

DEPARTMENT OF FINE ARTS

Visual Arts Handbook

2020-2021

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Fort Bend ISD



Visual Arts Handbook Policy Cross-Reference

This handbook is an administrative procedure of the District and subject to policies adopted by the Board of Trustees. In case of conflict between administrative procedures and Board policy, policy shall prevail.

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PURPOSE

The Visual Arts Handbook provides procedures and guidelines governing Fort Bend ISD's District- and campus-level Visual Arts programs. The information contained herein has been organized by topic to guide teachers in successfully administering their campus Visual Arts program. Additionally, the Visual Arts Handbook provides rules governing participation in District, and Association (e.g., TAEA, VASE, Scholastic etc.) events. The basis for these procedures and guidelines, which have been compiled over many years, includes the Texas Education Code, FBISD Board of Trustee Legal and Local Policy, FBISD Administrative Procedures, Texas Education Agency code, Association procedures, and the historic practices of the District and Fine Arts Department. The Visual Arts Handbook does not supersede the aforementioned documents; rather, it is intended to clarify administrative practices for administrators, teachers, parents, and students.

FORT BEND ISD MISSION

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

FORT BEND ISD VISION

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

FINE ARTS DEPARTMENT MISSION

The Fort Bend ISD Department of Fine Arts exists to inspire artistry and equip students to reach their full potential, thus creating opportunities without boundaries.

FINE ARTS DEPARTMENT VISION

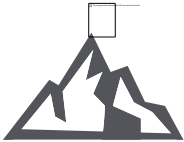
The Fort Bend ISD Department of Fine Arts will provide innovative programming led by collaborative artist-teachers in a supportive environment that values excellence in all disciplines.

FINE ARTS DEPARTMENT VALUES

Who we are is...the Future of Fine Arts Education:

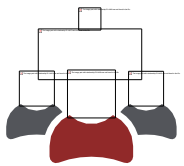
- A Visionary **A**rtist
- A Responsible **C**ontributor
- A Collaborative **T**eam Member
- A Purposeful **C**ommunicator
- An Impassioned **A**dvocate
- An Accountable **L**eadership
- An Empowering **M**entor

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



...equipped with skills for life.

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



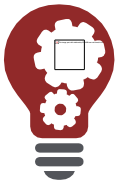
...a servant leader.

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



...an effective communicator.

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



...a critical thinker.

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



...a compassionate citizen.

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



...a collaborative team member.

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



...a life-long learner.

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

FORT BEND ISD PROFILE OF A GRADUATE

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

...equipped with skills for life.

...a compassionate citizen.

...a servant leader.

...a collaborative team member.

...an effective communicator.

...a life-long learner.

...a critical thinker.

The study of the Visual Arts equips students with higher-order thinking skills, and fosters and develops the characters traits listed in the FBISD Profile of the Graduate...

...equipped with skills for life

Interestingly, not everyone studying the Visual Arts becomes a practicing artist. The purpose of the program is to expose the students to the various processes that will encourage individual creativity. Students learn to exhibit an observational, analytical, practical, logical justification of their skill and knowledge by learning to apply these traits in everyday life situations.

...a servant leader

In the Visual Art courses and programs, students develop leadership skills through various community outreach programs. Students are encouraged to give art back to the community by participating in these programs in collaboration with local communities, organizations and feeder schools. Students learn empathy when giving critiques to each other on their products. Electing officers, assigning leadership roles and promoting participation in the National Art Honor Society foster leadership.

...an effective communicator

Students communicate both verbally and non-verbally in cooperative communities of Artists. Student-artists evaluate their own and their peers' work, offer descriptive feedback, and revise their products/performances through collaborative goal setting. Visual Art students motivate and communicate their interplay of ideas and concepts to their peers through public speaking and other effective communication skills, developing self-confidence. They create an intellectual atmosphere conducive to the stimulation and interchange of ideas.

...a critical thinker

Visual Arts is skills-based: engaging in the continuous improvement cycle, evaluating one's products/performances critically, and accepting constructive feedback with a growth mindset in service of improving one's Artistic skills are essential dispositions students acquire through studying the Arts. Visual Arts discipline is both process- and product-oriented: products flow from the process; therefore, students are able to learn concepts quickly and apply them in many contexts. Process skills transfer to all real-world applications. Student-artists can think critically and problem-solve on the spot, making rapid adjustments in the accidental or unexpected. Art students design future products using visual imagery, anticipating potential roadblocks, and adapting art-making techniques as the process unfolds.

...a compassionate citizen

Students enrolled in Visual Arts program regularly volunteer their time to complete community service projects. Artistic creativity is uniquely human. The sensitivity learned through studying the Arts generalizes to our citizenry and motivates compassionate action in service to the community. Artists not only observe their current environment, they visualize future possibilities. Our student-artists exhibit nationally and internationally, bringing together the outer world into their own environment.

...a collaborative team member

Student-artists respond sensitively to their peers by making critical adjustments in the moment of peer critiques. The National Art Honor Society promotes and develops an organizational culture that fosters teamwork by developing vibrant leadership, making maximum use of diverse talents and student artists who excel in establishing realistic schedules for achieving team objectives.

...a life-long learner

Students simultaneously draw from both hemispheres of the brain, joining logical-sequential intelligence with holistic-intuitive thinking to create Artistic products. Studying the Visual Arts instills a wonder for life and a sense of curiosity. The Visual Arts fulfill students' need for creativity and inspire them to see beyond their limited experiences. They are introduced to different worlds, cultures and ways of thinking.

GENERAL RESPONSIBILITIES OF EVERY INSTRUCTOR

The job description of a visual arts instructor encompasses multiple duties and responsibilities. Instructors seek to influence the students with whom they work in a positive way and to instill favorable character traits that yield life-long benefits. As a visual arts instructor, one's behavior has an influential effect on each student's development as an individual. Therefore, the instructor behaves in ways that consistently exhibit the highest standards of professionalism. The [Code of Ethics and Standard Practices for Texas Educators](#) lists the standards for professional conduct.

As a representative of Fort Bend ISD and the teaching profession, an instructor is always on public display and the behavior exhibited upholds the principles of integrity and dignity. A visual arts instructor adheres to both the letter and the intended spirit of school district policies and procedures. The visual arts instructor keeps in mind that other professional colleagues also work toward the common goal of providing every student the best education Fort Bend ISD can offer. The instructor is mindful that students are involved in many other activities and consequently, the demands on students' time are kept at a minimum. Prior to all classes, rehearsals, or events, the instructor engages in adequate preparation, so the use of students' time is maximized.

On occasion, the visual arts instructor may hold an opinion that differs with parents, students, or administrators. The instructor discusses such differences privately, in an open and professional way with all persons involved. After stating any concerns in a respectful way, the visual arts instructor supports all decisions that are made collaboratively with administrators, other instructors, and parents about a specific course of action or the general direction of a program. Additionally, visual arts instructors take the initiative to make suggestions and works proactively to improve existing programs.

The visual arts instructor gains prior approval of the campus principal for all written information that is distributed to students or parents. Additionally, the instructor keeps the Coordinator of Visual Arts informed of all pertinent parent-student communication concerning campus instructional programs.

Instructors involved in all events or activities sponsored by a District, state or national organization are thoroughly acquainted with current rules, regulations and dates pertaining to them. Students' eligibility is monitored on a regular basis. The visual arts instructor refers all concerns regarding eligibility to the campus principal and/ or Director of fine arts for interpretation and resolution.

Visual arts instructors may be called upon at times to perform duties not listed in their job description. The instructor performs all duties with whole-hearted effort and dedication. Instructors may not receive additional compensation for such duties.

GENERAL DUTIES OF EVERY INSTRUCTOR

The visual arts instructor is responsible for the instructional program at the school(s) where he/she is assigned to teach. The instructor is accountable to the campus principal and the Coordinator of visual arts of all assigned duties.

DUTIES:

1. Develop, implement, monitor, and maintain progress with group and individual instruction, practices, and performances.
2. Assess student abilities and achievement as related to desired educational goals, learning intentions, and outcomes; maintain appropriate assessment and evaluation documentation for institutional and individual reporting purposes.
3. Plan appropriate instructional/learning strategies and activities including determination of appropriate type and level of materials.

4. Implement an instructional program that provides appropriate learning experiences, considering different learning styles and a range of learning curves.
5. Manage allotted learning time to maximize student achievement.
6. Manage the behavior of learners in the instructional setting to ensure the environment is conducive to the learning process.
7. Assist and participate in management of student behavior in all parts of the school, center, school grounds, or work site both during and outside of school hours; monitor and enforce compliance with the *Fort Bend ISD Student/Parent Handbook, Student Code of Conduct*.
8. Ensure classroom and/or instructional environment is attractive, healthful, safe, and conducive to learning and that materials are accessible to students and in good condition.
9. Continually communicate with students on instructional expectations and keep them informed of their progress in meeting those expectations.
10. Ensure continuous communication with parents, both written and oral, to keep them informed of student(s) progress.
11. Participate in in-service, professional learning activities and staff meetings as required or assigned, including PLCs and meetings with the Coordinator of Visual Arts.
12. Understand and uphold all rules, regulations, and dates that pertain to the instructional program (RODEO, VASE, Jr. VASE, TEAM, Scholastic and FBISD policies all apply); maintain the current online edition of *all relevant rules* for reference.
13. Collect, retain, and carry on all student trips an authorized [Fort Bend ISD Emergency Contact Form](#) for each student. Monitor students for any adverse health effects while they are engaged in strenuous physical activity or program activities; observe weather conditions and abide by all FBISD precautions regarding heat, ozone, and lightening.
14. Monitor and enforce student eligibility criteria for all extracurricular activities.
15. Distribute to all students and parents at the beginning of the school year a copy of classroom expectations, list of materials/supplies, Art fees, the calendar of yearly exhibits, shows, competitions and a schedule of all studio time offered during the school year. Retain on file for one year a signed acknowledgment of receipt from students and parents for the classroom expectations, materials/supply list, art fees, exhibit, shows, competition calendar, and studio time schedule.
16. Support and assist feeder programs by attending exhibit/shows and offering reasonable assistance to these programs (including vertical PLC with feeder program).
17. Submit all online transportation requests, [Student Travel Request Forms](#), [Itinerary](#) Forms, Facility Set-Up Forms, and fees requested by the prescribed deadlines; coordinate with instructors and the campus principal per established procedures when students miss class for program-related activities.
18. Ensure standards of professional conduct are maintained ([Code of Ethics and Standard Practices for Texas Educators](#)).
19. Participate in all RODEO, VASE, Jr. VASE, TEAM, Scholastic, YAM and FBISD sponsored events; encourage student participation in all competitions/events related to the instructional program.
20. Schedule at least two competitions and one exhibit/show on campus each year with the students enrolled in the instructional program.
21. Provide proper student supervision during and after all program activities until all students have left the area.
22. Administer policies and procedures regarding assignment and presentation of student work for competitions, exhibits and displays within the instructional program.

23. Issue work order requests to the campus principal for required building service and repairs.
24. Perform other duties as assigned by the campus principal or Director of Fine Arts.

