FBISD
INSPIRE • EQUIP • IMAGINE

Student Parent Handbook

2026-2027



FBISD

INSPIRE • EQUIP • IMAGINE

CORE BELIEFS AND COMMITMENTS

Core Belief 1: All students can reach their full potential.
Commitment: Fort Bend ISD will provide an educational system that will enable all students to reach their full potential.

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

…through effective teachers that inspire learning.
Commitment: Fort Bend ISD will recruit, develop and retain effective teachers.

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

…by empowered and effective leaders throughout the system.
Commitment: Fort Bend ISD will provide and promote leadership development at all levels.

…in a well-functioning, high-performing community of learners.
Commitment: Fort Bend ISD will be a collaborative, efficient and effective learning community.

MISSION AND VISION

MISSION

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

VISION

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

DISTRICT PRIORITIES

DISTRICT PRIORITY 1

Increase successful student outcomes through enhanced learning opportunities.

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

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

DISTRICT PRIORITY 2

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

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

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

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

DISTRICT PRIORITY 3

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

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

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

FBISD
INSPIRE • EQUIP • IMAGINE

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

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!

FBISD 2026-27 Instructional Calendar

INSPIRE • EQUIP • IMAGINE

August

July 30th -July 31st..... District Professional Learning Days/ No Students
3rd .....Teacher Work Day/No Students
4th-7th .....Professional Learning Day/No Students
10th.....Teacher Planning Day/No Students
11th..... First Day of Classes 1st Semester

September

7th ..... Student/Teacher Holiday/Labor Day
24th..... Early Release-Elementary
25th.....Professional Learning Day/No Students

October

9th .....Teacher Planning Day/No Students
12th-16th.....Student/Teacher Holiday

November

23rd-27th.....Student/Teacher Holiday

December

17th.....Early Release – MS/HS
18th.....Early Release/All Students
21st-31st ..... Student/Teacher Holiday/Winter Break

January

1st..... Student/Teacher Holiday/New Year's Day
4th .....Professional Learning Day/No Students
5th .....Teacher Planning Day/No Students
6th .....First Day of Classes 2nd Semester
18th.....Student/Teacher Holiday/Martin Luther King Jr. Day

February

11th..... Early Release-Elementary
12th.....Professional Learning Day/No Students
15th..... Student/Teacher Holiday/ Inclement Weather Make-Up Day

March

5th .....Teacher Planning Day/No Students
8th-12th.....Student/Teacher Holiday
26th.....Student/Teacher Holiday

April

30th..... Student/Teacher Holiday/ Inclement Weather Make-Up Day

May

26th..... Early Release MS/HS
27th.....Early Release – All Students/Last Day for Students
28th.....Teacher Work Day/No Students
31st .....District Office and Campuses Closed/Memorial Day

July

5th-9th .....District Office and Campuses Closed

Key

- Teacher Work Day
- Professional Learning
- Teacher Planning
- First Day of Semester
- District Professional Learning Day
- Holiday
- [ ] Beginning/End of Nine Weeks
- { } Exams
- Early Release ES
- Early Release MS/HS
- Early Release ES/MS/HS
- Indement Weather Make-up Day

This Calendar Reflects the Following:	ES	MS	HS
Total Days of Instruction	172	172	172
Total Teacher Contract Days	187	187	187
Operational Minutes Per Full Day	440	440	440
Operational Minutes Per Early Release Days	240	270	245
Total Operational Minutes Pre-Waiver	74,880	75,000	74,900
Waiver Minutes for Professional Learning	2,100	2,100	2,100
Total Operational Min. w/Approved Waivers	76,980	77,100	77,000
Bank of Operational Minutes	1,380	1,500	1,400

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

August 2026

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

September 2026

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

October 2026

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

November 2026

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

December 2026

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	{15}	{16}	{17}	{[18]}	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2027

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

February 2027

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

March 2027

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

April 2027

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

May 2027

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	{24}	{25}	{26}	{[27]}	28	29
30	31					

June 2027

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

July 2027

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

1st Semester Grading Period		81 Days
1st Nine Weeks	8/11- 10/8	41
2nd Nine Weeks	10/19 - 12/18	40

2nd Semester Grading Period		91 Days
3rd Nine Weeks	1/6 - 3/4	39
4th Nine Weeks	3/15 - 5/27	52

Cultural and religious observances of families in FBISD can be accessed on the Diversity Calendar at www.fortbendisd.com/diversity.

Board Approved 1/29/2026

2026-27 Campus List

with Principals

High Schools

Austin High School
3434 Pheasant Creek Drive Sugar Land, 77498
(281) 634-2000

Bush High School
6707 FM 1464
Richmond, 77407
(281) 634-6060

Clements High School
4200 Elkins Road
Sugar Land, 77479
(281) 634-2150

Crawford High School
801 Caldwell Ranch Blvd.
Rosharon, 77583
(281) 327-6730

Dulles High School
550 Dulles Avenue
Sugar Land, 77478
(281) 634-5600

Elkins High School
7007 Knights Court
Missouri City, 77459
(281) 634-2600

Hightower High School
3333 Hurricane Lane
Missouri City, 77459
(281) 634-5240

Kempner High School
14777 Voss Road
Sugar Land, 77498
(281) 634-2300

Marshall High School
1220 Buffalo Run
Missouri City, 77489
(281) 634-6630

Ridge Point High School
500 Waters Lake Blvd.
Missouri City, 77459 (281) 327-5200

Travis High School
11111 Harlem Road
Richmond, 77406
(281) 634-7000

Willowridge High School
16301 Chimney Rock Road
Houston, 77053
(281) 634-2450

Middle Schools

Baines Middle School
9000 Sienna Ranch Road
Missouri City, 77459
(281) 634-6870

Bowie Middle School
700 Plantation Drive
Richmond, 77406 (281) 327-6200

Crockett Middle School
19001 Beechnut Street
Richmond, 77407 (281) 634-6380

Dulles Middle School
500 Dulles Avenue
Sugar Land, 77478 (281) 634-5750

First Colony Middle School
3225 Austin Parkway
Sugar Land, 77479
(281) 634-3240

Fort Settlement Middle School
5440 Elkins Road
Sugar Land, 77479
(281) 634-6440

Garcia Middle School
18550 Old Richmond Road
Sugar Land, 77498
(281) 634-3160

Hodges Bend Middle School
16510 Bissonnet Street
Houston, 77083
(281) 634-3000

Lake Olympia Middle School
3100 Lake Olympia Parkway
Missouri City, 77459
(281) 634-3520

McAuliffe Middle School
16650 South Post Oak Road
Houston, 77053
(281) 634-3360

Missouri City Middle School
202 Martin Lane
Missouri City, 77489
(281)634-3440

Quail Valley Middle School
3019 FM 1092
Missouri City, 77459 (281) 634-3600

Sartartia Middle School
8125 Homeward Way
Sugar Land, 77479
(281) 634-6310

Sugar Land Middle School
321 Seventh Street
Sugar Land, 77498
(281) 634-3080

Thornton Middle School
1909 Waters Lake Blvd.
Missouri City, 77459 (281) 327-3870

Updated by Communications:
06/11/2025

Elementary Schools

Aldridge Elementary
15817 Blue Ridge Rd.
Houston, 77489
(281) 634 - 4520

Armstrong Elementary
3440 Independence Blvd.
Missouri City 77459
(281) 634-9410

Barrington Place Elementary
2100 Squire Dobbins Dr.
Sugar Land, 77478
(281) 634-4720

Bhuchar Elementary
5503 Thompson Ferry Rd.
Missouri City, 77459
(281) 327-4400

Brazos Bend Elementary
621 Cunningham Creek
Blvd. Sugar Land, 77479
(281) 634-5180

Burton Elementary
1625 Hunter Green Ln.
Fresno, 77545
(281) 634-5080

Colony Bend Elementary
2720 Planters St.
Sugar Land, 77479
(281) 634-4080

Colony Meadows Elementary
4510 Sweetwater Blvd. Sugar
Land, 77479
(281) 634-4120

Commonwealth Elementary
4909 Commonwealth Blvd.
Sugar Land, 77479
(281) 634-5120

Cornerstone Elementary
1800 Chatham Ave.
Sugar Land, 77479
(281) 634-6400

Drabek Elementary
11325 Lake Woodbridge Dr.
Sugar Land, 77498
(281) 634-6570

Ferguson Elementary
1300 Heritage Park Dr.
Missouri City, 77459
(281) 327-8500

Goodman Elementary
1100 West Sycamore Rd.
Fresno, 77545
(281) 634-5986

Henry Elementary
7447 FM 521
Rosharon, 77583
(281) 634-1000

Heritage Rose Elementary
636 Glendale Lakes Dr.
Rosharon, 77583
(281) 327-5400

Highlands Elementary
2022 Colonist Park Dr.
Sugar Land, 77478
(281) 634-4160

Holley Elementary
16655 Bissonnet St.
Houston, 77083
(281) 634-3850

Hunters Glen Elementary
695 Independence Blvd.
Missouri City, 77489
(281)634-4640

Jones Elementary
302 Martin Ln.
Missouri City, 77489
(281) 634-4960

Jordan Elementary
17800 West Oaks Village Dr.
Richmond, 77407
(281) 634-2800

Lakeview Elementary
314 Lakeview Dr.
Sugar Land, 77498
(281) 634-4200

Lantern Lane Elementary
3323 Mission Valley Dr.
Missouri City, 77459
(281) 634-4680

Leonetti Elementary
1757 Waters Lake Blvd.
Missouri City, 77459
(281) 327-3190

Lexington Creek Elementary
2335 Dulles Ave.
Missouri City, 77459
(281) 634-5000

Madden Elementary
17727 Abermore Ln.
Richmond, 77407
(281) 327-2740

Malala Elementary
11770 W. Aliana Trace Dr.
Richmond, 77407
(281) 327-5700

Meadows Elementary
12037 Pender Ln. Meadows,
77477
(281) 634-4720

Mission Elementary
16200 Beechnut St.
Houston, 77083
(281) 634-4280

Elementary Schools

Neill Elementary
3830 Harvest Corner Dr.
Richmond, 77406
(281) 327-3760

Oakland Elementary
4455 Waterside Estates Dr.
Richmond, 77406
(281) 634-3730

Oyster Creek Elementary
16425 Mellow Oaks Ln.
Sugar Land, 77498
(281) 634-5910

Palmer Elementary
4208 Crow Valley Dr.
Missouri City, 77459
(281) 634-4760

Parks Elementary
19101 Chimney Rock Rd.
Fresno, 77545
(281) 634-6390

Patterson Elementary
18702 Beechnut St.
Richmond, 77407
(281) 327-4260

Pecan Grove Elementary
3330 Old South Dr.
Richmond, 77406
(281) 634-4800

Quail Valley Elementary
3500 Quail Village Dr.
Missouri City, 77459
(281) 634-5040

Ridgemont Elementary
4910 Raven Ridge Dr.
Houston, 77053
(281) 634-4880

Scanlan Oaks Elementary
9000 Camp Sienna Trail
Missouri City, 77459
(281) 634-3950

Schiff Elementary
7400 Discovery Ln.
Missouri City, 77459
(281) 634-9451

Seguin Elementary
7817 Grand Mission Blvd.
Richmond, TX 77407
(281) 634-9850

Settlers Way Elementary
3015 Settlers Way Blvd.
Sugar Land, 77479 (281)
634-4360

Sienna Crossing Elementary
Rachel Rosier
10011 Steep Bank Trace
Missouri City, 77459
(281) 634-3680

Sullivan Elementary
17828 Winding Waters Ln.
Sugar Land, 77479
(281) 327-2860

Townewest Elementary
13927 Old Richmond Rd.
Sugar Land, 77498
(281) 634-4480

Walker Station Elementary
6200 Homeward Way Blvd.
Sugar Land, 77479
(281) 643-4400

Specialized Schools

Early Literacy Center @ Hunters Glen
695 Independence Blvd.
Missouri City, 77489
(281) 634-6754

Early Literacy Center @ Ridgemont
5353 Ridge Creek Circle
Houston, 77053
(281) 634-9810

M.R. Wood Center for Learning
138 Avenue F
Sugar Land, 77498
(281) 327-6000

Progressive High School
1555 Independence Blvd.
Missouri City, 77489
(281) 634-2900

Reese Career and Technical Center
12300 University Blvd.
Sugar Land, 77478
(281) 327-7300

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PREFACE

Parents and Students:

Welcome to the new school year!

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

The Fort Bend ISD Student Parent Handbook is a general reference guide that provides updated information regarding:

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

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

In July 2023, the district requested your acknowledgement of all areas listed in Section I during the enrollment verification period. Since then, the district has updated this handbook and the Student Code of Conduct. Your acknowledgement covers all areas listed in Section I. Please pay particular attention to the areas that require you, as a parent, to request opting out of certain activities, practices or instruction. If you have not verified enrollment online please do so now, as this handbook is current for the 2026-2027 school year.

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

Parents and students should become familiar with the Fort Bend ISD Student Code of Conduct. To review the Code of Conduct, visit the district's website at Fort Bend ISD. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus. A hard copy of either the Student Code of Conduct or Student Parent Handbook can be requested at your campus main office.

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

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

Upon completion of reviewing the Student Parent Handbook, please complete the Student/Parent Consent Checklist/Acknowledgement Form, located in the Appendix I of this handbook. See APPENDIX I.

ACCESSIBILITY

If you have difficulty accessing the information in this document because of a disability, please contact *Fort Bend ISD, Student Affairs, 281-327-2829.*

OVERVIEW

PHILOSOPHY

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

SCOPE

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

Of note, the Student Code of Conduct (SCC) and the Dress Code are now posted online at Fort Bend ISD under Student Affairs. The SCC and the Dress Code, as approved by the Board of Trustees, establish the rules, guidelines, and procedures that support a safe learning environment. The SCC provides comprehensive information regarding the following:

- The district's behavior management expectations;
- Descriptions of prohibited conduct;
- Disciplinary options, methods and consequences for preventing and addressing student misconduct;
- Behavior Framework and
- The district's process for administering disciplinary consequences.

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

This handbook is provided as an expression of Board policy; some sections will refer directly to the applicable Board policy. The Board policy manual is accessible on the district's website at Fort Bend ISD, under Board of

Trustees. In the event of a conflict between Board policy and information in this handbook, Board policy will govern. While this handbook may refer to rights established through law or policy, the Student/Parent Handbook does not create any additional rights for students or parents.

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

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

Additionally, students may be subject to campus, classroom, transportation, extracurricular, and/or organization rules in addition to those found in the Student/Parent Handbook. Students may face consequences under these additional rules as well as possible disciplinary action under the SCC. Further, to the extent a student engages in conduct that is not specifically addressed in the SCC, the student may still be disciplined if the conduct disrupts or interferes with the educational process, learning environment, or school safety.

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

FAMILY COMMUNICATIONS

Engaging parents in ways that are more effective is one way we will build a collaborative community in each of our schools. We want all stakeholders in our community – families, businesses, interfaith communities, social services, health institutions and other governmental entities – to come together on behalf of our students and schools. A collaborative community in each school will support the District in developing the whole child in alignment with the **Profile of a Graduate.**

Blackboard Connect-Parent Notification System-Automated Emergency Communications

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

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

- Elementary school attendance at 10:45 a.m.
- High school attendance at 3:30 p.m.
- Middle school attendance at 4:50 p.m.

In situations where parents live in separate households, the primary guardian in each household will be provided with a login and receive default communications to their primary phone number and email address, with ability to add others and opt-in to text messaging. More information can be found on the District website at Fort Bend ISD.

Parent Contact Information-Automated Nonemergency Communications

A parent is legally required to provide in writing the parent's contact information, including address, phone number, and email address. A parent must provide the contact information to the district upon enrollment and again within two weeks after the beginning of each following school year while the student is enrolled in the district. If the parent's contact information changes during the school year, the parent must update the information, in writing, no more than two weeks after the date the information changes. A parent may update contact information by contacting the campus registrar.

STUDENT CODE OF CONDUCT

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

The Fort Bend ISD 2026-2027 Student Code of Conduct was adopted by the Board of Trustees as required by Policy FO (LEGAL), which defines the requirements of the Student Code of Conduct to include:

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

Students and parents may access the FBISD Student Code of Conduct posted on the District website at Fort Bend ISD, under the Department of Student Affairs.

Campus Behavior Coordinator

By law, each campus has a Campus Behavior Coordinator to apply discipline management techniques and administer consequences, as well as to provide a point of contact for student misconduct. The Campus Behavior Coordinator at each District campus, including their contact information, is posted on the District website at Fort Bend ISD, under the Department of Student Affairs.

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

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

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

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

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

SECTION I: PARENTAL RIGHTS

CONSENT, OPT-OUT, AND REFUSAL RIGHTS

Note: References to policy codes are included so that parents can refer to Board Policy. The district's official policy manual is available for review in the district administration office, and an unofficial electronic copy is posted on the district website at Fort Bend ISD, under Board Policy.

Displaying a Student's Artwork, Projects, Photos, and Other Original Work

Teachers may display students' work in classrooms or elsewhere on campus as recognition of student achievement. However, the district will seek parental consent before displaying students' artwork, special projects, photographs taken by students, and other original works on the district's Website, on any campus or classroom website, in printed material, by video, or by any other method of mass communication. The district will also seek consent before displaying or publishing an original video or voice recording in this manner. See acknowledgement forms as you complete the online enrollment verification in Family Access in Skyward.

Granting Permission to Receive Parenting and Paternity Awareness Instruction

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

Granting Permission to Video or Audio Record a Student

The district may send a parent or legal guardian any written request to make a video or voice recording of your child. State law, however, permits the school to make a video or voice recording without parental permission for the following circumstances:

- When it is to be used for school safety;
- When it relates to classroom instruction or a co-curricular or extracurricular activity;
- When it relates to media coverage of the school; or
- When it relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

In other circumstances, the district will seek written parental consent before making a video or voice recording of a student. Please note that parents and visitors to a classroom, both virtual and in person, may not record video or audio or take photographs of other still images without permission from the teacher or other school officials.

Nondiscrimination Statement

In its efforts to promote nondiscrimination and as required by law, the district does not discriminate on the basis of race, religion, color, national origin, gender, sex, age, disability, or any other basis prohibited by law in providing education services, activities, and programs, including Career and Technical Education (CTE) programs. The district provides equal access to the Boy Scouts and other designated youth groups.

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends employment. Inquiries about the

application of Title IX may be referred to the district's Title IX Coordinator (see below), to the Assistant Secretary for Civil Rights of the Department of Education, or both.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II. See Policies FB (LEGAL) (LOCAL), FFH (LEGAL) (LOCAL), GKD (LEGAL)

For more information, please see Notice of Non-Discrimination.

Objecting to the Release of Directory Information

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

However, a parent or eligible student may object to the release of a student's directory information. This objection must be made in writing to the principal within ten school days of your child's first day of instruction for this school year,see District calendar. Please see the form found in the Appendix I:

Student/Parent Consent Checklist/Acknowledgment Form, APPENDIX I.

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

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

Parent Rights and Options:
State law provides that a parent has the right to direct the moral and religious training of the parent's child make decisions concerning the child's education, and consent to medical, psychiatric, and psychological treatment of the child without obstruction or interference from a governmental entity of Texas including a school district.

In addition to referring to the rights of parents, including the right to withhold consent for or exempt the parent's child from certain activities and instruction specified throughout this handbook, parents may access additional information regarding parental rights at the district's website at www.fortbendisd.com

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

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

Psychological Evaluation

Unless required under state or federal law, a District employee or contractor of the district will not conduct a psychological or psychiatric examination, test, screening, or treatment, without obtaining prior written parental consent. The district will not provide a mental health care service to a student except as permitted by law. The district has established procedures forproviding a parent with a recommendation for an intervention for a student with early warning signs of mental health concerns, substance abuse and/or suicidal ideation. The school counselor or psychologist will notify thestudent's parent within a reasonable amount of time after learning that a student has displayed early warning signs. This notification will include potential interventions and provide information about available counseling options.

For further information, see Mental Health Support. See Policies FFB (LEGAL) and FFEB (LEGAL)

Release of Student Information to Military Recruiters and Institutions of Higher Education

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

Requesting Limited or No Contact with a Student Through Electronic Media

Teachers and other approved employees are permitted by the district to use electronic communication with students within the scope of the individual's professional responsibilities, as described by district's guidelines. For example, a teacher may set up a district-supported website for his or her class that has information related to class work, homework, and tests. As a parent, you are welcome to visit and become familiar with the class website. However, text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity needs to communicate with a student participating in the extracurricular activity.

The employee is required to include the student's parent as a recipient on all text messages. The employee is required to include his or her immediate supervisor and the student's parent as recipients on all text messages. If you prefer that your child not receive any one-to-one electronic communications from a district employee or if you have questions related to the use of electronic media by district employees, please contact the campus principal.

Student Climate and Engagement Surveys

Fort Bend ISD administers student climate and engagement surveys, including a drug and alcohol survey every other year, in order to assess district performance and ensure we are meeting the needs of our students. The Protection of Pupil Rights Amendment (PPRA) provides parents certain rights regarding participation in surveys, the collection and use of information for marketing purposes, and certain physical exams. A parent has the right to consent before a student is required to submit to a survey funded by the U.S. Department of Education that concerns any of the following protected areas:

- Political affiliations or beliefs of the student or the student's parent
- Mental or psychological problems of the student or the student's family
- Sex behavior or attitudes
- Illegal, antisocial, self-incriminating, or demeaning behavior
- Critical appraisals of individuals with whom the student has a close family relationship
- Legally recognized privileged relationships, such as with lawyers, doctors and ministers
- Religious practices, affiliations, or beliefs of the student or parent, or
- Income, except when the information is required by law and will be used to determine the student's eligibility for a program.

A parent can inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey. See Policy EF (LEGAL)

The PPRA gives parents the right to receive notice and an opportunity to opt a student out of:

- Activities involving the collection, disclosure, or use of personal information gathered from the child for marketing, selling, or otherwise disclosing that information to others; and
- Any nonemergency, invasive physical examination, or screening required as a condition of attendance administered by the school or its agent, and not necessary to protect the immediate health and safety of the student.

Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. See Policies EF and FFAA

A parent may inspect:

- Protected information surveys of students and surveys created by a third party;
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
- Instructional material used as part of the educational curriculum.

The Department of Education provides extensive information about the PPRA, including a PPRA Complaint Form.

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE

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

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others. In addition, state law requires each campus provide for the observance of one minute of silence at the beginning of the first class period when September 11th falls on a regular school day in remembrance of those who lost their lives on September 11, 2001. See Policy EC (LEGAL).

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

Human Development Instruction Policy FFA(LOCAL)

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

Fort Bend ISD utilizes the Meet the New You program to be used in the elementary school for fourth grade girls and fifth grade boys. The Just Around the Corner program is utilized for fifth grade girls. Both programs are puberty education programs with a focus on instruction related to puberty and development, following Texas Senate Bill 12 and state curriculum guidelines. Males and females will receive separate instruction. Both males and females receive instruction from the school nurse or male boys may receive instruction from a male PE teacher, if assigned to the campus.

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

Consent to Human Sexuality Instruction

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

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

- Present abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;
- Devote more attention to abstinence from sexual activity than to any other behavior;
- Emphasize that abstinence is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to a standard of behavior in which abstinence from sexual activity before marriage is the most effective way to prevent pregnancy and sexually transmitted diseases.

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

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

The seventh grade health classes utilize the *Choosing the Best PATH* curriculum, which includes eight lessons/sessions. Students learn the facts about risks and consequences of sex before marriage, as well as the

benefits of choosing healthy relationships. Students are provided the tools to develop the skills, character, and commitment to remain abstinent until marriage.

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

State law, including Education Code 26.004, contains specific requirements regarding this instruction. As a parent, you have the right to review or purchase a copy of these curriculum materials; remove your student from any part of that instruction without subjecting the student to any disciplinary action, academic penalty, or other sanction imposed by the district or the student's school; and use the grievance procedure or the appeals process under Education Code 7.057 concerning a complaint of a violation of state law requirement. Opportunities for parental involvement in the development of the human sexuality curriculum is available through participation in the District's School Health Advisory Council or "SHAC." Additional information regarding the SHAC is available at Fort Bend ISD..

Before a student is provided with human sexuality instruction, a school district must obtain the written consent of the student's parent/guardian.

Consent to Violence Prevention Instruction

TEC, §28.004(q-4), as added by SB 9, 87th Texas Legislature, Second Called Session, 2021, requires the board of trustees of each local school district to determine the specific content of the district's instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking in accordance with this subchapter, which must include any essential knowledge and skills addressing these topics developed by the State Board of Education (SBOE).

Instruction regarding the prevention of child abuse, family violence, dating violence, and sex trafficking that is included in the Texas Essential Knowledge and Skills (TEKS) must be offered to district students. State law, including Education Code 28.004, contains specific requirements regarding this instruction. Our health curriculum complies with these requirements which includes age-appropriate educational materials that include information on the dangers of child abuse, family violence, dating violence, and sex trafficking. Fort Bend ISD offers instruction regarding the prevention of child abuse, family violence, dating violence, and sex trafficking through the curriculum for the seventh grade and high school **health** classes. The instruction is implemented during the final grading period of both the fall and the spring semesters of the school year in your student's health class. Behavioral Health and Wellness Website.

Fort Bend ISD has approved the below instructional programs regarding the prevention of child abuse, family violence, dating violence, and sex trafficking for elementary and secondary students. The instruction is implemented through health classes and/or as deemed needed by the campus administration. Any public domain instructional materials used in this instruction are posted on the district's internet website and are available at Behavioral Health and Wellness Link.

FBISD Approved Prevention Programs:

- United Against Human Trafficking
- Aid to Victims of Domestic Abuse (AVDA)
- Child Advocates of Fort Bend
- Child Builders
- Crime Stoppers of Houston
- Fort Bend Regional Council on Substance Abuse, Inc.
- FBISD Social Work Services

- Mental Health America of Greater Dallas
- Unbound Now Houston

As a parent, you have the right to review or purchase a copy of these curriculum materials; remove your student from any part of that instruction without subjecting the student to any disciplinary action, academic penalty, or other sanction imposed by the district or the student's school; and use the grievance procedure or the appeals process under Education Code 7.057 concerning a complaint of a violation of state law requirement. Finally, opportunities for parental involvement in the development of the violence prevention curriculum is available through participation in the District's School Health Advisory Council or "SHAC." Additional information regarding the SHAC is available at FBISD SHAC Link.

Before a student is provided with instruction regarding the prevention of child abuse, family violence, dating violence, and sex trafficking, a school district must obtain the written consent of the student's parent/guardian.

Excusing a Student from Reciting the Pledges to the Us/Texas Flags

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

Excusing a Student from Reciting a Portion of the Declaration of Independence

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

Prayer

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

Removing A Student Temporarily from the Classroom

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

Tutoring Or Test Preparation

Based on informal observations, evaluative data such as grades earned on assignments or tests, or results from diagnostic assessments, a teacher may determine that a student is in need of additional targeted assistance for the student to achieve mastery in state-developed essential knowledge and skills. The school will always attempt to provide tutoring and strategies in ways that prevent removal from other instruction as much as possible. In accordance with state law and Policy EC (LEGAL), Districts must obtain parental permission beforeremoving a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten

percent of the days the class is offered. Under state law, students with grades below 70 for a reporting period are required to attend tutorial services if the district offers these services.

For questions about school provided tutoring programs, contact the student's teacher and see Policies EC and EHBC (LOCAL).

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

Committed to a Balanced and Unbiased Curriculum

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

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

Notices of Certain Student Misconduct to Noncustodial Parent

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

Parent Access

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

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

- Teaching materials and tests used in your child's classroom

Participation in Federally Required, State-Mandated, and District Assessments

You may request information regarding any state or District policy related to your child's participation in assessments required by federal, state law, or the district policy by contacting the campus testing coordinator at your child's campus or the Department of Accountability, Assessment, and Compliance. See Assessment and Testing.

Professional Qualifications of Teachers and Staff

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

Records

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

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

Release is restricted to:

- The student's parent unless the school is given a copy of a court order terminating parental rights or the right to access a student's education records. A parent's rights regarding access to student records are not affected by the parent's marital status.
- Federal law requires that, as soon as a student becomes 18, is emancipated by a court, or enrolls in a postsecondary institution, control of the records go to the student. The parents may continue to have access to the records, however, if the student is a dependent for tax purposes and under limited circumstances when there is a threat to the health and safety of the student or other individuals.
- District school officials who have what federal law refers to as a "legitimate educational interest" in a student's records. School officials would include Trustees and employees of the District, such as the superintendent, administrators, and principals; teachers, school counselors, diagnosticians, and support staff; a person or company with whom the District has contracted or allowed to provide a particular service or function (such as an attorney, consultant, auditor, medical consultant, therapist, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties; or a person appointed to serve on a team to support the District's safe and supportive school program. "Legitimate educational interest" in a student's records includes working with the student; considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official's professional responsibility; or investigating or evaluating programs.

- Various governmental agencies, including juvenile service providers and Texas Department of Family and Protective Services (DFPS) caseworkers or other child welfare representatives, in certain cases.
- Individuals or entities granted access in response to a subpoena or court order.
- A school or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.
- Release to any other person or agency-such as a prospective employer or for a scholarship application-will occur only with parental or student permission as appropriate.

The campus principal or designee is custodian of all records for currently enrolled students at the assigned school or for graduates within the last five (5) years. The Superintendent or designee is the custodian of all records for students who have withdrawn. The Executive Director of Student Support Services, Deena Hill, is the custodian of records for all Student Support Services records, which includes records for students served with special education services, Section 504.

A parent or eligible student may inspect records during regular school hours. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

A parent or eligible student who provides a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review these records. The district is required to provide the parent or guardian a copy of the educational records within 45 calendar days from the date of the request. The address of the Superintendent is 16431 Lexington Blvd., Sugar Land, Texas 77479. The address of the Executive Director of Student Support Services is 504 Dulles Ave., Sugar Land, Texas 77478.

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

The District's Policy regarding student records can be found at FL (LEGAL) and (LOCAL) and is available from the Principal or Superintendent's office or on the District's Website.

