of days within a six-month period in the same school year and those absences have been verified by the campus as unexcused, students 12 and older may be referred to the appropriate authority in Fort Bend County. At this point, the court

could also file a criminal complaint against parents who contribute to the non-attendance of their child, regardless of the child's age.

### **WITHDRAWAL GUIDELINES AND COMPULSORY ATTENDANCE**

Students who are withdrawn for an extended period of days, then return to re-enroll at their campus must show proof of enrollment in an educational program during their absence.

When a student is absent from school, the student—upon arrival or within five school days of returning to school—must bring a note signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent's permission, will not be accepted unless the student is 18 or older or is an emancipated minor under state law. All notes must describe the reason for the absence and include the parent's contact numbers. Parent notes may be sent by e-mail but must come from a parent's verified e-mail account and be sent to the school's daily attendance clerk. If the student fails to bring a note or the parent does not send an e-mail as required within the five school-day period, the absence will be coded as an unexcused and will count against the student's official attendance record.

**Note:** Unless the absence is for a statutorily allowed reason under compulsory attendance laws, the District is not required to excuse any absence. Once coded as an unexcused absence, the coding will not be changed without the approval of a campus Principal.

## **COMPLAINTS AND CONCERNS**

Usually student or parent complaints or concerns can be addressed by a phone call or a conference with the teacher or Principal. For those complaints and concerns that cannot be handled so easily, the District has adopted a standard complaint Policy at FNG (LOCAL) in the District's policy manual. A copy of this policy may be obtained in the Department of Student Affairs or on the District's website at <https://www.fortbendisd.com>, under Student Affairs. For a formal complaint, the student or parent should provide a written Policy FNG (LOCAL) complaint form to the Department of Student Affairs.

## **DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS**

### **NON-SCHOOL MATERIALS FROM OTHERS**

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the District or by a District-affiliated school-support organization will not be sold, circulated, distributed, or posted on any District premises by any District employee or by persons or groups not associated with the District, except as permitted by Policy GKDA (LEGAL). To be considered for distribution, any non-school material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the campus Principal for prior review. The campus Principal will approve or reject the materials within five school days of the time the materials are received.

The requestor may appeal a rejection in accordance with the appropriate District complaint policy. See Policies: DGBA (LEGAL), FNG (LEGAL), or GF (LEGAL).

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours.
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with Policy GKD (LOCAL) or a non-curriculum-related student group meeting held in accordance with Policy FNAB (LOCAL).

- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.

All non-school materials distributed under these circumstances must be removed from District property immediately following the event at which the materials are distributed. See Policy GKDA (LOCAL).

### **NON-SCHOOL MATERIALS FROM STUDENTS**

Students must obtain prior approval from the campus Principal before posting, circulating, or distributing copies of written materials, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any non-school material must include the name of the sponsoring person or organization. The decision regarding approval will be made within five school days. See Policy FNAA (LEGAL).

A student may appeal a decision in accordance with Policy FNG (LOCAL). Any student who posts non-school material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without approval will be removed.

### **SCHOOL MATERIALS**

Publications prepared by and for the school may be posted or distributed with the prior approval of the Principal, sponsor, or teacher. Such items may include school posters, brochures, flyers, etc. The school newspaper and the yearbook are available to students. All school publications are under the supervision of a teacher, sponsor, and the Principal.

## **EMERGENCY INFORMATION**

### **EMERGENCY COMMUNICATION-CLOSING INFORMATION**

Each year, parents are asked to verify contact information in the event that school is dismissed early because of severe weather or another emergency, or if the campus must restrict access due to a security threat. The District will rely on contact information on file with the District to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency purpose may include early dismissal or delayed opening because of severe weather or another emergency, or if the campus must restrict access due to a security threat. It is crucial to notify your child's school when a phone number previously provided to the District has changed.

The District will make every effort to inform parents and students as soon as possible about any school closings or delays. In the event of inclement weather or emergencies, the District will use and continually update its website at [www.fortbendis.com](http://www.fortbendis.com) and activate its District-wide parent notification system to provide information. The District's Severe Weather Hotline at (281) 634-4636 will have a recorded message on school closings.

In addition, pertinent information will be shared with local radio and television stations for broadcast.

**NOTE OF IMPORTANCE:** Though an emergency situation always creates a sense of urgency, parents and students are asked to refrain from calling school phone numbers for information. Phone lines should remain open to allow administrator to contact emergency personnel who are responding to District directives in order to maintain safety.

## STUDENT FEES, FINES, AND CHARGES

Materials that are part of the basic educational program are provided with state and local funds at no charge to a student. A student, however, is expected to provide his or her own pencils, paper, erasers, and notebooks and may be required to pay certain other fees or deposits, including:

- Costs for materials for a class project that the student will keep
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities
- Security deposits
- Personal physical education and athletic equipment and apparel
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student accident insurance
- Musical instrument rental and uniform maintenance, when uniforms are provided by the District
- Personal apparel used in extracurricular activities that becomes the property of the student
- Parking fees and student identification cards
- Fees for lost, damaged, or overdue library books
- Fees for driver training courses, if offered
- Fees for optional courses offered for credit that requires use of facilities not available on District premises
- Summer school for courses that are offered tuition-free during the regular school year
- A reasonable fee for providing transportation to a student who lives within two miles of the school
- A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a District-provided request form
- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).
- A cell phone fee if confiscated by a campus staff member
- A \$25 fee will be charged for a returned check or insufficient funds
- Amount for damage to District property as described under [Vandalism](#). (See Student Code of Conduct).
- Tuition and fees for Extended Learning program for participation in that program
- Houston Community College (HCC) may charge a course fee for dual credit classes and students are responsible for purchasing textbooks for courses.

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the campus Principal. See Policy FP (LOCAL).

**NOTE OF IMPORTANCE: If the District does not receive payment of fees in a timely manner, it could affect the student's participation in corresponding activities, a student's test exemption status, and/or result in the parent or guardian's account being turned over to a debt collection service.**

## LEAVING CAMPUS

### **SCHOOL DAY/STUDENT DISMISSAL/CHECKOUT POLICY**

Students are not authorized to leave campus during regular school hours for any reason, except with the permission of the Principal. Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

Please remember that student attendance is crucial to learning. We ask that appointments be scheduled outside of school hours as much as reasonably possible. Also, note that picking up a child early on a



regular basis results in missed opportunities for learning. Unless the Principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the school day.

State rules require that parental consent be obtained before any student is allowed to leave campus for any part of the school day. The District has put the following procedures in place in order to document parental consent:

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, the campus cannot allow visitors to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.
- For students in high school, the same process will be followed. If the student's parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office in advance of the absence, no later than two hours prior to the student's need to leave campus. A phone call received from the parent may be accepted, but the school may ultimately require a note to be submitted for documentation purposes.
- Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day. If a student is 18 years of age or is an emancipated minor, the student may produce a note on his or her own behalf. Documentation regarding the reason for the absence will be required.
- If a student becomes ill during the school day and the school nurse or other District personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a child in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

## NON-DISCRIMINATION STATEMENT

Fort Bend Independent School District does not discriminate on the basis of race, religion, color, national origin, gender, or disability in providing education services, activities, and programs, including CTE programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Title II of the Americans with Disabilities Act of 1990 (ADA), as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended.

The following District representatives have been designated to coordinate compliance with these legal requirements as they relate to students:

Title IX Coordinator for concerns regarding discrimination on the basis of sex: Dr. Xochitl Rodriguez, Assistant Superintendent of Student Affairs, at (281)-634-1030.

Section 504 Coordinator for concerns regarding discrimination on the basis of disability: Ronje Gonzales, Section 504/Dyslexia Coordinator, (281)-634-1242.

For all other concerns regarding discrimination, please contact the Department of Student Affairs at (281)-327-2829.

Each of the individuals listed above may be contacted through the Fort Bend Independent School District Administration Building at 16431 Lexington Blvd., Sugar Land, Texas 77479.

General questions about the District should be directed to the Community Relations Department at (281)-634-1000. See Policies FB (LOCAL), FFH (LOCAL) and (DIA).

## SUMMER SCHOOL

Summer School options are available for students in elementary, middle, and high school. Additional information will be available through your campus school Counselor and on the District's Website at [www.fortbendisd.com](http://www.fortbendisd.com), under Summer School.

## STUDENT DISMISSAL/CHECKOUT POLICY

If you need to pick up your child from school early, you may report to the front office of the school, show a valid photo ID, and a staff member will call for your child. All students leaving school early must be signed out in the office by a parent, guardian, or an adult listed as an emergency contact. Only names listed on the child's registration form and Emergency Health Card will be allowed to pick up the child. No child will be released without proper identification of the individual picking them up. Please be advised that this procedure is for your child's safety and will be strictly enforced. Sometimes it is necessary for a child to be picked up by a different individual or go home a different way on a specific day. Any changes in your child's daily dismissal routine should be addressed in writing with a parent/guardian's signature and sent to school with your child. Fax is an acceptable form of change in dismissal and should include your signature and contact information. Please be advised that the final twenty minutes of the school day can be busy. In some situations, students may not be released during this time. Should an emergency arise, please contact the school office for assistance.

## TRANSPORTATION

The District makes school bus transportation available at no cost to all students living two or more miles from school, with the exception of prekindergarten. Fort Bend ISD does not provide transportation for the prekindergarten program and parents must transport children to and from school. Student's ages 3-21 years old who are served with special education services may be eligible for special education transportation in accordance with the student's Admission, Review, and Dismissal (ARD) committee. For more information regarding special education transportation, contact the Director of Special Education at (281)-634-1142.

Bus routes and stops will be designated annually, and any subsequent changes will be posted at the school and on the District's website. For the safety of the operator of the vehicle and all passengers, students must board buses or other vehicles only at authorized stops, and drivers must unload passengers only at authorized stops.

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact the Transportation Department at (281) 634-4077.

See the [Student Code of Conduct](#) for provisions regarding transportation to the DAEP.

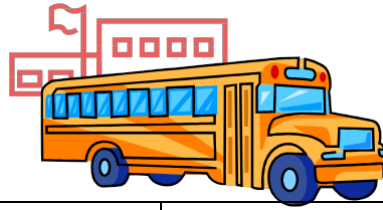
Students are expected to assist District staff in ensuring that buses and other District vehicles remain in good condition and that transportation is provided safely. When riding in District vehicles, including buses,

students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Follow the driver's directions at all times
- Enter and leave the vehicle in an orderly manner at the designated stop
- Keep feet, books, instrument cases, and other objects out of the aisle
- Not deface the vehicle or its equipment
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle
- Not possess or use any form of tobacco on any District vehicle
- Observe all usual classroom rules
- Be seated while the vehicle is moving
- Fasten their seat belts, if available
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle
- Follow any other rules established by the operator of the vehicle

Misconduct will be punished in accordance with the Student Code of Conduct; the privilege to ride in a District vehicle, including a school bus, may be suspended or revoked.

**Fort Bend ISD  
Transportation Services  
Positive Behavior Support**



**Transporting  
Students  
Safely!**

<p><b>Be Respectful Use Kind Words Safety First</b></p>	<u>Bus Stop</u>	<u>Loading</u>	<u>Bus Ride</u>	<u>Unloading</u>
	<p>Respect each other</p> <p>Respect other people's property</p> <p>Be on time</p>	<p>Be patient when loading the bus.</p> <p>Lend a helping hand to others if needed.</p>	<p>Keep hands and feet to yourself.</p> <p>Share your seat.</p> <p>Listen to your Driver's instructions</p>	<p>Close your window</p> <p>Throw trash in the trash can. This is our bus, please help keep it clean</p> <p>Respect other people's property</p>
	<p>When greeting each other, use appropriate language.</p> <p>Use your inside voice.</p>	<p>Find a seat quickly and quietly.</p>	<p>Use your inside voice.</p> <p>Use appropriate language.</p>	<p>Have a Great Day!</p>
	<p>Before approaching the bus, wait for it to come to a complete stop and the door opens.</p> <p>Be prepared 10 minutes before the bus arrives.</p>	<p>Avoid pushing others in the aisle.</p> <p>Be seated before the bus departs.</p>	<p>Ride safely. Face forward.</p> <p>Keep aisles clear.</p> <p>Remain seated while the bus is in motion.</p>	<p><b>Stay seated until the bus comes to a complete stop and the door is open.</b></p> <p>Keep hands, feet, and other items to yourself while walking through the aisle.</p> <p><b>Cross 10 feet in front of the bus.</b></p> <p>Treat others respectfully.</p> <p>Be aware of your surroundings and that of your classmates.</p>

## TRAVEL FOR STUDENTS

In order to expand learning experiences for our students, Fort Bend ISD facilitates student travel for a variety of purposes, including academic, co-curricular and extracurricular events at the local, regional, state, national and international levels. Parents/guardians must grant permission through District-approved forms for students to travel as a part of these events. If the student is 18 or older, the student may sign the required forms. Some events, such as international travel, require additional District and travel documentation to participate. At all times while participating in these events and traveling, 24 hours a day, 7 days a week and 52 weeks a year, students are expected to exhibit exemplary behavior and are required to abide by the Student Code of Conduct, District policies and procedures, and the direction of their supervisors, designed to protect their best interest, the learning environment and their safety.

## VISITORS TO THE SCHOOL

Parents and other visitors are welcome to visit District schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors will be required to show a valid photo identification when arriving on a campus and are required to comply with all applicable District policies and procedures. All visitors must first report to the main office to sign in and obtain a visitor's badge. Parents, please be aware that relatives/friends that are attending events during the school day or eating lunch with a student must be accompanied by a parent/guardian or other individual that is listed on the student's emergency contact list or must have prior approval.

### **PARENT OBSERVATIONS**

To meet with school personnel, please make an appointment ahead of time by contacting the staff member directly. Visits to individual classrooms during instructional time are permitted only with approval of the Principal and teacher, and such visits are not permitted if the duration or frequency interferes with the delivery of instruction or disrupts the normal school environment. Observers in classrooms are limited to no more than one hour unless the Principal approves an extended classroom observation. All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted.

### **UNAUTHORIZED PERSONS**

Trespassing on school premises is strictly prohibited in accordance with Section 37.107 of the Texas Education Code. In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or District police officer has the authority to refuse entry 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 the person 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 Policy FNG (LOCAL) or GF (LOCAL) which is posted on the District website at <https://www.fortbendisd.com>, under Student Affairs.

## VOLUNTEERS

We appreciate so much the efforts of parent and grandparent volunteers that are willing to serve our District and students. If you are interested in volunteering, please contact your child's campus or the [Collaborative Communities Department](#) for more information at (281)-634-1109. All volunteers must complete an online volunteer criminal history background application each school year and be approved before being allowed to volunteer.

## VOTER REGISTRATION

### **VOTER REGISTRATION (SECONDARY GRADE LEVELS ONLY)**

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

## WITHDRAWING FROM SCHOOL

A student under 18 may be withdrawn from school only by a parent. The school requests notice from the parent at least three days in advance so that records and documents may be prepared. The parent will obtain an intent to withdrawal form from the Principal's office.

A student who is 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

Students in grades 7 – 12 who are at risk of not graduating, or are enrolling in a non-traditional setting to earn credit should meet with their School Counselor, Drop Out Completion Coach, and/or Administrator to discuss a completion plan.

On the student's last day, the withdrawal form must be presented to each teacher for current grade averages. Clearance must be obtained for the following items: textbooks, District-issued digital devices, equipment, and library books as recorded by the Librarian. The withdrawal form must also be seen by the Nurse for health records, the school Counselor for the last report card and course clearance, and finally, by the Principal for signature. The parent/student will be given a withdrawal form, a student information report that includes grades, attendance, and test scores. High school students will also receive an unofficial copy of their transcripts.

# ACADEMICS

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## ACADEMIC EXCELLENCE

FBISD recognizes students who excel scholastically by providing Academic Excellence Awards similar to those awarded for UIL competitions in Athletics or Fine Arts. FBISD follows UIL guidelines in disbursing these awards. Current UIL guidelines state that students may receive one (1) major award during their high school tenure.

Eleventh and twelfth-grade students who meet the criteria for an Academic Excellence Award will receive an academic letter if they have not already earned one for another activity. Students are responsible for purchasing their own jackets, sweaters, or blankets. Tenth-grade students who meet the criteria will receive a plaque. An awards assembly will be held in the fall to recognize tenth, eleventh, and twelfth grade students who met the following academic criteria the previous school year.

**NOTE OF IMPORTANCE:** Each campus is responsible for identifying and notifying eligible students for the Academic Excellence Program).

A student must earn a 90 or above grade point average from the previous school year with no semester grade below a 75 (from the previous school year).

The grade point average must be 90 and above and is not rounded up. For example, a grade point average from the previous school year of 89.75 is not rounded up to 90 and would not qualify for the Academic Excellence Award.

Any senior who did not earn an Academic Excellence Award for the eleventh-grade year may be eligible for this award by earning 90 GPA with no semester grade below 75 for the fall semester of his/her senior year. In this case, the award will be presented at the Spring Senior Award Program.

## ADVANCED PLACEMENT COURSES

Students in grades 9-12 have opportunities to earn college credit through the Advanced Placement program.

### **ADVANCED PLACEMENT (AP) EXAMS**

Students have opportunities to earn college credit through Advanced Placement. The AP curriculum prepares students for the Advanced Placement Exam taken in May. A student enrolled in an AP course is very strongly encouraged to participate in the AP exam for that course. AP exam scores range from 1-5, and the college or university determines a minimum score for credit in a specific course. To learn more about AP courses and their benefits, visit College Board's AP Students webpage at:

<https://apstudent.collegeboard.org/exploreap/the-ap-experience>

Students and parents should check with the prospective college or university to determine necessary exam scores if a particular course will count toward the student's desired degree plan. Though AP is widely accepted among colleges and universities, it is important to keep in mind that not all will accept credit earned in AP courses.

## **PRE-ADVANCED AND ADVANCED PLACEMENT COURSES**

Pre-Advanced Placement (Pre-AP) courses are offered in the academic areas of English language arts, mathematics, science, and social studies, world language, and computer science to students enrolled in grades 6-12. Advanced Placement (AP) courses are offered in the academic areas of English language arts, mathematics, science, and social studies as well as in fine arts, world language, and computer science to students enrolled in grades 9-12. Participation in Pre-AP/AP is based on a policy of open enrollment, so no screening is required for registration. Students and parents should carefully examine the information below prior to selecting a Pre-AP/AP course or courses. Decisions about placement are often one of the more difficult choices that parents face when their students are considering courses for the next school year. The decision to enroll in Pre-AP/AP ultimately rests with parents and students. The school can provide powerful input through teacher recommendation, communication with parents regarding the challenges of the Pre-AP/AP curriculum, and information about indicators of student success.

Pre-AP/AP courses are designed to challenge motivated students and prepare them for success in college level course work in high school and in college. These courses typically move at a faster pace, are more academically challenging, and require more independent learning and homework than other courses. The following are a few important factors to keep in mind:

- Fort Bend ISD's curriculum is a college-bound curriculum
- While Pre-AP courses are designed to better prepare students for AP, Pre-AP courses are not a requirement for enrolling in AP courses
- Always check the course description for prerequisites
- Pre-AP/AP is not "all or nothing." Students may take from one to all of their core classes as Pre-AP/AP
- Students develop academic readiness at different rates and may not be ready for Pre-AP/AP at the same time as their friends or classmates

## **CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS**

Career and Technical Education (CTE) provides challenging career pathways for all students utilizing real world practices and evolving skill sets, attitudes, and behaviors.

Coursework is offered in 15 different program areas, also known as career clusters, providing academic and technical knowledge in preparation for post-secondary education and experiences necessary to achieve success in any career. CTE instruction marries core academic knowledge with practical real world application and focusses on hands-on learning. Students who participate in CTE programs are provided the opportunity to earn industry certification, participate in Career and Technical Student Organizations (CTSO), and network with business professionals.

Program areas include Agriculture, Food & Natural Resources, Architecture and Construction, Arts, AV Technology & Communications, Business, Management & Administration, Education & Training, Finance, Hospitality & Tourism, Health Science Technology, Human Services, Information Technology, Law, Public Safety, Correction and Security, Manufacturing, Marketing, Sales & Services, Science, Technology, Engineering & Mathematics, and Transportation. Admission to these programs is varied depending on the program and prerequisite course requirements. Please contact your campus school Counselor for more information.



Fort Bend ISD will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and CTE programs. See [Nondiscrimination Statement](#) for additional information regarding the District's efforts regarding participation in these programs.

## CLASS RANK/HIGHEST RANKING STUDENT

Fort Bend ISD desires to honor and recognize graduates who have attained high academic achievement through self-discipline, grit, and determination. Also, see EIC Local and District Guidelines for Award of Grade Points in High School Course Selection Guide.

Grade points are awarded for any high school courses completed (passed or failed), including high school courses taken in middle school. Grade points are determined by the level at which the course is taken. (Exceptions apply to certain GPA-exempt options discussed in a later section.) All high school credit courses taken in Fort Bend ISD Summer School or Evening School receive regular/on-level points on the GPA scale with the exception of identified Pre AP/AP and dual credit courses that may be offered. All high school credit courses taken in summer school programs outside of Fort Bend ISD receive regular/on-level points on the GPA scale unless otherwise designated by the sending program. Distance learning course credit, credit by exam, and night school course credit receive regular/on-level points on the GPA scale unless otherwise designated. High school courses taken through Fort Bend ISD credit by exam with no prior instruction are awarded regular/on-level credit and grade points. A student must earn a grade of 80 percent or more on each exam per semester in a subject area to be awarded a .5 unit of credit and grade points. Courses taken for credit recovery are included in GPA.

The FBISD GPA system is a 100-Point Scale. All grades shall be recorded numerically on a 100-point system and reflected as such on a transcript and report cards.

For students entering ninth grade in 2015, courses shall be weighted as follows:

<b><u>Category</u></b>	<b><u>Weight</u></b>
AP level, Beyond AP	+10 points to the semester average
Pre-AP, Honors, Dual Credit, and Dual Enrollment	+5 points to the semester average
Regular/On-level courses	Not weighted

When required by colleges, the 100-point scale cumulative GPA shall be converted to a 4-point scale. The following conversion is used for the weighted 4-point scale:

<b><u>Grade range</u></b>	<b><u>AP/Beyond AP</u></b>	<b><u>Pre-AP, Honors/Dual Credit/Dual Enrollment</u></b>	<b><u>On-Level course (not weighted)</u></b>
90-100+	5	4.5	4
80-89	4	3.5	3
70-79	3	2.5	2
Below 70	0	0	0

For students entering ninth grade in 2019, courses shall be weighted as follows:

Category	Weight
AP level, Beyond AP, Dual Credit, IB, and Dual Enrollment	+10 points to the semester average
Pre-AP level, Pre-IB, Honors	+5 points to the semester average
Regular/On-level courses	Not weighted

When required by colleges or scholarships, the 100-point scale cumulative GPA shall be converted to a 4-point scale. The following conversion is used for the weighted 4-point scale:

Grade range	AP/Beyond Credit/IB/Dual Enrollment	AP/Dual	PreAP/Pre-IB/Honors	On-level course (not weighted)
90-100+	5		4.5	4
80-89	4		3.5	3
70-79	3		2.5	2
Below 70	0		0	0

A student's GPA is calculated by multiplying each semester grade achieved, excluding GPA-exempt courses, by the number of credits the course was worth, calculating the sum of these values with any additional weights, and dividing by the total number of credits that were attempted.

All courses recorded on the Academic Achievement Record (high school transcript) shall count toward Grade Point Average (GPA) and Class Rank using the grades received.

Class Rank is determined by the grade point average (GPA) of all high school credit courses taken through the end of the eighth semester. Rank for honor graduation status is determined by the GPA through the end of the third 9 weeks of the senior year. □ Grade points for other courses taken for high school credit outside of the regular school day or earned through advanced placement exams will be determined according to District guidelines.

### Honor Graduates

Honor graduates shall meet all graduation requirements and shall complete one of the two highest programs as follows:

- Distinguished level of achievement under the foundation program; or,
- The foundation program with at least one endorsement.

Students served under special education who meet all coursework and requirements of the distinguished level of achievement under the foundation program or the foundation program with endorsement, per the student's IEP, shall be recognized as honor graduates.

The cumulative GPA is used in designating honor graduates and shall be calculated at the end of the third nine-weeks grading period of the senior year.

The student with the highest class rank at the end of the third nine-week grading period of the senior year who meets the eligibility criteria shall be named valedictorian; the eligible student with the second-highest RIC shall be named salutatorian. In case of a tie in weighted GPAs after calculation to four decimal places, the District shall recognize all students involved in the tie as sharing the honor and title Honor Graduates.

Students shall be recognized as honor graduates according to the following criteria:

Valedictorian	Highest Cumulative GPA
Salutatorian	Second-Highest Cumulative GPA
Summa Cum Laude	Cumulative GPA = 97 or higher
Magna Cum Laude	Cumulative GPA = 96–93
Cum Laude	Cumulative GPA = 92–90

To be eligible for graduation with honors, a student who entered grade 9 in the 2015–16 school year and beyond shall:

- Present grades for all required courses prior to the established date for calculating weighted GPA, except second semester dual credit courses taken senior year, to determine honors graduate status.
- Not have withdrawn from an elective District program, e.g. an academy, and enrolled at the student's zoned campus within the four consecutive semesters immediately preceding graduation.

In addition to the above conditions, to be eligible for valedictorian and salutatorian, students shall:

- Not have withdrawn from a campus where the student attended on a transfer and enrolled at the student's zoned campus within the four consecutive semesters immediately preceding graduation.
- Not have transferred from the student's zoned campus to another campus within the four consecutive semesters immediately preceding graduation.
- Meet additional eligibility requirements for valedictorian and salutatorian (top honors), requiring completion in no fewer than eight semesters, and continuous enrollment in the same high school in the District for the four semesters immediately preceding graduation.