SPECIFIC DUTIES OF THE VISUAL ARTS INSTRUCTOR

SPECIFIC DUTIES (ALL)

1. Understand and uphold all rules, regulations and dates pertaining to the Visual Arts program (VASE, Jr. VASE, TAEA, TEAM, RODEO, YAM and FBISD policies all apply).
2. Coordinate the planning of instructional/learning strategies and activities with peers as needed (this includes PLCs).
3. Participate in all FBISD professional learning activities as required and assigned including PLCs (Professional Learning Communities), Learning Walks and meetings with the Coordinator of Visual Arts and Director of Fine Arts.
4. Participate in TAEA-sponsored art events; encourage student participation in all contests/competitions sponsored by TAEA (TEAM, JR. VASE & VASE, YAM).
5. Participate and encourage student participation in all Houston Rodeo/School Arts competitions.
6. Implement instruction throughout the semester to provide students adequate preparation time for competitions.
7. Consistently practice Studio Habits of Mind in daily teaching and learning.

SPECIFIC DUTIES (SECONDARY)

1. Understand the AP mindset and implement the growth mindset as needed to prepare students for rigor of the upper level.
2. Encourage students to practice Studio Habits of Mind, and creating the Artistic Behavior needed to be successful.
3. Conduct studio hours to give the students an opportunity to have adequate practice time for completion of AP portfolio.

SPECIFIC DUTIES OF FINE ARTS FACILITATORS

Fine Arts Facilitators are responsible for carrying out all reasonable duties assigned by the Coordinator of Visual Arts. Fine Arts Facilitators receive an annual stipend compensation for discharging the duties listed below; Fine Art Facilitators are accountable to the Coordinator of Visual Arts and the Director of Fine Arts in the performance of all assigned duties.

SPECIFIC DUTIES

1. Assist with the development, preparation, maintenance, and implementation of curriculum for use by Fine Arts instructors.
2. Provide recommendations for improvements to the fine arts programs as they relate to student needs.
3. Assist with the professional learning for Fine Arts instructors.
4. Assist with articulating the District's and Department's mission, vision, and goals as they relate to Fine arts programs and soliciting the support of the community at-large in the achievement of these goals.
5. Advise instructors and other District personnel in the selection, use, and purchase of instructional materials and equipment related to the specific program area.
6. Organize and implement specific competitions and exhibits that are sponsored for District-wide involvement in their specific area.

7. Attend and participate in state, local, and district meetings and workshops pertaining to assigned responsibilities.
8. Assist with incorporating instruction of fine arts into other areas of the curriculum.
9. Remain current on educational trends and practices as they relate to education in general and more specifically to performing arts.
10. Coordinate Summer Art Camp by yourself or by assigning a coordinator (See Art Camp Guidelines).
11. Perform other duties as assigned.

ART CAMP GUIDELINES

1. Identify a Coordinator and Assistant Coordinator for running the Art Camp.
2. Encourage Art instructors to promote Art Camp to students rising to grades 6 through 12.
3. Collect names from Fine Arts Office of students signed up for Art Camp.
4. Organize, plan, schedule and coordinate activities for Art Camp.
5. Identify, reach out and communicate with Art Camp presenters two months before event, via email, collecting their address, phone number and any other contact information including their commitment to present workshop.
6. Submit contract request to the Legal Department for Art Camp presenters.
7. Create a BPO along with presenter's invoice and submit to the Fine Arts office administrative assistant in charge of it.
8. Keep all parties and Visual Arts Coordinator up to date via email communication of all plans and procedures.
9. Place T-shirt orders based on registrations (including a t-shirt for Camp Coordinator and Assistant Coordinator).
10. Contact any vendors needed for supplies (including donations).

GRADING

Learning objectives in fine arts courses are based on performance skills, responsibility, and participation. Therefore, students are expected to fulfill individual as well as group learning tasks.

1. Homework Grades: Homework is counted as a Daily Grade.
2. Daily Grades: Daily grades constitute 50 percent of the grading period average. There should be a minimum of four daily numerical grades given during each three-week period, or a total of 9 daily grades assigned each grading period for secondary schools. Grading for elementary schools, please refer to form EIA-R, [Academic Achievement](#). Since Visual Arts classes are product-based courses and end of year exhibition activities, all students are required to attend all Final Art Exhibition/Shows. Extensions of classroom activities, such as Studio hours, Art Exhibition set up and attendance, will count as a double daily grade. Students may have points deducted from their grade for an unexcused tardy or absence from such exhibits.
3. Major Grades: Major grades constitute the other 50 percent of the grading period average. There should be a minimum of one major numerical grade given during each three-week period, or a total of three major grades assigned each grading period. Since Visual Arts classes are skills-based courses, a demonstration of skills acquired during the course may be assessed as a major grade. Additionally, exhibits that are extensions of classroom activities, such as end of year shows of portfolio exhibits (including AP portfolio submissions), which do not meet the criteria of extracurricular, may be counted as a double major grade. An unexcused tardy or absence from such shows may result in points being deducted from the grade.

4. Attendance: Visual Arts students are required to attend all activities and preparations. Students who miss an activity, or exhibit must consult with the program instructor well in advance of the function. Failure to attend an activity, or exhibit without prior permission or good cause may result in suspension from future activities or shows. Absences will be qualified as follows:
 - a. An excused absence is one that the program instructor has prior knowledge of and/or is based on an acceptable reason. Acceptable reasons for an absence would include a medical emergency or illness, a death in the family, a religious holiday, or a family emergency.
 - b. An unexcused absence is one that the program instructor has no prior knowledge of and/or is based on a reason that is unacceptable to the instructor.

FBISD MIDDLE SCHOOL PORTFOLIO REVIEW GUIDELINE

PURPOSE

FBISD Visual Arts department seeks to standardize the review of middle school visual arts portfolio submissions so that all students are evaluated consistently throughout the district. The purpose of the portfolio is for students to demonstrate their visual arts skills, creative-thinking abilities, and exhibit a strong work ethic. Students that are accepted may be considered for advanced high school visual arts courses and may level out of the HS Art I course.

CRITERIA

1. Students must be currently enrolled in FBISD Middle School Fine Art level III and have completed three years of Middle School Art.
2. Middle school teacher recommendation and comments are considered by high school instructors.
3. Portfolio with original artwork and sketchbook artifacts must be delivered to the appropriate high school contact person for review.
4. No digital portfolios will be accepted unless it is for a Digital Art and Media I course.
5. 3D work should be photographed in two or more views and should be sent digitally.
6. All artwork should have a label attached to it with the student's name, school, teacher and title of the work. The portfolio itself should also have the student's name and their school name.
7. Students should also list out the title and medium on the student artist inventory and statement form.
8. Teachers should complete the attached teacher recommendation form. Please insert this form into the portfolio.
9. Digital portfolio of all collected work (Schoology portfolio) Art I, II and III should be considered as *best practice* and may be sent for selection consideration along with original work portfolio and sketchbook.

DEADLINE FOR SUBMISSION

Portfolios should be delivered to high schools' teacher in March, the week after Spring Break.

Middle school instructors should contact the appropriate high school instructor prior to delivery of portfolios and the coordination of delivery of work. Please deliver and pick up the student portfolios in person rather than using the pony system to avoid damage or loss of student work.

HIGH SCHOOL ADVANCED COURSE OPTIONS

1. Drawing I
2. Ceramics I
3. Digital Art and Media I
4. Sculpture I
5. Painting I

PORTFOLIO CRITERIA

Please include 8-10 quality artworks that demonstrate a variety of technical skills and creative-thinking abilities using various mediums as well as a sketchbook. The portfolio should have at least five or more pieces of work created during the final year of middle school. Additional artwork submitted can be from the previous years (access to Schoology portfolio). All work should be presentation quality. The artwork should demonstrate skills outlined in the next section. Please do not include work that is derived from anime drawing examples.

Selection of Artwork

1. Evidence of drawing/sculpting/photographing from observation and life.
2. Evidence of work that demonstrates ability to draw using the grid drawing method.
3. Evidence of work that demonstrates understanding of the elements and principles of art.
4. Evidence of work that demonstrates the use of contour line in drawing.
5. Evidence of work that demonstrates control of shading, value, and form in drawing.
6. Evidence of work that demonstrates use of contrast of value.
7. Evidence of work that demonstrates use of color theory.
8. Evidence of work that demonstrates a variety of subject matter such as figure drawing, portrait, landscape etc.
9. Evidence of work that demonstrates a variety of art media such as graphite, charcoal, color pencil, watercolor, acrylic, clay, digital media, paper-mache, etc.
10. Evidence of work that uses good composition and overall organization.
11. Evidence of work that student begins to develop personal voice and style.
12. Evidence of work that demonstrates student creativity and problem solving.

Sketchbook

1. Evidence of work that includes observational drawing that includes contours, values, and form.
2. Evidence of the use of 1-point and 2-point perspective.
3. Evidence of 5-value scale using graphite.
4. Evidence of shading of sphere in graphite and color pencil.
5. Evidence of exploration of a variety of topics, ideas for other work, demonstration of student thinking processes or visual notes.
6. Evidence of work that explores personal meaning in art and student voice.
7. Evidence of work that demonstrates imagination and problem solving.
8. Evidence of work that demonstrates good design, composition, planning of larger work, and thumbnail sketches.
9. Evidence of work that demonstrates good use of positive and negative space.
10. Evidence of work that demonstrates color experimentation, color wheel, and color theory investigations.
11. Work experimenting in a variety of art media.

Student Artist Statement

Students are requested to write short artist statements that is submitted with the portfolio that describes the reasons for participating in the visual arts program, why art is personally important, and future plans.

Teacher Recommendation

A teacher recommendation is helpful for understanding the overall performance of students. High school teachers need to understand the experience, performance, maturity, interests, and work ethic of incoming student artists. Teachers should complete the attached form and include in the portfolio.

Scoring Rubric

A scoring rubric will be used to score the student portfolio to ensure fairness and consistency.

Process for Evaluating Rubric

High school instructors should evaluate the portfolio using the scoring rubric. Teachers should complete the rubric and complete the "Letter to the student". Teachers should provide meaningful feedback for the student that includes both areas of strengths and growth. Please include letter to student in the portfolio. Also, please submit student name and identification number to appropriate school counselor.

Returning Portfolios

High school instructors should contact the appropriate middle school instructor to coordinate the return of the student portfolios.

GUIDELINES FOR ACTIVITIES AND EXHIBITIONS

1. Instructor must provide students with the required list of required competitions and shows at beginning of year that has been approved by the campus principal and submitted to the Coordinator of Visual Arts. This will include Rodeo, Jr. VASE, and VASE.
2. Instructor must provide and maintain the timeline – AP portfolio preparation, Rodeo Art, Jr. Vase and VASE.
3. Instructors are responsible for organizing, scheduling, planning and or submitting of information, filling out travel forms, collecting parent permissions and medical forms etc.
4. Instructors are responsible for booking the school area where art exhibition/activity will take place.
5. Specifically, for high school instructors, it is recommended that they coordinate with other high schools to choose their final year-end show date, to avoid duplication and not clash with other district events.
6. Art exhibits must not be set up on dates before EOC, or STAAR examination.

COMPETITIONS

RODEO

1. All schools participate in Rodeo Art. Elementary and middle schools are on rotation, and it is mandatory for all high schools.
2. Instructors must make sure that all rules for source materials and the actual art making process are followed accurately.

JUNIOR VASE

1. Instructors must make sure that all rules, protocols and regulations are followed accurately.
2. Instructors must make sure that all deadlines for submitting artwork is followed accurately and in a timely manner.
3. Instructors must make sure that all travel related paperwork is completed 3 weeks prior to the event (which includes Jr. VASE website or authorities for registrations and payments, parent permission slips, student travel forms, medical forms and teacher travel forms with campus administration authorizations bus requests etc.)
4. Instructor must keep the Secondary Facilitator and the Coordinator of Visual Art up to date of all communications, changes etc.
5. Instructor must stay up to date of all changes through liaison with Jr. Vase Regional Director and or the Secondary Facilitator.
6. Instructor must make sure that all chaperones are verified properly through the FBISD system prior to traveling with students.

