

THE HOUSTON INDEPENDENT SCHOOL DISTRICT



AGENDA

**School Board
Meeting**

June 12, 2025

BOARD AUDITORIUM – OPEN SESSION

- CALL TO ORDER
- MEDITATION AND PLEDGE OF ALLEGIANCE
- RECOGNITIONS
- SPEAKERS TO AGENDA ITEMS
- HEARING OF THE COMMUNITY
- PUBLIC HEARING REGARDING THE STATE COMPENSATORY EDUCATION EVALUATION SUMMARY
- PUBLIC MEETING TO DISCUSS BUDGET AND PROPOSED TAX RATE
- REPORTS FROM THE SUPERINTENDENT
- CONSIDERATION AND APPROVAL OF AGENDA ITEMS
- BOARD MEMBER REPORTS AND COMMENTS
- RECESS TO CLOSED SESSION UNDER SECTIONS 551.004 THROUGH 551.089 OF THE TEXAS GOVERNMENT CODE FOR THE PURPOSES LISTED IN THIS NOTICE
- RECONVENE IN OPEN SESSION
- CONSIDERATION AND POSSIBLE ACTION ON MATTERS DISCUSSED IN CLOSED SESSION
- ELECTION OF OFFICERS

REPORTS FROM THE SUPERINTENDENT

Reports and comments by the superintendent of schools regarding meetings and conferences attended, schools visited, community and district activities, initiatives, and educational programs, on which there will be no action. Topics may include curriculum and instruction, student achievement, student attendance, discipline data, and teacher retention. The items may be discussed, but no final action will be taken on these items at this meeting.

- SUNRISE CENTER REPORT
- STUDENT ACHIEVEMENT UPDATES

DISCUSSION AND REPORT ITEMS

1. Acceptance Of Board Monitoring Update: Presentation Of Goal 3 Progress Measure 3.1 and Goal 4 Progress Measure 4.3
 - June Goal Progress Report
2. Acceptance Of Board Monitoring Update: Presentation Of Constraint 3 Progress Measure 3.1
 - June Constraint Progress Report

ITEMS PULLED FROM CONSENT AGENDA

3. Approval Of The *2025-2026 Recommended District Budget*
 - Recommended Budget

CONSENT AGENDA

4. Authorization To Negotiate, Execute, And Amend A Service Contract With The University Of Texas Health Science Center At Houston
5. Approval To Submit Course Waiver Requests For Texas Connections Academy At Houston To The Texas Education Agency
6. Authority To Renew Interlocal Partnership Agreement With The University Of Texas At Austin OnRamps For Dual Enrollment Course Offerings
7. Approval To Submit Waiver For Low Attendance And Missed School Days To The Texas Education Agency For 2024-2025
 - Low Attendance Days And Missed School Days 2024-2025
8. Authority To Negotiate, Execute, And Amend An Interlocal Agreement Renewal With Houston Community College For Dual Credit Course Offerings To Houston Independent School District Students
9. Approval Of The Goals And Measurable Objectives For The 2024-2025 School Improvement Plans
10. Acceptance And Adoption Of Proposed Revisions To The Lone Star Governance Monitoring Calendar
 - Proposed LSG Calendar Revision
11. Consideration And Approval Of The Removal Of Certain Constraint Progress Measures
12. Authority To Negotiate, Execute, And Amend An Interlocal Agreement With The Texas Workforce Commission For The Teacher Registered Apprenticeship Program

13. Authority to Negotiate, Execute, And Amend An Interlocal Agreement With Workforce Solutions Gulf Coast For The Teacher Registered Apprenticeship Program
14. Approval Of The 2025-2026 *Student Code Of Conduct*
 - 2025-2026 Student Code Of Conduct
 - 2025-2026 Codigo De Conducta Estudiantil
15. Authority To Negotiate, Execute, And/Or Amend An Agreement Renewal With The Harris County Juvenile Board
16. Approval Of Vendor Awards For Purchases Which Cost \$1,000,000 Or More And Purchases Associated With A Board-Approved Cooperative Or Intergovernmental Interlocal Agreement
 - Purchasing Requests
17. Approval Of The June Budget Amendment
 - General Fund Budget Amendment
 - Debt Service Budget Amendment
18. Resolution Approving The Commitment Of General Fund Unassigned Fund Balance
 - Resolution
19. Approval Of Resolution And Ordinance Adopting Residence Homestead Exemptions For Tax Year 2025
 - Resolution
20. Adoption Of Resolution Approving The *Debt Management Policy*
 - Resolution
 - Debt Management Policy
21. Adoption Of Resolution Approving The Revised List Of Approved Brokers/Dealers
 - Resolution
 - 2025 Approved Broker Dealers
22. Consideration And Approval Of An Interlocal Agreement With The Harris County Department Of Education To Prepare And Distribute Meals For The Students At Harris County Department Of Education
23. Authority To Negotiate, Execute, And Amend An Interlocal Agreement And/Or Memorandum Of Understanding With The Metropolitan Transit Authority Of Harris County For Student Transportation Ridesharing And Metro Q® Fare Card Services

24. Authority To Negotiate, Execute, And Amend Agreements And/Or Interlocal Memorandums Of Understanding With Community Agencies, Residential Facilities, And Educational Service Providers For Appraisal, Related, Instructional, And/Or Consultant Services For Students With Disabilities
25. Authorization To File An Application To Waive The Superintendent Certification Requirement With The Commissioner Of Education
26. Appointment Of A Houston Independent School District Representative And Alternate To The Houston-Galveston Area Council
27. Approval Of Proposed Deletion Of Board Policy CKB(LOCAL), *Safety Program/Risk Management: Accident Prevention And Reports*-Second Reading
 - CKB(LOCAL), Second Reading
28. Approval Of Proposed Revisions to Board Policy CQC(LOCAL), *Technology Resources: Equipment*-Second Reading
 - CQC(LOCAL), Second Reading
29. Approval Of Proposed Revisions To Board Policy DCB(LOCAL), *Employment Practices: Term Contracts*-Second Reading
 - DCB(LOCAL), Second Reading
30. Approval Of A Proposed Revision To Board Policy DEAA(LOCAL), *Compensation Plan: Incentives and Stipends*-Second Reading
 - DEAA(LOCAL), Second Reading
31. Approval Of A Proposed Revision To Board Policy DMA(LOCAL), *Professional Development: Required Staff Development*-Second Reading
 - DMA(LOCAL), Second Reading
32. Approval Of Proposed Revisions To Board Policy CW(LOCAL), *Naming Facilities*-First Reading
 - CW(LOCAL), First Reading
33. Approval Of Proposed Revisions To Board Policy DCD(LOCAL), *Employment Practices: At-Will Employment*-First Reading
 - DCD(LOCAL), First Reading
34. Approval Of Proposed Deletion Of Board Policy EF(LOCAL), *Instructional Resources*-First Reading
 - EF(LOCAL), First Reading

35. Approval Of Proposed Establishment Of Board Policy EFA(LOCAL), *Instructional Resources: Instructional Materials*-First Reading
 - EFA(LOCAL), First Reading
36. Approval Of Proposed Establishment Of Board Policy EFB(LOCAL), *Instructional Resources: Library Materials*-First Reading
 - EFB(LOCAL), First Reading
37. Approval Of Proposed Revisions To Board Policy EHBB(LOCAL), *Special Programs: Gifted And Talented Students*-First Reading
 - EHBB(LOCAL), First Reading
38. Approval Of Proposed Revisions to Board Policy FFAC(LOCAL), *Wellness And Health Services: Medical Treatment*-First Reading
 - FFAC(LOCAL), First Reading
39. Approval Of Proposed Revisions To Board Policy FFAF(LOCAL), *Wellness and Health Services: Care Plans*-First Reading
 - FFAF(LOCAL), First Reading
40. Approval Of Proposed Revisions To Board Policy GKA(LOCAL), *Community Relations: Conduct On School Premises*-First Reading
 - GKA(LOCAL), First Reading
41. Consideration And Approval Of Minutes From Previous Meetings

BOARD MEMBER REPORTS AND COMMENTS

Reports and comments from the board president and board members regarding meetings and conferences attended, including board committee meetings; schools visited; community and district activities; new initiatives; education programs; and continuing education. The items may be discussed, but no final action will be taken on these items at this meeting.

CLOSED SESSION

Personnel

- a) Deliberate the duties of the superintendent of schools, chief officers, deputy chief officers, executive directors, principals, employees, and board members; evaluations of the superintendent; consideration of compensation, and contractual provisions of same.

- b) Consider and approve proposed appointments, reassignments, proposed terminations, terminations/suspensions, contract lengths, proposed nonrenewals, renewals, and resignations/retirements of personnel including teachers, assistant principals, principals, chiefs, division superintendents, senior executive directors, executive directors, directors, and other administrators, and, if necessary, approve waiver and release and compromise agreements.
- c) Hear complaints against and deliberate the appointment, evaluation, and duties of public officers or employees and resolution of same.

Legal

- a) Matters on which the district's attorney's duty to the district under the Code of Professional Responsibility clearly conflicts with the Texas Open Meetings Law, including specifically any matter listed on this agenda and meeting notice.
- b) Pending or contemplated litigation matters and status report.
- c) Update on federal law enforcement activity on February 27, 2020.
- d) Authority to negotiate, execute, and amend a communications equipment license agreement with Williams Tower, L.P., for trunked radio antennae and repeater space.

District Safety, Emergency Management, And Security Audits

- a) Discussion of district safety concerns, including districtwide intruder detection audit report findings and HB3 compliance.

ADJOURN



6/12/2025

1.

Office of the Superintendent of Schools

Office of Academics

Acceptance Of Board Monitoring Update: Presentation Of Goal 3 Progress Measure 3.1 and Goal 4 Progress Measure 4.3

The Houston Independent School District (HISD) exists to strengthen the social and economic foundation of Houston by assuring its youth the highest-quality elementary and secondary education available anywhere.

In accordance with the Texas Education Agency (TEA) Lone Star Governance continuous improvement model and the Framework for School Board Development, the HISD School Board monitors progress towards the district's goals and compliance with certain goals and constraints.

Attached to this update is a report regarding goals and goal progress measures (GPMs). The following measures have new data this month:

Goal 3: The percentage of students graduating Texas Success Initiative (TSI)-ready and with an industry-based certification (IBC) will increase from 11 percent for the 2021-2022 graduates to 26 percent for the 2026-2027 graduates.

Goal Progress Measure 3.1: The percentage of grade 11 students meeting TSI criteria on the SAT, ACT, or TSI Assessment (TSIA) in both math and reading will increase from 15 percent in May 2023 to 30 percent in May 2028.

Goal 4: Students in grades 4 through 8 who receive special education services that achieve growth as measured by Domain 2 Part A of the state accountability system will increase from 63 percent in August 2023 to 78 percent in August 2028.

Goal Progress Measure 4.3: The percentage of students in grades 3 through 8 who receive special education services who are projected at Meets Grade Level in reading or math on NWEA Measures of Academic Progress (MAP) will increase from 27 percent in May 2024 to 35 percent in May 2028.

HOUSTON INDEPENDENT SCHOOL DISTRICT

GPM 3.1 & 4.3

June 2025



Table of Contents: GPM 3.1

Overview of Data	Exhibit(s)	Page
Background: Goal 3	Exhibit 1	3
Goal 3: The percent of students graduating TSI ready and with an industry-based certification (IBC) will increase from 11% for the 2021–2022 graduates to 26% for the 2026-2027 graduates.	Exhibit 1	3
GPM 3.1: The percent of 11th graders meeting TSI criteria on SAT, ACT, or TSIA in both math and reading will increase from 15% in May 2023 to 30% in May 2028.	Exhibit 2 – 4	4 , 5

Goal 3: The percent of students graduating TSI ready and with an industry-based certification (IBC) will increase from 11% for the 2021–2022 graduates to 26% for the 2026-2027 graduates.

Background

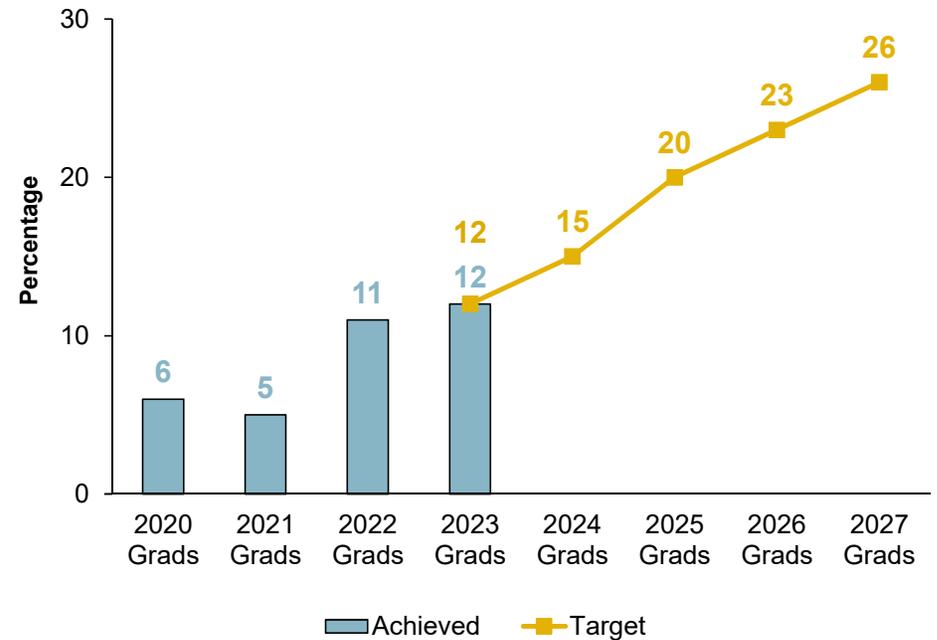
College, Career, and Military Readiness (CCMR) is a component used to measure graduates’ preparedness for college, the workforce, or the military. The Texas Success Initiative (TSI) assesses students’ post-secondary readiness through performance on standardized assessments such as the SAT, ACT, and the TSIA (Texas Success Initiative Assessment).

Industry-Based Certifications (IBCs) are included in Goal 3 as they continue to be a key indicator of workforce preparedness and a component of CCMR reporting when coupled with aligned Career and Technical Education (CTE) coursework.

These indicators focus on graduating students, so reporting is lagged by one year. Twelve percent of students graduating in 2023 earned both an IBC and met the TSI readiness threshold. This meets the goal of 12 percent set by the district for 22-23 graduates.

Goal 3 data sourced from CCMR verifier file (TEA) and is lagged one year; therefore, 2023 graduates reflect the most current data.

Exhibit 1: Graduates Earning an IBC who are also TSI Ready (Goal 3)



GPM 3.1: The percent of 11th graders meeting TSI criteria on SAT, ACT, or TSIA in both math and reading will increase from 15% in May 2023 to 30% in May 2028.



The Texas Success Initiative (TSI) is a program established by the Texas State Legislature to assess college readiness in reading, writing, and math. Students can demonstrate readiness by earning qualifying scores on the SAT, ACT, or the TSI Assessment (TSIA 2.0). To be considered TSI Ready by the state, students must meet benchmark scores in **both** math and reading.

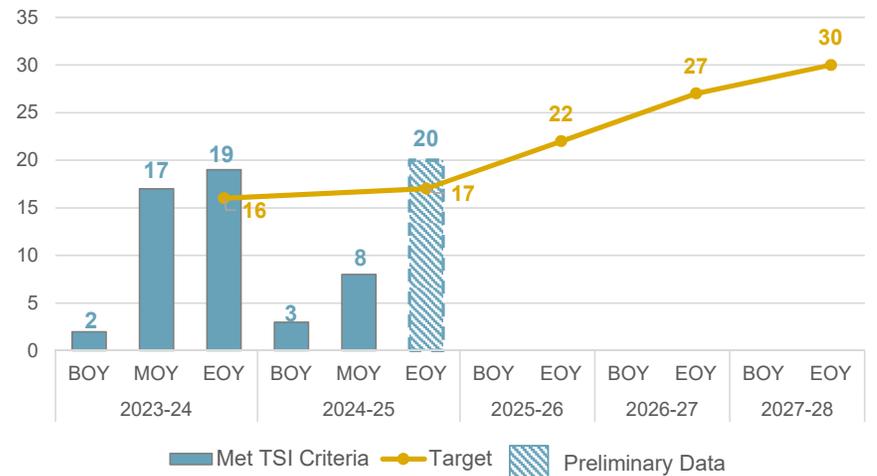
To ensure consistent and meaningful comparisons across school years, the district uses standardized testing windows for each reporting point. For results to be included, assessments must be completed and scores must be available at the time data is pulled for reporting:

- **Beginning-of-year (BOY):** July 1, 2022, to August 30, 2024
- **Middle-of-year (MOY):** July 1, 2022, to March 31, 2025
- **End-of-year (EOY):** All assessments taken from July 1, 2022, to June 30, 2025

These aligned time frames enable us to evaluate student progress using a common reference point each year.

To support TSI readiness, the district offers the SAT to all 11th graders in the spring on a districtwide SAT School Day. For students who do not meet the TSI threshold when they take the SAT, the TSIA2 is offered quarterly during their 12th grade year as an additional opportunity to meet TSI readiness. SAT School Day occurred in April this year so results will be reflected in end-of-year data.

Exhibit 2: Percentage of 11th Grade Students Meeting TSI Criteria in Math and Reading*



Preliminary EOY data indicates that the district has met its overall EOY target of 17%. MOY results decreased from last year to this year. This is because SAT was offered in March in 2023-24 and April in 2024-25 so results from that test show up in EOY preliminary data this year.

*Note: Numbers may not match last years board reports due to updated business rules. All historical data has been recalculated using new business rules to ensure results can be compared year over year. See appendix for additional detail on business rules.