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

For more information about how to file a complaint, see Protecting Student Privacy

Reviewing Instructional Materials

As a parent, you have a right to review teaching materials, textbooks, and other teaching aids and instructional materials and plan used in the curriculum, and to examine tests that have been administered, whether instruction is delivered in-person, virtually, or remotely. A parent is also entitled to request that the school

allow the student to take home instructional materials the student uses. The school may ask the student to return the materials at the beginning of the next school day. A school must provide printed versions of electronic instructional materials to a student if the student does not have reliable access to technology at home. Teachers are required to provide a copy of the teacher's instructional plan or course syllabus for each class to the parent of each student enrolled in that class before the beginning of each semester. A parent may obtain additional copies of plan or syllabus by request. See Policy EF (LEGAL) and TEC26.006.

STUDENTS WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES

Accommodations for Children of Military Families

Texas Education Code § 25.006 requires districts to collect data to identify their military-connected student population and submit it to the Texas Education Agency. Military connected students are those that meet one or more of the following descriptors based on their grade level. Parents must complete a questionnaire as part of initial enrollment processes and again annually as part of the enrollment verification processes.

Students in K-12th grade:

- Student is a dependent of a current member of one of the following:
  - U.S. military;
  - Texas National Guard (Army, Air Guard, or State Guard); or
  - A reserve force.
- Student is a dependent of a former member of one of the following:
  - U.S. military;
  - Texas National Guard (Army, Air Guard, State Guard); or
  - A reserve force.
  - Student was a dependent of a member of the U.S. military or reserve force who has fallen in the line of duty.

Prekindergarten students:

- A dependent of an active-duty member of the armed forces of the United States including the state military forces or a reserve component of the armed forces who is ordered to active duty by proper authority.
- A dependent of the armed forces of the United States including the state military forces or a reserve component of the armed forces who is injured or fallen in the line of duty.

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

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

The district will excuse absences related to a student visiting a parent, including a stepparent or legal guardian, who is:

- Called to active duty,
- On leave, or
- Returning from a deployment of at least four months

The district will permit no more than five excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

Additional information may be found at the Military Family Resources page on the Texas Education Agency website.

Administrative Processes and Procedures for Students with Disabilities can be found on the Special Education Department Website, Special Education Administrative Procedures and on the Student Support Services Website, 504 and Dyslexia.

Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services

For those students who are having difficulty in the regular classroom, all school Districts and open enrollment charter schools must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response To Intervention (RTI), and in Fort Bend ISD. Responsive Instruction (RI) is the model utilized for academic intervention.

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

Jennifer Byrne, Assistant Director of Student Support Services at:

281-634-4689 or email at Jennifer.Byrne@fortbendisd.gov.

Visit these websites for information regarding students with disabilities and the family:

- Legal Framework for the Child-Centered Special Education Program
- Partners Resource Network
- Special Education Information Center
- Texas Project First

Foster Care (Students in the Conservatorship of the State)

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

A student who is currently in the conservatorship (custody) of the state and who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities outside the district's established

testing windows, and the district will award partial course credit when a student only passes one-half of a two-half course.

The district will assess the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district.

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

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

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

For more information on services for foster care students, contact the District's Foster Care Liaison, Jennifer Sowells and/or the Director of Accountability, Assessment, and Compliance Department at (281) 634-1134.

Notification to Parent of Intervention Strategies for Learning Difficulties Provided to Student in General Education

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

Parents of Students Who Speak a Home Language Other Than English

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

Request for the Use of a Service Animal

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

Requesting Classroom Assignment for Multiple Births

As a parent, if your children are multiple birth siblings (e.g., twins, triplets, etc.) assigned to the same grade and campus, you may request that they be placed either in the same classroom or in separate classrooms.
Your written request must be provided no later than the 14th day after the enrollment of your children. See Policy FDB (LEGAL).

Safety Transfers

As a parent, you may:

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

Section 504 Referrals

Each school District or charter school must have standards and procedures in place for the evaluation and placement of students in the district's or charter school's Section 504 program. Districts and charter schools must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure. A student who has or is at risk for dyslexia or a related reading difficulty is eligible to participate in the Texas state library and archives Commission's Talking Book Program, which provides audio books free of charge to qualifying Texans with visual, physical, or reading disabilities.

Visit these websites for information regarding students with disabilities and the family:

- Legal Framework for the Child-Centered Special Education Program
- Partners Resource Network
- Special Education Information Center
- Texas Project First

Students With Physical or Mental Impairments Protected Under Section 504

A child determined to have a physical or mental impairment that substantially limits a major life activity, as defined by law, and who does not otherwise qualify for special education services, may qualify for protections under Section 504 of the Rehabilitation Act. Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities. When an evaluation is requested, a committee will be formed to determine if the child is in need of services and supports under Section 504 to receive a Free Appropriate Public Education (FAPE), as this is defined in federal law. The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is Dahria Driskell, Executive Director, Student Support Services, District 504 Coordinator at (281) 634-1143. See Policy FB (LEGAL).

Additional information regarding the 504 process can be found on the District website at: Student Support Services.

Special Education Referrals

A parent or guardian has the right to request a special education evaluation at any time. It is best to submit this request in writing to your school's principal or to the school district's special education director. If your child is pre-school age and not yet enrolled in school, send the letter to Dahria Driskell, Executive Director, Student Support Services at Dahria.Driskell@fortbendisd.gov

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

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

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

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

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

Additional information regarding the Special Education Referral process can be found on the district website at Fort Bend ISD under Special Education.

Students Who are Homeless

A student who is homeless will be provided flexibility regarding certain District provisions, including:

- Proof of residency requirements
- Immunization requirements
- Educational program placement (if the student is unable to provide previous academic records, or misses an application deadline during a period of homelessness);
- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year) [per SBOE];
- Assessment of the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district;
- The award of partial credit (awarding credit proportionately when a student passes only one-half of a two-half course) ;
- Eligibility requirements for participation in extracurricular activities, and
- Graduation requirements.

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

Federal law also allows a student who is homeless to remain enrolled in what is called the "school of origin" or to enroll in a new school in the attendance area where the student is currently residing.

A student or parent who is dissatisfied by the district's eligibility, school selection, or enrollment decision may appeal through Policy FNG (LOCAL). The district will expedite local timelines, when possible, for prompt dispute resolution.

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

For more information on services for students who are homeless, contact the district's Liaison for Homeless Children and Youth, Jennifer Sowells, and/or the Director of Accountability, Assessment, and Compliance Department at (281)-634-1134.

Students with Disabilities with Other School-Aged Children in the Home

If a student is receiving special education services at a campus outside his or her attendance zone, the parent or guardian may request that any other student residing in the household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus. However, the District is not required to provide transportation to the other children in the household. The parent or guardian should speak with the principal of the school regarding transportation needs prior to requesting a transfer for any other children in the home. See Policy FDB (LOCAL). Transfers may be allowed with appropriate documentation and approval from Student Support Services and the Department of Student Affairs.

Transition Services for Students Served with Special Education Services

Transition is a process designed to assist students with disabilities to achieve their postsecondary goals in the areas of education, employment and adult living. Through transition planning, annual goals and a coordinated set of activities focusing on both academic and functional skills are established to facilitate progress towards a student's postsecondary goals. For questions regarding post-secondary transitions, including the transition from

education to employment, for students receiving special education services, contact the districts transition and employment designee:

Name:	Alexis Greer
Title:	Assistant Director of Special Education, Dispute Resolution and Parent Support
Mailing Address:	504 Dulles Avenue Sugar Land, Texas 77478
Email Address:	Alexis.Greer@fortbendisd.com
Phone Number:	281-634-1143

Additional information regarding Special Education Transition Services can be found at the Special Education Website on Transition Services

SECTION II: ADDITIONAL IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

ABSENCES/ATTENDANCE

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

Attendance for Credit or Final Grade (Prekindergarten-Grade 12)

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

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

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

- All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for the reasons listed as "Exemptions" will be considered days of attendance for this purpose.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- Absences incurred due to the student's participation in board-approved extracurricular activities will be considered by the CAC as extenuating circumstances if the student makes up the work missed in each class.
- In reaching a decision about a student's absences, the CAC will attempt to ensure that it is in the best interest of the student.
- The CAC will consider the acceptability and authenticity of documented reasons for the student's absences.
- The CAC will consider whether the absences were for reasons for which the student or the student's parent could not exercise any control.
- The CAC will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.

- The student or parent will be given an opportunity to present any information to the CAC about the absences. See Policy FEC (LOCAL).

The student or parent may appeal the CAC's decision to the Board of Trustees by filing a written request with the Superintendent in accordance with Policy FNG (LOCAL). The actual number of days a student must be in attendance, in order to receive credit or a final grade, will depend on whether the class is for a full semester or for a full year. If credit has been denied due to excessive absences, then no credit or grade points can be earned; however, the attendance will be counted in "Total Course Credit Attempted."

Compulsory Attendance

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

A student who voluntarily attends or enrolls after his or her 19th birthday is required to attend each school day until the end of the school year. If a student 19 or older has more than five unexcused absences in a semester, the district may revoke the student's enrollment. After a student age 19 or older incurs a third unexcused absence, the district is required by law to send the student a letter explaining that the district may revoke the student's enrollment for the remainder of the school year if the student has more than five unexcused absences in a semester. As an alternative to revoking a student's enrollment, the district may implement a truancy action improvement plan. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. Students who have enrolled in pre-kindergarten or kindergarten are required to attend school.

Doctor's Visit

If a student is temporarily absent from school and the student either began classes or returned to school on the same day as the appointment the absence can be coded as "medical", once the appointment has been properly documented. If the student has a medical appointment/visitation and never attends school on the day of the appointment, the absence will be coded as excused with proper documentation.

To receive credit or a final grade in a class, the student must attend at least 90 percent of the days the class is offered. Refer to Attendance for Credit or Final Grade section above.

Students with Autism Spectrum Disorders and Private Therapy

A documented appointment with a health care professional included an appointment of a student diagnosed with autism spectrum disorder with a health care practitioner to receive a generally recognized service for persons with that disorder. Generally recognized services include, but are not limited to, applied behavioral analysis, speech therapy, and occupational therapy. If the student has a medical appointment/visitation and never attends school on the day of the appointment the absence will be coded as excused with proper documentation. To receive credit or a final grade in a class, the student must attend at least 90 percent of the days the class is offered. Refer to Attendance for Credit or Final Grade section above.

Per the current Student Attendance Accounting Handbook from the Texas Education Agency, a consultation over the phone or via video (telemedicine) is considered an appointment with a health care professional. An appointment with a school nurse will not count for Foundation School Program (FSP) funding as an appointment with a health care professional.

Doctor's Note After an Absence for Illness

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

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

Documentation After an Absence (All Grade Levels)

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

When a student does not return to school after being absent for more than 10 days and has not provided notification of the absences, all absences will be marked unexcused, and the student and parent may be subjected to truancy filing/intervention measures.

Note: Unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is **not** required to excuse an absence. Once coded as an unexcused absence, the coding will not be changed without administrative approval/authorization.

Driver License Attendance Verification (Secondary Grade Levels Only)

For a student between the ages of 15 and 18 to obtain a driver license, written parental permission must be provided for the Texas Department of Public Safety (DPS) to access the student's attendance records and, in certain circumstances, for a school administrator to provide the student's attendance information to DPS. A verification of enrollment (VOE) and attendance form may be obtained from the office, which the student will need to submit to DPS upon application for a driver license.

All currently enrolled student seeking a driver's license shall submit the Texas Department of Public Safety Verification of Enrollment and Attendance Form (VOE), signed by the parent, to the campus central office at least 10 days before it is needed. The district will issue a VOE only if the student meets class credit or attendance requirements. The VOE form is available at the Texas Department of Licensing and Regulation.

Further information may be found on the Texas Department of Public Safety website at the Texas Department of Public Safety.

Failure To Report Attendance Issues

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

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

If a student is absent without an excuse on three or more days or parts of days within a four-week period, or 5 total days or parts of days, he or she will receive a warning letter inviting the parent (Elementary School) or

student and parent (Middle School, High School) to complete the district's online #Attend2Achieve Truancy Diversion Program (TDP). This course is offered in English and Spanish via Schoology. The TDP is a District-developed online information-based intervention program offered to parents and students as a preventative measure to educate parents/guardians and students who are experiencing attendance issues. The TDP provides parents and students truancy information (once during the school year), identifies available resources, and explains the consequences associated with unexcused absences.

Official Attendance-Taking Time

The district must submit attendance of its students to the Texas Education Agency (TEA) reflecting attendance at a specific time each day known as "snapshot". The district's official attendance snapshot is taken at the following times:

Elementary – 10:00 a.m.

Middle School – 10:15 a.m.

High School – 10:00 a.m.

James Reese CTE Center – 9:30 a.m.

Progressive HS – 9:30 a.m.

Preplanned/Anticipated Absence

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

State Attendance Exemptions

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

- Enrollment in and attending off-campus dual credit programFulltime enrollment in virtual or hybrid courses offered by the district or another district of school
- Extracurricular or co-curricular activity that is approved by our school board
- Participation in a class provided by the Texas School for the Blind and Visually Impaired or the Texas School for the Deaf
- Misses school for the purpose of observing District-approved religious holy days or a released time course in religious studies
- In grades 6-12 and playing Taps at a Texas military honors funeral for a deceased veteran
- Attending a mandated, required court appearance
- In the conservatorship of the Department of Family and Protective Services and misses school to: a) participate in an activity ordered by a court under the Texas Family Code, Chapter 262 or Chapter 263, provided that scheduling the participation outside of school hours is not practicable, or b) attend an activity under a service plan under the Texas Family Code, Chapter 263, Sub chapter B 38

  Health-care appointments for students or a child of the student, including absences related to autism services and mental health appointments

- Serving as a student early voting clerk
- Appearing at a governmental office to complete U.S. citizenship paperwork required in connection with the student's application for US citizenship
- Participating in the student's own U. S. naturalization oath ceremony
- Temporarily misses school for the purpose of meeting with and attending a documented medical appointment for the student or the student's child. To be considered temporarily absent, the student must begin classes or return to class on the same day of the appointment.
- Absences resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician on the district's form.
- Visited an accredited institution of higher education during the student's junior or senior year of high school, up to two days in the junior year and up to two days in the student's senior year
- Visited with a parent/stepparent/legal guardian who is an active-duty member of the uniformed services
- A student 17 years of age or older is pursuing enlistment in a branch of the U.S. armed services or Texas National Guard, provided the absence does not exceed four days and the student provides verification to the district of these activities
- Participating in an off-campus work-based learning opportunity
- Misses school for the purpose of visiting a driver's license office to obtain a driver's license or learner permit. The student must be enrolled in high school and 15 years of age or older. The student may not be excused for more than one day of school during the period the student is enrolled in high school for each purpose (obtaining a driver's license and obtaining a learner license)
- Misses school up to two days during the student's junior and two days during the student's senior year for the purpose of visiting a professional at the professional's workplace for the purpose of career investigations to determine the student's interest in pursuing a career in the professional's field.

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

Students with Disabilities

If a student with a disability is experiencing attendance issues, a parent, guardian, or school staff member may request an ARD committee meeting or 504 meeting to discuss the student's absences and consider whether the attendance issues warrant an evaluation, a reevaluation, and/or modifications to the student's individualized education program or Section 504 plan, as appropriate.

Truancy Enforcement/Diversion Program

FBISD will enforce the Texas compulsory attendance laws as follows:

- Automated emails will be sent to parents or guardians notifying them when a student has been marked absent. It is the parent or guardian's responsibility to ensure that he/she provides current and up to date contact information to the school.
- All students will be issued a warning letter and request for conference when attendance records reflect that the student has absences without an excuse on three days or parts of days in a four-week period or five or more days or parts of days in the same school year.
- After a student has been issued a warning notice, the campus will begin implementation of Truancy Prevention Measures for the student.
- Each campus will provide truancy intervention measures for students who exhibit attendance issues in order to develop a plan to improve the student's overall attendance.

- After a student receives five total unexcused absences, the student and parent will be invited to attend the Truancy Diversion Program (TDP). The Truancy Diversion Program (TDP) is an information-based intervention program offered to parents and students as a preventative measure to intervene 1) before students receive a referral to court; and 2) to educate parents/guardians and students who are experiencing truancy problems about the consequences associated with unexcused absences. In addition, the program identifies available and appropriate resources for families who are experiencing issues that may be contributing to a student's truancy. Opportunities to complete the TDP program are offered throughout the school year; however, students and parents may participate in the program once during that school year. The program is offered online. Information about the program can be found at www.fortbendisd.com/TDP.
- If a student fails to attend school on ten or more days or parts of days within a six-month period in the same school year and those absences have been verified by the campus as unexcused, students 12 and older may be referred to the appropriate authority in Fort Bend County. At this point, the court could also file a criminal complaint against parents who contribute to the non-attendance of their child, regardless of the child's age.

For more information regarding truancy and TDP, contact Student Affairs.

Withdrawal Guidelines and Compulsory Attendance

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

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

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

COMPLAINTS AND CONCERNS

Usually, student or parent complaints or concerns can be addressed by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the District has adopted a standard complaint Policy at FNG (LOCAL) in accordance with Education Code Chapter 26A. A copy be obtained in the Department of Student Affairs or on the district's website at Fort Bend ISD, under Student Affairs. For a formal complaint, the student or parent should provide a written Policy FNG (LOCAL) complaint form to the Department of Student Affairs.

In most circumstances involving a complaint with a campus or staff member, the student or parent shall be expected to discuss the matter with the staff member before requesting a conference with the appropriate administrator.

Before initiating a formal complaint regarding a campus or staff member, parents are encouraged to resolve concerns by scheduling an informal conference with the appropriate administrator. Announcement of a decision in the student's or parent's presence shall constitute communication of the decision. However, if the informal conference does not resolve the issue, then a parent/student may appeal to the superintendent or superintendent's designee. If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees. Hearings at each level will be conducted in accordance with the timelines established by law described in Policy FNG(Local)

Filing a Complaint

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the Department of Student Affairs (DSA) by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the DSA no more than three days after the deadline.

Scheduling Conferences

The district shall make reasonable attempts to schedule conferences at a mutually agreeable time. If a student or parent fails to appear at a scheduled conference, the district may hold the conference and issue a decision in the student's or parent's absence.

Response

At Levels One and Two, "response" shall mean a written communication to the student or parent from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the student's or parent's email address of record, or sent by U.S. Mail to the student's or parent's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline**.**

Days

"Days" shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."

Representative

"Representative" shall mean any person who or organization that is designated by the student or parent to represent the student or parent in the complaint process. A student may be represented by an adult at any level of the complaint.

The student or parent may designate a representative through written notice to the district at any level of this process. If the student or parent designates a representative with fewer than three days' notice to the district before a scheduled conference or hearing, the district may reschedule the conference or hearing to a later date if desired, in order to include the district's counsel. The district may be represented by counsel at any level of the process.

Consolidating Complaints

Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student or parent shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

When two or more complaints are sufficiently similar to permit their resolution through one proceeding, the district, at its discretion, may consolidate the complaints.

Untimely Filings

All time limits shall be strictly followed unless modified by mutual written consent. If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed.Such appeal shall be limited to the issue of timeliness.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms

Complaints and appeals under this policy shall be submitted in writing on a form provided by the district. The complaint form must be completed in its entirety to be considered. Incomplete forms shall be returned to the complainant.

Copies of any documents that support the complaint should be attached to the complaint form. If the student or parent does not have copies of these documents at the time the complaint is filed, copies may be presented at the Level One conference. After the Level One conference, no new documents or other evidence may be submitted by the student or parent unless the student or parent did not know the documents or other evidence existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing.

Level One

Complaint forms must be filed with the DSA within ten days of the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance.

A DSA employee shall note the date and time the complaint form was received and immediately forward the complaint form to the administrator who will hear the complaint at Level One. If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

The Level One administrator shall investigate as necessary and schedule, at a mutually agreeable date, a conference with the student or parent within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference. For complaints alleging prohibited conduct, as defined in Policy FFH (LOCAL), the Level One administrator, may, at his or her discretion, allow the parent or student to present a reasonable number of witnesses in support of the complaint.

Absent extenuating circumstances, the Level One administrator shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the Level One administrator believes will help resolve the complaint.

Level Two

If the student or parent did not receive the relief requested at Level One or if the time for a response has expired, the student or parent may file an appeal of the Level One decision.

The appeal notice must be filed in writing to the DSA, on a form provided by the district, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, a DSA employee shall prepare and forward a record of the Level One complaint to the Level Two administrator. The student or parent may request a copy of the Level One record.

The Level One record shall include:

- The original complaint form and any attachments.
- All other documents submitted by the student or parent with the original complaint form or during the Level One conference.

- The written response issued at Level One and any attachments.
- All other documents referenced in the written response when reaching the Level One decision.
- The transcript of the Level One conference, if any.

The Level Two administrator shall schedule, at a mutually agreeable date, a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the student or parent may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Level Two administrator may set reasonable time limits for the conference and shall make an audio recording of the conference.

The Level Two administrator shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the Level Two administrator may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Level Two administrator believes will help resolve the complaint.

The Level Two conference shall be recorded. Recordings shall be maintained with the Level One and Level Two records.

Level Three

If the student or parent did not receive the relief requested at Level Two or if the time for a response has expired, the student or parent may appeal the decision to the Board, or at the Board's discretion, to a designated hearing officer who shall, in turn, make a written recommendation to the Board. See If Hearing Officer Hears the Appeal, below.

The appeal notice must be filed in writing to the DSA, on a form provided by the district, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

If Board Hears the Appeal

The Superintendent or designee shall inform the student or parent of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Two appeal at least five days prior to the Level Three hearing. The student or parent may request a copy of the Level Two record.

The Level Two record shall include:

- The Level One record.
- The notice of appeal from Level One to Level Two.
- Transcript of the recording from the Level Two conference.
- The written response issued at Level Two and any attachments.
- All other documents relied upon by the administration in reaching the Level Two decision.

The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration, parent, or student intends to rely on evidence not included in the Level Two record, the administration or grievant shall provide the administration, parent, or student the evidence at least three days before the hearing.

The district shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. See Policy BE.

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the student or parent and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the student or parent or the student's representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.

If Hearing Officer Hears the Appeal

If the Board designates a hearing officer to hear the Level Three appeal, he or she shall follow the Level Three procedures and timelines described above and at the end of the process shall prepare a written recommendation for the Board's consideration. A copy of the hearing officer's recommendation shall be provided to the student or parent and to the administration.

Hearing officers may be District employees who were not involved in the subject matter of the grievance or the grievance process. Hearing officers may also be impartial persons retained by the Board and not employed by the district.

Board's Review

The Board shall review the hearing officer's written recommendation at its first regular meeting following receipt of same. The student or parent and the administration shall be given an opportunity at the meeting to respond to the hearing officer's recommendation either orally or in writing, at the Board's election.

Board's Decision

The Board shall then make and communicate its decision at any time up to and including the next regularly scheduled Board meeting. The Board may decide to accept, reject, or modify the recommendation of the hearing officer.

DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS

Non-School Materials from Others

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

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

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours;
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with Policy GKD (LOCAL) or a non-curriculum-related student group meeting held in accordance with Policy FNAB (LOCAL); or
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.

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

Non-School Materials from Students

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

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

School Materials

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

EMERGENCY INFORMATION

Emergency Communication-Closing Information

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

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

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

NOTE OF IMPORTANCE: **Though an emergency always creates a sense of urgency, parents and students are asked to refrain from calling school phone numbers for information. Phone lines should**

remain open to allow administrator to contact emergency personnel who are responding to District directives in order to maintain safety.

EXTENDED LEARNING

The Extended Learning Department provides before and after school options for your child at FBISD elementary schools and select middle school campuses. Extended Learning also offers summer camps, spring break camps and afterschool enrichment classes. Extended Learning provides a supportive climate and safe environment for children to flourish while fulfilling the districts mission. Extended Learning aligns to all district health and safety protocols during program operations. For more information on programs, please visit our webpage: Extended Learning Department website.

LEAVING CAMPUS

School Day/Student Dismissal/Checkout Policy

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

Please remember that student attendance is crucial to learning. We ask that appointments be scheduled outside of school hours as much as reasonably possible. Also, note that picking up a child early on a regular basis results in missed opportunities for learning. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the school day.

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

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

or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a child in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

LOST AND FOUND

A lost and found collection box is located in the campus office. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will donate or dispose of lost and found items at the end of each semester.

NOTICE OF NON-DISCRIMINATION STATEMENT

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

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

Title IX Coordinator for concerns regarding discrimination on the basis of sex related to students at (281)-634-7232.

Section 504 Coordinator for concerns regarding discrimination on the basis of disability: ExecutiveDirector: Student Support Services, at (281) 634-1143.

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

Each of the individuals listed above may be contacted through the Fort Bend Independent School District Administration Building at 16431 Lexington Blvd., Sugar Land, Texas 77479. General questions about the district should be directed to the Community Relations Department at (281) 634-1000. See Policies FB (LOCAL), FFH (LOCAL) and DIA.

REMOTE INSTRUCTION

The district may offer remote instruction when authorized by TEA. All District policies, procedures, guidelines, rules, and other expectations of student behavior will be enforced as applicable in a remote or virtual learning environment.

STUDENT DISMISSAL / CHECKOUT POLICY

If you need to pick up your child from school early, you may report to the front office of the school, show a valid photo ID, and a staff member will call for your child. All students leaving school early must be signed out in the office by a parent, guardian, or an adult listed as an emergency contact. Only names listed on the child's registration form and Emergency Health Card will be allowed to pick up the child. No child will be released without proper identification of the individual picking attempting to pick the student up. Please be advised that this procedure is for your child's safety and will be strictly enforced. Sometimes it is necessary for a child to be

picked up by a different individual or go home a different way on a specific day. Any changes in your child's daily dismissal routine should be addressed in writing with a parent/guardian's signature and sent to school with your child. Fax is an acceptable form of change in dismissal and should include your signature and contact information. Please be advised that the final twenty minutes of the school day can be busy. In some situations, students may not be released during this time. Should an emergency arise, please contact the school office for assistance.

STUDENT FEES, FINES , AND CHARGES

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

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

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

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

STUDENT PARKING AND PARKING PERMITS (SECONDARY ONLY)

A student must present a valid driver's license and proof of insurance to be eligible for a parking permit.

Students must request a parking permit and pay a basic fee of $35 to park in a school parking lot, so long as space is available, and parking permits may be issued throughout the year.

Students will not be permitted to:

- Speed,
- Double-park,
- Park across a white or yellow line,
- Park in a fire lane,
- Sit in parked cars during school hours.

Students may be subject to disciplinary action for violation of these rules. The district may tow cars that are parked in violation of these rules.

STUDENT TRANSFERS

Prekindergarten: The parent of a PreK student who has qualified for the program and is enrolled at the home zoned PreK campus may request a student transfer to another campus with the Early Childhood Department. The parent will complete a transfer form to stay the reason for the transfer, two school options, and confirmation of Prekindergarten qualification provided by the attendance clerk who completed the application. The department will review the application and grant or deny the transfer based on seat availability.

SUMMER SCHOOL

Summer School options are available for students in elementary, middle, and high school. Additional information will be available through your campus school counselor and on the District's Website at Fort Bend ISD under Summer School.

TRANSPORTATION

The district makes school bus transportation available at no cost to all students living two or more miles from school, with the exception of prekindergarten. Fort Bend ISD does not provide transportation for the prekindergarten program and parents must transport children to and from school. Student's ages 3-21 years old who are served with special education services may be eligible for special education transportation in

accordance with the student's Admission, Review, and Dismissal (ARD) committee. For more information regarding special education transportation, contact the Director of Special Education at (281)-634-1143.

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

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop- off location for his or her child. The designated facility or residence must be on an approved stop on an approved route and parents cannot designate multiple different pick up and drop off locations. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact the Transportation Department at (281) 634-4077. See the Student Code of Conduct for provisions regarding transportation to the DAEP.

Students are expected to assist District staff in ensuring that buses and other District vehicles remain in good condition and that transportation is provided safely. When riding in District vehicles, including buses, students are held to behavioral standards established in this handbook and the Student Code of Conduct.

- Follow any other rules established by the operator of the vehicle

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

Transporting Kindergarten, First and Second Grade Students:

A parent/guardian or designated person must be available at the student's regular bus stop to take responsibility of a kinder, first or 2nd grade student. Exception: student may be released with an older sibling or designated student riding the bus. If no designated individual is located by the driver or Dispatcher, the student will be classified as a "No One At Home" (NOAH) and returned to the home campus.

Vehicle Passenger's Safety Rules

Student conduct that distracts the driver, endangers the safety of other students, or demonstrates a willful disregard for transportation rules will be reported for corrective action. Misconduct will be punished in accordance with the Student Code of Conduct; the privilege to ride in a District vehicle, including a school bus, may be suspended or revoked at any time. Rules and standards of conduct on the school bus include but are not limited to the following:

- The bus driver is in charge of the bus. Students must follow the driver's directions and instructions at all times.
- Students must arrive at least ten (10) minutes early at their bus stop. Drivers will not wait for students who are not on time.
- It is the parent's responsibility to supervise their children to and from their assigned bus stop.
- Students waiting for a bus should not stand in the roadway. They should wait ten (10) feet from the edge of the road for safety.
- Students are to enter the bus in an orderly manner and sit in their assigned seat. Students must always have their school-issued ID visible and accessible when boarding or riding their assigned bus. All students are required to scan their ID badge each time they enter and exit the bus.
- If the bus is equipped with passenger seatbelts, the student must make use of such equipment by buckling up at all times. The bus driver will assign seats to all students. Seat assignment is at the discretion of the bus driver and may change at any time.
- Students are to remain seated, facing forward at all times between the pick-up and drop-off point. All portions of a student's body are to remain inside the bus. It is unsafe for a student to move around within the bus while it is in motion and it is unsafe for any body part to be out a window.