### **GPA-EXEMPT COURSES**

Fort Bend ISD encourages all students to pursue their areas of special skills and interests in order to enrich their academic achievement and to foster continued student participation in four-year, co-curricular programs.) FBISD will allow juniors and seniors to participate in the third and fourth years of the following courses on a GPA-exempt basis:

- Advanced Journalism/Individual Study in Journalism (Newspaper & Yearbook)
- Athletics (not PE)
- Band
- Cheerleading
- Choir
- Color Guard
- Debate/Oral Interpretation
- Dance Team
- JROTC
- Orchestra
- Theatre (Technical Theatre, Theatre Arts, Theatre Production)
- Career and Technical Education (CTE)- specific junior and senior-level courses as approved by CTE District administration.

Students interested in taking one of the GPA-Exempt courses must discuss this option with their school Counselor promptly at the beginning of the course. If the student meets all of the criteria, he/she must:

- Complete the appropriate form
- Have the form signed by the parent and teacher
- Return the form to the school Counselor no later than the end of the second (2<sup>nd</sup>) week of each semester. At this time, if all criteria are met, it will be approved and a course change will be made to reflect enrollment in a GPA-Exempt course.
- Once a student signs up to take a course as GPA-Exempt, the decision cannot be changed
- Students enrolled in full-year courses do not need to reapply during the second semester
- Students, including transfer students, who miss the deadline for application for the first semester, may apply for exemption for the second semester if they meet the criteria

Please refer to the GPA Exempt brochure or contact your school Counselor for additional information.

## CLASS SCHEDULES

All students are expected to attend school for the entire school day and maintain a class/course schedule to fulfill each period of the day. Exceptions may be made occasionally by the campus Principal for students in grades 9–12 who meet specific criteria and receive parental consent to enroll in less than a full-day's schedule. Seniors in exceptional standing could be granted a maximum of two periods off by campus administration. Students must have a full schedule to be UIL eligible. See [Schedule Changes](#) for information related to student requests to revise their course schedule.

## COLLEGE AND UNIVERSITY ADMISSIONS

For two school years following graduation, a District student who graduates in the top ten percent and, in some cases, the top 25 percent, of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:

- Completes the Distinguished level of achievement under the Foundation graduation program (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses); or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

In addition, the student must submit a completed application for admission in accordance with the deadline established by the college or university. The student is ultimately responsible for ensuring that he or she meets the admission requirements of the university or college to which the student submits an application.

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University during the summer or fall 2019 term, the University will admit the top six percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

Should a college or university adopt an admissions policy that automatically accepts the top 25 percent of a graduating class, the provisions above will also apply to a student ranked in the top 25 percent of his or her class.

Upon enrolling in their first course that is eligible for high school credit, the District will provide written notice concerning automatic college admission, the curriculum requirements for financial aid, and the benefits of completing the requirements for automatic admission and financial aid.

Students and parents should contact the school Counselor for further information about automatic admissions, the application process, and deadlines.

# COUNSELING

Professional School Counselors are available at all Fort Bend ISD campuses to provide a *Comprehensive Developmental Guidance Program* and services for all students in the following areas:

- **Guidance Curriculum** - In an effort to help students develop competence in essential life skills
- **Responsive Services** - Provide intervention for immediate personal/social/emotional concerns
- **Individual Planning** - Provide guidance to help students plan, monitor, and manage their personal, educational and career goals, and facilitate transition activities for post-secondary education and/or training
- **System Support** - Support campus staff, parents, and community to promote the educational, career, personal, and social development of students, as well as the Developmental Guidance Program

Fort Bend ISD school Counselors accept responsibility to help **all** students through a systematically delivered counseling program. At the same time, they respect each student, strive to understand each student's background and the factors that are influencing his/her present circumstances, maintain optimism about each student's future and inspire each student to reach his/her full potential.

## **GUIDANCE CURRICULUM**

The school guidance curriculum is delivered through direct instruction of guidance lessons, learning activities in classrooms or in other school facilities, small group discussions, workshops, field trips, parent/guardian presentations, assemblies, Career Day events, and other collective activities that may include teachers, support personnel, and other educators. This instruction may be delivered directly by the school Counselor, teachers, other qualified educators, or peer leadership groups.

## **INDIVIDUAL PLANNING**

Individual student planning assists students in developing an actionable plan for post-secondary success based on student strengths, student interests, personal goals, and future plans. Students and their parents are encouraged to talk with a school Counselor, teacher, or Principal to learn more about course offerings, graduation requirements, and early graduation procedures. Each spring, secondary students will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and CTE opportunities.

To plan for the future, each student should work closely with the school Counselor in order to enroll in the high school courses that best prepare him or her for attendance at a college, university, or training school, or for pursuit of some other type of advanced education.

## **RESPONSIVE SERVICES**

The responsive services component consists of activities designed to meet students' immediate needs and concerns. This component is available to all students, often through student-initiated self-referral. However, teachers, other school personnel, or parents/guardians may also refer students for assistance. Although the school Counselor has training and skills to respond to these needs, the cooperation and support of faculty and staff are necessary for successful implementation. Responsive services may include individual and small groups counseling, crisis counseling, and consultation with parents and teachers. If your child has experience trauma, contact the school Counselor for more information.

Also, see [Substance Abuse Prevention and Intervention](#) and [Suicide Awareness](#) in this Handbook.

## **SUICIDE AWARENESS AND MENTAL HEALTH SUPPORT**

The District is committed to collaborating with parents to support the healthy mental, emotional, and behavioral development of its students. School Counselors are available on every campus to provide

support for students who may be experiencing thoughts of suicide or self-harm. Furthermore, the District provides TalkLine at (281)-240-8255, a crisis hotline that is available for FBISD students at all levels. TalkLine allows students to access mental health support at any time (24 hours a day, 7 days per week), should they be experiencing thoughts of suicide or self-harm. In compliance with HB2186, all District educators are provided with suicide prevention training. This training equips educators with the ability to understand warning signs of a student in crisis, how to appropriately respond, and to connect the student with the school Counselor. If you are concerned about your child, please contact the school Counselor for support and information.

### **SYSTEM SUPPORT**

The system support component includes indirect services to promote achievement, equity, and access for all students and consists of management activities that establish, enhance, and maintain the comprehensive school counseling program. Students benefit from system support services; however, school Counselors work with various people to deliver this component including teachers, administrators, school staff, parents, and community stakeholders.

## **COLLEGE AND CAREER READINESS**

### **CAREER DAY**

On campus career days, the District invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

### **COLLEGE & CAREER READINESS ADVISORS**

FBISD has College & Career Readiness Advisors (CCRA) at each of the eleven traditional high schools and Progressive High School, which are part of the Counseling Program. These CCRAs are housed in the College & Career Resource Center (CCRC) and provide students with assistance in college and career exploration, career assessments, postsecondary planning, financial aid assistance such as scholarship searches, and help filing FAFSA/TASFA forms. The CCRAs are also the lead campus staff for coordinating all college and career activities on their campus. Additionally, the CCRAs participate in feeder middle school Career Days and other specialty campus events.

### **NAVIANCE**

FBISD utilizes a comprehensive college and career platform called Naviance in all secondary schools. This program includes career assessments and searches, postsecondary education planning and applications, electronic document handling such as transcripts, letters of recommendation, secondary school Counselor reports, and many other postsecondary planning tools. Students in middle school focus primarily on career interest and exploration, strengths assessments, and four-year course planning. Students in high school then apply what was learned in middle school to college research, scholarship searches, postsecondary planning goals, and completing the actual college application process. Students have access to Naviance throughout middle and high school twenty-four hours a day from any computer with internet. Additionally, they can access their account after they graduate from high school to continue to use their account to request and send transcripts and other services within the Naviance platform. Access is posted on the District website at <https://www.fortbendisd.com>, under Counseling and Postsecondary Readiness.

## **COURSE CREDIT**

Credits for students in grades 9-12 are awarded on a semester by semester basis for a grade of 70 or above (.5 credit per semester). However, if a student fails one semester of a full-year course and passes the other semester during the same school year, the two semester grades will be averaged to determine

whether the student has earned full credit for the course. For example, if a student makes a 68 the first semester and makes a 72 the second semester, the student will earn full credit for the course because the two semesters average to a 70. If a student's final average is less than a 70, credit will be awarded for the semester passed and the student must recover credit for the failed semester. The semester courses must also be of the same instructional modality to qualify for grade averaging to determine full year credit. For example, summer school or online recovery courses cannot be averaged with regular, face to face semester courses (except in the case of senior rescue on a case-by-case basis).

In some cases, a school Counselor may recommend, or a student may choose, to retake an entire course. If this occurs, the semester previously passed would be retaken for no credit but included in the overall GPA and rank.

The District may provide the opportunity for students to recover course credit by any method available, including a correspondence course, a distance learning option, or summer school.

### **REQUESTING TO REPEAT A COURSE**

Students who earn a passing grade of 70-74 in a year-long course may apply to repeat the course and receive grade points but no credit. Each time a course is taken, it will be factored in the total number of courses attempted for GPA.

- Students who earn a 75 or better for any year-long course may not repeat that semester.
- Students are allowed to repeat courses for which they have previously earned credit only in core content areas (English, math, science, social studies) and foreign language.
- Grade points will be recorded for repeated courses, but no additional credit(s) can be awarded.
- Students who wish to repeat a core or foreign language course that they have passed with a 70-74 or under the circumstances in the exception above, must complete an application signed by the parent and student and receive approval from the Principal to insure that both parents and students understand that no credit will be awarded for the repeated course and to provide a tracking system for the registrar and Counselors.
- Repeated courses shall be recorded in the appropriate content area section of the transcript (English, math, science, social studies, and world language).

## **CREDIT BY EXAM – GENERAL INFORMATION**

Credit by Exam (CBE) provides opportunities for students enrolled in Fort Bend ISD to accelerate to the next grade level in elementary or at the secondary level to earn original credit for a course or to recover credit for a previously taken course. The guidelines in this section apply regardless of prior instruction status.

The exams offered by the District are approved by the Board of Trustees, and the dates on which the exams are scheduled during the school year will be published in appropriate District publications and on the District's website.

**Registration Eligibility:** Students must meet all eligibility requirements that pertain to their grade level in order to register for Credit by Exam.

- Student is enrolled in a Fort Bend ISD school. Students entering Kindergarten must be registered for the following fall semester in a Fort Bend ISD school prior to CBE registration.
- Students enrolled in Kindergarten and First grade must meet the state law age requirement—five years old by September 1<sup>st</sup> for Kindergarten and six years old by September 1 for First grade—in order to attempt acceleration.

- The official registration form is completed indicating grade level/subject for testing.
- School Counselor or other designated campus official must sign registration form to verify the student's grade level and CBE eligibility.
- All registration forms must be submitted to the school Counselor by the registration deadline.

If a student plans to take an exam, the student and parent must register with the campus school Counselor during the designated registration dates. The student is only allowed one attempt at a course exam See Policy EHDC (Local). An absence on the exam date is considered an attempt for that exam subject, and the student is not eligible to take this subject exam again until it is offered during the following school year.

A parent must receive prior approval from the Department of Accountability and Assessment regarding outside proctors and alternate testing dates in order to be considered for alternate arrangements. The District will not accept scores of testing completed outside of the District testing window without prior approval from the Department of Accountability and Assessment.

If the student meets the score requirements for a course, the exam score(s) will be recorded as the course grade on the student's transcript with regular/non-weighted course credit. For secondary students, the course grade is calculated in the student's GPA. The student's classification as "No Prior Instruction" or "With Prior Instruction" may not be changed once the test is administered.

Elementary students must pass the first subject area test with an 80% or higher to be eligible to take the next subject-area test. The same criteria will apply for each successive content test. All students will only be allowed to take one level, per session for any subject, including Math and World Languages. Students must show mastery of the essential knowledge and skills for each level prior to testing out of the next level.

**CREDIT BY EXAM – IF THE COURSE WAS TAKEN  
(WITH PRIOR INSTRUCTION)**

A Fort Bend ISD student who has previous formal instruction in a course, but did not receive credit for it, may be permitted, in circumstances determined by the Principal or attendance committee, to earn credit or a final grade by passing an exam on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a non-accredited school.

The school Counselor or Principal would determine if the student could take an exam for this purpose. A student must have received a grade of at least 60 in the course failed in order to gain credit by such an examination. If granted approval, to receive credit, students shall score a grade of 70 or above on the examination See Policies EHDB and EHDC (Local).

The grade for credit by examination with prior instruction shall be recorded on the academic achievement record and included in the student's GPA. See EIC(LOCAL). The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an exam.

For further information, see the school Counselor, Policy EHDB (LOCAL), or the CBE webpage at <https://www.fortbendisd.com/Page/296> .

**CREDIT BY EXAM – IF THE COURSE WAS NOT TAKEN  
(NO PRIOR INSTRUCTION)**

Credit by Exam for students with no prior instruction provides opportunities for acceleration to the next grade level or course credit for students who are enrolled in Fort Bend Independent School District and



have no prior formal instruction in the grade level or course. If the requirements for acceleration are met, the student will remain in the current grade level through the end of the school year and the acceleration will go into effect at the beginning of the next school year. All Credit by Exam must be approved by of the appropriate administrator, to earn credit.

Kindergarten Score and Advancement Requirements: Students must score a minimum of 80% on mathematics and the reading/language arts subject area exams in order to advance to the first grade. In addition, for advancement, a District administrator must recommend that the student be accelerated, and the student's parent must give written approval of the grade advancement.

Grades 1-5 Score and Advancement Requirements: Students must score a minimum of 80% on each subject area of criterion-referenced tests that cover the essential knowledge and skills in social studies, science, mathematics, and reading/language arts for the grade level they wish to advance. In addition, for advancement, a District administrator must recommend that the student be accelerated, and the student's parent must give written approval of the grade advancement.

Grades 6-12 Score and Credit Requirements: A student in grade 6 or above will earn course credit with a passing score of at least 80% on the exam or a score designated by the State for an exam that has alternate scoring standards. A student in grade 6 or above may take an exam to earn course credit one time. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's course sequence, the student must complete the course.

For further information, see the school Counselor, Policy EHDC (LOCAL), or the CBE webpage at <https://www.fortbendisd.com/Page/296>.

## DISTANCE LEARNING

Distance learning refers to coursework that is delivered through an online or videoconferencing format. In order to earn course credit, distance learning courses must meet the state-required essential knowledge and skills (TEKS) for the course. Fort Bend ISD accepts online coursework from several providers including the Texas Virtual School Network (TxVSN), The University of Texas at Austin, Texas Tech University, and Edgenuity. Students taking courses through TxVSN, UT, or TTU pay tuition and course enrollment fees. Course expectations and procedures are determined by each provider. Students may utilize Edgenuity courses through each high school's online learning (O-Lab) program.

If a student wishes to enroll in an online course, the student must receive approval from his/her school Counselor prior to enrolling. Online coursework is included on a student's high school transcript, and each course counts toward the grade point average. Grades earned in online courses can impact student eligibility for programs subject to UIL/NCAA and other extracurricular standards.

Other types of distance learning opportunities include video conferences arranged through external program providers. Distance learning events may also include courses and special events shared between campuses within Fort Bend ISD. [See APPENDIX I](#), for specific information.

## DUAL CREDIT (SECONDARY ONLY)

Dual credit is a program through which a student may earn high school credit for successfully completing a college course that provides advanced academic instruction beyond, or in greater depth than, the Texas Essential Knowledge and Skills (TEKS) for a corresponding high school course. The "dual credit" earned is college credit and high school credit for one course. FBISD currently offers opportunities to take these

courses both at the high school taught by FBISD teachers who are also adjunct faculty with Houston Community College (HCC), adjunct faculty provided to the school by HCC, or for select courses offered on a HCC campus. Students must meet Texas Success Initiative (TSI) college readiness standards before being able to take most dual credit course. This can be achieved through meeting certain minimum scores on English II and Algebra I (for math related dual credit courses) End of Course Exams (EOC), SAT, ACT, or PSAT/NMSQT exams. If none of these apply, students can opt to take the TSI Assessment Test at HCC, or it may be offered at your high school's campus. Students must have approval from their school Counselor prior to being allowed to start the process to enroll in a dual credit class. An HCC application and other requirements must be completed before a student is actually in the course and students must adhere to all HCC policies and deadlines.

**Students and parents should read the FBISD Dual Credit Student Contract carefully before enrolling in any dual credit course.** Student and parents interested in this opportunity should contact their high school Counselor. Low or failing grades in any dual credit course can affect admission status and financial aid for any institution following high school graduation. See Policies EHDD (LEGAL) and (LOCAL).

It is important to keep in mind that not all colleges and universities accept credit earned in all dual credit or AP courses taken in high school for college credit. Students and parents should check with the prospective college or university to determine if a particular course will count toward the student's desired degree plan. Also taking college courses in high school can impact college GPA and/or affect Financial Aid status.

## HIGH SCHOOL GRADUATION REQUIREMENTS

### **AVAILABLE ENDORSEMENTS**

A student must specify on their course plan provided by the campus Counselor upon entering grade 9 the endorsement he or she wishes to pursue.

- Science, Technology, Engineering, and Mathematics
- Business and Industry
- Public Services
- Arts and Humanities
- Multidisciplinary Studies

A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and the district will annually notify a student's parent of this fact. However, the student and parent should be aware that not taking Algebra II will make a student ineligible for automatic admission to four-year public universities and colleges in Texas and for certain financial aid and grants while attending those institutions.

### **End of Course (EOC) Assessments**

Beginning with students who entered grade 9 in the 2011–2012 school year, students are required, with limited exceptions, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, and United States History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. If a student fails to perform satisfactorily on an EOC assessment, the District will provide remediation to the student in the content area for which the performance standard was not met. This may require participation of the student before or after normal school hours or at times of the year outside normal school operations.

### **FBISD SIDE-BY-SIDE GRADUATION PROGRAM OPTIONS**

The Texas Education Code, Section 28.025 (b), allows a student to graduate under the Foundation High School Program without earning an endorsement if, after the student's sophomore year, the student and the student's parent/guardian are notified of the benefits of graduating with an endorsement and the

student's parent/guardian gives written permission for the student to opt out of an endorsement. The benefits of graduating with an endorsement are available in the High School Course Selection Guide.

A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, or social studies for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.

Please be aware that not all courses are offered at every secondary campus in the District. A student who wants to take a course not offered at his or her regular campus should contact the school Counselor about transfer eligibility and other alternatives. If the parents of at least 22 students request a transfer for those students to take a course in the required curriculum other than fine arts or CTE, the District will offer the course for the following year either by teleconference or at the school from which the transfers were requested.

### **OFF CAMPUS PHYSICAL EDUCATION (OCPE)**

Private or commercially sponsored physical activity, approved by the commissioner of education, may be substituted for physical education in middle schools (grades 6-8). In grades 9-12, a Category 1 substitute for physical education earn up to four (4) credits in physical education (PE), two (2) state credits toward graduation and two (2) local credits. In grades 9-12, a Category 2 substitute for physical education can earn a maximum of one-half credit per semester for a total of 1.0 credit (2 semesters) toward their high school graduation physical education requirement. Private and commercially sponsored establishments will annually complete an application for approval of off-campus physical education and submit it to the Coordinator of Wellness. An "Olympic sanctioned activity is a national-level activity" that is not offered by the physical education, athletic or fine arts departments.

For information about graduation plans/requirements, consult the FBISD High School Course Selection Guide or contact your campus Counselor.

### **REQUIREMENTS FOR A DIPLOMA**

To receive a high school diploma from the District, a student must successfully:

- Complete the required number of credits;
- Complete any locally required courses in addition to the courses mandated by the state; and
- Depending on the year in which the student is scheduled to graduate, pass a statewide exit-level exam or achieve passing scores on certain end-of-course (EOC) assessments.

Additional considerations apply in some course areas, including:

- **Mathematics.** In order to obtain the distinguished level of achievement under the foundation graduation program, which will be included on a student's transcript and is a requirement to be considered for automatic admission purposes to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits.
- **Physical education.** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.
- **Language other than English.** Students are required to earn two credits in the same language other than English to graduate (Fort Bend ISD requires level 1 and level 2). Any student may substitute computer programming languages for these credits. In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a District committee authorized by law to make these decisions for the student. ASL counts as a foreign language.

All students must meet the following credit and course requirements for graduation under one of the programs listed.

## Foundation Graduation Program Overview

Foundation-Only 22 Credits*	Foundation + Endorsements – 26 Credits	Distinguished Level of Achievement – 26 Credits
<ul style="list-style-type: none"> <li>• 4 credits English – ELA I, II, III, IV or one credit in any authorized advanced English course</li> <li>• 3 credits Mathematics – Algebra I, Geometry, one credit in any authorized advanced math course</li> <li>• 3 credits Science – Biology, IPC/ Chemistry/Physics, and one credit in any authorized science course</li> <li>• 3 credits Social Studies –US History, Government, Economics, World Geography or World History</li> <li>• 2 credits World Language or Computer Science</li> <li>• 1 credit Physical Education</li> <li>• 1 credit Fine Arts</li> <li>• .5 credit Health (FBISD)</li> <li>• .5 credit Speech (FBISD)</li> <li>• 4 credits in electives (may include CTE or certification courses)</li> </ul> <p><small>* Students may opt to Foundation-only after completing sophomore year with parent and campus approval.</small></p>	<ul style="list-style-type: none"> <li>• 4 credits English – ELA I, II, III, IV or one credit in any authorized advanced English course</li> <li>• 4 credits Mathematics – Algebra I, Geometry, two credits in any authorized advanced math course</li> <li>• 4 credits Science – Biology, IPC Chemistry/Physics, and two credits in any authorized science course</li> <li>• 3 credits Social Studies – US History, Government, Economics, World Geography or World History</li> <li>• 2 credits World Language or Computer Science</li> <li>• 1 credit Physical Education</li> <li>• 1 credit Fine Arts</li> <li>• .5 credit Health (FBISD)</li> <li>• .5 credit Speech (FBISD)</li> <li>• 6 credits in electives (may include CTE or certification courses)</li> <li>• Credit requirements specific to at least one endorsement</li> </ul>	<ul style="list-style-type: none"> <li>• 4 credits English – ELA I, II, III, IV or one credit in any authorized advanced English course</li> <li>• 4 credits Mathematics – Algebra I, Geometry, Algebra II, one credit in any authorized advanced math course</li> <li>• 4 credits Science – Biology, IPC/ Chemistry/Physics, and two credits in any authorized science course</li> <li>• 3 credits Social Studies – US History, Government, Economics, World Geography or World History</li> <li>• 2 credits World Language or Computer Science</li> <li>• 1 credit Physical Education</li> <li>• 1 credit Fine Arts</li> <li>• .5 credit Health (FBISD)</li> <li>• .5 credit Speech (FBISD)</li> <li>• 6 credits in electives (may include CTE or certification courses)</li> <li>• Credit requirements specific to a least one endorsement</li> </ul>

### Endorsements and Pathways

STEM	Business and Industry	Public Service	Arts and Humanities	Multidisciplinary Studies
<ul style="list-style-type: none"> <li>• Engineering</li> <li>• Computer Science</li> <li>• Math</li> <li>• Science</li> </ul>	<ul style="list-style-type: none"> <li>• Agriculture, Food, and Natural Resources</li> <li>• Architecture and Construction</li> <li>• Arts, Audio/Video, and Communications</li> <li>• Business, Marketing, and Finance</li> <li>• Hospitality and Tourism</li> <li>• Information Technology</li> <li>• Manufacturing</li> <li>• Transportation, Distribution, and Logistics</li> <li>• English — Journalism and Debate</li> </ul>	<ul style="list-style-type: none"> <li>• Education and Training</li> <li>• Health Science</li> <li>• Human Services</li> <li>• Junior Reserve Officers' Training Corps (JROTC)</li> <li>• Law, Public Safety, Corrections, and Security</li> </ul>	<ul style="list-style-type: none"> <li>• Visual Art (drawing, painting, sculpture, ceramics, and digital art)</li> <li>• Music (band, orchestra, choir)</li> <li>• Theatre (theatre, technical theatre, and theatre production)</li> <li>• Dance</li> <li>• World Languages</li> <li>• Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>• 4x4</li> <li>• Advanced Courses</li> <li>• AP/IB/Dual Credit</li> </ul>

#### State Assessments Required for Graduation

English I	US History
English II	Biology
Algebra I	

#### Performance Acknowledgments

- Outstanding performance: Dual credit coursework; bilingualism/ biliteracy; college AP or IB exam; PSAT, ACT-Plan, SAT or ACT
- Certification: nationally or internationally recognized business or industry certificate or license

## EXEMPTIONS (FOR SPRING SEMESTER EXAMS)

Note: For some students' exemption eligibility criteria includes passing an End of Course Exam (EOC). If a student has not passed the EOC exam for that course they are not eligible to be exempt from the spring semester exam in that course. If EOC scores are not received from TEA prior to the start of spring semester final exams then the exemption criteria will only be based on attendance, discipline, fines/fees, and grades.

For extenuating circumstances, students could regain exemption eligibility (example: student has absences due to surgery as a result of competing in an athletic contest for FBISD) if the campus Principal and assistant superintendent assigned to the school approve.