GPM 3.1: The percent of 11th graders meeting TSI criteria on SAT, ACT, or TSIA in both math and reading will increase from 15% in May 2023 to 30% in May 2028.

On Track

Exhibit 3: Percentage of 11th Grade Students Meeting TSI Criteria, Reading and Math, MOY and Preliminary EOY

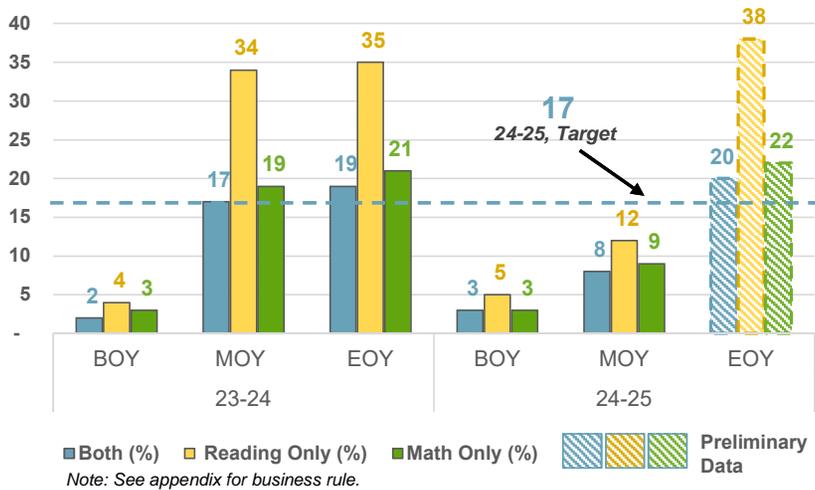


Exhibit 4: Percentage of 11th Graders Meeting TSI Criteria in Math and Reading, by Student Group – Preliminary EOY

Race/ Ethnicity	23-24 EOY (Actual)	24-25 MOY	24-25 EOY (Prelim)	Percentage Point Δ EOY – EOY
All Students*	19	8	20	1% pt
Black (AA)	10	3	12	2% pt
Hispanic/Latino	14	4	16	2% pt
White	38	16	37	-1% pt
Asian	65	42	65	0% pt
Two+ Races	38	19	38	0% pt
Program Group				
Eco Dis	10	4	13	3% pt
EB	7	2	7	0% pt
SWDs	3	1	3	0% pt

Note: Green indicates an increase from MOY to EOY

HISD has historically achieved higher levels of proficiency in reading compared to Math, and this trend continues in 2024-25. However, EOY preliminary results indicate students are **improving** in both Reading and Math this year. It is not recommended to compare MOY to MOY above given SAT Day occurred earlier in the year in 2023-24 and therefore was included in 2023-24 MOY but not 2024-25 MOY.

Preliminary EOY data indicates the district has met its overall EOY target of 17%, with four student groups improving their year over year results and only one student group seeing a slight decline.

GPM 3.1: The percent of 11th graders meeting TSI criteria on SAT, ACT, or TSIA in both math and reading will increase from 15% in May 2023 to 30% in May 2028.

On
Track

Superintendent’s Evaluation of Performance:

For the 2024–25 school year, middle-of-year (MOY) TSI readiness data for 11th graders did not yet include results from the district’s primary TSI strategy—SAT School Day. This test was scheduled later in the year in 2024-25 compared to SY 2023-24 to give more students additional instructional time to prepare. Given this, it is not recommended to compare MOY to MOY.

Preliminary end-of-year (EOY) data, which includes SAT School Day results, indicates continued improvement in student outcomes. Based on historical trends and current data, the cohort is on track to meet and exceed the district’s 17% EOY target for TSI readiness. Some students may also take the TSIA2 prior to the EOY cutoff so some students may have additional opportunities to reach the TSI threshold before EOY results are final.

GPM 3.1: The percent of 11th graders meeting TSI criteria on SAT, ACT, or TSIA in both math and reading will increase from 15% in May 2023 to 30% in May 2028.

On
Track

Root-Cause Analysis:

TSI Assessment Participation: HISD strategically focuses on ensuring all students take the SAT in the Spring of their 11th grade year. This is why SAT participation volumes are higher than the other assessments by the end of the 11th grade year. HISD supports students with ACT if they are taking high school Biology in middle school given the ACT allows them to meet the federal high school science testing requirement, which is a much smaller volume of students. For students who do not meet TSI readiness in 11th grade when they take the SAT, HISD continues to support 12th grade students in becoming TSI ready by offering the TSIA assessment quarterly in 12th grade and through the College Prep Math and College Prep English courses in 12th grade.

GPM 3.1: The percent of 11th graders meeting TSI criteria on SAT, ACT, or TSIA in both math and reading will increase from 15% in May 2023 to 30% in May 2028.

On
Track

Key Actions:

- **Focus on High Quality Instruction.** Students across the district – and especially at NES schools – improved math and ELA EOC STAAR outcomes largely due to the focus on high quality instruction. This helps ensure more students are entering 11th grade better prepared for postsecondary readiness than in previous years. HISD will continue to focus on high quality instruction in all classrooms this year.
- **Provide High Quality, Grade level Curriculum.** The HISD Curriculum team is aligning Algebra II and English III content, level of rigor, and assessment design with the SAT and TSIA 2.0 to ensure all students are getting ample preparation for these exams. This helps ensure TSI readiness skills are embedded into these courses. Additionally, the focus on high quality curriculum in earlier grades will ensure students have the foundational skills necessary for TSI readiness.
- **Provide Strategic Assessment Preparation Supports.** Khan Academy Official SAT Practice is available to all students in HISD. Research shows that students who complete 20 hours of practice using this resource will, on average, increase their SAT Math or English score by 50 points or more. Students are expected to complete 20 hours of practice in a structured environment between the October PSAT and the April School Day SAT, and data reporting systems are being utilized to actively monitor Khan Academy usage.
- **TSI Saturday Bootcamps.** The CCMR Central Office team offers Saturday bootcamps to support students with additional SAT and TSI preparation outside of the typical school day. Students can attend these ahead of SAT Day. Additionally, students who do not meet the TSI threshold can attend these bootcamps ahead of retesting on a TSI assessment.

Table of Contents: GPM 4.3

Overview of Data	Exhibit(s)	Page
Background: Goal 4	Exhibit 1	10
Goal 4: Students in grades 4 through 8 who receive special education services that achieve growth as measured by the Domain 2 Part A of the state accountability system will increase from 63% in August 2023 to 78% in August 2028.	Exhibit 1	10
GPM 4.3: The percentage of students in grades 3 through 8 who receive special education services who are projected at Meets Grade Level in reading or math on NWEA MAP will increase from 27% in May 2024 to 35%* in May 2028.	Exhibit 2 – 7	11 – 13

* Revised target reflects the July 2024 NWEA MAP Linking Study and incorporates re-established baselines to ensure accurate comparisons and STAAR alignment. Approved on 5/8/25.

Goal 4: Students in grades 4 through 8 who receive special education services that achieve growth as measured by the Domain 2 Part A of the state accountability system will increase from 63% in August 2023 to 78% in August 2028.

Background

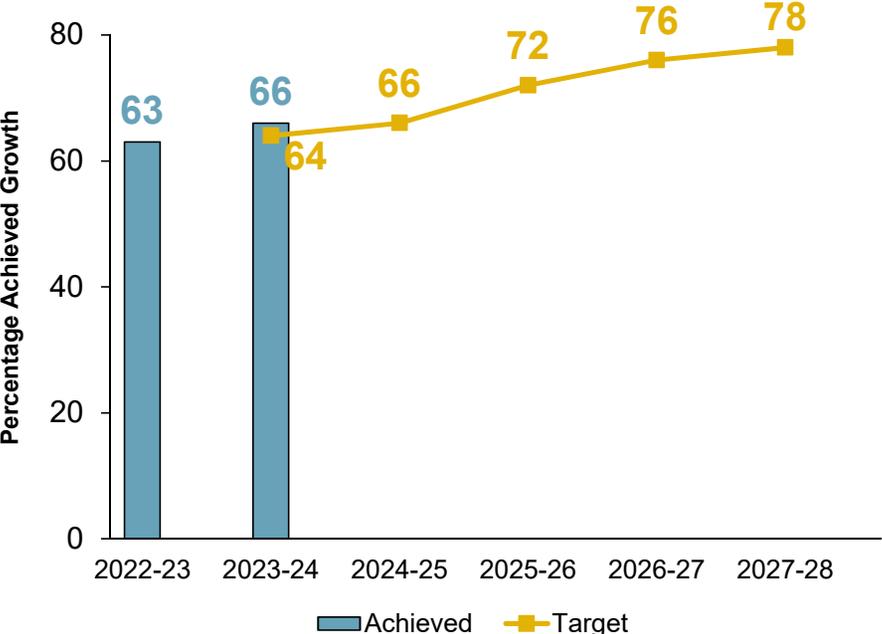
Domain 2, Part A: School Progress

Domain 2A of the state accountability system, measures the academic growth of students in Reading and Math by comparing a student’s STAAR performance from the previous year to their performance in the current year.

The Texas Education Agency (TEA) defines growth as growing at least one year academically as measured by STAAR. Growth is demonstrated if a student:

- **Advances by at least one performance level** in Reading or Math from the previous year, or
- Achieves or maintains the **Meets or Masters** grade level in Reading or Math for the current year.

Exhibit 1: Percent of SWDs Grades 4-8 Achieved Growth, Domain 2, Part A



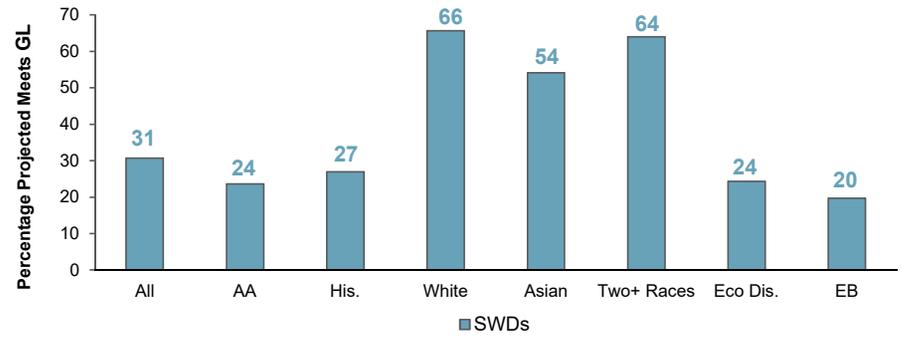
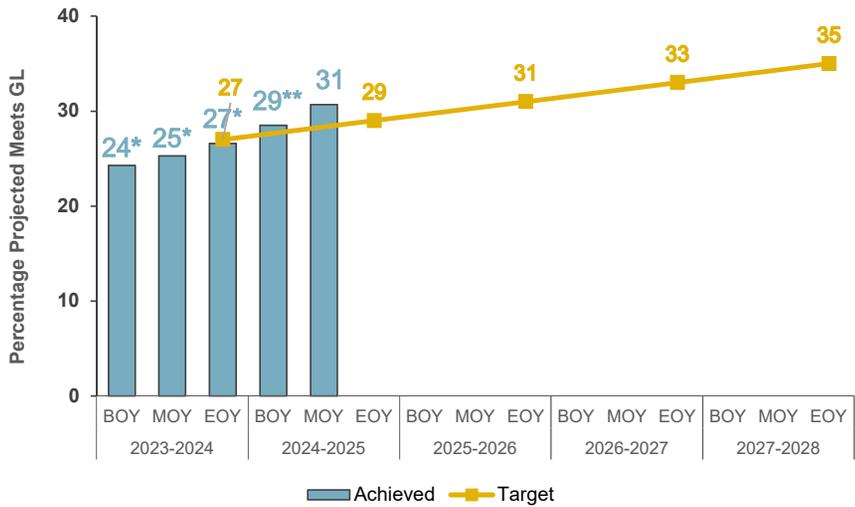
Note: Students must participate in the same subject test for both prior year and current year to be included in the data.

GPM 4.3: The percentage of students in grades 3 through 8 who receive special education services who are projected at Meets Grade Level in reading or math on NWEA MAP will increase from 27% in May 2024 to 35% in May 2028.

On Track

Exhibit 2: Percentage of Grades 3-8 SWDs Projected at Meets Grade Level, Reading (English) OR Math

Exhibit 3: MOY 24-25, Percentage of Grades 3-8 SWDs Projected at Meets Grade Level, Reading (English) OR Math



n Counts	SWD Race/Ethnicity Group						SWD Program Group	
	All	Black (AA)	His.	White	Asian	Two+ Races	Eco Dis.	EB
SWDs at Meets	2,662	572	1,389	531	66	99	1,712	543
SWDs Totals	8,672	2,416	5,158	809	122	155	7,042	2,754

*SY23-24 data has been updated using the July 2024 NWEA MAP Linking Study to ensure accurate year-over-year comparisons and better alignment with STAAR.

**SY24-25 BOY data reflects updated business rules

Note: Students may belong to both a Race/Ethnicity group and a Program group, counts will not sum precisely to overall totals.

The district's MOY MAP data indicates steady progress for students with disabilities (SWDs) in grades 3-8, with 31% currently projected to meet or exceed grade level in reading or math. SWDs are on track to meet the 2024-25 EOY target, already exceeding it by two percentage points. White, Asian, and Two+ Races SWDs are showing higher proficiency rates than other SWD groups, particularly emergent bilingual SWDs.

GPM 4.3: The percentage of students in grades 3 through 8 who receive special education services who are projected at Meets Grade Level in reading or math on NWEA MAP will increase from 27% in May 2024 to 35% in May 2028.

On Track

Exhibit 4: MOY, Percentage of Grades 3-8 SWDs Projected at Meets Grade Level (Reading OR Math)

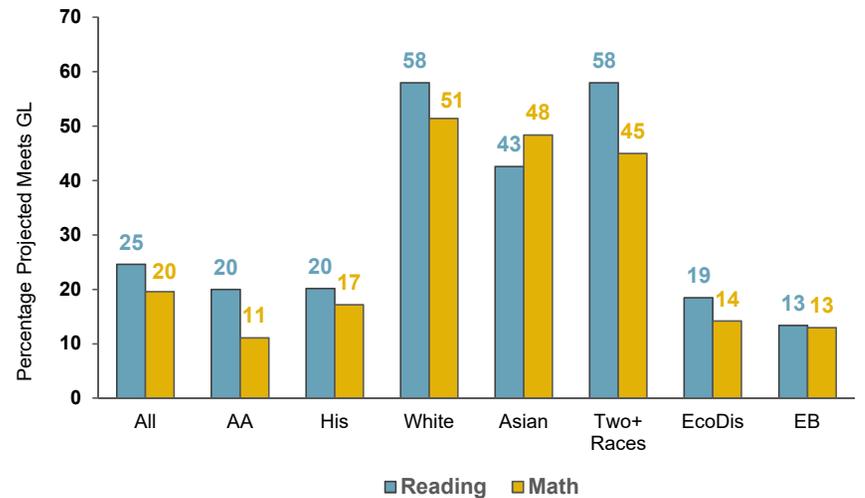
Race/Ethnicity	SY 23-24*			SY 24-25		
	BOY	MOY	EOY	BOY**	MOY	Percentage Point Δ MOY - MOY
All SWDs	24	25	27	29	31	+6 % pts
Black (AA)	18	19	20	21	24	+5 % pts
Hispanic	20	22	23	25	27	+5 % pts
White	64	63	63	67	66	+3 % pts
Asian	56	52	57	59	54	+2 % pts
Two+ Races	57	55	54	60	64	+9 % pts
Program Group						
Eco Dis.	17	19	21	22	24	+5 % pts
EBs	13	15	17	19	20	+5 % pts

*SY23-24 data has been updated based on the July 2024 NWEA MAP Linking Study to ensure accurate year-over-year comparisons and alignment with STAAR.

**SY24-25 BOY data reflects updated business rules

For students with disabilities (SWDs) in grades 3-8, projections indicate exceeding the end-of-year (EOY) target of 29% meeting or exceeding grade level in reading or math. Growth in the percentage of SWDs meeting or exceeding grade level is observed from Beginning-of-Year (BOY) to Middle-of-Year (MOY) this school year, and in year-over-year MOY comparisons across all student groups. However, disparities in projected proficiency are evident: White, Asian, and Two+ Races SWDs show higher projected proficiency compared to other student groups. Regarding subject-specific performance, SWDs generally exhibit higher projected proficiency in Reading than in Math. Exceptions include Asian SWDs, who are projected higher in Math, and Emergent Bilingual SWDs, who show equal projected proficiency in both subjects.

Exhibit 5: MOY 24-25, Percentage of Grades 3-8 SWDs Projected at Meets Grade Level, by Subject



GPM 4.3: The percentage of students in grades 3 through 8 who receive special education services who are projected at Meets Grade Level in reading or math on NWEA MAP will increase from 27% in May 2024 to 35% in May 2028.