- Students are to be silent during any railroad crossings. This ensures that the bus driver can listen for any possible approaching train.
- Due to the risk of choking and/or allergic reactions (oneself or others), food and drink (excluding water in a bottle) are not permitted to be consumed on the bus.
- Tobacco, in any form, (i.e., e-cigarettes, lighters, matches or any other item of this nature) is prohibited.
- Students may not have in their possession any weapon (including toy look-alikes): explosives, fireworks, knives, unsheathed sharp-pointed items, peashooters, water balloons, laser pointers or any other articles that might cause pain or injury to others.
- Skateboards, scooters, bicycles are not permitted on the bus.
- Bulky objects that cannot be held in the student's lap are not permitted on the bus: school projects, band instruments, etc. No objects may block the aisle or emergency exits.
- Animals/pets (i.e., lizards, frogs, insects, spiders, dogs, cats, rats, etc.) must be transported by parents. They are not permitted on the bus.
- Helium filled and/or any other type of balloons are not permitted on the bus.
- All electronic devices (i.e., videogame consoles, MP3 players, cell phones, etc.) should be safely stored and secured while in transit. If they cause a distraction for the driver in any way, they will be recommended for confiscation.
- Students should not leave anything on the bus. All valuables are the responsibility of the student. The Transportation Department takes no responsibility for breakage or loss.
- Throwing, shooting, blowing wads of paper, peas, pins or other articles is unsafe and not permitted.
- No items are to be propelled or thrown out the window. (The student and parent/guardian shall be held responsible for any damages that result from such an act.)
- Littering, throwing or propelling objects inside the bus is not permitted.
- Wrestling, fighting, pushing, scuffling or horseplay is unsafe and not permitted.
- Defacing or vandalizing, including but not limited to cuts, scratches, and/or marks, a school bus is not permitted. The parent/guardian may be held financially responsible for the cost of repairs and the student will not be permitted to ride the school bus until restitution is made.
- Using profanity, vulgar language, obscene gestures, unnecessary conversation, loud noises, offensive gestures, offensive materials, engaging in verbal abuse (i.e., name-calling, racial or ethnic slurs or derogatory comments) is not permitted.
- Students riding to school will not be permitted to exit the bus except at their school. Students riding home in the afternoon may not exit the bus except at their designated stop.
- Students must ride the bus to which they are assigned. Students may not board another bus without written permission from the campus and/or the Transportation Department.
- There are no on/off privileges. Once a student boards their bus, they may not exit the bus except at their designated stop or school; except if, a parent/guardian is at the bus and their identification is checked.
- Secondary students participating in after-school activities must obtain a pass from the sponsor of the after-school activity, daily, to board the after-school shuttle bus.
- No one is to stop or interfere with the movement of the bus.
- All bus eligible students are required to scan their ID badges each time they enter and exit the bus.

**Students are permitted to carry their lunches or school permitted snacks while on the bus, however, they must be sealed/closed and inside their closed backpack while on the bus.*

Accidents:

The bus driver will hand, all students onboard the bus, a "note" to take home notifying the parent of the bus accident. The dispatch office will communicate with school administrators via telephone and e-mail. Upon notification to the principal, the school administration shall communicate with the parents via e-mail and/or telephone.

The bus driver is not able to release any child to their parent at the accident scene without the Campus Administrator, Department of Public Safety/investigating agency, or Transportation Office's approval. Once authorized, the bus driver will check and record identification of parent/guardian and student. Students can only be released to their parent/guardian that is recorded in the district's database (Skyward).

Disruption of Transportation:

Parents/Legal Guardians/other adults are not permitted to board the school bus and discuss problems with students and/or bus drivers. Call the Student Transportation Services Office at (281) 634-4077 with your concerns. Anyone boarding the bus without authorization, shouting obscenities, or threatening the bus driver or any student on the bus will be reported to local law enforcement. The Disruption of Transportation (Education Code 37.126) is a class C misdemeanor. This can be issued to any adult or student for any type of disruption or delay of school bus transportation. Disruption or delay of school bus transportation may result in a fine up to $500.00.

TRAVEL FOR STUDENTS

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

VISITORS TO THE SCHOOL

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

Parent Observations

Parents and others are welcome to visit district schools. To meet with school personnel, please make an appointment ahead of time by contacting the staff member directly. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and comply with all applicable district policies and procedures. All visitors should be prepared to show identification. Visits to individual classrooms or observe virtual instruction during instructional time are permitted only with approval of the principal and teacher, and such visits are not permitted if the duration or frequency interferes with the delivery of instruction or disrupts the normal school environment. Observers in classrooms are limited to no more than one hour unless the principal approves an extended classroom observation. Visitors may not interfere with instruction or disrupt the normal school environment. All visitors are expected to demonstrate the highest standards of courtesy and conduct and participate in visitor procedures upon arrival to campus; disruptive behavior will not be permitted.

VOLUNTEERS

We appreciate the efforts of parent and community volunteers that are willing to serve our District and students. If you are interested in volunteering, please contact your child's campus or the Collaborative Communities Department for more information by email at CollaborativeCommunities@fortbendisd.com or by phone at (281)-634-1109.

The district requires state criminal history background checks for all volunteers. Criminal background history checks must be completed each school year (after July 1).

In an effort to ensure that we have a productive partnership, it is vital for all volunteers to be aware of FBISD Policy GK (Local). No person shall be allowed to perform any volunteer work on District premises without prior approval of the principal. As a result, volunteers should always work within the rules of the school as set by the principal or District Administrator. The campus principal will make the final decision on all volunteer activities at a campus.

VOTER REGISTRATION

Voter Registration (Secondary Grade Levels Only)

According to Texas Election Code Section 13.046, students who are 17 years and 10 months shall a have an opportunity to register to vote in the school setting a minimum of twice per school year. Students may obtain a voter registration card from the main campus office..

WITHDRAWING FROM SCHOOL

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

A student who is 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature. Students in grades 7 – 12 who are at risk of not graduating or are enrolling in a non-traditional setting to earn credit should meet with their School Counselor, Drop Out Completion Coach, and/or Administrator to discuss a completion plan.

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

ACADEMICS

ACADEMIC EXCELLENCE AWARDS

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

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

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

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

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

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

ADVANCED PLACEMENT COURSES

Advanced Placement (AP) Exams

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

AP STUDENT-COLLEGEBOARD

Students and parents should check with the prospective college or university to determine necessary exam scores if, for a particular course, it will count toward the student's desired degree plan. Students and parents can visit the AP Credit Policy Search on the College Board website to determine college credit offered by their interested Institutes of Higher Education by AP exam, or they can visit their prospective college or universities website. Though AP is widely accepted among colleges and universities, it is important to keep in mind that not all will accept credit earned in AP courses.

Advanced Academic Courses (AAC) And Advanced Placement Courses

Advanced Academic Courses (ACC) are offered in the academic areas of English language arts, mathematics, science, and social studies, world language, and computer science to students enrolled in grades 6-12.

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

AAC/AP courses are designed to challenge motivated students and prepare them for success in college level course work in high school and in college. These courses typically move at a faster pace, are more academically challenging, and require learning that is more independent and require an additional time commitment for homework and studying than other courses and require additional time commitment for homework and studying than other courses.

The following are a few important factors to keep in mind:

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

CAREER AND TECHNICAL EDUCATION (CTE) AND OTHER WORK – BASED PROGRAMS

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

Coursework is offered in 14 different program areas, also known as career clusters, providing academic and technical knowledge in preparation for post-secondary education and experiences necessary to achieve

success in any career. CTE instruction marries core academic knowledge with practical real-world application and focusses on hands-on learning. Students who participate in CTE programs are provided the opportunity to earn industry certification, participate in Career and Technical Student Organizations (CTSO), and network with business professionals.

Program areas include Agriculture, Food & Natural Resources, Architecture and Construction, Arts, AV Technology & Communications, Business, Marketing and Finance, Education & Training, Hospitality & Tourism, Health Science, Human Services, Information Technology, Law and Public Services, Manufacturing, Science, Technology, Engineering & Mathematics, and Transportation, Distribution and Logistics. Courses are offered in a coherent sequence for each program area and are referred to as pathways. Students are required to follow the identified course sequence and complete prerequisites required for the course. Please contact your campus school counselor for more information.

Due to the nature of instruction, students who participate in CTE courses may be removed from their CTE course if placed in an alternate education setting. If this occurs, the student will not be permitted to rejoin the class during that academic school year.

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

Students enrolled in CTE courses will follow all District-mandated COVID-19 risk mitigation procedures as implemented in all campus classrooms. Special risk mitigation procedures may apply due to the special circumstances occurring in CTE courses. For more information, please see the districts CTE webpage.

CLASS RANK /HIGHEST RANKING STUDENT

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

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

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

Courses shall be weighted as follows:

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

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

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

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

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

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

Graduating Class of 2024 and Beyond

Starting with the Class of 2024, class rank and quartile shall be calculated for all students in 10th, 11th, and 12th grade. Rank and Quartile will not be placed on a student's transcript; therefore, students will receive their rank and quartile separately from their transcript. These notifications will be shared with sophomores in January of their Sophomore year, Juniors in September, January, and June of their Junior year, and then for Seniors in September, January, and June of their Senior year. Fort Bend ISD shall provide "NOTIFICATION OF ELIGIBILITY FOR AUTOMATIC COLLEGE ADMISSION" in the Top 10% as directed by the Texas Education Agency. Beginning in the fall of 2028, according to state law, the Texas Higher Education Coordinating Board will determine which exams, and the requisite scores, should be used for criterion as admission to the Texas public high education institutions. Students will receive notification of automatic admissions and their class rank as determined the day rank is calculated. . These notifications will be shared with juniors beginning in January of their junior year, and then for seniors in September and January of their senior year.

Graduating seniors shall have honor graduate recognition calculated at the end of the 3rd nine-week grading period for graduation ceremony purposes.

Graduating Classes of 2028 and Beyond

In alignment with EIC Local Policy students in the class of 2029 and beyond taking courses through virtual learning shall only have the first two courses taken count toward their Rank GPA. Any courses after the first two will count toward their cumulative GPA but not calculated in their Rank GPA.

Programs of Choice Students and Intra-District Transfer Students in the Classes of 2028 and Beyond

Students attending one of the programs of choice in the district or are at a campus as an intra-district transfer shall be ranked with the students at the high school they are attending. See Class Ranking Handbook and policy EIC (Local).

Graduating seniors shall have honor graduate recognition calculated at the end of the 3rd nine-week grading period for graduation ceremony purposes.

Honor Graduates

Any student considered to be an honor graduate shall meet all graduation requirements and shall complete either the distinguished level of achievement under the foundation program or the foundation program with at least one endorsement.

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

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

For Commencement ceremony purpose only, cumulative GPA is used in designating honor graduates and shall be calculated at the end of the third nine-week grading period of the senior year. The eligible student with the highest-class rank shall be named valedictorian; the eligible student with the second-highest rank in class shall be named salutatorian. In the instance of a weighted GPA tier after calculation to four decimal places, the district shall recognize all students involved in the tie as sharing the honor and title of honor graduates. The highest-ranking student reported to TEA is determined based on the June final rank calculation following graduation.

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

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

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

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

GPA-Exempt Courses

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

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

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

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

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

CLASS SCHEDULES

All students are expected to attend school for the entire school day and maintain a class/course schedule to fulfill each period of the day. Exceptions may be made occasionally by the campus principal for students in grades 9–12 who meet specific criteria and receive parental consent to enroll in less than a full-day's schedule. Seniors in exceptional standing could be granted a maximum of two periods off by campus administration. Students must have a full schedule to be UIL eligible. See High School Course Selection Guide 2025-26 for information related to student requests to revise their course schedule.

COLLEGE AND UNIVERSITY ADMISSIONS AND FINANCIAL AID

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

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

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

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. From the summer/fall 2026 term through the spring 2027 term, the University has determined that it will automatically admit all eligible summer/fall 2027 and spring 2028 freshman applicants who rank within the top 5% of their high school graduating classes. who meet the above requirements. Additional applicants will be considered by the University through a holistic review process

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

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

As required by law, the district will provide written notice concerning:

- Automatic college admission
- Curriculum requirements for financial aid
- Benefits of completing the requirements for automatic admission and financial aid
- The Texas First Early High School Completion Program and the Texas First Scholarship Program

Parents and students will be asked to sign an acknowledgement that they received this information.

Students and parents should contact the school counselor for further information about automatic admissions,

COUNSELING

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

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

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

Guidance Curriculum

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

Individual Planning

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

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

Responsive Services

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

Also, see https://www.fortbendisd.com/mentalhealthresources website.

See Something, Share Something: Keeping Our Schools Safe

If you see something that looks suspicious or if you have specific information regarding a criminal offense, we encourage you to say something by contacting our Campus Crime Stoppers. All tips are anonymous. You can either call in a tip to (281)491-TIPS (8477), or you can text us your tip to 274637 (CRIMES on most cell phones) and then start your message with GETPAID, followed by your message. Of course, you can always call the FBISD Police Department Dispatch Office at (281)634-5500 or 9-1-1 for crimes in the progress of occurring.

https://www.fortbendisd.com/cms/lib/TX01917858/Centricity/Domain/93/See%20Share%20QR%20Code.png



Suicide Awareness and Mental Health Support
https://www.fortbendisd.com/mentalhealthresources
In accordance with House Bill 3 (HB 3), which requires school districts in Texas to provide mental health training to educators and other staff who interact with students in order to better identify and respond to students' mental health needs, the District will provide mental health SUPPORTS training to all student-interacting staff. The SUPPORTS training aligns with HB 3 requirements by equipping staff with the knowledge and skills to recognize signs of mental health concerns, implement trauma-informed and supportive practices, and connect students to appropriate campus and community resources, thereby promoting a safe and supportive learning environment for all students.

The district has established procedures for providing parents with recommended interventions for students with early warning signs of mental health concerns, substance abuse, and/or suicidal ideation.

The district is committed to collaborating with parents to support the healthy mental, emotional, and behavioral development of its students. School counselors are available on every campus to provide support for students who may be experiencing thoughts of suicide or self-harm. Students can connect with a crisis counselor through the National Suicide & Crisis Lifeline by calling or texting 988 or chatting at 988lifeline.org. 988 provides 24/7, free, and confidential support to students in suicidal crisis or emotional distress.

In compliance with HB2186, all District educators are provided with suicide prevention training. This training equips educators with the ability to understand the warning signs of a student in crisis, how to appropriately respond, and how to connect the student with the school counselor. Students also participate in guidance lessons about suicide warning signs and the importance of speaking up and seeking help for themselves and for their friends and classmates. If you are concerned about your child, please contact the school counselor for support and information about District wide mental health support and services.

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

COLLEGE AND CAREER READINESS

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

College & Career Readiness Advisors

FBISD has College & Career Readiness Advisors (CCRA) that support students at the twelve traditional high schools and Progressive High School, which are part of the Counseling Program. These CCRAs are housed in the College& Career Resource Center (CCRC) and provide students with assistance in college and career exploration, career assessments, postsecondary planning, financial aid assistance such as scholarship searches, and help filing FAFSA/TASFA forms. All seniors are required to complete a FAFSA/TASFA form prior to graduation per TEA. The CCRAs are also the lead campus staff for coordinating all college and career activities on their campus.

Schoolinks

FBISD utilizes a comprehensive college and career platform called Schoolinks in all secondary schools. This program includes career assessments and searches, postsecondary education planning and applications, electronic document handling such as transcripts, letters of recommendation, secondary school Counselor reports, and many other postsecondary planning tools. Students in middle school focus primarily on career interest and exploration, strengths assessments, and four-year course planning. Students in high school then apply what was learned in middle school to college research, scholarship searches, postsecondary planning goals, and completing the actual college application process. Students have access to Schoolinks throughout

middle and high school twenty-four hours a day from any computer with internet. Additionally, they can access their account after they graduate from high school to continue to use their account to request and send transcripts and other services within the Schoolinks platform. Access is posted on the District website at Counseling and Postsecondary Readiness. Seniors must enter a personal email to continue to access SchooLinks after graduation.

COURSE CREDIT

Credits for students in grades 9-12 are awarded on a semester-by-semester basis for a grade of 70 or above (.5 credit per semester). Per Policy FEC (Attendance for Credit): a student in any grade level from kindergarten through grade 12 shall not be given credit or a final grade for a class unless the student is in attendance 90 percent of the days the class is offered. However, if a student fails one semester of a full-year course and passes the other semester during the same school year, the two semester grades will be averaged to determinewhether the student has earned full credit for the course. For example, if a student makes a 68 the first semester and makes a 72 the second semester, the student will earn full credit for the course, if the student meets the 90% attendance rule, because the two semesters average to a 70. If a student's final average is less than a 70,credit will be awarded for the semester passed, if the student meets the 90% rule and the student must recovercredit for the failed semester. The semester courses must also be of the same instructional modality to qualify for grade averaging to determine full year credit. For example, summer school or online recovery courses cannot be averaged with regular, face-to-face semester courses (except in the case of senior rescue on a case-by-casebasis).

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

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

Requesting to Repeat a Course

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

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

  Repeated courses shall be recorded in the appropriate content area section of the transcript (English, math, science, social studies, and world language).

CREDIT BY EXAM

General Information

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

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

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

- Student is enrolled in a Fort Bend ISD school. Students entering Kindergarten must be registered for the following fall semester in a Fort Bend ISD school prior to CBE registration.
- Students enrolled in Kindergarten and First grade must meet the state law age requirement—five years old by September 1 for Kindergarten and six years old by September 1 for First grade—in order to attempt acceleration.
- The official registration form is completed indicating grade level/subject for testing.
- School counselor or other designated campus official must sign registration form to verify the student's grade level and CBE eligibility.
- All registration forms must be submitted to the school Counselor by the registration deadline.

If a student plans to take an exam, the student and parent must register with the campus school counselor during the designated registration dates. The student is only allowed one attempt at a course exam See Policy EHDC (Local). An absence on the exam date is considered an attempt for that exam subject, and the student isnot eligible to take this subject exam again until it is offered during the following school year.

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

Accommodations to the published testing windows are available to students experiencing homelessness as defined by the McKinney-Vento Act, students in the state foster care system, or students with a Military Connected status as defined by the Texas Education Agency.

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

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

If The Course Was Taken (With Prior Instruction)

A Fort Bend ISD student who has previous formal instruction in a course, but did not receive credit for it, may be permitted, in circumstances determined by the principal or attendance committee, to earn credit or a final

grade by passing an exam on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a non-accredited school.

The school counselor or principal would determine if the student could take an exam for this purpose. A student must have received a grade of at least 60 in the course failed in order to gain credit by such an examination. See Policies EHDB and EHDC (Local).

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

For further information, see the school Counselor, Policy EHDB (LOCAL), or the Credit by Exam (CBE) webpage at Assessment and Testing.

If The Course Was Not Taken (No Prior Instruction)

Credit by Exam for students with no prior instruction provides opportunities for acceleration to the next grade level or course credit for students who are enrolled in Fort Bend Independent School District and have no prior formal instruction in the grade level or course. If the requirements for acceleration are met, the student will remain in the current grade level through the end of the school year and the acceleration will go into effect at the beginning of the next school year. Students newly enrolled after the last spring registration will be allowed to test for the school year that begins in the fall following registration. All Credit by Exam must be approved by of the appropriate administrator, to earn credit.

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

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

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

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an examination. If a student is granted approval to take an examination for credit, the student must score at least 70 on the examination to receive credit for the course or subject.

For further information, see the school Counselor, Policy EHDB (LOCAL), or the CBE webpage.

DUAL CREDIT (SECONDARY)

Dual credit is a program through which a student may earn high school credit for successfully completing a college course that provides advanced academic instruction beyond, or in greater depth than, the Texas Essential Knowledge and Skills (TEKS) for a corresponding high school course. The "dual credit" earned is college credit and high school credit for one course. FBISD currently offers opportunities to take these courses both at the high school taught by FBISD teachers who are also adjunct faculty with Houston City College (HCC), adjunct faculty provided to the school by HCC, or for select courses offered on a HCC campus.. Students must have approval from their school Counselor prior to being allowed to start the process to enroll in a dual credit class. An HCC application and other requirements must be completed before a studentis actually in the course and students must adhere to all HCC policies and deadlines.

Students and parents should read the FBISD Dual Credit Student Contract carefully before enrolling in any dual credit course.

Student and parents interested in this opportunity should contact their high school counselor. Low or failing grades in any dual credit course can affect admission status and financial aid for any institution following high school graduation. See Policies EHDD (LEGAL) and (LOCAL). Per Policy FEC (Attendance for Credit): a student in any grade level from kindergarten through grade 12 shall not be given credit or a final grade for a class unless the student is in attendance 90 percent of the days the class is offered.

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

Any Fort Bend ISD student taking a Dual Credit class may incur fees associated with the course. For example, course costs, textbooks, or other fees associated with the partnering Institute of Higher Education.

DUAL ENROLLMENT: UT OnRAMPS

UT OnRamps Dual Enrollment is a program through which a student may earn high school credit at the same time as possibly earning college credit through the University of Texas at Austin. Students have the option at the end of the course of either accepting or declining college credit for the college course portion of the class, and they will still receive the high school credit if they pass the course. There are no TSI requirements for this course. Students must meet any TEA course prerequisites prior to signing up for the high school course. It is important to note that students will receive a separate grade for the high school credit course that may differ from the UT college course grade.

There is a fee for taking an OnRamps course that will be paid to the district. There is a reduced fee for any student that is on Free and Reduced Lunch.

EXEMPTIONS
(FOR FALL AND SPRING SEMESTER EXAMS)

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

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

9th and 10th Grade

Attendance:	No more than 8 absences for the semester, 3 tardies equal 1 absence for exemption purposes. The following recorded absences do not count as one of the 8 absences a student is allowed for exam exemptions:
Discipline:	• Present but not in class (example: in the counselor's office during the period)
Fines/Fees:	• School sponsored curricular activity and/or extra-curricular activity
Grades:	• UIL activity
	No removals to DAEP/JJAEP during the current school year.
	No outstanding fines or fees.
	Must have a semester average of 80 or above for the semester in the course eligible for exemption.
State Testing:	
Exemptions:	Must have met minimum standard on the EOC exam for the course eligible for exemption.
Test Days:	Eligible for **3** exemptions in core courses only. (Math, Science, ELA, or Social Studies)
	Students must attend class during exam exemptions to receive exemptions.

11th Grade

Attendance:	No more than 8 absences for the semester, 3 tardies equal 1 absence for exemption purposes. The following recorded absences do not count as one of the 8 absences a student is allowed for exam exemptions:
Discipline:	• Present but not in class (example: in the counselor's office during the period)
Fines/Fees:	• School sponsored curricular activity and/or extra-curricular activity
Grades:	• UIL activity
	No removals to DAEP/JJAEP during the current school year.
	No outstanding fines or fees.
	Must have a semester average of 80 or above for the spring semester in the course eligible for exemption.
State Testing:	Must have met minimum standard on the EOC exam for the course eligible for exemption (US History).
Exemptions:	Eligible for **4** exemptions in core courses only. (Math, Science, ELA, and Social Studies)
Test Days:	Students must attend class, or all required activities during exam exemptions to receive exemptions.

12th Grade

Attendance:	No more than 8 absences for the semester, 3 tardies equal 1 absence for exemption purposes. The following recorded absences do not count as one of the 8 absences a student is allowed for exam exemptions:
Discipline:	
Fines/Fees:	
Grades:	• Present but not in class (example: in the counselor's office during the period)
	• School sponsored curricular activity and/or extra-curricular activity
	• UIL activity
	No removals to DAEP/JJAEP during the current school year.
	No outstanding fines or fees.
	Must have a semester average of 80 or above for the spring semester in the course eligible for exemption.
State Testing:	Must have met minimum standard on the EOC exam for the course eligible for exemption.
Exemptions:	Eligible for exemptions in ***all*** courses.
Test Days:	Students must attend class or all required activities during exam exemptions to receive exemptions.

Failure to Perform Satisfactorily on an EOC

If a student does not perform satisfactorily on an EOC, the District will provide accelerated instruction. Failure of a student to attend accelerated instruction may result in violations of required school attendance.

FOREIGN EXCHANGE STUDENTS

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

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

Upon initial enrollment, the district must initiate the language proficiency assessment committee (LPAC) process for any new student to Texas public schools (including foreign exchange students) to identify Emergent Bilingual (EB) and recommend appropriate program placement. Assessment results and LPAC recommendation can result in a foreign exchange student being eligible for ESL services.

Cultural Exchange Visits

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

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

For additional information, contact your campus principal or the Student Leadership Department at (281)-634-1606.

GIFTED & TALENTED SERVICES

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

Furlough and Exit

A "Furlough" is a temporary leave from Gifted and Talented services. A furlough is required when a student is no longer receiving Gifted and Talented services for an identified content area in an elementary GT Clustered classroom or in middle or high school Advanced Academic or Advanced Placement setting. In accordance with

board policy, identified students may exit from Gifted and Talented services after completion of the furlough process as established in District policy.

Students continue to participate in the GT program as long as their academic performance is satisfactory. If academic performance is not satisfactory, the teacher will conference with the student and his/her parents to develop a plan for action. If academic performance does not improve during the plan of action, the teacher along with parent and school Counselor will review possible furlough or exit from the program.

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

Referral and Identification

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

Service

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

Additional information regarding Gifted and Talented services can be found on the District website at Fort Bend ISD, under Gifted and Talented.

GRADE LEVEL CLASSIFICATION

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

Credits Earned	Classification
6	Grade 10 (Sophomore)
12	Grade 11 (Junior)
18	Grade 12 (Senior)

HIGH SCHOOL GRADUATION REQUIREMENTS

Available Endorsements

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

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

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

End of Course (EOC) Assessments

Students enrolled in Algebra I, Biology, English I, English II, or U. S. History will be required to take the STAAR End of Course exam for that class. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law allows a student to meet EOC requirements by substituting satisfactory performance on approved national standardized assessments or on the state-developed assessment used for entrance into Texas public universities. If a student fails to perform satisfactorily on an EOC assessment, the district will provide accelerated instruction to the student in the content area for which the performance standard was not met. This may require participation of the student before or after normal school hours or at times of the year outside normal school operations.

FBISD Side-By-Side Graduation Program Options

The Texas Education Code, Section 28.025 (b), allows a student to graduate under the Foundation High School Program without earning an endorsement if, after the student's sophomore year, the student and the student's parent/guardian are notified of the benefits of graduating with an endorsement and the student's parent/guardian gives written permission for the student to opt out of an endorsement. The benefits of graduating with an endorsement are available in the High School Course Selection Guide.

A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, or social studies for the required credit of physical

education. The student's ARD committee, Section 504 committee, or other campus committee, as applicable, will make this determination.

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

Off Campus Physical Education (OCPE) – FFA (Local)

Private or commercially sponsored physical activity, approved by the commissioner of education, may be substituted for physical education in grades 9-12 only. An Off Campus PE substitute for physical education can earn up to four (4) credits in physical education (PE), two (2) state credits toward graduation and two (2) local credits. Private and commercially sponsored establishments will annually complete an application for approval of off-campus physical education and submit it to the Specialist Wellness, Health & Prevention.

There are two levels of PE substitution credit activities described in TAC §74.12(b)(6)(C)(iii) and TAC§74.73(b)(7)(B)(iii): (I) Olympic-level participation and/or competition includes a minimum of 15 hours per week of highly intensive, professional, supervised training. The training facility, instructors, and the activities involved in the program must be certified by the superintendent to be of exceptional quality. Students qualifying and participating at this level must be dismissed from school one hour per day. Students dismissed may not miss any class other than PE. (II) Private or commercially sponsored physical activities include those certified by the superintendent to be of high quality, aligned to the PE TEKS, and well supervised by appropriately trained instructors. Student participation of at least five hours per week must be required. Students certified to participate at this level may not be dismissed from any part of the regular school day. All substitutions must include at least 100 minutes per five-day school week of moderate to vigorous physical activity.

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

Requirements for a Diploma

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

- Complete the required number of credits;
- Complete any locally required courses in addition to the courses mandated by the state;
- Pass STAAR end of course (EOC) assessments
- Complete a FAFSA/TASFA.

Before graduating from high school, each student must complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA). A student is not required to complete and submit a FAFSA or TASFA if:

- The student's parent submits a form provided by the district indicating that the parent authorizes the student to opt out.
- A student who is 18 years of age or older or a legally independent minor submits a form provided by the district indicating that the student opts out: or
- A school counselor authorizes the student to opt out for good cause

Please contact the school counselor for more information.

The district will confirm that a student has completed and submitted a FAFSA in accordance with TEA guidance. To confirm that a student has completed and submitted a TASFA, the student must submit documentation to the school counselor.

Additional considerations apply in some course areas, including:

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

Students with Disabilities

Admission, review, and dismissal (ARD) committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law. Upon the recommendation of the ARD committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of his or her individualized education program (IEP) and in accordance with state rules. See Policies EHBAB (LEGAL), EIF (LEGAL), FMH (LEGAL).

A student who receives special education services may earn an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous to earn the endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment to earn an endorsement.

A student who receives special education services and has completed four years of high school but has not met the requirements of his or her IEP may participate in graduation ceremonies and receive a certificate of attendance. The student may then remain enrolled to complete the IEP and earn his or her high school diploma but will only be allowed to participate in one graduation ceremony. See Policy FMH (LEGAL).

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

Foundation Graduation Program Overview

Foundation-Only 22 Credits*

- 4 credits English – ELA I, II, III, IV or one credit in any authorized advanced English course
- 3 credits Mathematics – Algebra I, Geometry, one credit in any authorized advanced math course
- 3 credits Science – Biology, IPC/ Chemistry/Physics, and one credit in any authorized science course
- 3 credits Social Studies –US History, Government, Economics, World Geography or World History
- 2 credits World Language or Computer Science
- 1 credit Physical Education
- 1 credit Fine Arts
- .5 credit Health (FBISD)
- .5 credit Speech (FBISD)
- 4 credits in electives (may include CTE or certification courses)

** Students may opt to Foundation-only after completing sophomore year with parent and campus approval.*

Foundation + Endorsements – 26 Credits

- 4 credits English – ELA I, II, III, IV or one credit in any authorized advanced English course
- 4 credits Mathematics – Algebra I, Geometry, two credits in any authorized advanced math course
- 4 credits Science – Biology, IPC Chemistry/Physics, and two credits in any authorized science course
- 3 credits Social Studies – US History, Government, Economics, World Geography or World History
- 2 credits World Language or Computer Science
- 1 credit Physical Education
- 1 credit Fine Arts
- .5 credit Health (FBISD)
- .5 credit Speech (FBISD)
- 6 credits in electives (may include CTE or certification courses)
- Credit requirements specific to at least one endorsement

Distinguished Level of Achievement – 26 Credits

- 4 credits English – ELA I, II, III, IV or one credit in any authorized advanced English course
- 4 credits Mathematics – Algebra I, Geometry, Algebra II, one credit in any authorized advanced math course
- 4 credits Science – Biology, IPC/ Chemistry/Physics, and two credits in any authorized science course
- 3 credits Social Studies – US History, Government, Economics, World Geography or World History
- 2 credits World Language or Computer Science
- 1 credit Physical Education
- 1 credit Fine Arts
- .5 credit Health (FBISD)
- .5 credit Speech (FBISD)
- 6 credits in electives (may include CTE or certification courses)
- Credit requirements specific to a least one endorsement

Endorsements and Pathways

STEM	Business and Industry	Public Service	Arts and Humanities	Multidisciplinary Studies
• Engineering • Computer Science • Math • Science	• Agriculture, Food, and Natural Resources • Architecture and Construction • Arts, Audio/Video, and Communications • Business, Marketing, and Finance • Hospitality and Tourism • Information Technology • Manufacturing • Transportation, Distribution, and Logistics • English — Journalism and Debate	• Human Services • Health Science • Law, Public Safety, Corrections, and Security • Education and Training • JROTC	• Visual Art (drawing, painting, sculpture, ceramics, and digital art) • Music (band, orchestra, choir) • Theatre (Theatre, Technical Theatre, and Theatre Production) • Dance • World Languages • Social Studies	• 4x4 • Advanced Courses • AP/IB/Dual Credit

State Assessments Required for Graduation

English I
English II
Algebra I
US History
Biology

Performance Acknowledgments

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

For more information, see page 7.