### 9<sup>th</sup> and 10<sup>th</sup> Grade

Attendance:	No more than 4 absences for the spring semester. 3 tardies equal 1 absence for exemption purposes.
Discipline:	No removals to DAEP/JJAEP during the current school year.
Fines/Fees:	No outstanding fines or fees.
Grades:	Must have a semester average of 80 or above for the spring semester in the course eligible for exemption.
State Testing:	Must have met minimum standard on the EOC exam for the course eligible for exemption.
Exemptions:	Eligible for <b>3</b> exemptions in core courses only. (Math, Science, ELA, or Social Studies)
Test Days:	Students must attend class during exam exemptions to receive exemptions.

### 11<sup>th</sup> Grade

Attendance:	No more than 4 absences for the spring semester. 3 tardies equal 1 absence for exemption purposes.
Discipline:	No removals to DAEP/JJAEP during the current school year.
Fines/Fees:	No outstanding fines or fees.
Grades:	Must have a semester average of 80 or above for the spring semester in the course eligible for exemption.
State Testing:	Must have met minimum standard on the EOC exam for the course eligible for exemption (US History).
Exemptions:	Eligible for <b>4</b> exemptions in core courses only. (Math, Science, ELA, and Social Studies)
Test Days:	Students must attend class or all required activities during exam exemptions to receive exemptions.

### 12<sup>th</sup> Grade

Attendance:	No more than 4 absences for the spring semester. 3 tardies equal 1 absence for exemption purposes.
Discipline:	No removals to DAEP/JJAEP during the current school year.
Fines/Fees:	No outstanding fines or fees.
Grades:	Must have a semester average of 80 or above for the spring semester in the course eligible for exemption.
State Testing:	Must have met minimum standard on the EOC exam for the course eligible for exemption.
Exemptions:	Eligible for exemptions in <b><i>all</i></b> courses.
Test Days:	Students must attend class or all required activities during exam exemptions to receive exemptions.

**6<sup>th</sup> – 8<sup>th</sup> Grade** Will not be required to take mid-term assessments.

## FOREIGN EXCHANGE STUDENTS

The District's participation in foreign student exchange programs is limited to nationally recognized foreign exchange programs included on the most current advisory list published by the Council on Standards for International Education Travel (CSIET). Admission of foreign exchange students is without regard to race, creed, or national origin.

Foreign exchange students shall attend the high school to which the family they are living with is zoned. The number of foreign exchange students accepted for a high school shall be limited to five per school year, in accordance with a waiver received from TEA. Contact the campus registrar for more information on Foreign Exchange student enrollment. See FD (Local).

### **CULTURAL EXCHANGE VISITS**

As a part of the Global Partnership Initiative, FBISD hosts groups of visitors annually for approximately two weeks at a time, for cultural exchange visits. The exchanges are supported by written agreements between the schools involved. For example, Fort Bend ISD has had a multi-year sister city relationship with Foshan, China and has started a new exchange with Ping Tung, Taiwan. Clements High School has had an exchange program with Germany for many years. Students who visit as a part of this global exchange do not enroll in school. Visits of this nature must be agreed upon and planned with District administration, to include all required documentation for travel and supervision.

From time to time, new opportunities for individual or group cultural exchanges may occur. Requests for short-term cultural exchanges must be submitted well ahead of the proposed visit for consideration by the campus Principal and District administration and supported by written agreements and documentation necessary to protect the safety and sound functioning of the individual or group, campus and District.

For additional information, contact your campus Principal or the Student Leadership Department at (281)-634-1109.

## GIFTED & TALENTED SERVICES

The Mission of the Fort Bend ISD Gifted and Talented Education Program (GT) is to provide learning opportunities that challenge and develop the abilities of identified gifted students through critical, creative and self-directed learning, as well as meet their social and emotional needs. Gifted children and youth exist within all ethnic and socioeconomic groups, and require differentiated curriculum in an appropriate program to meet their unique needs and to reach their potential. Schools promote intellectual growth by providing challenging and demanding learning experiences for GT students that lead to the development of advanced-level products. Our GT students' needs are best met through the collaboration of students, educators, parents and community members.

### **FURLOUGH AND EXIT**

A "Furlough" is a temporary leave from Gifted and Talented services. A furlough is required when a student is no longer receiving Gifted and Talented services for an identified content area in an elementary GT Clustered classroom or in middle or high school Pre-Advanced Placement or Advanced Placement setting. In accordance with board policy, identified students may exit from Gifted and Talented services after completion of the furlough process as established in District policy.

Students continue to participate in the GT program as long as their academic performance is satisfactory. If academic performance is not satisfactory, the teacher will conference with the student and his/her parents to

develop a plan for action. If academic performance does not improve during the plan of action, the teacher along with parent and school Counselor will review possible furlough or exit from the program.

An “Exit” is a permanent leave from Gifted and Talented services. A student exits from the FBISD Gifted and Talented services when he or she is withdrawn from the District or as a result of the plan of action decision. See the Gifted and Talented Services Handbook or contact your school Counselor.

### **REFERRAL AND IDENTIFICATION**

Students in grades K-11 may be referred for Gifted and Talented testing by the parent, a teacher, the student or another adult who has knowledge of the student’s abilities. FBISD conducts testing annually for referred students to determine the need for specialized educational services in the area of Gifted and Talented education in FBISD. The annual referral window opens the first day of school and closes on September 30<sup>th</sup>.

### **SERVICE**

Services for identified students are offered in English language arts/social studies and mathematics/science. Students identified for gifted services in grades K-5 are clustered within the regular classroom, and instruction is differentiated accordingly. Services for identified Kindergarten students begin March 1st, in accordance with state law. Students identified for gifted services in grades 6-12 are clustered in open-enrollment Pre-AP and AP classes at the secondary level as these rigorous courses stimulate higher-level thinking as well as provide opportunities for academic advancement.

## **GLOBAL PARTNERSHIP INITIATIVE**

As one of the most diverse school Districts in the state and nation, Fort Bend ISD develops compassionate citizens who embrace differences and are culturally aware through the Global Partnership Initiative. Supported by written agreements between our schools to conduct cultural exchanges, the initiative helps students grow in their perspective of themselves as global citizens. FBISD has a sister school relationship with Foshan, China and each year a delegation from each of these cities travels to FBISD as well. Students stay in host homes, and they participate in school and cultural trips and activities to learn more about each other, leaving a lasting relationship and impression on the perspective of our students. As communities, we work together to learn from each other and to positively impact the economic development of each region. It is an honor to be selected to represent the District as a member of the delegation and students are counted present for school, as these opportunities are District-sponsored activities. Students are expected to make-up their school work in accordance with timelines and expectations set by their teachers for any school days missed. Student applications for the China delegation are available on the Student Leadership webpage in the Spring.

## **GRADE LEVEL CLASSIFICATION**

After the ninth grade, students are classified according to the number of credits earned toward graduation.

### Credits Earned

6  
12  
18

### Classification

Grade 10 (Sophomore)  
Grade 11 (Junior)  
Grade 12 (Senior)

# LEADERSHIP DEVELOPMENT AND CHARACTER EDUCATION

Fort Bend ISD's mission is to inspire and equip students to pursue futures beyond what they can imagine. The Office of Student Leadership is at the core of serving this mission and fulfilling the vision of graduates who exhibit the attributes of the District's Profile of a Graduate. Student Leadership exists to develop the leadership potential in all students through leadership development experiences, character education and community service. Through the core campus-based and District-wide leadership initiatives, students see themselves as critical leaders in the culture and climate of their campuses and community, leading to graduates who are successful and productive citizens in their communities and professions.

- **Student Leadership 101:** This experience is the first year of a two-year commitment that encompasses the Junior and Senior years of selected candidates. The application process is competitive and three students per high school are selected annually. In Leadership 101, cohort members take part in a series of seven monthly seminars where they are equipped with skills for life as they explore their personal roles in their schools and community, assess and learn to use their leadership skills, and volunteer. Leadership 101 Students interact with leaders from various professional fields in the community to gain insight about models of leadership. During state legislative years, the cohort travels to Austin to interact with state representatives. In off legislative years, the cohort travels to Washington, D.C. to interact with national representatives. Student applications are available through the Student Leadership website each spring.
- **Student Leadership 102:** As Seniors, cohort members apply the leadership skills developed in Leadership 101 as they consult non-profit agencies to help them improve their recruitment, operations or service delivery. The Leadership 102 cohort participates in travel to Austin and Washington, D.C.
- **Student VOICES:** This advisory network, made up of three students from each FBISD high school campus, is a group of dedicated students selected through a competitive process. Serving on this advisory network is an honor for members as they have the opportunity to bring their own thoughts and insights directly to the Superintendent and other FBISD leaders. Students host Town Hall meetings and form policy proposals for consideration by District leaders. VOICES is also responsible for planning and leading the District-wide High School Diversity Conference each year, which serves to spark initiative on the part of a broader population of students to positively impact campus culture and climate, and the community. Student applications are available through the Student Leadership website each spring.

Student Leadership provides support, facilitation and oversight for several District and campus leadership organizations and activities, such as No Place for Hate, Student Council, PALS, National Honor Societies, Teen Leadership, Youth in Philanthropy and various student leadership conferences. Additional information is posted on the District website at <https://www.fortbendisd.com> under Student Leadership.



# BEHAVIOR

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## EXPECTATIONS FOR BEHAVIOR

The District is committed to providing a supportive climate and safe learning environment in which positive behavior interventions and supports are applied as a means to help students accept responsibility for their learning and behavior, and to encourage accountability for their own actions. In adopting the SCC, the Board of Trustees has established rules, guidelines and procedures to support a safe learning environment for all students.

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 Handbook, the terms of the SCC will control. If there is a conflict between the SCC and District policy, the more recently adopted item will control.

### **GENERAL STANDARDS**

Because of significant variations in student conduct, it is not always possible for the SCC to address each and every act of student behavior. To that end, the District retains discretion to address student misconduct that is inconsistent with the Profile of a Graduate even though the conduct may not be specifically included in the SCC. [Student Code of Conduct 2019-2020](#).

## BULLYING

Bullying is a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and occurs when a student or group of students engages in written or verbal expression through electronic means, or physical conduct against another student that:

- Has the effect or will have the effect of physically harming a student, or damaging the student's property
- Places a student in reasonable fear of physical harm to the student's person
- 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 targeted students at school

Bullying includes cyberbullying. Cyberbullying is 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.

The District has adopted policies and procedures to address:

- 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.
- 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.

Bullying is prohibited by the District and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor-spreading, or ostracism.

A student enrolled in a special education program under Subchapter A, Chapter 29 of the Texas Education Code, cannot be disciplined for conduct related to “bullying, harassment and making hit lists” until an admission, review, and dismissal committee meeting has been held to review the conduct.

(Limitation on General Authority-Bullying, Harassment and Making Hit Lists TEC §§37.001(b), 37.00(b-1), 37.0832; Board Policy FFI (LEGAL & LOCAL)).

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school Counselor, Principal, or another District employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct. The District will also provide notice to the parent of the alleged targeted student and the parent of the student alleged to have engaged in bullying. A student may anonymously report an alleged incident of bullying by accessing the FBISD link at <http://www.fortbendisd.com/SpeakUp>, District website at <https://www.fortbendisd.com>, on the district website under Student Affairs.

Upon receiving a report of prohibited conduct as defined by Policy FFH (LEGAL), the District will determine whether the allegations, if proven, would constitute prohibited conduct as defined by that policy. The District will promptly notify the parent of any student alleged to have experienced prohibited conduct involving an adult associated with the District. In the event alleged prohibited conduct involves another student, the District will notify the parent of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by Policy FFH (LEGAL).

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action and may notify law enforcement in certain circumstances. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

Any retaliation against a student who reports an incident of bullying is prohibited.

Upon the recommendation of the administration, the Board, or its designee, may in response to an identified case of bullying decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student’s parent, the student may also be transferred to another campus in the District. The parent of a student who has been determined by the District to be a targeted student of bullying may request that his or her child be transferred to another classroom or campus within the District. Also, see [School Safety Transfers](#) in this Handbook.

A copy of the District’s policy is available in the Principal’s office, the District website, and is included in this Handbook.

A student or parent who is dissatisfied with the outcome of an investigation may appeal through Policy FNG (LOCAL).

## **CHILD SEXUAL ABUSE, SEX TRAFFICKING AND OTHER MALTREATMENT OF CHILDREN**

The District has established a plan for addressing child sexual abuse, sex trafficking and other maltreatment of children, which may be accessed on the District’s website at [www.fortbendisd.com](http://www.fortbendisd.com), under Board of Trustees. See Policies FFG (LEGAL) and (LOCAL). As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas

Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child.

A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Be aware that disclosures of sexual abuse may be more indirect than disclosures of physical abuse and neglect, and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.

As a parent, if your child is a victim of sexual abuse or other maltreatment, the school Counselor or Principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs.

To find out what services may be available in your county, see [Texas Department of Family and Protective Services](#), Programs Available in Your County.

Anyone who suspects that a child has been or may be abused, sex trafficked, or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS). Please visit the [Child Welfare Information Gateway](#) for more information regarding child abuse and neglect. Reports of abuse or neglect may be made to:

The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1-800-252-5400 or on the website at [Texas Abuse Hotline Website](#)).

A child who has experienced sexual abuse, trafficking, or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse and sex trafficking may be more indirect than disclosures of physical abuse and neglect, and it is important to be calm and comforting if your child, or another child, confides in you.

Reassure the child that he or she did the right thing by telling you.

### **WARNING SIGNS OF SEXUAL ABUSE**

As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

- Possible physical, behavioral, and emotional warning signs of sexual abuse include:
- Difficulty sitting or walking;
- Pain in the genital areas;
- Claims of stomachaches and headaches;
- Verbal references or pretend games of sexual activity between adults and children;
- Fear of being alone with adults of a particular gender;
- Sexually suggestive behavior;
- Withdrawal;
- Depression;
- Sleeping and eating disorders; and
- Problems in school.

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs.

### **WARNING SIGNS OF SEX TRAFFICKING**

Sex trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches, although traffickers frequently make contact with victims online.

- Possible warning signs of sexual trafficking in children include:
- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude;
- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology);
- Tattoos or branding;
- Refillable gift cards;
- Frequent runaway episodes;
- Multiple phones or social media accounts;
- Provocative pictures posted online or stored on the phone;
- Unexplained injuries;
- Isolation from family, friends, and community; and
- Older boyfriends or girlfriends.

### **FURTHER RESOURCES ON SEXUAL ABUSE, SEX TRAFFICKING, AND OTHER MALTREATMENT OF CHILDREN**

The following websites might help you become more aware of child abuse and neglect, sexual abuse, sex trafficking, and other maltreatment of children:

- Child Welfare Information Gateway Factsheet
- KidsHealth, For Parents, Child Abuse
- Texas Association Against Sexual Assault, Resources
- Office of the Texas Governor's Child Sex Trafficking Team
- Human Trafficking of School-aged Children

## **CONDUCT**

### **ACADEMIC DISHONESTY (GRADES 6-12 ONLY)**

A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties, which may include disqualification from participation in academic awards/programs, in accordance with the Student Code of Conduct.

Academic dishonesty includes, but is not limited to:

- Cheating or copying the work of another student,
- Plagiarism,
- Unauthorized access to written or electronic information,
- Unauthorized collaboration with another person in preparing an assignment or during an examination.

The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, information from students, or other evidence. See Policy EIA (LOCAL).

### **DISRUPTIONS OF SCHOOL OPERATIONS**

Disruptions of school operations are not tolerated and may constitute a misdemeanor offense. As identified by law, disruptions include the following:

- Interference with the movement of people at an exit, entrance, or hallway of a District building without authorization from an administrator
- Interference with an authorized activity by seizing control of all or part of a building
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly
- Use of force, violence, or threats to cause disruption during an assembly
- Interference with the movement of people at an exit or an entrance to District property
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving District property without authorization from an administrator
- Disruption of classes or other school activities while on District property or on public property that is within 500 feet of District property. Class disruption includes making loud noises; trying to entice a student away from, or to prevent a student from attending, a required class or activity; and entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct
- Interference with the transportation of students in vehicles owned or operated by the District
- Tampering with the locks on doors

### **SENIOR PRANKS**

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 violates the Student Code of Conduct (including, but not limited to, “senior pranks”), in addition to being subject to disciplinary consequences, may, at the discretion of the Superintendent or the Superintendent’s designee be prohibited from participating in year-end graduation ceremonies, including, but not limited to, commencement, prom, Pro Grad, and may be denied other senior privileges.

If a senior is charged with a felony violation of the penal Code, and the superintendent or the Superintendent’s designee has a reasonable belief that a criminal violation has occurred, the student, in addition to being subject to disciplinary consequences specified in the Student Code of conduct, shall be automatically disqualified from participating in graduation ceremonies, including commencement, prom, and pro-Grad.

### **SOCIAL EVENTS**

School rules apply to all school social events. Guests attending these events are expected to observe the same rules as students, and a student inviting a guest will share responsibility for the conduct of his or her guest.

## **DATING VIOLENCE, DISCRIMINATION, HARRASSMENT, AND RETALIATION**

The District believes that all students learn best in an environment free from dating violence, discrimination, harassment, and retaliation and that their welfare is best served when they are free from this prohibited conduct while attending school. Students are expected to treat other students and District employees with courtesy and respect, to avoid behaviors known to be offensive, and to stop those behaviors when asked or told to stop. District employees are expected to treat students with courtesy and respect.

The Board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person’s race, color, religion, gender, national origin, disability, or any other basis prohibited by law. A copy of the District’s policy is available in the Principal’s office and in the Superintendent’s office or on the District’s website at [www.fortbendisd.com](http://www.fortbendisd.com), under Board of Trustees. See Policy FFH (LEGAL).

## **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. This type of conduct is considered harassment if the conduct is so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

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

## **DISCRIMINATION**

Discrimination is defined as any conduct directed at a student on the basis of race, color, religion, gender, national origin, disability, or any other basis prohibited by law, that negatively affects the student.

## **GENDER BASED HARASSMENT**

The District believes that all students learn best in an environment free from dating violence, discrimination, harassment, and retaliation and that their welfare is best served when they are free from this prohibited conduct while attending school. Students are expected to treat other students and District employees with courtesy and respect, to avoid behaviors known to be offensive, and to stop those behaviors when asked or told to stop. District employees are expected to treat students with courtesy and respect.

The Board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, gender, national origin, disability, or any other basis prohibited by law. A copy of the District's policy is available in the Principal's office. See Policy FFH (LEGAL).

## **HARASSMENT**

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of harassment may include, but are not limited to, offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

## **INVESTIGATION OF REPORT**

To the extent possible, the District will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

The District will promptly notify the parents of any student alleged to have experienced prohibited conduct involving an adult associated with the District. In the event alleged prohibited conduct involves another

student, the District will notify the parents of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy.

During the course of an investigation, the District may take interim action to address the alleged prohibited conduct.

When an investigation is initiated for alleged prohibited conduct, the District will determine whether the allegations, if proven, would constitute bullying, as defined by law. If so, an investigation of bullying will also be conducted. See Policy FFI and [Bullying](#).

If the District's investigation indicates that prohibited conduct occurred, appropriate disciplinary action, and, in some cases, corrective action, will be taken to address the conduct. The District may take disciplinary and corrective action even if the conduct that is the subject of the complaint was not unlawful.

A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance with Policy FNG (LOCAL).

### **RETALIATION**

Retaliation against a person, who makes a good faith report of discrimination or harassment, including dating violence, is prohibited. Retaliation against a person who is participating in an investigation of alleged discrimination or harassment is also prohibited. A person who makes a false claim or offers false statements or refuses to cooperate with a District investigation, however, may be subject to appropriate discipline.

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

### **REPORTING PROCEDURES**

Any student who believes that he or she has experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school Counselor, Principal, or other District employee. The report may be made by the student's parent. See Policy FFH (LOCAL) for reporting purposes.

### **SEXUAL HARASSMENT AND GENDER-BASED HARASSMENT**

Sexual harassment and gender-based harassment of a student by an employee, volunteer, or another student are prohibited. Examples of sexual harassment may include, but not be limited to, touching private body parts or coercing physical contact that is sexual in nature; sexual advances; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact not reasonably construed as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic and other inappropriate social relationships, as well as all sexual relationships, between students and District employees are prohibited, even if consensual.

Gender-based harassment includes harassment strictly based on a student's gender, expression by the student of stereotypical characteristics associated with the student's gender, or the student's failure to conform to stereotypical behavior related to gender.

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 not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

# DRESS CODE

## DRESS AND GROOMING

Fort Bend ISD takes pride in the appearance of our students. The District's dress code and grooming standards have been established to teach grooming and hygiene, to prevent disruption, and to minimize safety hazards at school and school-related functions. All students shall wear clothing that is neat, appropriate, and modest to the age of the student. Each campus, not unlike a work place, promotes a productive, business-like atmosphere conducive to learning. Students should be familiar with these standards, as the dictates of popular fashion may be inconsistent with these guidelines:

Students who participate in extracurricular activities shall comply with the District's policy on student dress and grooming as well as the coach or sponsor's specific requirements for the activity.

Students must comply with the following dress and grooming standards:

- **Shirts, Blouses, Sweatshirts, Sweaters, Vests**
  - Must touch the belt line with no revealing undergarments
  - No oversized armholes, vented t-shirts, spaghetti straps, tank tops, sleeveless t-shirts, backless attire and off the shoulder tops
  - No revealing midriff or undergarments while standing or sitting
  - No revealing, low-cut, see-through, or too tight clothing such as spandex or lycra (no exposed cleavage)
- **Dresses, Jumpers, Skirts, Shorts, Skorts, Pants, and Jeans**
  - Dresses, jumpers, skirts, and skorts shall be worn at a length that is no more than 3" above the knee
  - Shorts, jeans and all pants shall be worn at the hip and must cover undergarments
  - Shorts shall be worn at a length that is no more than 3" above the knee
  - Students in kindergarten through second grade may wear shorts slightly above mid-thigh
  - No leggings, tights or other clothing that is excessively tight, unless worn with a garment that covers to mid-thigh
- **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)
  - Appropriate shoes must be worn during PE/athletics classes, as well as during lab activities in science, CTE, etc.
- **Hair**
  - Hair shall be neat, clean, and well groomed, and worn in a style and color that is not distracting
  - Mustaches, beards, or goatees shall be neat, clean, and well groomed, and worn in a style that is not distracting
  - Drawings, icons, and/or other markings cut into or colored into the hair, including eyebrows, and not associated with required religious markings or hairstyles are not permitted
- **Miscellaneous**
  - All garments must be sized appropriately
  - 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, or cleavage
  - Clothing with profanity, obscene patches, references to alcohol, drugs, weapons or tobacco, or anything that may be construed as provocative or offensive may not be worn



- Any attire, tattoo, icons, or markings on body that is distracting, causes a disturbance, or identifies a student as part of an unauthorized group, gang, or society (i.e. bandanas, shoe laces, chains, t-shirts, etc.) are not permitted
- 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
- No sunglasses inside the building

## FUNDRAISING

All fundraising projects shall be under the direction of a coach or sponsor and subject to the approval of the appropriate campus administrator and Assistant Superintendent using the online Fundraiser Request Form.

All fundraising projects or activities where food is sold during the school day (midnight before until 30 minutes after the last bell for the day), shall be in compliance with all State and Federal laws or regulations governing food sales on District campuses during the school day. These regulations include a la carte sales, school stores, vending machines, and fundraisers. For more information, see Policy CO (LEGAL).

School fundraiser requests should be initiated only by the coach or sponsor. In the case of parent fundraisers, those requests should be initiated only by an authorized member of a parent organization or booster club. For more information see Parent Organizations.

Student participation in approved fundraising activities shall not interfere with the regular instructional program. Funds collected by student groups shall be deposited in a campus fund established for the student group and shall be used only for purposes authorized by the organization or upon approval of the teacher. The Principal or designee shall approve all disbursement.

Participation in fundraising activities does not guarantee that any student will be selected for the team, activity or organization. Fundraising activities must be held after all member selections have been finalized.

## GANG-FREE ZONES

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the District, a gang-free zone includes a school bus and a location in, on, or within 1,000 feet of any District-owned or leased property or campus playground.

## HAZING

Hazing is defined as any intentional, knowing, or reckless act occurring on or off campus directed against a student that endangers the mental or physical health or the safety of a student for the purpose of pledging, being initiated to, affiliating with, holding office in, or maintaining membership in any organization whose members are or include other students.

Examples include:

- Any type of physical brutality;

- Any type of physical activity that subjects the student to an unreasonable risk of physical or mental harm, such as sleep deprivation, exposure to the elements, confinement to small spaces, or calisthenics;
- Any activity involving consumption of food, liquids, drugs, or other substances that subjects the student to unreasonable risk of physical or mental harm;
- Any activity that adversely affects the mental health or dignity of the student, such as ostracism, shame, or humiliation; and
- Any activity that induces, causes, or requires the student to violate the Penal Code.

Hazing will not be tolerated by the District. If an incident of hazing occurs, disciplinary consequences will be handled in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the Principal or Superintendent.

## LEGAL ISSUES

### **NOTIFICATION OF LAW VIOLATIONS**

The District is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who is thought to have committed certain offenses or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.
- All appropriate District personnel in regards to a student who is required to register as a sex offender. For further information, see Policies FL (LEGAL) and GRAA (LEGAL).

### **QUESTIONING OF STUDENTS**

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the Principal will cooperate fully regarding the conditions of the interview, if the questioning or interview is part of a child abuse investigation. In other circumstances:

- The Principal and/or Campus Behavior Coordinator (CBC) will verify and record the identity of the officer or other authority and ask for an explanation of the need to question or interview the student at school.
- The Principal and/or Campus Behavior Coordinator (CBC) ordinarily will make reasonable efforts to notify the parents unless the interviewer raises what the Principal considers to be a valid objection.
- The Principal and/or Campus Behavior Coordinator (CBC) ordinarily will be present unless the interviewer raises what the Principal considers a valid objection.