On Track

Exhibit 6: MOY 24-25, Percentage of Grades 3-8 SWDs Projected at Meets Grade Level, Reading (English) OR Math, by NES Status

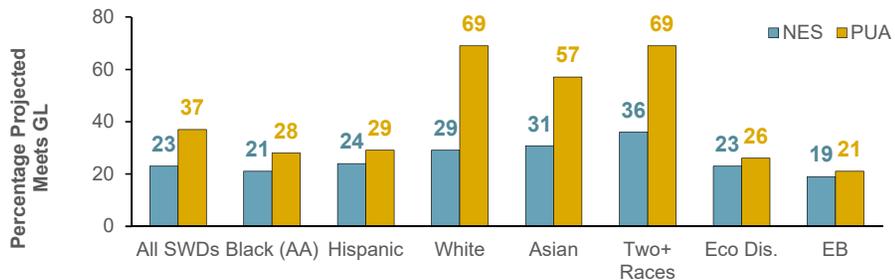
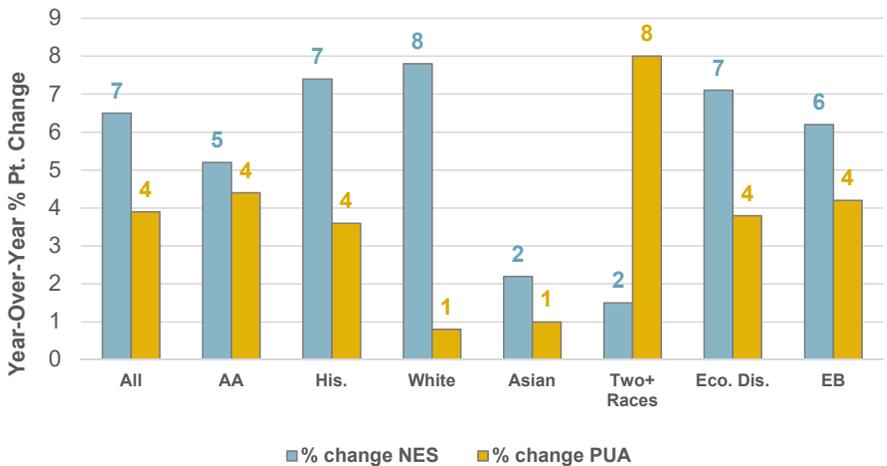


Exhibit 7: Percentage Pt. Change in SWDs Projected at Meets Grade Level, Reading (English) OR Math, by NES Status: MOY 23-24 vs MOY 24-25



n Counts (Testers)	SWD Race/Ethnicity Group						SWD Program Group	
	All SWDs	Black (AA)	His.	White	Asian	Two+ Races	Eco Dis.	EB
NES at Meets	873	301	535	22	4	9	821	230
NES Totals	3,776	1,444	2,214	75	13	25	3,625	1,229
PUA at Meets	1,789	271	854	509	62	90	891	313
PUA Totals	4,896	972	2,944	734	109	130	3,417	1,525

Note: "All SWDs" student group is still inclusive of masked groups; Students may belong to both a Race/Ethnicity group and a Program group, counts will not sum precisely to overall totals.

Note: Year-over-year comparisons use 2024–25 NES and PUA designations

Students with disabilities (SWDs) in grades 3–8 are projected to exceed the End-of-Year (EOY) target of 29% meeting or exceeding grade level. The percentage of SWDs meeting or exceeding grade level increased from beginning-of-Year (BOY) to middle-of-Year (MOY) this school year, and year-over-year MOY comparisons show growth across all student groups as well. However, disparities in projected proficiency persist: White, Asian, and Two or More Races SWDs show higher projected proficiency than other groups, and SWDs at PUA campuses demonstrate higher performance than SWDs at NES campuses. Despite the proficiency differences between SWDs at NES and PUA campuses, year-over-year growth for NES SWDs exceeds that of PUA SWDs in all student groups except Two or More Races.

GPM 4.3: The percentage of students in grades 3 through 8 who receive special education services who are projected at Meets Grade Level in reading or math on NWEA MAP will increase from 27% in May 2024 to 35% in May 2028.

On
Track

Superintendent’s Evaluation of Performance:

The district’s middle-of-year (MOY) 2024–25 MAP performance reflects steady progress in academic achievement among students with disabilities (SWDs). Currently, **31%** of SWDs in grades 3–8 are projected to meet grade-level expectations in reading or math on STAAR—an increase from **25%** at MOY 2023–24.

This trend is increasing, yet achievement gaps remain within SWD student groups. White, Asian, and Two or More Races SWDs continue to outperform their Hispanic, African American, and Emergent Bilingual (EB) SWD peers. Addressing these disparities remains essential to advancing equitable outcomes for all students receiving special education services.

In subject-level analysis, Black SWDs show a 9-percentage point gap between reading and math proficiency, highlighting a need to strengthen math instruction and supports for this group.

Overall, the progress made aligns with the goal to improve outcomes for SWDs in grades 3 through 8, demonstrating strategic advances toward both short- and long-term targets. Continued investment and focus will be key in maintaining momentum to close achievement gaps and achieve equitable growth for students with disabilities.

GPM 4.3: The percentage of students in grades 3 through 8 who receive special education services who are projected at Meets Grade Level in reading or math on NWEA MAP will increase from 27% in May 2024 to 35% in May 2028.

On
Track

Root-Cause Analysis and Key Actions:

The positive growth for students with disabilities can be attributed to a focus on High-Quality instruction for all students. The data shows the following strategies in place are positively impacting student performance.

- **Quality Instruction** - The district has an overall focus on providing quality instruction for all students which include high quality instructional materials. By providing high quality instructional materials in reading and math, SWD have access to the same rigorous content as their non-disabled peers. This access is crucial for closing the achievement gap and helping students to reach their full potential. This year the curriculum team has significantly enhanced the curriculum to include scaffolds to address processing and problem-solving needs.
- **Focus on Reading** - The district began implementing the Science of Reading curriculum. General Education Teachers and Special Education teachers are attending the Texas Education Agency Reading Academies. While targeting literacy, this effort has indirectly supported math performance by strengthening comprehension skills critical for problem solving.
- **Specially Designed Instruction** - The district began training teachers on specially designed instruction. Specially Designed Instruction (SDI) includes methods, strategies, and supports to meet their individual needs. Teachers regularly assess the students MAP growth data by specific skill deficits and provide targeted intervention.
- **Salary Increases** - HISD has raised salaries for SY 24-25 special education teachers to attract and retain certified professionals, ensuring that students with disabilities (SWD) receive services from qualified providers.
- **Professional Development Supports** – HISD also focuses on providing ongoing professional development on specially designed instruction (SDI) for teachers. Additionally, HISD conducts classroom observations of special education teachers to enhance instructional quality and deliver actionable feedback.
- **Data Progress Monitoring** – HISD continuously uses data to inform supports by evaluating progress monitoring data to track student advancement on IEP goals, monitoring MAP test scores over time to measure the effectiveness of interventions, and adjusting strategies based on continuous data analysis and feedback.

The changes are informed by research-based practices in special education and instructional strategies tailored to meet the diverse needs of students with disabilities. These results reflect a stronger alignment with IEP goals and scaffold supports embedded in both general and special education settings.

General Terms

Abbreviation	Term
BOY	Beginning of Year
MOY	Middle of Year
EOY	End of Year
SWDs	Students with Disabilities
EB	Emergent Bilingual
Econ Dis	Economically Disadvantaged
Two+	Two or More Ethnicities
NES	New Education System

GPM 3.1:Glossary

Abbreviation	Term	Definition
CCMR	College, Career, and Military Readiness	State-wide term used to describe a set of indicators that demonstrate post-secondary readiness
IBC	Industry-Based Certification	Certificate earned in various industries, such as welding
TSIA	Texas Success Initiative Assessment	Texas college readiness assessment, similar to SAT
TSI	Texas Success Initiative	Sets criteria/benchmarks for success on ACT, SAT, and TSIA assessments
ACT	American College Test	College entrance exam
SAT	Scholastic Aptitude Test	College entrance exam
AP	Advanced Placement	Represents a critical element in HISD's efforts to inject rigor into the high school classrooms
TCB	Texas College Bridge	College Prep course offered to students in English and Math to prepare for TSI readiness
IB	International Baccalaureate	Offers students a strong curriculum monitored by an international consortium of educators
CTE	Career and Technical Education	Programs that offer students a sequence of rigorous courses to prepare for future education and careers

GPM 3.1: Business Rules

Assessments Data Used			
TSIA 1	TSIA 2	SAT	ACT
Testing Windows			
School Year	BOY	MOY	EOY
24–25	Jul 1, 2022 – Aug 30, 2024	Jul 1, 2022 – Mar 31, 2025	Jul 1, 2022 – Jan 30, 2025
23–24	Jul 1, 2021 – Aug 30, 2023	Jul 1, 2021 – Mar 30, 2024	Jul 1, 2021 – Jan 30, 2024
Test Benchmarks			
Test	Reading	Math	
SAT	≥ 480	≥ 530	
TSIA 2	≥ 945 + Essay ≥ 5	≥ 950	
ACT	≥ 19 + Comp ≥ 23 + Eng/Reading ≥ 40	≥ 19	
Calculation Notes			
<ul style="list-style-type: none"> • Focus: Current 11th graders • Use last 3 years of data (rolling window) • Grade level determined by SIS data at EOY 			

GPM 4.3: Glossary

Abbreviation	Term	Definition
SDI	Specially Designed Instruction	Instruction tailored to meet a student's specific educational needs
TEKS	Texas Essential Knowledge & Skills	Standards defining education requirements for each course
STAAR	State of Texas Assessment of Academic Readiness	Standardized academic achievement test designed to measure the extent to what students know and are able to do.
PUA	Per Unit Allocation	This acronym has historically been used during the budgeting process to refer to the campus whose budget is developed based on the number of students. This grouping of schools does not include NES campuses.
Term		Definition
Achieved Growth		This measures students' academic progress over time by comparing their current proficiency to past performance, assessed through methods like standardized tests or teacher evaluations.
Meets Grade Level/Met GL		This assesses if a student's performance matches expected knowledge and skills for their grade level. Students meeting this standard show proficiency in subjects outlined for their grade level. Assessment methods may include standardized tests, classroom assessments, or teacher evaluations aligned with curriculum standards.
Met Proficiency		This assesses if students have achieved expected competency levels in specific subjects or skills, often determined by standardized tests. It indicates meeting the required knowledge and skill levels, with standards set by educational authorities.

Thank You





6/12/2025

2.

Office of the Superintendent of Schools

Office of Academics

Acceptance Of Board Monitoring Update: Presentation Of Constraint 3 Progress Measure 3.1

The Houston Independent School District (HISD) exists to strengthen the social and economic foundation of Houston by assuring its youth the highest-quality elementary and secondary education available anywhere.

In accordance with the Texas Education Agency (TEA) Lone Star Governance continuous improvement model and the Framework for School Board Development, the HISD School Board monitors progress towards the district's goals and compliance with certain goals and constraints.

Attached to this update is a report regarding constraints and constraint progress measures (CPMs). The following measures have new data this month:

Constraint 3: The superintendent shall not make significant changes, directly or indirectly, to magnet or other specialized programming or school options without first conducting and communicating to the Board and community an analysis of:

- The results of stakeholder engagement related to the anticipated change(s) to programming or school options;
- The projected impact of the anticipated change(s) to the programming or school options, including the projected effectiveness and impact on the achievement of board-adopted student outcome goals, enrollment, and budget; and
- Any related or potentially related research-based studies, which shall include, if applicable, a literature review.

CPM 3.1: The number of significant changes to school options or programming made by the superintendent without conducting and communicating research-based analysis of the effectiveness and impact on the achievement of board-adopted student outcome goals shall not increase from zero in November 2023 to zero in June 2028.

CPM 3.1

June 2025



Constraint 3: Campus Specialized Programming

Constraint 3

The Superintendent shall not make significant changes, directly or indirectly, to magnet or other specialized programming or school options without first conducting and communicating to the Board and community an analysis.

CPM 3.1: The number of significant changes to school options or programming made by the superintendent without conducting and communicating research-based analysis of the effectiveness and impact on the achievement of Board-adopted student outcome goals shall not increase from zero in November 2023 to zero in June 2028.

Met

Centralized Process for Impact Analyses:

Phase 1:
Fall

- Campuses submit any intended program changes to go into effect the following school year
- Changes are vetted by Superintendent, Chief of Schools, Chief Academic Officer, and Division Chief
- Impact analyses are compiled and submitted for approved change requests
- Any change requests that significantly modify a magnet program are prepared as Board items for a vote

Phase 2:
As needed

- If current year enrollment dictates a need for a quicker, non-magnet program change, impact analyses are compiled and submitted as needed

CPM 3.1: The number of significant changes to school options or programming made by the superintendent without conducting and communicating research-based analysis of the effectiveness and impact on the achievement of Board-adopted student outcome goals shall not increase from zero in November 2023 to zero in June 2028.

Met

8 impact analyses delivered

0 breaches of Constraint 3.1

Thank You





6/12/2025

3.

Office of the Superintendent of Schools

Office of Finance and Operations

Approval Of The 2025-2026 Recommended District Budget

The recommended 2025-2026 budget for the Houston Independent School District (HISD) reflects the allocation of revenues and expenditures to support educational programs and services defined by the district's purpose, goals, strategic intent, and core values. It represents the vision of district leadership articulated through financial and operating policies and is a delicate balance of choices representing the educational needs of students and the ability of the community and the state to provide the financial support to serve them.

Projected revenues and other financing sources for the 2025-2026 General Fund are \$2,080,033,202, a 4.2-percent increase over the 2024-2025 budgeted revenues.

Appropriations included in the recommended budget for the General Fund total \$2,121,893,114, a 2.5-percent decrease from the 2024-2025 budgeted expenditures.

The district plans to use \$14,683,839 of fund balance in 2025-2026 to fund the district's budget.

The maintenance and operations (M&O) tax rate used for the budget presented is \$0.6923 and the debt service tax rate used is \$0.1667, for a combined tax rate of \$0.8590 per \$100 of assessed value. The maximum M&O tax rate that the district is allowed to adopt will be communicated by the Texas Education Agency (TEA) to the district in August 2025 and this rate will be adjusted accordingly before it is presented to the board this fall for adoption.

The *2025-2026 Recommended District Budget* includes the following recommended appropriations which also require board approval:

Debt Service Fund	\$397,003,334
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Nutrition Services Fund	\$145,419,189
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The detailed budget by function for the General Fund, Debt Service Fund, and Nutrition Services Fund is attached.

COST/FUNDING SOURCE(S):	Included in the <i>2025-2026 Recommended District Budget</i>
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STAFFING IMPLICATIONS: Included in the *2025-2026 Recommended District Budget*

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board approves the *2025-2026 Recommended District Budget* for fiscal year 2025-2026, effective June 13, 2025.

**HOUSTON INDEPENDENT SCHOOL DISTRICT
RECOMMENDED BUDGET**

SCHEDULE OF REVENUES, APPROPRIATIONS, AND CHANGES IN FUND BALANCE - GENERAL FUND, DEBT SERVICE, AND NUTRITION SERVICES
FOR THE FISCAL YEAR ENDED JUNE 30, 2026

REVENUES		General Fund	Debt Service	Nutrition Services
Property taxes	\$	1,563,545,630	\$ 374,083,733	\$
Earnings on investments		43,500,000		2,100,103
Miscellaneous local sources		38,827,572		7,866,270
State sources		414,500,000	15,665,576	491,957
Federal sources		21,660,000		136,992,532
Total revenues	\$	<u>2,082,033,202</u>	<u>\$ 389,749,309</u>	<u>\$ 147,450,862</u>
APPROPRIATIONS				
11 Instruction	\$	1,244,558,642	\$ -	\$ -
12 Instructional resources and media services		6,452,762	-	-
13 Curriculum development and instructional staff development		14,082,957	-	-
21 Instructional leadership		71,949,719	-	-
23 School leadership		225,426,329	-	-
31 Guidance, counseling, and evaluation services		58,115,936	-	-
32 Social work services		2,905,997	-	-
33 Health services		26,134,103	-	-
34 Student (pupil) transportation		38,336,368	-	-
35 Food services		23,441	-	134,844,512
36 Co-curricular/extracurricular activities		23,734,834	-	-
41 General administration		59,990,522	-	427,672
51 Facilities maintenance and operations		190,550,216	-	10,147,005
52 Security and monitoring services		33,393,427	-	-
53 Data processing services		44,798,974	-	-
61 Community services		7,088,134	-	-
91 Contracted instructional services between public schools		-	-	-
95 Juvenile justice alternative education program		792,000	-	-
97 Payments to tax increment fund		53,509,290	-	-
99 Tax appraisal and collection		19,913,644	-	-
Debt service				
71 Principal		120,000	397,003,334	-
71 Interest and fiscal charges		-	-	-
81 Capital outlay		15,819	-	-
Total expenditures		<u>2,121,893,114</u>	<u>397,003,334</u>	<u>145,419,189</u>
Excess (deficiency) of revenues over (under) expenditures		<u>(39,859,912)</u>	<u>(7,254,025)</u>	<u>2,031,673</u>
OTHER FINANCING SOURCES (USES)				
Transfers in		25,000,000	20,643,677	-
Sale of Property		20,000,000		
Transfers out		(19,823,927)	-	-
Total other financing sources (uses)		<u>25,176,073</u>	<u>20,643,677</u>	<u>-</u>
Net change in fund balances		(14,683,839)	13,389,652	2,031,673
Estimated fund balances—beginning ⁽¹⁾		799,864,486	168,399,312	52,436,308
Estimated Fund balances—ending	\$	<u>785,180,647</u>	<u>\$ 181,788,964</u>	<u>\$ 54,467,981</u>



6/12/2025

4.

Office of the Superintendent of Schools

Office of Academics

Authorization To Negotiate, Execute, And Amend A Service Contract With The University Of Texas Health Science Center At Houston

To increase compliance with state-required student vaccinations and promote overall community health, the Houston Independent School District (HISD) seeks approval to negotiate, execute, and amend a service contract with the University of Texas Health Science Center at Houston for the 2025 -2026 school year.

This partnership provides free vaccination clinics addressing all required student immunizations; distributes human papillomavirus (HPV)-focused health education materials to students, families, and staff; and delivers targeted training to all school nurses, enhancing their ability to support vaccination efforts and educate students and families.