VASE

1. Instructor must stay up to date of all changes through liaison with the Regional Vase Director and the Coordinator of Visual Art.
2. Instructor must follow and maintain all rules, protocol required for student participation at VASE Regional and State events.
3. All Regional VASE event related paperwork must be completed/submitted three weeks prior to event to all parties involved (which includes VASE website or authorities for registrations and payments, parent permission slips, student travel forms, medical forms and teacher travel forms with campus administration authorizations bus requests etc.).
4. Instructor must keep the Coordinator of Visual Art up to date of all communications, changes etc.

RELIGIOUS ACTIVITIES AND HOLIDAYS

Students will be excused from participation in school commitments that conflict with their religious activities. Students are excused from attending extracurricular performances and activities for the purpose of observing religious holy days. The student and parents are responsible to inform the program instructor of the conflict well in advance of the imminent absence.

GUIDELINES FOR EMPLOYEE TRAVEL

1. Instructors must receive prior approval for any school-related activities that require them to miss workdays. Such activities include attending university classes and professional conferences.
2. CONFERENCES: Instructors will be allowed to attend the Texas Art Educators Association (TAEA) conferences on a rotational basis. Instructors will be invited to attend conferences by the Director of Fine Arts and should submit paperwork only when asked to do so.
3. REIMBURSEMENT FOR EMPLOYEE TRAVEL: A District employee shall be reimbursed for reasonable, allowable expenses incurred, not to exceed the approved amount set by the Department of Fine Arts, in carrying out District business and only with the prior approval of the employee's immediate supervisor. For any authorized expenses incurred, the employee shall submit a statement with receipts documenting actual expenses in accordance with administrative procedures ([See Travel Request Checklist](#)). To request funding for travel, an original [Travel Request and Payment Voucher](#), signed by the employee's immediate supervisor, must be submitted to the Director of Fine Arts at least four (4) weeks prior to the trip. Upon returning, the employee must submit the pre-approved, completed Travel Request and Payment Voucher with all receipts attached. Original receipts are required for all travel reimbursements (see below – Guidelines for Expending Funds from the Fine Arts Budget). For reimbursement rates and stipulations, review [DEE-R](#).
4. ABSENCE REPORTING: It is the employee's responsibility to report any absences in the District's absence management system and request a substitute for all instructional days missed. Additionally, Form DEC-E-1, the [Fort Bend ISD Request for Absence](#), must be submitted to the employee's immediate supervisor prior to the date of the absence(s).

GUIDELINES FOR STUDENT TRANSPORTATION/TRAVEL

1. When traveling outside of the school district, students will travel on District-owned vehicles with the instructor serving as chaperone. Students may not drive themselves to out-of-district activities.
2. Students may meet at the site of the activity if it is held within the school district.
3. All requests for student travel must be submitted in a packet of information at least 15 working days prior to the trip. No travel will be approved without proper documentation and prior approval. This packet must contain the following:
 - a. Request for [Field Trip Approval Form \(EFD-E-1\)](#) is required for all student travel
 - b. [Student Travel Request Form \(FMG-E-2\)](#) is required for all student travel
 - c. [Itinerary Form \(FMG-E-3\)](#) is required for all overnight travel
 - d. [Request for Leave/Absence Report Form \(DEC-E-1\)](#)—completed by the instructor only if the instructor will be absent during school hours or reimbursement of expenses will be requested.
 - e. Request for District-provided transportation.
 - f. Some campus principals may require the [Permission for Student Participation in School-Sponsored Trip Form \(FMG-E-1\)](#).
4. Transportation of students by private vehicle is not recommended. Any request of this type will require prior approval from the campus principal and a written release from the parent. UNDER NO CIRCUMSTANCES ARE STUDENT DRIVERS TO BE USED.
5. Instructors may drive the school bus provided it does not interfere with the proper supervision of the organization.
6. If a student must leave from an event for a suitable reason, the student must provide the campus principal and the program instructor with written notification from the parent/guardian asking that the student be allowed to ride to/from an event with the parent/guardian or other adult.
7. Persons not serving as chaperones, employed by, or enrolled in FBISD schools may not travel on school transportation. Each chaperone must complete an online Criminal History Application prior to the activity or trip.

GUIDELINES FOR OVERNIGHT AND OUT-OF-STATE TRIPS

1. All out-of-state trips must have the approval of the campus principal, Director of Fine Arts, Assistant Superintendent, and the Superintendent of Schools prior to any formal planning or fundraising activities.
2. International travel will occur by invitation only and will require approval of the Board of Trustees.
3. Funding of trips will be the responsibility of the parents and students in the organization. All chaperone expenses should be calculated into the total cost of the trip and divided among the participating students. It is recommended that a 10:1 student to chaperone ratio be utilized whenever possible. One building administrator will be required to accompany groups on all overnight trips. Expenses for the building administrator should be figured into the student costs of the trip. (If other administrators attend, it should not be at student expense.) Since students are paying the expenses, the administrator will be expected to serve in the capacity of a chaperone.
4. Any travel expenses for competitions and/or events sponsored by (VASE) Visual Art Scholastic Event /Texas Art Educators Association and Junior VASE, will be the responsibility of Fort Bend ISD.

PAPERWORK FLOW CHART

The diagram below identifies the flow of the most commonly used district forms. Forms originated by a fine arts instructor should be signed and approved by the campus principal before being sent to the Administration Building for approval.

Form	Purpose	Route for Approval			
		1	2	3	4
Travel Request and Payment Voucher Form	Travel on behalf of the District	Instructor	Principal	Fine Arts Director	Executive Team (Out of State)
Request for Student Travel & Itinerary	Student travel outside FBISD; Student Itinerary must be included for overnight travel	Instructor	Principal	Fine Arts Director	Assistant Superintendent
Bus Request	Student travel using District transportation	Designated Requestor	Principal or Designee	Fine Arts Director or Designee	Transportation
Fundraising Request	Approval to initiate a fundraising project	Instructor	Principal	Assistant Superintendent	
Work Order	Building repair; large equipment transport	Instructor	Principal or Designee	Operations	
Facility Set-Up Form	Building use requests; A/C after- hours	Instructor	Principal or Designee	Operations	

GUIDELINES FOR FUNDRAISING PROJECTS

1. All fundraising projects require prior approval from the campus principal and Assistant Superintendent. Project proposals must be sufficiently detailed to allow serious consideration by the Department of School Leadership and submitted far enough in advance of the proposed project dates to allow for such consideration. The specific use of all funds raised must be specified in the project proposal. Project proposals to raise funds to pay for a student trip may be submitted only upon receiving approval for the trip.
2. Fundraising activity may begin only after the organization has received approval for the project from the campus principal and Assistant Superintendent. To engage in any fundraising activity or preparation prior to receiving the approvals outlined above may result in the loss of fundraising privileges for the organization involved.
3. Upon completion of the fund-raising project, the organization sponsor must complete a detailed Summary. This Summary must reconcile all pertinent details of the project with the proposal that was approved by the campus principal and Assistant Superintendent. Any material discrepancies between the original proposal and final sales data will be brought to the immediate attention of the Internal Auditor. All summaries from completed fundraising activities must be on file before any organization will be allowed subsequent fundraising projects in any year.
4. In general, every organization will be allowed one reasonable fundraising project per semester. Approval for fundraising projects will be based on the merits of the proposal and are not granted automatically. Ticket sales to student productions or concerts are not considered fundraising projects if the sole intent of charging admission is to recover the costs incurred in staging the

production. Certain hardship situations may warrant the approval of additional projects; however, organizations should not rely upon this prospect until actual approval for additional projects is secured. Organizations that have abused fundraising privileges may be denied approval for future fundraising projects.

BUILDING REPAIRS

All requests for building repair and/or modification should be made to the campus principal.

RECRUITMENT OF STAFF

The Human Resources Department will place job postings and teacher vacancies online. Please contact the Director of Fine Arts or the Visual Arts Coordinator to recommend qualified job candidates to fill open positions. Posting jobs with any online service requires the prior approval of the Director of Fine Arts and the Human Resources Department.

PUBLICITY AND PROMOTION

Instructors are encouraged to share news about individual or group student successes with the community. All such news is released to the public by the Communications Department. Any press release related to a fine arts program must receive prior approval from the campus principal before being sent to the Director of Fine Arts. Upon review and approval, the Director of Fine Arts will forward the press release to the Community Relations Department for publication and broadcast.

SOCIAL MEDIA PROTOCOL

All Performing Arts teachers are expected to post marketing and publicity information about their programs on social media.

1. FBISD requires each teacher to complete form [Request for use of Social Media](#) and obtain the campus principal's signature, and submit the form to the Fine Arts Department.
2. Student images may be posted in social media provided parents have authorized photos to be taken of their child through the *Photo/Media Release section of the Student/Parent Consent Checklist/ Acknowledgement Form* on Skyward Family Access.
3. Teachers' MUST verify via Skyward that all students have parent authorization prior to being photographed and their images posted in social media.

COPYRIGHT POLICY

Artwork copies used for critique, academic study and review is permissible. However, under the Fair Use Guidelines the following are strictly prohibited and is considered as academic dishonesty:

1. *Direct copying/replicating of established/published art.*
2. *Submission of copied artwork as project or competition submission*

MATERIALS MANAGEMENT

It is the responsibility of all fine arts instructors to keep track of and maintain an accurate inventory of District-owned instructional equipment.

1. TRANSFER OF EQUIPMENT: At the discretion of the Director of Fine Arts, any District-owned equipment not currently in use at a campus may be transferred to another campus where there is student need for equipment. All such transfers will be recorded accurately by both campus
2. STOLEN EQUIPMENT: Stolen equipment should be reported to the campus principal, the Director of Fine Arts, and the Fort Bend ISD Police Department immediately.
3. COMMUNITY USE OF SCHOOL-OWNED EQUIPMENT: Any District-owned equipment that is loaned to individuals or organizations in the community must have the prior approval of the campus principal and the Director of Fine Arts.
4. DISPOSAL OF EQUIPMENT: All requests for deleting items from inventory must be initiated on a District Work Order. The following information must be supplied on the Work Order: campus name; date of request; accurate number and description of items; location within the building; and organizational manager's (campus principal's) signature. Items to be deleted must have Disposal/Repair tags attached.

GENERAL SAFETY PROCEDURES

1. Limit clutter.
2. Do not store materials above the cabinets or on top of computers.
3. Use computer space only for computers.
4. Do not use computer plug outlets for plugging in hot glue guns, hair dryers etc.
5. Monitor students while they are on computers.
6. Keep hazardous materials sheet on file for quick accessibility.
7. Chlorine bleach is not allowed.
8. Store dangerous materials such as X-Acto knives in a safe location that can be locked. (high school)
9. X-Acto knives should be labeled with numbers and accounted for before distribution and after picking up. (High School)
10. Flammable liquids must be stored in a locked metal cabinet if you have more than 1-gallon total. (High School)
11. Use turpentine instead of paint thinner. (High School)
12. Aerosol cans must be sprayed outdoors (paint, varnish, fixative, workable fixative etc.) with teacher supervision. (High School)
13. Wear safety goggles when carving, using wire and hazardous materials (High School)
14. Use common sense and keep up with the Fire Marshall codes.