LEADERSHIP DEVELOPMENT

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

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

*Each of these leadership development programs are facilitated via in-person or virtual modalities as safe and appropriate.

Student Leadership provides support, facilitation and oversight for several District and campus leadership organizations and activities, such as No Place for Hate, Student Council, PALS, National Honor Societies, Teen Leadership, Character Education and various student leadership conferences. Additional information is posted on the district website at Student Leadership / Home.

VIRTUAL LEARNING

Virtual learning is an instructional delivery model in which the student primarily engages in learning through digital platforms and tools. Virtual learning includes both in-District and out-of-District options. See Policy EHDE (LOCAL)

Online learning is one type of virtual learning used in FBISD and may be provided from a District teacher or through an in-District online course provider for original credit and credit recovery. Online learning can be delivered in a synchronous, asynchronous or hybrid model.

Out-of-District virtual learning is a virtual learning opportunity for students in which instruction is provided and monitored by a teacher that is responsible for designing instruction, monitoring assignments, and administering grades. Grades are provided through the established processes for the authorized provider. The out-of-District provider communicates the final course grade via grade report to the zoned campus.

Fort Bend ISD currently accepts virtual coursework from several external providers including the The University of Texas at Austin, Texas Tech University, and Edgenuity. Students taking courses through virtual or hybrid, UT, or TTU pay tuition and course enrollment fees. Course expectations and procedures are determined by each provider. Students may utilize Edgenuity courses through each high school's online learning (O-Lab) program.

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

Other types of digital learning opportunities include video conferences arranged through external program providers. Digital learning events may also include courses and special events shared between campuses within Fort Bend ISD.

BEHAVIOR

BEHAVIOR EXPECTATIONS

The district is committed to providing a supportive climate and safe learning environment for students to own their learning and behavior. In order to achieve this, the district uses the Student Ownership of Behavior Framework that includes the following components, Positive Behavior Interventions and Supports (PBIS), restorative practices, trauma-informed care, and social emotional learning to teach the Profile of a Graduate attributes.

PBIS systems and practices impact all students and staff across all settings and establish a foundation of regular, proactive support while preventing unwanted behaviors. They emphasize prosocial skills and expectations by teaching and acknowledging appropriate student behavior. PBIS implementation begins with the ten critical components that are categorized within FBISD's five non-negotiables explained below: School-Wide Expectations

- Expectations and Rules Developed – staff are involved in the development of expectations and rules; rules are linked to expectations and posted for specific settings; 3-5 positively stated schoolwide expectations are developed, posted around the school, and apply to both students and staff.
- Faculty Commitment – faculty are aware of campus behavior problems through data sharing and are involved in establishing and reviewing goals and providing feedback throughout the year. Behavior Flowchart
- Effective Procedures for Dealing with Discipline – problem behaviors are defined, referral form includes information useful in decision making, the discipline process is described in a narrative and/or graphic format, major/minor behaviors are clearly differentiated, and there is a suggested array of appropriate responses to problem behaviors. Classroom Expectations • Classroom Systems – classroom rules are defined for each of the school-wide expectations and are posted in classroom and expected behavior routines in classroom are taught. Teach and Reinforce Expectations
- Reward/Recognition Program Established – a system of rewards has elements that are implemented consistently across campus and are linked to expectations and rules. PBIS Components School-Wide Expectations Develop a Behavior Flowchart Set Classroom Expectations Teach & Reinforce Expectations PBIS Team Monitoring Data Analysis
- Lesson Plans for Teaching Expectations/Rules – lessons are embedded into subject area curriculum and use a variety of teaching strategies.

- Implementation Plan – plan for training staff how to teach expectations/rules/rewards is developed, scheduled, and delivered, as well as the plan for teaching the students.

In adopting the Student Code of Conduct (SCC), the Board of Trustees has established rules, guidelines and procedures to support a safe learning environment for all students. The SCC remains in effect during summer school and at all school related events and activities outside the school year until an updated version becomes effective for the next school year. If there is a conflict between the SCC and the Student Handbook, the terms of the SCC will control. If there is a conflict between the SCC and District policy, the more recently adopted item will control.

General Standards

Because of significant variations in student conduct, it is not always possible for the SCC to address every act of student behavior. To that end, the District retains discretion to address student misconduct that is inconsistent with the Profile of a Graduate even though the conduct may not be specifically included in the Student Code of Conduct 2025-2026

BULLYING

The district strives to prevent bullying, in accordance with the district's policies, by promoting a respectful school climate; encouraging reporting of bullying incidents, including anonymous reporting; and investigating and addressing reported bullying incidents.

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

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

Bullying includes cyberbullying. Cyberbullying is bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

The district has adopted policies and procedures to address:

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

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

Reporting Allegations of Bullying and Cyberbullying

Any student who believes that they are a victim of bullying or believe that another student is being bullied should immediately report the alleged acts to a teacher, counselor, campus administrator, or other District Employee. Additionally, any parent who believes that their student is being bullied should report the alleged acts to their student's teacher, counselor, or campus administrator.

Anyone who observes, overhears, or otherwise witnesses bullying, cyberbullying, or retaliation shall report the prohibited conduct as soon as possible after the alleged act or knowledge of the alleged act. A failure to timely report may impair the district's ability to investigate and address the prohibited conduct.

Any District employee who observes, overhears, suspects, or receives notice of bullying, cyberbullying, or retaliation shall immediately notify the principal or designee and take appropriate action to stop the bullying, cyberbullying, or intimidation and to prevent its reoccurrence.

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

Responding to Allegations of Bullying and Cyberbullying

In accordance with Board Policy FFI (LOCAL), upon receiving a bullying allegation, the campus will provide the parent of the alleged targeted student *and* the alleged aggressor student with a Notice of Student Parent Rights and decide the immediate actions that should be taken to ensure student safety (e.g., separating the students,

disciplining the student(s), and notifying Special Education, if the student receives Special Education services).

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

Investigating Allegations of Bullying and Cyberbullying

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

Student Safety Plans and Disciplinary Consequences

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

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

- Conflict resolution conducted by campus staff
- Class or schedule changes
- Stay away agreement

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

Disciplinary consequences can include, but are not limited to:

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

Transfer Options

If it is determined that bullying occurred, the targeted student may choose to transfer to a different classroom or another school, per Board Policy FDE (LOCAL). Upon the recommendation of the administration, the Board, or its designee, may in response to an identified case of bullying decide to transfer a student found to have engaged in bullying to another classroom at the campus. In addition, in consultation with the student's parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a targeted student of bullying may request that his or her child be transferred to another classroom or campus within the district. Also, see School Safety Transfers in this Handbook.

Consideration for Students Receiving Special Education Services

When a student receiving special education services engages in conduct that violates the Student Code of Conduct, including conduct involving bullying, harassment, threats, or hit lists, disciplinary actions will be addressed in accordance with the Student Code of Conduct and applicable federal and state special education requirements. When required by law, the district will provide parents with a Notice of Procedural Safeguards, convene an Admission, Review, and Dismissal (ARD) Committee meeting, and conduct a Manifestation Determination Review (MDR).

False Reporting to Allegations of Bullying and Cyberbullying

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

Confidentiality

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

Appealing a Bullying Determination

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

CAMPUS SAFETY FEATURES

Metal Detectors

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

Notice

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

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

Student's Desks and Lockers

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

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

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

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

Floor-Mounted Classroom Locks

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

District staff has completed interactive hands-on training and demonstration. You can learn more about how the **Rhino Ware** door locks enhance safety by viewing this **instructional video.**

ScholarChip ID Badging System

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

Student badges will be issued by home campuses. Once students receive their badges, we encourage parents to remind their students to wear them daily.

Emergency Call Boxes

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

CHILD SEXUAL ABUSE , SEX TRAFFICKING AND OTHER MALTREAT MENT OF CHILDREN

The district has established a plan for addressing child sexual abuse, sex trafficking and other maltreatment of children, which may be accessed on the district's website at Fort Bend ISD Board of Trustees. See Policies FFG (LEGAL) and (LOCAL). As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child.

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

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

To find out what services may be available in your county, see Texas Department of Family and Protective Services.

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

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

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

Some Warning Signs of Sexual Abuse

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

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

Some Warning Signs of Labor Trafficking

Labor trafficking involves forcing a person, including a child, to engage in forced labor or services.

- Being unpaid, paid very little, or paid only through tips;
- Being employed but not having a school-authorized work permit;

Some Warning Signs of Labor Trafficking

Labor trafficking involves forcing a person, including a child, to engage in forced labor or services.

- Being unpaid, paid very little, or paid only through tips;
- Being employed but not having a school-authorized work permit;
- Being employed and having a work permit but clearly working outside the permitted hours for students;
- Owing a large debt and being unable to pay it off;
- Not being allowed breaks at work or being subjected to excessively long work hours;
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss;
- Not being in control of his or her own money;
- Living with an employer or having an employer listed as a student's caregiver: and
- A desire to quit a job but not being allowed to do so.

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

Some Warning Signs of Sex Trafficking

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

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

School Staff Misconduct

.Possible warning signs of school staff misconduct include:.

- Inappropriate boundaries or communications with a student, including inappropriate relationships.
- Violating school or district communication policies, such as improper use of messaging apps or social media.
- Showing favoritism toward certain students in a way that compromises fairness or student well-being.
- Creating, using, or sharing inappropriate AI-generated images involving students or staff.
- Neglecting, abusing, or physically harming a student.

- Providing alcohol or drugs to a student
- Being under the influence of alcohol or drugs while on school property or during school activities
- Possessing a weapon on school property or during school activities.
- Committing a felony.
- Engaging in fraudulent or deceptive practices involving the school system or State Board of Education Certification (SBEC)

Further Resources on Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children

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

- Child Welfare Information Gateway Factsheet
- KidsHealth, For Parents, Child Abuse
- Texas Association Against Sexual Assault, Resources
- Office of the Texas Governor's Child Sex Trafficking Team
- Human Trafficking of School-aged Children
- Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault
- National Center of Safe Supportive Learning Environments: Child Labor Trafficking

CONDUCT

Academic Dishonesty (Grades 6-12 Only)

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

Academic dishonesty includes, but is not limited to:

- Copying the work of another student,
- Plagiarism,
- Unauthorized access to written or electronic information,
- Unauthorized collaboration with another person or the unauthorized use of artificial intelligence (AI) tools or technologies in preparing an assignment or during an examination

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

Disruptions of School Operations

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

- Interference with the movement of people at an exit, entrance, or hallway of a District building without authorization from an administrator
- Interference with an authorized activity by seizing control of all or part of a building
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly
- Use of force, violence, or threats to cause disruption during an assembly
- Interference with the movement of people at an exit or an entrance to District property
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving District property without authorization from an administrator

- Disruption of classes or other school activities while on District property or on public property that is within 500 feet of District property. Class disruption includes making loud noises; trying to entice a student away from, or to prevent a student from attending, a required class or activity; and entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct
- Enter, without authorization, District facilities that are not open for operations.
- Interference with the transportation of students in vehicles owned, operated, or contracted by the district
- Tampering with the locks on doors

Senior Pranks

If it is determined by the administration that any senior, during the final grading period, participates in an activity on school property or in connection with any school-sponsored activity that violates the Student Code of Conduct (including, but not limited to, "senior pranks"), in addition to being subject to disciplinary consequences, may, at the discretion of the Superintendent or the Superintendent's designee be prohibited from participating in year-end graduation ceremonies, including, but not limited to, commencement, prom, Pro Grad, and may be denied other senior privileges.

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

Social Events

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

DISCRIMINATION, HARASSMENT AND RETALIATION

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

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

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Discrimination

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

Gender Based Harassment

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

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

Harassment

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

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

Retaliation

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

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

Investigation of Report

To the extent possible, the district will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. Allegations of prohibited conduct, which includes discrimination, harassment, and retaliation, will be promptly investigated. The district will respond promptly to harassment in a manner that is not deliberately indifferent, which means a response that is not clearly unreasonable in light of the known circumstances.

The district will promptly notify the parents of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct involves another student, the district will notify the parents of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy.

During the course of an investigation, the district may take interim action to address the alleged prohibited conduct. When an investigation is initiated for alleged prohibited conduct, the district will determine whether the allegations, if proven, would constitute bullying, as defined by law. if so, an investigation of bullying will be conducted. see Policy FFI and bullying. if the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary action, and, in some cases, corrective action, will be taken to address the conduct. The district may take disciplinary and corrective action even if the conduct that is the subject of the complaint was not unlawful.

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

Reporting Procedures

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by Policy FFH. If not, the district will refer to Policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and Policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. The district will promptly notify the parent of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct involves another student, the District will notify the parent of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by Policy FFH (LOCAL).

DRESS CODE

Dress and Grooming

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

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

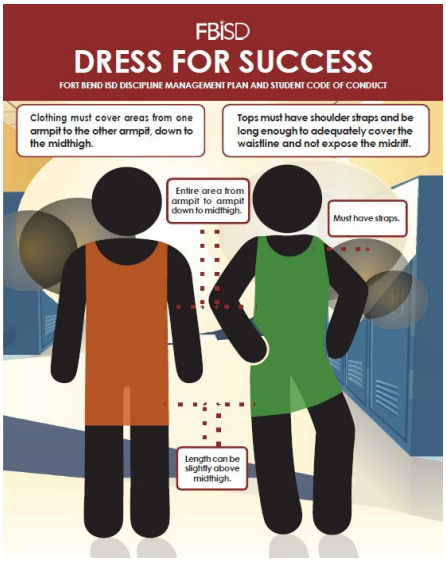
Students must comply with the following dress and grooming standards:

Shirts, Blouses, Sweatshirts, Sweaters, Vests

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

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

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



Shoes

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

Hair

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

Miscellaneous

- Proper undergarments shall be worn at all times;
- Revealing clothing of any type may not beworn;
- No clothing that has been ripped, torn, or cut in a way as to reveal undergarments, or midriff, chest or posterior;
- Clothing, including face coverings, with profanity, obscene patches, reference to alcohol, drugs, weapons or tobacco, or anything that may be construed as violent, vulgar or obscene language or images, and/or insults to race, religion, gender, or ethnicity, or other emblems or writing that may be expected to cause a material or substantial disruption of, or interference with, normal school operations, are not permitted;
- Any attire, tattoo, icons, or markings on body, e.g., bandanas, shoelaces, chains, t-shirts, etc., that is distractive, causes a disturbance, or identifies a student as part of an unauthorized group, gang, or society are not permitted that includes but is not limited to virtual background choices. No pajama wear of any type except on-campus designated days;
- No pajama wear of any type except on-campus designated days;
- Body piercings that are distractive or that pose a safety concern are not permitted;
- No hats, caps, doo-rags, wave caps, bandanas or hoods worn indoors, except on campus designated days, or during designated times permitted by the campus; and
- No sunglasses may be worn inside the building unless there is a medical note on file.

Physical Education (PE) Uniform Guidelines (Secondary Grade Levels Only)

Dressing out for PE is mandatory. This is for hygiene and safety purposes. This priority is included in our TEKS (5B). Students are expected to bring athletic clothing to change into each day for PE class. Students should not stay in the clothing they wore to school during PE.

For Campuses that Offer a Uniform for Sale:

Campuses offer PE uniforms to families to purchase to ensure they have easy access to athletic clothing that is in dress code. It is not mandatory for students to purchase from the school.

If a family cannot afford to purchase a uniform, they should communicate with the campus PE department. The PE department will ensure that the student has a proper PE uniform for class.

If a family prefers to purchase their own uniform, they can do so as long as it meets the requirements below:

- The uniform meets the school dress code: This includes shorts that are the proper length and a loose-fitting t-shirt.
- The uniform matches school colors.
- The student's name is written on both the shorts and shirt

Students who prefer to wear pants due to religious preference or other reasons can do so as long as the pants are designated as the PE uniform. The idea is that the student is changing clothes to meet the dressing out requirement of the class.

For Campuses that Do Not Offer a Uniform Sale:

Campus expectations should include that students bring athletic clothing each day and change clothes for PE class. Students should not stay in the clothing that they wore to school during PE.

Expectations for appropriate PE attire should be clear and should include:

- The clothes meet the school dress code: This includes shorts that are the proper length and a loose-fitting t-shirt.
- The student's name is written on both the shorts and shirt.

FUNDRAISING

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

All fundraising projects or activities where food is sold during the school day (midnight before until 30 minutes after the last bell for the day), shall be in compliance with all State and Federal laws or regulations governing food sales on District campuses during the school day. These regulations include a la carte sales, school stores, vending machines, and fundraisers. All fundraisers must be submitted for approval via the District Fundraiser Request Form, found here Job Aid Fundraiser Request Form Online Instructions

Fundraiser submissions must be received at least two weeks prior to the fundraising date. The District does not allow any exempt food fundraisers per the District Wellness Policy. For more information, see Policy CO (LEGAL).

Only the coach or sponsor should initiate school fundraiser requests. In the case of parent fundraisers, only an authorized member of a parent organization or booster club should initiate those requests. For more information, See Parent Organizations.

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

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

GANG - FREE ZONES

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

HAZING

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

Examples include:

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

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

LEGAL ISSUES

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who has been convicted, received deferred prosecution, or deferred adjudication, or was adjudicated for any felony offense or certain misdemeanors that occur in school, on school property, or at a school-sponsored or school-related activity on or off school property. These personnel will also be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.
- All appropriate personnel including principals, counselors, nurses and police officers when an enrolled student is required to register as a sex offender. For further information, see Policy GRAA (LEGAL).

Questioning of Students

When law enforcement officers or persons acting with legal authority request to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview. If the questioning or interview is part of a child abuse investigation, the principal may not seek parental consent that could undermine the integrity of the investigation. In other circumstances:

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

See Policy GRA (LOCAL) for further clarification.

Students Taken into Custody

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

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

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

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

Unauthorized Persons

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

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

A verbal warning and persistent inappropriate behavior are not required for a person serving as a referee, judge, or other official of an extracurricular athletic activity or competition sponsored or sanctioned by the school district or UIL to eject a spectator.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with Policies FNG (LOCAL) or GF (LOCAL) and the person refused entry or ejected is permitted to address the Board of Trustees within 90 days of commencement of appeal.

SEARCHES

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

Students are responsible for ensuring that any personal property, method of transportation, or school property used by the student does not contain prohibited items. Desks, lockers, District-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students may be disciplined for possession of prohibited items discovered during a search. The parent/guardian will be notified if any prohibited items are

found. For more information, see Policy FNF (LEGAL), restating federal and state law, and Policy FNF (LOCAL).

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

In criminal investigations, a search is permissible only when law enforcement has probable cause that it is "more likely than not" a crime has occurred, is occurring, or will occur. Probable cause is a higher standard and refers to a sufficient reason based upon specific facts to believe a crime has been or will be committed or that certain property is connected with a crime.

Use of Trained Dogs

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

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

STUDENTS IN PROTECTIVE CUSTODY OF THE STATE

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

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

STUDENT SPEAKERS

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

Policy FNA (LOCAL). Campuses are encouraged to provide age-appropriate opportunities for students to volunteer as public speakers at school events.

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

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

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

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

THREAT MANAGEMENT AND ASSESSMENT

Senate Bill 11 of the 86th session of the Texas Legislature made significant changes to Subchapter D, Chapter 37, of the Texas Education Code, relative to threat assessment and parent notification in Texas public schools. This bill requires campus threat teams, tracking of actions taken relative to students who make threats, and notification of parents if threats are made. SB 11 mandates a Safe and Supportive Schools Program Team at each campus (defined in Fort Bend ISD as the School-Based Threat Assessment Team - SBTAT) and defines: "Harmful, threatening, or violent behavior" as behaviors such as verbal threats, threats of self-harm, bullying, cyberbullying, fighting, the use of or possession of a weapon, sexual assault, sexual harassment, dating violence, stalking, or assault.

On April 15, 2025, TEA officially launched the Behavioral Threat Assessment and Management (BTA) Module in Sentinel for all Texas public school districts and open-enrollment charter schools. This user-friendly system supports compliance with Texas Education Code, §37.115, and 19 Texas Administrative Code, §103.1213 by providing a standardized process for documenting, managing and reporting behavioral threat assessments across the state. Beginning August 1, 2025, all school systems are required to conduct and report all threat assessments in Sentinel.

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

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

The campus administrator will convene the School-Based Threat Assessment Team (SBTAT) to review the initial report and assign roles and responsibilities to obtain details regarding the allegation and student's history. The person reporting the threat will be provided the Incident Reporting Form.

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

However, if the SBTAT continues to investigate and finds evidence that there may be a threat to school safety, the counselor may interview the student. The campus administrator will notify the parents of the alleged targeted student and subject of concern of the threat investigation. The SBTAT will convene to complete a behavioral threat assessment and determine the suggested threat level. During this time, safety measures will be implemented to protect the targeted student(s). Prior to completion of the investigation, the SBTAT will consult with the District Threat Assessment Team (DTAT) to determine the final threat level.

If the SBTAT determines that the threat level is low or moderate, the students and parents/guardians of the target and subject of concern will be advised of the outcome of the threat assessment. The subject of concern's parents/guardians will be notified if disciplinary action will be taken, and due process in accordance with this Code will be followed.

If the SBTAT determines that the threat level is high or imminent , the students and parents/guardians of the target and subject of concern will be advised of the outcome of the threat assessment. The subject of concern's parents/guardians will be notified of the disciplinary action that will be taken, and due process in accordance with this Code will be followed. The subject of concern will have an additional safety assessment conducted promptly by a member of the District Threat Assessment Team (DTAT) to determine what safety measures and interventions are needed to protect school safety and the targeted student. This is not a mental health assessment, but is conducted to determine appropriate interventions, including a safety plan to protect the alleged victim, referrals to resources, development of behavioral strategies, and the development of a district-wide support plan to assist the student in deterring violence as an option to redress wrongs. A member of the District Threat Assessment Team may provide support for the student during an alternative school placement or long term, depending on the student's needs.

The targeted student(s) may request a campus transfer for threats for themselves through their principal or Campus Behavior Coordinator.

What parents and students need to know:

- Any threat must be reported to the school Principal or any campus administrator
- Investigation may involve the district threat assessment counselor or psychologist, the police, or other community agencies
- Investigation may involve locker and personal property searches
- Interviews will be held with the threat maker and other students or adults who may have information about the threat
- Parents of students who are directly involved will be notified
- Threatening behavior may result in disciplinary actions and possibly criminal charges
- An intervention plan may be developed for the student making the threat and a support plan developed for any individuals targeted by violence
- **Students who make high or imminent level threats, as determined by the Campus or District Threat Assessment Team, may receive safety assessments, reassessments, check-ins, and long-term monitoring by the District Student Threat Assessment Team.**

Methods to Report Threats

Any individual wishing to report concerns for threats of school violence may notify any school personnel, administrator, Fort Bend ISD police at (281) 634-5500, the FBISD District Website, the See Something Share Something app, the Student Crime Stoppers Hotline at (281) 491-TIPS (8477), or the Department of Student Affairs at (281) 634-0092. Suspicious or illegal activities that take place on school property should be reported immediately to a school administrator.

TITLE IX SEXUAL HARASSMENT

Title IX Sexual Harassment

Sexual harassment between students is defined as:

Any of three types of misconduct on the basis of sex, all of which jeopardize the equal access to education that Title IX is designed to protect:

- Any instance of quid pro quo harassment by a **student**;
- Any unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access;
- Any instance of sexual assault (as defined in the Clery Act), dating violence, domestic violence, or stalking as defined in the Violence Against Women Act (VAWA).

Some examples may include, but are not limited to, touching private body parts or coercing physical contact that is sexual in nature; sexual advances; jokes or conversations of a sexual nature; sending or threats to send nude pictures without consent of the owner and other sexually motivated conduct, communications, or contact.

Sexual Harassment by School Employees

Sexual Harassment is any instance of quid pro quo harassment by a school's employee; any unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access to educational programs; any instance of sexual assault (as defined in the Clery Act).

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

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

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense. This type of conduct is considered harassment if the conduct is so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

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

A flier from the Texas Attorney General's office includes information on recognizing and responding to dating violence, including contact information for help. The counselor's office has additional information about the dangers of dating violence and resources for seeking help. For more information on dating violence, see the CDC's Preventing Teen Dating Violence.

Stalking

Stalking is considered sexual harassment on the basis of sex, whether or not the individuals were in a dating relationship and regardless if sexual advances have been made. Most frequently, stalking occurs in current or past intimate partner relationships, but this is not a prerequisite. The alleged victim does not need to have had contact with the alleged aggressor to meet criteria under this definition but does experience fear.

Reporting and Investigation of Report

To the extent possible, the district will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. Allegations of prohibited conduct, which includes sexual harassment, dating violence, sexual assault and stalking will be investigated in accordance with Policy FFH(LEGAL). The district will respond promptly to Title IX sexual harassment in a manner that is not deliberately indifferent, which means a response that is not clearly unreasonable in light of the known circumstances. The district will promptly notify the parents of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct involves another student, the district will notify the parents of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy. See Policy FFH for additional information. For questions and reporting of Title IX violations, contact the Title IX Coordinator at (281) 634- 7232.

During the course of an investigation, the district may implement supportive measures to address the alleged prohibited conduct. "Supportive measures" means nondisciplinary, nonpunitive individualized services offered to the complainant or the respondent before or after the filing of a formal complaint, or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the district's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment. This may include a safety plan, a stay away agreement, a schedule or class change for the alleged victim, or other supportive measures. For actions that may also include a criminal offense, law enforcement and the Texas Department of Protective and Regulatory Services may also be notified. Campus and District officials will defer to law enforcement investigations prior to continuing the disciplinary investigation but will resume promptly when permitted to do so.

When an investigation is initiated for alleged prohibited conduct, the district will determine whether the allegations, if proven, would constitute bullying, as defined by law. If so, an investigation of bullying will also be conducted. See Policy FFI and Bullying. If the District's investigation indicates that prohibited conduct occurred, appropriate disciplinary action, and, in some cases, corrective action, will be taken to address the conduct. The alleged victim may request a campus transfer in instances where sexual harassment, stalking, or dating violence has been substantiated.

VANDALISM

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

EXTRA CURRICULAR

ACTIVITIES, CLUBS, AND ORGANIZATIONS

State law requires the district to obtain written parental consent before a student may participate in a student club that is authorized or sponsored by the district. A parent may obtain consent forms for student clubs from their campus at www.fortbendisd.com

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

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

Fort Bend ISD prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, national origin, age, disability, or any other basis prohibited by law. No qualified disabledstudent shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwisebe subjected to discrimination under any Fort Bend ISD service, program, or activity.

Fort Bend ISD takes steps, including the provision of supplementary aids and services determined appropriate and necessary, to provide nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities. Any student with a disability requiring reasonable accommodations for participation in any Fort Bend ISD service, program, or activity should contact their campus to request a meeting of their student's Section 504 committee or ARD Committee.

Questions regarding Fort Bend ISD policies and procedures can be addressed to the ExecutiveDirector of Student Support Services, at 281-634-1143.

The following requirements apply to all extracurricular activities:

- A student who receives a grade below 70 at the end of a grading period in any academic class— other than District-approved exempt courses may not participate in extracurricular activities for at least three school weeks; (Exception: A student ineligible to participate in an extracurricular activity, but who is enrolled in a state-approved music course that participates in UIL Concert and Sight-reading Evaluation, may perform with the ensemble during the UIL evaluation performance.)
- A student with disabilities who fails to meet the standards in the Individualized Education Program (IEP) may not participate for at least three school weeks;
- An ineligible student may practice or rehearse;

- A student is allowed in a school year up to ten absences not related to post-District competition, a maximum of five absences for post-District competition prior to state, and a maximum of two absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions, or
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

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

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

- Unexcused absence from rehearsals or practices that are extensions of classroom activities such as section rehearsals = two daily grades based on different TEKS standards.
- Unexcused absence from a performance that is an extension of classroom activities, such as school concerts or dance recitals, which do not meet the definition of extracurricular = two major grades based on different TEKS standards. See Policies EIA (LEGAL) and (LOCAL)

Additional Rules of Conduct

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

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

Attendance / Tardiness

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

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

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

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

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

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

Awards

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

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

Banquets

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

Business, Civic, and Youth Groups

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

Equipment

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

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

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

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

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

Every football helmet that is in active use by student-athletes at our FBISD schools all undergo a recertification and reconditioning process that meets the National Operating Committee for Sports Equipment (NOCSAE) standards. Recertification is the process whereby previously certified helmets and other equipment undergo testing to determine that the equipment continues to meet the original certification requirements. Helmets have a life span of no longer than 10 years and during that lifespan must recertified every other year. All helmets at our FBISD schools have stickers on the back of the helmets that state the original manufacturing date and the date of recertification to comply with all rules and regulations to maintain the upmost safety and health standards for our students. Student safety in extracurricular activities is a priority of the district. Parents are entitled to review the districts records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

Grades

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

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

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

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

Health And Welfare

Athletics' Participation (Secondary Grade Levels Only)

Certain activities require physical stamina and capabilities. Before students participate in these activities, the coach or sponsor may require evidence of a physician's and/or a parent's approval before the student is allowed to participate in the activity/organization. If such a requirement is imposed, it shall apply to all students who wish to participate in the activity/organization.