This partnership with the University of Texas Health Science Center at Houston has previously provided support at the following HISD campuses and typically targets solely middle school campuses.

- Attucks Middle School (MS)
- Burbank MS
- Clifton MS
- Deady MS
- Edison MS
- Fonville MS
- Forest Brook MS
- Hartman MS
- Holland MS
- Jane Long Academy
- Key MS
- Las Americas Newcomers
- Lawson MS
- Marshall MS
- Navarro MS
- Revere MS
- Stevenson MS
- Sugar Grove Academy
- Thomas MS
- Welch MS

- Westside High School (HS)
- Willams MS
- Wisdom HS

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None. Existing health and medical staff support this initiative during the scope of their current district roles.

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board authorizes the superintendent or designee to negotiate, execute, and amend a service contract with the University of Texas Health Science Center at Houston, effective June 13, 2025.



6/12/2025

5.

Office of the Superintendent of Schools

Office of Academics

Approval To Submit Course Waiver Requests For Texas Connections Academy At Houston To The Texas Education Agency

The Texas Education Agency (TEA) requires the review and approval of all courses made available through the Texas Virtual School Network (TXVSN) prior to a course being offered. Eligible school districts may apply to the commissioner of education for a waiver from the TEA's course review process if the district can document that each course meets all TXVSN course standards and requirements. Per Texas Education Code, Section 7.056 (b)(1), the submission of waiver requests must be authorized by the local board of education.

Texas Connections Academy at Houston (TCAH) is a Houston Independent School District (HISD) campus charter that provides, as part of TXVSN, an online school program to over 8,500 students in Houston and across Texas. TCAH developed and implemented Advanced Placement (AP) Research and AP Seminar since the 2020-2021 school year. These waivers expire in 2024-2025 and must be renewed for the 2025-2026 school year. These courses have been previously approved by the HISD School Board. In addition, TCAH has developed AP 2D Art and Design and AP Drawing in alignment with the College Board curriculum expectations and requirements for the 2025-2026 school year and seeks approval to add these courses to TCAH's offerings. The request is for the approval of the course waivers for the four courses listed above. These innovative student-directed AP courses satisfy the TXVSN and College Board standards and requirements.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board approves the submission of course waiver requests for TCAH to the TEA for school years 2025-2026, 2026-2027, and 2027-2028, effective June 13, 2025.



6/12/2025

6.

Office of the Superintendent of Schools

Office of Academics

Authority To Renew Interlocal Partnership Agreement With The University Of Texas At Austin OnRamps For Dual Enrollment Course Offerings

This is a request to renew the partnership agreement with The University of Texas at Austin (UT) for dual enrollment (i.e., UT OnRamps) course offerings to students in grades 9-12 within the Houston Independent School District (HISD). These dual enrollment courses are articulated to UT and can count for both high-school and college credit. Students receive college credit for a course upon successfully passing the college portion of the course and are eligible to earn a College, Career, and Military point for Texas Education Agency (TEA) accountability. The partnership agreement term is from June 1, 2025, through August 31, 2026.

HISD anticipates significant enrollment growth with the UT OnRamps program during the 2025-2026 school year, as the following campuses completed an implementation plan that includes dual enrollment classes they intend to offer to HISD students (new campuses for the 2025-2026 school year are in bold type):

- Austin High School (HS)
- Bellaire (HS)
- Challenge Early College (HS)
- Chavez (HS)
- DeBaKey (HS) for Health Professions
- **East Early College (HS)**
- **Eastwood Academy**
- Energized for STEM Academy
- Furr (HS)
- Houston Academy for International Studies
- Heights (HS)
- High School for Law & Justice
- Jane Long Academy
- Jones Futures Academy
- Kashmere (HS)
- Madison (HS)chool
- **Mickey Leland College Preparatory Academy for Young Men**
- **Middle College (HS)-Gulfton**
- Milby (HS)
- North Forest (HS)
- North Houston Early College (HS)

- Northside (HS)
- Houston Math, Science, and Technology Center (HS)
- Scarborough (HS)
- Sharpstown (HS)
- Sharpstown International School
- South Early College (HS)
- Sterling Aviation Early College (HS)
- Waltrip (HS)
- Washington (HS)
- Westbury (HS)
- Westside (HS)
- Wheatley (HS)
- Wisdom (HS)
- Worthing (HS)
- Yates (HS)
- Young Women's College Preparatory Academy

The following courses are offered through the UT OnRamps Program: (New courses for the 2025-2026 school year are in bold type)

- Fundamentals of Arts and Entertainment Technologies
- Introductory Biology I with lab (BIOL 1306) & (BIOL 1106)
- Principles of Chemistry I with lab (CHEM 1311) & (CHEM 1111)
- Principles of Chemistry II with lab (CHEM 1312)
- Introduction to Chemical Practices II with lab (CHEM 1112)
- Computer Science: Thriving in Our Digital World
- Introduction to Economics (ECON 2302)
- Earth, Wind, and Fire: An Introduction to Geoscience
- **Issues and Policies in American Government (GOVT 2302)**
- United States History, 1492-1865 (HIST 1301)
- United States Since 1865 (HIST 1302)
- College Algebra (MATH 1314)
- Discovery Precalculus (MATH 2312)
- Mechanics, Heat, and Sound with lab (PHYS 1301) & (PHYS 1101)
- Electromagnetism, Optics, and Nuclear Physics (PHYS 1302)
- Introduction to Rhetoric (ENGL 1301)
- Reading and Writing the Rhetoric of American Identities (ENGL 1302)
- Elementary Statistical Methods (MATH 1324)
- Introduction to Quantum Technologies (PHYS 1307)

Each district is responsible for fees as follows:

- \$550 in professional learning institute expenses for each new OnRamps teacher (virtual or local hybrid)
- \$250 in professional learning institute expenses for each returning OnRamps teacher (virtual or local hybrid)
- \$175.56 tuition and course materials expense per 3-hour course for each student. If

subsidized funding is available, the cost will be \$149 per 3-hour course. Under the Financial Aid for Swift Transfer (FAST) program, students eligible for free/reduced lunch will cost \$0 per course.

- \$10,673.80 in required lab materials in each Chemistry I course.
- \$9,687.67 in required lab materials in each Chemistry II course.
- \$7,249.55 in required lab materials in each Physics I course.
- \$4,293.62 in required lab materials in each Biology I course.

COST/FUNDING SOURCE(S): The total cost for this program is not expected to exceed \$600,000 over the 2025-2026 academic year.

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board authorizes the superintendent of schools or a designee to renew an interlocal agreement renewal with UT Austin OnRamps for dual enrollment course offerings, effective June 13, 2025.



6/12/2025

7.

Office of the Superintendent of Schools

Office of Academics

Approval To Submit Waiver For Low Attendance And Missed School Days To The Texas Education Agency For 2024-2025

In accordance with the Texas Education Code (TEC) §7.056(a-e), which provides a process by which schools may request waivers from local school board policies, State Board of Education rules, or TEC requirements that inhibit student achievement, the Houston Independent School District (HISD) requests that the School Board approves the waiver requests outlined below and detailed in the attached explanatory sheet for submission to the Texas Education Agency (TEA).

Low Attendance Waivers:

For a day when school was held, attendance was at least 10 percentage points below the overall average attendance rate for the applicable campus from the prior year because of inclement weather-related, health, or safety issues, HISD is applying for a waiver to have the day excluded from average daily attendance (ADA) and Foundation School Program (FSP) funding calculations. HISD has confirmed that the number of minutes requested for a low attendance day is equivalent to the number of minutes operated on that day.

Missed School Day(s) Waiver:

HISD is requesting a waiver for identified campuses for excused absences due to full instructional days missed due to inclement weather-related, health, safety, or other issues. HISD has confirmed that the number of minutes requested for a missed school day is equivalent to the number of minutes operated on that day.

The list of schools for which waivers are requested, with the types of waivers requested, is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board approves submitting waiver requests as described above to the TEA, effective June 13, 2025.

Low Attendance and Missed School Days Waiver

Board Policy	Waiver Description	Requesting School(s)	Recommendation
<p>Low Average Daily Attendance (ADA)</p>	<p>Allows the district to excuse instructional days from ADA calculations when attendance was at least 10 percent below the previous school year's average attendance due to inclement weather or health/safety reasons.</p>	<p>Health 2/3/2025 Bellaire HS Health 3/7/2025 Bellaire HS Safety 9/4/2024 Sharpstown International Safety 9/13/2024 Burbank MS Reagan K-8 Safety 9/16/2024 Grissom ES Patterson ES Sharpstown International Safety 9/20/2024 Hogg MS Safety 12/20/2024 Burrus ES Safety 1/28/2025 Durkee ES Safety 2/10/2025 Sanchez ES Safety 2/20/2025 Carrillo ES Ed White ES Rucker ES Safety 3/24/2025 DeAnda ES Safety 4/20/2025 Park Place ES Safety 4/21/2025 Milby HS</p>	

		<p>Safety 5/1/2025 Wheatley HS</p> <p>Weather 1/10/2025 Burnet ES Ed White ES Fonville MS Grisson ES Hamilton MS Navarro MS Shadydale ES Wheatley HS</p> <p>Weather 1/17/2025 Key MS</p> <p>Weather 1/23/2025 Bellfort ECC Burnet ES Fonwood ECC Frost ES Garcia ES Key MS McReynolds MS Petersen ES</p> <p>Weather 1/28/2025 Tinsley ES</p> <p>Weather 2/20/2025 Austin HS Barrick ES Bellfort ECC Berry ES Burnet ES Burrus ES Energized Excellence Academy ES Energized Excellence Academy ECC Franklin ES Frost ES</p>	
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		Hamilton MS Herrera ES Navarro MS Park Place ES Scarborough ES Sutton ES Tinsley ES Wheatley HS	
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Board Policy	Waiver Description	Requesting School(s)	Recommendation
Missed School Days	Districts or campuses can request a waiver for excused absences if instructional days are missed due to inclement weather, health, safety- related, or other issues. The first two days missed for any reason must be made up, using either designated makeup days or additional minutes.	N/A	



6/12/2025

8.

Office of the Superintendent of Schools

Office of Academics

Authority To Negotiate, Execute, And Amend An Interlocal Agreement Renewal With Houston Community College For Dual Credit Course Offerings To Houston Independent School District Students

This agenda item requests approval from the Houston Independent School District (HISD) School Board to authorize the superintendent of schools or a designee to negotiate and execute an interlocal agreement renewal with Houston Community College (HCC) to offer dual credit courses to students in grades 9-12 within HISD. These dual credit courses articulate to several public postsecondary institutions throughout Texas and count for both high school and college credit. Students receive college credit upon successful completion of each semester-long course. The partnership agreement term is from August 1, 2025, through July 31, 2028.

During school years 2022-2023 through 2024-2025, more than 13,000 students from 46 HISD high schools enrolled in dual credit courses in a variety of subject areas. HISD students who successfully completed their dual credit courses between fall 2022 and spring 2025 with HCC saved an estimated \$16 million in community college tuition expenses.

Currently, the district covers the student registration/fees and student instructional materials expenses that vary by course based on annual appropriations for an amount not to exceed \$3,000,000 for the duration of the contract for academic school years 2025-2026, 2026-2027, and 2027-2028.

HISD also covers the out-of-district tuition cost (est. \$65 per course/student) for dual credit classes offered via HCC, minimizing the overall costs for students and their families. This annual expense has not exceeded \$25,000 based on existing dual credit student enrollment.

COST/FUNDING SOURCE(S): The total cost for this program is not expected to exceed \$3,000,000 over the 2025-2026, 2026-2027, and 2027-2028 academic terms.

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board authorizes the superintendent of schools or designee to negotiate, execute, and amend an interlocal agreement renewal with HCC for dual credit course offerings, effective June 13, 2025.



6/12/2025

9.

Office of the Superintendent of Schools

Office of Academics

Approval Of The Goals And Measurable Objectives For The 2024-2025 School Improvement Plans

The school improvement plan (SIP) is a comprehensive, annually developed plan required by Texas Education Code (TEC) §11.253. Schools are required to submit campus performance objectives that are part of their SIP to the Houston Independent School District (HISD) School Board for approval.

To support these efforts, each principal was responsible for developing a campus action plan in spring 2024 before the 2024-2025 school year started. Action plans consist of a root cause analysis with aligned key actions and metrics to improve school academic outcomes. All action plans were reviewed by an executive director to ensure they are rigorous with clear and measurable goals. Campuses were also required to take their action plans to their campus shared decision-making committee (SDMC) for review.

Principals are expected to monitor progress toward the goals outlined in their plan throughout the year. The district places a significant focus on the campus action plan by incorporating each campus's ability to meet the goals in the action plan into the principal evaluation process. The action plans are reviewed by executive directors at the end of the year and principals receive a score that impacts their evaluation.

The plan for each campus will be made available on its respective HISD website after the goals and measurable objectives are approved. This item seeks board approval of the goals and measurable objectives for all HISD SIPs.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board approves the goals and measurable objectives for the 2024-2025 SIPs, effective June 13, 2025.



6/12/2025

10.

Office of the Superintendent of Schools

Office of Academics

Acceptance And Adoption Of Proposed Revisions To The Lone Star Governance Monitoring Calendar

In accordance with the Texas Education Agency (TEA) Lone Star Governance (LSG) continuous improvement model and the Framework for School Board Development, the Houston Independent School District (HISD) School Board monitors progress towards the district's goals and compliance with certain constraints. This item seeks acceptance from the board of revisions to the current board monitoring calendar. A copy of the calendar is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board accepts and adopts the revised board monitoring calendar, effective June 13, 2025.

BOY	Goal 1	Constraint
MOY	Goal 2	
EOY	Goal 3	
	Goal 4	

Annual Proposed LSG Calendar

Month	Goal/ GPM	Subject	Data Source	Reporting Period
October	Goal 3.2	CCMR - CTE Completer	Summer PEIMS	EOY/BOY (for previous year due to delay in data)
November	GPM 1.1 & 1.2	Reading 3 rd grade	NWEA MAP	BOY
	GPM 2.1 & 2.2	Math 3 rd grade	NWEA MAP	BOY
	Goal 3	TSI Readiness	Summer PEIMS	EOY/BOY
December	GPM 4.3	SWD Reading or Math 3 rd – 8 th	NWEA MAP	BOY
January	No report given MOY data not yet available			
February	GPM 3.3	CCMR - College Credit	College Board, HCC	MOY
March	Goal 1- ALL GPMs	Reading 3 rd grade	NWEA MAP	MOY
	Goal 2- ALL GPMs	Math 3 rd grade	NWEA MAP	MOY
April	GPM 4.1 & 4.2	SWD	NWEA MAP	MOY
	GPM 3.4 & 3.5	Reading & Math 4 th - 8 th	NWEA MAP	MOY
May	No report			
June	GPM 4.3	SWD	NWEA MAP	MOY
	GPM 3.1	CCMR – TSI	College Board	MOY
	Constraint 3.1	Specialized Programming	OOA	EOY
July	No Meeting			
August	Goal 1	Reading 3 rd grade	STAAR	EOY
	Goal 2	Math 3 rd grade	STAAR	EOY
Sept	Goal 4	SWD	STAAR Accountability	EOY
	GPM 3.4 & 3.5	MAP – 4 th – 8 th	NWEA MAP	
	Constraint 2.1 & 2.2	SPED Compliance	SPED Audits	EOY

All GPMs will be reported when listed as overall goal unless otherwise noted.



6/12/2025

11.

Office of the Superintendent of Schools

Office of Academics

Consideration And Approval Of The Removal Of Certain Constraint Progress Measures

The Houston Independent School District (HISD) School Board is asked to consider and approve the removal of constraint progress measures 1.1, 1.2, and 1.3.

To support ongoing monitoring of progress toward Constraint 1, future board reports will include disaggregated data for previously underperforming schools, when relevant to the metric presented. This approach enables continuous, year-round monitoring of Constraint 1, rather than limiting the focus to end-of-year reporting.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board considers and approves the removal of constraint progress measures as described, effective June 13, 2025.



6/12/2025

12.

Office of the Superintendent of Schools

Office of the Chief of Schools

Authority To Negotiate, Execute, And Amend An Interlocal Agreement With The Texas Workforce Commission For The Teacher Registered Apprenticeship Program

This agenda item is to request that the Houston Independent School District (HISD) School Board authorizes the superintendent of schools or a designee to negotiate, execute, and amend a contract as part of the Department of Labor Teacher Registered Apprenticeship Program, a partnership between the Texas Workforce Commission and HISD. This partnership is part of the district's efforts to increase teacher certification through the Department of Labor Teacher Registered Apprenticeships. This initiative will sustain district-trained, aspiring teachers through university certification programs and the HISD Alternative Certification Program.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board authorizes the superintendent of schools or a designee to negotiate, execute, and amend a contract with the Texas Workforce Commission for the Teacher Registered Apprenticeship Program, effective June 13, 2025.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

6/12/2025

13.

Office of the Superintendent of Schools

Office of the Chief of Schools

Authority to Negotiate, Execute, And Amend An Interlocal Agreement With Workforce Solutions Gulf Coast For The Teacher Registered Apprenticeship Program

This agenda item is to request that the Houston Independent School District (HISD) School Board authorizes the superintendent of schools or a designee to negotiate, execute, and amend an interlocal agreement as part of the Department of Labor Teacher Registered Apprenticeship Program, a partnership between Workforce Solutions Gulf Coast and HISD. This partnership is part of the district's efforts to increase teacher certification through the Department of Labor Teacher Registered Apprenticeships. This initiative will sustain district-trained, aspiring teachers through university certification programs and the HISD Alternative Certification Program.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board authorizes the superintendent of schools or a designee to negotiate, execute, and amend an interlocal agreement with Workforce Solutions Gulf Coast for the Teacher Registered Apprenticeship Program, effective June 13, 2025.