KILN SAFETY PROCEDURES

1. Kiln should be at least 18 inches from the wall.
2. Always keep area around the kiln free from clutter.
3. Do not use kiln room as a storage room. (Such as paper, wood, plastic and other flammables).
4. Store only ceramics items in kiln room (kiln shelves, cones, etc.)
5. Do not store any unused clay or glazes in the Kiln room.
6. Never place anything on the kiln lid, even when it is not firing.
7. Never stand on the kiln lid, even when not being fired.
8. Keep lid closed when kiln is not being used and the disconnect box should be off.
9. Keep unsupervised students away from Kiln room.
10. Glazed products must be fired on stilts or cookies (homemade slabs) or kiln washed shelves
11. Never fire tempered glass in kiln – it could explode.
12. No glaze ¼" from the bottom and on the bottom of project piece being fired. Please wipe off with a damp cloth.
13. Use a stepladder when you load the kiln.
14. Do not place your weight on the walls of kiln, as the bricks will break.
15. Vacuum bottom of kiln shelf and elements area at least once a year to remove debris.
16. Place shelf support on bottom of kiln at least 1" or 2")
17. Never place clay projects directly on bottom of kiln. Add kiln shelves first.
18. Turn on disconnect box before starting the firing process.
19. Kiln room should not exceed 100 degrees – 110 degrees F.
20. Keep vent peepholes open until temperature reaches 1000 degrees F. Then plug the peepholes.
21. Turn on vent for all firings. Keep on until cooled down.
22. Bisque – fire to cone 06-04. Glaze – fire to 05 (or 5/6 depending on clay body)
23. When Kiln fires are complete, it will read CPLT.
24. ABSOLUTELY NO UNATTENDED, OVERNIGHT OR WEEKEND FIRING.
25. Keep cut off box in ON position until Kiln room reaches room temperature. This should take 24 hours.
26. Do not open Kiln lid until Kiln has cooled and temperature is below 125 degrees F.
27. Turn disconnect box to OFF position when kiln is not in use.
28. The District currently does NOT allow raku firing.
29. Keep a Firing Log.
30. Keep a Maintenance Log/ Beginning of Year check Log.
31. Clay recommendation: Elementary – low fire, Secondary – low-mid range stoneware.
32. DO NOT fire foreign materials other than clay.
33. Clean your clay traps yearly.

APPENDIX A

19 TAC §247.0

Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

- (A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
- (B) Standard 1.2. The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
- (C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
- (D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
- (E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
- (F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
- (G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
- (H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
- (I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
- (J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
- (K) Standard 1.11. The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
- (L) Standard 1.12. The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs, and toxic inhalants.
- (M) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

- (A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
- (B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.
- (C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
- (D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

Code of Ethics and Standard Practices for Texas Educators

- (E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
 - (F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
 - (G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.
 - (H) Standard 2.8. The educator shall not intentionally or knowingly subject a colleague to sexual harassment.
- (3) Ethical Conduct Toward Students.
- (A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
 - (B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.
 - (C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.
 - (D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.
 - (E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.
 - (F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.
 - (G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.
 - (H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.
 - (I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:
 - (i) the nature, purpose, timing, and amount of the communication;
 - (ii) the subject matter of the communication;
 - (iii) whether the communication was made openly, or the educator attempted to conceal the communication;
 - (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
 - (v) whether the communication was sexually explicit; and
 - (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

APPENDIX B

FMG-E-2

STUDENT TRAVEL REQUEST

_____ SCHOOL	_____ ORGANIZATION/CLUB	_____ SPONSOR/COORDINATOR
-----------------	----------------------------	------------------------------

EVENT/ACTIVITY: _____

SPONSORED BY: _____

LOCATION: _____

DATE(S): _____ TIME(S) OF EVENT(S): _____

PURPOSE/EDUCATIONAL VALUE: _____

OVERNIGHT: YES _____ NO _____ If yes, an itinerary form MUST be included with this request.

NUMBER OF STUDENTS ATTENDING: Boys _____ Girls _____

CHAPERONES:

Professionals	<u>Paraprofessionals</u>	Parents
_____	_____	_____
_____	_____	_____
_____	_____	_____

TRANSPORTATION: (please check one):

District Supplied _____ Private Vehicle _____

If a private vehicle is to be used, please provide details _____

FUNDING: (check appropriate funding): Regular Budget _____ Activity Budget _____ Student Funds _____

ACCOUNT NUMBER(S):

Regular _____

Activity _____

APPROXIMATE COST TO THE DISTRICT: \$ _____ TO THE STUDENT: \$ _____

SPONSOR: _____ DATE: _____

PRINCIPAL: _____ DATE: _____

DIRECTOR: _____ DATE: _____

ASSISTANT SUPERINTENDENT: _____ DATE: _____

REVIEWED 1/12/2009

APPENDIX C

FMG-E-3

ITINERARY

Organization _____ School _____

Date _____ Sponsor _____

Location of Activities _____

Leaving School (time) _____ Date _____

Estimated Arrival (time) _____ Date _____

LODGING

Hotel/Dorm: _____

Address: _____

Phone: _____

ACTIVITY SCHEDULE

Day 1: _____

Day 2: _____

Day 3: _____

Day 4: _____

Day 5: _____

Leaving Activity Site (time) _____ Date _____

Returning to School (time) _____ Date _____

SPONSOR: _____ DATE: _____

REVIEWED 1/12/2009

APPENDIX D

FMG-E-1

(School Letterhead)

ACKNOWLEDGEMENT OF RESPONSIBILITY AND PERMISSION FOR STUDENT PARTICIPATION IN SCHOOL-SPONSORED TRIP

Student Name: _____

School-sponsored trip to: _____

Your child has the opportunity to participate in a school-sponsored trip. Please complete this form to provide the teachers accompanying the students on the trip with information relating to your child.

Teacher: _____ Date: _____

List any physical limitations (temporary or permanent):

List any current medications (prescribed or over the counter) taken:

List any allergies including reactions to medications, food, insects, and environment:

Name of child's physician: _____ Phone: _____

Insurance company: _____ Phone: _____

Policy Number: _____ Group Number: _____

ACKNOWLEDGEMENT OF RESPONSIBILITY

My signature below indicates that I give my child permission to participate in this activity, to have any medications administered that would normally be given at school, and that I authorize any needed emergency medical treatment. I also acknowledge that I have been informed that Fort Bend Independent School District has immunity from any liability. Transportation will be provided by the district or a commercial carrier.

Parent Signature: _____ Date: _____

Address: _____

Home Telephone: _____ Work Telephone: _____

Emergency contact person: _____ Phone No: _____

REVIEWED 1/12/2009

APPENDIX E

EFD-E-1

REQUEST FOR FIELD TRIP APPROVAL

Date of field trip: _____

Destination of field trip: _____

Instructional purpose of field trip and its relationship to the curriculum

Teacher and class/grade _____

Number of students _____ Number of Adults _____

Cost to school \$ _____ Cost to Student \$ _____

Departure time _____ a.m. or p.m. (circle one)

Return time _____ a.m. or p.m. (circle one)

FOR OFFICE USE ONLY

Approved

Denied

Principal's Signature

APPENDIX F

Fort Bend ISD Emergency Contact Form Fine Arts Department



PLEASE PRINT

Student's Name: _____ Campus: _____
Last First Middle

Age: _____ Date of Birth: ____/____/____ Grade: _____ Gender: M F Student ID#: _____
(Circle One)

Address: _____

City: _____ Zip: _____ Home Phone Number: (____) _____ - _____

Name of Physician: _____ Physician's Telephone: (____) _____ - _____

Allergies:

Yes ☐ No ☐ List: _____

Current Medications:

Yes ☐ No ☐ List: _____

Medical Health Insurance Coverage:

Yes ☐ No ☐

Insurer: _____ Group #: _____ ID #: _____ Phone #: _____

Parent/Guardian 1 Work #: _____ Parent/Guardian 1 Cell #: _____

Place of Employment: _____ Email Address: _____

Parent/Guardian 2 Work #: _____ Parent/Guardian 2 Cell #: _____

Place of Employment: _____ Email Address: _____

Medical History:

	Yes	No		Yes	No
Allergies to medication	<input type="checkbox"/>	<input type="checkbox"/>	High Blood Pressure	<input type="checkbox"/>	<input type="checkbox"/>
Asthma	<input type="checkbox"/>	<input type="checkbox"/>	Hepatitis	<input type="checkbox"/>	<input type="checkbox"/>
Bleeding tendencies	<input type="checkbox"/>	<input type="checkbox"/>	Kidney Disease and/or injury	<input type="checkbox"/>	<input type="checkbox"/>
Bone and/or joint injury or disease	<input type="checkbox"/>	<input type="checkbox"/>	Neck injury	<input type="checkbox"/>	<input type="checkbox"/>
Contact Lenses/Glasses/Vision impairment	<input type="checkbox"/>	<input type="checkbox"/>	Rheumatic Fever	<input type="checkbox"/>	<input type="checkbox"/>
Diabetes	<input type="checkbox"/>	<input type="checkbox"/>	Seizures	<input type="checkbox"/>	<input type="checkbox"/>
Eye, Kidney, Lung removed/nonfunctioning	<input type="checkbox"/>	<input type="checkbox"/>	Sickle Cell Anemia	<input type="checkbox"/>	<input type="checkbox"/>
Head injury, concussion, loss of consciousness	<input type="checkbox"/>	<input type="checkbox"/>	Skin Problems	<input type="checkbox"/>	<input type="checkbox"/>
Heart-Related illness	<input type="checkbox"/>	<input type="checkbox"/>	Surgeries	<input type="checkbox"/>	<input type="checkbox"/>
Hernia	<input type="checkbox"/>	<input type="checkbox"/>	Tuberculosis	<input type="checkbox"/>	<input type="checkbox"/>
Hospitalizations in the last year?	<input type="checkbox"/>	<input type="checkbox"/>	Is student currently under a physician's care?	<input type="checkbox"/>	<input type="checkbox"/>

Explain all "Yes" answers here: _____
(Attach another sheet if necessary)

Date of your last tetanus shot: _____

Parent/Guardian Permit Waiver:

If, in the judgement of any representative of the schools, the said student should need immediate care and treatment as a result of an injury or sickness, I do hereby request, authorize, and consent to such care and treatment as may be given said student by any physician, athletic trainer, nurse, or school representative, and I do hereby agree to indemnify and save harmless the school and any school representative from any claim by any person whomever on account of such care and treatment of said student.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Please return this form to your child's teacher of record.

This form must accompany the student on all school trips.