See Policy GRA (LOCAL) for further clarification.

### **STUDENTS TAKEN INTO CUSTODY**

State law requires the District to permit a student to be taken into legal custody:

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.

- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services, Texas Department of Family and Protective Services, a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive to take a student into custody.

### **UNAUTHORIZED PERSONS**

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or District police officer has the authority to refuse entry 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
- The person behaves in a manner that is inappropriate for a school setting and the person 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). See also the Student Code of Conduct posted on the District website at <https://www.fortbendisd.com> under Student Affairs.

Before a student is released to a law enforcement officer or other legally authorized person, the Principal will verify the officer's identity and, to the best of his or her ability, will verify the official's authority to take custody of the student.

The Principal will immediately notify the Superintendent or the Superintendent's designee and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the Principal considers to be a valid objection to notifying the parents. Because the Principal does not have the authority to prevent or delay a student's release to a law enforcement officer, any notification will most likely be after the fact. See Policies GRA (LEGAL) and (LOCAL).

## **SEARCHES**

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, District officials may from time to time conduct searches. Such searches are conducted without a warrant and as permitted by law.

Students are responsible for ensuring that any personal property, method of transportation, or school property used by the student does not contain prohibited items. 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. Students may be disciplined for possession of prohibited items discovered during a search. The parent/guardian will be notified if any prohibited items are found. For more information, see Policy FNF(Legal), restating federal and state law, and Policy FNF(Local).

An administrative search of a student is permissible when a school official has reasonable suspicion that a search will uncover evidence of a violation of this Code or criminal activity. Reasonable suspicion is a lower standard applicable to school administrators and requires a mere awareness of facts that there is a reason to suspect a violation of law, policy and this Code to justify a search of a student.

In criminal matters, a search is permissible only when law enforcement has probable cause that it is "more likely than not" a crime has occurred, is occurring, or will occur. Probable cause is a higher standard and refers to a

sufficient reason based upon specific facts to believe a crime has been or will be committed or that certain property is connected with a crime.

### **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 FNCF (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.

## **CAMPUS SAFETY FEATURES**

### **METAL DETECTORS**

In order to maintain a safe and disciplined learning environment in the District's disciplinary alternative education program (DAEP), students shall be notified when assigned to a DAEP placement that they shall be subject to metal detector searches when entering each day.

### **NOTICE**

At the beginning of the year, the District shall inform students of the District's policy on searches, as outlined above and shall specifically notify students that:

- Lockers may be sniffed by trained dogs at any time.
- Vehicles parked on school property may be sniffed by trained dogs at any time.
- Classrooms and other common areas may be sniffed by trained dogs at any time when students are not present.
- If contraband of any kind is found, the possessing student shall be subject to appropriate disciplinary action in accordance with the Student Code of Conduct.

### **STUDENTS' DESKS AND LOCKERS**

Students' desk and lockers are school property and remain under the control and jurisdiction of the school even when assigned to an individual student.

Students are fully responsible for the security and contents of their assigned desks and lockers. Students must be certain that their lockers are locked, and that the combinations are not available to others.

Searches of desks or lockers may be conducted at any time there is reasonable suspicion to believe that they contain articles or materials prohibited by policy, whether or not a student is present.

The parent will be notified if any prohibited items are found in the student's desk or locker.

### **Floor-mounted door locks**

As school safety is our top priority, the District has installed over 7,300 RhinoWare floor-mounted door locks in all classrooms that contain students across FBISD. RhinoWare door barricade locks provide students and staff an added layer of security by keeping those inside the classroom safe from any threat outside of the class.

District staff has completed interactive hands-on training and demonstration. You can learn more about how the RhinoWare door locks enhance safety by viewing this [instructional video](#).

### **New ID Badging System**

FBISD is also excited to introduce the new ScholarChip student and staff badging system that will allow us to know, in real time, when students and staff enter and leave campus and other District facilities. As students enter their assigned campus each day, they will swipe the badge at the high-speed kiosk to gain entry into the building. The system will alert monitoring staff of students who are not enrolled at the campus or have been expelled or suspended. Badges will be deactivated as students withdraw or graduate from their current campus. Students will also use their badges for library checkout, cafeteria meal payments and for check-in to campus services (such as the counseling and nurse's office) and before and after-school events.

Issuance of the new student badges will begin in September. Once students receive their badges, we encourage parents to remind their students to wear them daily.

### **Emergency Call Boxes**

For the safety of our students and staff members, 44 emergency call boxes are now available on various campuses and district facilities providing direct access to police in the event of an emergency. Every high school has two emergency call boxes available to students and staff. Each middle school campus, the agricultural centers, and Mercer and Hall stadiums, all have solar-powered call boxes with one-touch button access to FBISD Dispatch.

## **STUDENTS IN PROTECTIVE CUSTODY OF THE STATE**

In an effort to provide educational stability, the District strives to assist any student who is currently placed or newly placed in either temporary or permanent conservatorship (custody) of the State of Texas with the enrollment and registration process, as well as other educational services throughout the student's enrollment in the District.

A student who is placed in the custody of the state and who is moved outside of the District's attendance boundaries is entitled to continue enrollment at the school he or she was attending prior to the placement until the student reaches the highest grade level at the particular school. In addition, if a student in grade 11 or 12 is transferred to another District and does not meet the graduation requirements of the transferring District, the student can request to receive a diploma from the previous District if he or she meets the criteria to graduate from the previous District.

## **STUDENT SPEAKERS**

Student speakers shall be given a limited public forum to introduce secondary-level dramatic/artistic productions, secondary-level talent shows, secondary-level awards ceremonies, extracurricular banquets, and other school events at which a student is allowed to use his or her own words. For each speaker, the District shall set a maximum time limit reasonable and appropriate to the occasion of no more than one minute. See Policy FNA (LOCAL).

Campuses are encouraged to provide age-appropriate opportunities for students to volunteer as public speakers at school events.

For purposes of this policy, a “school event” is a school-sponsored event or activity that is not part of curriculum-required instruction, regardless of whether the event takes place on or off school property.

Students shall be eligible to speak at designated school events provided they have not received discipline requiring their removal from the classroom during the school year in which the speaking event occurs (in-school suspension, out-of-school suspension, disciplinary alternative education placement, juvenile justice alternative education program).

Consistent with this policy, the administration shall establish regulations for identifying speaking opportunities, notifying students of such opportunities, and neutrally selecting student speakers.

If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit his or her name in accordance with Policy FNA (LOCAL).

## THREAT ASSESSMENT

The District has created a Threat Assessment Team (D-STAT) to provide guidance and assessment to campuses when dealing with substantive (serious and very serious) student threats. D-STAT 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.

Each campus shall have a campus threat assessment team (C-STAT), coordinated by the CBC or principal, that investigates threats, creates safety plans, and develops behavior interventions to reduce the risk of violence. C-STAT teams are supported by the D-STAT for training, assessing student plans, and monitoring.

### Collection Notice

The Fort Bend Independent School District is subject to personal information privacy laws, and will undertake the collection of this information in compliance with the requirements of such laws, including by limiting collection to information that is relevant and necessary to address a risk or threat and by ensuring that information is collected from online source is only obtained from open source sites. The Fort Bend School District will not collect information as part of a threat assessment unless there is reason to believe that a risk exists. Information collected as part of a threat assessment may be provided to law enforcement authorities in appropriate circumstances.

What parents and students need to know:

- any threat must be reported to the school Principal or any campus administrator
- investigation may involve the District threat assessment Counselor or psychologist, the police, or other community agencies
- investigation may involve locker or personal property searches
- interviews will be held with the threat maker and other students or adults who may have information about the threat
- parents of students who are directly involved will be notified
- threatening behavior may result in disciplinary action
- an intervention plan may be developed for the student making the threat and a support plan developed for any individuals targeted by violence.

## VANDALISM

The taxpayers of the community have made a sustained financial commitment for the construction and upkeep of school facilities. To ensure that school facilities can serve those for whom they are intended—both this year and for years to come—littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

## EXTRACURRICULAR

### ACTIVITIES, CLUBS, AND ORGANIZATIONS

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships with other students; participation, however, is a privilege, not a right.

Participation in some of these activities may result in events that occur off-campus. Students who participate in school-sponsored trips shall be required to ride in transportation provided by the school to and from the event. Exception may be made to if the student's parent or guardian makes a written request to the activity sponsors for the student be allowed to ride from the event with the parent or guardian. The District shall not be liable for any injuries that occur to students riding in vehicles that are not provided by the school.

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing inter-District competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. See [UIL Texas](#) for additional information.

The following requirements apply to all extracurricular activities:

- A student who receives a grade below 70 at the end of a grading period in any academic class— other than District-approved exempt courses may not participate in extracurricular activities for at least three school weeks. Exception: A student ineligible to participate in an extracurricular activity, but who is enrolled in a state-approved music course that participates in UIL Concert and Sight-reading Evaluation, may perform with the ensemble during the UIL evaluation performance.
- A student with disabilities who fails to meet the standards in the Individualized Education Program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse.
- A student is allowed in a school year up to ten absences not related to post-District competition, a maximum of five absences for post-District competition prior to state, and a maximum of two absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

Learning objectives are based on performance skills, responsibility, and participation. Therefore, students are expected to fulfill individual as well as group responsibilities.

Since band, choir, orchestra, and dance are performance-based courses and team activities, all students are required to attend all performances and rehearsals. Therefore, due to absences, students may have points deducted as follows:

- Unexcused absence from rehearsals or practices that are extensions of classroom activities such as section rehearsals = double daily grade.
- Unexcused absence from a performance that is an extension of classroom activities, such as school concerts or dance recitals, which do not meet the definition of extracurricular = double major grades.

### **ADDITIONAL RULES OF CONDUCT**

In addition to the rules of conduct specified in the Conduct Rules section and the Student Code of Conduct, students who participate in extracurricular activities shall comply with the following rules at all times, on or off campus, regardless of whether school is in session:

- Show respect for FBISD officials and staff
- Participate in every practice, competition/performance, and event required by the coach or sponsor unless the teacher has granted an excused absence
- Arrive promptly, properly attired, for every practice, competition, etc., unless the coach or sponsor has granted an excused absence
- Adhere to the grooming standards described below at the section titled "Dress Code"
- Demonstrate sportsman-like behavior
- Demonstrate a positive attitude
- Be courteous and polite to others
- Demonstrate the characteristics of a Profile of a Graduate

### **TRAVEL**

Students who have the opportunity to travel in connection with FBISD extracurricular activities/organizations are representatives of the District and must exhibit exemplary behavior at all times.

Students who dress or act inappropriately while traveling to or from a FBISD activity may be suspended or removed from the activity/organization, depending upon the nature of the misconduct. When feasible, such action should be taken in consultation with the Principal and is subject to review under Policy FNG (LOCAL).

All students who participate in school-sponsored trips are required to ride in transportation provided by the school to and from the event. An exception may be made if the student's parent or guardian personally requests, in writing, that the student be allowed to ride from the event with the parent or guardian. Students are not allowed to drive themselves to or from out-of-District activities.

#### **Students involved in travel shall:**

- Be on time for all trips
- Dress neatly and in compliance with the District's dress and grooming policy
- Be on their best behavior and act in accordance with established Student Code of Conduct rules in restaurants and hotels
- Care for any equipment assigned to the student and return it to the proper storage location upon return to the school
- Be on their best behavior and act in accordance with established Student Code of Conduct rules while on the bus or in other vehicles
- Promptly obey all instructions given by either the coach or sponsor or any adult chaperone



Also, please complete and return to your child's campus the consent and acknowledgement form accompanying this handbook. This form may also be completed online at the beginning of the school year by logging into Skyward Family Access.

Please note that references to policy codes are included so that parents can refer to current board policy. A copy of the District's policy manual is posted on the District website at <https://www.fortbendisd.com> under Student Affairs.

## **ATTENDANCE / TARDINESS**

Students engaged in extracurricular activities are expected to participate in all practices, performances, competitions, and other events identified by the coach or sponsor. The coach or sponsor will identify times for required practices, performances, competitions, etc.

Academically ineligible students may practice or rehearse with other students, but may not participate in a competition or other public performance. A student ineligible to participate in an extracurricular activity/organization, but who is enrolled in a state-approved course that requires demonstration of the mastery of the essential knowledge and skills in a public performance, may participate in the performance only if the general public is invited to the performance and the requirement for student participation in public is stated in the essential knowledge and skills of the course.

Students who fail to appear for a scheduled event without an excused absence will be prohibited from participating in the next scheduled activity. Students' absences from extracurricular activities shall be categorized as follows: an excused absence is one that the coach or sponsor has prior knowledge of and/or is based on an acceptable reason; an unexcused absence is one that the coach or sponsor has no prior knowledge of and/or is based on a reason that is unacceptable. Acceptable reasons for an absence include a medical emergency or illness, a death in the family, a religious holiday (**see below**), or a family emergency. Excessive unexcused absences may result in suspension or dismissal from the activity/organization. Such decisions shall be made in consultation with the campus Principal and are subject to appeal through Policy FNG (LOCAL).

Students with injuries will be allowed to attend any practice, performance, or other event relating to the activity/organization and allowed to participate only to the extent authorized by written order of the student's physician.

Students will be excused from participation in any practice or activity if they are observing holy days, including days of travel to or from a site where the student will observe holy days. Excused days for travel shall be limited to not more than one day for travel to and one day for travel from the site where the student will observe the religious holy days. Students are responsible for notifying the coach or sponsor of any need to be absent for religious reasons prior to the absence.

Students should make every effort to schedule health care appointments at times that will not interfere with school or activity participation. If a conflict is unavoidable, the student shall inform the coach or sponsor prior to the appointment and provide written documentation, acceptable to the coach or sponsor, of the appointment.

## **AWARDS**

All awards to students for participation in extracurricular activities or organizations must meet criteria set forth in the individual activity/organization's guidelines, as established by the coach or sponsor leading the activity/organization, in conjunction with Board policy and/or procedures as well as approved by the appropriate District-level office.

"Letters" earned through participation in extracurricular activities must follow District departmental guidelines. See Policy FM (Local)

## **BANQUETS**

Banquets may be given for student organizations during the year. Funds are not budgeted for banquets at the District level. Students who are ineligible under the no-pass, no-play rules may attend banquets.

## **BUSINESS, CIVIC, AND YOUTH GROUPS**

The District may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

## **EQUIPMENT**

Any District equipment issued to a student is the financial responsibility of the student and for the student's use while participating in a school-related activity/organization. At no time is District equipment to be used for personal use.

Students must care for District-issued equipment as if it were their own. Equipment must be properly stored, in the proper location, and shall be kept clean and maintained.

Students who lose or damage District equipment due to negligence will be required to pay for the cost of replacement. All District equipment must be returned at the end of the season or school year, as directed by the coach or sponsor.

Individually-owned equipment is the sole responsibility of the student; FBISD will not be responsible for any loss or damage that occurs to student-owned equipment.

If uniforms are required for an activity/organization, the student shall be required to ensure that the uniform is worn only at appropriate times and is neat and clean for the practice, performance, or competition.

## **GRADES**

A student shall be suspended from participation in any extracurricular activity/organization sponsored or sanctioned by the District or the UIL after a grade evaluation period in which the student received a grade lower than the equivalent of 70 on a scale of 100 in any academic class other than a District-approved exempt course. A suspension will continue for at least three school weeks and is not removed during the school year until the conditions for removing the suspension, as described below, are met. See Policy FM (LEGAL).

Until the suspension is removed or the school year ends, the District shall review the grades of a student suspended under these provisions at the end of each three-week period following the date on which the suspension began. At the time of a review, the suspension is removed if the student's grade in each class, other than a District-approved exempt course, is equal to or greater than the equivalent of 70 on a scale of 100.

A student who has received a grade lower than the equivalent of 70 on a scale of 100 in any academic class other than a District-approved exempt course, but who is enrolled in a state-approved music course that participates in UIL concert and Sight-reading Evaluation, may perform with the ensemble during the UIL evaluation performance.

After consultation with the Principal, students who receive poor conduct grades in class may also be subject to suspension/dismissal from extracurricular activities. Any such action is subject to appeal. See Policy FNG (LOCAL).

## **HEALTH & WELFARE**

Athletics' Participation (Secondary Grade Levels Only)

Certain activities require physical stamina and capabilities. Before students participate in these activities, the coach or sponsor may require evidence of a physician's and/or a parent's approval before the student is

allowed to participate in the activity/organization. If such a requirement is imposed, it shall apply to all students who wish to participate in the activity/organization.

A student who wishes to participate in, or continue participation in, the District's athletics program governed by the UIL must submit certification from a health-care provider authorized under UIL rules that the student has been examined and is physically able to participate in the athletic program.

This examination is required in the first year of middle school competition and the first and third years of high school competition. During the alternate years, the student must complete a medical appraisal form, and the results of this appraisal may prompt the District to require a physical examination. This examination is required to be submitted annually to the District. For more information contact Rodney Chant, Athletic Director.

### **MEDICAL EMERGENCY**

Every student involved in extracurricular activities must have a medical emergency information sheet on file with the coach or sponsor.

### **LOSS OF PRIVILEGE-DEFERRED ADJUDICATION, PROBATION, UNDER INDICTMENT**

A student in grades 6 through 12 may lose the privilege of participation in extracurricular activities during any period of deferred adjudication or probation. A student in grades 6 through 12 may lose the privilege of participation in extracurricular activities while under indictment for a felony or while awaiting a final determination of guilt or innocence in connection with either a felony or any offense punishable as a Class A Misdemeanor, whether the felony or offense was committed on or off campus.

### **LOSS OF PRIVILEGE-SELLING OR DELIVERING**

Selling or delivering marijuana, alcohol, a controlled substance, a dangerous drug, abusable glue, aerosol paint, or any other mood-changing, mind-altering, or behavior-affecting drug is strictly prohibited and will result in a student's elimination from further participation in all extracurricular activities for:

- One calendar year, for the student's first offense,
- For the remainder of the student's school career, on the student's second offense.

### **LOSS OF PRIVILEGE-SUSPENSION, DAEP, EXPULSION**

A student in grades 6 through 12 shall lose the privilege of participation in extracurricular activities during any period of suspension, placement in a Disciplinary Alternative Education Program (DAEP), or Expulsion.

### **MISCELLANEOUS PARTICIPATION RULES**

**Please note:** A student **must** be in attendance **as a full time student** at a Fort Bend ISD (FBISD) school in order to participate in **any** extracurricular activity, including tryouts, at their FBISD campus of enrollment or in the case of an eighth grade student being promoted to high school, at his/her FBISD middle school campus of enrollment, which **must** be within the feeder pattern of the FBISD high school of enrollment during the student's ninth grade year. Students attending high school academies are ineligible for varsity athletic competition the first calendar year at the academy school of attendance.

### **OFFICES AND ELECTIONS**

Certain clubs, organizations, and performing groups will hold elections for student officers. These groups vary from campus-to-campus. Please contact your campus administrator or school Counselor for additional information.

### **OTHER REMOVALS**

The following infractions are also strictly prohibited:

- Using, possessing, or being under the influence of marijuana, a controlled substance, a dangerous drug, abusable glue, aerosol paint, or any other mood-changing, mind-altering, or behavior-affecting drug
- Using, possessing, or being under the influence of an alcoholic beverage
- Using or possessing tobacco products, including vapor pens, electronic cigarettes, etc.
- Theft or stealing
- Engaging in lewd, disruptive, or other offensive conduct that affronts school District standards of propriety
- Cheating or academic dishonesty
- Upon the administration's determination that a FBISD student in grades 6 through 12 participating in a school-sponsored extracurricular activity has violated any one of the infractions identified above, at **Other Removals**, the student shall lose the privilege of further participation in that activity as provided below:
  - **First Offense** in student's attendance at FBISD (measured from Grade 6): **10** hours of approved community service and **20%** suspension from active participation in any/all FBISD extracurricular contests. If the offense occurs when the student is not actively participating, the suspension shall apply beginning with the next period of participation following the offense. If the student is involved in more than one activity, the suspension shall apply to all activities concurrently. The student shall not serve more than one 20% suspension for the first offense. During the suspension, the student must attend all practices to maintain team status.
  - **Second Offense** in student's attendance at FBISD (measured from Grade 6): **20** hours of approved community service and **40%** suspension from active participation in any/all FBISD extracurricular contests. If the offense occurs when the student is not actively participating, the suspension shall apply beginning with the next period of participation following the offense. If the student is involved in more than one activity, the suspension shall apply to all activities concurrently. The student shall not serve more than one 40% suspension for the second offense. During the suspension, the student must attend all practices to maintain team status.
  - **Third Offense** in student's attendance at FBISD (measured from Grade 6): the student shall be suspended from further participation for one calendar year.
  - **Fourth Offense** in student's attendance at FBISD (measured from Grade 6): the student shall be eliminated from further participation in all activities for the remainder of his/her school career.

Upon determination of a student's removal from participation in school-sponsored extracurricular activities, the student's coach/sponsor will communicate to the student and the student's parents the terms of the removal. Additionally, the coach/sponsor will notify the campus Principal and District Athletic Director in writing of the terms of the removal.

A student may be referred to School Counselors, and/or drug and alcohol education programs, as appropriate. A student or parent may appeal the student's loss of extracurricular privileges through Policy FNG (LOCAL).

## **PARENT ORGANIZATIONS**

FBISD encourages the full participation and involvement of parents in the education of their children, including participation in voluntary parent organizations such as PTAs, PTOs, Parent Communication Committees, and Booster Clubs. These groups are formed to promote and support the educational objectives of the school programs or particular student groups or activities as defined by the teacher.

The formation of each parent organization is subject to the approval of the Superintendent.

Each organization shall operate under a constitution and/or by-laws approved by the Principal of the school with which the organization is affiliated. Current by-laws and/or constitutions shall be submitted to the

Superintendent or a designee at the beginning of each school year; updates to these documents shall be submitted as soon as practical after such updates are formally adopted by the parent organization.

A current listing of officers for each organization shall be submitted to the appropriate campus Principal at the beginning of each school year and shall be updated as changes occur during the school year.

The campus Principal serves as the liaison with parent organizations. If an organization is affiliated with a specific student group, the Principal may appoint the coach or sponsor for that group to act as the liaison.

Each parent organization shall submit a fundraising plan to the Principal at the start of each semester. The plan must, at a minimum, identify the parent organization that will participate in the fundraising and the proposed use of the funds raised during the semester. Such plans must also include any additional information required by the Principal and shall be subject to approval by the Superintendent or designee.

Fundraising activities not contemplated by the organization's plan will be reviewed on a case-by-case basis and must be approved by the campus Principal before they are conducted. Proposals shall be submitted to the Principal and shall contain, at a minimum, the date and time of the event, a description of the activity, the proposed use for the funds to be raised, and the location of the activity.

All parent organizations shall comply with state laws governing the conducting of charitable raffles as well as any District policy/guidelines that are applicable.

Funds raised by parent organizations may be maintained by the activity/organization that raised the funds in accordance with that activity/organization's constitution or by-laws.

All parent organizations are formed for the benefit of FBISD organizations, but are considered to be independent entities. They must, therefore, be responsible for their own tax-exempt status, accounting, and any tax filings that may be required. Parent organizations are not permitted to use the District's Federal Identification Number or Sales Tax Permit Number. They are fully responsible for all taxes, debts, and other financial obligations of the organization. Parent organizations do not have the authority to represent that the District is responsible for any of the organization's financial or commercial obligations.

### **SCHOOL-SPONSORED TRIPS**

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. As approved by the Principal, a coach or sponsor of an extracurricular activity may establish procedures related to making an exception to this requirement when a parent requests that the student be released to the parent or to another adult designated by the parent.

### **SELECTION**

Assignment to or enrollment in a class does not ensure that any particular student will be selected for participation in the corresponding extracurricular activity/organization. Selection procedures shall be developed by the coach or sponsor in conjunction with applicable rules and/or guidelines as applicable and communicated to interested students.

Prior to the academic school year, all students enrolled in a secondary Performing Arts course will audition for placement in one of the performing organizations. This placement will be determined by an audition on materials selected by the director and on the student's past performance. No student will be enrolled in any Performing Arts class until this audition is completed.

### **STANDARDS OF BEHAVIOR**

Sponsors of student clubs and performing groups such as the band, choir, orchestra, dance team, and athletic teams may establish standards of behavior—including consequences for misbehavior—that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified

by the Student Code of Conduct or by board policy will apply in addition to any consequences specified by the organization's standards of behavior. For further information, see Policies FM (LEL) and FO (LEGAL) for student-organized, student-led groups.

A student in grades 6 through 12 participating in any FBISD extracurricular activity shall comply with the following rules of conduct 24 hours a day, 7 days per week, and 52 weeks per year in addition to obeying the rules set forth in the current FBISD Student Code of Conduct, the particular extracurricular activity's constitution, handbook, rule book, and/or regulations, if any, or rules otherwise communicated to the student in writing by the activity's coach or sponsor.

### **STUDENT ACCIDENT INSURANCE**

Parents can purchase affordable, limited-benefit accident insurance to help pay medical expenses in the event of student injury occurring at school or while participating in school sports. Coverage is available for all students, grades K – 12. For more detail, contact the campus secretary, athletic trainer or visit [Texas Kids First website](#).

### **STUDENT GROUPS**

In order to become a campus-approved student group/club, the group must apply for "student group" status during the two-week application window open at the beginning of each grading term, be approved by the campus Principal or designee, and satisfy all requirements outlined in Policy FM-R (LEGAL).