6/12/2025

14.

Office of the Superintendent of Schools

Office of the Chief of Schools

Approval Of The 2025-2026 Student Code Of Conduct

This agenda item seeks approval from the board of the 2025-2026 *Student Code of Conduct (SCOC)*). Students and parents have online access to the *SCOC* through the district's and schools' websites. Hard copies are also available upon request.

Texas Education Code (TEC) Chapter 37 requires that a board of trustees adopt a student code of conduct for the district before the first day of school. In addition to establishing standards for student conduct, the *SCOC* also defines the procedures, protocols, supports, and interventions that must be implemented when an administrator is considering the use of an exclusionary consequence. The content of the *SCOC* is mainly driven by TEC Chapter 37, recommendations from the Texas Association of School Boards (TASB), and educational best practices. Discipline-related concerns and recommended revisions to the *SCOC* that surface throughout the year from staff, parents, and students and any new federal or state law or regulations are discussed and reviewed annually with the Houston Independent School District (HISD) legal department and various other HISD departments.

Each year, the *SCOC* is updated and published to inform all HISD parents and students of student rights and responsibilities as well as HISD's expectations regarding student conduct in schools. The *SCOC* defines districtwide expectations for student behavior and provides means for constructive student-administrator relationships. The *SCOC* also specifies various disciplinary consequences available to district administrators in response to student misconduct and appeals options available to parents/guardians in response to disciplinary consequences.

The *SCOC*, which is available in English and Spanish, also provides a foundation for the development and implementation of each campus' school-based discipline-management system.

Revisions to the *SCOC* for school year 2025-2026 are based solely on date revisions at this time. The Texas legislative session is expected to make revisions to TEC Chapter 37, and this will necessitate changes to the *SCOC*. These changes will not be available until after the June board meeting. Therefore, the HISD administration will bring forward a *SCOC* supplement for approval in August. This supplement will include all substantive changes to the *SCOC*.

A copy of the 2025-2026 *Code of Student Conduct* is on file in Board Services.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board approves the *Student Code of Conduct* for the school year 2025-2026, effective June 13, 2025.

2025 – 2026

STUDENT CODE OF CONDUCT

EXCELLENCE EXPECTED, GREATNESS GRADUATED



Proposed Adoption by the Houston ISD Board of Managers
June 12, 2025 • www.houstonisd.org

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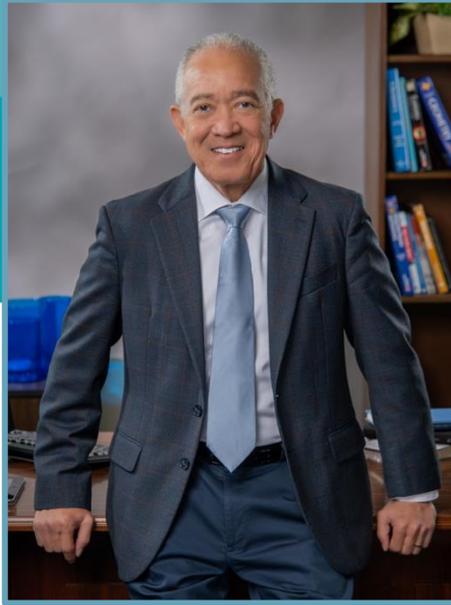
Rolando Martinez
Board Member



Paula Mendoza
Board Member



Adam Rivon
Board Member



F. Mike Miles
Houston ISD Superintendent of Schools

This publication, approved by the HISD School Board, carries the full impact of approved Board Policy and Administrative Regulations. Any revisions must be approved by the Board before becoming effective.

STAY INFORMED

HISD Website:

www.HoustonISD.org

Twitter:

www.twitter.com/HoustonISD

Facebook:

www.facebook.com/HoustonISD

Text Messaging:

Text YES to 68453

YouTube:

www.youtube.com/user/TheHISD

It is the policy of the Houston Independent School District not to discriminate on the basis of age, color, handicap or disability, ancestry, national origin, marital status, race, religion, sex, veteran status, political affiliation, sexual orientation, and gender identity and/or gender expression in its educational or employment programs and activities.

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STUDENT CODE OF CONDUCT

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact the HISD Administration Office at 713-556-6000.

Purpose

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

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

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

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

Because the Code of Conduct is adopted by the District’s School Board, it has the force of policy. In the event of a conflict between the Code of Conduct and the Student Handbook, the Code of Conduct shall prevail.

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

AT A GLANCE: SUMMARY OF RELATED BOARD POLICIES

This Code of Student Conduct is drawn from Board Policies and Administrative Regulations. Students are subject to the Board Policies and Administrative Regulations now in effect and those that may be adopted or amended after the publication of this Code. Those who desire more information concerning the policies and administrative procedures upon which this Code is based should refer to them. Copies are available in all schools. The sections that relate to student conduct are as follows:

Attendance

Board Policy and Administrative Regulations state that regular attendance and punctuality shall be required of every student. Board Policies state the District’s attendance policy for students for course credit. In addition, Texas Education Code Section 25.087 pertains to excused absences. Board Policy Reference(s): FEC, FED, FEA

Complaints

Board Policy states that students may present any complaint to the District, either personally or through a representative, through appropriate complaint procedures. Board Policy Reference(s): FNG, FFH

Student Dress and Personal Grooming

Board Policy describes the District’s policy with regard to student dress and personal grooming; it calls for the establishment of standards in each school. Additionally, each school may establish a mandatory uniform policy in conformance with state law and District policy. Board Policy Reference(s): FNCA

Illegal Drugs and Alcohol

Board Policy and state law prohibit any student from selling or possessing an illegal drug or alcohol on school grounds. Board Policy Reference(s): FNF1, FNF2, FNCF

Student Publications

Board Policy describes the District’s policies regarding student participation in the publication of school newspapers, yearbooks, literary magazines, and other school-sponsored publications; it also covers the publication and distribution of publications that are not school-sponsored. Board Policy Reference(s): FNAA, FMA

Smoking/Vaping

Board Policy states that students are prohibited from possessing, smoking, or using tobacco products or vaping on school property and at any school-related or school sanctioned activity on or off of school property. Board Policy Reference(s): FNCD

School Property

Board Policy notes that the student’s responsibility for school property is the same as his or her responsibility for other public property; it holds the student accountable for malicious damage, the defacing of property, and vandalism. Board Policy Reference(s): FNCF

Information and Privacy Records

Board Policy spells out District policies with regard to the right to information and privacy of student records. In addition, the Texas Public Information Act, Article 6251.17a, and the Family Educational Rights and Privacy Act of 1974, Public Law 93480, describe the student’s rights in this regard. Additionally, certain special education records will be destroyed after seven years upon proper notification. Board Policy Reference(s): FL, FL2, FL3

Discipline

Board Policy states that the principal shall have full authority to maintain adequate discipline in the school, and that teachers shall have the responsibility for the discipline of students. Further, it states that students shall be addressed reasonably, fairly, and consistently, but serious or persistent misconduct shall not be tolerated. By Board action, this Code of Student Conduct carries the force of policy in discipline matters. Board Policy Reference(s): FOE, FOD, FOC, FOB, FO, FOF, FNC

Suspension/Expulsion

Board Policy details policies regarding suspensions and expulsions. Board Policy Reference(s): FO, FOD, FFB, FOC, FOA

Hearings

Administrative Regulations establish the guidelines for the format of hearings. Board Policy Reference(s): FOD

Fraternities, Sororities, Gangs, and Other Secret Organizations

Board Policy and state laws disallow fraternities, sororities, and other secret organizations in District schools. Board Policy Reference(s): FNCC, FOC

Search and Seizure

Board Policy details policies regarding search and seizure on campuses. Board Policy Reference(s): FNF, FNF1, FNF2, FNCF

Corporal Punishment

Board Policy details District prohibition of corporal punishment. Board Policy Reference(s): DC11

SCHOOL DISTRICT AUTHORITY AND JURISDICTION

School rules and the district’s authority to administer discipline apply whenever the interest of the district is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.

The district has disciplinary authority over a student:

1. During the regular school day;
2. While the student is traveling on district transportation;
3. During lunch periods in which a student is allowed to leave campus;
4. At any school-related activity, regardless of time or location;
5. For any school-related misconduct, regardless of time or location;
6. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
7. When a student engages in cyberbullying, as provided by Education Code 37.0832;
8. When criminal mischief is committed on or off school property or at a school-related event;
9. For certain offenses committed within 300 feet of school property as measured from any point on the school’s real property boundary line;
10. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
11. When the student commits a felony, as provided by TEC 37.006 or 37.0081; and
12. When the student is required to register as a sex offender.

Students’ Rights and Responsibilities

Title IX of the Education Amendments Act is a federal law that prohibits discrimination on the basis of sex against students and employees of HISD, including sex discrimination, sexual harassment, and other sexual misconduct (such as sexual assault, stalking, and dating or domestic violence) in an educational program or activity. The District shall take all allegations of Title IX violations seriously and will make every reasonable effort to handle and respond to every Title IX complaint filed by students or employees in a prompt, fair, thorough, and equitable manner.

As required by law, the District shall follow the procedures below 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 under Title IX. Please consult HISD’s Title IX website for more information regarding Title IX. Also, questions regarding Title IX may be referred to:

Danielle Delone, *District Title IX Coordinator*

Breanna Turner, *District Title IX Co-Coordinator*

Office Mailing Address:

Hattie Mae White Educational Support Center
4400 West 18th Street
Houston, Texas 77092

Phone: 713.556.6023

Email Address: TitleIXComplaints@houstonisd.org

Threat Assessment and Safe and Supportive School Team

Campus administrators will work closely with the campus threat assessment and safe and supportive school team to implement the district's threat assessment policy and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code of Conduct.

Searches

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

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

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

Reporting Crimes

The principal and other school administrators as appropriate shall report crimes as required by law and shall call local law enforcement when an administrator suspects a crime has been committed on campus.

Security Personnel

The board utilizes School Based Law Enforcement (SBLE) officers to ensure the security and protection of students, staff, and property. In accordance with law, the board has coordinated with the campus administration and other district employees to ensure appropriate law enforcement duties are assigned to these persons. Provisions addressing the various types of security personnel can be found in the CKE policy series.

“Parent” Defined

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

Participating in Graduation Activities

The district has the right to limit a student's participation in graduation activities for violating the district's Code of Conduct. Participation might include a speaking role, as established by district policy and procedures.

Students eligible to give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, to be considered eligible, a student shall not have engaged in any misconduct that resulted in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if they are engaged in any misconduct that resulted in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

Only students who are graduating and who hold one of the following positions of honor based on the neutral criteria shall be eligible to use the limited public forum: class officers and the top ten percent. A student who shall otherwise have a speaking role in the graduation ceremony is ineligible to give the opening and closing remarks. Students who are eligible shall be notified and given an opportunity to volunteer. Students are not eligible to volunteer if they were in a disciplinary placement during any part of the spring semester.

The topic of the opening and closing remarks shall be related to the purpose of the graduation ceremony and to the purpose of marking the opening and closing of the event; honoring the occasion, the participants, and those in attendance; bringing the audience to order; and focusing the audience on the purpose of the event. FNA(LOCAL)

Unauthorized Persons

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

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

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

See DAEP – Restrictions During Placement for information regarding a student assigned to DAEP at the time of graduation.

STANDARDS FOR STUDENT CONDUCT

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

GENERAL CONDUCT VIOLATIONS

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

Disregard for Authority

Students shall not:

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

Mistreatment of Others

Students shall not:

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

Property Offenses

Students shall not:

- Steal from students, staff, or the school.
- Damage or vandalize property owned by others.
(For felony criminal mischief, see **DAEP--Placement and/or Expulsion for Certain Offenses.**)
- Deface or damage school property, including textbooks, technology, electronic resources, lockers, furniture, and other equipment, with graffiti or by other means.
- Commit or assist in a robbery or theft, even if it does not constitute a felony according to the Penal Code. (For felony robbery, aggravated robbery, or theft see **DAEP--Placement and/or Expulsion for Certain Offenses.**)
- Enter, without authorization, district facilities that are not open for operations.

Possession of Prohibited Items

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A “look-alike” weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon;
- An air gun or BB gun;
- Ammunition;
- A hand instrument designed to cut or stab another by being thrown;
- A firearm silencer or suppressor;
- Knuckles;
- A location-restricted knife:
- A club;
- A firearm;
- A stun gun;
- A pocket knife or any other small knife;
- Mace or pepper spray;
- Pornographic material;
- Tobacco products, cigarettes; e-cigarettes; and any component, part, or accessory for an e-cigarette device;
- Matches or a lighter;
- A laser pointer, unless it is for an approved use; or
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines a danger exists.

*For weapons and firearms, see **DAEP-Placement and/or Expulsion for Certain Offenses**. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

Possession of Telecommunications or other Electronic Devices

Students’ cell phones **must be turned off** during school hours unless given explicit permission from a school staff member.

- Use of cell phones or any device capable of capturing images is prohibited in locker rooms or restroom areas while at school or at a school related or school-sponsored event.
- If a student uses a telecommunications device during the school day, the device will be confiscated. See **Failure to Comply with Prohibited Electronic Devices** for sanctions.
- Confiscated telecommunications devices not retrieved will be disposed of after the notice required by law. [See policy FNCE for more information.]
- Any disciplinary action for multiple offenses will be in accordance with the Student Code of Conduct. The district is not responsible for damaged, lost, or stolen telecommunications devices.

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess, use, give or sell alcohol or an illegal drug. (Also see **DAEP Placement and Expulsion** for mandatory and permissive consequences under state law.)
- Possess or sell seeds or pieces of marijuana in less than a usable amount.
- Possess, use, give, or sell paraphernalia related to any prohibited substance. (See **glossary** for “paraphernalia.”)
- Possess, use, abuse, or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student’s own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person’s prescription drug on school property or at a school related event. (See **glossary** for “abuse.”)
- Abuse over-the-counter drugs. (See **glossary** for “abuse.”)
- Be under the influence of prescription or over-the-counter drugs that cause impairment to the body or mind. (See **glossary** for “under the influence.”)
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student’s parent regarding the use of technology resources.
- Use the internet or other electronic communications to threaten or harass district students, employees, board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Send, post, deliver, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, or illegal, including cyberbullying and “sexting,” either on or off school property, if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees, or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including, but not limited to computers and related equipment, district data, the data of others, or other networks connected to the district’s system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use the internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, 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.

Safety Transgressions

Students shall not:

- Throw objects that can cause bodily injury or property damage.
- Discharge a fire extinguisher without valid cause.
- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
- Possess published or electronic material designed to promote or encourage illegal behavior or that could threaten school safety.

Miscellaneous Offenses

Students shall not:

- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Violate dress and grooming standards as communicated in the **Student Handbook and Code of Conduct**.
- Repeatedly violate other communicated campus or classroom standards of behavior.
- Engage in academic dishonesty, which includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination.

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

DISCIPLINE MANAGEMENT TECHNIQUES

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

Techniques

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

- Verbal correction, oral or written.
- Cooling-off time or a brief "time-out" period, in accordance with law.
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Restorative practices.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours. (Before a student under 18 is assigned to detention outside regular school hours, notice shall be given to the student and the parent/guardian should be notified to inform him or her so that transportation arrangements can be planned.)
- Sending the student to the office, other assigned area, or to ISS (In-School Suspension).
- Assignment of school duties, such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in individual student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- Out-of-school suspension, as specified in the **Out-of-School Suspension** section of this Code.
- Placement in a **DAEP**, as specified in the DAEP section of this Code.
- Expulsion and/or placement in an alternative educational setting, as specified in the **Placement and/or Expulsion for Certain Offenses** section of this Code.
- Expulsion, as specified in the **Expulsion** section of this Code.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).
- Classroom circles.
- Family group conferencing.
- Other strategies and consequences as determined by school officials.

Prohibited Aversive Techniques

Aversive techniques are prohibited for use with students and are defined as techniques or interventions intended to reduce the reoccurrence of a behavior by intentionally inflicting significant physical or emotional discomfort or pain.

Aversive techniques include:

- Using techniques designed or likely to cause physical pain.
- Using techniques designed or likely to cause physical pain by shock or any procedure involving pressure points or joint locks.
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face.
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint.
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face.
- Restricting the student's circulation.
- Securing the student to a stationary object while the student is standing or sitting.
- Inhibiting, reducing, or hindering the student's ability to communicate.
- Using chemical restraints.
- Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student by the use of physical barriers.
- Depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP).

LISTING OF OFFENSES AND CONSEQUENCES BY LEVEL

Level I Offenses

Level I acts of misconduct include repeated infractions of classroom management procedures or rules or other misconduct that disrupts the educational process. The following is a list of most common types of Level I behavior infractions:

1. Refusing to follow classroom rules.
2. Being tardy to class.
3. Refusing to participate in classroom activities or fulfill assignments.
4. Failing to bring appropriate materials to class.
5. Possessing and/or using nuisance items.
6. Using prohibited electronic device(s).
7. Eating, drinking, or gum chewing in an undesignated area.
8. Disrupting the orderly classroom process.
9. Running, making excessive noise or other disruptions in halls, buildings, classrooms, or other supervised settings.
10. Violating dress code (including not wearing appropriate face coverings or ID badges).
11. Receiving parking violations.