APPENDIX G

FORT BEND INDEPENDENT SCHOOL DISTRICT TRAVEL REQUEST AND PAYMENT VOUCHER						DEE-E-1
Budget Code ____ - ____ - 6411 - ____ - ____ - ____ - ____ - ____				Social Security Number: XXX - XX - ____ - ____ - ____ - ____		
Budget Code ____ - ____ - 6399 - ____ - ____ - ____ - ____ - ____						
TRAVEL INFORMATION				Estimate Actual		
Name		PS Employee ID #		Date	Time	
Title		Campus		Departure	AM/PM	
Destination		Return		AM/PM	AM/PM	
Description of Trip						
REIMBURSEMENT INFORMATION						
Comments:				Estimated Amount	Actual Amount (PO or Voucher# Required on Prepayments)	Accounting Use
Registration Fees (Itinerary and Proof of Attendance Required)						
Airfare (Receipts Required)						
Lodging (Itemized Receipt Required)						
Rate per night: \$_____ (Approval if more than \$175:_____)						
Meals: Actual Cost not to Exceed \$35/Day \$17.50/Half-Day						
Mileage: # of miles _____ x \$.560 (Attach MapQuest)						
Parking (Original Receipts Required)						
Ground transportation (Original Receipts Required)						
Other (ex. Tolls, Gas, Student Meal Advance, etc.)						
Supplies & Materials (Reimbursement Form Required)						
Total Expenses Incurred						
Advance Requested					()	()
Reimbursement due to Employee						
Refund due to District*						
* If cash advance exceeds expenses incurred, please attach your personal check for the difference.						
* Breakdown of meal expenses: \$10 Breakfast, \$10 Lunch, and \$15 Dinner						
RECOMMENDED WEBSITES:						
HOTELS / AIRFARE / CAR RENTAL: http://www.gsa.gov/Portal/gsa/ep/contentView.do?contentType=GSA_BASIC&contentId=17943						
MILEAGE: MapQuest, Yahoo, Google						
AUTHORIZATION FOR TRAVEL				AUTHORIZATION FOR REIMBURSEMENT		
Employee				I have incurred the amounts shown on this statement for necessary expenses on behalf of Fort Bend ISD. I certify that the actual expenses incurred on this trip are true and accurate. I certify that I have not been reimbursed from any other entity, fund, or other means through the district or any other vendor.		
Budget Manager						
Cabinet Approval (Out of State Travel)						
				Employee _____ Budget Manager _____		
Original to Accounting upon final reimbursement Copy: Budget Manager/Employee Copy: Prepaid Expenses						

APPENDIX H

DEC-E-1

Fort Bend ISD Request for Absence Professional/Paraprofessional Employees

(NOTE - This form is not to be used for State Sick (ST) and Local Sick (LSL) days.)

Name: _____ PeopleSoft Employee ID: _____
Last name First name

Campus/Department: _____ Job Title: _____

All absences must be entered in Viper or WebCenter. Before completing this form, employees must enter their absence in Viper or WebCenter to receive a job number. Failure of an employee to enter an absence may result in disciplinary action.

All professional/paraprofessional employees must complete this form when requesting an absence from the list below. These absences require pre-approval from employee's supervisor. Requests for personal leave shall be considered on a first-come, first-served basis.

- LPL Local Personal Leave (requires minimum five-day advance notice)
- STPB State Personal Leave (requires minimum five-day advance notice)
- ND Non-Duty Day
- MD Military Duty (supporting documentation must be attached to this form)
- JD Jury Duty (supporting documentation must be attached to this form)
- SB1* School Sponsoring - Coaching, UIL, Other Student Groups (supporting documentation must be attached to this form)
- SB2* Staff Development - Conferences, Workshops (supporting documentation must be attached to this form)
- SB3* School Business Professional - Testing, Committee Work, etc. (supporting documentation must be attached to this form)

Viper Job #	Date (One day per line)	Full/Half Day	Reason Code	Approved Prin/Supv Initials	Not Approved** Prin/Supv Initials
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

I hereby certify that the above statements are true and correct.

Date _____ Employee's Signature: _____
Date _____ Principal/Supervisor's Signature: _____

* SB1, SB2, and SB3 absences are monitored by principals/supervisors, HR, and DOSA.

** Unapproved absences must be deleted in Viper or WebCenter by the employee within 24 hours from the date of the absence or the employee will be charged an absence for that day.

See page two for personal leave requirements.

Print Form

Original - Campus/Department Verifier

Copy - Employee and Principal/Supervisor

Aug 2010 YS

APPENDIX I

FORT BEND ISD
079907

FMG-R

STUDENT ACTIVITIES TRAVEL

School-sponsored trips must be supervised by at least one (1) District employee. When both male and female students participate in a school sponsored overnight trip, they will be accompanied by at least one (1) male and one (1) female sponsor. When groups of 40 or more students are on the trip, at least one (1) administrator shall accompany the group.

Student must submit a form signed by the parent(s) giving permission to participate in trips sponsored by a specific school organization. (FMG-E-1)

CHAPERONES

The recommended ratio of chaperones shall be determined by the approving administrator.

1. Employees (on duty) may serve as chaperones
2. Non-employees (or off duty employees) may serve as chaperones
3. Non-employee chaperones will be recruited at the earliest possible date and may include spouses of employees

CLUBS AND ORGANIZATIONS

All requests for student travel will be subject to approval by principals, divisional directors and the Superintendent or designee. All club sponsors must complete the approval process within the approved time frame prior to any student travel. Failure to do so could result in denial of the request. Sponsors shall submit to the principal, requests for student travel during the current school year.

1. Requests shall be submitted on the Student Travel Request form. (See FMG-E2)
2. Itinerary form must be included when students are required to stay overnight. (See FMG-E-3)
3. Sponsors must submit an Easy Trip Bus Request if school transportation is required
4. If charter buses are to be used, prior approval must be obtained from appropriate administrator
5. Sponsor must submit the packet of applicable forms (Student Travel Request Itinerary, Field Trip Request and Leave Request) 15 working days prior to the date of activity.
6. Exceptions to the timelines are possible if late requests can be justified by the sponsor and principal

Page 1 of 3

STUDENT ACTIVITIES TRAVEL

ADMINISTRATIVE
APPROVAL

Upon completion of the applicable student travel request forms, the sponsor shall submit them to the building principal for his/her approval.

1. After the principal has signed off, the forms shall be submitted to the appropriate program director for his/her approval
2. After the director has signed off, the forms shall be sent to the appropriate assistant superintendent for his/her approval
3. The assistant superintendent's office will distribute all completed forms to appropriate staff

EXPENSE
REIMBURSEMENT

Expenses incurred by off-duty or non-employee chaperones for travel approved by the District and on behalf of the District shall be reimbursed (See DEE-R).

Expenses of chaperones for student trips must be incorporated in the trip budget. Individuals designated as trip chaperones may participate in the fund-raising activities to offset their expenses.

NON SCHOOL-SPONSORED
FIELD TRIPS

The Fort Bend Independent School District recognizes that it does not regulate, nor assume responsibility for non-school-sponsored field trips/tours on weekends, during school holidays, or during summer vacation, unless it is a school-sponsored activity. Because of the potential for a conflict between the interests of the District, the teacher(s), and the student(s), the District believes it is necessary and appropriate to establish the following requirements for school employees who sponsor or chaperone a non-school-sponsored field trip/tour:

1. Field trips/tours should not be scheduled on days when school is to be in session. It is the opinion of the District that the teacher's responsibility to the students assigned to his/her classes outweighs the benefits that may be acquired by the teacher(s) and students taking the field trip/tour.
2. The planning and implementation of such field trips/tours shall not be performed by school employees during the employee's work day, with the exception of promotional activities as described here:
 - a. School employees sponsoring such a field trip/tour may post notices and distribute literature about the field trip/tour as long as these promotional activities do not occur during class time.

STUDENT ACTIVITIES TRAVEL

- b. Promotional literature shall contain a statement clearly indicating that the field trip/tour is not sponsored by the school or the Fort Bend Independent School District. A copy of any promotional literature shall be filed in the Principal's Office. It is the responsibility of the school employee who sponsors the field trip/tour to notify, in writing, any students and parents who are considering participation in such a field trip/tour that the field trip/tour is not sponsored by the District.
- c. Teacher(s) and/or school employee(s) who sponsor or chaperone non-school-sponsored field trips/tours on days when school is in session may, in the sole discretion of the Superintendent, be granted personal leave without pay for any absences in excess of his/her accumulated personal leave. Any request for such leave shall be made at least 30 days before the trip/tour.

Students who miss classes are responsible for all assignments.

DATE ISSUED:
FMG-R

DATE APPROVED: 04/07/2014

APPENDIX J

**Fort Bend Independent School District
Reimbursement Form
(ONE FORM PER RECEIPT)**

Invoice # (use the person's initials/date of purchase) _____

Payee _____ Date _____

Campus/Department _____

Receipt Total: \$ _____ Store Name _____

Budget Code _____

Budget Manager Name (Print) _____

STAPLE ORIGINAL RECEIPT HERE	Expenditure Type Description and Justification	Expenditure Type Total*
Total		
*Must equal receipt total when added together. No Sales Tax will be reimbursed if purchase is made in Texas.		

Budget Manager Signature _____

APPENDIX K

FORT BEND ISD
079907

COMPENSATION AND BENEFITS
EXPENSE REIMBURSEMENT

DEE (R)

GENERAL GUIDELINES:

An employee must submit the Fort Bend ISD Request for Absence Professional/Paraprofessional leave form (DEC-E-1) and receive prior approval from their supervisor prior to incurring any overnight travel related costs resulting from approved professional leave (DMD-R). Original receipts are required for travel reimbursements.

- OVERNIGHT TRIPS**
1. Supervisor approval for overnight travel must be received prior to incurring any travel related costs (DMDR). To request advance funding for travel, an approved copy of the Travel Request and Payment Voucher must be submitted to the Accounts Payable Department at least three (3) weeks prior to the trip. (See DEE-E-1) Travel advances are provided when the estimated total expenses will exceed \$100. Any remaining funds from a travel advance must be remitted to the Finance Department within five (5) business days of the employee's return.
 2. Airfare should be purchased from the most economical source available. Employees may purchase airfare directly or use a departmental procurement card. If an employee elects to pay for airfare out of pocket, the airfare will be reimbursed upon completion of travel, subject to submission of the completed Travel Request and Payment Voucher and proof of attendance.
 3. One baggage fee per destination within the airline's allowable size and weight limits will be reimbursed. All other baggage fees are the responsibility of the traveler.
 4. Employees are strongly encouraged to prepay expenses such as hotel and conference fees directly to the vendor. A Non PO Voucher should be completed, approved, and sent to the Accounts Payable Department for prepayment three (3) weeks prior to the conference deadlines and detailed information regarding the request must be provided in support of the voucher. Prepayments will be sent to the hotel and/or conference provider unless otherwise specified. Upon completion of travel, the itemized final hotel receipt must be submitted to the Accounts Payable Department along with the original Travel Request and Payment Voucher.
 5. Hotel selection should be made based upon cost as well as safety, comfort, and proximity to convention activities; however the district will not reimburse for lodging if the event is within 50 miles of the

Page 1 of 6

COMPENSATION AND BENEFITS
EXPENSE REIMBURSEMENT

DEE (R)

employee's home address without Cabinet Member approval.