### **STUDENT ORGANIZATIONS**

In order to become a District-approved student organization, interested organizations must apply for "student organization" status, be sanctioned by the Superintendent or designee, and the organization must satisfy all requirements outlined in Policy FM-R (LEGAL).

## FACILITIES

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### SCHOOL FACILITIES

#### **CAFETERIA SERVICES**

The District participates in the National School Breakfast Program, the National School Lunch Program and After School Meal Programs, which offer students nutritionally balanced meals daily. Free and reduced-price meal benefits are available based on financial need. Information about a student's participation is confidential. Apply for Free and Reduced meals through the [online application](#) . If you do not have computer access, visit your local campus or the Child Nutrition Office at 555 Julie Rivers Drive, Sugar Land, TX 77478. Paper applications are available upon request.

Menus with nutritional and allergen information are available online at <https://schools.mealviewer.com/> or through the Districts mobile App. Visit the Child Nutrition Website for more information. During the 2019-2020 school year, Child Nutrition will be updating its nutrition software and Parent Portal. The Child Nutrition website will provide information regarding these changes throughout the school year.

Payments to meal accounts may be made online by visiting the Child Nutrition Homepage. There is a small convenience fee for this service.

The District shall allow 5 breakfasts and/or 5 lunches to be charged with a total charge balance not to exceed \$17.50 at elementary campuses and \$18.75 at secondary campuses.

When the charge limit is reached:

- Elementary students shall be provided a courtesy meal until the balance is paid in full.
- Secondary students shall be provided five (5) courtesy meals once the charge limit is reached.
- When payment for meals is not received in a timely manner, this debt may result in the parent or guardian's account being turned over to a debt collection service.

**ALL** parents and guardians are encouraged to complete a Free and Reduced Price Meal application **ANNUALLY during the month of August**. Parents or guardians shall be responsible for any meal charges made to the student's account without a current approval for Free and Reduced Price Meals on file.

### **CONDUCT BEFORE AND AFTER SCHOOL**

Teachers and administrators have full authority over student conduct at before- or after-school activities on District premises and at school-sponsored events off District premises, such as play rehearsals, club meetings, athletic practices, and special study groups or tutorials. Students are subject to the same rules of conduct that apply during the instructional day and will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

### **GROUPS**

Student-organized, student-led non-curriculum-related groups are permitted to meet during the hours designated by the Principal before and after school. These groups must comply with the requirements of Policy FNAB (LOCAL).

A list of these groups is available in the Principal's office.

Authorization for non-school use of facilities (organizations or individuals other than students) is granted in accordance with Policy GKD (LEGAL) and (LOCAL).

### **USE OF HALLWAYS DURING CLASS TIME**

Loitering or standing in the halls during class is not permitted. During class time, a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the Student Code of Conduct.

### **USE BY STUDENTS BEFORE AND AFTER SCHOOL**

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

Each campus has areas open to students immediately before school. Please contact your student's campus for information regarding the time and place that your student may access the building. Unless the teacher or sponsor overseeing an activity gives permission, a student will not be permitted to go to another area of the building or campus.

After dismissal of school in the afternoon, unless a student is involved in an activity under the supervision of a teacher or other authorized employee or adult, or unless students are granted permission to remain on campus in accordance with Policy FNAB (LEGAL), students must leave campus immediately.

Authorization for non-school use of facilities (organizations or individuals other than students) is granted in accordance with Board Policy GKD (LEGAL) and (LOCAL).

# GRADING

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## GRADING GUIDELINES

### **GRADING PHILOSOPHY**

The Board believes in developing students as owners of their learning. To promote student ownership and ensure academic integrity, grades communicate first to students and second to parents and other educational partners each student's progress toward fulfilling the District's vision. Policy EIA (LOCAL) provides guidance for grading and progress reporting to parents.

### **GRADING**

It is the mission of the Fort Bend Independent School District to inspire and equip students to pursue futures beyond what they can imagine. Therefore, grading will reflect this core belief and provide all students with the necessary support for success. Grading in FBISD is a method used to report student achievement. Grades represent the student's level of mastery of the curriculum.

### **CONDUCT GRADES**

The areas of attitude, behavior, and tardiness will not influence the student's academic grade. These areas will influence a student's conduct grades and be reported as an E, S, N or U.

### **ASSIGNMENTS**

Classroom teachers shall collaborate in professional learning communities to identify which priority standards will be graded in each unit. For these standards, assignments in the form of a product, performance, or process may be assigned to students. The assignments that are a part of the students' grade should be determined as part of the unit planning process to allow students time for participation in the formative process. This means that some assignments may not be recorded as a grade, instead, they will be used to provide feedback and develop student understanding.

### **SPECIAL EDUCATION & BILINGUAL ESL**

The Admission, Review, and Dismissal Committee (ARD) and/or Language Proficiency Assessment Committee (LPAC) will determine appropriate modifications for grading.

### **TIME FOR GRADE REPORTING FOR ELEMENTARY AND SECONDARY**

Teachers will record grades using the District's electronic grade book. Official grade reports shall be accessed via Skyward, the online gradebook, to students and parents to communicate students' progress towards proficiency in each grade level.

Four grade-reporting periods will be defined by the instructional calendar each year. Grades in all subjects or courses shall be reported to parents and students at the end of each grade-reporting period.

Teachers will post assignment grades within five school days of the assignment due date unless it is a special project or research paper that has received special approval from the principal or a designee. Extenuating circumstances may prevent the grades from being posted as quickly (per administrative approval).



# ELEMENTARY SCHOOL GRADING GUIDELINES

## ELEMENTARY GRADING (KINDERGARTEN THROUGH FIFTH GRADE)

### ELEMENTARY GRADE REPORTING PERIOD PROCEDURES

Grades for each grading period must reflect the student's progress towards proficiency of the District curriculum objectives, which are aligned with Texas Essential Knowledge and Skills (TEKS).

#### Pre-K, Kindergarten, and 1<sup>st</sup> – Math, Science, ELA, Social Studies

Student progress will be assigned using three levels, Developing (DV), Progressing (PG), or Proficient (PF), as shown below. Students will receive a mark for each competency. Grade level competencies can be accessed using the webpage [Pre-K – 1<sup>st</sup> Grading Guidelines](#).

Developing (DV)	Progressing (PG)	Proficient (PF)
		Target - Grade level proficiency

Students must have a minimum of three marks (opportunities to demonstrate proficiency) on each competency per reporting period. These marks will be used to determine the reporting period grade. The final reporting period grade shall be reported by competency.

#### Example:

#### **Math**

Competency	GP 1	GP 2	GP 3	GP 4
<b>C1 – Counting</b> The student counts up to 10 objects and rote count 1-30.	DV	PG	PG	PF

#### Grades 2<sup>nd</sup> – 5<sup>th</sup> – Math, Science, ELA, Social Studies

Student proficiency will be determined using a traditional grading scale. Student proficiency shall be reported using a 100 point system as outlined below:

Letter Grade	Range
A	90 – 100
B	80 – 89
C	70 – 79
F	Below 70

Grades for each reporting period will be reported using a numerical average based on a minimum of (9) grades per subject area per grading period. In each subject area (Reading, Writing, Math, Social Studies, and Science) students should receive (3) major and (6) daily grades. All assignment grades will be weighted as follows:

- Major Grades will count as 50 percent of the student's grading period average
- Daily Grades will count as 50 percent of the student's grading period average

#### **Elementary Enrichment Courses** (Art, PE, Health, Music, STEM Outclass)

Student proficiency will be reported using two marks, S or N.

Mark	Explanation
S	Consistently Meets Standards/ Expectations
N	Not Progressing towards Standards/Expectations

### **END OF THE YEAR REPORTING**

The yearly average for each subject in PreK, Kindergarten, and 1<sup>st</sup> grade is determined by reviewing progress on all competencies and assigning a mark of Met Standard (M) or Did Not Meet Standard (DNM).

The yearly average for each subject for second through fifth grade students is determined by averaging the report card grade for each grading period.

### **MAKEUP WORK**

The teacher is responsible for giving makeup work to a child with an absence. The student should be given, as a minimum, the same number of days as he/she was absent to complete the work.

### **REENGAGEMENT: RETEACHING AND REASSESSMENT**

Reengagement is a necessary part of teaching to ensure all students have the opportunity to attain proficiency. Time for reengagement is allocated in the Scope and Sequence for each unit of instruction. Reengagement is comprised of both reteaching and reassessment.

- **Reteaching:**

Re-teaching is a necessary component for mastery of essential knowledge or skills. Reteaching must occur whenever the teacher determines that a student has not mastered the objective(s) at the independent practice or assessment level. Reteaching must occur prior to reassessment and should include specific feedback to students on where they are and where they need to focus to attain proficiency. Students should be offered access to re-teaching during the school day.

- **Reassessment:**

The decision as to how to reassess objectives that are retaught is the option of the classroom teacher. However, there must be evidence that reassessment has occurred. Reassessment procedures should be consistent across grade levels or the campus as determined at each campus. **Reassessment is required for major grade assignments in which a student makes below a 75.** Reassessment is not required for daily grades or quizzes. *Student accommodations/ modifications shall be provided during reassessment in alignment with LPAC and ARD decisions.*

- Reassessment for Major Grades

Retesting guidelines apply to major grade assessments for each grading period. Students who receive a grade below 75, must be provided an opportunity, through retesting, to demonstrate proficiency.

If retesting is selected as the means of reassessment, students may earn a score of up to 75. If progressive/cumulative testing is selected, the grade on the cumulative test may replace the grade on the initial test.

Reassessment procedures should be consistent across grade levels or the campus as determined at each campus.

### **PROGRESS REPORTS**

Students who are in danger of failing will receive a deficiency report via email during the fourth week of the grading period. Parents can request a printed copy that can be picked up at student's campus by contacting the campus.

## **CONFERENCES**

The District shall identify as part of the District calendar two opportunities for elementary parent conferences during the year. Teachers shall provide parents with a set conference time where parents can request a conference related to student progress towards proficiency.

# **MIDDLE SCHOOL GRADING GUIDELINES**

## **SECONDARY GRADING (6<sup>TH</sup> – 8<sup>TH</sup> GRADES)**

### **GRADE 6<sup>TH</sup> – 8<sup>TH</sup> REPORTING PERIOD PROCEDURES**

Grades for each grading period shall reflect the students' progress towards proficiency of identified priority learning progressions, which are aligned to the Texas Essential Knowledge and Skills (TEKS). Grades will be reported using a numerical average based on a minimum of (12) grades per course per grading period. In each course, students should receive (3) major and (9) daily grades. All grades will be weighted as follows:

- **Major Grades** will count as 50 percent of the student's grading period average.
- **Daily Grades** will count as 50 percent of the student's grading period average.

### **DAILY GRADES**

Assessments of assignments typically requiring only one day to complete are called daily grades. A minimum of 9 grades recorded should be daily grades. The following are examples of daily grades: guided or independent practice, quizzes, activities, participation, teacher observation, e.g., small group participation, labs, oral presentations, and homework.

### **MAJOR GRADES**

Assessments of complex assignments typically requiring more than one day to complete are called major grades. A minimum of 3 grades recorded should be major grades. The following are examples of major grades: chapter or unit tests, projects, research papers, and performance assessments, e.g., essays, performances, oral presentations. Projects that are assigned as major grades shall include a timeline with checkpoints to support student success.

### **EXTRA CREDIT**

To receive extra credit, the work completed must be directly related to the curriculum, should be used for enrichment, and should not replace missing work. Extra credit should not be used to the extent that the grade does not accurately reflect the academic achievement of that student for the current grading period. Opportunities for extra credit should be determined by the teacher and offered to all students within the course.

### **MAKEUP WORK**

The teacher is responsible for giving makeup work to a child with an absence. The student should be given, as a minimum, the same number of days as he/she was absent to complete the work.

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold in regard to the state laws surrounding "attendance for credit or final grade." See also [Attendance for Credit or Final Grade](#).

A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences.

A student will be permitted to make up tests and to turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with time lines approved by the principal and previously communicated to students.

### **LATE WORK**

Late work will be accepted according to campus guidelines.

### **REENGAGEMENT: RETEACHING AND REASSESSMENT**

Reengagement is a necessary part of teaching to ensure all students have the opportunity to attain proficiency. Time for reengagement is allocated in the Scope and Sequence for each unit of instruction. Reengagement is comprised of both reteaching and reassessment.

- **Reteaching:**

Reteaching is a necessary component for mastery of essential knowledge or skills. Reteaching must occur whenever the teacher determines that a student has not mastered the objective(s) at the independent practice or assessment level. Reteaching must occur prior to reassessment and should include specific feedback to students on where they are and where they need to focus to attain proficiency. Students should be offered access to reteaching during the school day.

- **Reassessment:**

The decision as to how to reassess objectives that are retaught is the option of the classroom teacher. However, there must be evidence that reassessment has occurred. Reassessment procedures should be consistent across grade levels or the campus as determined at each campus. **Reassessment is required for major grade assignments in which a student makes below a 75.** Reassessment is not required for daily grades or quizzes. *Student accommodations/ modifications shall be provided during reassessment in alignment with LPAC and ARD decisions.*

- Reassessment for Major Grades

Retesting guidelines apply to major grade assessments for each grading period. Students who receive a grade below 75, must be provided an opportunity, through retesting, to demonstrate proficiency. Two options may be used for retesting:

- Retesting – this option may be made available for students scoring less than 75 percent on a major exam. Students must attend a tutorial session or complete other approved remediation activities prior to taking the retest. The maximum score that may be earned on a retest is 75 percent.
- Progressive Testing – this option allows students to re-test non-mastered objectives by including the material in the next comprehensive examination. The grade made on this exam will substitute for the failing grade.

Reassessment procedures should be consistent across grade levels or the campus as determined at each campus.

### **PROGRESS REPORTS**

Students will receive progress reports throughout each grading period via Skyward Family Access in accordance with the grading timeline distributed annually by the District. Parents can request a printed copy that can be picked up at student's campus, by contacting the campus. Parents will be provided notice whenever a student is in danger of failing after the progress report has been sent.

### **SEMESTER EXAMS**

Semester exams are cumulative assessments in which the content of the semester is assessed.

Semester Exams **will not** be given at the end of the semester in middle school courses. Instead, an additional major grade for a total of (4) major grades will be added in the last grading period of the course.

- In semester courses, the second grading period will include the additional major grade.
- In full year courses, the fourth grading period will include the additional major grade.

The additional major grade shall align to TEKS and include a rubric or checklist where a project or performance assessment is selected.

Example of types of assessment that may be used are:

- Authentic, project-based, collaborative learning experience,
- Performance based assessment, and/or
- Comprehensive examination of the course

***Students will continue to take a semester exam for High School Credit courses taken in Middle School.***

### **SEMESTER GRADE CALCULATION**

To Calculate Semester Average in Grades 6<sup>th</sup> – 8<sup>th</sup>, middle school courses the semester average shall be determined by averaging the first or third reporting period (50%) and the second or fourth reporting period (50%).

Note: In the 2019 – 20 school year, the Semester Exam column will remain on the Skyward report card. To ensure appropriate grade calculations, teachers of Middle School Courses shall leave the grade for Semester exam blank.

EXAMPLE: (Middle School Course Semester Average)

1<sup>st</sup> or 3<sup>rd</sup> grading or period average = **84**  
2<sup>nd</sup> or 4<sup>th</sup> grading period average = **90**  
Semester exam = **no grade**  
 $(84 \times 0.5) + (90 \times 0.5) = \mathbf{87}$  Semester Average

**To Calculate Semester Average in Grades 6<sup>th</sup> – 8<sup>th</sup>, High School credit courses** taken in middle school, the yearly average shall be averaging first/third reporting period (42.5%) and the second/fourth reporting period (42.5%) and the Semester Exam Grade (15%).

**EXAMPLE: (High School Credit Courses Semester Average– taken in middle school)**

1<sup>st</sup> or 3<sup>rd</sup> grading or period average = **84**  
2<sup>nd</sup> or 4<sup>th</sup> grading period average = **90**  
Semester exam = **92**  
 $(84 \times 0.425) + (90 \times 0.425) + (92 \times 0.15) = \mathbf{88}$  Semester Average

### **END OF THE YEAR REPORTING**

The yearly average for all full year courses will be calculated using the first semester average (50%) and second semester average (50%).

## **CONFERENCES**

Teachers shall provide parents with a set conference time where parents can request a conference related to student progress towards proficiency. In order to develop students as advocates for self, students may also request a conference with a teacher to discuss their progress.

## **HIGH SCHOOL CREDIT: HIGH SCHOOL COURSES TAKEN IN MIDDLE SCHOOL**

Certain high school courses may be made available to middle school students. High school course credit is awarded on a semester basis and grades will be posted to the high school transcript.

Students who earn a passing grade of 70-74 in a course may apply to repeat the course and receive grade points but no additional credit. This option is not open to students who earn a grade of 75 or above in a course. Each time a course is taken, it will be factored into the total number of courses attempted for GPA.

Students who wish to repeat a course passed with a 70-74 must complete an application signed by the parent and student and receive approval from the principal to ensure that both parents and students understand that no credit will be awarded for the repeated course and to provide a tracking system for the registrar and school counselors. Both the original grade (s) and the new grade (s) are reported on the student's transcript.

# **HIGH SCHOOL GRADING GUIDELINES**

## **9<sup>TH</sup> – 12<sup>TH</sup> GRADES**

### **ACADEMIC INTEGRITY – INTEGRITY PLEDGE**

Policy EIA (LEGAL) requires all students to sign a pledge of integrity. This Integrity Pledge promotes academic integrity and aligns with the District's Profile of a Graduate. To sign the Integrity Pledge, see Campus Administration.

### **9<sup>TH</sup> – 12<sup>TH</sup> GRADE REPORTING PERIOD PROCEDURES**

Grades for each grading period shall reflect the students' progress towards proficiency of identified priority learning progressions, which are aligned to the Texas Essential Knowledge and Skills (TEKS). Grades will be reported using a numerical average based on a minimum of (12) grades per course per grading period. In each course, students should receive (3) major and (9) daily grades. All grades will be weighted as follows:

- **Major Grades** will count as 50 percent of the student's grading period average.
- **Daily Grades** will count as 50 percent of the student's grading period average.

### **DAILY GRADES**

Assessments of assignments typically requiring only one day to complete are called daily grades. A minimum of 9 grades recorded should be daily grades. The following are examples of daily grades: guided or independent practice, quizzes, activities, participation, teacher observation, e.g., small group participation, labs, oral presentations, and homework.

### **MAJOR GRADES**

Assessments of complex assignments typically requiring more than one day to complete are called major grades. A minimum of 3 grades recorded should be major grades. The following are examples of major grades: chapter or unit tests, projects, research papers, and performance assessments, e.g., essays, performances, oral presentations. Projects that are assigned as major grades shall include a timeline with checkpoints to support student success.

### **EXTRA CREDIT**

To receive extra credit, the work completed must be directly related to the curriculum, should be used for enrichment, and should not replace missing work. Extra credit should not be used to the extent that the grade

does not accurately reflect the academic achievement of that student for the current grading period. Opportunities for extra credit should be determined by the teacher and offered to all students within the course.

### **MAKEUP WORK**

The teacher is responsible for giving makeup work to a child with an absence. The student should be given, as a minimum, the same number of days as he/she was absent to complete the work.

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold in regard to the state laws surrounding “attendance for credit or final grade.” See also [Attendance for Credit or Final Grade](#).

A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences.

A student will be permitted to make up tests and to turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with time lines approved by the principal and previously communicated to students.

### **LATE WORK**

Late work will be accepted according to campus guidelines.

### **REENGAGEMENT: RETEACHING AND REASSESSMENT**

Reengagement is a necessary part of teaching to ensure all students have the opportunity to attain proficiency. Time for reengagement is allocated in the Scope and Sequence for each unit of instruction. Reengagement is comprised of both reteaching and reassessment.

- **Reteaching:**

Reteaching is a necessary component for mastery of essential knowledge or skills. Reteaching must occur whenever the teacher determines that a student has not mastered the objective(s) at the independent practice or assessment level. Reteaching must occur prior to reassessment and should include specific feedback to students on where they are and where they need to focus to attain proficiency. Students should be offered access to reteaching during the school day.

- **Reassessment:**

The decision as to how to reassess objectives that are retaught is the option of the classroom teacher. However, there must be evidence that reassessment has occurred. Reassessment procedures should be consistent across grade levels or the campus as determined at each campus. **Reassessment is required for major grade assignments in which a student makes below a 75.** Reassessment is not required for daily grades or quizzes. *Student accommodations/ modifications shall be provided during reassessment in alignment with LPAC and ARD decisions.*

- Reassessment for Major Grades

Retesting guidelines apply to major grade assessments for each grading period. Students who receive a grade below 75, must be provided an opportunity, through retesting, to demonstrate proficiency. Two options may be used for retesting:

- Retesting – this option may be made available for students scoring less than 75 percent on a major exam. Students must attend a tutorial session or complete other approved remediation activities prior to taking the retest. The maximum score that may be earned on a retest is 75 percent.

- Progressive Testing – this option allows students to re-test non-mastered objectives by including the material in the next comprehensive examination. The grade made on this exam will substitute for the failing grade.

Reassessment procedures should be consistent across grade levels or the campus as determined at each campus.

### **PROGRESS REPORTS**

Students will receive progress reports throughout each grading period via Skyward Family Access in accordance with the grading timeline distributed annually by the District. Parents can request a printed copy that can be picked up at the student's campus by contacting the campus. Parents will be provided notice whenever a student is in danger of failing after the progress report has been sent.

### **CONFERENCES**

Teachers shall provide parents with a set conference time where parents can request a conference related to student progress towards proficiency. In order to develop students as advocates for self, students should request a conference prior to a parent scheduling a teacher conference. To support this process, administrators shall provide teachers support via establishing schedules for conferences and articulating the process for conferences to parents.

### **STUDENT LED CONFERENCES**

Student led conferences shall include the opportunity for student reflection, discussion and feedback, and goal setting. Student conferences shall be scheduled before or after school. Resources to support student conferences can be requested at the campus.

### **SEMESTER GRADE CALCULATION**

The semester average shall be calculated by averaging first or third reporting period (42.5%) and the second or fourth reporting period (42.5%) and the Semester Exam Grade (15%).

#### **EXAMPLE: (High School Courses Semester Average)**

1<sup>st</sup> or 3<sup>rd</sup> grading or period average = **84**

2<sup>nd</sup> or 4<sup>th</sup> grading period average = **90**

Semester exam = **92**

$(84 \times 0.425) + (90 \times 0.425) + (92 \times 0.15) = \mathbf{88}$  Semester Average

### **END OF THE YEAR REPORTING**

The yearly average for all full year courses will be calculated using the first semester average (50%) and second semester average (50%).

### **COURSE CREDIT**

FBISD high schools operate on the semester plan with each school year being divided into two parts called semesters. A student earns one-half credit per semester for each semester of each course successfully completed. Each semester must be passed individually for credit to be earned except in the case of year averaging for credit recovery (See COURSE CREDIT). Courses vary from one to two semesters in length.

### **DUAL CREDIT COURSES**

For dual credit courses, the instructors and adjunct professors are required to follow the syllabus and grading policy of the community college (e.g., Houston Community College). Thus, the number of major and daily grades may not adhere to FBISD requirements.

### **GRADE CONVERSION OF OUT OF DISTRICT TRANSCRIPTS**

When letter grades are received from the sending high school, they are assigned numerical equivalents.



The equivalents are based on either the sending school's numerical grade equivalents or the FBISD numerical equivalents. In either case, one point above mid-point of the numerical grade range is used unless the student can provide specific grade equivalents for his/her letter grades.

If using the FBISD numerical system, numerical grades shall be assigned as follows:

A	96
B	86
C	78
D	73
F	60
P	P

High school course credit earned outside of Fort Bend ISD will not receive weighted grade points unless:

- classified as only honors, pre-AP, dual credit, or advanced placement in the high school program guide OR
- classified as honors, pre-AP, or advanced placement on the transcript of the sending campus. EXCEPTION: No honors grade points will be considered for courses not designated as honors courses in Fort Bend ISD.

## GRADUATION

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

**...equipped with skills for life.**

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

**...a servant leader.**

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

**...an effective communicator.**

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

**...a critical thinker.**

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

**...a compassionate citizen.**

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

**...a collaborative team member.**

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

### **...a life-long learner.**

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

### **REQUIREMENTS FOR A DIPLOMA:**

To receive a high school diploma from the District, a student must successfully:

- Complete the required number of credits
- Complete any locally required courses in addition to the courses mandated by the state
- Pass STAAR end-of-course (EOC) assessments

### **Foundation High School Plan (FHSP)**

House Bill 5 was signed into law in the summer of 2013 and applies to all students entering high school during the 2014-2015 school year and thereafter. House Bill 5 established a single graduation program, the Foundation High School Program (FHSP). Students have the opportunity to build on the FHSP by earning Endorsements, Performance Acknowledgments, and a Distinguished Level of Achievement.

Endorsements consist of a related series of courses that are grouped together by interest or skill set. Endorsements provide students with in-depth knowledge of a subject area. All endorsements require a 4<sup>th</sup> year of math and a 4<sup>th</sup> year of science.

Students will need to declare their preferred endorsement in Skyward Family Access by the beginning of their 9<sup>th</sup> grade year. Students have opportunities to change endorsement areas throughout their high school career. See school counselor for more information.

### **STUDENTS WITH DISABILITIES**

Upon the recommendation of the Admission, Review, and Dismissal (ARD) Committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of his or her IEP.