Level I Disciplinary Options

In no rank order, any one or combination will be applied:

1. Teacher/student, counselor/student or administrator/student conference.
2. Parent conference call.
3. In-class disciplinary action or assignment such as, but not limited to: verbal correction, change of seat, rewards or demerits, behavioral contracts, or point deductions using systems for conduct grades.
4. Withdrawal of student privileges.
5. Detention.
6. Confiscation of nuisance items or materials.
7. Confiscation of prohibited items.
8. Supervised campus service assignment.
9. Required correction in attire or appearance.
10. School-assigned period of probation.
11. Restorative practices.

Level II Offenses

When a student's behavior does not change as a result of action taken on Level I and the student is being seen for a second time in the principal's office for repeated Level I infractions, the student is moved to Level II for discipline purposes.

Examples of Level II offenses include, but are not limited to:

1. Disrespect to authority.
2. Failing to comply with directions given by school personnel.

Level II Disciplinary Options

In no rank order, any one or combination will be applied:

1. Any Level I consequence.
2. Saturday School.
3. In-School Suspension.
4. Mandatory Parent/Guardian Conference.

Level III Offenses

Level III acts of misconduct include those student infractions which are somewhat more serious than those in Levels I and II in their effect on the orderly process of the school program. Examples of misconduct include, but are not limited to the following:

1. Cheating or copying the work of another student.
2. Leaving the classroom, school grounds, or school-sponsored events without permission. (Truant)
3. Cutting class or other scheduled activity.
4. Using profane, obscene, indecent, or racially or ethnically offensive language, verbally or written, and/or gestures to other students.
5. Altering school records, documents, or forgery of a name on school documents.
6. Vandalizing or defacing school property.
7. Having excessive absences or tardies.
8. Engaging in acts of inappropriate familiarity with other students.
9. Repeated use of prohibited electronic device(s).
10. Throwing or irresponsible use of objects that can cause bodily injury or damage to property.
11. Possessing or using tobacco products on school property at any time or while attending an off-campus school related activity.
12. Exhibiting any unacceptable or unwanted physical contact whether injury occurs.
13. Driving recklessly in an automobile.
14. Gambling.
15. Possessing, using, or distributing non-alcoholic beers, wines, or other liquors
16. Possessing a soft air gun.
17. Possessing live ammunition.
18. Repeating any Level II offense or having a new violation while being disciplined for a Level II offense.

Level III Disciplinary Options

In no rank order, any one or combination of the following will be applied:

1. Any Level I or Level II consequence.
2. Confiscation of prohibited items.
3. Grade penalty for copying or cheating and/or a written assignment related to offense.
4. Exclusion from extracurricular activities.
5. Restoration and/or restitution as applicable.
6. Referral to law enforcement personnel.
7. In-School Suspension.
8. Out-Of-School Suspension.

Level IV Serious Offenses

Level IV offenses include those acts of misconduct that seriously disrupt the educational process, endanger, or seriously affect other students, or violate the law. Examples include, but are not limited to the following:

1. Any repeated offense of Level III or having a new violation while being disciplined for a Level III offense.
2. Repeated acts of disobedience or disorderly behavior that may cause a disruption in school, endanger, or seriously affect the health and safety of others.
3. Oral or written threats to do bodily harm to others or to the property of others (harassment).
4. Interfering with school authorities or programs to include boycotts, sit-ins, or trespassing.
5. Fighting is defined as a physical conflict between two or more individuals.
A fight occurs if a student who is attacked strikes back. To avoid penalty, a student under attack should seek to detach himself/herself from the situation and get school personnel.
6. Stealing, robbery, or burglary.
7. Extortion, coercion, or blackmail (Obtaining money, objects, or favors from unwilling person(s)).
8. Using profane, obscene, indecent, immoral, or offensive language and/or gestures directed toward school personnel.
9. Failure to comply with assigned disciplinary consequences.
10. Possessing a device, object, or substance that could cause bodily harm to individuals in any school setting.
11. Failure to report to school personnel the knowledge of an event, device, object, or substance that could cause bodily harm to individuals in any school setting.
12. Possession, use, or distribution of any substance represented to be a drug or alcohol.
13. Sexual misconduct, and/or sexual harassment.
14. Hazing.
15. Gang-related behavior, attire, activity, or gang membership.
16. Possession of drug paraphernalia.
17. Major vandalism to district property.
18. Posting or distributing unauthorized communicative materials on school premises.
19. Placing or discharging fireworks.
20. Pledges to join, solicit membership in a public school fraternity, sorority, secret society, or gang as defined in TEC 37.121.
21. Possession or distribution of pornographic materials.
22. Distribution of over the counter or prescription medications to other students and/or ingestion of such medications received from other students
23. Criminal trespass.
24. Continuing to engage in serious or persistent misbehavior that violates the code of conduct or DAEP classroom rules after being placed in an alternative education program for disciplinary reasons (Possible Expulsion).
25. Engaging in criminal mischief under Penal Code 28.03, if the conduct is punishable as a felony, whether committed on or off of school property or at a school-related activity, (intentionally or knowingly damage to school property resulting in a loss of \$1,500 or more) (Possible Expulsion).

26. Simple Assault (Class C Assault found Section F of Board Policy).
27. Any unwanted physical contact with injury.
28. Electronically modifying school records.
29. Retaliation against another student.
30. Tampering or falsifying a drug test, screening, or searches.
31. Involvement in a public school fraternity, sorority, or secret society, including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang.
32. Engaging in bullying that encourages a student to commit or attempt to commit suicide.
33. Inciting violence against a student through group bullying.
34. Releasing or threatening to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.

Level IV Disciplinary Options

In no rank order, any one or combination of the following will be applied:

1. Teacher/student, administrator/student, or parent conference call.
2. Restorative practices.
3. Out-of-School Suspension from school, not to exceed three days at a time.
4. Citation by law enforcement personnel.
5. In-School Suspension (includes assignment for students under the age of 10).
6. Reassignment of classes.
7. Disciplinary Alternative Education Program Placement.
8. Mandatory Parent/Guardian Conference.
9. Community service projects.

Level V Mandatory Removal

A student must be placed in a Disciplinary Alternative Education Program (DAEP) if the student:

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See **glossary**.)
- Commits the following offenses on school property or within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
 - Engages in conduct punishable as a felony.
 - Commits an assault (see **glossary**) under Penal Code 22.01(a) (1).
 - Sells, gives, or delivers to another person or possesses, uses, or is under the influence of a controlled substance, or dangerous drug in an amount not constituting a felony offense. (School-related felony drug offenses are addressed in the Expulsion section of the Code). (See **glossary** for "under the influence" "controlled substance," and "dangerous drug.")
 - Sells, gives, or delivers to another person or possesses, uses, or is under the influence of marijuana or THC. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision.
 - Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol, or possesses, uses, or is under the influence of alcohol.

- Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
- Sells, gives, or delivers to another person or possesses or uses an e-cigarette.
- Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure. (See **glossary**)
- Engages in conduct that contains the elements of an offense of harassment against an employee under Penal Code 42.07 (a)(1), (2), (3), or (7).
- Engages in expellable conduct and is six to nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property (Committing retaliation in combination with another expellable offense is addressed in the Expulsion section of this Code).
- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see **glossary**) of the Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:
 1. The student receives deferred prosecution (see **glossary**),
 2. A court or jury finds that the student has engaged in delinquent conduct (see **glossary**), or
 3. The superintendent or designee has a reasonable belief (see the **glossary**) that the student engaged in the conduct

Note: Starting January 1, 2024, following amendments to Texas Education Code (HB114) and HISD’s District of Innovation plan, students committing a first-time vaping-related offense will no longer face mandatory placement in a DAEP. Instead, HISD will focus on alternative consequences and early interventions to handle these disciplinary actions and prevent DAEP overcrowding. All subsequent violations will result in a mandatory DAEP placement.

Level V Mandatory Expulsion

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

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

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

- Unlawfully carrying on or about the student's person the following, in the manner prohibited by Penal Code 46.02:
- A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. (See **glossary**.) Note: A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus; while participating in or preparing for a school-sponsored, shooting competition or a shooting sports activity that is sponsored or supported by the Parks and Wildlife Department; or a shooting sports sanctioning organization working with the department. [See policy FNCG(LEGAL).]
- A location-restricted knife, as defined by state law. (See **glossary**.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. (See **glossary**.)
- Behaving in a manner that contains the elements of the following offenses under the Penal Code:
- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson. (See **glossary**.)
- Murder, capital murder, or criminal attempt to commit murder or capital murder.
- Indecency with a child.
- Aggravated kidnapping.
- Aggravated robbery.
- Manslaughter.
- Criminally negligent homicide.
- Continuous sexual abuse of a young child or disabled individual.
- Behavior punishable as a felony that involves the selling, giving or delivering to another person, possessing, using, or being under the influence of a controlled substance or a dangerous drug.
- Engaging in retaliation against a school employee or volunteer combined with one of the above listed mandatory expulsion offenses.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Code of Conduct. In the event of any conflict, the district shall comply with federal law. For more information regarding discipline of students with disabilities, see policy FOF(LEGAL).

In accordance with the Education Code, a student who receives special education services may not be disciplined for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists (see **glossary**) until an Admission, Review, and Dismissal (ARD) committee meeting has been held to review the conduct.

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

For information regarding students with disabilities, suspension, expulsion, and DAEP, refer to the Notice of Procedural Safeguards, Rights of Parents of Students with Disabilities on our district website, www.houstonisd.org.

Notification

A campus administrator shall promptly notify a student's parent by phone or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The administrator shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of the Education Code.

A good faith effort shall be made to provide written notice of the disciplinary action to the student, on the day the action was taken, for delivery to the student's parent. If the parent has not been reached by telephone or in person by 5:00 p.m. of the first business day after the day the disciplinary action was taken, the administrator shall send written notification by U.S. Mail. If the administrator is not able to provide notice to the parent, the principal or designee shall provide the notice.

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

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher or campus administration as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FOC/FOD (LEGAL). A copy of the policy may be obtained from the principal's office, the central administration office or through Policy Online at the following address: www.houstonisd.org.

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

Removal from the School Bus

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

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

REMOVAL FROM THE REGULAR EDUCATIONAL SETTING

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

Routine Referral

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

Formal Removal

A teacher may also initiate a formal removal from class if:

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

Within three school days of the formal removal, the campus administrator shall schedule a conference with the student's parent, the student, the teacher who removed the student from class, and any other appropriate administrator. At the conference, the appropriate administrator shall inform the student of the alleged misconduct and the proposed consequences. The student shall have an opportunity to respond to the allegations.

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

- Another appropriate classroom.
- In-School Suspension.
- Out-of-school suspension.
- DAEP.

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

Returning Student to Classroom

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

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

OUT-OF-SCHOOL SUSPENSION

Misconduct

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

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

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

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

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

Process

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

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

The campus administrator shall determine the number of days of a student's suspension, not to exceed three school days. In deciding whether to order out-of-school suspension, the administrator shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care) or
6. A student's status as homeless.

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

Coursework During Suspension

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

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

DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM (DAEP) PLACEMENT

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

For purposes of DAEP, elementary classification shall be kindergarten – grade 5, secondary classification shall be grades 6 – 8, and high school classification shall be grades 9 -12.

A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in a DAEP in addition to the expulsion. Removals to a DAEP shall be made by the Office of Student Discipline

Conference

When a student is removed from class for a DAEP offense, the CBC (Campus Behavior Coordinator) or appropriate administrator shall schedule a conference within three school days with the student's parent, the student, and the referring campus. At the conference, the CBC or appropriate administrator shall provide the student:

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

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

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the CBC or appropriate administrator shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Discretionary Placement: Misconduct That May Result in DAEP Placement

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

Misconduct Identified in State Law

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

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student’s consent.
- Involvement in a public school fraternity, sorority or secret society, including participating as a member or pledge or soliciting another person to become a pledge or member of a public school fraternity, sorority or secret society, or gang. (See **glossary**.)
- Involvement in criminal street gang activity. (See **glossary**.)
- Criminal mischief not punishable as a felony.
- Assault (no bodily injury) with threat of imminent bodily injury.
- Assault by offensive or provocative physical contact.

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

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

Mandatory Placement: Misconduct That Requires DAEP Placement

A student **must** be placed in a Disciplinary Alternative Education Program (DAEP) if the student:

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See **glossary**.)
- Commits the following offenses on school property or within 300 feet of school property as measured from any point on the school’s real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
- Engages in conduct punishable as a felony.
- Commits an assault (see **glossary**) under Penal Code 22.01(a) (1).
- Sells, gives, or delivers to another person or possesses, uses, or is under the influence of a controlled substance, or dangerous drug in an amount not constituting a felony offense. (School-related felony drug offenses are addressed in the Expulsion section of the Code). (See **glossary** for “under the influence” “controlled substance,” and “dangerous drug.”)
- Sells, gives, or delivers to another person or possesses, uses, or is under the influence of marijuana or THC. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision.
- Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol, or possesses, uses, or is under the influence of alcohol.

- Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
- Sells, gives, or delivers to another person or possesses or uses an e-cigarette.
- Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure. (See **glossary**)
- Engages in conduct that contains the elements of an offense of harassment against an employee under Penal Code 42.07 (a)(1), (2), (3), or (7).
- Engages in expellable conduct and is six to nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property (Committing retaliation in combination with another expellable offense is addressed in the **Expulsion** section of this Code).
- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see **glossary**) of the Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:
 1. The student receives deferred prosecution (see **glossary**),
 2. A court or jury finds that the student has engaged in delinquent conduct (see **glossary**), or
 3. The superintendent or designee has a reasonable belief (see the **glossary**) that the student engaged in the con

Sexual Assault and Campus Assignments

A student shall be transferred to another campus if:

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

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

Process

Removals to a DAEP will be made by the Office of Student Discipline.

Conference

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

At the conference, the CBC or appropriate administrator shall provide the student:

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

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

Consideration of Mitigating Factors

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

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Placement Order

After the conference, if the student is placed in a DAEP, the campus CBC or appropriate administrator shall write a placement order. A copy of the DAEP placement order and information for the parent or person standing in parental relation to the student regarding the process for requesting a full individual and initial evaluation of the student for purposes of special education services shall be sent to the student and the student's parent.

Not later than the second business day after the conference, the board's designee shall deliver to the juvenile court a copy of the placement order and all information required by Section 52.04 of the Family Code. If the student is placed in the DAEP and the length of placement is inconsistent with the guidelines included in this Code, the placement order shall give notice of the inconsistency.

DAEP at Capacity

If a DAEP is at capacity at the time the appropriate administrator or designee is deciding placement for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical, the student shall be placed in in-school suspension then transferred to a DAEP for the remainder of the period if space becomes available before the expiration of the period of the placement.

If a DAEP is at capacity at the time the appropriate administrator or designee is deciding placement for a student who engaged in violent conduct, a student placed in a DAEP for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical may be placed in in-school suspension to make a position in the DAEP available for the student who engaged in violent conduct. If a position becomes available in a DAEP before the expiration of the period of the placement for the student removed, the student shall be returned to a DAEP for the remainder of the period.

Coursework Notice

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

Length of Placement

The campus CBC or appropriate administrator shall determine the duration of a student's placement in a DAEP. The duration of a student's placement shall be determined case by case based on the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the student's attitude, and statutory requirements. The maximum period of DAEP placement shall be one calendar year, except as provided below.

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

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

Exceeds One Year

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

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

Exceeds School Year

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

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

1. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others; or
2. The student has engaged in serious or persistent misbehavior (see **glossary**) that violates the district's Code of Conduct.

Exceeds 60 Days

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

Appeals

Appeals from students or parents regarding a student's placement in a Disciplinary Alternative Education Program (DAEP) should follow the guidelines outlined in policy FOC(LOCAL). All Level One DAEP appeals must be directed to the Executive Director of Student Discipline. Disciplinary consequences will not be delayed while an appeal is under review. The decision made by the Executive Director is final and cannot be appealed further. Copies of this policy are available at the principal's office, the central administration office, or online through Policy On-Line at www.houstonisd.org.

Restrictions During Placement

The district does not permit a student who is placed in a DAEP to participate in any school-sponsored or school-related extracurricular or co-curricular activities, including seeking or holding honorary positions and/or membership in school-sponsored clubs and organizations. The district shall provide transportation to students in a DAEP at the elementary and middle school levels. A student with a disability who is entitled to transportation in accordance with the student's individualized education program (IEP) or Section 504 plan will receive transportation regardless of grade level.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the placement in the program will continue through graduation, and the student shall not be allowed to participate in the graduation ceremony and related graduation activities unless otherwise specified in the DAEP placement order.

Placement Review

A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the campus administrator or the board's designee, at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

Additional Misconduct

If during the term of placement in a DAEP the student engages in additional misconduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the appropriate administrator or designee may enter an additional disciplinary order as a result of those proceedings.

Notice of Criminal Proceedings

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

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

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

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

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

Withdrawal During Process

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

Newly Enrolled Students

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

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

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

Emergency Placement Procedure

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

Transition Services

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

PLACEMENT AND/OR EXPULSION FOR CERTAIN OFFENSES

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

Registered Sex Offenders

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the district must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement. If the student is under any form of court supervision, including probation, community supervision, or parole, the student shall be placed in DAEP for at least one semester.

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

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interest of the district's students.

Review Committee

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

Newly Enrolled Student

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

Appeal

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

Certain Felonies

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

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

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

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

Hearing and Required Findings

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

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interest of the district's students.