- a) State rates should be requested when making a reservation. State approved hotel rates can be found at: (<http://www.window.state.tx.us/procurement/prog/stmp/stmp-hotelcontract/>). If required, convention rates will be accepted.
 - b) Cabinet Member preapproval is required on rooms exceeding \$175.00 (before applicable taxes) per person per night.
 - c) For travel within Texas, lodging will be reimbursed for the room rate plus city sales tax. It is the employee's responsibility, upon arrival at the hotel, to present the Texas Hotel Occupancy Tax Exemption Certificate to receive the exemption from state sales tax.
 - d) For travel outside Texas, lodging will be reimbursed for the room rate plus all applicable taxes. Original itemized receipts required.
6. Employees are to request to be reimbursed for the actual amount expensed on meals up to \$35 per day for food only (tips, gratuities, and taxes, etc are not to be included). If an employee's trip begins after noon or ends before noon, employees are to request to be reimbursed for the actual amount expensed on meals up to \$17.50 per day will be computed.
- Meal receipts are not required to be submitted with reimbursement requests; however, the campus or department should maintain all meal receipts on file in the event of an audit.
- Employees traveling with students may request a per diem advance; however, receipts should be maintained for the sponsor's meals.
- 6. None of the expenses associated with an employee's spouse or children who accompany an employee on a district funded trip are reimbursable.
 - 7. Airport parking will be reimbursed at a rate not to exceed the airport's long term daily parking rate.
 - 8. Employees are not allowed to use student activity club accounts for membership dues or convention travel. Such expenses should be reimbursed by the district's budgetary accounts.
 - 9. Employees may not use district funds for the reimbursement of

Page 2 of 6

COMPENSATION AND BENEFITS
EXPENSE REIMBURSEMENT

DEE (R)

additional liability insurance. Any additional insurance the employee wishes to have during a district sponsored out of town event is the responsibility of the employee.

10. Automobile mileage for out of town trips will be reimbursed at the IRS standard mileage rate. Mileage may be claimed by attaching an Internet mileage and directions map such as MapQuest to the Travel Request and Payment Voucher. Any additional mileage claimed should be documented on the mileage sheet submitted. Employees are required to use the most economical mode of transportation. Toll road fees are reimbursable without a receipt and should be identified by location.
11. Local ground transportation costs such as taxis and buses will be reimbursed. Original receipts required. Tips will not be reimbursed.
12. Seminar/Conference fees will be reimbursed based on the amount charged. Any amount specifically identified as a meal should be subtracted from the reimbursable totals (agenda required): \$10 for breakfast; \$10 for lunch; and \$15 for dinner. An employee wishing to participate in the optional meals or activities offered by a conference or convention is responsible for the fees associated with such an event and must submit a personal check payable to the organization along with the Travel Request and Payment Voucher.
13. Telephone calls for personal reasons are not reimbursable. Business calls are reimbursable provided the call is identified on the bill. Only Internet charges for business use will be reimbursed. This must be stated on the Travel Request and Payment Voucher.
14. Rented vehicles should be used only in situations where the cost of local transportation exceeds the cost of a daily car rental.
 - a) It is the employee's responsibility to present the vehicle tax exemption form to the rental car provider to receive the exemption from the state's sales tax.
 - b) The District does not reimburse for collision damage waiver insurance or benefits for personal medical insurance as this coverage is already provided by the District.
 - c) An employee's Motor Vehicle Record (MVR) must be approved by authorized District personnel prior to utilizing or renting a vehicle on behalf of the District.
15. Travel club membership fees, miscellaneous incidentals,

Page 3 of 6

COMPENSATION AND BENEFITS
EXPENSE REIMBURSEMENT

DEE (R)

entertainment, alcoholic beverages, in room movies and other personal expenses are not reimbursable. The employee is responsible for all fees associated with any of these expenses.

DAY TRIPS

Day trips are defined as those trips where an overnight stay is not required. All travel policies for day trips are the same as those for overnight trips with the exception that meals are not reimbursable by the District.

**STATE/FEDERAL
GRANT TRAVEL**

Approved travel using state/federal program funds is subject to the state travel guidelines. All travel expenses in excess of the state reimbursement rates will be reimbursed from local funds up to the allowable District travel reimbursement limits.

The Texas Education Agency has outlined the following regarding mileage and travel reimbursements rates applicable to State and Federal Grants:

- a.) The standard rate per night lodging for cities and counties not listed on the Domestic Maximum Per Diem Rates is \$77.
- b.) Per diem for lodging and meals are not allowable – actual expenses must be submitted.
- c.) Tips and gratuities are not reimbursable from grant funds.

When making hotel reservations, a copy of the schedule from the Domestic Maximum Per Diem Rates website is now required at the time the reservation is made and should accompany the check request. The district can only authorize payment of \$77 per night for cities and counties not listed on the website from grant funds. If the county and city is listed, up to \$85 plus city tax will be covered by the grant for travel within the state of Texas. The difference between the amount the grant will cover and the actual lodging expense must be paid from the campus or departmental local budgeted funds.

The Accounts Payable department must have a copy of the Domestic Maximum Per Diem Rates schedule at the time the reservation is made. If a copy is not attached the lesser amount of \$77 will be applied from grant funds and any remaining amounts will be charged to the campus or department local budget.

**STUDENT AND
NONEMPLOYEE
CHAPERONE TRAVEL**

Expenses incurred by students and nonemployee chaperones for travel approved by the District shall be reimbursed. Travel policies for students and nonemployee chaperones will be the same as for employees with the

COMPENSATION AND BENEFITS
EXPENSE REIMBURSEMENT

DEE (R)

following exceptions:

1. Advance approval for the employee(s) who accompany the students and nonemployee chaperones constitutes advance approval for the students and nonemployee chaperones. The Student Travel Request Form and Itinerary Form are required with a copy of the approved Travel Request and Payment Voucher.
2. If the nonemployee chaperone is a spouse of an employee traveling with the group, the appropriate assistant superintendent must determine the need for a chaperone and approve the chaperone for travel prior to the trip.
3. Students will receive a flat dollar amount per meal for day trips and overnight trips.
4. Nonemployee chaperones will be reimbursed for meals using per diem rates. Alcoholic beverages will not be reimbursed.

OUTOFSTATE
TRAVEL

All out of state travel must have Cabinet level approval. (See DMDR).

INTERNATIONAL
TRAVEL

International travel by students must be approved by the Board of Trustees. (See FMG Local).

EMPLOYEE MILEAGE
REIMBURSEMENT

The District prohibits the reimbursement of expenses for travel between an employee's residence and his or her official work location. Employees who travel to their official work location in the evenings or on weekends to perform assignments that are a requirement of their job function will not receive mileage reimbursement.

The District shall reimburse mileage based upon the following guidelines when an employee is required to travel to conduct District business:

1. Travel between all Fort Bend ISD locations shall be reimbursed based upon the established mileage guidelines.
2. Travel from an employee's work location to a location outside of the District shall be reimbursed based upon the lesser of the rate that would be generated from the employee's residence or worksite if travel occurs at the beginning of a work day. Travel occurring outside of the work day shall be reimbursed from the employee's place of residence.

Itinerant employees shall be reimbursed mileage to and from their primary work location to other locations in the district. **Note:** Voluntary attendance

FORT BEND ISD
079907

COMPENSATION AND BENEFITS
EXPENSE REIMBURSEMENT

DEE (R)

of any work related function is not eligible for mileage reimbursement.

DATE ISSUED: 01/24/2012

DATE APPROVED: 02/06/2012

DEE(R)

APPENDIX L

TEACHER RECOMMENDATION (For portfolio selection)

Confidential – Only to be viewed by recommending teacher and evaluating teacher.

Student Name: _____ Student ID: _____

Middle School: _____ Teacher Name: _____

Teacher Work Phone: _____ Cell Phone: _____

Teacher Email: _____

Previous art experience (Please check all that apply):

☐ 6th grade Art I

☐ Art II

☐ Art III

Responsibility level: Please address the work ethic of the student. Please indicate how the student manages self, behavior, work production, deadlines, clean ups, cares for materials, etc.

☐ Excellent: highly motivated and self-directed consistently.

☐ Good: most of the time the student is highly motivated and self-directed.

☐ Fair: student needs some re-direction but will get the job done with some prompting.

☐ Needs improvement: student needs additional direction and needs repetitive prompting.

☐ Do not recommend: student is not ready for advanced courses.

Comments:

Level of dedication, interest, and skill level (Please address the skills and knowledge in art of the student):

☐ High

☐ Average

☐ Varies

☐ Do not recommend

Comments:

Teacher comments and recommendations:

TEACHER SIGNATURE: _____ DATE: _____

APPENDIX M

STUDENT ARTIST INVENTORY AND STATEMENT (For portfolio selection)

Student Name: _____ Student ID: _____

Middle School: _____ Teacher Name: _____

Please circle the course that you would like to enroll in next year:

Drawing I Painting I Ceramics I Sculpture I Digital Art I and Media I

Please list the title and medium you use to create the artwork (graphite, color pencil, mixed media etc.)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Please write a short artist's statement answering the following:

1. Why would you like to participate in an advanced art course next year?
2. Why is art important to you?
3. Which is your favorite artwork? Describe why.
4. What elements and principles of art did you use in your work?

STUDENT SIGNATURE: _____

DATE: _____

APPENDIX N

Scoring Rubric for Portfolio Selection

Student Name: _____ Student ID: _____

RUBRIC FOR EVALUATING PORTFOLIO TO ENTER HIGH SCHOOL ART II				
Criteria	Accomplished	Progressing	Developing	Comments
1. Material Application & Techniques (skill)	Demonstrated qualities & characteristics of various media, techniques and process.	Demonstrated some qualities & characteristics of various media, techniques and process.	Lacks demonstrations of qualities & characteristics of various media, techniques and process.	
2. Understanding of Elements and Principles of Art & Design	Insight and depth of content understanding and evident.	Some insight and depth of content understanding are evident.	Lacks content understanding and is clearly a work in progress.	
3. Creative Process	Expresses original ideas and insightful perspectives with an appropriate amount of details.	Expresses original ideas but has few details.	Lacks original ideas and has very few details.	
4. Craftsmanship	Artwork reflects deliberate control having good craftsmanship.	Artwork reflects adequate control and having some craftsmanship.	Artwork appears to be a work in progress with little or no control of craftsmanship.	
5. Sketchbook	Sketches reflect research and investigation of ideas, annotation/explanation of creative thought process, thumbnails, drawings, various technique practices, and personal expression process.	Sketches reflect <i>some</i> research and investigation of ideas, annotation/explanation of creative thought process, thumbnails, drawings, various technique practices, and personal expression process.	Sketches lack exploration.	
Student must receive “accomplished” in four or more of the criteria above for passing.				

Middle School: _____ MS Teacher Name: _____

APPENDIX O

Fort Bend Independent School District Basic Materials and Supplies List – Secondary

Sketchbook: samples (choose one)

90 lbs. paper weight or more, minimum size: 8 ½" x 11"

Biefang Sketchbook, 8 ½" x 11", 100 pages white (Wire-bound)

Biefang Mixed Media Pad 9"x12" White

Canson XL Mixed Media 11"x14" White

Pencil:

2B Pencil

4B, 6B (optional)

Ebony Pencil (by Prisma)

White (Prisma)

Blender (Prisma)

Eraser:

Pink pearl

Kneadable

Sharpener:

Handheld

Ruler:

12"

Color pencil:

Prisma 24 count

Watercolor:

Pan set – Prang 12 colors

Watercolor Brush:

Round size: 1, 6, 10, 12 (good quality) -

Synthetic

Flat size: ½", 1" – Synthetic

Permanent Ink Markers:

Sharpie fine point

Sharpie Ultra Fine

Students may wish to purchase a variety of mediums and surface other than those listed above as they experience and explore more in depth.

The sketchbook is the most important tool an art student can have. This is where the progress of the students understanding of processes can be seen. Pre-packed art kits may be purchased from a FBISD approved vendor for sale as a fund-raising activity. Funds would be recorded under Activity Fund. Some schools may require insulation boards for end of year exhibit displays.

APPENDIX P

FM-E-2

(School Letterhead)

Request for Use of Social Media by an Approved Student Group/Organization

Each year all approved student groups and organizations that would like to use social media must submit an annual formal request and be approved by their supervisor or other District administrator.