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

This examination is required in the first year of middle school competition and the first and third years of high school competition. During the alternate years, the student must complete a medical appraisal form, and the

results of this appraisal may prompt the district to require a physical examination. This examination is required to be submitted annually to the district. For more information contact Dena Scott, Athletic Director.

Medical Emergency

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

Loss Of Privilege

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

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

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

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

Miscellaneous Participation Rules

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

Offices and Elections

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

Online Decorum

As role models and representatives of the district and campus, students and parents must maintain a high standard of online conduct regarding the district and district programs. The internet is a worldwide, publicly accessible form of communication. Any communication such as Facebook, Twitter, Instagram, TikTok, emailing, texting, or other online forums, etc., appearing on the internet may become public, even if it is markedprivate. Students are responsible for their personal websites and postings, as well as their activity on other websites or platforms. Student members will not post on social media as official representatives of the instructional program, school or district.

A student member may not engage in online conduct implicating the district or campus's programs or operations when the online conduct:

- May reasonably result in a material of substantial disruption to the school environment or program;
- Infringes on the rights of others;
- Could be interpreted as bullying, harassment, threatening towards district staff or other students;
- Demonstrates poor sportsmanship or a disrespectful attitude towards other programs; or
- Otherwise violates the Student Code of Conduct.

Any such incident will result in review by the director (or designee) and may lead to probation or dismissal from the program.

Other Removals

The following infractions are also strictly prohibited:

- Using, possessing, or being under the influence of marijuana, a controlled substance, a dangerous drug, abusable glue, aerosol paint, or any other mood-changing, mind-altering, or behavior- affecting drug
- Using, possessing, or being under the influence of an alcoholic beverage
- Using or possessing tobacco products, including vapor pens, electronic cigarettes, etc.
- Theft or stealing
- Engaging in lewd, disruptive, or other offensive conduct that affronts school District standards of propriety
- Academic dishonesty
- Upon the administration's determination that a FBISD student in grades 6 through 12 participating in a school-sponsored extracurricular activity has violated any one of the infractions identified above under Other Removals, the student shall lose the privilege of further participation in that activity as provided below:

    - First Offense in student's attendance at FBISD (measured from Grade 6): **10** hours of approved community service and **20%** suspension from active participation in any/all FBISD extracurricular contests. If the offense occurs when the student is not actively participating, the suspension shall apply beginning with the next period of participation following the offense. If the student is involved in more than one activity, the suspension shall apply to all activities concurrently. The student shall not serve more than one 20% suspension for the first offense. During the suspension, the student must attend all practices to maintain team status.
    - Second Offense in student's attendance at FBISD (measured from Grade 6): **20** hours of approved community service and **40%** suspension from active participation in any/all FBISD extracurricular contests. If the offense occurs when the student is not actively participating, the suspension shall apply beginning with the next period of participation following the offense. If the student is involved in more than one activity, the suspension shall apply to all activities concurrently. The student shall not serve more than one 40% suspension for the second offense. During the suspension, the student must attend all practices to maintain team status.
    - Third Offense in student's attendance at FBISD (measured from Grade 6): the student shall be suspended from further participation for one calendar year.
    - Fourth Offense in student's attendance at FBISD (measured from Grade 6): the student shall be eliminated from further participation in all activities for the remainder of his/her school career.

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

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

Parent Organizations

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

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

Each organization shall operate under a constitution and/or by-laws approved by the principal of the school with which the organization is affiliated. Current by-laws and/or constitutions shall be submitted to the Superintendent or a designee at the beginning of each school year; updates to these documents shall be submitted as soon as practical after such updates are formally adopted by the parent organization.

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

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

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

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

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

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

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

The current listing of FBISD parent organizations include:

Elementary Schools

Arizona Fleming Elementary PTO
Barrington Place Elementary PTA
Brazos Bend Elementary PTO
Briargate Elementary PTO
Colony Bend Elementary PTO
Colony Meadows Elementary PTO
Commonwealth Elementary PTA
Cornerstone Elementary PTA
Drabek Elementary PTO
Goodman Elementary PTA
Highlands Elementary PTO
Jordan Elementary PTO
Lakeview Elementary PTA
Leonetti Elementary PTA
Lexington Creek Elementary PTO
Malala Elementary PTO
Madden Elementary PTO
Neill Elementary PTO
Oakland Elementary PTO
Oyster Creek Elementary PTA
Parks Elementary PTA
Patterson Elementary PTA
Pecan Grove Elementary PTO
Quail Valley Elementary PTO
Scanlan Oaks Elementary PTO
Schiff Elementary PTA
Seguin Elementary PTA
Settlers Way Elementary PTA
Sienna Crossing Elementary PTA
Sullivan Elementary PTA
Walker Station Elementary PTA

Middle Schools

Baines MS PTO
Bowie MS PTA
Crockett MS PTO
Dulles MS PTO
Dulles MS Band Booster Club
Fort Settlement MS PTO
Garcia MS PTO
Hodges Bend PTA
Lake Olympia MS PTA
Missouri City MS PTO
Quail Valley MS PTO
Sartartia MS PTO
Sugar Land MS PTO
Thornton MS PTO

High Schools

Austin HS Athletic Booster Club
Austin HS Band Booster Club
Austin HS Choir Booster Club

Austin HS NJROTC Booster Club
Austin HS Orchestra Booster Club
Austin HS ProGrad Booster Club
Austin HS PTO
Austin HS Theatre Booster Club
Bush HS Broncos Athletic Booster Club
Bush HS Band Booster Club
Bush HS Dance Illusions Booster Club
Bush HS Theatrix Booster Club
Clements HS Athletics Booster Club
Clements HS Band/Color Guard Booster Club
Clements HS Choir Booster Club
Clements HS FFA Booster Club
Clements HS NJROTC Booster Club
Clements HS Orchestra Booster Club
Clements HS Stars Booster Club
Clements HS Theatre Booster Club
Dulles HS Athletic Booster Club
Dulles HS Band& Dance Booster Club
Dulles HS FFA Booster Club
Dulles HS JROTC Booster Club
Dulles HS Math & Science Booster Club
Dulles HS ProGrad Booster Club
Dulles HS Speech/Debate Booster Club
Dulles HS Theatre Arts Booster Club
Dulles HS Viking Choir Booster Club
Elkins HS Athletic Booster Club
Elkins HS Band Booster Club
Elkins HS Baseball Booster Club
Elkins HS Elite Booster Club
Elkins HS Engineering Academy Booster Club
Elkins HS FFA Booster Club
Elkins HS Fine Arts Booster Club
Elkins HS ProGrad Booster Club
Elkins HS PTO
Elkins HS Theatre Company Booster Club
Hightower HS Academies Booster Club
Hightower HS Band Booster Club
Hightower HS Letterman Booster Club
Hightower HS ProGrad Booster Club
Kempner HS AFJROTC Booster Club
Kempner HS Athletic Booster Club
Kempner HS Marching Cougars Booster Club
Kempner HS PTO
Marshall HS PTO
Ridge Point HS Band Booster Club
Ridge Point HS Choir Booster Club
Ridge Point HS FFA Booster Club
Ridge Point HS Orchestra Booster Club
Ridge Point HS Panther Pride Athletic Booster Club
Ridge Point HS Royals Booster Club
Ridge Point HS Theatre Booster Club
Travis HS Athletic Booster Club
Travis HS Band Booster Club
Travis HS Belles Parent Organization
Travis HS FFA Booster Club
Travis HS Global Studies Academy Booster Club
Travis HS Orchestra Booster Club
Travis HS Theatre Booster Club

For contact information regarding the above listed parent organizations, direct inquiries to FBISD Internal Auditor, Serenity Lemond at (281) 634-2812. See Policies GE (LEGAL) and (LOCAL)

School-Sponsored Trips

The district periodically takes students on field trips for educational purposes. A parent must provide permission for a student to participate in a field trip. The district may ask the parent to provide information about a student's medical provider and insurance coverage and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip. The district may require a fee for a student participation in a field trip that is not required as part of a basic educational program or course to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. The district is not responsible for refunding fees paid directly to a third-party vendor. Students who participate in school-sponsored trips are required to ride in transportation provided by FBISD to and from the event. As approved by the principal, a coach or sponsor of an extracurricular activity may establish procedures related to making an exception to this requirement when a parent requests that the student be released to the parent or to another adult designated by the parent. The sponsor of the field trip will be trained by the campus nurse to administer medication needed during field trip hours.

Selection

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

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

Standards of Behavior

Sponsors of student clubs and performing groups such as the band, choir, orchestra, dance team, and athletic teams may establish standards of behavior—including consequences for misbehavior—that are stricter than those prescribed for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or by board policy will apply in addition to any consequences specified by the organization's standards of behavior. For further information, see Policies FM (LEGAL), and FO (LOCAL) for extracurricular and cocurricular.

A student in grades 6 through 12 participating in any FBISD extracurricular activity shall comply with the following rules of conduct at any time, on or off school property, in addition to obeying the rules set forth in the current FBISD Student Code of Conduct, the particular extracurricular activity's constitution, handbook, rule book, and/or regulations, if any, or rules otherwise communicated to the student in writing by the activity's coach or sponsor.

A student shall be informed of any extracurricular behavior standards at the beginning of each school year or when the student first begins participation in the activity. A student and his or her parent shall sign and return to the sponsor or coach a statement that they have read the extracurricular behavior standards and consent to them as a condition of participation in the activity.

Students who fail to meet organizational standards of behavior may be subject to suspension or dismissal from the extracurricular or cocurricular activity/program. Such decisions shall be made in consultation with the campus Principal and are subject to appeal through Policy FNG (LOCAL).

Student Accident Insurance

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

Student Groups

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

Student Organizations

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

Travel

Students who have the opportunity to travel in connection with FBISD extracurricular activities/organizations are representatives of the District and must exhibit exemplary behavior and demonstrate the characteristics of a Profile of a Graduate.

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

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

Students involved in travel shall:

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

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

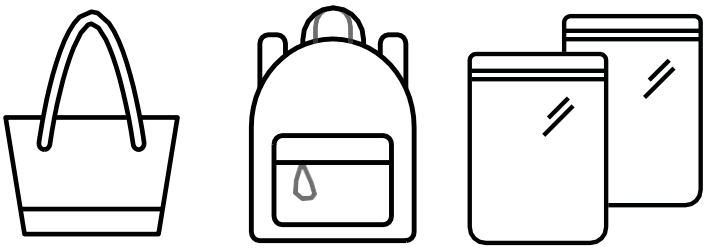
Please note that references to policy codes are included so that parents can refer to current board policy. A copy of the district's policy manual is posted on the district website at https://www.fortbendisd.com under Student Affairs.

FORT BEND ISD ATHLETIC FACILITIES CLEAR BAG REGULATIONS

In an effort to provide a safer environment for the public and significantly expedite fan entry into the stadium, the Fort Bend ISD Athletics Department will adhere to clear bag regulations for events held at off-campus district facilities.

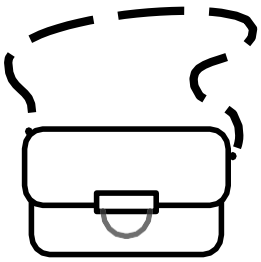
Visitors who bring bags that do not meet the criteria outlined will not be permitted entrance into the venue. Guests who require the use of medical items or equipment can enter any main facility entrance to have their bags screened for admittance.

Permitted Bags



CLEAR TOTES, BACKPACKS AND STORAGE BAGS

Must not exceed 12" x 6" x 12"



CLEAR OR SOLID SMALL CLUTCH BAGS

Must not exceed $4^{1/2}$" x $6^{1/2}$"
(approximate size of a hand)

Questions? Contact the Fort Bend ISD Athletics office at (281) 634-1900.

FBISD
INSPIRE • EQUIP • IMAGINE

FACILITIES

SCHOOL FACILITIES

Conduct Before and After School

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

Food and Nutritional Services

The Fort Bend ISD Child Nutrition program follows all state and local health department regulations for food preparation and service. The district receives health department visits during the school year and submits the results to the Texas Department of Agriculture annually in June prior to the start of the new fiscal year for TDA. All managers are required to hold a valid Manager's Certificate and all other Child Nutrition workers are required to hold a valid Food Handler's Certificate.

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

Menus with nutritional and allergen information are available online at School Cafe or through the School Cafe mobile App. Visit the Child Nutrition Website for more information.

Payments to meal accounts may be made through School Café.

The district shall allow 5 breakfasts and/or 5 lunches to be charged with a total charge balance not to exceed

$23.75 at elementary campuses and $25.00 at secondary campuses.

When the charge limit is reached:

- Elementary students shall be provided a courtesy meal until the balance is paid in full.
- Secondary students shall be provided five (5) courtesy meals for the school year. After that, no more courtesy meals will be provided even if the balance is paid..
- Courtesy Meal: Breakfast- Entrée and one side item (fruit, juice, or milk); Lunch- Entrée and one fruit or vegetable."
- When payment for meals is not received in a timely manner, this debt may result in the parent or guardian's account being turned over to a debt collection service.

ALL parents and guardians are encouraged to complete a Free and Reduced-Price Meal application ANNUALLY in July. Parents or guardians shall be responsible for any meal charges madeto the student's account without a current approval for Free and Reduced-Price Meals on file.

Groups

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

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

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

Private Spaces

In accordance with law, the district shall designate each multiple-occupancy private space in a building the district owns, operates, or controls for use only by individuals of one sex. Multiple-occupancy private space means a facility designed or designated for simultaneous use by more than one individual and in which an individual may be in a state of undress in the presence of another individual, regardless of whether the facility provides curtains or partial walls for privacy. The term includes a restroom, locker room, changing room, or shower room.

Use of Hallways During Class Time

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

Use by Students Before and After School

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

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

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

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

GRADING GUIDELINES

Grading Philosophy

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

Grading

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

Conduct Grades

The areas of attitude, behavior, and tardiness will not influence the student's academic grade. Reporting metrics at Elementary and Secondary are shown below.

- **Elementary:** The areas of attitude, behavior, and tardiness will not influence a students' academic grade. Elementary Conduct will be reported based on the Learner Characteristics:

  Collaboration, Communication, and Skills for Life.

Attribute	Always (A)	Most of the Time (MT)	Some of the Time (ST)	Occasionally (OC)
Communication				
Collaboration				
Skills for Life				

Teachers shall make parent contact prior to reporting 'OC' on the progress report or report Card.

- **Secondary:** The areas of attitude, behavior, and tardiness will not influence a students' academic grade. They will influence a student's conduct grades and be reported as E, S, N, or U.

  E – Excellent, **S** – Satisfactory, **N** – Needs Improvement, **U** – Unsatisfactory

Teachers shall make parent contact prior to reporting a conduct grade of N or U on the report card in order to influence a change in behavior.

Assignments

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

Special Education, Bilingual, and ESL

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

Time for Grade Reporting for Elementary and Secondary

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

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

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

ELEMENTARY SCHOOL GRADING GUIDELINES

Elementary Grading (Pre-Kindergarten Through 5th Grade) Elementary Grade Reporting Period Procedures

Grades for each grading period must reflect the student's progress towards proficiency of the district curriculum objectives, which are aligned with Texas Pre-Kindergarten Guidelines (Pre-K), or Texas Essential Knowledge and Skills (TEKS) K-5th.

Pre-K, Kindergarten, and 1st – Math, Science, Language Arts and Reading, Social Studies
Student progress will be assigned using three levels, Developing (DV), Progressing (PG), or Proficient (PF), as shown below. Students will receive a mark for each competency. Grade level competencies can be accessed using the webpage Pre-K – 1st Grading Guidelines.

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

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

Example:
Math

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

Grades 2nd – 5th– Math, Science, Language Arts and Reading, Social Studies
Student proficiency will be determined using a traditional grading scale. Student proficiency shall be reported using a 100-point system as outlined below:

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

	Min. Major Grades	Min. Daily Grades
Language Arts and Reading	4 (2 reading; 2 language arts)	8 (4 reading; 4 language arts)
Social Studies	2	4

Math	3	6
Science	2	4

Elementary Enrichment Courses (Art, PE, Health, Music)
Student proficiency will be reported using two marks, S or N.

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

End of the Year Reporting

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

Makeup Work

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

Re-Engagement: Reteaching and Reassessment

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

- **Reteaching:**

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

- **Reassessment:**

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

  - Reassessment for Major Grades
    Retesting guidelines apply to major grade assessments for each grading period. Students who receive a grade below 75 must be provided an opportunity, through retesting, to demonstrate proficiency.
  - On a retest for major grades, students may earn a score of up to 75.

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

Progress Reports

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

Conferences

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

MIDDLE SCHOOL GRADING GUIDELINES

Secondary Grading (6th – 8th Grades)

Grade 6th – 8th Reporting Period Procedures

Grades for each grading period shall reflect the students' progress towards proficiency of identified priority learning progressions, which are aligned to the Texas Essential Knowledge and Skills (TEKS). Grades will be reported using a numerical average based on a minimum of (9) grades per course per grading period. In each course, students should receive (3) major and (6) daily grades. All grades will be weighted as follows:

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

Daily Grades

A minimum of 6 grades recorded should be daily grades. The following are examples of daily grades: guided or independent practice, quizzes, activities, participation, teacher observation, e.g., small group participation, labs, oral presentations, and homework.

Extra Credit

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

Makeup Work

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

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

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

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

Late Work

Late work will be accepted according to campus guidelines.

Progress Reports

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

Re-Engagement: Reteaching and Reassessment

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

- **Reteaching:**

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

- **Reassessment:**

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

  - Reassessment for Major Grades
    Retesting guidelines apply to major grade assessments for each grading period. Students who receive a grade below 75, must be provided an opportunity, through retesting, to demonstrate proficiency. Two options may be used for retesting:
    - Retesting – this option may be made available for students scoring less than 75 percent on a major exam. Students must attend a tutorial session or complete other approved remediation activities prior to taking the retest. The maximum score that may be earned on a retest is 75 percent.
    - Progressive Testing – this option allows students to re-test non-mastered objectives by including the material in the next comprehensive examination. The grade made on this exam may substitute for the previous grade if this grade is the higher score. The progressive testing option is also available for initial scores greater than or equal to 75.

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

Semester Exams

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

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

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

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

Example of types of assessment that may be used are:

- Authentic, project-based, collaborative learning experience,
- Performance based assessment, and/or
- Cumulative assessment of the semester content.

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

Semester Grade Calculation

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

EXAMPLE: (**Middle School Course Semester Average)**

1st or 3rd grading or period average = **84**

2nd or 4th grading period average = **90**
Semester exam = **no grade**
(84 x 0.5) + (90 x 0.5) = **87** Semester Average

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

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

1st or 3rd grading or period average = **84**

2nd or 4th grading period average = **90**
Semester exam = **92**
(84 x 0.425) + (90 x 0.425) + (92 x 0.15) = **88** Semester Average

End of the Year Reporting

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

Conferences

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

High School Credit: High School Courses Taken in Middle School

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

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

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

HIGH SCHOOL GRADING GUIDELINES

9th – 12th Grades

Academic Integrity – Integrity Pledge

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

9th – 12th Grade Reporting Period Procedures

Grades for each grading period shall reflect the students' progress towards proficiency of identified priority learning progressions, which are aligned to the Texas Essential Knowledge and Skills (TEKS). Grades will be reported using a numerical average based on a minimum of (9) grades per course per grading period. In each course, students should receive (3) major and (6) daily grades. All grades will be weighted as follows:

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

Conferences

Teachers shall provide parents with a set conference time where parents can request a conference related to

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

Daily Grades

A minimum of 6 grades recorded should be daily grades. The following are examples of daily grades: guided or independent practice, quizzes, activities, participation, teacher observation, e.g., small group participation, labs, oral presentations, and homework.

Extra Credit

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

Late Work

Late work will be accepted according to campus guidelines.

Makeup Work

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

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

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

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

Progress Reports

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

Re-Engagement: Reteaching and Reassessment

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

- **Reteaching:**

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

- **Reassessment:**

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

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

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

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

Student Led Conferences

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

Semester Grade Calculation

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

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

1st or 3rd grading or period average = **84**
2nd or 4th grading period average = **90**
Semester exam = **92**
(84 x 0.425) + (90 x 0.425) + (92 x 0.15) = **88** Semester Average

End of the Year Reporting

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

Course Credit

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

Dual Credit Courses

For dual credit courses, the instructors and adjunct professors are required to follow the syllabus and grading policy of the community college (e.g., Houston Community College). Thus, the number of major and daily grades may not adhere to FBISD requirements. HCC does not follow a numerical grade reporting system; therefore, HCC supplies the district with a letter grade for each student at the end of each semester. Student proficiency will be determined using a traditional grading scale. The identified college partner sends a letter grade and the campus registrar converts it to a numerical grade using the Fort Bend ISD conversion below.

HCC Letter Grade	FBISD Conversion
A	96
B	86

C	76
D	70
F	59
FX	59

For dual credit courses with a lab, the grades will be weighted as follows:

- **Lab grade** will count as 40 percent of the student's grading period average.
- **Lecture grade** will count as 60 percent of the student's grading period average.

Grade Conversion of Out of District Transcripts

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

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

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

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

- Classified as only honors, AAC, dual credit, or advanced placement in the high school program guide OR
- Classified as honors, AAC, or advanced placement on the transcript of the sending campus. EXCEPTION: No honors grade points will be considered for courses not designated as honors courses in Fort Bend ISD.

GRADUATION

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

…equipped with skills for life.

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

…**a servant leader.**

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

…**an effective communicator**.

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

…**a critical thinker.**

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

…**a compassionate citizen.**

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

…a collaborative team member.

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

…a life-long learner.

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

Requirements for a Diploma:

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

- Complete the required number of credits
- Complete any locally required courses in addition to the courses mandated by the state
- Pass STAAR end-of-course (EOC) assessments

Foundation High School Plan (FHSP)

House Bill 5 was signed into law in the summer of 2013 and applies to all students entering high school during the 2014-2015 school year and thereafter. House Bill 5 established a single graduation program, the Foundation

High School Program (FHSP). Students have the opportunity to build on the FHSP by earning Endorsements, Performance Acknowledgments, and a Distinguished Level of Achievement.

Endorsements consist of a related series of courses that are grouped together by interest or skill set. Endorsements provide students with in-depth knowledge of a subject area. All endorsements require a 4th year of math and a 4th year of science.

Students will need to declare their preferred endorsement in Skyward Family Access by the beginning of their 9th grade year. Students are allowed to change their endorsement areas after the student's sophomore year. See school counselor for more information.

Students with Disabilities

All students that receive special education services are required to complete the course and credit requirements of the Foundation High School Program if they entered high school in the year 2014 or after. Additionally, the ARD committee will determine if a student receiving special education is required to meet satisfactory performance on the required state assessments, in order to meet graduation requirements.

When an ARD committee determines that a student requires modification(s) to the curriculum in a required course for state credit on the Foundation High School Program, the student will also be required to successfully complete their IEP and meet additional criteria to determine that the student has employability skills and/or access to services outside of the school District.

During the 86th Legislative, House Bill 165 made changes to the options for students served with special education services specific to endorsements. The change allows a student to earn an endorsement if the student has completed the required courses and credits on the Foundation High School Program, including additional credits in math, science, electives, and the courses required for the endorsement with or without modifications* to the curriculum. This change to allow modified curriculum to count, only occurs when an ARD committee determines the curriculum remains sufficiently rigorous, in order for the student to retain eligibility for an endorsement. The law does not explicitly set a standard or define the term “sufficiently rigorous.” ARD committeesmust weigh the modifications included in the individualized educational program (IEP) for each student individually as applicable to each course and the curriculum requirements in question to determine whether thecurriculum, as modified, is sufficiently rigorous. The ARD committee also shall determine whether the student is required to achieve satisfactory performance on an EOC assessment to earn an endorsement.

A student who receives special education services and has completed four years of high school, but has not met the requirements of his or her IEP, may participate in graduation ceremonies and receive a certificate of attendance. Even if the student participates in graduation ceremonies to receive the certificate of attendance, he or she may remain enrolled to complete the IEP and earn his or her high school diploma; however, the student will only be allowed to participate in one graduation ceremony.

Graduation Expenses

Because students and parents will incur expenses in order to participate in the traditions of graduation— such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all requirements for graduation. For expenses often are incurred in the junior year or first semester of the senior year see Fees.

Graduation Speakers

Certain graduating students will be given an opportunity to have speaking roles at graduation ceremonies. A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer. For student speakers at other school events, see Student Speakers.

See Policy FNA (LOCAL) and the Student Code of Conduct, which is posted on the district website at Fort Bend ISD under the Department of Student Affairs webpage.

Scholarships and Grants

Students must complete the Free Application for Federal Student Aid (FAFSA) early in their senior year, as part of their state graduation requirement, in order to determine their eligibility for public and private grants. Students who have a financial need according to federal criteria and may be eligible for substantial postsecondary funding options. Students should apply for all scholarships they may be eligible for to help pay for their college education. Certain students who graduate early may also be eligible for the Texas First Scholarship Program.

Scholarship opportunities can be found in *Schoolinks* or the student may contact the school counselor or college and career advisor for information about other scholarships and grants available to students.

HONOR SOCIETIES

Fort Bend ISD seeks to develop leadership, character, service and academic achievement in all our students. In support of this effort, FBISD campuses offer a variety of opportunities for our students to be recognized for achievement, leadership, character and service. Many of these organizations are offered in conjunction with national organizations who set requirements for eligibility. Chapter organizations may set additional requirements through approved by-laws and constitutions.

In an effort to ensure parents and students know of these opportunities and the requirements, each campus posts information about their student organizations on their campus websites; include eligibility criteria, contacts, information about the application process and the organization's activities.

Should you have questions about these organizations, please see the organization sponsor or your campus Principal. The Student Leadership Department also provides support and oversight for National Honor Societies and may be contacted for additional information at (281)-634-0293.

Honorary Awards/Cords

Students who have participated in a principal approved National Honor Society or approved equivalent may submit a request through the school sponsor, to allow cords to be worn during the graduation ceremony.

EMERGENT BILINGUAL , EB'S

Identified Emergent Bilingual (EB's), sometimes referred to as an Emergent Bilingual (EB's), or a student with limited English proficiency (LEP) in certain State/Federal statutes and State/Federal rules, are entitled to receive specialized services from the district.

To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will convene. The LPAC is comprised of both District personnel and at least one parent representative. The student's parent must consent to any services recommended by the LPAC for an EB student.

In order to determine a student's level of proficiency in English, the LPAC will use information from a variety of data sources. If the student qualifies for services and once a level of proficiency has been established, the LPAC will document (with input from other relevant stakeholders) will then designate appropriate linguistic accommodations and/or participation in additional special programs. Ongoing assessments will be conducted to determine a student's continued eligibility for the program. The LPAC will annually review all relevant data to determine if an EB meets the state reclassification criteria.

If a student is considered an EB and receives special education services because of a qualifying disability, the student's ARD committee will make these decisions in conjunction with the LPAC.

ASSIGNMENTS DURING DISCIPLINARY PLACEMENT

Assignments During In-School Suspension (ISS)

The district shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school suspension. This shall include at least one method of receiving this coursework that doesn't require the use of the internet. While in ISS, the student will complete assignments from his or her teacher(s).

Assignments During Out of School Suspension (OSS)

The district shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in out-of-school suspension. This shall include at least one method of receiving this coursework that doesn't require the use of the internet. While in OSS, the student will complete assignments from his or her teacher(s).

Assignments During DAEP

Students placed at the DAEP will complete foundation courses, which are required for graduation at no cost to the student. If a student was enrolled in AP courses at the time of removal, the student will have the opportunity to complete the course after the completion of the DAEP placement.

DAEP Make-Up Work

A student removed to the Disciplinary Alternative Education program (DAEP) during the school year will have an opportunity to complete, before the beginning of the next school year, a foundation curriculum course in which the student was enrolled at the time of removal. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. See Policy FOCA (LEGAL).

PROMOTION AND RETENTION

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district. To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards. Per Policy FEC (Attendance for Credit): a student in any grade level from kindergarten through grade 12 shall not be given credit or a final grade for a class unless the student is in attendance 90 percent of the days the class is offered.

For students served with special education services, determinations regarding modified promotion or retention shall be determined by the students' Admission Review and Dismissal (ARD Committee).

Senate Bill 1697 allows parents to choose to retain their student(s) in grades Pre-K through 3rd grade. A parent may choose to retain their student(s) in grades 4 through 8 or elect to have a student repeat a high school credit course. Senate Bill 1697 was passed during the 87th Regular Legislative Session. The bill allows parents and guardians the option of:

- Enrolling their child in prekindergarten if the child was eligible to enroll in prekindergarten in the previous school year and has not yet enrolled in kindergarten;
- Enrolling their child in kindergarten if the child would have enrolled in kindergarten in the previous school year and has not yet enrolled in first grade;
- For grades one through three, requiring that their child repeat the grade the student was enrolled in during the previous school year;
- For grades four through eight, requiring that their child repeat the grade the student was enrolled in during the 2024-25 school year; **please note**: fifth and eighth grade students who were slated to advance to sixth and ninth grade but will instead be retained, will be required to repeat their grade level at their fifth and eighth grade campuses; accordingly, parents should contact their elementary and middle school campuses to process the retention request,
- For courses taken for high school credit, requiring that their child repeat any course in which the student was enrolled during the 2024-2025 school year; please note: a student who elects to retake a course and who has received a passing grade or earned credit for a high school course in 2024-2025 will retain the original grade and credit, even when the student repeats the course. While grade retention or course repetition is an option, it is an action that should be thoroughly considered and should only be taken when parents feel strongly that their child would benefit from being held back as opposed to advancing to the next grade or course level as recommended by their teachers and principal. The decision to retain a student is a serious decision that should be made while considering the research on retention. Research indicates that retention of a child can have a negative impact on the student's social adjustment, perception of school, and does not show significant student achievement benefits. Research also indicates that students who are retained repeatedly and are not on track for graduation are at increased risk for dropping out of school.

For students served with special education services, an ARD committee will convene to address a parent request for retention or course repetition.

Please refer to Policy EIE (LOCAL) for further information regarding promotion and retention.

In addition, as certain grade levels a student-with limited exceptions-will be required to pass the State of Texas Assessments of Academic Readiness (STAAR), if the student is enrolled in a public Texas school on any day between January 1 and the date of the first administration of the STAAR.