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

Length of Placement

The student is subject to the placement until:

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

Placement Review

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

Newly Enrolled Students

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

EXPULSION

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the district will take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Discretionary Expulsion: Misconduct That May Result in Expulsion

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

Any Location

A student may be expelled for:

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

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

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

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

Within 300 Feet of School

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

- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson. (See **glossary**.)
- Murder, capital murder, or criminal attempt to commit murder or capital murder.
- Indecency with a child.
- Aggravated kidnapping.
- Manslaughter.
- Criminally negligent homicide.
- Aggravated robbery.
- Continuous sexual abuse of a young child or disabled individual.
- Felony controlled substance or dangerous drug offenses, not including THC.
- Unlawfully carrying on or about the student’s person a handgun or a location-restricted knife, as these terms are defined by state law. (See **glossary**)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined by state law. (See **glossary**)
- Possession of a firearm, as defined by federal law. (See **glossary**)

Property of Another District

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

While in DAEP

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

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

Mandatory Expulsion: Misconduct that Requires Expulsion

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

Under Federal Law

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

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

Under the Penal Code

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

- Behaving in a manner that contains the elements of the following offenses under the Penal Code:
 - Aggravated assault, sexual assault, or aggravated sexual assault.
 - Arson. (See **glossary**.)
 - Murder, capital murder, or criminal attempt to commit murder or capital murder.
 - Indecency with a child.
 - Aggravated kidnapping.
 - Aggravated robbery.
 - Manslaughter.
 - Criminally negligent homicide.
 - Continuous sexual abuse of a young child or disabled individual.
 - Behavior punishable as a felony that involves the selling, giving or delivering to another person, possessing, using, or being under the influence of a controlled substance or a dangerous drug.
 - Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses.

Under Age Ten

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

Process

If a student is believed to have committed an expellable offense, the appropriate administrator shall schedule a hearing within a reasonable time. The student's parent shall be invited in writing to attend the hearing.

Until a hearing can be held, the administrator may place the student in:

- Another appropriate classroom.
- In-school suspension.
- Out-of-school suspension.
- A Disciplinary Alternative Education Program (DAEP).

Hearing

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

1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district,
2. An opportunity to testify and to present evidence and witnesses in the student's defense, and
3. An opportunity to question the witnesses called by the district at the hearing.

After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends. The HISD School Board delegates to the superintendent or designee authority to conduct hearings and expel students.

Board Review of Expulsion

After the due process hearing, the expelled student may request the board review the expulsion decisions. The student or parent must submit a written request to the division superintendent within seven days after receipt of the written decision. The superintendent must provide the student or parent written notice of the date, time, and place of the meeting at which the board will review the decision.

The board shall review the record of the expulsion hearing in a closed meeting. The board may also hear a statement from the student or parent and from the board's designee.

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

Expulsion Order

Before ordering the expulsion, the board or its designee shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

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

Not later than the second business day after the hearing, the superintendent or designee shall deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code. If the length of the expulsion is inconsistent with the guidelines included in the Student Code of Conduct, the expulsion order shall give notice of the inconsistency.

Length of Expulsion

The length of an expulsion shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements. The duration of a student's expulsion shall be determined on a case-by-case basis. The maximum period of expulsion is one calendar year, except as provided below:

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

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

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

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

Withdrawal During Process

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

If the student then re-enrolls in the district during the same or subsequent school year, the district may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another district. If the superintendent's designee or the board fails to issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings.

Additional Misconduct

If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the superintendent's designee or the board may issue an additional disciplinary order as a result of those proceedings.

Restrictions During Expulsion

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion. No district academic credit shall be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved program.

Newly Enrolled Students

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

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

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

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

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

Emergency Expulsion Procedures

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

DAEP Placement of Expelled Students

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

Transition Services

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

GLOSSARY

The glossary provides legal definitions and locally established definitions and is intended to assist in understanding terms related to the Student Code of Conduct.

Abuse is improper or excessive use.

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

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

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

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

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

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

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

Bullying is defined in Section 37.0832 of 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 involves engaging in 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;
2. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
3. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
4. Infringes on the rights of the victim at school.

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

1. 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;
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; and
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

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

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

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

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

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

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

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

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

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

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

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

Demerit is a mark given to someone for doing something wrong that may result in the loss of rank or privilege

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

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

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

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

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

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

1. Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm silencer, defined as any device for silencing, muffling, or diminishing the report of a portable firearm; or
4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.
Such a term does not include an antique firearm.

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

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

Harassment includes:

1. Conduct that meets the definition established in district policies DIA (LOCAL) and FFH (LOCAL);
2. Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety as defined in Education Code 37.001(b)(2); or
3. Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:
 - a. Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
 - b. Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
 - c. Conveying, in a manner reasonably likely to alarm the person receiving the report,
 - d. a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury;
 - e. Causing the telephone of another to ring repeatedly or making repeated telephone communications anonymously or in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
 - f. Making a telephone call and intentionally failing to hang up or disengage the connection;
 - g. Knowingly permitting a telephone under the person's control to be used by another to commit an offense under this section;
 - h. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
 - i. Publishing on an internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern, as defined by law; or
 - j. Making obscene, intimidating, or threatening telephone calls or other electronic communications from a temporary or disposable telephone number provided by an internet application or other technological means.

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

1. Any type of physical brutality;
2. An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
3. An activity that includes, causes, or requires the student to perform a duty or task that violates the Penal Code; and
4. Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

Hit list is defined in Education Code 37.001(b)(3) as a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

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

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

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

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

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

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

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

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

Mandatory Parent/Guardian Conference - If a student is placed on a mandatory parent/guardian conference, a parent/guardian must accompany the student to school the next school day for a conference. Student absences, caused by the student's failure to appear with a parent or guardian, are considered unexcused absences. This type of suspension is not considered a disciplinary alternative education program, nor does it constitute a removal from school. Parents will be notified in writing that a student has been placed on a mandatory parent/guardian conference, and the transportation department will be notified that the student is not to ride the bus to school.

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

Possession means to have an item on one's person or in one's personal property, including, but not limited to:

1. Clothing, purse, or backpack;
2. A private vehicle used for transportation to or from school or school-related activities, including but not limited to an automobile, truck, motorcycle or bicycle;
3. Telecommunications or electronic devices; or
4. Any school property used by the student, including, but not limited to a locker or desk.

Prohibited weapon under Penal Code 46.05(a) means: The following items unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice:

1. A machine gun;
2. A short-barrel firearm;
3. Armor-piercing ammunition;
4. A chemical dispensing device;
5. A zip gun;
6. A tire deflation device; or
7. An improvised explosive device.

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

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

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

Self-defense is the use of force against another to the degree a person reasonably believes the force is immediately necessary to protect himself or herself.

Serious misbehavior means:

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

Serious or persistent misbehavior includes but is not limited to:

- Behavior that is grounds for permissible expulsion or mandatory DAEP placement.
- Behavior identified by the district as grounds for discretionary DAEP placement.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Refusal to attempt or complete schoolwork as assigned.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Leaving school grounds without permission.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

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

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

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

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

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

- Murder, manslaughter, or homicide under Sections 19.02-.05;
- Kidnapping under Section 20.03;
- Trafficking of persons under Section 20A.02;
- Smuggling or continuous smuggling of persons under Sections 20.05-.06;
- Assault under Sections 22.01;
- Aggravated assault under Section 22.02;
- Sexual assault under Section 22.011;
- Aggravated sexual assault under Section 22.021;
- Unlawful restraint under Section 20.02;
- Continuous sexual abuse of a young child or disabled individual under Section 21.02;
- Bestiality under Section 21.09;
- Improper relationship between educator and student under Section 21.12;
- Voyeurism under Section 21.17;

- Indecency with a child under Section 21.11;
- Invasive visual recording under Section 21.15;
- Disclosure or promotion of intimate visual material under Section 21.16;
- Sexual coercion under Section 21.18;
- Injury to a child, an elderly person, or a disabled person of any age under Section 22.04;
- Abandoning or endangering a child under Section 22.041;
- Deadly conduct under Section 22.05;
- Terroristic threat under Section 22.07;
- Aiding a person to commit suicide under Section 22.08; and
- Tampering with a consumer product under Section 22.09, [See FOC (EXHIBIT)]

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

Use means voluntarily introducing into one’s body, by any means, a prohibited substance.

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



2025 – 2026

CÓDIGO DE CONDUCTA ESTUDIANTIL

LA EXPECTATIVA ES LA EXCELENCIA. EL LOGRO ES LA GRADUACIÓN.



Adopción propuesta por la Junta Escolar de Houston ISD
el 12 de junio de 2025 • www.houstonisd.org

JUNTA ESCOLAR DE HOUSTON ISD



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Michelle Cruz Arnold
Miembro de la Junta



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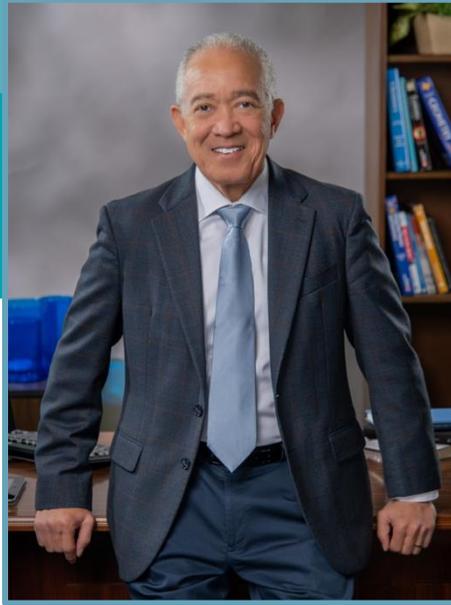
Rolando Martinez
Miembro de la Junta



Paula Mendoza
Miembro de la Junta



Adam Rivon
Miembro de la Junta



F. Mike Miles
Superintendente de Escuelas de Houston ISD

Esta publicación, aprobada por la Junta Escolar de HISD, conlleva todo el peso de las Normas Administrativas y las Políticas de la Junta aprobadas y vigentes. Toda revisión debe ser aprobada por la Junta Escolar antes de entrar en vigor.

MANTÉNGASE INFORMADO

Sitio web de HISD:
www.HoustonISD.org

Twitter:
www.twitter.com/HoustonISD

Facebook:
www.facebook.com/HoustonISD

Mensajes de texto:
Enviar YES al 68453

YouTube:
www.youtube.com/user/TheHISD

La política del Distrito Escolar Independiente de Houston prohíbe la discriminación basada en la edad, color, impedimento o discapacidad, ascendencia, nacionalidad, estado civil, raza, religión, sexo, condición de veterano militar, afiliación política, orientación sexual, e identidad o expresión de género de una persona en sus programas y actividades educativos y en sus prácticas de empleo.

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CÓDIGO DE CONDUCTA ESTUDIANTIL

Accesibilidad

Si debido a una discapacidad, usted tiene dificultades para acceder a la información contenida en este documento, comuníquese con la Oficina Administrativa de HISD llamando al 713-556-6000.

Propósito

El Código de Conducta Estudiantil (“Código de Conducta”), en cumplimiento con el Capítulo 37 del Código de Educación de Texas, establece métodos y opciones para el control del comportamiento de los estudiantes, la prevención, la intervención en problemas de disciplina estudiantil y la imposición de la disciplina.

La ley requiere que el Distrito defina la mala conducta que puede o debe dar lugar a una serie de consecuencias disciplinarias específicas, que incluyen la expulsión de una escuela o aula de educación general, la suspensión fuera de la escuela, la asignación al Programa Escolar Alternativo Disciplinario (DAEP), la asignación al Programa Escolar Alternativo de la Justicia de Menores (JJAEP) y la expulsión de la escuela.

Este Código de Conducta adoptado por la Junta Escolar de Houston ISD fue elaborado con el asesoramiento del comité distrital y provee información a los padres y estudiantes sobre las normas de conducta, las consecuencias de la mala conducta y los procedimientos para la aplicación de medidas disciplinarias. Este Código de Conducta permanece en vigor durante la escuela de verano y en todos los eventos y actividades relacionados con la escuela fuera del ciclo escolar hasta que la Junta adopte una versión actualizada para el próximo ciclo escolar.

De conformidad con la ley estatal, el Código de Conducta será publicado en cada una de las escuelas o estará disponible para consulta en las oficinas del director de la escuela y de los funcionarios a cargo de la disciplina escolar. Además, el Código de Conducta será publicado en el sitio web del Distrito. Los padres recibirán notificación de cualquier infracción de conducta que pueda dar lugar a la suspensión, asignación de un estudiante al DAEP o JJAEP, expulsión o detención por parte de un agente policial en el marco del Capítulo 37 del Código de Educación.

Debido a que el Código de Conducta es adoptado por la Junta Escolar del Distrito, tiene vigor de política. En caso de conflicto entre el Código de Conducta y el Manual del Estudiante, prevalecerá el Código de Conducta.

Aviso: La disciplina de los estudiantes con discapacidades que son elegibles para recibir servicios bajo la ley federal (Ley de Educación de Personas con Discapacidades y la Sección 504 de la Ley de Rehabilitación de 1973) está sujeta a las disposiciones de esas leyes.

RESUMEN DE LAS POLÍTICAS RELACIONADAS DE LA JUNTA ESCOLAR

Este Código de Conducta Estudiantil se basa en las Políticas de la Junta y en las Normas Administrativas del Distrito. Los estudiantes están sujetos a las Políticas de la Junta y a las Normas Administrativas actualmente vigentes y aquellas que puedan ser adoptadas o enmendadas después de la publicación de este Código. Quienes deseen más información sobre las políticas y procedimientos administrativos en los que se basa este Código deberán consultarlas. Hay copias disponibles en todas las escuelas. Las secciones relacionadas con la conducta de los estudiantes son las siguientes:

Asistencia

La Política de la Junta y las Normas Administrativas establecen que de cada estudiante se requerirán asistencia asidua y puntualidad. Las políticas de la Junta establecen la política de asistencia del Distrito para la obtención de créditos académicos de los estudiantes. Además, la Sección 25.087 del Código de Educación de Texas aborda las ausencias justificadas. Referencia(s) de la política de la Junta: FEC, FED, FEA

Quejas

La política de la Junta establece que los estudiantes pueden presentar cualquier queja ante el Distrito, ya sea personalmente o a través de un representante, mediante los procedimientos de queja apropiados. Referencia(s) de la política de la Junta: FNG, FFH

Vestimenta y arreglo personal de los estudiantes

La Política de la Junta describe la política del Distrito con respecto a la vestimenta y el arreglo personal de los estudiantes y exige el establecimiento de normas en cada escuela. Además, cada escuela puede establecer una política de uniforme escolar obligatoria de conformidad con la ley estatal y la política del Distrito. Referencia(s) de la política de la Junta: FNCA

Drogas ilegales y alcohol

La política de la Junta y la ley estatal prohíben que un estudiante venda o posea una droga ilegal o alcohol en las instalaciones escolares. Referencia(s) de la política de la Junta: FNF1, FNF2, FNCF

Publicaciones estudiantiles

La Política de la Junta describe las políticas del Distrito con respecto a la participación de los estudiantes en la publicación de periódicos escolares, anuarios, revistas literarias y otras publicaciones patrocinadas por la escuela; también cubre la publicación y distribución de publicaciones que no son patrocinadas por la escuela. Referencia(s) de la política de la Junta: FNAA, FMA

Fumar y/o vapear

La política de la Junta establece que los estudiantes tienen prohibido poseer, fumar o consumir productos de tabaco o vapear en la propiedad escolar y en cualquier actividad relacionada con la escuela o sancionada por la escuela dentro o fuera de propiedad escolar. Referencia(s) de la política de la Junta: FNCD

Propiedad de la escuela

La política de la Junta señala que la responsabilidad del estudiante por la propiedad escolar es la misma que su responsabilidad por otra propiedad pública; responsabiliza al estudiante por daños maliciosos, la desfiguración de la propiedad y el vandalismo. Referencia(s) de la política de la Junta: FNCB

Información y privacidad de los expedientes

La política de la Junta detalla las políticas del Distrito con respecto al derecho a la información y la privacidad de los expedientes de los estudiantes. Además, la Ley de Información Pública de Texas, Artículo 6251.17a, y la Ley de Derechos Educativos y Privacidad de la Familia de 1974, Ley Pública 93480, describen los derechos del estudiante en este aspecto. Por otra parte, ciertos expedientes de educación especial serán destruidos al cabo de siete años después de la notificación requerida. Referencia(s) de la política de la Junta: FL, FL2, FL3

Disciplina

La política de la Junta establece que el director de la escuela tendrá plena autoridad para mantener la disciplina en la escuela, y que los maestros serán responsables de la disciplina de los estudiantes. Además, establece que los estudiantes deben ser tratados de manera razonable, justa y consistente, pero no se tolerará la mala conducta grave o persistente. Por acción de la Junta, este Código de Conducta Estudiantil tiene vigor de política en asuntos disciplinarios. Referencia(s) de la política de la Junta: FOE, FOD, FOC, FOB, FO, FOF, FNC

Suspensiones y expulsiones

La política de la Junta detalla las políticas referentes a las suspensiones y expulsiones. Referencia(s) de la política de la Junta: FO, FOD, FFB, FOC, FOA

Audiencias

Las Normas Administrativas establecen los lineamientos para el formato de las audiencias. Referencia(s) de la política de la Junta: FOD

Fraternidades, sororidades, pandillas y organizaciones secretas.

La política de la Junta y las leyes estatales prohíben las fraternidades, sororidades y organizaciones secretas en las escuelas del Distrito. Referencia(s) de políticas de la Junta Directiva: FNCC, FOC

Registro e incautación

La política de la Junta detalla las políticas referentes al registro e incautación en las escuelas. Referencia(s) de la política de la Junta: FNF, FNF1, FNF2, FNCF

Castigo corporal

La política de la Junta detalla la prohibición del castigo corporal por parte del Distrito. Referencia(s) de la política de la Junta: DC11

AUTORIDAD Y JURISDICCIÓN DEL DISTRITO ESCOLAR

Las reglas escolares y la autoridad del Distrito para administrar la disciplina se aplican siempre que el interés del Distrito esté involucrado, dentro o fuera de las instalaciones escolares, en clases y actividades patrocinadas por la escuela o independientemente de ellas.