District Group/Organization Name: _____

District Employee Supervisor: _____

Group/Organization Student Representative: _____

Social Media Application Name: _____

URL/Address of Social Media Home Page: _____

URL/Address of proposed Group/Organization Site: _____

Proposed Use of Social Media: _____

District-approved student groups and organizations are prohibited from using anonymous or private social media outlets to communicate or conduct activities related to the district-approved group or organization. Social media posts are to remain visible and open to the public for view as representing the school district at all times.

- Social Media sites used by district approved student groups and organizations must include the following notice: *“This is a student social media site. Opinions expressed on this site are not necessarily the opinions of Fort Bend ISD and shall not be attributed to Fort Bend ISD.”*
- Students shall keep their own personal information and the personal information of others private. For example, address, phone number, driver’s license, social security number or any other personally identifiable or private information. Students may post certain personal information such as their name and club or organization related photos, provided the parent/guardian has authorized such as indicated in the Parent Consent Checklist.

District Employee Supervisor

Date

Campus Administrator

Date

APPENDIX Q

FORT BEND ISD
079-907

EIA-R

ACADEMIC ACHIEVEMENT

PHILOSOPHY

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, our grading will reflect our core belief and provide all students with the necessary support for their success. Grading in Fort Bend Independent School District is a method used to report student achievement. Grades represent the student's level of mastery of the curriculum objectives.

SPECIAL EDUCATION & BILINGUAL/ESL

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

ELEMENTARY MINIMUM NUMBER OF GRADES

There should be a minimum of 12 grades per 9-weeks grading period in ELA and math. Students should receive three (3) major and nine (9) daily grades per grading period in ELA and math. Science and social studies should receive a minimum of nine (9) grades per grading period. This grade includes three (3) major and six (6) daily grades.

ELEMENTARY GRADES K-1

Student progress is reported based on skills identified in the curriculum for all courses.

Kindergarten

S
N

First Grade

S
N

S = Consistently meets standards/expectations

N = Not progressing towards standards/expectations

ELEMENTARY GRADES 2-5

Academic	Courses
90 – 100	A
80 – 89	B
70 – 79	C
69 & Below	F

Enrichment Courses (Art/Health/PE/Music)	
S	Consistently meets standards/expectations
N	Not progressing towards standards/expectations

ELEMENTARY GRADING PERIOD PROCEDURES

Grades for each grading period must reflect the student's mastery of the district curriculum objectives, which are aligned with Texas Essential Knowledge and Skills. All grades will be weighted as follows:

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

TIME FOR GRADE REPORTING FOR ELEMENTARY AND SECONDARY

Teachers will record grades using the district's electronic grade book. Teachers will post assignment grades within five (5) 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.

ACADEMIC ACHIEVEMENT

KINDERGARTEN -
FIRST GRADE

Extenuating circumstances may prevent the grades from being posted as quickly (per administrative approval).

Each grading period, progress will be reported on items in reading and writing, mathematics, social studies, science, health, fine arts, and physical education, based on the Texas Essential Knowledge and Skills Indicators. Progress is determined by student performance throughout the grading period. The Developmental Reading Assessment (DRA) for kindergarten and first grade will be reported based on the K-5 ELA Assessment Calendar. Comments for all grade reporting periods are to elaborate on strengths and offer suggestions for students who need improvement in meeting standard expectations.

SECOND – THIRD GRADE

The purpose of ELA instruction is to build real-world literacy skills, most simply defined as the ability to make meaning of a variety of texts, both written, oral, and visual, and to communicate meaning to others through written, oral, and visual means. An additional purpose not defined in the Texas Essential Knowledge and Skills, but an essential element of best practice in the teaching of ELA, is to create life-long readers and writers.

Reading will be reported as a numerical average based on a minimum of twelve (12) grades. These grades will be weighted and the recommended number of grades in each category for daily grades for a minimum of nine (9) grades is as follows:

Comprehension	4-5 grades
Genre analysis	3-4 grades
Vocabulary development	2-3 grades

The Developmental Reading Assessment (DRA) for second and third grade will be reported based on the K-5 ELA Assessment Calendar. Comments for all grade reporting periods are to elaborate on strengths and offer suggestions for students who are experiencing difficulty.

Writing will be reported as a numerical average based on a minimum of twelve (12) grades. These grades will be weighted and the recommended number of grades in each category for daily grades for a minimum of nine (9) grades is as follows:

Writing Process	4-5 grades
Grammar and punctuation	3-4 grades
Spelling	1+ grades
Listening/speaking	1+ grades
Handwriting	1+ grades

ACADEMIC ACHIEVEMENT

Mathematics The purpose of mathematics instruction is to teach students to be flexible with numbers so they can apply this knowledge to real-world problems and utilize a variety of problem-solving mechanisms that prepare them for higher level math coursework.

Mathematics will be reported as a numerical average based on a minimum of twelve (12) grades including problem solving and numeracy and the recommended number of grades in each category for a minimum of nine (9) daily grades is as follows:

Numeracy	4-6 Grades
Problem Solving	5-6 Grades

Science will be reported as a numerical average based on a minimum of nine (9) grades including content and processes. There will be a minimum of six (6) daily grades and three (3) major grades.

Social Studies will be reported as a numerical average based on a minimum of nine (9) grades. There will be a minimum of six (6) daily grades and three (3) major grades.

Health, Art, Music, and Physical Education will be reported as an average based on a minimum of three (3) grades in each subject reported as S or N.

FOURTH – FIFTH GRADE

Reading will be reported as a numerical average based on a minimum of twelve (12) grades. These grades will be weighted and the recommended number of grades in each category for a minimum of nine (9) daily grades is as follows:

Comprehension	4-5 Grades
Genre Analysis	3-4 Grades
Vocabulary Development	2-3 Grades

The Developmental Reading Assessment (DRA) for fourth and fifth grade will be reported based on the K-5 ELA Assessment Calendar. Comments for all reporting periods are to elaborate on strengths and offer suggestions for students who are experiencing difficulty.

Writing will be reported as a numerical average based on a minimum of twelve (12) grades. These grades will be weighted and the recommended number of grades in each category for a minimum of nine (9) daily grades is as follows:

ACADEMIC ACHIEVEMENT

Writing Process	4-5 Grades
Grammar and punctuation	3-4 Grades
Spelling	1+ Grades
Listening and Speaking	1+ Grades

Mathematics will be reported as a numerical average based on a minimum of twelve (12) grades including problem solving and numeracy and the recommended number of grades in each category for a minimum of nine (9) daily grades is as follows:

Numeracy	4-6 Grades
Problem-Solving	5-6 Grades

Science will be reported as a numerical average based on a minimum of nine (9) grades including content and processes. There will be a minimum of six (6) daily grades and three (3) major grades.

Social Studies will be reported as a numerical average based on a minimum of nine (9) grades. There will be a minimum of six (6) daily grades and three (3) major grades.

Health, Art, Music, and Physical Education will be reported as an average based on a minimum of three (3) grades in each subject reported as S or N.

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.

**DEFINITIONS - K-5
RETEACHING**

Reteaching is a necessary component in mastery of essential knowledge and skills. Reteaching must occur whenever the teacher determines that a student has not mastered the objective(s) at the independent practice or assessment level.

**DOCUMENTING
RETEACHING**

There must be documentation of reteaching when the teacher has determined that the student has not mastered curriculum objectives. Documentation that reteaching has occurred must consist of entries either in the teacher's lesson plans or grade book.

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 methods include, but are not limited to:

ACADEMIC ACHIEVEMENT

- additional assignments
- cumulative tests (unit, six weeks, semester)
- demonstration/performance
- discussion/review
- observation
- oral questioning w/ documented responses
- problem-solving
- reteaching in another unit
- teacher made check-list/rubric
- retesting

RETESTING

Retesting guidelines apply to major grade assessments only. Daily grades and quizzes are not included in the retesting guidelines.

The following guidelines apply to retesting:

- Students who received a failing grade on an assessment must have the opportunity to retest; the retest may include items from all objectives covered on the original assessment or only those objectives not mastered by the student.
- Students scoring less than 75 have the option to retest; the retest may include items from all objectives covered on the original assessment or only those objectives not mastered by the student.
- In order to retest, a student must attend a reteaching session for remediation of non-mastered objectives.
- Reteaching must be completed prior to the administration of the next major assessment in the course.
- The highest grade that may be earned on a retest is 75.

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

PROGRESS REPORTS
(Grades 2 – 5)

Written progress reports shall be sent at the beginning of the fourth week of each grading period for students who have averages below 75 or an incomplete. Teachers have the responsibility to provide parental notice whenever a student is in danger of failing after the deficiency report has been sent.

TRANSFER STUDENTS

To assign grades to a transfer student the records from the previous school/s should be included in calculations for the current grading period.

If the records are unavailable and the child has been in attendance for less than 15 days, no grades will be recorded on the report card. The number of days in attendance will be recorded on the report card, and the teacher will include in the Comments section of the report card “insufficient days enrolled to assign grades.”

If the records are unavailable and the child has been in attendance for

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15 days or more, the following should be used to determine the report card grade.

1. Assign grade level written or oral work that can be assessed for grade recording.
2. Place a grade on the report card and the number of days enrolled. This should indicate to parents that the student is being graded on only the work done during the period of attendance, not the entire grading period.

Grades in all subjects or courses shall be reported to parents and students at the end of each grading period. The report shall include the number of times the student has been absent. For students in special programs, a written report to parents must clearly specify the instructional level at which the student is functioning.

CONDUCT GRADES

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

END OF YEAR REPORTING

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

SECONDARY GRADES 6 - 8
CRITERIA

Grades are based on students' performance in the curriculum. When letter grades are used, the following conversion table shall be in effect.

90 – 100	A
80 – 89	B
70 – 79	C
69 & Below	F(not passing)
I	Incomplete
NG	No Grade

Actual student numerical grades are recorded in the grade book, and grading period averages are determined by averaging the grades in the grade book. The actual numerical score earned on the semester exam is recorded on the report card. Semester averages are determined by averaging the report card grades.

GRADING PROCEDURES

All graded items are to be based on the Fort Bend ISD curriculum guide that is aligned with the Texas Essential Knowledge and Skills and standardized assessments for the course. Each grading period should consist of a minimum of fourteen (14) numerically graded items. A minimum of three (3) grades recorded should be major grades. Due to differences in subject area needs, specific guidelines for the inclusion of unit tests and/or exams and definitions of major and daily grades will be determined district-wide by subject area committees. Examples are provided under "Weighting of Grades" in this section. All grades will be weighted as follows:

1. Major Grades will count as 50 percent of the student's grading

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period average.

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

MAJOR ASSESSMENTS AND SEMESTER EXAMS

Major assessments are criterion-referenced and based on objectives in the curriculum guides. Department heads and principals will periodically review major assessments for alignment with the district's curriculum. A copy of the semester exam is to be kept on file for a period of three (3) years by the department chair. Semester exams are cumulative assessments in which the content of the semester is assessed. District assessments may be integrated into the semester exams as determined by district-wide subject area committees. Semester exams are 15 percent of the semester grade.

MAJOR GRADES

Assessments of complex assignments typically requiring more than one (1) day to complete are called major grades. A minimum of three (3) grades recorded should be major grades. Advance notice must be given to students of any activity or test that constitutes a major grade. The following are examples of major grades:

- Chapter or unit tests
- Projects
- Research paper
- Skill assessments, i.e., essays, performance, oral presentations

Major Grades must be distributed equally through each grading period.