If a student in grades 3-8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state mandated assessment, the student will be required to take an applicable state mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law. For more information, see Standardized Testing.

The district will design a campus-based system that incorporates an Accelerated Learning Committee for any students that does not perform satisfactorily on:

- The third-grade mathematics or reading assessment instrument under Section 39.023
- The fifth-grade mathematics or reading assessment instrument under Section 39.023
- The eighth-grade mathematics or reading assessment instrument under Section 39.023

For students receiving special education services, this committee is the ARD committee.

Beginning in the 2022-2023 school year, each time a student fails to perform satisfactorily on an assessment instrument administered under Section 39.023(a) in the third, fourth, fifth, sixth, seventh, or eighth grade, the school District in which the student attends school shall provide to the student accelerated instruction in the applicable subject area during the subsequent summer or school year.

The accelerated instruction plan may require students to participate in this instruction before or after normal school hours or outside of the normal school year. The Accelerated Instruction Plan must include a plan to monitor the student's progress. In addition, the ARD Committee Minutes should include detailed information

about the plan (i.e., what was changed to address the failure, where the changes will be implemented, how progress will be monitored, etc.)

The Accelerated Instruction Plan may include a revision of the student IEP, increased special education services (in general education setting and/or special education setting), increased or addition of accommodations and/or modifications, other interventions to assist the student in attaining growth, along with one of the options listed above.

TEC §28.0211, as amended by HB 4545, requires an Accelerated Learning Committee to develop an educational plan for a student who requires one no later than the start of the subsequent school year.

Whether a student is retained or promoted based on the promotion criteria established in Policy EIE (LOCAL), an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. See Policy EIE (LEGAL).

Students will also have multiple opportunities to retake EOC assessments. See Graduation and Standardized Testing for more information about EOC assessments.

Certain students—some with disabilities and some who are Emergent Bilinguals (EB's) —may be eligible for exemptions, accommodations, or deferred testing. An admission, review, and dismissal (ARD) committee meeting will be convened if a student receiving special education services in grade 5 or 8 fails to meet satisfactory performance after the first STAAR administration in reading or math. The GPC will need to include an LPAC representative if an EB in grade 5 or 8 fails to meet satisfactory performance after the first STAAR administration in reading or math. For more information, contact the principal, school LPAC administrator, school Counselor, or special education director.

A Personal Graduation Plan (PGP) will be prepared for any student in a middle school who did not perform satisfactorily on a state-mandated assessment or is determined by the district as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by a school Counselor, teacher, or other staff member designated by the principal. The plan will, among other items, identify the student's educational goals, address the parent's educational expectations for the student, and outline an intensive instruction program for the student. For additional information, see the school Counselor and Policy EIF (LEGAL). For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

In high school, a Personal Graduation Plan (four-year plan), aligned with post-secondary goals is required for all students entering grade 9. In addition, all students must declare an Endorsement by the end of 9th grade, signed by a parent or guardian.

REPORT CARDS / PROGRESS REPORTS AND CONFERENCES

Report cards with each student's grades or performance and absences in each class or subject are issued to parents at least once every nine weeks. Report cards and middle school/high school progress reports will be distributed electronically via Skyward Family Access. Parents may request a printed report card or progress report that can be picked up at the student's campus by contacting the campus.

Progress reports for elementary students shall be issued at the end of the fourth week of the grading period for students with averages below 75. Progress reports shall be issued to all students in grades 6–12 during the fourth and seventh week of each grading period, in accordance with the district's schedule. Notice of a student's consistent unsatisfactory performance shall be issued in accordance with law. In addition to conferences scheduled on the campus calendar, conferences may be requested by a teacher or parent as needed.

Teachers follow grading guidelines that have been approved by the administration pursuant to the Board-adopted policy and are designed to reflect each student's relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the Board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. See Policy EIA (LEGAL) and (LOCAL) and Grading Guidelines.

Questions about grade calculation should first be discussed with the teacher; if the question is not resolved, the student of parent may request a conference with the principal in accordance with Policy FNG (LOCAL).

Electronic Distribution of Grades

Beginning with the 2020-2021 school year, all report cards will be available in the Student Portfolio in Skyward Family Access for printing. An email notification will be sent when report cards are available for viewing. Parents can request a printed copy that can be picked up at student's campus.

SCHEDULE CHANGES

Fort Bend ISD is pleased to be able to offer a wide variety of programs and courses for students. Master Schedules change from year to year and are developed in the spring prior to the upcoming year based on courses requested by students. Selections made during course registration indicate how many teachers and sections will be needed for a course. This process allows administrators to plan and to hire for optimum academic effectiveness. When students are permitted to randomly change schedules, teachers and classrooms are not effectively utilized. As a result, all students are affected. Very seldom does a single course change affect only one course. Careful selections benefit everyone.

Students may submit a request to drop a course or change their scheduled course only during the first nine (9) school days of the semester, both Fall and Spring. Student initiates requests for course changes and must be submitted in writing. Approval of schedule changes is contingent upon course availability and alignment with students' personal graduation plan. An administrator, school counselor, or teacher shall inform students of deadlines and requirements for dropping courses or changing schedules, as well as the ramifications of such a decision. Drops or changes occurring during the semester's nine (9) day grace period will not be shown on the student's record.

Students attending the James Reeses Center for their courses have the ability to change a James Reese Center course only during the first nine (9) schools days of the semester, both Fall and Spring. Students must request the change through the James Reese Center counselor. After the nine days, students will remain in their James Reese Center course through the first semester, unless there are extenuating circumstances.

Students may drop or change their scheduled course, after the nine-day grace period if there is a data entry error or: student does not meet prerequisites for the course, was not placed in appropriate level, needs a different class to graduate, change in program (band, orchestra etc.), previously failed course with the same teacher, IEP or 504 was amended, and extenuating circumstances which require administrator approval. This approval must be in writing, submitted to the school counselor and placed in the student's permanent academic record. An example of an extenuating circumstance would be a medical issue that would necessitate a change to a student's schedule in the interest of their personal health and wellbeing. Documentation from the student's physician would be required prior to adjusting a student's schedule. A change of mind, failure to obtain outside tutorial support, requests for a different teacher, dropping or changing a course to improve GPA, unsatisfactory academic performance, requests to be scheduled with friends, and stress/anxiety not documented by a physician are not compelling circumstances.

Requests to drop a level in coursework will be considered after the first three (3) weeks of school and only if space is available in the new class. Prior to requesting a change in level, the student and parent must have met with the teacher and put in place a plan for success. If the teacher and student feel the plan has been followed, and the student has completed all assignments, a request for a conference to discuss removal may be made. Success in an AP or Pre-AP course is defined as having a grade of 75 or above. Students may not request a level change with the intent to improve their GPA. If the student levels down from a weighted class to a non- weighted class, the exact grade from the weighted class shall transfer to the on-level course with no grade adjustments. In the case of failing grades, teachers may assign alternative assignments in order to fulfill a grade change of up to a 70. For more detailed information regarding schedule changes, please refer to District Course Selection Guide or the school counselor.

SPECIAL PROGRAMS

The district provides special programs for Gifted and Talented students, homeless students, migrant students, Emergent Bilingual (EB's) which includes bilingual program and ESL program students, dyslexic students, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations.

Contact information for each program is listed below:

Gifted and Talented, contact the Teaching and Learning Department at (281)-634-4300

Emergent Bilingual, contact the Teaching and Learning Department at (281)-634-2917

Dyslexia and Students with Disabilities, contact the Student Support Department at (281)-634-1143 and

Homeless, contact the FBISD Homeless Liaison at (281) 634-1134

STANDARDIZED TESTING

AP Exams

AP exams are administered in May. These standardized exams are designed to measure how well a student has mastered the content and skills of the AP course. A successful score can earn credit and advanced placement in college. Each of the over 30 AP exams offered has its own requirements; however, almost all the exams have these in common: an exam that is two to three hours in length, a multiple-choice portion, and a free-response question portion that requires students to generate their own responses.

Check with the individual university or college to determine the AP exam credit policy. College Board provides a link to access a college's credit policy:

AP Student College Board

Important information regarding AP exam registration and course resources: College Board provides online support systems for teachers and students. Students are required to join their AP course(s) through My AP on the College Board website make an exam decision inside AP Classroom. To be registered to take the AP Exam in May, a student must have made an exam decision of "yes" in My AP and paid for the exam through FBISD. The registration period for AP full year and fall single semester course exams continues through the end of October. Spring single semester courses will have until February to register for the exam. See the AP Campus Coordinator for specific AP exam registration deadlines.

Armed Services Vocational Aptitude Battery (ASVAB)

The ASVAB is a multiple aptitude assessment that measures abilities and helps predict future academic and occupational success in the military or in the workforce. In June 2017, the Texas Legislature passed SB 1843, which requires public schools to offer the Armed Services Vocational Aptitude Battery (ASVAB) to all 10th, 11th, and 12th graders. Students are not required to take the test, though we are required to offer it. Interested students will take the test during the school day and once the tests are scored (about 30 days);an ASVAB representative will be on campus to present a general overview of the results. Students also have the option toindicate on the test that they are not interested in the military and do not want a recruiter to contact them.

The ASVAB is not just for military. It is a very good assessment tool for both knowledge and skills and their connection to careers. If you are interested in taking advantage of this free assessment, please contact your School Counselor or College & Career Readiness Advisor.

Khan Academy/Free Test Prep for the SAT

Official SAT Practice is available through a partnership with The College Board, which administers the SAT, and Khan Academy, a leader in online education. By logging on to www.satpractice.org, students are able to access personalized practice recommendations that are tailored to their own strengths, weaknesses, and progress. Students can also find full-length practice tests from The College Board and thousands of practice questions that were written in collaboration with the same developers who are creating the redesigned SAT. Official SAT Practice can be accessed from any computer with Internet access. Khan Academy is also a great resource to prepare for the PSAT 8/9 and the PSAT/NMSQT.

PSAT 8/9, PSAT/NMSQT, AND SAT

The PSAT 8/9 is an assessment given to all eighth graders in FBISD that is closely aligned with PSAT NMSQT. It consists of questions in Evidence-Based Reading and Writing and Math and provides students an earlier indicator of college readiness. Tenth graders in FBISD, pending 2024-2025 College Board offered testing dates, will either take the PSAT 10 or the PSAT NMSQT. The PSAT NMSQT will be administered to all eleventh graders in FBISD and is a standardized test designed to prepare students for the SAT. The scores from the PSAT/NMSQT are used to determine eligibility and qualification for the National Merit Scholarship Program. Eleventh grade students, pending 2024-2025 College Board offered testing dates will take the SAT without essay in the spring of their Junior year.

SAT/ACT (Scholastic Aptitude Test and American College Test)

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the School Counselor or College and Career Readiness Advisor early during their junior year to determine the appropriate exam to take; it is recommended these exams are usually taken at the end of the junior year. It is also suggested that students take both the ACT and the SAT. The SAT (without the essay) is given to all eleventh-grade students in the spring of their eleventh- grade year at no cost to the student.

STAAR (State of Texas Assessments of Academic Readiness) Grades 3–8

In addition to routine tests and other measures of achievement, students at certain grade levels will take state-mandated assessments, such as the STAAR, in the following subjects:

- Mathematics, annually in grades 3–8
- Reading and Language Arts, annually in grades 3–8
- Science in grades 5 and 8
- Social Studies in grade 8

A Spanish version of STAAR is also available to students through grade 5 who need this version.

STAAR End-Of-Course (EOC) Assessments

End-of-Course (EOC) assessments are administered for the following courses:

- Algebra I
- English I and English II
- Biology
- United States History

Satisfactory performance on the applicable assessments will be required for graduation.

There are three testing windows during the year in which a student may take an EOC assessment. These occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will retake the assessment.

For students in Grades 3-8 and for high school, House Bill (HB) 3261, enacted by the 87th Texas Legislature in 2021, requires state assessments to be administered online by the 2022–2023 school year. This transition will require nearly all students to be assessed online, with the exceptions of students taking the STAAR Alternate 2 assessment and students who require accommodations that cannot be provided online.

STAAR Alternate 2 is an alternate assessment based on academic standards and is designed for students with significant cognitive disabilities receiving special education services as determined by the student's ARD committee.

Parents may not opt out of their child taking state assessments. Specifically, a parent is not entitled to remove the child from a class or other school activity to avoid a test or to prevent the child from taking a subject for an entire semester. *See* Texas Education Code § 26.010.

Standardized Testing for a Student Enrolled Above Grade Level:

If a student in Grades 3-8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state-mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

A student in Grades 3-8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science prior to high school. See Policy EKB (LEGAL)

Failure to Perform Satisfactorily on STAAR Reading or Math

If a student in Grades 3-8 or high school does not perform satisfactorily on the state assessment, the district will provide accelerated instruction for the student. A student who does not attend accelerated instruction may violate school attendance requirements.

For a student who does not perform satisfactorily on the math or reading assessment in grades 3, 5, or 8, the district will establish an accelerated learning committee (ALC), which includes the student's parent, to develop an educational plan for accelerated instruction to enable the student to perform at the appropriate grade level by the conclusion of the next school year. The district will document the educational plan in writing and provide acopy to the student's parent. If necessary, the ARD committee will include the criteria for an ALC.

The parent of a student that requires an accelerated learning plan may:

- Request that the district consider assigning the student to a particular classroom teacher in the applicable subject area, if more than one classroom teacher is available.

- File a grievance or complaint regarding the content or implementation of the ALC's educational plan. See Complaints and Concerns and Policy FNG (Local)

See Policies EHBC (LEGAL) and Policies FEA (LEGAL). Also, see Graduation for additional information.

TSI 2 (Texas Success Initiative) Assessment 2

Prior to enrollment in a college or university, most students must take a standardized test to measure college readiness. Often, this is either the Scholastic Aptitude Test (SAT) or the American College Testing (ACT). In Texas, if a student takes one of these tests and does not score above a certain benchmark in any area of English, Writing, and/or Math, they are then required to take the Texas Success Initiative Assessment 2 (TSIA2). The purpose of the TSIA2 is to assess the skills of incoming freshmen students to determine if they will perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. If a student does not score above certain benchmark scores on the TSIA2, they will need to take developmental courses at the postsecondary education institution they plan to attend. These courses are at full tuition and do not count towards a degree, so it is very important students' study for this test prior to actually taking it. Campus school Counselors and advisors can provide ample study tools to students needing to take the test.

All Texas public colleges and universities can administer the TSIA2 for a nominal fee – usually $29.00 to $50.00. Currently, FBISD offers the TSIA2 free to graduating seniors and dual credit applicants who need it. For possibilities of taking the TSIA2 at your high school campus, contact your School Counselor or College and Career Readiness Advisor.

TEXTBOOKS, E-BOOKS, TECH EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS

Textbooks and other District-approved instructional materials are provided to students free of charge for each subject or class. Any books must be covered by the student, as directed by the teacher, and treated with care. Electronic textbooks and technological equipment may also be provided to students, depending on the course and course objectives. A student who is issued a damaged item should report the damage to the teacher. Any student failing to return an item in acceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage paid for by the parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day. If the District does not issue graphing calculators for a course requiring their use, a student may use a calculator application with the same functionality as a graphing calculator on a phone, laptop, tablet, or other computing device in place of a graphing calculator.

FEES FOR LOST OR DAMAGED TEXTBOOKS

• Torn pages	Up to 25% of replacement cost
• Ink or pencil marks(Minor/major)	$1.00 per page/50% to 100% of replacement cost
• Loose bindings	Up to 50% of replacement cost
• Minor water damage (No mildew)	Up to 50% of replacement cost
• Missing pages (One or more)	100% of replacement cost
• Obscenities-drawn or written	100% of replacement cost
• Mold or mildew	100% of replacement cost
• Missing barcodes	100% of replacement cost

- Late fee $10.00 per book
- Abandonment fee $10.00 per book

• Loss or damage of student device *(Laptop/Tablet/Desktop)*	Up to 100% cost of repairs and or full replacement
• Loss or damage of technology accessories & peripherals *(i.e. Keyboard, Mouse, Stylus, tablet case etc.)*	Up to 100% cost of repairs and or full replacement
• Loss or damage of shared or general purpose technology resources (*i.e. Broadcast equipment & accessories, Campus technology resources, Audio/Video equipment and associated peripherals, Interactive display technology, Projection technology, Document camera, Wireless access points, Security cameras etc.*)	Up to 100% cost of repairs and or full replacement

VIDEO CAMERAS

For safety purposes, video and audio recording equipment is used to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

The principal will have access to video and audio recordings and may use the video and audio recording to document student misconduct. Discipline will be assigned in accordance with the Student Code of Conduct.

Video Surveillance of Special Education Settings

The district shall comply with the rules and regulations related to Senate Bill 507, amended by S.B. 1398, and codified in 19 TAC. §103.1301, and Policy EHBAF(LEGAL). On the request of an eligible parent, trustee, Principal, assistant Principal, or staff member, the district must provide video equipment, including video cameras with audio recording capabilities, to campuses in accordance with TEC §29.022 and 19 TAC. § 103.1301. Campuses that receive the equipment must place, operate, and maintain video cameras in certain self-contained classrooms or other special education settings. Video recordings are confidential and may only be accessed or viewed by certain individuals as defined by statute, and as set forth in these procedures. Additional information regarding video surveillance of special education settings may be found on the district's website at Fort Bend ISD, under Student Support Services.

HEALTH and SAFETY

CONTAGIOUS DISEASES / CONDITIONS

Bacterial Meningitis

Texas House Bill 3884 requires the district to provide information about

What is Meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is common and the least serious..

Meningitis caused by bacteria is the most likely form of the disease to cause serious, long-term complications. It is an uncommon disease but requires urgent treatment with antibiotics to prevent permanent damage or death.

Bacterial meningitis can be caused by multiple organisms. Two common types are Streptococcus pneumoniae, with over 80 serogroups that can cause illness, and Neisseria meningitidis, with five serogroups that most commonly cause meningitis.

What are the symptoms?

Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms.

Children (older than 1 year old) and adults with meningitis may have a severe headache, high temperature, vomiting, sensitivity to bright lights, neck stiffness, and drowsiness or confusion. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.

How serious is bacterial meningitis?

If it is diagnosed early and treated promptly, most people make a complete recovery. If left untreated or treatment is delayed, bacterial meningitis can be fatal or a person may be left with a permanent disability.

How is bacterial meningitis spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by simply breathing the air where a person with meningitis has been. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as by kissing; sharing drinking containers, utensils, or cigarettes) or when people cough or sneeze without covering their mouth and nose.

The bacteria do not cause meningitis in most people. Instead, most people become carriers of the bacteria for days, weeks or even months. The bacteria rarely overcome the body’s immune system and cause meningitis or another serious illness.

How can bacterial meningitis be prevented?

Vaccination

Bacterial meningitis caused by Streptococcus pneumoniae and Neisseria meningitidis may be prevented through vaccination. The vaccine which protects against Streptococcus pneumoniae is called pneumococcal conjugate vaccine or PCV. This vaccine is recommended by the Advisory Council on Immunization Practices (ACIP) for children in the first year of life. Neisseria meningitidis is prevented through two types of vaccines. The first is a meningococcal conjugate vaccine which protects against four serogroups A, C, W, and Y and is referred to as MCV4. The second is a vaccine against Neisseria meningitidis serogroup B and is referred to as MenB.

The ACIP recommends MCV4 for children at age 11-12 years, with a booster dose at 16-18 years. In Texas, one dose of MCV4 given at or after age 11 years is required for children in 7th - 12th grades. One dose of MCV4 received in the previous five years is required in Texas for those younger than the age of 22 years and enrolling in college. Teens and young adults (16-23 years of age) may be vaccinated with MenB. This vaccine is not required for school or college enrollment in Texas.

Vaccines to protect against bacterial meningitis are safe and effective. Common side effects include redness and pain at the injection site lasting up to two days. Immunity develops about 1-2 weeks after the vaccines are given and lasts for five years to life depending on vaccine.

Healthy Habits

Do not share food, drinks, utensils, toothbrushes, or cigarettes. Wash your hands. Limit the number of persons you kiss. Cover your mouth and nose when you sneeze or cough. Maintaining healthy habits, like getting plenty of rest and not having close contact with people who are sick, also helps.

WHO IS AT RISK FOR BACTERIAL MENINGITIS?

Certain groups are at increased risk for bacterial meningitis caused by Neisseria meningitidis. These risk factors include HIV infection, travel to places where meningococcal disease is common (such as certain countries in Africa and in Saudi Arabia), and college students living in a dormitory. Other risk factors include having a previous viral infection, living in a crowded household, or having an underlying chronic illness. Children ages 11-15 years have the second highest rate of death from bacterial meningitis caused by Neisseria meningitidis. Also, children ages 16-23 years have the second highest rates of disease caused by Neisseria meningitis.

What should you do if you think you or a friend might have bacterial meningitis?

Seek prompt medical attention.

FOR MORE INFORMATION

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all infectious diseases. You may also call your family doctor or local health department to ask about meningococcal vaccine.

ADDITIONAL RESOURCES

Centers for Disease Control and Prevention (CDC): https://www.cdc.gov/meningitis/index.html
Texas Department of State Health Services (DSHS):
Immunizations Section: https://www.dshs.texas.gov/immunizations
InfectiousDiseaseControl:https://www.dshs.texas.gov/notifiable-conditions/invasive-andrespiratory-diseases-and-conditions/meningitis

What Is Tuberculosis (TB)?
Tuberculosis (TB) is a disease caused by bacteria called *Mycobacterium tuberculosis.* The bacteria usually attack the lungs. Nevertheless, TB bacteria can attack any part of the body. If not treated properly, TB disease can be fatal.

TB is spread through the air from one person to another. The bacteria are put into the air when a person with TBdisease of the lungs or throat coughs, sneezes, speaks, or sings. People nearby may breathe in these bacteria and become infected.

Not everyone infected with TB bacteria becomes sick. People who are infected, but not sick, have what is called latent TB infection. People who have latent TB infection do not feel sick, do not have any symptoms, and cannotspread TB to others. However, some people with latent TB infection go on to get TB disease.

How Is Tb Spread?
TB is spread through the air from one person to another. The bacteria are put into the air when a person with TB disease of the lungs or throat coughs, sneezes, speaks, or sings. People nearby may breathe in these bacteria and become infected.

When a person breathes in TB bacteria, the bacteria can settle in the lungs and begin to grow. From there, they can move through the blood to other parts of the body, such as the kidney, spine, and brain.

TB disease in the lungs or throat can be infectious. This means that the bacteria can be spread to other people. TB in other parts of the body, such as the kidney or spine, is usually not infectious.

People with TB disease are most likely to spread it to people they spend time with every day. This includes family members, friends, and coworkers or schoolmates.

What Is Latent Tb?
In most people who breathe in TB bacteria and become infected, the body is able to fight the bacteria to stop them from growing. The bacteria become inactive, but they remain alive in the body and can become active later. This is called latent TB infection. People with latent TB infection:

- Have no symptoms
- Don’t feel sick
- Can’t spread TB bacteria to others
- Usually have a positive skin test reaction or positive TB blood test

- May develop TB disease if they do not receive treatment for latent TB infection

Many people who have latent TB infection never develop TB disease. In these people, the TB bacteria remain inactive for a lifetime without causing disease. However, in other people, especially people who have weak immune systems, the bacteria become active, multiply, and cause TB disease.

What Is Tb Disease?

If the immune system cannot stop TB bacteria from growing, the bacteria begin to multiply in the body and cause TB disease. The bacteria attack the body and destroy tissue. If this occurs in the lungs, the bacteria can actually create a hole in the lung. Some people develop TB disease soon after becoming infected (within weeks) before their immune system can fight the TB bacteria. Other people may get sick years later, when their immune system becomes weak for another reason. Babies and young children often have weak immune systems. People infected with HIV, the virus that causes AIDS, have very weak immune systems. Other people can have weak immune systems, especially people with any of these conditions:

- Substance abuse
- Diabetes mellitus
- Silicosis
- Cancer of the head or neck
- Leukemia or Hodgkin's disease
- Severe kidney disease
- Low body weight
- Certain medical treatments (such as corticosteroid treatment or organ transplants)
- Specialized treatment for rheumatoid arthritis or Crohn's disease

Symptoms of TB disease depend on where in the body the TB bacteria are growing. TB disease in the lungs may cause symptoms such as:

- A bad cough that lasts 3 weeks or longer
- Pain in the chest
- Coughing up blood or sputum (phlegm from deep inside the lungs

Other symptoms of TB disease are:

- Weakness or fatigue
- Weight loss
- No appetite
- Chills
- Fever
- Sweating at night

Where Can You Get More Information?

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. Additional information may also be found at the Websites for the Centers for Disease Control and Prevention (CDC), and the Department of State Health Services (DSHS).

HEALTH RELATED MATTERS

Birthday /Celebration Treats

In accordance with the Food and Nutrition Division, of the Texas Department of Agriculture which provides for the following:

Elementary schools will allow birthday treats. i.e., cupcakes and cookies, to be brought in and served on a student's birthday for the student's class, but the children must also be provided the opportunity to consume a nutritious meal. Approval from the campus Principal must be obtained prior to bringing birthday treats. Any treats brought to the campus for student consumption will need to be store-bought with an ingredient label attached not prepared at home. Birthday and/or school celebrations will not occur in the cafeteria during meal serving time. Such events may only take place one hour before the start of lunch or one hour after the end of lunch. A campus may develop additional guidelines concerning birthday celebrations, such as the number of celebrations per month and certain times to celebrate so it does not interfere with daily instructional time. It is encouraged to follow the "Smart Snack" guidelines whenever possible to create a culture of health on school campuses (i.e., fruits, vegetables, seeds, nuts, yogurt, and water).

Please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss this with the child's teacher prior to bringing any food in this circumstance. Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products. See Food Allergies.

Biometric Identifiers: A "biometric identifier" means a blood sample, hair sample, skin sample, DNA sample, body scan, retina or iris scan, fingerprint, voiceprint, or record of hand or face geometry. The District has no plans to collect, store, or use students' biometric identifiers. If the District plans to engage in a program to do so, it will seek written consent from students' parents or guardians.

Food Allergies and Meal Modifications

The district requests to be notified when a student needs a meal modification or has been diagnosed with a food allergy, especially those allergies that could result in dangerous or possibly life-threatening reactions either by inhalation, ingestion, or skin contact with the particular food. It is important to disclose the food to which the student is allergic, as well as the nature of the allergic reaction, in order to serve his or her needs. Please contact the school nurse or campus Principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The Child Nutrition Department can offer dietary accommodations for students when it is medically necessary. The Request for Dietary Accommodations can be found the Child Nutrition website. The request form must be signed by a physician or recognized medical authority and submitted to the:

Child Nutrition Department

Attn: Dietitian

Fax: 281-634-1862 OR by Email: DLCNDSpecialDiet@fortbendisd.gov

Please do not turn any documentation into the kitchen staff. Dietary accommodations may take up to 2-4 weeks to process. Students will continue to receive a regular meal tray during this time. No accommodations will be made without a completed and signed Child Nutrition Department Request Form.

The district has developed and annually reviews a Food Allergy Management Plan, which addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the District receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. In some cases, the student may be evaluated to determine if the student is eligible for Individual accommodation plan under a Section 504. The district encourages parents and students to be

respectful of allergies students have when bringing lunches, other snacks or treats to school, and know that food allergy plans may require limitations, where permitted by law. The District's Food Allergy Management Plan can be accessed through your campus nurse and Section 504 coordinator. Also, see Policy FAF(LEGAL).

Head Lice

Head lice, although not an illness or a disease, is very common among children and is spread very easily through head-to-head contact during play, sports, or nap time and when children share things like brushes, combs, hats, and headphones. If careful observation indicates that a student has live head lice, the school nurse will immediately contact the student's parent/guardian. Parents/guardians are encouraged to pick up their student promptly. The nurse will discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used. The nurse will educate and offer guidance to the parent as needed, including subsequent treatments and how best to eliminate lice and prevent their return. Head lice are not a serious medical condition but need to have diligent parental cooperation to control.

Notice will also be provided to parents of elementary school students in the affected classroom.

More information on head lice can be obtained from the DSHS Website – Managing Head Lice.
See Policy FFAA (LEGAL).

Homebound Educational Services

The district provides educational services for Fort Bend ISD (FBISD) students, both general education and special education, who cannot attend school because of medically documented conditions. The educational services give eligible students an opportunity to continue meeting their educational requirements as medical conditions permit. Eligibility for Homebound educational services is contingent on a licensed medical doctor's certification and the approval of the General Education Homebound (GEH), 504 Committee or Admissions, Review, and Dismissal (ARD) committee. The certification process includes documentation that a student is unable to attend a public school for at least four consecutive weeks or has a chronic recurring condition that results in probable absences that total at least four or more weeks during the school year due to a medical condition. For more information regarding homebound services, contact the Executive Director of Student Support Services at (281)-634-1142.

Physical Activity for Students in Elementary and Middle School

In accordance with Policies at EHAB (LEGAL), EHAC (LEGAL), EHBG (LEGAL), and FFA (LEGAL) the District will ensure that students in full-day prekindergarten through grade five engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week.

Students in middle school will engage in moderate to vigorous physical activity for at least 50 percent of the PE class for at least four semesters OR at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters.

For additional information on the district's requirements and programs regarding student physical activity, please see the campus Principal.

FBISD Recess Guidelines

According to Policy EHAB (LEGAL), "the district shall require students in kindergarten through grade 5 to participate in moderate or vigorous daily physical activity for at least 30 minutes throughout the school year, as part of the district's physical education program or through structured activity during a campus's daily recess. If the district determines, for any particular grade level, that requiring moderate or vigorous daily physical activity is impractical due to scheduling concerns and other factors, the district may as an alternative require a student in that grade level to participate in moderate or vigorous physical activity for at least 135 minutes during

eachschool week."