A student who receives special education services and has completed four years of high school, but has not met the requirements of his or her IEP, may participate in graduation ceremonies and receive a certificate of attendance. Even if the student participates in graduation ceremonies to receive the certificate of attendance, he or she may remain enrolled to complete the IEP and earn his or her high school diploma; however, the student will only be allowed to participate in one graduation ceremony. Please also be aware that if an ARD committee places a student with a disability on a modified curriculum in a subject area, the student will be placed on the Minimum High School Program or Foundation High School Program, in accordance with state rules. See Policy FMH (LEGAL).

If a student receiving special education services is scheduled to graduate under the Minimum High School Program, Foundation High School Program, or in accordance with provisions of his or her IEP, the student's ARD committee will determine whether the general EOC assessment is an accurate measure of the student's achievement and progress and, if so, whether successful performance is required for graduation, or whether an alternative assessment is more appropriate.

### **GRADUATION EXPENSES**

Because students and parents will incur expenses in order to participate in the traditions of graduation— such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year, see [Fees](#).

## **GRADUATION SPEAKERS**

Certain graduating students will be given an opportunity to have speaking roles at graduation ceremonies. A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer. For student speakers at other school events, see [Student Speakers](#).

See Policy FNA (LOCAL) and the Student Code of Conduct which is posted on the District website at <https://www.fortbendisd.com> under Student Affairs.

## **SCHOLARSHIPS AND GRANTS**

Students should complete the Free Application for Federal Student Aid (FAFSA) early in their senior year (beginning October 1<sup>st</sup>) in order to determine their eligibility for public and private grants. Students who have a financial need according to federal criteria and may be eligible for substantial postsecondary funding options. Students should apply for all scholarships they may be eligible for to help pay for their college education.

Scholarship opportunities can be found in *Naviance* or the student may contact the school counselor or college and career advisor for information about other scholarships and grants available to students.

## **HONOR SOCIETIES**

Fort Bend ISD seeks to develop leadership, character, service and academic achievement in all our students. In support of this effort, FBISD campuses offer a variety of opportunities for our students to be recognized for achievement, leadership, character and service. Many of these organizations are offered in conjunction with national organizations who set requirements for eligibility. Chapter organizations may set additional requirements through approved by-laws and constitutions.

In an effort to ensure parents and students know of these opportunities and the requirements, each campus posts information about their student organizations on their campus websites; include eligibility criteria, contacts, information about the application process and the organization's activities.

Should you have questions about these organizations, please see the organization sponsor or your campus Principal. The [Student Leadership Department](#) also provides support and oversight for national honor societies and may be contacted for additional information at (281)-634-0293.

## **HONORARY AWARDS/CORDS**

Students who have participated in a Principal approved National Honor Society or approved equivalent may submit a request through the school sponsor, to allow cords to be worn during the graduation ceremony.

## **ENGLISH LEARNERS, EL'S**

Identified English Language Learners (ELs), sometimes referred to as an English Language Learner (ELLs) or a student with limited English proficiency (LEP) in certain State/Federal statutes and State/Federal rules, are entitled to receive specialized services from the District.

To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both District personnel and at least one parent representative. The student's parent must consent to any services recommended by the LPAC for an EL student.

In order to determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services and once a level of proficiency has been established, the LPAC (with input from other relevant stakeholders) will then designate appropriate linguistic accommodations and/or additional special programs/support the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student's continued eligibility for the program.

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR, as mentioned at [Standardized Testing](#), may be administered to an EL student, or, for a student up to grade 5, a Spanish version of STAAR. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to EL students who qualify for services.

If a student is considered an EL and receives special education services because of a qualifying disability, the student's ARD committee will make these decisions in conjunction with the LPAC.

## ASSIGNMENTS DURING DISCIPLINARY PLACEMENT

### **ASSIGNMENTS DURING IN-SCHOOL SUSPENSION (ISS)**

The district shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school suspension including at least one method of receiving this coursework that doesn't require the use of the internet. While in ISS, the student will complete assignments from his or her teacher(s).

### **ASSIGNMENTS DURING OUT OF SCHOOL SUSPENSION (OSS)**

The district shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in out-of-school suspension including at least one method of receiving this coursework that doesn't require the use of the internet. While in OSS, the student will complete assignments from his or her teacher(s).

### **ASSIGNMENTS DURING DAEP**

Students placed at the DAEP will complete foundation courses which are required for graduation at no cost to the student. If a student was enrolled in AP courses at the time of removal, the student will have the opportunity to complete the course after the completion of the DAEP placement.

### **DAEP MAKE-UP WORK**

A student removed to the Disciplinary Alternative Education program (DAEP) during the school year will have an opportunity to complete, before the beginning of the next school year, a foundation curriculum course in which the student was enrolled at the time of removal. The District may provide the opportunity to complete the course through an alternative method, 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. See Policy FOCA (LEGAL).

## PROMOTION AND RETENTION

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the District. To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards.

Please refer to Policy EIE (LOCAL) for further information regarding promotion and retention.

In addition, at certain grade levels a student—with limited exceptions—will be required to pass the State of Texas Assessments of Academic Readiness (STAAR), if the student is enrolled in a public Texas school on any day between January 1 and the date of the first administration of the STAAR.

In order to be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the mathematics and reading sections of the grade 5 assessment in English or Spanish.

In order to be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessment in English.

If a student in grade 5 or 8 is enrolled in a course that earns high school credit and for which an end-of-course (EOC) assessment will be administered, the student will not be subject to the promotion requirements described above for the relevant grade 5 or 8 assessment.

If a student in grades 3–8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law. For more information, see [Standardized Testing](#).

Parents of a student who does not perform satisfactorily on his or her exams will be notified that their child will participate in accelerated instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year. Failure of a student to attend these programs may result in violations of required school attendance as well as the student not being promoted to the next grade level.

A student in grade 5 or 8 will have two additional opportunities to take a failed assessment. If a student fails a second time, a grade placement committee, consisting of the Principal or designee, the teacher, and the student's parent, will determine the additional accelerated instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on standards previously established by the District, the decision of the committee must be unanimous and the student must complete additional accelerated instruction before beginning the next grade level.

Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. See Policy EIE (LEGAL).

Students will also have multiple opportunities to retake EOC assessments. See [Graduation](#) and [Standardized Testing](#) for more information about EOC assessments.

Certain students—some with disabilities and some who are English Language Learners (ELLs) —may be eligible for exemptions, accommodations, or deferred testing. An admission, review, and dismissal (ARD) committee meeting will be convened if a student receiving special education services in grade 5 or 8 fails to meet satisfactory performance after the first STAAR administration in reading or math. For more information, see the Principal, school Counselor, or special education director.

A Personal Graduation Plan (PGP) will be prepared for any student in a middle school who did not perform satisfactorily on a state-mandated assessment or is determined by the District as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by a school Counselor, teacher, or other staff member designated by the Principal. The plan will, among other items, identify the student's educational goals, address the parent's educational expectations for the student, and outline an intensive instruction program for the student. For additional information, see the school Counselor and Policy EIF (LEGAL). For a student receiving special education services, the

student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

In high school, a Personal Graduation Plan (four-year plan), aligned with post-secondary goals is required for all students entering grade 9. In addition, all students must declare an Endorsement by the end of 9<sup>th</sup> grade, signed by a parent or guardian.

## REPORT CARDS/PROGRESS REPORTS AND CONFERENCES

Report cards with each student's grades or performance and absences in each class or subject are issued to parents at least once every nine weeks. Report cards and middle school/high school progress reports will be distributed electronically via Skyward Family Access. Parents may request a printed report card or progress report, that can be picked up at the student's campus by contacting the campus.

Progress reports for elementary students shall be issued at the end of the fourth week of the grading period for students with averages below 75. Progress reports shall be issued to all students in grades 6–12 during the fourth and seventh week of each grading period, in accordance with the District's schedule. Each student's progress report shall include a place for a parent's/guardian's signature along with a request to have a signed copy returned to the school. Notice of a student's consistent unsatisfactory performance shall be issued in accordance with law. In addition to conferences scheduled on the campus calendar, conferences may be requested by a teacher or parent as needed.

Teachers follow grading guidelines that have been approved by the administration pursuant to the Board-adopted policy and are designed to reflect each student's relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the Board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the District's grading policy. See Policy EIA (LEGAL) and (LOCAL) and [Grading Guidelines](#).

Questions about grade calculation should first be discussed with the teacher; if the question is not resolved, the student or parent may request a conference with the Principal in accordance with FNG (LOCAL).

### **ELECTRONIC DISTRIBUTION OF GRADES**

Beginning with the 2019-2020 school year, all report cards will be posted in the Student Portfolio in Skyward Family Access that can be printed. An email notification will be sent when report cards are available for viewing. Parents can request a printed copy that can be picked up at student's campus.

## SCHEDULE CHANGES

Fort Bend ISD is pleased to be able to offer a wide variety of programs and courses for students. Master schedules change from year to year and are developed in the spring prior to the upcoming year based on courses requested by students. Selections made during course registration indicate how many teachers and sections will be needed for a course. This process allows administrators to plan and to hire for optimum academic strength. When students are permitted to randomly change schedules, teachers and classrooms are not effectively utilized. As a result, all students are affected. Very seldom does a single course change affect only one course. Careful selections benefit everyone.

Students may submit a request to drop a course or change their scheduled course only during the first nine (9) school days of the semester, both Fall and Spring. Student initiated requests for course changes must be submitted in writing. Approval of schedule changes is contingent upon course availability and alignment with

students' personal graduation plan. An administrator, school Counselor, or teacher shall inform students of deadlines and requirements for dropping courses or changing schedules, as well as the ramifications of such a decision. Drops or changes occurring during the semester's nine (9) day grace period will not be shown on the student's record.

Students may drop or change their scheduled course, after the nine grace period if there is a data entry error or: student does not meet prerequisites for the course, was not placed in appropriate level, needs a different class to graduate, change in program (band, orchestra etc.), previously failed course with the same teacher, IEP or 504 was amended, and extenuating circumstances which require administrator approval. This approval must be in writing, submitted to the school Counselor and placed in the student cum folder. An example of an extenuating circumstance would be a medical issue that would necessitate a change to a student's schedule in the interest of their personal health and wellbeing. Documentation from the student's physician would be required prior to adjusting a student's schedule. A change of mind, failure to obtain outside tutorial support, requests for a different teacher, dropping or changing a course to improve GPA, unsatisfactory academic performance, requests to be scheduled with friends, and stress/anxiety not documented by a physician are not compelling circumstances.

Requests to level down will be considered after the first three (3) weeks of school and only if space is available in the new class. Prior to requesting a change in level, the student and parent must have met with the teacher and put in place a plan for success. If the teacher and student feel the plan has been followed, and the student has completed all assignments, a request for a conference to discuss removal may be made. Success in an AP or Pre-AP course is defined as having a grade of 75 or above. Students may not request a level change with the intent to improve their GPA. If the student levels down from a weighted class to a non-weighted class, the exact grade from the weighted class shall transfer to the on-level course with no grade adjustments. In the case of failing grades, teachers may assign alternative assignments in order to fulfill a grade change of up to a 70. For more detailed information regarding schedule changes, please refer to District [Course Selection Guide](#) or the School Counselor.

## SPECIAL PROGRAMS

The District provides special programs for Gifted and Talented students, homeless students, migrant students, English Language Learners (ELLs), dyslexic students, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the District or by other organizations.

**Contact information for each program is listed below:**

Gifted and Talented, contact the Transformational Learning Department at (281)-634-2711

English Language Learners, contact the Teaching and Learning Department at (281)-634-2917

Dyslexia and Students with Disabilities, contact the Student Support Department at (281)-634-1142

## STANDARDIZED TESTING

### AP EXAMS

AP exams are administered in May. These standardized exams are designed to measure how well a student has mastered the content and skills of the AP course. A successful score can earn credit and advanced placement in college. Each of the over 30 AP exams offered has its own requirements; however, almost all the

exams have these in common: an exam that is two to three hours in length, a multiple-choice portion, and a free-response question portion that requires students to generate their own responses.

Check with the individual university or college to determine the AP exam credit policy. College Board provides a link to access a college's credit policy:

<https://apstudent.collegeboard.org/creditandplacement/search-credit-policies>

New to AP Exam Registration: Beginning in 2019, College Board will provide new support systems with online tools for teachers and students. Students will register for AP fall single semester and full year course exams in September and October. Spring single semester courses will have until February to register for the exam.

### **ARMED SERVICES VOCATIONAL APTITUDE BATTERY (ASVAB)**

The ASVAB is a multiple aptitude assessment that measures abilities and helps predict future academic and occupational success in the military or in the workforce. In June 2017, the Texas Legislature passed SB 1843, which requires public schools to offer the Armed Services Vocational Aptitude Battery (ASVAB) to all 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> graders. Students are not required to take the test, though we are required to offer it. Interested students will take the test during the school day and once the tests are scored (about 30 days), an ASVAB representative will be on campus to present a general overview of the results. Students also have the option to indicate on the test that they are not interested in the military and do not want a recruiter to contact them.

The ASVAB is not just for military. It is a very good assessment tool for both knowledge and skills and their connection to careers. If you are interested in taking advantage of this free assessment, please contact your School Counselor or College & Career Readiness Advisor.

### **KHAN ACADEMY/FREE TEST PREP FOR THE SAT**

Official SAT Practice is available through a partnership with The College Board, which administers the SAT, and Khan Academy, a leader in online education. By logging on to [www.satpractice.org](http://www.satpractice.org), students are able to access personalized practice recommendations that are tailored to their own strengths, weaknesses, and progress. Students can also find full-length practice tests from The College Board and thousands of practice questions that were written in collaboration with the same developers who are creating the redesigned SAT. Official SAT Practice can be accessed from any computer with Internet access. Khan Academy is also a great resource to prepare for the PSAT 8/9 and the PSAT/NMSQT.

### **PSAT 8/9 AND PSAT/NMSQT**

The PSAT 8/9 is an assessment given to all eighth- and ninth-graders in FBISD that is closely aligned with PSAT NMSQT. It consists of questions in Evidence-Based Reading and Writing and Math and provides students an earlier indicator of college readiness. The PSAT NMSQT is administered to all tenth- and eleventh-graders in FBISD and is a standardized test designed to prepare students for the SAT. The scores from the PSAT/NMSQT are used to determine eligibility and qualification for the National Merit Scholarship Program. The PSAT 8/9 and the PSAT NMSQT are administered in October of each school year.

### **SAT/ACT (SCHOLASTIC APTITUDE TEST AND AMERICAN COLLEGE TEST)**

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the School Counselor or College and Career Readiness Advisor early during their junior year to determine the appropriate exam to take; it is recommended these exams are usually taken at the end of the junior year. It is also suggested that students take both the ACT and the SAT.

### **STAAR (STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS) GRADES 3–8**

In addition to routine tests and other measures of achievement, students at certain grade levels will take state-mandated assessments, such as the STAAR, in the following subjects:



- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Writing, including spelling and grammar, in grades 4 and 7
- Science in grades 5 and 8
- Social Studies in grade 8

Successful performance on the reading and math assessments in grades 5 and 8 is required by law in order for the student to be promoted to the next grade level, unless the student is enrolled in a reading or math course intended for students above the student’s current grade level. Exceptions may apply for students enrolled in a special education program if the ARD committee concludes the student has made sufficient progress in the student’s individual education plan (IEP). See [Promotion and Retention](#) for additional information.

A Spanish version of STAAR is also available to students through grade 5 who need this version.

### **STAAR END-OF-COURSE (EOC) ASSESSMENTS**

Beginning with ninth graders in the 2011–2012 school year and, as modified by House Bill 5, end-of-course (EOC) assessments are administered for the following courses:

- Algebra I
- English I and English II
- Biology
- United States History

Satisfactory performance on the applicable assessments will be required for graduation.

There are three testing windows during the year in which a student may take an EOC assessment. These occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will retake the assessment.

For students in Grades 3-8 and for End of Course (EOC) in addition to the STAAR Test, the following assessments may be appropriate for a student with a disability:

STAAR Online is available to all students. Students requiring Content Supports; Language and Vocabulary Supports; or Text-to-Speech for the Grades 4 and 7 Writing, English I, or English II exams will be required to take the online version.

STAAR Alternate 2 is an alternate assessment based on academic standards and is designed for students with significant cognitive disabilities receiving special education services as determined by the student’s ARD committee.

Parents may not opt out of their child taking state assessments. Specifically, a parent is not entitled to remove the child from a class or other school activity to avoid a test or to prevent the child from taking a subject for an entire semester. See Texas Education Code § 26.010.

Also, see [Graduation](#) for additional information.

### **TSI (TEXAS SUCCESS INITIATIVE) ASSESSMENT**

Prior to enrollment in a college or university, most students must take a standardized test to measure college readiness. Often, this is either the Scholastic Aptitude Test (SAT) or the American College Testing (ACT). In Texas, if a student takes one of these tests and does not score above a certain benchmark in any area of English, Writing, and/or Math, they are then required to take the Texas Success Initiative Assessment (TSIA). The purpose of the TSIA is to assess skills entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. If a student does not score above certain benchmark scores on the TSIA, they will need to take developmental courses at the postsecondary education institution they plan to attend. These courses are at full tuition and do

not count towards a degree, so it is very important students study for this test prior to actually taking it. Campus school Counselors and advisors can provide ample study tools to students needing to take the test.

All Texas public colleges and universities can administer the TSIA for a nominal fee – usually \$29.00 to \$50.00. Currently, FBISD offers the TSIA free to graduating seniors and dual credit applicants who need it. For possibilities of taking the TSIA at your high school campus, contact your School Counselor or College and Career Readiness Advisor.

## TEXTBOOKS, E-BOOKS, TECH EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS

Textbooks and other District-approved instructional materials are provided to students free of charge for each subject or class. Any books must be covered by the student, as directed by the teacher, and treated with care. Electronic textbooks and technological equipment may also be provided to students, depending on the course and course objectives. A student who is issued a damaged item should report the damage to the teacher. Any student failing to return an item in acceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage paid for by the parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day. If the district does not issue graphing calculators for a course requiring their use, a student may use a calculator application with the same functionality as a graphing calculator on a phone, laptop, tablet, or other computing device in place of a graphing calculator.

### **FEEES FOR LOST OR DAMAGED TEXTBOOKS**

- |                                    |   |
|------------------------------------|---|
| • Torn pages                       | Up to 25% of replacement cost                   |
| • Ink or pencil marks(Minor/major) | \$1.00 per page/50% to 100% of replacement cost |
| • Loose bindings                   | Up to 50% of replacement cost                   |
| • Minor water damage (No mildew)   | Up to 50% of replacement cost                   |
| • Missing pages (One or more)      | 100% of replacement cost                        |
| • Obscenities-drawn or written     | 100% of replacement cost                        |
| • Mold or mildew                   | 100% of replacement cost                        |
| • Missing barcodes                 | 100% of replacement cost                        |
| • Late fee                         | \$10.00 per book                                |
| • Abandonment fee                  | \$10.00 per book                                |

<ul style="list-style-type: none"> <li>• Loss or damage of student device <i>(Laptop/Tablet/Desktop)</i></li> </ul>	Up to 100% cost of repairs and or full replacement
<ul style="list-style-type: none"> <li>• Loss or damage of technology accessories &amp; peripherals <i>(i.e. Keyboard, Mouse, Stylus, tablet case etc.)</i></li> </ul>	Up to 100% cost of repairs and or full replacement
<ul style="list-style-type: none"> <li>• Loss or damage of shared or general purpose technology resources <i>(i.e. Broadcast equipment &amp; accessories, Campus technology resources, Audio/Video equipment and associated peripherals, Interactive display technology, Projection technology, Document camera, Wireless access points, Security cameras etc.)</i></li> </ul>	Up to 100% cost of repairs and or full replacement

## VIDEO CAMERAS

For safety purposes, video and audio recording equipment is used to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

The Principal will have access to video and audio recordings and may use the video and audio recording to document student misconduct. Discipline will be assigned in accordance with the Student Code of Conduct.

### **VIDEO SURVEILLANCE OF SPECIAL EDUCATION SETTINGS**

The District shall comply with the rules and regulations related to Senate Bill 507, amended by S.B. 1398, and codified in 19 T.A.C. § 103.1301, and Policy EHBAF (LEGAL). On the request of an eligible parent, trustee, Principal, assistant Principal, or staff member, the District must provide video equipment, including video cameras with audio recording capabilities, to campuses in accordance with TEC § 29.022 and 19 T.A.C. § 103.1301. Campuses that receive the equipment must place, operate, and maintain video cameras in certain self-contained classrooms or other special education settings. Video recordings are confidential and may only be accessed or viewed by certain individuals as defined by statute, and as set forth in these procedures. Additional information regarding video surveillance of special education settings may be found on the District's website at <https://www.fortbendisd.com>, under Special Education.

## HEALTH and SAFETY

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### CONTAGIOUS DISEASES/CONDITIONS

#### **WHAT IS TUBERCULOSIS (TB)?**

Tuberculosis (TB) is a disease caused by bacteria called *Mycobacterium tuberculosis*. The bacteria usually attack the lungs. But TB bacteria can attack any part of the body. If not treated properly, TB disease can be fatal.

TB is spread through the air from one person to another. The bacteria are put into the air when a person [TB disease](#) of the lungs or throat coughs, sneezes, speaks, or sings. People nearby may breathe in these bacteria and become infected.

TB is NOT spread by

- shaking someone's hand
- sharing food or drink
- touching bed linens or toilet seats
- sharing toothbrushes
- kissing

Not everyone infected with TB bacteria becomes sick. People who are infected, but not sick, have what is called [latent TB infection](#). People who have latent TB infection do not feel sick, do not have any symptoms, and cannot spread TB to others. But some people with latent TB infection go on to get TB disease.

There is good news. People with TB disease can be treated if they seek medical help. Even better, most people with latent TB infection can take medicine so that they will not develop TB disease.

#### **HOW IS TB SPREAD?**

TB is spread through the air from one person to another. The bacteria are put into the air when a person with TB disease of the lungs or throat coughs, sneezes, speaks, or sings. People nearby may breathe in these bacteria and become infected.

When a person breathes in TB bacteria, the bacteria can settle in the lungs and begin to grow. From there, they can move through the blood to other parts of the body, such as the kidney, spine, and brain.

TB disease in the lungs or throat can be infectious. This means that the bacteria can be spread to other people. TB in other parts of the body, such as the kidney or spine, is usually not infectious.

People with TB disease are most likely to spread it to people they spend time with every day. This includes family members, friends, and coworkers or schoolmates.

### **WHAT IS LATENT TB?**

In most people who breathe in TB bacteria and become infected, the body is able to fight the bacteria to stop them from growing. The bacteria become inactive, but they remain alive in the body and can become active later. This is called latent TB infection. People with latent TB infection:

- Have no symptoms
- Don't feel sick
- Can't spread TB bacteria to others
- Usually have a positive skin test reaction or positive TB blood test
- May develop TB disease if they do not receive treatment for latent TB infection

Many people who have latent TB infection never develop TB disease. In these people, the TB bacteria remain inactive for a lifetime without causing disease. But in other people, especially people who have weak immune systems, the bacteria become active, multiply, and cause TB disease.

### **WHAT IS TB DISEASE?**

If the immune system can't stop TB bacteria from growing, the bacteria begin to multiply in the body and cause TB disease. The bacteria attack the body and destroy tissue. If this occurs in the lungs, the bacteria can actually create a hole in the lung. Some people develop TB disease soon after becoming infected (within weeks) before their immune system can fight the TB bacteria. Other people may get sick years later, when their immune system becomes weak for another reason.

Babies and young children often have weak immune systems. People infected with [HIV](#), the virus that causes AIDS, have very weak immune systems. Other people can have weak immune systems, especially people with any of these conditions:

- Substance abuse
- Diabetes mellitus
- Silicosis
- Cancer of the head or neck
- Leukemia or Hodgkin's disease
- Severe kidney disease
- Low body weight
- Certain medical treatments (such as corticosteroid treatment or organ transplants)
- Specialized treatment for rheumatoid arthritis or Crohn's disease

Symptoms of TB disease depend on where in the body the TB bacteria are growing. TB disease in the lungs may cause symptoms such as:

- A bad cough that lasts 3 weeks or longer
- Pain in the chest
- Coughing up blood or sputum (phlegm from deep inside the lungs)

Other symptoms of TB disease are:

- Weakness or fatigue
- Weight loss
- No appetite

- Chills
- Fever
- Sweating at night

### **WHERE CAN YOU GET MORE INFORMATION?**

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. Additional information may also be found at the Websites for the [Centers for Disease Control and Prevention](#), and the [Department of State Health Services](#).

## HEALTH RELATED MATTERS

### **SEIZURE DISORDERS**

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year or upon enrollment of the student, or as soon as practicable following a diagnosis of a seizure disorder of the student. For more information, contact the school nurse.

### **BACTERIAL MENINGITIS**

State law requires the District to provide information about bacterial meningitis:

- What is meningitis?
  - Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is common and most people recover fully. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.
- What are the symptoms?
  - Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms.
  - Children (over two years old) and adults with bacterial meningitis commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.
  - The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.
- How serious is bacterial meningitis?
  - If it is diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases, it can be fatal or a person may be left with a permanent disability.
- How is bacterial meningitis spread?
  - Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. They are spread when people exchange respiratory or throat secretions (such as by kissing, coughing, or sneezing).
  - The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The bacteria rarely overcome the body's immune system and cause meningitis or another serious illness.
- How can bacterial meningitis be prevented?
  - Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap and water can also help stop the spread of the bacteria. It's a

good idea not to share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

- There are vaccines available to offer protection from some of the bacteria that can cause bacterial meningitis. \*The vaccines are safe and effective (85–90 percent). They can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.
- What should you do if you think you or a friend might have bacterial meningitis?
  - You should seek prompt medical attention.
- Where can you get more information?
  - Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the Websites for the [Centers for Disease Control and Prevention](#) and the [Department of State Health Services](#).