DAILY GRADES

Assessments of assignments typically requiring only one (1) day to complete are called daily grades. A minimum of eleven (11) grades recorded should be daily grades. Daily grades must be taken from a variety of different assessments of the curriculum. Examples of the student's mastery of the curriculum can include:

- Guided or independent practice
- Quizzes
- Activities
- Participation
- Teacher observation, i.e., small group participation, labs, oral presentations
- Homework

Daily Grades must be distributed equally through each grading period.

GRADE CALCULATION

Example:

Major Grades $86 + 87 + 82 = 255$; therefore, $255 / 3 = 85$

Daily Grades $78 + 92 + 77 + 90 + 72 + 83 + 85 + 80 + 75 + 68 + 85 = 882$; therefore, $882 / 11 = 80$

Grading Period Average $(85 + 80) / 2 = 82.5 = 83$

3. **Semester Average**

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- a. The semester average will be determined by counting the first/third grading period as 42.5% of the average, the second/fourth grading period as 42.5% of the average, and the semester exam as 15 percent of the average.

Example:

1st grading period average = 84

2nd grading period average = 90

semester exam = 89

$(84 \times 0.425) + (90 \times 0.425) + (89 \times 0.15) = 87.3$; 87 Semester Average

HIGH SCHOOL COURSES
TAKEN IN MIDDLE
SCHOOL

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. Each time a course is taken, it will be factored into the total number of courses attempted for GPA. This option is not open to students who earn a grade of -75 or above in a course.

Students who wish to repeat a course that they have passed with a "D" 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 counselors.

DEFINITIONS OF
RETEACHING

Reteaching is a necessary component in the mastery of essential knowledge and skills. Reteaching must occur whenever the teacher determines that a student has not mastered the objective(s) at the independent practice or assessment level.

DOCUMENTING
RETEACHING

There must be documentation of reteaching when the teacher has determined that the student has not mastered curriculum objectives. Documentation that reteaching has occurred must consist of entries in the teacher's lesson plans or grade book.

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 methods include, but are not limited to:

- additional assignments
- cumulative tests (unit, semester)
- demonstration/performance
- discussion/review
- observation
- problem-solving
- teacher made check list/rubric
- retesting

RETESTING

Retesting guidelines apply to major grade assessments only. Daily grades, quizzes, projects, and semester exams are not included in the retesting guidelines. Students who received a score below 75 on a

ACADEMIC ACHIEVEMENT

major grade assessment must have the opportunity to retest.

Two options may be used for retesting:

1. Retesting – this option may be made available for students scoring less than 75 percent on a major exam. The retest may include items from all objectives covered on the original assessment or only those not mastered by the student. Students must attend a tutorial session or complete other approved remediation activities prior to taking the retest. Reteaching must be completed prior to the administration of the next major grade assessment in the course. The maximum score that may be earned on a retest is 75 percent.
2. Progressive Testing/Cumulative Testing – this option allows students to re-test non-mastered objectives by including the material in the next comprehensive examination. The comprehensive examination should include non-mastered objectives from the initial test and new objectives. The grade made on this exam will substitute the initial grade. The progressive testing cycle ends with the last test of each quarterly grading period. This means the grade on the last progressive test of the cycle will stand.

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

MAKE-UP WORK

It is the student's responsibility to ask the teacher for make-up work immediately upon returning to school.

If a test was scheduled before the student was absent, then the student may be required to take the test the day he/she returns.

If a student has missed work, the teacher will give the student the opportunity to make up the work for a grade.

The teacher must have a system in place to notify a student of an assignment which occurred during his/her absence.

Generally, one (1) day for each day of excused absence will be provided for the make-up work.

LATE WORK

Late work will be accepted according to campus guidelines to allow a student to demonstrate mastery of the curriculum. Late work guidelines will be developed at the campus level, approved by the appropriate assistant superintendent, and followed by all teachers on that campus.

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 any missed 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.

ACADEMIC ACHIEVEMENT

CONDUCT GRADES

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

PROGRESS REPORTS

Written progress reports shall be distributed equally throughout each grading period in accordance with the grading timeline distributed annually by the Division of Academic and Instructional Services. Teachers have the responsibility to provide parental notice whenever a student is in danger of failing after the progress report has been sent.

TEST DAYS

Teachers will work collaboratively in their academic teams to coordinate scheduling of major tests and make-up test days.

SUMMER SCHOOL

The summer school principals will send summer grades for all 6-8 grade students to the lead counselor at the appropriate FBISD middle school within one (1) calendar week after the completion of each summer school session. Summer school grades shall be recorded on the student's cumulative record.

SECONDARY GRADING
9 – 12 GRADING CRITERIA

Grades are based on students' performance in the taught curriculum. When letter grades are used, the following conversion table shall be in effect.

90 – 100	A
80 – 89	B
70 – 79	C
69 & Below	F(not passing)
I	Incomplete
NG	No Grade

Actual student numerical grades are recorded in the grade book, and grading period averages are determined by averaging the grades in the grade book. The actual numerical score earned on the semester exam is recorded on the report card. Semester averages are determined by averaging the report card grades.

GRADING PROCEDURES

All graded items are to be based on the curriculum guide aligned with the Texas Essential Knowledge and Skills, and standardized assessments for the course. Each grading period should consist of a minimum of fourteen (14) numerically graded items. A minimum of three (3) grades recorded should be major grades. All grades will be weighted as follows:

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

MAJOR ASSESSMENTS,
SEMESTER EXAMS, SPRING
SEMESTER EXAM
EXEMPTIONS

Major assessments are criterion-referenced and based on objectives in the curriculum guides. Department heads and principals will periodically review major assessments for alignment with the district's curriculum. A copy of the semester exam is to be kept on file for a period of three (3) years by the department chair. Semester

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exams are cumulative assessments in which the content of the semester is assessed. District assessments may be integrated into the semester exams as determined by the district-wide subject area committees. Semester exams are 15 percent of the semester grade. Spring semester exams for Seniors will be scheduled over a three-day period to complete exams one day early. Semester exams for grades 9-11 will take four (4) days for exams. Students will be eligible for Spring Semester Exam Exemptions in certain courses if they meet the criteria that the District establishes annually. Exemption criteria based on attendance, discipline, fines/fees, and EOC test results will be updated and published in the student handbook annually.

MAJOR GRADES

Assessments of complex assignments typically requiring more than one (1) day to complete are called major grades. A minimum of three (3) grades recorded must be major grades. Advance notice must be given to students of any activity or test that constitutes a major grade. Some examples of major grades are:

- Chapter or unit tests
- Projects
- Research paper
- Skill assessments (i.e., essays, performance, oral presentations)

Major Grades must be distributed equally through each grading period.

DAILY GRADES

Assessments of assignments typically requiring only one (1) day to complete are called daily grades. A minimum of eleven (11) grades recorded should be daily grades. Daily grades must be taken from a variety of different assessments of the curriculum. Samples of the student's mastery of the curriculum can include:

- Guided or independent practice
- Quizzes, Activities, Participation
- Teacher observation (i.e., small group participation, labs, oral presentations)
- Homework

Daily Grades must be distributed equally through each grading period.

GRADE CALCULATION

Example:

Major Grades $86 + 87 + 82 = 255$; therefore, $255 / 3 = 85$

Daily Grades $78 + 92 + 77 + 90 + 72 + 83 + 85 + 80 + 75 + 68 + 85 = 882$; therefore, $882 / 11 = 80$

Grading Period Average $(85 + 80) / 2 = 82.5 = 83$

• **Semester Average**

Fort Bend Independent School District 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

ACADEMIC ACHIEVEMENT

semester must be passed individually for credit to be earned except in the case of year averaging for credit recovery. Courses vary from one to two semesters in length.

Note: Due to a previous policy no longer in effect during the 2012-2013 school year, students whose final average in a year-long course would award more grade points than the two semester grades will be awarded the higher grade points. For the purpose of calculating GPA. All grades remain on the transcript and are included in the GPA calculation.

• **Year Averaging for Fall Semester Credit Recovery**

- a. Whole-course credit applies to two-semester sequential courses (designated “A” and “B”) in all content areas. It does not apply to any one-semester course. Students who receive a grade less than 70 as the first or second semester average and whose average grade for both semesters is 70 or above are eligible to receive one credit.
- b. **Example:**
1st semester average = 68
2nd semester average = 75
Average = 71.5; therefore, the whole-course credit would be granted.

Dual Credit Courses – The number of major and daily grades may be modified but multiple major and daily grades are required in each grading period.

**DEFINITIONS 9-12
RETEACHING**

Reteaching is a necessary component in mastery of the Texas Essential Knowledge and Skills. Reteaching must occur whenever the teacher determines that a student has not mastered the objective(s) at the independent practice or assessment level.

**DOCUMENTING
RETEACHING**

There must be documentation of reteaching when the teacher has determined that the student has not mastered curriculum objectives. Documentation that reteaching has occurred must consist of entries in the teacher’s lesson plans or grade book.

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 methods include, but are not limited to:

- additional assignments
- cumulative tests (unit, six weeks, semester)
- demonstration/performance
- discussion/review
- observation
- problem-solving teacher made check list/rubric
- retesting

ACADEMIC ACHIEVEMENT

RETESTING

Retesting guidelines apply to major grade assessments only. Daily grades, quizzes, projects, and semester exams are not included in the retesting guidelines. Students who received a grade below 75 on a major grade assessment must have the opportunity to retest.

Two options may be used for retesting:

1. Retesting – this option may be made available for students scoring less than 75 percent on a major exam. The retest may include items from all objectives covered on the original assessment or only those not mastered by the student. Students must attend a tutorial session or complete other approved remediation activities prior to taking the retest. Reteaching must be completed prior to the administration of the next major grade assessment in the course. The maximum score that may be earned on a retest is 75 percent.
2. Progressive Testing/Cumulative Testing – this option allows students to re-test non-mastered objectives by including the material in the next comprehensive examination. The comprehensive examination should include non-mastered objectives from the initial test and new objectives. The grade made on this exam will substitute the initial grade. The progressive testing cycle ends with the last test of each quarterly grading period. This means the grade on the last progressive test of the cycle will stand.

Reassessment procedures should be consistent across grade levels or the campus as determined at each campus. The final grade recorded should be based on the reassessment.

MAKE-UP WORK

It is the student's responsibility to ask the teacher for make-up work immediately upon returning to school.

1. If a test was scheduled before the student was absent, then the student may be required to take the test the day he/she returns.
2. If a student has missed work, the teacher will give the student the opportunity to make up the work and receive the grade earned.
3. The teacher must have a system in place to notify a student's of an assignment which occurred during his/her absence.
4. Generally, one (1) day for each day of an absence will be provided for the make-up work.

LATE WORK

Late work will be accepted according to campus guidelines to allow a student to demonstrate mastery of the curriculum. Late work guidelines will be developed at the campus level, approved by the appropriate assistant superintendent, and followed by all teachers on that campus.

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 any missed 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.

ACADEMIC ACHIEVEMENT

CONDUCT GRADES

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

PROGRESS REPORTS

Written progress reports shall be distributed equally throughout grading period in accordance with the grading timeline distributed annually by the Division of Academic and Instructional Services. Teachers have the responsibility to provide parental notice whenever a student is in danger of failing after the progress report has been sent.

TEST DAYS

Guidelines for test days and make-up days will be developed at each campus.

DATE APPROVED: 6/13/17
EIA-R