According to the Wellness Policy FFA (LOCAL), the campus administrator will ensure that the following guidelines apply to recess for all District elementary campuses:

- For grades K-5, the recommended recess time allotment is 30 minutes daily; however, all district elementary schools should provide a minimum of 20 minutes of unstructured recess daily. For half-day prekindergarten, the recommended recess time allotment is 15-20 minutes.
- Recess should not be viewed as a reward but a necessary educational support component for all children.
- Recess should not be withheld for academic and/or punitive reasons except for severe discipline consequences assigned by the principal or assistant principal (I.e., ISS, OSS). Structured physical activity during recess is acceptable when facilitated and supervised by campus staff with the intent to raise the heart rate. Structured recess includes frequent redirection from teachers to encourage participation
- In extenuating circumstances, campus principals have the authority to offer an optional study hall for those children in need of additional support up to twice per week. Prior written parent permission is required in order to remove a student from recess for study hall. The student must still complete the weekly 135 minutes of required moderate or vigorous structured physical activity. If recess time is counted toward the required 135 minutes of structured physical activity, the student cannot be removed.
- Bullying or aggressive behavior will not be tolerated, and all safety rules will be enforced. Adults must intervene and address the situation when a child's physical or emotional safety is at risk.
- When safety is at risk or has been violated, the campus principal will implement positive and restorative discipline strategies. This could include providing the students choice of activities that keep themselves and others safe with an opportunity for self-reflection and repair of any impacted relationships.
- The campus should provide the facilities, equipment and supervision necessary to ensure the recess experience is productive, safe, and enjoyable.

  Rainy days should include indoor games and movement activities as an alternative to outside play.
- Campus staff are encouraged to use apps and/or check websites for current weather conditions when making decisions regarding physical activity time for students. Fort Bend ISD Weather Guidelines should always be followed.
- The recess policy should be included in the Fort Bend ISD Parent/Student Handbook and on District and/or campus webpages.

School Health Advisory Council (SHAC)

The School Health Advisory Council (SHAC) is an advisory group mandated by Policies EHAA and EHAC (LEGAL) and (LOCAL). The duties of the SHAC range from recommending curriculum to developing strategies for integrating curriculum into a coordinated school health program encompassing issues such as school health services, counseling services, a safe and healthy school environment, recess recommendations, improving student fitness, mental health concerns, and employee wellness. State law requires the SHAC to submit an annual report to its local school board. See Policy BDF (LEGAL), EHAA (LEGAL)

Notification of upcoming SHAC meetings will be posted at each campus' administrative office at least 72 hours before the meeting. Notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting will be posted on the district website at Fort Bend ISD, under SHAC.

Additional information regarding the School Health Advisory Council is available from the Behavioral Health and Wellness Department

Screening Program

The district conducts state mandated hearing, vision, and spinal screenings in accordance with Texas Health & Safety Code and Texas Department of State Health Services (DSHS) requirements. These screenings are not instructional in nature and are not affected by Senate Bill 12.

Screenings are conducted for designated grade levels and for students who are new to Texas schools. Parents/guardians will be notified if a student does not pass a screening and may be referred for further evaluation. Parents may request an exemption based on religious beliefs as permitted by state law.

School-based spinal screening helps identify adolescents with abnormal spinal curvature and refers them for appropriate follow-up by their physician. Screening can detect scoliosis at an early stage when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, see Policy FFAA (LEGAL) or contact the superintendent. Screenings should be done within the school year, preferably within 120 days of enrollment. New enrollees must be screened within 120 days of admission.

Spinal screening is non-invasive and conducted following the most recent, nationally accepted and peer reviewed standards for spinal screening. The requirements for spinal screening apply each year for all children who attend public and private schools, to detect abnormal spinal curvature in accordance with the following schedule:

WHO MUST BE SCREENED?	WHEN SCREENING MUST BE DONE
Girls two times	Age 10 (or fall semester of grade 5) Age 12 (or fall semester of grade 7)
Boys one time	Age 13 or 14 (or fall semester of grade 8)

The requirements for visions and hearing screening apply each year for children enrolled in any licensed childcare center, childcare home or school program at the ages or grades listed below:

WHO MUST BE SCREENED?	WHEN SCREENING MUST BE DONE
4-year old by September 1st Kindergarteners Any other first-time entrants (4-years through 12th Grade)	Within 120 days of admission
1st, 3rd, 5th, and 7th graders	Any time within the school year (preferably within 120 days)

Students are required to undergo a risk assessment of Type 2 diabetes at the same time the district screens students for hearing and vision issues or for abnormal spinal curvatures. See Policies FFAA (LOCAL) and (LEGAL).

Student Illness

. When your child is ill, the parent should contact the school to let them know he or she will not be attending that day. It is important to remember that schools are required to exclude students with certain illnesses from school for periods of time as identified in state rules, Local policy or procedures. For example, if your child has a fever over 100 degrees or greater, he or she must stay out of school until fever free for 24 hours without fever reducing medications. FBISD Clinic Guidelines provides a full list of conditions for which the school must exclude children from school. The FBISD Clinic Guidelines provide a comprehensive list of conditions that require a student to be excluded from school. Copies of these guidelines are available from the school nurse. If the nurse determines that a child should be sent home due to illness or other health concerns, the nurse will contact the parent or guardian to arrange for pickup. To ensure the health and safety of all students and staff, the school nurse and campus staff will encourage and reinforce to parents that illnesses or injuries occurring at home be taken care of at home when this can safely occur. Guardian should contact the campus nurse to report their child having a communicable disease. The District Services (DSHS) or our local/regional health authority. The school nurse can provide information from the DSHS on these notifiable conditions.

If a student becomes ill during the school day, he or she must receive permission from the teacher before reporting to the school nurse. If the nurse determines that the child should go home, the nurse will contact the parent.

The district is also required to report certain contagious (communicable) diseases or illnesses to the Texas Department of State Health Services (DSHS) or our local/regional health authority.

The school nurse can provide information from DSHS on these notifiable conditions. Contact the school nurse if you have questions or if you are concerned about whether or not your child should stay home.

Seizure Disorders

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent should submit a seizure management and treatment plan to the district before the beginning of the school year or upon enrollment of the student, or as soon as practicable following a diagnosis of a seizure disorder of the student. For more information, contact your campus school nurse.

HYGIENE

Regular hand washing is one of the best ways to prevent the spread of germs to others. The district will expect staff, students, and visitors to frequently and consistently practice safety protocols by washing their hands as often as possible using the following handwashing protocol:

- Wash hands with soap and water for at least 20 seconds and rinse with clean water.
- If soap and water are not available, hand sanitizer with at least 60% alcohol can be used. Dry hands with a clean paper towel or use an air dryer.
- Hand washing and/or sanitizing is recommended before, during, and after group activities, before and after eating, nose blowing, coughing, or touching any common items.

If needs exist in relation to a student's hygiene concerns away from the campus, please have the campus nurse, counselor, or District social worker contact Shared Dreams on behalf of the student for assistance.

IMMUNIZATIONS

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized, regardless if the student is attending classes face-to-face or online. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (TDSHS), Immunization Branch, can be honored by the District. This form may be obtained by writing the TDSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347. These forms are also available online on the Texas Department of State Health Services webpage (Hyperlink this page: www.dshs.texas.gov/sites/default/files/LIDS-Immunizations/pdf/pdf_stock/f11-11755.pdf).The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student. The campus nurse will keep the original conscience objection form, and it is only valid for two calendar years.

The immunizations required are diphtheria, tetanus, and pertussis; measles, mumps, and rubella; polio; hepatitis A; hepatitis B; varicella (chicken pox); and meningococcal. Pre-kindergarten students must also have the haemophilus influenzae type b (Hib) and pneumoccoccal conjugate vaccine for enrolment. The school nurse can provide information on age- appropriate doses or on an acceptable physician-validated history of illness required by the TDSHS. Proof of immunization may be established by personal records (eChart/MyChart records) from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. licensed physician stating that, in the doctor's opinion, the immunization required poses a significant risk to the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a life-long condition.

As noted at Bacterial Meningitis, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this or other vaccination requirements. For further information, see Policy FFAB (LEGAL) and the TDSHS Website: Texas School & Child Care Facility Immunization Requirements.

MEDICINE AT SCHOOL

As noted at Bacterial Meningitis, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this or other vaccination requirements. For further information, see Policy FFAB (LEGAL) and the TDSHS Website: Texas School & Child Care Facility Immunization Requirements.

The district will not purchase medication to give to a student.

Only authorized employees, in accordance with Policy FFAC (LEGAL), may administer:

- Prescription medication, in the original, properly labeled container, delivered to the clinic by the parent, along with a written request
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified District employee from the original, properly labeled container
- Non-prescription medication, in the original, properly labeled and sealed container, delivered to the clinic by theparent along with a written request
- Herbal or dietary supplements delivered to the clinic by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities

Students whose schedules provide for regular time spent outdoors, including for recess and physical education classes, should apply sunscreen before coming to school.

For students at the elementary level, the student's teacher or other District personnel will apply sunscreen to a student's exposed skin if the student brings the sunscreen to school and requests assistance with the application of the sunscreen. Nothing prohibits a student at this level from applying his or her own sunscreen ifthe student is capable of doing so.
For students at the secondary level, a student may possess and apply sunscreen when necessary. If the student will need assistance with this application, please address the need for assistance with the school nurse.

Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues. Sunscreen should not be an aerosol application due to others with allergies or asthma.

All medications/refills must be brought to the clinic by a parent/guardian or designated adult by the parent/guardian. All medications must include the Parent/Physician Permit to Administer Medication signed by the parent and physician. All emergency medications must be accompanied by an action plan signed by the parent and physician.

Campus clinics are equipped with standing orders to provide select over-the-counter medications. These include but are not limited to petroleum jelly, bacitracin, and hydrocortisone. This ensures that your child's health needs are met promptly and conveniently.

A student with asthma or severe allergic reaction (anaphylaxis) may be permitted to possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if he or she has written authorization from his or her parent and a physician or other licensed health-care provider. The student must also demonstrate to his or her physician or health-care provider and to the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse or Principal.

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or Principal for information. See Policy FFAF (LEGAL).

A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood- or behavior-altering substance.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, when necessary. For further information, see Policy FFEB (LEGAL).

Any unused medications will be destroyed either at the end of treatment or at the end of the school year, if not picked up by designated parent.

For related information, see:

- Consent to Conduct a Psychological or Psychiatric Evaluation or Provide a Mental Health Care Service for the District's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- Counseling for the District's comprehensive school counseling program;
- Physical and Mental Health Resources for campus and community mental and physical health resources; and
- Policies and Procedures that Promote Student Physical and Mental Health for board-adopted policies and administrative procedures that promote student health.

STOCK EMERGENCY MEDICATION FFA (LOCAL)

The Coordinator of Health Services has on file standing orders and protocols from a provider who has prescriptive authority. The standing orders and protocols are signed annually and with any change in provider. The standing orders and protocols contain the type of medication, dosage of medication to be administered, the indication for use, route, and follow-up procedures.

Unassigned Epinephrine Delivery Systems

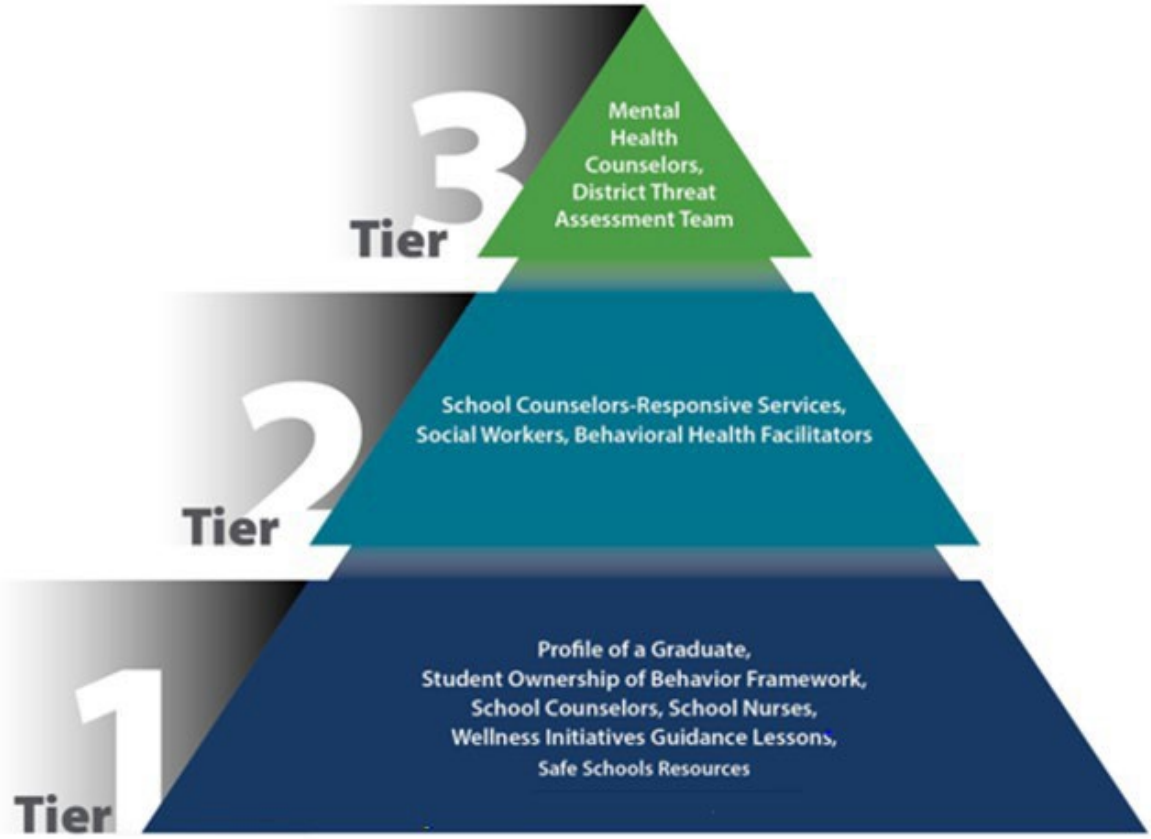
Texas Education Code §38.208, allows school districts to adopt a policy to allow trained and authorized school individual to administer an unassigned epinephrine delivery system to someone who is reasonably believed to beexperiencing an anaphylactic reaction.

Unassigned Opioid Antagonist

The law that allows for a standing order of an opioid antagonist, which includes specific immunities for the administration of opioid antagonist medication by an individual acting in good faith and with reasonable care. In addition, districts and employees maintain other immunities described in state law regarding medical treatment. The Behavioral Health & Wellness Department should ensure that employees with relevant duties, such as school nurses, are fully informed of their legal rights and responsibilities before implementing an unassigned opioid antagonist medication policy. Tex. Health & Safety Code § 483.106; Tex. Educ. Code § 22.052(a), (b).

MENTAL HEALTH SUPPORT

The district provides a Multi-Tiered System of Support (MTSS) to meet the mental health needs of our students. The MTSS is a three-tiered, comprehensive framework used to provide high quality instruction, expectations, and interventions targeted to support all learners. It is rooted in supporting the whole child, through academic, behavioral, social, and emotional services. Tier One addresses the needs of all students through classroom curriculum and social emotional learning supports. The school counselor is the first point of contact to discuss your concerns regarding the mental health of your student beyond Tier One. For Tier Two and Tier Three, the District has a team of mental health professionals (school counselors, social workers, and Mental Health Therapists) and campus based mental health services provided by community partners (Clearhope Counseling, DePelchin Children's Center, and TCHATT (Texas Child Health Access Through Telemedicine)) to support the social emotional needs of our students. All Tier Three Mental health support requires parental consent prior to a referral being made.


Tier 3
Mental Health Counselors, District Threat Assessment Team
Tier 2
School Counselors-Responsive Services, Social Workers, Behavioral Health Facilitators
Tier 1
Profile of a Graduate, Student Ownership of Behavior Framework, School Counselors, School Nurses, Wellness Initiatives Guidance Lessons, Safe Schools Resources

OTHER HEALTH – RELATED MATTERS

Asbestos Management Plan

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the District's Asbestos Management Plan is available for review. If you have any questions or would like to examine the district's plan in more detail, please contact the district's designated asbestos coordinator at (281) 634-3840.

Pest Management Plan

The district is required to follow Integrated Pest Management (IPM) procedures to control pests on school grounds. Although the District strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, pesticide use is sometimes necessary to maintain adequate pest control and ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified prior to pesticide application inside their child's school assignment area may contact the District's IPM coordinator at (281) 634-5546. For further information, see Policy CLB (LEGAL).

Physical Fitness Assessment

Annually, the District will conduct a physical fitness assessment of students in grades 3–8 as well as any student at the high school level enrolled in a Texas Essential Knowledge and Skills (TEKS) based course for which they earn a physical education graduation credit, this includes any student enrolled in a physical education substitute course. The physical fitness assessment evaluates body composition, aerobic capacity, muscular strength and endurance, and flexibility. By the end of the school year, a parent may submit a written request to the campus principal and PE teacher

Tobacco and E-Cigarettes Prohibited

The district and its staff strictly enforce prohibitions against the use of all tobacco products, including electronic cigarettes (e-cigarettes) or any other electronic vaporizing device by students and others while on school property and at school-sponsored and school- related activities. See Policies FNCD (LEGAL), GKA (LEGAL) and the Student Code of Conduct posted on the District website at Fort Bend ISD, under Student Affairs.

Vending Machines

The district has adopted policies and implemented procedures to comply with state and federal food service guidelines for restricting student access to vending machines. Any vending machine on during the school day (defined as midnight the day of through 30 minutes after the last bell rings) with student access must only contain items that are compliant with all State and Federal Law regulations. For more information regarding these policies and guidelines, see the Director of Child Nutrition. See Policies CO (LEGAL) and FFA (LEGAL)

SAFET Y

Student safety on campus, at school-related events, and on District vehicles is a high priority of the district. Although the District has implemented safety procedures, the cooperation of students is essential to ensuring school safety. A student is expected to:

- Avoid conduct that is likely to put the student or others at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, teachers, or bus drivers.
- Remain alert to and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member.
- Know emergency evacuation routes and signals.
- Immediately follow the instructions of teachers, bus drivers, and other District employees who are overseeing the welfare of students.

Emergency Preparedness

In accordance with state law and FBISD's Emergency Operations, all campuses conduct training and drills to help students and staff prepare to take quick protective action in an emergency. Drills are conducted according to Standard Response Protocol. Standard Response Protocol is based on four actions: LOCKOUT, LOCKDOWN, EVACUATE, AND SHELTER. In the event of an emergency the action and appropriate direction are called for and staff and students respond in a quick, orderly manner. Each classroom throughout the district has a Quick Reference Emergency Guide posted that details Standard Response Protocol actions for students and staff.

Safe Storage of Firearms

A firearm should be stored unloaded in a safe or locked container, with ammunition stored elsewhere.
It is unlawful to store, transport, or abandon an unsecured firearm in a place where children are likely to be and can obtain access to the firearm. Under the Penal Code, a person commits the offense of making a firearm accessible to a child if the child gains access to a readily dischargeable firearm, and the person with criminal negligence:

• Failed to secure the firearm; or

• Left the firearm in a place to which the person knew or should have known the child would gain access

The penalty for allowing a child access to a firearm can range from a Class C misdemeanor (punishable by a $500 fine) to a Class A misdemeanor (punishable by a $4000 fine, a year in jail, or a combination of the two).

STANDARD RESPONSE PROTOCOL

INFORMATION FOR PARENTS AND GUARDIANS

Our school has adopted The "I Love U Guys" Foundation's Standard Response Protocol (SRP). Students and staff will be training, practicing, and drilling the protocol.

COMMON LANGUAGE

The Standard Response Protocol (SRP) is based on an all-hazards approach as opposed to individual scenarios. Like the Incident Command System (ICS), SRP utilizes clear common language while allowing for flexibility in protocol.

The premise is simple - there are five specific actions that can be performed during an incident. When communicating these, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders. The SRP is based on the following actions: Hold, Secure, Lockdown, Evacuate, and Shelter.

HOLD



"In Your Classroom or Area"

Students are trained to:

- Clear the hallways and remain in their area or room until the "All Clear" is announced
- Do business as usual

Adults and staff are trained to:

- Close and lock the door
- Account for students and adults
- Do business as usual

SECURE



"Get Inside. lock outside doors"

Students are trained to:

- Return to inside of building
- Do business as usual

Adults and staff are trained to:

- Bring everyone indoors
- Lock the outside doors
- Increase situational awareness
- Account for students and adults
- Do business as usual

LOCKDOWN



"locks, lights, out of Sight"

Students are trained to:

- Move away from sight
- Maintain silence
- Do not open the door

Adults and staff are trained to:

- Recover students from hallway if possible
- Lock the classroom door
- Turn out the lights
- Move away from sight
- Maintain silence
- Do not open the door
- Prepare to evade or defend

EVACUATE



"To a location"

Students are trained to:

- Leave stuff behind if required to
- If possible, bring their phone
- Follow instructions

Adults and staff are trained to:

- Bring roll sheet and Go Bag (unless instructed not to bring anything with them, dependent on reason for evacuation.)
- Lead students to Evacuation location
- Account for students and adults
- Report injuries or problems using Red Card/Green Card method.

SHELTER



"State Hazard and Safety Strategy"

Hazards might include:

- Tornado
- Hazmat
- Earthquake
- Tsunami

Safety Strategies might include:

- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

Students are trained in:

- Appropriate Hazards and Safety Strategies

Adults and staff are trained in:

- Appropriate Hazards and Safety Strategies
- Accounting for students and adults
- Report injuries or problems using Red Card/Green Card method.

STANDARD RESPONSE PROTOCOL

PARENT GUIDANCE

In the event of a live incident, parents may have questions about their role.

SECURE



"Get Inside. lock outside doors"
Secure is called when there is something dangerous outside of the building. Students and staff are brought into the building and the outside doors will be locked. The school might display the Building is Secured poster on entry doors or nearby windows. Inside, it will be business as usual.

SHOULD PARENTS COME TO THE SCHOOL DURING A SECURE EVENT

Probably not. Every effort is made to conduct classes as normal during a secure event. Additionally, parents may be asked to stay outside during a Secure event.



WHAT IF PARENTS NEED TO PICK UP THEIR STUDENT?

Depending on the situation, it may not be safe to release the student. As the situation evolves, Secure might change to a Monitored Entry and/or Controlled Release.

WILL PARENTS BE NOTIFIED WHEN A SCHOOL GOES INTO SECURE?

When a secure event is brief or the hazard is non-violent, like a wild animal on the playground, there may not be a need to notify parents while the Secure is in place. With longer or more dangerous events, the school should notify parents that the school has increased their security.

LOCKDOWN



"locks, lights, out of Sight"
A Lockdown is called when there is something dangerous inside of the building. Students and staff are trained to enter or remain in a room that can be locked and maintain silence.

A Lockdown is only initiated when there is an active threat inside or very close to the building.

SHOULD PARENTS COME TO THE SCHOOL DURING A LOCKDOWN?

The natural inclination for parents is to go to the school dur- ing a Lockdown. Understandable, but perhaps problematic. If there is a threat inside the building, law enforcement will be responding. It is unlikely that parents will be granted ac- cess to the building or even the campus. If parents are al- ready in the school, they will be instructed to Lockdown as well.

SHOULD PARENTS TEXT THEIR STUDENTS?

The school recognizes the importance of communication between parents and students during a Lockdown event. Parents should be aware though, during the initial period of a Lockdown, it may not be safe for students to text their parents. As the situation resolves, students may be asked to update their parents on a regular basis. In some cases, students may be evacuated and transported off-site for a student-parent reunification.

WHAT ABOUT UNANNOUNCED DRILLS?

The school may conduct unsched- uled drills, however it is highly dis- couraged to conduct one without announcing that it as a drill. That's called an unannounced drill and can cause undue concern and stress.
Parents should recognize that the school will always inform students that it is a drill during the initial an- nouncement.



It's important to differentiate between a **drill** and an exer- cise. A drill is used to create the "Muscle Memory" associ- ated with a practiced action. There is no simulation of an event; this is simply performing the action. An exercise sim- ulates an actual event to test the capacity of personnel and equipment.

CAN PARENTS OBSERVE OR PARTICIPATE IN THE DRILLS?

The school welcomes parents who wish to observe or participate in drills.

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K12 2021 STANDARD RESPONSE PROTOCOL

Emergency Medical Treatment and Information

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs.

Parents should keep emergency care information up to date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the school nurse to update any information that the nurse or the teacher needs to know.

The district may consent to medical treatment, which includes dental treatment, if necessary, for a student if:

- The district has received written authorization from a person having the right to consent;
- That person cannot be contacted; and
- That person has not given the district actual notice to the contrary.

The emergency care authorization form will be used by the district when a student's parent or authorized designee is unable to be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment, District employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation. In the event a person having right to consent signs against medical advice, a parent/guardian must take their child home for closer monitoring.

Severe Weather Emergencies

In the event of severe weather, such as thunderstorms or tornadoes, FBISD contracts with AccuWeather Enterprise Solutions for real-time, campus-specific forecasts and notifications. The District's Emergency Management Coordinator monitors weather conditions and can speak directly with a meteorologist when necessary. Campus administrators receive real-time severe weather notifications, including lightning warnings and tornado watches/warnings via text message and email, so that timely decisions can be made to ensure student safety.

STEROIDS

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for medical use only, and only a physician can prescribe use.

Bodybuilding, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense.

Students participating in UIL athletic competition may be subject to random steroid testing. More information on the UIL testing program may be found on the UIL Website.

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES

Fort Bend Independent School District makes a variety of communications and information technologies available to students through computer/network/Internet access. These technologies, when properly used,

promote educational excellence in the district by facilitating resource sharing, innovation, and communication. Illegal, unethical or inappropriate use of these technologies can have dramatic consequences, harming the district, its students and its employees. These Digital Citizenship Guidelines are intended to minimize the likelihood of such harm by educating District students and setting standards that will serve to protect the district. The district firmly believes that digital resources, information and interaction available on the computer/network/Internet far outweigh any disadvantages.

Fort Bend ISD promotes the use of Blended Learning instruction for PreK–12 students. Blended Learning combines a traditional teacher led instructional approach with online learning. FBISD uses Schoology, a learning management system, to facilitate Blended Learning for students, educators, and leaders.

Schoology is an online platform that manages curriculum content and allows teachers to offer engaging learning experiences that promote collaboration and the development of future ready skills in a secure environment. Students are enrolled in each of their courses within the Schoology platform where they can access instructional materials, homework, resources, and engage in discussions with their peers.

All parents of FBISD students have access to the district learning management system (LMS). This access will allow parents to access resources to support students, communicate with teachers, and review calendars and assignments for their child.

For more information about the use of Schoology and Parent Access, please see the Fort Bend ISD website under Teaching and Learning.

Access To Computer/Network/Internet

Access to the District's digital network and electronic communications system, including the Internet, shall be made available to students for instructional purposes. All devices (District owned and personal) will be subject to filtering software that blocks access to visual depictions that are obscene, pornographic, inappropriate for students, or harmful to minors, as defined by the federal Children's Internet Protection Act (CIPA). Filtered Internet access is provided to students as defined by CIPA.

Student Access

Computer/Network/Internet access is provided to all students. Student Internet access will be under the direction and guidance of a District staff member. Students may also be allowed to use the local network and Wi-Fi with campus permission using guidelines outlined in this document.

Use of Mobile Devices, Including Smart Phones

The district believes technology is a powerful tool that enhances learning and enables students to access a vast amount of academic resources. The district's goal is to increase student access to digital tools and facilitate immediate access to technology-based information. Students are encouraged to bring their own device for enhanced learning opportunities. Students will be provided access to a filtered, wireless network through which students will be able to connect mobile devices to a designated network. Students using mobile devices must

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

The possession of a mobile telephone or any device capable of capturing images during a state assessment will result in the state assessment not being scored. Students found in possession of a mobile telephone or any device capable of capturing images, during a state assessment, may be required to retest.

If a student uses a mobile device during a time or place in which authorization to use has been denied, or in a manner expressly prohibited as outlined in this document or the device is deemed to be harmful or disruptive to District's network (i.e. has malicious software installed, has a malware infection, etc.), the device will be confiscated by a teacher or administrator. Upon the student's first or second violation, the device is returned at the end of the day. At the third and all subsequent violations, the parent may pick up the confiscated device at the end of day after a payment is made to the campus activity account fund. All payments

made to the campus activity account fund will be used for activities that directly benefit FBISD students at the campus where the funds were collected.

If device is kept because of an investigation, parent contact is made before the end of the day so that they are aware their child will not have their phone. Confiscation is defined as the device being taken up by an adult and turned into administration per campus procedures. A teacher taking up a device during class and giving it back to the student at the end of the period is ***not*** counted as a confiscation.

Confiscated mobile devices that are not retrieved by the student or the student's parents will be disposed of after the notice as required by law. See Policy FNCE (LEGAL). In instances where a personal device is found to be, or is suspected of, violating the provisions outlined in this document, and a voluntary administrative search request is denied, that device will be permanently banned from the District's network with no exceptions.

In limited circumstances and in accordance with law, a student's mobile device may be searched by authorized personnel. See Searches and Policy FNF (LEGAL).

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined according to in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child "Before You Text" Sexting Prevention Course, a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

Any disciplinary action will be in accordance with the Student Code of Conduct. The district is not responsible for damaged, lost, or stolen personal mobile devices.

Designated Instructional Areas
Students are allowed to bring mobile devices that can access the designated filtered wireless network, as available. Students will be allowed to use the device for educational purposes in a digitally responsible manner as permitted by instructor.

Designated Non-Instructional Areas/Times
Students are allowed to bring mobile devices that can access the designated filtered wireless network, as available. Students will be allowed to use the device in specified areas and times as determined by the campus.

Security
A student who gains access to any inappropriate or harmful material is expected to discontinue the access and to report the incident to the supervising staff member. Any student identified as a security risk or as having violated the Digital Citizenship guidelines may be denied access to the district's networks and digital resources.

Other consequences may also be assigned. A student who knowingly brings prohibited materials into the school's digital environment will be subject to suspension of access and/or revocation of privileges on the district's networks and will be subject to disciplinary action in accordance with the FBISD Discipline Management Techniques and Student Code of Conduct.

Content/Third-Party Information
Students and parents of students with access to the district's networks and digital resources should be aware that use of the resources may provide access via links to outside material not yet reviewed or approved by the district.

Subject to Monitoring and Inspection
No District computer/network/Internet usage shall be considered confidential and is subject to monitoring by designated staff at any time to ensure appropriate use. Students should not use the computer system to send, receive or store any information, including email messages, that they consider personal or confidential and wish to keep private. All electronic files, including email messages, transmitted through or stored in the district computer system and networks will be treated no differently than any other electronic file. The district reserves the right to access, review, copy, modify, delete or disclose such files for any purpose. Students should treat the computer system as a shared or common file system with the expectation that electronic files, sent, received or stored anywhere in the computer system, will be available for review by any authorized representative of the district for any purpose. Fort Bend ISD respects the privacy of its students, faculty and staff. However, in order to provide a safe academic and working environment, the district may engage in inspections of mobile devices in accordance with disciplinary guidelines when there is reasonable belief that the Digital Citizenship guidelines have been violated, for reasons of health and safety, or when state/federal law violation has occurred.