\* Note: DSHS requires at least one meningococcal vaccination on or after the student's 11<sup>th</sup> birthday, unless the student received the vaccine at age 10. Also, note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus. See [Immunization](#) for more information.

### **BIRTHDAY /CELEBRATION TREATS**

In accordance with the Food and Nutrition Division, of the Texas Department of Agriculture which provides for the following:

Elementary schools will allow birthday treats. i.e. cupcakes and cookies, to be brought in and served on a student's birthday for the student's class only after the children have had an opportunity to consume a nutritious meal. Approval from the campus Principal must be obtained prior to bringing birthday treats. Any treats brought to the campus for student consumption will need to be store-bought with an ingredient label attached not prepared at home. Treats will be served for a short period of time (5-10) minutes so as not to cause excessive interruption to instruction.

Please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss this with the child's teacher prior to bringing any food in this circumstance. Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products. See [Food Allergies](#)

### **FOOD ALLERGIES**

The District requests to be notified when a student has been diagnosed with a food allergy, especially those allergies that could result in dangerous or possibly life-threatening reactions either by inhalation, ingestion, or skin contact with the particular food. It is important to disclose the food to which the student is allergic, as well as the nature of the allergic reaction, in order to serve his or her needs. Please contact the school nurse or campus Principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy. If your child requires a special meal accommodation through the school cafeteria due to a diagnosed food allergy, you will also need to contact Child Nutrition.

The District has developed and annually reviews a food allergy management plan, which addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the District receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely

accessing the school environment. In some cases, the student may be evaluated to determine if the student is eligible for individual accommodation plan under a Section 504. The District encourages parents and students to be respectful of allergies students have when bringing lunches, other snacks or treats to school, and know that food allergy plans may require limitations, where permitted by law. The District's food allergy management plan can be accessed through your campus nurse and Section 504 coordinator. Also, see Policy FFAF (LEGAL).

### **HEAD LICE**

Head lice, although not an illness or a disease, is very common among children and is spread very easily through head-to-head contact during play, sports, or nap time and when children share things like brushes, combs, hats, and headphones. If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to determine whether the child will need to be picked up from school and to discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments and how best to eliminate lice and prevent their return.

Notice will also be provided to parents of elementary school students in the affected classroom.

More information on head lice can be obtained from the DSHS Website – [Managing Head Lice](#). See Policy FFAA (LEGAL).

### **HOMEBOUND EDUCATIONAL SERVICES**

The District provides educational services for Fort Bend ISD (FBISD) students, both general education and special education, who cannot attend school because of medically documented conditions. The educational services give eligible students an opportunity to continue meeting their educational requirements as medical conditions permit. Eligibility for Homebound educational services is contingent on a licensed medical doctor's certification and the approval of the General Education Homebound (GEH), 504 Committee or Admissions, Review, and Dismissal (ARD) committee. The certification process includes documentation that a student is unable to attend a public school for at least four consecutive weeks or has a chronic recurring condition that results in probable absences that total at least four or more weeks during the school year due to a medical condition. For more information regarding homebound services, contact the Executive Director of Student Support Services at (281)-634-1142.

### **PHYSICAL ACTIVITY FOR STUDENTS IN ELEMENTARY AND MIDDLE SCHOOL**

In accordance with Policies at EHAB (LEGAL), EHAC (LEGAL), EHBG (LEGAL), and FFA (LEGAL) the District will ensure that students in full-day prekindergarten through grade five engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week.

Students in middle school will engage in moderate to vigorous physical activity for at least 50 percent of the class for at least four semesters OR at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters.

For additional information on the District's requirements and programs regarding student physical activity, please see the campus Principal.

### **SCHOOL HEALTH ADVISORY COUNCIL (SHAC)**

The duties of the SHAC range from recommending curriculum to developing strategies for integrating curriculum into a coordinated school health program encompassing issues such as school health services, counseling services, a safe and healthy school environment, recess recommendations, improving student fitness, mental health concerns, and employee wellness. See Policy BDF (LEGAL), EHAA (LEGAL) and [Removing a Student from Human Sexuality Instruction](#) for additional information.

Additional information regarding the School Health Advisory Council is available from the Coordinator of Health and PE in the Curriculum Department.

### **SPINAL SCREENING PROGRAM**

School-based spinal screening helps identify adolescents with abnormal spinal curvature and refer them for appropriate follow-up by their physician. Screening can detect scoliosis at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, see Policy FFAA (LEGAL) or contact the superintendent.

Spinal screening is non-invasive and conducted following the most recent, nationally accepted and peer-reviewed standards for spinal screening.

### **STUDENT ILLNESS**

When your child is ill, please contact the school to let us know he or she won't be attending that day. It is important to remember that schools are required to exclude students with certain illnesses from school for periods of time as identified in state rules. For example, if your child has a fever over 100 degrees or greater, he or she must stay out of school until fever free for 24 hours without fever-reducing medications. In addition, students with diarrheal illnesses must stay home until they are diarrhea free without diarrhea-suppressing medications for at least 24 hours. A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day, he or she must receive permission from the teacher before reporting to the school nurse. If the nurse determines that the child should go home, the nurse will contact the parent.

The District is also required to report certain contagious (communicable) diseases or illnesses to the Texas Department of State Health Services (DSHS) or our local/regional health authority.

The school nurse can provide information from DSHS on these notifiable conditions. Contact the school nurse if you have questions or if you are concerned about whether or not your child should stay home.

## **OTHER HEALTH-RELATED MATTERS**

### **ASBESTOS MANAGEMENT PLAN**

The District works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the District's Asbestos Management Plan is available for review. If you have any questions or would like to examine the District's plan in more detail, please contact the District's designated asbestos coordinator at (281) 634-3840.

### **PEST MANAGEMENT PLAN**

The District is required to follow Integrated Pest Management (IPM) procedures to control pests on school grounds. Although the District strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, pesticide use is sometimes necessary to maintain adequate pest control and ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be



notified prior to pesticide application inside their child's school assignment area may contact the District's IPM coordinator at (281) 634-5546.

### **PHYSICAL FITNESS ASSESSMENT**

Annually, the District will conduct a physical fitness assessment of students in grades 3–8 as well as any student at the high school level enrolled in a Texas Essential Knowledge and Skills (TEKS) based course for which they earn a physical education graduation credit, this includes any student enrolled in a physical education substitute course. The assessment instrument is the Fitnessgram which evaluates body composition (Body Mass Index), aerobic capacity (one mile run or pacer test), muscular strength and endurance (curl ups, pull-ups, flexed arm hang), trunk extensor strength and flexibility (trunk lift) and flexibility (shoulder stretch). At the end of the school year, a parent may submit a written request to the campus Principal to obtain the results of his or her child's physical fitness assessment conducted during the school year.

### **TOBACCO AND E-CIGARETTES PROHIBITED**

The District and its staff strictly enforce prohibitions against the use of all tobacco products, including electronic cigarettes (e-cigarettes), or any other electronic vaporizing device by students and others while on school property and at school-sponsored and school-related activities. See Policies FNCD (LEGAL), GKA (LEGAL) and the Student Code of Conduct posted on the District website at <https://www.fortbendisd.com>, under Student Affairs.

### **VENDING MACHINES**

The District has adopted policies and implemented procedures to comply with state and federal food service guidelines for restricting student access to vending machines. For more information regarding these policies and guidelines see the Director of Child Nutrition. See Policies CO (LEGAL) and FFA (LEGAL).

## **IMMUNIZATIONS**

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (TDSHS), Immunization Branch, can be honored by the District. This form may be obtained by writing the TDSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at [Affidavit Request for Exemption from Immunization](#). The form must be notarized and submitted to the Principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are: diphtheria, tetanus, and pertussis; measles, mumps, and rubella; polio; hepatitis A; hepatitis B; varicella (chicken pox); and meningococcal. The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the TDSHS. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. licensed physician stating that, in the doctor's opinion, the immunization required poses a significant risk to the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a life-long condition.

As noted at [Bacterial Meningitis](#), entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off

campus may be subject to this requirement. For further information, see Policy FFAB (LEGAL) and the TDSHS Website: [Texas School & Child Care Facility Immunization Requirements](#).

## MEDICINE AT SCHOOL

The District will not purchase medication to give to a student. District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, with the following exceptions:

Only authorized employees, in accordance with Policy FFAC (LEGAL), may administer:

- Prescription medication, in the original, properly labeled container, delivered to the clinic by the parent, along with a written request
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified District employee from the original, properly labeled container
- Non-prescription medication, in the original, properly labeled container, delivered to the clinic by the parent along with a written request
- Herbal or dietary supplements delivered to the clinic by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities

Students whose schedules provide for regular time spent outdoors, including for recess and physical education classes, should apply sunscreen before coming to school.

For students at the elementary level, the student's teacher or other District personnel will apply sunscreen to a student's exposed skin if the student brings the sunscreen to school and requests assistance with the application of the sunscreen. Nothing prohibits a student at this level from applying his or her own sunscreen if the student is capable of doing so.

For students at the secondary level, a student may possess and apply sunscreen when necessary. If the student will need assistance with this application, please address the need for assistance with the school nurse.

Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the District is made aware of any safety and medical issues.

A student with asthma or severe allergic reaction (anaphylaxis) may be permitted to possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if he or she has written authorization from his or her parent and a physician or other licensed health-care provider. The student must also demonstrate to his or her physician or health-care provider and to the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse or Principal.

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or Principal for information. See Policy FFAC (LEGAL).

### **PSYCHOTROPIC DRUGS**

A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood- or behavior-altering substance.

Teachers and other District employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A District employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. For further information, see Policy FFAC (LEGAL).

## SAFETY

Student safety on campus, at school-related events, and on District vehicles is a high priority of the District. Although the District has implemented safety procedures, the cooperation of students is essential to ensuring school safety. A student is expected to:

- Avoid conduct that is likely to put the student or others at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the Principal, teachers, or bus drivers.
- Remain alert to and promptly report to a teacher or the Principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other District employees who are overseeing the welfare of students.

### **SCHOOL IDENTIFICATION AND SAFETY PROCEDURES**

It is anticipated that a student will use his or her ID card for two school years. There are several legitimate reasons a student might need a new card sooner such as:

- Student enrolls in a different campus
- Student's look significantly changes
- Student's legal name changes
- Student does not like the picture originally uploaded from Skyward

There will be no charge to the student for a new card under these circumstances. Student must turn in the old ID card when the new one is provided.

Lost or accidentally damaged card:

- First incident per year-free replacement
- Second incident per year-\$1 replacement
- Third incident per year- \$5 replacement

Willfull Destruction:

Students who willfully damage their student ID are subject the full \$5 replacement fee.

### **EMERGENCY PREPAREDNESS**

In accordance with state law and FBISD's Emergency Operations, all campuses conduct training and drills to help students and staff prepare to take quick protective action in an emergency. Drills are conducted according to Standard Response Protocol. Standard Response Protocol is based on four actions: LOCKOUT, LOCKDOWN, EVACUATE, AND SHELTER. In the event of an emergency the action and appropriate direction are called for and staff and students respond in a quick, orderly manner. Each classroom throughout the District has a Quick Reference Emergency Guide posted that details Standard Response Protocol actions for students and staff.



# STANDARD™ RESPONSE PROTOCOL

## STUDENT SAFETY

A critical ingredient in the safe school recipe is the classroom response to an incident at school. Weather events, fire, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by students, teachers, staff and administration.

## SRP

Our school is expanding the safety program to include the Standard Response Protocol (SRP). The SRP is based on these four actions. Lockout, Lockdown, Evacuate and Shelter. In the event of an emergency, the action and appropriate direction will be called on the PA.

**LOCKOUT** - "Secure the Perimeter"

**LOCKDOWN** - "Locks, Lights, Out of Sight"

**EVACUATE** - "To the Announced Location"

**SHELTER** - "For a Hazard Using a Safety Strategy"

## TRAINING

Please take a moment to review these actions. Students and staff will be trained and the school will drill these actions over the course of the school year. More information can be found at <http://iloveuguy.org>



## LOCKOUT SECURE THE PERIMETER

Lockout is called when there is a threat or hazard outside of the school building.

### STUDENTS:

- Return to inside of building
- Do business as usual

### TEACHERS

- Recover students and staff from outside building
- Increased situational awareness
- Do business as usual
- Take roll, account for students



## LOCKDOWN LOCKS, LIGHTS, OUT OF SIGHT

Lockdown is called when there is a threat or hazard inside the school building.

### STUDENTS:

- Move away from sight
- Maintain silence

### TEACHERS:

- Lock classroom door
- Lights out
- Move away from sight
- Maintain silence
- Wait for First Responders to open door
- Take roll, account for students



## EVACUATE TO A LOCATION

Evacuate is called to move students and staff from one location to another.

### STUDENTS:

- Bring your phone
- Leave your stuff behind
- Form a single file line
- Show your hands
- Be prepared for alternatives during response.

### TEACHERS:

- Grab roll sheet if possible
- Lead students to Evacuation Location
- Take roll, account for students



## SHELTER FOR A HAZARD USING SAFETY STRATEGY

Shelter is called when the need for personal protection is necessary.

### SAMPLE HAZARDS:

- Tornado
- Hazmat

### SAMPLE SAFETY STRATEGIES:

- Evacuate to shelter area
- Seal the room

### STUDENTS:

- Appropriate hazards and safety strategies

### TEACHERS:

- Appropriate hazards and safety strategies
- Take roll, account for students

## **EMERGENCY MEDICAL TREATMENT AND INFORMATION**

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school may have to rely on previously provided written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Therefore, parents are asked each year to complete or update the medical information and emergency details form.

Parents should keep emergency care information up-to-date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the school nurse to update any information that the nurse or the teacher needs to know.

## **SEVERE WEATHER EMERGENCIES**

In the event of severe weather, such as thunderstorms or tornadoes, FBISD contracts with AccuWeather Enterprise Solutions for real-time, campus-specific forecasts and notifications. The District's Emergency Management Coordinator monitors weather conditions and can speak directly with a meteorologist when necessary. Campus administrators receive real-time severe weather notifications, including lightning warnings and tornado watches/warnings via text message and email, so that timely decisions can be made to ensure student safety.

## **STERIODS**

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for medical use only, and only a physician can prescribe use.

Body building, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense.

Students participating in UIL athletic competition may be subject to random steroid testing. More information on the UIL testing program may be found on the [UIL Website](#).

## **SUBSTANCE ABUSE PREVENTION AND INTERVENTION**

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school Counselor. The school Counselor can provide you with a list of community resources that may be of assistance to you. The TDSHS maintains information regarding children's mental health and substance abuse intervention services on its Website: [Services for Children and Adolescents](#).

## **SAFE AND DRUG FREE SCHOOLS PROGRAM AND STAFF**

FBISD has three Safe and Drug Free School (SDFS) Specialists who work with all elementary, secondary, and specialty campuses to provide substance use prevention support, education, and intervention services. Additionally, gang prevention and numerous health-related presentations in the schools is coordinated through the SDFS Specialists.

## **UNAUTHORIZED PERSONS**

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or District police officer has the authority to refuse entry 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

- The person behaves in a manner that is inappropriate for a school setting and the person 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). See also the Student Code of Conduct posted on the District website at <https://www.fortbendisd.com> under Student Affairs.

## TECHNOLOGY

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### ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES / DIGITAL CITIZENSHIP

Fort Bend Independent School District makes a variety of communications and information technologies available to students through computer/network/Internet access. These technologies, when properly used, promote educational excellence in the District by facilitating resource sharing, innovation, and communication. Illegal, unethical or inappropriate use of these technologies can have dramatic consequences, harming the District, its students and its employees. These Digital Citizenship Guidelines are intended to minimize the likelihood of such harm by educating District students and setting standards which will serve to protect the District. The District firmly believes that digital resources, information and interaction available on the computer/network/Internet far outweigh any disadvantages.

Fort Bend ISD promotes the use of Blended Learning instruction for PreK – 12 students. Blended Learning combines a traditional teacher led instructional approach with online learning. FBISD uses Schoology, a learning management system, to facilitate Blended Learning for students, educators, and leaders.

Schoology is an online platform that manages curriculum content and allows teachers to offer engaging learning experiences that promote collaboration and the development of future ready skills in a secure environment. Students are enrolled in each of their courses within the Schoology platform where they can access instructional materials, homework, resources, and engage in discussions with their peers.

**Beginning in September 2018, all FBISD parents will gain access to Schoology.** This access will allow parents to access resources to support students, communicate with teachers, and review calendars and assignments for their child.

For more information about the use of Schoology and Parent Access, click here: <https://www.fortbendisd.com/Page/83209>.

#### **ACCESS TO COMPUTER/NETWORK/INTERNET**

Access to the District's digital network and electronic communications system, including the Internet, shall be made available to students for instructional purposes. All devices (District owned and personal) will be subject to filtering software that blocks access to visual depictions that are obscene, pornographic, inappropriate for students, or harmful to minors, as defined by the federal Children's Internet Protection Act (CIPA). Filtered Internet access is provided to students as defined by CIPA.

#### **Student Access**

Computer/Network/Internet access is provided to all students. Student Internet access will be under the direction and guidance of a District staff member. Students may also be allowed to use the local network and Wi-Fi with campus permission using guidelines outlined in this document.

### **Use of Mobile Devices, Including Smart Phones**

The District believes technology is a powerful tool that enhances learning and enables students to access a vast amount of academic resources. The District's goal is to increase student access to digital tools and facilitate immediate access to technology-based information. Students are encouraged to bring their own device for enhanced learning opportunities. Students will be provided access to a filtered, wireless network through which students will be able to connect mobile devices to a designated network. 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.

The possession of a mobile telephone or any device capable of capturing images during a state assessment will result in the state assessment not being scored. Students found in possession of a mobile telephone or any device capable of capturing images, during a state assessment, may be required to retest.

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.

Confiscated mobile devices that are not retrieved by the student or the student's parents will be disposed of after the notice as required by law. See Policy FNCE (LEGAL).

In limited circumstances and in accordance with law, a student's mobile device may be searched by authorized personnel. See [Searches](#) and Policy FNF (LEGAL).

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined according to in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child "Before You Text" Sexting Prevention Course, a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

Any disciplinary action will be in accordance with the Student Code of Conduct. The District is not responsible for damaged, lost, or stolen personal mobile devices.

### **Designated Instructional Areas**

Students are allowed to bring mobile devices that can access the designated filtered wireless network, as available. Students will be allowed to use the device for educational purposes in a digitally responsible manner as permitted by instructor.

### **Designated Non-Instructional Areas/Times**

Students are allowed to bring mobile devices that can access the designated filtered wireless network, as available. Students will be allowed to use the device in specified areas and times as determined by the campus.

## **Security**

A student who gains access to any inappropriate or harmful material is expected to discontinue the access and to report the incident to the supervising staff member. Any student identified as a security risk or as having violated the Digital Citizenship guidelines may be denied access to the District's networks and digital resources. Other consequences may also be assigned. A student who knowingly brings prohibited materials into the school's digital environment will be subject to suspension of access and/or revocation of privileges on the District's networks and will be subject to disciplinary action in accordance with the FBISD Discipline Management Techniques and Student Code of Conduct.

## **Content/Third-Party Information**

Students and parents of students with access to the District's networks and digital resources should be aware that use of the resources may provide access via links to outside material not yet reviewed or approved by the District.

## **Subject to Monitoring and Inspection**

No District computer/network/Internet usage shall be considered confidential and is subject to monitoring by designated staff at any time to ensure appropriate use. Students should not use the computer system to send, receive or store any information, including email messages, that they consider personal or confidential and wish to keep private. All electronic files, including email messages, transmitted through or stored in the District computer system and networks will be treated no differently than any other electronic file. The District reserves the right to access, review, copy, modify, delete or disclose such files for any purpose. Students should treat the computer system as a shared or common file system with the expectation that electronic files, sent, received or stored anywhere in the computer system, will be available for review by any authorized representative of the District for any purpose. Fort Bend ISD respects the privacy of its students, faculty and staff. However, in order to provide a safe academic and working environment, the District may engage in inspections of mobile devices in accordance to disciplinary guidelines when there is reasonable belief that the Digital Citizenship guidelines have been violated, for reasons of health and safety, or when state/federal law violation has occurred.

## **System(s) Authentication**

Passwords and User ID play a very important role in computer security. Passwords are used for various purposes at Fort Bend ISD. Some of the more common uses include access to network, Office365 email account, OneDrive, Learning Management System, digital resources, etc. Each student is responsible for the use and security of his/her individual assigned account and should take all reasonable precautions to prevent others from being able to use the account, including change the password as required. Student should be aware of how to select strong password. Strong password is the front line of defense for student accounts and access to Fort Bend ISD digital resources. A poorly chosen password may result in the compromise of student's digital resources and information. As such, all students are responsible for taking the appropriate steps to select and secure their passwords.

List of "don'ts":

- Do not share a password with anyone include family members. All passwords are to be treated as sensitive, confidential Fort Bend ISD information
- Do not reveal a password in an email message, text message, or other means of written communication
- Do not talk about a password in front of others
- Do not reveal a password on questionnaires or forms
- Do not write password in notebook, notepad, or the likes
- Do not use the "Remember Password" feature of applications in computer labs or on classroom computers
- Do not use the same password for Fort Bend ISD account as for other non-District access (i.e., personal email account (at home or other), online games, home computer accounts, etc.)
- Do not attempt to obtain or use a User ID and Password that is not assigned to the student



- Do not attempt in any way to obtain a password for another user's Used ID
- Do not attempt to access or circumvent passwords, password system, or other security-related information of the District

## **AVAILABILITY OF ACCESS**

### **Acceptable Use**

Computer/Network/Internet access used with District provided devices and/or personally owned devices will be to enhance learning consistent with the District's educational goals. The District requires legal, ethical and appropriate computer/network/Internet use by all students regardless if the use is for an academic class requirement and/or personal use.

### **Privilege**

Access to the District's computer/network/Internet is a privilege, not a right, and may be revoked if not used appropriately. Any use described below is deemed "acceptable" and consistent with the Fort Bend ISD Digital Citizenship Guidelines for Technology but acceptable uses are not limited to the list below:

- Use is for educational purposes during the school day
- Users will comply with all software, licenses, copyrights, and all other state and federal laws governing intellectual property
- Use is limited to the student's own individual District-provided network account. Students should not share network login information with others or use another person's login information to access the network, computer, or District digital resources

Each year, a parent or designated guardian must choose between two levels of access for their student, Full Access (FA) or Restricted Access (RA).

Full Access (FA): Student will have full use of computing devices (District provided & personal), electronic communications system/Internet access and District approved technological tools and resources.

Restricted Access (RA): Student will NOT be allowed to use or bring a personal communication device (Bring Your Own Device, BYOD) to school. Internet usage will be limited to mandatory requirements of the Fort Bend ISD curriculum, Texas Education Agency or as deemed appropriate by FBISD.

At the beginning of each school year or at the time of student enrollment, students are "opted-in" for FA with no action on the part of a parent or guardian. A parent or guardian desiring to provide only RA for their student must "Opt-out" from FA. This election can be made within family access (Skyward).

## **CONSEQUENCES OF DIGITAL CITIZENSHIP VIOLATION**

Any attempt to violate the provisions of this agreement may result in revocation of the student's access to the computer/network/Internet, regardless of the success or failure of the attempt. In addition, school disciplinary and/or appropriate legal action may be taken. Students may be held financially responsible for **intentionally** causing damage to District resources.

### **Denial, Revocation, or Suspension of Access Privileges**

With just cause, the System Administrator and/or building Administrator, may deny, revoke, or suspend computer/network/Internet access as required, pending an investigation.

### **Warning**

Sites accessible via the computer/network/Internet may contain material that is illegal, defamatory, inaccurate or controversial. Each District computer with Internet access has filtering software that blocks access to visual depictions that are obscene, pornographic, inappropriate for students, or harmful to minors, as defined by the federal Children's Internet Protection Act. The District makes every effort to limit access to

objectionable material; however, controlling all such materials on the computer/network/Internet is impossible, even with filtering in place. With global access to computers and people, a risk exists that students may access material that may not be of educational value in the school setting.

### **Student Safety**

Use of mobile devices during a campus drill or emergency will not be permitted. To ensure the safety of students, headsets and ear buds are not allowed in non-instructional areas unless approved by a teacher or administrator.

### **DISCLAIMER**

The District's system is provided on an "as is, as available" basis. The District does not make any warranties, whether expressed or implied, including, without limitation, those of merchantability and fitness for a particular purpose with respect to any services provided by the system and any information or software contained therein. The District does not guarantee that the functions or services performed by, or that the information or software contained on the system will meet the system user's requirements, or that the system will be uninterrupted or error free, or that defects will be corrected.

The District is not responsible for theft or damage to a student's personal device. Administrators will not investigate or conduct searches involving stolen or lost personal devices.

Opinions, advice, services, and all other information expressed by system users, information providers, service providers, or other third-party individuals in the system are those of the providers and not the District.

The District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the District's electronic communications system.

Parents are not to contact their child during the instructional school day via mobile device. If an emergency occurs and parents need to speak to their child, please contact the school for assistance.