System(s) Authentication
Passwords and User ID play a very important role in computer security. Passwords are used for various purposes at Fort Bend ISD. Some of the more common uses include access to network resources such as, Office365, FBISD email account, OneDrive, 1Link, the Schoology LMS, digital resources, etc. Each student is responsible for the use and security of his/her individual assigned account and should take all reasonable precautions to prevent others from being able to use the account, including change the password as required. Student should be aware of how to select strong password. Strong password is the front line of defense for student accounts and access to Fort Bend ISD digital resources. A poorly chosen password may result in the compromise of student's digital resources and information. As such, all students are responsible for taking the appropriate steps to select and secure their passwords.

List of "don'ts":

- Do not share a password with anyone including family members. All passwords are to be treated as sensitive, confidential Fort Bend ISD information
- Do not reveal a password in an email message, text message, or other means of written communication
- Do not talk about a password in front of others
- Do not reveal a password on questionnaires or forms
- Do not write password in notebook, notepad, or the likes
- Do not use the "Remember Password" feature of applications in computer labs or on classroom computers
- Do not use the same password for Fort Bend ISD account as for other non-District access (i.e., personal email account (at home or other), online games, home computer accounts, etc.)
- Do not attempt to obtain or use a User ID and Password that is not assigned to the student
- Do not attempt in any way to obtain a password for another user's Used ID
- Do not attempt to access or circumvent passwords, password system, or other security-related information of the district

Availability of Access

Acceptable Use
Computer/Network/Internet access used with district provided devices and/or personally owned devices will be to enhance learning consistent with the district's educational goals. The district requires legal, ethical and appropriate computer/network/Internet use by all students regardless if the use is for an academic class requirement and/or personal use.

Privilege
Access to the District's computer/network/Internet is a privilege, not a right, and may be revoked if not used appropriately. Any use described below is deemed "acceptable" and consistent with the Fort Bend ISD Digital Citizenship Guidelines for Technology, but acceptable uses are not limited to the list below:

- Use is for educational purposes during the school day
- Users will comply with all software, licenses, copyrights, and all other state and federal laws governing intellectual property
- Use is limited to the student's own individual District-provided network account. Students should not share network login information with others or use another person's login information to access the network, computer, or District digital resources

Each year, a parent or designated guardian must choose between two levels of access for their student, Full Access (FA) or Restricted Access (RA).

Full Access (FA): Student will have full use of computing devices (District provided & personal), electronic communications system/Internet access and District approved technological tools and resources.

Restricted Access (RA): Student will NOT be allowed to use or bring a personal communication device (Bring Your Own Device, BYOD) to school. Internet usage will be limited to mandatory requirements of the Fort Bend ISD curriculum, Texas Education Agency or as deemed appropriate by FBISD.

At the beginning of each school year or at the time of student enrollment, students are "opted-in" for FA with no action on the part of a parent or guardian. A parent or guardian desiring to provide only RA for their student must "Opt-out" from FA. This election can be made within family access (Skyward).

Consequences of Digital Citizenship Violation

Any attempt to violate the provisions of this agreement may result in revocation of the student's access to the computer/network/Internet, regardless of the success or failure of the attempt. In addition, school disciplinary and/or appropriate legal action may be taken. Students may be held financially responsible for **intentionally** causing damage to district resources.

Denial, Revocation, or Suspension of Access Privileges
With just cause, the System Administrator and/or building Administrator, may deny, revoke, or suspend computer/network/Internet access as required, pending an investigation.

Warning
Sites accessible via the computer/network/Internet may contain material that is illegal, defamatory, inaccurate or controversial. Each district computer with Internet access has filtering software that blocks access to visual depictions that are obscene, pornographic, inappropriate for students, or harmful to minors, as defined by the federal Children's Internet Protection Act. The district makes every effort to limit access to objectionable material; however, controlling all such materials on the computer/network/Internet is impossible, even with

filtering in place. With global access to computers and people, a risk exists that students may access material that may not be of educational value in the school setting.

Student Safety
Use of mobile devices during a campus drill or emergency will not be permitted. To ensure the safety of students, headsets and ear buds are not allowed in non-instructional areas unless approved by a teacher or administrator.

Definition of District Technology System

The district's computer systems and networks (system) are any configuration of hardware and software. The system includes but is not limited to the following:

- Learning Management System
- Servers
- Existing and newly acquired computer hardware, software and peripherals
- Digitized information including stored and cloud-based text, data, email, images, video audio files, and database applications
- District-provided and filtered Internet access
- District Network to include network ports and wireless

Disclaimer

The district's system is provided on an "as is, as available" basis. The district does not make any warranties, whether expressed or implied, including, without limitation, those of merchantability and fitness for a particular purpose with respect to any services provided by the system and any information or software contained therein. The district does not guarantee that the functions or services performed by, or that the information or software contained on the system will meet the system user's requirements, or that the system will be uninterrupted or error free, or that defects will be corrected.

The district is not responsible for theft or damage to a student's personal device. Administrators will not investigate or conduct searches involving stolen or lost personal devices.

Opinions, advice, services, and all other information expressed by system users, information providers, service providers, or other third-party individuals in the system are those of the providers and not the district.

The district will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the district's electronic communications system.

Parents are not to contact their child during the instructional school day via mobile device. If an emergency occurs and parents need to speak to their child, please contact the school for assistance.

Inappropriate Use of Digital Resources

Transmission of any material in violation of any federal or state law is prohibited. This includes, but is not limited to, threatening, harassing, defamatory or obscene material; copyrighted material; plagiarized material; commercial material or product advertisements; political lobbying; materials protected by trade secrets; blog posts, web posts, or discussion forum/replies posted to the Internet which violate federal or state law and illegal activities or pose health and safety concerns.

Inappropriate use includes, but is not limited to, violations of the law, uses specifically listed in this document, violations of network etiquette, or uses that obstruct the security or integrity of the FBISD network and all components connected to it.

The following rules will apply to all users of Fort Bend Independent School District's system, and violations of these rules will result in revocation of the user's access to the district network and all connected components.

- Violation of the District's Digital Citizenship guidelines for computer/computer resources or Internet access and/or any rules or agreements signed by the student or the student's parent.
- Attempting to access or circumvent passwords or other security-related information of the district, students, or employees, and/or to write, produce, generate, copy, or introduce any computer code or virus for the intent to self-replicate, damage, or harm the performance of the network or computers.
- Attempting to alter, destroy, or disable district computer equipment, district data, the data of others, or other networks connected to the district's system at any time, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Attempting to use the district's computer equipment to access or distribute the personal data of students or employees.
- Using the Internet or other electronic communication to threaten or harass district students, employees, board members, or volunteers at any time, including off school property.
- Sending or posting electronic messages, images, audio files or video files that are abusive, disruptive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal at any time, including off school property.
- Using district or personal technology for academic misconduct, including but not limited to academic dishonesty, plagiarism, theft or damage of intellectual property, falsifying information, or altering district documents or resources.
- Sending an electronic communication that references a name, domain address, phone number, or other item of identifying information belonging to any person with the intent to reveal the personal identity, harm, or defraud any person.
- Using e-mail/websites at school to encourage illegal behavior or threaten school safety or other social networking tools.
- Downloading any application not approved by the district, including but not limited to the purpose of bypassing the district-approved filter.
- Using the district's technology resources to post, publicize, or duplicate information in violation of copyright law.
- Attempting to acquire and use the credentials of another individual to log on to the computer network, whether it is a student, administrator, or district employee.
- Using district computer system for any type of advertisement or selling of commercial or personal products or services.
- Accessing, modifying, copying, or deleting files and/or data belonging to another individual.

Individual User's Responsibilities

The following rules will apply to all users of Fort Bend Independent School District's system:

- Students must comply with all software licenses, copyright laws, and all other state and federal laws governing intellectual property.
- Students may not install/upload/download onto network drives, cloud storage locations, or any District computer network or run from a USB drive software, shareware, freeware, music files, or an executable, such as software and games, or proxy site software without permission from a teacher or administrator for academic use.

- Network administrators have the right to search student network storage locations and review data to maintain system integrity to ensure that students are using the system responsibly.
- Students are prohibited from changing any computer configurations and/or settings.
- Students are prohibited from accessing, copying or deleting anyone else's files.
- Students are prohibited from recording audio, video or taking photos without consent of both the person(s) being recorded and the teacher/administrator.
- Students are prohibited from including any profane, abusive/bullying, or impolite language in any files or folders stored on any district network or file storage space.
- Students are prohibited from accessing materials and sites which are not in line with the permitted use as defined by the teacher or administrator and Digital Citizenship guidelines. This includes, but is not limited to, Social Networking Sites or accessing Social Media tools via personal cellular data.
- Students are prohibited from damaging any computer, peripheral or the network in any way.
- The individual in whose name a system account is issued will be responsible at all times for its proper use.
- Students are prohibited from sharing their network password with another person. Students are only allowed onto the district network using their own login credentials.
- Students are not allowed to access non-district approved social networking or social media sites while using a computer connected to the Fort Bend ISD network. Students may participate in district approved social networking and social media activities that are related to instructional goals/activities. In this capacity, students may utilize tools such as, but not limited to, mobile devices, blogs, discussion forums, podcasts and other digital tools.
- Using obscene, profane, lewd, vulgar, rude, inflammatory, threatening, bullying, or disrespectful language in email communication, blogs, or other electronic communication tools and the use of electronic communication or websites to threaten students, employees, volunteers, or school safety is prohibited (even if the offense is initiated off school property). This is to include, but is not limited to, Social Networking Sites.
- Accessing proxy sites or any other sites which hide the user's identity is prohibited.
- Disabling or tampering of software installed (i.e. Virtual Private Network (VPN) on District devices is prohibited.)
- Any attempt to access or circumvent password or other security- related information associated with the district, students, or employees, or to upload or create computer viruses (even if the offense is initiated off school property) is prohibited.
- Any attempt to alter, destroy, or disable district computer equipment, district data, the data of others, or networks connected to the district's system, (even if the offense is initiated off school property) is prohibited.
- Harassing, fraudulent, embarrassing, indecent, profane, obscene, intimidating, inaccurate, sexually threatening, offensive, discriminatory, prejudicial, material that is damaging to another person's reputation, illegal, or other unlawful material may not be sent by e-mail or other form of electronic communication or displayed on or stored on the district's computers (even if the offense is initiated off school property). Users encountering or receiving such material should immediately report the incident to a teacher or campus administrator.
- If a security problem in the district's system is identified or materials, which violate the Rules for Responsible Digital Citizenship, are encountered, it must be reported to a teacher or campus administrator immediately.

- Using virtual backgrounds with lewd, vulgar, or obscene pictures, emblems, or symbols; or virtual backgrounds that advertises or depicts tobacco products, alcoholic beverages, drugs, or any other substance prohibited by Board Policy.

Mandatory Review

To learn proper computer/network/Internet use and conduct, students are required to review these guidelines at the beginning of each school year. All District students shall be required to acknowledge receipt and understanding of all guidelines governing use of the system and shall agree to allow monitoring of their use and to comply with such guidelines.

The parent or legal guardian of a student user is required to acknowledge receipt and understanding of the District's Digital Citizenship Guidelines as part of their review of the Parent and Student Handbook. The consent form is mandatory for Digital Citizenship during new student registration and at the start of each school year. The consent selection remains in place throughout the school year unless the parent elects to resubmit. Campuses must provide training on the Digital Citizenship Guidelines to all students.

Rules For Responsible Digital Citizenship

Fort Bend Independent School District offers students access to a computing device, District network and the Internet. District students are bound by all portions of the Responsible Digital Citizenship guidelines. A student who knowingly violates any portion of the Responsible Digital Citizenship guidelines will be subject to suspension of access and/or revocation of privileges on the district's system and will be subject to disciplinary action in accordance with the District's Discipline Management Techniques and the Student Code of Conduct.

The district provides a web filtering software to protect students from accessing inappropriate material. While the purpose of the district network is to use Internet resources for constructive educational goals andinstructional activities, no web filtering software can provide 100% protection. The district strives to provide a safe online environment for all students and to protect them from inappropriate content. We will constantly monitor our system and implement new technologies that will strengthen the safeguards currently in place. FBISD believes however, that the educational and instructional benefits that faculty, staff, and students derive from access to the Internet far exceed any disadvantages associated with this privilege.

By utilizing a variety of technological resources, including the Internet, Intranet, hardware, and software, the Fort Bend Independent School District is expanding educational opportunities for all stakeholders. With this opportunity come responsibilities regarding responsible digital citizenship. Each Fort Bend Independent School District user is expected to act in a responsible, ethical, and legal manner, in accordance with the missions and purposes of the networks used on the Internet, Board Policy, and with the laws of the state of Texas and The United States.

GLOSSARY

ACCELERATED INSTRUCTION
Also referred to as supplemental instruction. Is an intensive supplemental program designed to address the needs of an individual student in acquiring the knowledge and skills required at his or her grade level and/or as a result of a student not meeting the passing standard on a state-mandated assessment.

ACT
The American College Test is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-ASPIRE
Refers to an assessment that took the place of ACT-Plan and is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

AGGRESSOR

Is a student, staff member or other member of the school community who engages in the bullying, harassment or intimidation of a student.

ARD
Stands for admission, review, and dismissal. The ARD committee convenes for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and his or her parents are members of the committee.

ATTENDANCE REVIEW COMMITTEE
Is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

BULLYING

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

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

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

- Bullying that occurs on or is delivered to school property or to the site of a school sponsored or school-related activity on or off school property;
- Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and

- Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school sponsored or school related activity.

CPS

Stands for Child Protective Services.

CYBERBULLYING

Is bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet- based communication tool.

DAEP

Stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct. DFPS is the Texas Department of Family Protective Services.

DATING VIOLENCE

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

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

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

DISCRIMINATION

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

DFPS

Stands for the Texas Department of Family and Protective Services.

DPS

Stands for the Texas Department of Public Safety. EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments are required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History. ESSA is the federal Every Student Succeeds Act passed in December 2015.

DSHS

Stands for the Texas Department of State Health Services.

ED

Stands for the U.S. Department of Education.

EOC (END-OF-COURSE) ASSESSMENTS

Are state-mandated and are part of the STAAR Program. Successful performance on EOC assessments are required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA
Is the federal Every Student Succeeds Act.

FERPA
Refers to the federal Family Educational Rights and Privacy Act, which grants specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless a student's parent or a student 18 or older directs the school not to release directory information.

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

IEP
Stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services. The IEP contains several parts, such as a statement of the student's present educational performance; a statement of measurable annual goals, with short-term objectives; the special education and related services and supplemental aids and services to be provided, and program modifications or support by school personnel; a statement regarding how the student's progress will be measured and how the parents will be kept informed; accommodations for state or Districtwide tests; whether successful completion of state-mandated assessments is required for graduation, etc.

IGC
Is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

ISS
Refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

LPAC
Stands for language proficiency assessment committee. The LPAC's **responsibilities** follow a cycle throughout the year. The **responsibilities** include: Identification, Assessment and Documentation Review, Placement, Instructional Methodologies and/or Interventions, Collaboration, Annual Review, Assessment, and Parental Notification. The LPAC shall include an appropriately certified bilingual educator (for students served through a bilingual education program), an appropriately certified English as a second language (ESL) educator (for students served through an ESL program), a parent of an English learner participating in a bilingual or ESL program, and a campus administrator in accordance with Texas Education Code (TEC), §29.063.

PGP
Stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

PROHIBITED CONDUCT
"Prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

PSAT

Is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

RETALIATION

Harming or threatening to harm another: (1) on account of their service as a District employee or volunteer, (2) to prevent or delay another's service to the district, or (3) because the person intends to report a crime.

SAT

Refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

SCHOOL COMMUNITY

Includes all students, school employees, administrators, parents, volunteers and visitors.

SHAC

Stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to help ensure that local community values and health issues are reflected in the district's health education instruction, as well as assist with other student and employee wellness issues.

SECTION 504

Is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

STAAR

Is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

STAAR ALTERNATE 2

Is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STAAR SPANISH

Is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

STATE-MANDATED ASSESSMENTS

Are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for graduation.

STUDENT CODE OF CONDUCT

Is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or District vehicle; sets out the conditions that authorize or require the principal or another administrator to place the

student in a DAEP; and outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TAC

Stands for Texas Administrative Code.

TARGETED STUDENT

Is a student who has experienced bullying/cyber-bullying, harassment or intimidation.

TEA

Stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

TEC

Stands for the Texas Education Code.

TELPAS

Stands for the Texas English Language Proficiency Assessment System, which assesses the progress that English learners make in learning the English language and is administered for those who meet the participation requirements in kindergarten-grade 12.

TSI

Stands for Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

UIL

Refers to the University Interscholastic League, the statewide, voluntary nonprofit organization that oversees educational extracurricular academic, athletic and music contests.

APPENDIX I:

2024-2025 STUDENT/ PARENT CONSENT CHECKLIST/ACKNOWLEDGEMENT FORM

This form may be submitted electronically on *Family Access* or may be printed and submitted to campus administration.
One form must be submitted for each student.

CHECKLIST	STUDENT/PARENT CONSENT CHECKLIST
Agreed	**ACKNOWLEDGE ELECTRONIC RECEIPT OF the Fort Bend ISD Student Code of Conduct and Student/ Parent Handbook for 2024-2025:** I understand that I may view and download the 2024-2025 Student Code of Conduct and Student/Parent Handbook at any time on the Fort Bend ISD website. Should I choose to receive a paper copy of these documents I may request a paper copy from campus administration at any time. I understand that I will be accountable and subject to disciplinary consequences outlined in the Student Code of Conduct. Furthermore, I understand that the Student/ Parent Handbook contains information that I may need during the school year. If I have any questions regarding the Student Code of Conduct and/ or the Student/ Parent Handbook, I will direct these questions to the campus Principal.
Agreed	**ACKNOWLEDGE ELECTRONIC DISTRIBUTION OF GRADES:** I acknowledge that progress reports and report cards are online via *Skyward Family Access*. Should I prefer a paper copy, I may make this request to campus administration. (See **Electronic Distribution of Grades** in the Student/Parent Handbook for more information.)
☐	**SCHOOL-RELATED USE OF STUDENT INFORMATION:** **Directory Information School-Related Name/Photo:** **I give the district permission to use my student's identified personal information including name, photo and/or video, for the District and campus website and/or yearbook.**
☐	**Directory Information School-Related Academic and Extracurricular:** **I give the district permission to display my student's identified personal information for individual or team academic work, creative work, extracurricular accomplishments, multimedia project, or presentation on the District website or District publications.** **Note: Grades associated with student work will NOT be released.** **(See Consent, Opt-Out, and Refusal Rights in the Student/Parent Handbook for more information.)**
☐	**NON-SCHOOL RELATED USE OF STUDENT INFORMATION:** **I give the district permission to release identified personal information in response to a request unrelated to school-sponsored purposes.** **(See Consent, Opt-Out, and Refusal Rights in the Student/Parent Handbook for more information.)**

☐	**STUDENT SURVEYS:** I give my student permission to participate in ALL Fort Bend ISD sponsored student surveys. (See **Student Engagement Surveys** in the Student/Parent Handbook for more information.)

☐	I give my student permission to participate in Non-Fort Bend ISD sponsored student surveys. (See **Student Engagement Surveys** in the Student/Parent Handbook for more information.)
☐	**ELECTRONIC DEVICES and TECHNOLOGICAL RESOURCES :** Each student is granted **FULL ACCESS (FA) to electronic devices and technological resources**, meaning he/she may use computing devices, electronic communications system/Internet access and District approved web communication tools. I have read, understand and agree to the Consequences for violating the *Digital Citizenship* guidelines. (See **Consequences of Digital Citizenship Violation** in the Student/Parent Handbook for more information.) I choose to **OPT OUT of Full Access (FA)**, meaning my student will have **RESTRICTED ACCESS (RA) ONLY**. By choosing to **OPT OUT**, I understand my student will not be allowed to use or bring a personal communication device (Bring Your Own Device, BYOD) to school. Internet usage will be limited to mandatory requirements of the Fort Bend ISD curriculum, Texas Education Agency or as deemed appropriate by FBISD. I have read, understand and agree to the Consequences for violating the *Digital Citizenship* guidelines. (See **Consequences of Digital Citizenship Violation** in the Student/Parent Handbook for more information.)
Applies to Grades 6-12 **ONLY** ☐	**RELEASE OF STUDENT INFORMATION:** I give the district permission to release my student's name, address, and telephone number to a military recruiter or institutions of higher education upon their request without my prior written consent. (See **Release of Student Information to Military Recruiters and Institutions of Higher Education** in the Student/Parent Handbook for more information.) **RECEIPT OF 2024-2025 FBISD EXTRACURRICULAR ACTIVITIES INFORMATION:** I understand and consent to the student responsibilities set forth in the **FBISD Extracurricular Activities, Clubs, and Organizations** of the Student/Parent Handbook. I am aware and acknowledge that I am accountable for the behavior expectations and consequences set forth in the **FBISD Extracurricular Activities, Clubs, and Organizations**. (See **Extracurricular Activities, Clubs, and Organizations** in the Student/Parent Handbook for more information.

FINAL ACKNOWLEDGEMENT

As the student/ parent/ guardian, I acknowledge I am responsible for understanding the contents of the Student Code of Conduct and the Student/Parent Handbook. Furthermore, I am aware that I will be held accountable for the disciplinary consequences that are outlined in the Student Code of Conduct. Should I have any questions, I will contact the Campus Administration.

(Please be aware that the Student Code of Conduct is approved by the Board of Trustees annually and the Student/Parent Handbook is updated yearly. The Student/Parent Handbook is aligned with Board policy and the Student Code of Conduct. In the event there is conflict with the SCOC and Board Policy with the Student/Parent Handbook, Board Policy will prevail.)

STUDENT/PARENT/GUARDIAN'S SIGNATURE REQUIRED FOR COMPLETION NEEDED	**Student/Parent/Guardian's Signature:**	**Date:**
	Printed Student Name: Student's Name	**Student ID#: Other ID**

APPENDIX II: FREEDOM FROM BULLYING POLICY

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

Philosophy

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

Bullying Prohibited

Bullying, cyberbullying, and retaliation, as defined by state law, are prohibited.

Retaliation

Retaliation against anyone, including a targeted student or witness who in good faith makes a report of bullying or cyberbullying or provides information concerning an incident or participates in an investigation, is a violation of District policy and is prohibited.

Definitions

Bullying

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

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

Cyberbullying

Cyberbullying means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, computer, camera, electronic mail, instant messaging, text messaging, social media application, Internet website, or any other Internet-based communication tool.

Retaliation

Retaliation occurs when an aggressor harasses, intimidates, or further bullies a student who has, in good faith, made a report of bullying or cyberbullying, served as a witness, or participated in an investigation. Retaliation may include, but is not limited to, threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions.

School community includes all students, school employees, administrators, parents, volunteers, and visitors.

Aggressor is a person of the school community who engages in the bullying, cyberbullying, or retaliation of a student.

Targeted student is a person who has experienced bullying, cyberbullying, or retaliation.

Scope

This policy applies to:

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

Reporting

To obtain assistance and intervention, any student who has experienced bullying or cyberbullying, or believes that another student has experienced bullying, should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee.

Anyone who observes, overhears, or otherwise witnesses bullying, cyberbullying, or retaliation shall report the prohibited conduct as soon as possible after the alleged act or knowledge of the alleged act. A failure to timely report may impair the District's ability to investigate and address the prohibited conduct.

Any District employee who observes, overhears, suspects, or receives notice of bullying, cyberbullying, or retaliation shall immediately notify the principal or designee and take appropriate action to stop the bullying, cyberbullying, or intimidation and to prevent its reoccurrence.

A report may be made verbally, in writing, or anonymously. The principal or designee shall reduce any oral reports to written form. Anyone may anonymously report through a telephone hotline, electronic message system, or other available means. The Title IX coordinator shall reduce the anonymous report to written form and provide to the principal or designee.

False Report

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

Notice to Parents

The principal or designee shall make reasonable attempts to notify the parent or guardian of the targeted student and the alleged aggressor as soon as possible, but in no event more than three business days after the incident is reported. The principal or designee shall notify the parent or guardian of the alleged aggressor within five business days after the date the incident is reported.

Investigation of Report

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

The school counselor shall serve as an impartial, non-reporting resource for interpersonal conflicts and discord involving two or more students.

Concluding the Investigation

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

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

District Action

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

Discipline

A targeted student who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Counseling

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

Corrective Action

Corrective action may include, but is not limited to:

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

Transfers

The principal or designee shall refer to policy FDB for transfer provisions.

Improper Conduct

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

Confidentiality

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

Appeal

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

Records Retention

Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures

This policy and the accompanying administrative regulations shall be available on the district's website. Information related to the policy and administrative regulations shall be provided annually in the Student/Parent and Employee Handbooks.

FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION (LOCAL)

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

Philosophy

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

Prohibited Conduct

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

Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]

Statement of Nondiscrimination

The district prohibits discrimination, including harassment, against any student. Discrimination is defined as treating a student or group of students differently from similarly situated students on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. One type of harassment this policy prohibits is dating violence, as defined below. Retaliation against anyone exercising their rights under this policy is a violation of District policy and is prohibited.

Harassment

Harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or hostile educational environment;

Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

Otherwise adversely affects the student's educational opportunities.

Harassment includes dating violence as defined by law and this policy.

Examples

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

Title IX Sexual Harassment

As required by law, the district shall follow the procedures below at Response to Title IX Sexual Harassment upon a report of sex-based harassment, including sexual harassment,

gender-based harassment, and dating violence, when such allegations, if proved, would meet the definition of sexual harassment in an education program or activity and against a person in the United States under Title IX. [See FFH(LEGAL)]

Other Sexual Harassment

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

By an Employee

A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or

The conduct is so severe, persistent, or pervasive that it:

Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or

Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or other inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

By Others

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

Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or hostile educational environment;

Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

Otherwise adversely affects the student's educational opportunities.

Examples

Examples of sexual harassment of a student may include, but are not limited to, sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, contact, or communications, including electronic communication.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

Gender-Based Harassment

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

Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or hostile educational environment;

Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

Otherwise adversely affects the student's educational opportunities.

Examples

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

Dating Violence

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

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or hostile educational environment;

Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

Otherwise adversely affects the student's educational opportunities.

Examples

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

Retaliation

The district prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or otherwise participates or refuses to participate in an investigation. In the absence of a formal complaint, allegations of retaliation shall be investigated under Investigation of Reports Other Than Title IX, above.

Examples

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

Reporting Procedures

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

Student Report

Employee Report

Any District employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

Definition of District Officials

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

Title IX Coordinator

Reports of discrimination based on sex, including sexual harassment, sex-based harassment, or dating violence, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]

ADA / Section 504 Coordinator

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]

Superintendent

The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.

Alternative Reporting Procedures

An individual shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

Timely Reporting

To ensure the district's prompt investigation, reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act.

Notice to Parents

The district official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult. [For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

When the District receives a report of prohibited conduct that includes dating violence, the appropriate District official shall immediately notify the parent or guardian of the student who has been identified in the report as the alleged victim or perpetrator.

Investigation of Reports Other Than Title IX

The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, including sexual harassment, sex-based harassment, and dating violence, seethe procedures below at Response to Title IX Sexual Harassment.

The district may request, but shall not require, a written report. If a report is made orally, the district official shall reduce the report to written form.

Initial Assessment

Upon receipt or notice of a report, the district official shall determine whether the allegations, if proved, would constitute prohibited conduct as defined by this policy. If so, the district shall immediately undertake an investigation, except as provided below at Criminal Investigation.

If the District official determines that the allegations, if proved, would not constitute prohibited conduct as defined by this policy, the district official shall refer the complaint for consideration under FFI.

Interim Action

If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the district shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the district's investigation.

District Investigation

The investigation may be conducted by the District official or a designee, such as the campus principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

Criminal Investigation

If a law enforcement or regulatory agency notifies the district that a criminal or regulatory investigation has been initiated, the district shall confer with the agency to determine if the district investigation would impede the criminal or regulatory investigation. The district shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the district shall promptly resume its investigation.

Concluding the Investigation

Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the district to delay its investigation, the investigation should be completed within ten district business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the district official overseeing the investigation.

Notification of Outcome

Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.

District Action

Prohibited Conduct

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

1. Corrective Action

Examples of corrective action may include, but are not limited to, a training program for those involved in the report, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination, harassment, and retaliation.

Bullying

If the results of an investigation indicate that bullying occurred, as defined by FFI, the district official shall refer to FFI for appropriate notice to parents and district action. The district official shall refer to FDB for transfer provisions.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the district may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.

Confidentiality

To the greatest extent possible, the district shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

Appeal

A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent has the right to file a complaint with the United States Department of Education Office for Civil Rights.

Response to Title IX Sexual Harassment

For purposes of the district's response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).

General Response

When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:

Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;

Consider the complainant's wishes with respect to supportive measures; and

Explain to the complainant the option and process for filing a formal complaint.

The district's response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.

If a formal complaint is not filed or dismissed, the district reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct. The Title IX coordinator also reserves the right to sign a formal complaint, initiating the Title IX grievance process, if it would be deliberately indifferent not to investigate and respond to the prohibited conduct in accordance with Board policies and the Student Code of Conduct.

Title IX Formal Complaint Process

To distinguish the process described below from the district's general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District's "Title IX formal complaint process."

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the district's website. In compliance with Title IX regulations, the District's Title IX formal complaint process shall address the following basic requirements:

Equitable treatment of complainants and respondents;

An objective evaluation of all relevant evidence;

A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;

A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;

Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;

A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;

A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;

Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a dismissal of a Title IX formal complaint or any allegations therein;

A description of the supportive measures available to the complainant and respondent;

A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;

Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and

Other local procedures as determined by the Superintendent.

Standard of Evidence

The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.

False Claim

A student who intentionally makes a false claim or offers false statements in a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action in accordance with law.

Records Retention

The district shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the district's records control schedules, but for no less than the minimum amount of time required by law. [See CPC]

[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]

Access to Policy and Procedures

Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the district's website, to the extent practicable, and readily available at each campus and the district's administrative offices.