### **DEFINITION OF DISTRICT TECHNOLOGY SYSTEM**

The District's computer systems and networks (system) are any configuration of hardware and software. The system includes but is not limited to the following:

- Learning Management System
- Servers
- Existing and newly acquired computer hardware, software and peripherals
- Digitized information including stored and cloud based text, data, email, images, video audio files, and database applications
- District-provided and filtered Internet access

### **INAPPROPRIATE USE OF DIGITAL RESOURCES**

Transmission of any material in violation of any federal or state law is prohibited. This includes, but is not limited to, threatening, harassing, defamatory or obscene material; copyrighted material; plagiarized material; commercial material or product advertisements; political lobbying; materials protected by trade secrets; blog posts, web posts, or discussion forum/replies posted to the Internet which violate federal or state law and illegal activities or pose health and safety concerns.

Inappropriate use includes, but is not limited to, violations of the law, uses specifically listed in this document, violations of network etiquette, or uses that obstruct the security or integrity of the FBISD network and all components connected to it.

The following rules will apply to all users of Fort Bend Independent School District's system, and violations of these rules will result in revocation of the user's access to the District network and all connected components.

- Violation of the District's Digital Citizenship guidelines for computer/computer resources or Internet access and/or any rules or agreements signed by the student or the student's parent.
- Attempting to access or circumvent passwords or other security-related information of the District, students, or employees, and/or to write, produce, generate, copy, or introduce any computer code or virus for the intent to self-replicate, damage, or harm the performance of the network or computers.
- Attempting to alter, destroy, or disable District computer equipment, District data, the data of others, or other networks connected to the District's system at any time, including off school property.
- Attempting to use the District's computer equipment to access or distribute the personal data of students or employees.
- Using the Internet or other electronic communication to threaten and/or bully District students, employees, or volunteers at any time, including off school property.
- Sending or posting electronic messages, images, audio files or video files that are abusive, disruptive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal at any time, including off school property.
- Using District or personal technology for academic misconduct, including but not limited to cheating, plagiarism, theft or damage of intellectual property, falsifying information, or altering District documents or resources.
- Sending an electronic communication that references a name, domain address, phone number, or other item of identifying information belonging to any person with the intent to reveal the personal identity, harm, or defraud any person.
- Using e-mail/websites at school to encourage illegal behavior or threaten school safety or other social networking tools.
- Downloading any application not approved by the District, including but not limited to the purpose of bypassing the District-approved filter.
- Using the District's technology resources to post, publicize, or duplicate information in violation of copyright law.
- Attempting to acquire and use the credentials of another individual to log on to the computer network, whether it is a student, administrator, or District employee.
- Using District computer system for any type of advertisement or selling of commercial or personal products or services.
- Accessing, modifying, copying, or deleting files and/or data belonging to another individual.

### **INDIVIDUAL USER'S RESPONSIBILITIES**

The following rules will apply to all users of Fort Bend Independent School District's system:

- Students must comply with all software licenses, copyright laws, and all other state and federal laws governing intellectual property.
- Students may not install/upload/download onto network drives, cloud storage locations, or any District computer network or run from a USB drive software, shareware, freeware, music files, or an executable, such as software and games, or proxy site software without permission from a teacher or administrator for academic use.
- Network administrators have the right to search student network storage locations and review data to maintain system integrity to ensure that students are using the system responsibly.
- Students are prohibited from changing any computer configurations and/or settings.
- Students are prohibited from accessing, copying or deleting anyone else's files.
- Students are prohibited from recording audio, video or taking photos without consent of both the person(s) being recorded and the teacher/administrator.
- Students are prohibited from including any profane, abusive/bullying, or impolite language in any files or folders stored on any District network or file storage space.

- Students are prohibited from accessing materials and sites which are not in line with the permitted use as defined by the teacher or administrator and Digital Citizenship guidelines. This includes, but is not limited to, Social Networking Sites or accessing Social Media tools via personal cellular data.
- Students are prohibited from damaging any computer, peripheral or the network in any way.
- The individual in whose name a system account is issued will be responsible at all times for its proper use.
- Students are prohibited from sharing their network password with another person. Students are only allowed onto the District network using their own login credentials.
- Students are not allowed to access non-District approved social networking or social media sites while using a computer connected to the Fort Bend ISD network. Students may participate in District approved social networking and social media activities that are related to instructional goals/activities. In this capacity, students may utilize tools such as, but not limited to, mobile devices, blogs, discussion forums, podcasts and other digital tools.
- Using obscene, profane, lewd, vulgar, rude, inflammatory, threatening, bullying, or disrespectful language in email communication, blogs, or other electronic communication tools and the use of electronic communication or websites to threaten students, employees, volunteers, or school safety is prohibited (even if the offense is initiated off school property). This is to include, but is not limited to, Social Networking Sites.
- Accessing proxy sites or any other sites which hide the user's identity is prohibited.
- Any attempt to access or circumvent password or other security- related information associated with the District, students, or employees, or to upload or create computer viruses (even if the offense is initiated off school property) is prohibited.
- Any attempt to alter, destroy, or disable District computer equipment, District data, the data of others, or networks connected to the District's system, (even if the offense is initiated off school property) is prohibited.
- Harassing, fraudulent, embarrassing, indecent, profane, obscene, intimidating, inaccurate, sexually threatening, offensive, discriminatory, prejudicial, material that is damaging to another person's reputation, illegal, or other unlawful material may not be sent by e-mail or other form of electronic communication or displayed on or stored on the District's computers (even if the offense is initiated off school property). Users encountering or receiving such material should immediately report the incident to a teacher or campus administrator.
- If a security problem in the District's system is identified or materials which violate the Rules for Responsible Digital Citizenship are encountered, it must be reported to a teacher or campus administrator immediately.

### **MANDATORY REVIEW**

To learn proper computer/network/Internet use and conduct, students are required to review these guidelines at the beginning of each school year. All District students shall be required to acknowledge receipt and understanding of all guidelines governing use of the system and shall agree to allow monitoring of their use and to comply with such guidelines.

The parent or legal guardian of a student user is required to acknowledge receipt and understanding of the District's Digital Citizenship Guidelines as part of their review of the Parent and Student Handbook. The consent form is mandatory for Digital Citizenship during new student registration and at the start of each school year. The consent selection remains in place throughout the school year unless the parent elects to resubmit. Campuses must provide training on the Digital Citizenship Guidelines to all students.

### **RULES FOR RESPONSIBLE DIGITAL CITIZENSHIP**

Fort Bend Independent School District offers students access to a computing device, District network and the Internet. District students are bound by all portions of the Responsible Digital Citizenship guidelines. A student who knowingly violates any portion of the Responsible Digital Citizenship guidelines will be subject to

suspension of access and/or revocation of privileges on the District's system and will be subject to disciplinary action in accordance with the District's Discipline Management Techniques and the Student Code of Conduct.

The District provides a web filtering software to protect students from accessing inappropriate material. While the purpose of the District network is to use Internet resources for constructive educational goals and instructional activities, no web filtering software can provide 100% protection. The District strives to provide a safe online environment for all students and to protect them from inappropriate content. We will constantly monitor our system and implement new technologies that will strengthen the safeguards currently in place. FBISD believes however, that the educational and instructional benefits that faculty, staff, and students derive from access to the Internet far exceed any disadvantages associated with this privilege.

By utilizing a variety of technological resources, including the Internet, Intranet, hardware, and software, the Fort Bend Independent School District is expanding educational opportunities for all stakeholders. With this opportunity come responsibilities regarding responsible digital citizenship. Each Fort Bend Independent School District user is expected to act in a responsible, ethical, and legal manner, in accordance with the missions and purposes of the networks used on the Internet, Board Policy, and with the laws of the state of Texas and The United States.

# GLOSSARY

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## **ACCELERATED INSTRUCTION**

Is an intensive supplemental program designed to address the needs of an individual student in acquiring the knowledge and skills required at his or her grade level and/or as a result of a student not meeting the passing standard on a state-mandated assessment.

## **ACT**

The American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

## **ACT-ASPIRE**

Refers to an assessment that took the place of ACT-Plan and is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

## **AGGRESSOR**

Is a student, staff member or other member of the school community who engages in the bullying, harassment or intimidation of a student.

## **ARD**

Stands for admission, review, and dismissal. The ARD committee convenes for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and his or her parents are members of the committee.

## **ATTENDANCE REVIEW COMMITTEE**

Is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

## **BULLYING**

Defined in the Education Code 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 occurs when a student or group of students engages in written or verbal expression through electronic means, or physical conduct against another student that:

- Has the effect or will have the effect of physically harming a student, or damaging the student's property; or
- Places a student in reasonable fear of physical harm to the student's person;
- 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 targeted student 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.

## **CPS**

Stands for Child Protective Services.

## **CYBERBULLYING**

Is 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.

## **DAEP**

Stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct. DFPS is the Texas Department of Family Protective Services.

## **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, hostile, or offensive 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.

## **DISCRIMINATION**

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, gender, national origin, disability, or on any other basis prohibited by law, that adversely affects the student.

## **DPS**

Stands for the Texas Department of Public Safety. EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments are required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History. ESSA is the federal Every Student Succeeds Act passed in December 2015.

## **FERPA**

Refers to the federal Family Educational Rights and Privacy Act, which grants specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless a student's parent or a student 18 or older directs the school not to release directory information.

## **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:

## **IEP**

Stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services. The IEP contains several parts, such as

a statement of the student's present educational performance; a statement of measurable annual goals, with short-term objectives; the special education and related services and supplemental aids and services to be provided, and program modifications or support by school personnel; a statement regarding how the student's progress will be measured and how the parents will be kept informed; accommodations for state or districtwide tests; whether successful completion of state-mandated assessments is required for graduation, etc.

### **IGC**

Is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

### **ISS**

Refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

### **PGP**

Stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

### **PROHIBITED CONDUCT**

"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

### **PSAT**

Is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

### **RETALIATION**

Harming or threatening to harm another: (1) on account of their service as a District employee or volunteer, (2) to prevent or delay another's service to the District, or (3) because the person intends to report a crime.

### **SCHOOL COMMUNITY**

Includes all students, school employees, administrators, parents, volunteers and visitors.

### **TARGETED STUDENT**

Is a student who has experienced bullying/cyber-bullying, harassment or intimidation.



# APPENDIX I:

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## OUT OF DISTRICT/ONLINE/DISTANCE LEARNING COURSE GUIDELINES

### Approved online providers:

- Texas Tech University (TTU), University of Texas (UT), and Texas Virtual School Network (TXVSN) are the only FBISD approved vendors. Students may also enroll in FBISD's online learning program (Edgenuity).

### Limitations:

Students may not take an out of District/online course which requires a State of Texas Assessment of Academic Readiness (STAAR) End of Course (EOC) exam. EOC courses include Algebra I, Biology, English I, English II, and U.S. History.

A student may earn a maximum of two (2) high school credits through out of District/online/distance learning for original credit. This limitation does not apply to distance learning courses offered on campus (Edgenuity). This limitation also does not apply for courses taken for credit recovery.

A student may be enrolled in only one out of District/online/distance learning course at a time unless there are extenuating circumstances approved by the campus Principal and/or designee.

Students may request approval for out of District/online/distance learning courses after completion of the eighth grade.

All pre-requisites and grade level requirements apply.

### Deadlines:

- High school seniors must complete courses taken through an out of District/online provider and submit the grade report(s) by the end of the fall semester of the year in which graduation is sought. If a course required for graduation has not been completed by the first day upon return from winter break, the student shall automatically be enrolled in the course on campus.
- Students will be required to complete out of District/online/distance learning courses (course work and final exam) within deadlines set by the vendor.
- Students will be given credit for courses taken through an out of District/online provider after a copy of the official grade report is submitted by the provider to the Principal or designee.

### Other Requirements:

- Final exams for out of District/online/distance learning courses are required to be taken on District premises in the presence of a District administrator or designee.
- Courses taken through an out of District/online provider will be included in calculating students' grade point averages (GPA) in accordance with FBISD grading and reporting guidelines. Courses will be awarded grade points consistent with the grade points specified for the course as offered in the District.

- Additional registration information will be required when enrolling in an online course through the Texas Virtual School Network (TXVSN) or Edgenuity.
- All supplies, materials, textbooks, fee, and transportation costs are the responsibility of the student/parent.
- All courses taken via an out of District/online provider may impact UIL Eligibility in accordance with FBISD rules and regulations and will be reported to the campus each marking period.

**Student Athletes:**

**Not all online courses are NCAA approved**; please check with campus school Counselor to ensure the online course is NCAA approve.

# APPENDIX II:

## 2019-2020 STUDENT/ PARENT CONSENT CHECKLIST/ACKNOWLEDGEMENT FORM

This form may be submitted electronically on *Family Access* or may be printed and submitted to campus administration.  
*One form must be submitted for each student.*

CHECKLIST	<u>STUDENT/PARENT CONSENT CHECKLIST</u>
Agreed	<p><b><u>ACKNOWLEDGE ELECTRONIC RECEIPT OF the Fort Bend ISD Student Code of Conduct and Student/ Parent Handbook for 2019- 2020:</u></b>            I understand that I may view and download the 2019-2020 Student Code of Conduct and Student/Parent Handbook at any time on the Fort Bend ISD website. Should I choose to receive a paper copy of these documents I may request a paper copy from campus administration at any time. I understand that I will be accountable and subject to disciplinary consequences outlined in the Student Code of Conduct. Furthermore, I understand that the Student/ Parent Handbook contains information that I may need during the school year. If I have any questions regarding the Student Code of Conduct and/ or the Student/ Parent Handbook, I will direct these questions to the campus Principal.</p>
Agreed	<p><b><u>ACKNOWLEDGE ELECTRONIC DISTRIBUTION OF GRADES:</u></b>            I acknowledge that progress reports and report cards are online via <i>Skyward Family Access</i>. Should I prefer a paper copy, I may make this request to campus administration.            (See <b>Electronic Distribution of Grades</b> in the Student/Parent Handbook for more information.)</p>
	<p><b><u>SCHOOL-RELATED USE OF STUDENT INFORMATION:</u></b>            I give the District permission to use identified personal information including name, photo and/or video, for <b><u>the specified school- sponsored purposes</u></b>, such as, yearbook, programs for extracurricular activities, etc. I also give the District permission to display my student’s individual or team academic work, creative work, extracurricular accomplishments, multimedia project, or presentation on the District website, my student’s campus website, or District publications. <b>Note:</b> Grades associated with student work will <b>NOT</b> be released. (See <b>Consent, Opt-Out, and Refusal Rights</b> in the Student/Parent Handbook for more information.)</p>
	<p><b><u>NON-SCHOOL RELATED USE OF STUDENT INFORMATION:</u></b>            I give the District permission to release identified personal information in response to a request <b><u>unrelated to school-sponsored purposes</u></b>. (See <b>Consent, Opt-Out, and Refusal Rights</b> in the Student/Parent Handbook for more information.)</p>
	<p><b><u>STUDENT SURVEYS:</u></b></p>

	<p>I give my student permission to participate in ALL Fort Bend ISD sponsored student surveys. (See <b>Student Engagement Surveys</b> in the Student/Parent Handbook for more information.)</p>
	<p>I give my student permission to participate in Non-Fort Bend ISD sponsored student surveys. (See <b>Student Engagement Surveys</b> in the Student/Parent Handbook for more information.)</p>
	<p><b><u>ELECTRONIC DEVICES and TECHNOLOGICAL RESOURCES :</u></b>  Each student is granted <b>FULL ACCESS (FA) to electronic devices and technological resources</b>, meaning he/she may use computing devices, electronic communications system/Internet access and District approved web communication tools. I have read, understand and agree to the Consequences for violating the <i>Digital Citizenship</i> guidelines. (See <b>Consequences of Digital Citizenship Violation</b> in the Student/Parent Handbook for more information.)</p> <p>I choose to <b>OPT OUT of Full Access (FA)</b>, meaning my student will have <b>RESTRICTED ACCESS (RA) ONLY</b>. By choosing to <b>OPT OUT</b>, I understand my student will not be allowed to use or bring a personal communication device (Bring Your Own Device, BYOD) to school. Internet usage will be limited to mandatory requirements of the Fort Bend ISD curriculum, Texas Education Agency or as deemed appropriate by FBISD. I have read, understand and agree to the Consequences for violating the <i>Digital Citizenship</i> guidelines. (See <b>Consequences of Digital Citizenship Violation</b> in the Student/Parent Handbook for more information.)</p>
<p>Applies to Grades 6-12 <b>ONLY</b></p>	<p><b><u>RELEASE OF STUDENT INFORMATION:</u></b>  I give the District permission to release my student's name, address, and telephone number to a military recruiter or institutions of higher education upon their request without my prior written consent.  (See <b>Release of Student Information to Military Recruiters and Institutions of Higher Education</b> in the Student/Parent Handbook for more information.)</p> <p><b><u>RECEIPT OF 2019-2020 FBISD EXTRACURRICULAR ACTIVITIES INFORMATION:</u></b>  I understand and consent to the student responsibilities set forth in the <b>FBISD Extracurricular Activities, Clubs, and Organizations</b> of the Student/Parent Handbook. I am aware and acknowledge that I am accountable for the behavior expectations and consequences set forth in the <b>FBISD Extracurricular Activities, Clubs, and Organizations</b>.  (See <b>Extracurricular Activities, Clubs, and Organizations</b> in the Student/Parent Handbook for more information.)</p>

**FINAL**  
**ACKNOWLEDGEMENT**

As the student/ parent/ guardian, I acknowledge I am responsible for understanding the contents of the Student Code of Conduct and the Student/Parent Handbook. Furthermore, I am aware that I will be held accountable for the disciplinary consequences that are outlined in the Student Code of Conduct. Should I have any questions, I will contact the Campus Administration.

*(Please be aware that the Student Code of Conduct is approved by the Board of Trustees annually and the Student/Parent Handbook is updated yearly. The Student/Parent Handbook is aligned with Board policy and the Student Code of Conduct. In the event there is conflict with the SCOC and Board Policy with the Student/Parent Handbook, Board Policy will prevail.)*

<b>STUDENT/PARENT/GUARDIAN'S SIGNATURE REQUIRED FOR COMPLETION NEEDED</b>	Student/Parent/Guardian's Signature:	<b>Date:</b>
	Printed Student Name: Student's Name	<b>Student ID#: Other ID</b>

# APPENDIX III: FREEDOM FROM BULLYING POLICY

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## Introduction

Fort Bend ISD is committed to providing all students a supportive climate and safe environment in which all members of the school community are treated with dignity and respect.

## BOARD POLICY (FFI)

STUDENT WELFARE FFI

FREEDOM FROM BULLYING (LOCAL)

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**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.

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### 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, cyberbullying, and retaliation, as defined by this policy, are prohibited.

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

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

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
2. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student; or
3. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
4. Infringes on the rights of the targeted student at school.

### CYBERBULLYING

Cyberbullying means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, computer, camera, electronic mail, instant messaging, text messaging, social media application, Internet website, or any other Internet-based communication tool.

RETALIATION

Retaliation occurs when an aggressor harasses, intimidates or further bullies a student who has, in good faith, made a report of bullying or cyberbullying, served as a witness, or participated in an investigation. Retaliation may include, but is not limited to threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions.

School community includes all students, school employees, administrators, parents, volunteers and visitors.

Aggressor is a person of the school community who engages in the bullying, cyberbullying, or retaliation of a student.

Targeted student is a person who has experienced bullying, cyberbullying, or retaliation.

SCOPE

This policy applies to:

Bullying that occurs on or is delivered on school property or 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, or

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.

REPORTING

To obtain assistance and intervention, any student who has experienced bullying or cyberbullying, or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school Counselor, Principal, or other District employee.

REPORT

A report may be made verbally, in writing, or anonymously. The Principal or designee shall reduce any oral reports to written form. Anyone may anonymously report through a telephone hot line, electronic message system, or other available means. The Title IX Coordinator shall reduce the anonymous report to written form and provide to the Principal or designee.

FALSE REPORT

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying, cyberbullying or retaliation shall be subject to appropriate disciplinary 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 as soon as possible, but in no event more than three (3) days after the incident is reported. The Principal or designee shall notify the parents or guardian of the alleged aggressor within five (5) business days after the date the incident is reported.

INVESTIGATION OF REPORT	<p>The Principal or designee shall conduct an appropriate investigation based on the allegations in the report. The Principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.</p> <p>The school Counselor shall serve as an impartial, non-reporting resource for interpersonal conflicts and discord involving two or more students.</p>
CONCLUDING THE INVESTIGATION	<p>Absent extenuating circumstances, the investigation should be completed within five (5) District business days from the date of the initial report alleging bullying; however, the Principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The Principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the targeted student used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
DISTRICT ACTION	<p>If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary or corrective action in accordance with the District’s Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.</p>
DISCIPLINE	<p>A targeted student who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.</p> <p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
COUNSELING	<p>The Principal or designee shall notify the targeted student, aggressor, and any students who witnessed the bullying of available counseling options.</p>
CORRECTIVE ACTION	<p>Corrective action may include, but is not limited to,</p> <ol style="list-style-type: none"> <li>1. a training program for the individuals involved in the complaint,</li> <li>2. a comprehensive education program for the school community,</li> <li>3. follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred,</li> <li>4. involving parents and students in efforts to identify problems and improve the school climate,</li> <li>5. increasing staff monitoring of areas where bullying has occurred, and</li> <li>6. reaffirming the District’s policy against bullying.</li> </ol>



TRANSFERS	The Principal or designee shall refer to Policy FDB for transfer provisions.
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.
CONFIDENTIALITY	To the greatest extent possible, the District shall respect the privacy of the person submitting the report, targeted student, persons against whom a report is filed, aggressor, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
APPEAL	A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG (LOCAL).
RECORDS RETENTION	Retention of records shall be in accordance with CPC (LOCAL).
ACCESS TO POLICY AND PROCEDURES	This policy and the accompanying administrative regulations shall be available on the District's website. Information related to the policy and administrative regulations shall be provided annually in the Student/Parent and Employee Handbooks.

## BOARD POLICY (FFH)

### STUDENT WELFARE FFH FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION (LOCAL)

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**Note:** This policy addresses discrimination, harassment, and retaliation involving District students. For provisions regarding discrimination, harassment, and retaliation involving 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.

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**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.

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, gender, national origin, 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.

**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.

**DISCRIMINATION** Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, gender, national origin, disability, or on any other basis prohibited by law, that adversely affects the student.

**HARASSMENT** Harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student’s race, color, religion, gender, national origin, disability, or any other basis prohibited by law that is so severe, persistent, or pervasive that the conduct:

1. Affects a student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student’s academic performance; or
3. Otherwise adversely affects the student’s educational opportunities. Prohibited harassment includes dating violence as defined by this policy.

Harassment includes harassment that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, computer, camera, electronic mail, instant messaging, text messaging, social media application, Internet website, or any other Internet-based communication tool.

SEXUAL HARASSMENT  
BY AN EMPLOYEE

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
  - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
  - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. See Policy DH.

BY OTHERS

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:

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

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 prohibited if the conduct is so severe, persistent, or pervasive that the conduct:

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

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 harassment if the conduct is so severe, persistent, or pervasive that the conduct:

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

**RETALIATION** The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, serves as a witness, or participates in an investigation.

Retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

**REPORTING** To obtain assistance and intervention, any student who 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, or other District employee.

Any District employee who suspects or receives notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

Anyone who observes, overhears, or otherwise witnesses the prohibited conduct shall report it as soon as possible after the alleged act or knowledge of the alleged act. A failure to timely report may impair the District's ability to investigate and address the prohibited conduct.

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

Reports of discrimination based on sex, including sexual harassment/gender-based harassment, may be directed to the designated Title IX coordinator for students. See FFH (EXHIBIT).

**ADA/SECTION 504 COORDINATOR** Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. See FFH (EXHIBIT).

**SUPERINTENDENT** The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.

A report may be made verbally, in writing, or anonymously. The Principal or designee shall reduce any oral reports to written form. Anyone may anonymously report through a telephone hot line, electronic message system, or other available means. The Title IX

Coordinator shall reduce the anonymous report to written form and provide to the Principal or designee.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

**TIMELY REPORTING** Reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

**FALSE REPORT** A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action.

**NOTICE TO PARENTS** The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.

**INVESTIGATION OF THE REPORT** The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.

Upon receipt or notice of a report, the District official shall determine whether the allegations, if proven, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at CRIMINAL INVESTIGATION.

If the District official determines that the allegations, if proven, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under Policy FFI (Local).

**INTERIM ACTION** If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.

**DISTRICT INVESTIGATION** The investigation may be conducted by the District official or a designee, such as the Principal, or by a third party designated by the District, such as an attorney. When appropriate, the Principal shall be involved in or informed of the investigation.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

**CRIMINAL INVESTIGATION** If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.

CONCLUDING THE INVESTIGATION

Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.

NOTIFICATION OF OUTCOME

Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.

DISTRICT ACTION PROHIBITED CONDUCT

If the results of an investigation indicate that prohibited conduct, as defined in this policy, occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

CORRECTIVE

ACTION

Examples of corrective action may include a training program for those involved in the complaint, a comprehensive education program for the school community, counseling to the targeted student and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.

BULLYING

If the results of an investigation indicate that bullying occurred, as defined by Policy FFI, the District official shall refer to Policy FFI for appropriate notice to parents and District action. The District official shall refer to Policy FDB for transfer provisions.

IMPROPER CONDUCT

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct, as defined in this policy, or bullying, as defined in Policy FFI, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.

CONFIDENTIALITY

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

APPEAL

A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG (LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.

**RECORDS RETENTION** The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records retention schedules, but for no less than the minimum amount of time required by law. See Policy CPC.

**ACCESS TO POLICY AND**

**PROCEDURES** This policy and the accompanying administrative regulations shall be available on the District's website. Information related to the policy and administrative regulations shall be provided annually in the Student/Parent and Employee Handbooks.