El Distrito tiene autoridad disciplinaria sobre el estudiante:

1. durante el horario escolar regular;
2. mientras el estudiante viaja en transporte del Distrito;
3. durante el tiempo del almuerzo cuando se permite que el estudiante salga de la escuela;
4. en cualquier actividad relacionada con la escuela, independientemente de la hora o el lugar;
5. por cualquier mala conducta relacionada con la escuela, independientemente de la hora o el lugar;
6. cuando se toman represalias, o se amenaza con ellas, contra un empleado de la escuela, un miembro de la Junta o un voluntario, independientemente de la hora o el lugar;
7. cuando un estudiante comete ciberacoso; según lo dispuesto por el Código de Educación 37.0832;
8. cuando se comete un delito menor contra la propiedad dentro o fuera de propiedades escolares o en un evento relacionado con la escuela;
9. por ciertas infracciones cometidas dentro de una distancia de 300 pies de la propiedad escolar medida desde cualquier punto de la línea límite de la propiedad de la escuela;
10. por ciertas infracciones cometidas estando en propiedad escolar o mientras se asiste a una actividad patrocinada por una escuela o relacionada con una escuela de otro distrito de Texas;
11. cuando el estudiante comete un delito mayor, según lo dispuesto por TEC 37.006 o 37.0081; y
12. cuando se requiere que el estudiante se registre como agresor sexual.

Derechos y responsabilidades de los estudiantes

El Título IX de la Ley de Enmiendas de la Educación es una ley federal que prohíbe la discriminación por motivos de sexo contra los estudiantes y empleados de HISD, incluida la discriminación sexual, el acoso sexual y otras conductas de índole sexual indebidas (como agresión sexual, acecho y violencia doméstica o de pareja) en un programa o actividad educativa. El Distrito tomará en serio todas las acusaciones de infracciones del Título IX y hará todos los esfuerzos razonables de manera rápida, justa, exhaustiva y equitativa para atender y responder a cada queja del Título IX presentada por estudiantes o empleados del Distrito.

Según lo requiera la ley, el Distrito observará los procedimientos siguientes ante una denuncia de acoso de índole sexual, incluido el acoso sexual, el acoso sexual basado en el género y la violencia de pareja, cuando esas acusaciones, de comprobarse, cumplirían con la definición de acoso sexual bajo el Título IX. Consulte el sitio web del Título IX de HISD para obtener más información sobre el Título IX. Además, las preguntas relacionadas con el Título IX pueden ser remitidas a:

Danielle Delone, *coordinadora de Título IX del Distrito*

Breanna Turner, *coordinadora adjunta de Título IX del Distrito*

Dirección postal de la oficina;

Hattie Mae White Educational Support Center

4400 West 18th Street

Houston, Texas 77092

Teléfono: 713.556.6023

Correo electrónico: TitleIXComplaints@houstonisd.org

Equipo escolar de Evaluación de Amenazas, Seguridad y Apoyo

Los administradores de las escuelas trabajarán en estrecha colaboración con el Equipo escolar de Evaluación de Amenazas, Seguridad y Apoyo para implementar la política y los procedimientos de evaluación de amenazas del Distrito, según lo requiere la ley, y tomarán las medidas disciplinarias apropiadas de conformidad con el Código de Conducta.

Registros

Los funcionarios del Distrito pueden realizar registros de los estudiantes, sus pertenencias y sus vehículos de acuerdo con las leyes estatales y federales y la política del Distrito. Los registros de los estudiantes se llevarán a cabo de manera razonable y no discriminatoria. Consulte las políticas del Distrito en FNF (LEGAL) y FNF (LOCAL) para obtener más información sobre investigaciones y registros.

El Distrito tiene el derecho de registrar un vehículo conducido a la escuela por un estudiante y estacionado en propiedad escolar siempre que exista una sospecha razonable para creer que contiene artículos o materiales prohibidos por el Distrito.

Los escritorios, armarios personales, tecnología proporcionada por el Distrito y artículos similares son propiedad del Distrito y se proporcionan para el uso y comodidad de los estudiantes. La propiedad del Distrito está sujeta a registro o inspección en cualquier momento sin previo aviso.

Denuncia de delitos

El director y otros administradores de la escuela, según corresponda, denunciarán los delitos según lo requiere la ley y llamarán a la policía local cuando un administrador sospeche que se ha cometido un delito en la escuela.

Personal de seguridad

La Junta utiliza agentes de la Policía Escolar (SBLE) para garantizar la seguridad y protección de los estudiantes, el personal y la propiedad. De acuerdo con la ley, la Junta coordina con la administración escolar y otros empleados del Distrito para que se asigne a estas personas el trabajo de aplicar la ley. Las disposiciones relativas a los distintos tipos de personal de seguridad se pueden encontrar en la serie de políticas de CKE.

Definición de “Padre”

A lo largo del Código de Conducta y las políticas disciplinarias relacionadas, el término “padre” se refiere al padre o madre, tutor legal u otra persona con control legal sobre el estudiante.

Participación en actividades de la graduación

El Distrito tiene el derecho de limitar la participación de un estudiante en las actividades de graduación cuando este haya cometido una infracción contemplada en el Código de Conducta del Distrito. La participación podría incluir un papel de orador, según lo establecido por la política y los procedimientos del Distrito.

Los estudiantes elegibles para presentar los comentarios de apertura y cierre en la graduación recibirán notificación del director de la escuela. Independientemente de cualquier otro requisito de elegibilidad, para ser considerado elegible, el estudiante no debe haber exhibido ningún tipo de mala conducta que diera lugar a una suspensión fuera de la escuela, la remoción al DAEP o la expulsión en el semestre inmediatamente anterior a la graduación.

El estudiante valedictorian o salutatorian puede tener un rol de orador en la graduación. Ningún estudiante será elegible para ese papel de orador si incurrió en cualquier tipo de mala conducta que diera lugar a una suspensión fuera de la escuela, la remoción al DAEP o la expulsión en el semestre inmediatamente anterior a la graduación.

Solo los estudiantes que se gradúan y ocupan uno de los siguientes puestos de honor, con base en criterios neutrales, serán elegibles para usar el foro público limitado: representantes oficiales de su clase y el diez por ciento superior. Un estudiante que de otra manera tendrá un papel de orador en la ceremonia de graduación no es elegible para presentar los comentarios de apertura y cierre. Los estudiantes que sean elegibles recibirán notificación y se les dará la oportunidad de ser voluntarios. Los estudiantes no podrán ser voluntarios si fueron objeto de asignación disciplinaria en cualquier momento en el semestre de primavera. El tema de los comentarios de apertura y cierre estará relacionado con el propósito de la ceremonia de graduación y con el propósito de marcar el comienzo y la clausura del evento: honrar la ocasión, a los participantes y a los asistentes; convocar al orden; y enfocar a la audiencia en el propósito del evento. FNA(LOCAL)

Personas no autorizadas

De acuerdo con el Código de Educación 37.105, un administrador escolar o un agente de policía del Distrito tendrá autoridad para negar la entrada a una persona o expulsarla de una propiedad del Distrito si se niega a retirarse pacíficamente al solicitárselo, y la persona:

1. representa un riesgo sustancial de daño para cualquier otra persona; o
2. se comporta de manera inapropiada para un entorno escolar y persiste en ese comportamiento después de recibir una advertencia verbal de que el comportamiento es inapropiado y puede dar lugar a la denegación de entrada o expulsión.

Las apelaciones relacionadas con la denegación de entrada o la expulsión de una propiedad del Distrito se pueden presentar de acuerdo con las políticas FNG (LOCAL) o GF (LOCAL), según corresponda. No obstante, los plazos para los procedimientos de quejas del Distrito se ajustarán según sea necesario para permitir que la persona se dirija a la Junta en persona dentro de 90 días calendario, a menos que la queja se resuelva antes de una audiencia de la Junta.

Ver **DAEP: Restricciones durante la asignación** para informarse sobre estudiantes asignados al DAEP en el tiempo de la graduación.

NORMAS DE CONDUCTA ESTUDIANTIL

La expectativa es que cada estudiante:

- sea cortés, aun cuando los demás no lo sean;
- se comporte de manera responsable;
- ejerza la autodisciplina;
- asista a todas sus clases con regularidad y puntualidad;
- lleve los materiales y tareas necesarios a la clase;
- cumpla con las normas de vestimenta y arreglo personal del Distrito y la escuela y lleve su tarjeta de identificación;
- obedezca todas las reglas del aula y de la escuela;
- respete los derechos y privilegios de los estudiantes, maestros y otros empleados y voluntarios del Distrito;
- respete la propiedad de los demás, incluyendo la propiedad e instalaciones del Distrito;
- coopere o ayude al personal escolar a mantener la seguridad, el orden y la disciplina; y
- se adhiera a los requisitos del Código de Conducta Estudiantil.

INFRACCIONES DE CONDUCTA GENERALES

Las siguientes categorías de conducta están prohibidas en la escuela, en los vehículos propiedad del Distrito u operados por él y en todas las actividades relacionadas con la escuela, pero la lista no incluye las infracciones más graves. En las secciones subsiguientes sobre **Suspensión fuera de la escuela, Asignación al DAEP, Asignación y/o expulsión por ciertas infracciones y Expulsión**, se enumeran las infracciones que requieren o permiten consecuencias específicas. Cualquier infracción, sin embargo, puede ser lo suficientemente grave como para dar lugar a la expulsión del entorno educativo general como se detalla en la sección correspondiente.

Menosprecio de la autoridad

Los estudiantes no deberán:

- incumplir las directivas dadas por el personal de la escuela (insubordinación);
- irse sin permiso de las instalaciones escolares o eventos patrocinados por la escuela;
- desobedecer las reglas de conducta en vehículos del Distrito;
- negarse a aceptar medidas disciplinarias asignadas por un maestro, director o administrador del Distrito.

Maltrato de los demás

Los estudiantes **no** deberán:

- usar lenguaje vulgar o blasfemias ni hacer gestos obscenos;
- pelear o luchar; (Para la agresión, ver **DAEP—Asignación y/o expulsión por ciertas infracciones**).
- participar en novatadas; (Ver el término **novatada** en el **Glosario**)
- incurrir en **acoso escolar, ciberacoso, acoso o lista de víctimas**; (Ver los cuatro términos en negrita en el **Glosario**)
- coaccionar a una persona mediante la amenaza de fuerza para que actúe de cierta manera;
- cometer extorsión o chantaje;
- amenazar a un estudiante, empleado o voluntario del Distrito, incluso fuera de propiedad escolar si la conducta causa una interrupción o interferencia sustancial en el entorno educativo;
- incurrir en contacto verbal, físico o sexual inapropiado dirigido hacia otra persona, como un estudiante, empleado o voluntario del Distrito;
- incurrir en acoso sexual o de género o abuso sexual, ya sea de palabra, gesto o cualquier otra conducta dirigida hacia otra persona, como un estudiante empleado, miembro de la Junta o voluntario del Distrito;
- incurrir en la exposición inapropiada o indecente de partes privadas del cuerpo;
- cometer actos de conducta que constituyen violencia de pareja; (Ver el término **violencia de pareja** en el **Glosario**)
- grabar la voz o la imagen de otra persona sin el consentimiento previo de la persona que se graba, o de cualquier manera que interfiera con el entorno educativo o invada la privacidad de los demás;
- divulgar o amenazar con divulgar material visual íntimo de un menor o un estudiante mayor de 18 años sin el consentimiento del estudiante.

Infracciones contra la propiedad

Los estudiantes no deberán:

- robar a los estudiantes, el personal o la escuela;
- dañar o vandalizar la propiedad de otros; (Para delitos mayores contra la propiedad, ver **DAEP—Asignación y/o expulsión por ciertas infracciones**).
- desfigurar o dañar con grafiti u otros medios la propiedad escolar, como libros de texto, tecnología, recursos electrónicos, armarios, muebles y otros equipos;
- cometer o ayudar a cometer un robo o hurto, incluso si no constituye un delito mayor según el Código Penal. (Para delito mayor de robo, robo con agravantes o hurto, ver **DAEP—Asignación y/o expulsión por ciertas infracciones**).
- ingresar, sin autorización, en instalaciones del Distrito que no estén abiertas y en funcionamiento habitual.

Poseción de artículos prohibidos

Los estudiantes no tendrán en su posesión ni usarán:

- fuegos artificiales de cualquier tipo, bombas de humo o fétidas, ni cualquier otro dispositivo pirotécnico;
- una navaja de afeitar, cortadores de caja, cadenas o cualquier otro objeto utilizado de manera amenazante o que inflija lesiones corporales a otra persona;
- un arma de imitación destinada a ser utilizada como arma o que razonablemente podría percibirse como un arma real;
- una pistola de aire comprimido o de balines;
- munición;
- un instrumento de mano diseñado para cortar o apuñalar a una persona al ser lanzado;
- un silenciador o supresor de armas de fuego;
- nudilleras;
- un cuchillo de uso restringido en el sitio;
- un garrote;
- un arma de fuego;
- una pistola paralizante;
- una navaja de bolsillo o cualquier otra navaja pequeña;
- *Mace* o aerosol de pimienta;
- material pornográfico;
- productos de tabaco, cigarrillos, cigarrillos electrónicos y cualquier componente, parte o accesorio de un dispositivo electrónico para fumar;
- fósforos o un encendedor;
- un puntero láser, a menos que sea para un uso aprobado; o
- cualquier artículo que generalmente no se considera como un arma, incluidos útiles escolares, cuando el director o la persona designada determina que existe un peligro.

*Para las armas y armas de fuego, ver **DAEP—Asignación y/o expulsión por ciertas infracciones**. En muchas circunstancias, la posesión de estos artículos se castiga con la expulsión obligatoria bajo la ley federal o estatal.

Poseción de dispositivos electrónicos o de telecomunicaciones

Los teléfonos celulares de los estudiantes **deben estar apagados** durante el horario escolar a menos que un miembro del personal escolar dé su permiso explícito.

- El uso de teléfonos celulares o cualquier dispositivo capaz de captar imágenes está prohibido en los vestuarios y baños en la escuela o en un evento relacionado con la escuela o patrocinado por ella.
- Si un estudiante usa un dispositivo de telecomunicaciones en horario escolar, el dispositivo será confiscado.
- Los dispositivos de telecomunicaciones confiscados que no se recuperen serán descartados después de la notificación requerida por la ley. [Consulte la política FNCE para ver más información].
- Cualquier medida disciplinaria por múltiples infracciones se regirá por el Código de Conducta Estudiantil. El Distrito no se hace responsable de los dispositivos de telecomunicaciones dañados, perdidos o robados.

Medicamentos recetados y de venta libre y drogas ilegales

Los estudiantes no deberán:

- poseer, usar, dar o vender alcohol o una droga ilegal. (Consulte también **Asignación al DAEP y Expulsión** para ver las consecuencias obligatorias y permitidas según la ley estatal);
- poseer o vender semillas o trozos de marihuana en menos de una cantidad utilizable;
- poseer, usar, dar o vender parafernalia relacionada con cualquier sustancia prohibida; (Ver el término **parafernalia** en el **Glosario**)
- poseer, consumir, abusar o vender símiles de drogas o tratar de hacer pasar artículos como drogas o contrabando;
- abusar de un medicamento recetado propio del estudiante, dar un medicamento recetado a otro estudiante o poseer o estar bajo la influencia del medicamento recetado de otra persona en propiedad escolar o en un evento relacionado con la escuela; (Ver el término **abuso** en el **Glosario**)
- abusar de medicamentos de venta libre; (Ver el término **abuso** en el **Glosario**)
- estar bajo la influencia de medicamentos recetados o de venta libre que causan impedimento de las funciones del cuerpo o la mente; (Ver el término **bajo la influencia** en el **Glosario**)
- tener o consumir en la escuela medicamentos recetados o medicamentos de venta libre de manera contraria a la prevista en la política del Distrito.

Uso indebido de los recursos tecnológicos y la Internet

Los estudiantes no deberán:

- infringir las políticas, reglas o acuerdos firmados por el estudiante o sus padres con respecto al uso de recursos tecnológicos;
- usar la Internet u otras comunicaciones electrónicas para amenazar o acosar a los estudiantes, empleados, miembros de la Junta o voluntarios del Distrito, incluso fuera de propiedad escolar si la conducta causa una interrupción o interferencia sustancial en el entorno educativo o infringe los derechos de otro estudiante en la escuela;
- enviar, publicar, entregar o poseer mensajes electrónicos abusivos, obscenos, de orientación sexual, amenazantes, acosadores, dañinos para la reputación de otra persona o ilegales, incluido el ciberacoso y el sexteo, ya sea dentro o fuera de propiedad escolar, si la conducta causa una interrupción o interferencia sustancial en el entorno educativo o infringe los derechos de otro estudiante en la escuela;
- tratar de acceder o eludir contraseñas u otra información relacionada con la seguridad del Distrito, los estudiantes o los empleados, o cargar o crear virus informáticos, incluso fuera de propiedad escolar si la conducta causa una interrupción o interferencia sustancial en el entorno educativo;
- tratar de alterar, destruir o deshabilitar los recursos tecnológicos del Distrito, incluidos, entre otros, computadoras y equipo relacionado, datos del Distrito, datos de otras personas u otras redes conectadas con el sistema del Distrito, incluso fuera de propiedad escolar si la conducta causa una interrupción o interferencia sustancial en el entorno educativo; o
- usar la Internet u otra comunicación electrónica para cometer o fomentar actos de conducta ilegal o amenazar la seguridad escolar, incluso fuera de propiedad escolar si la conducta causa una interrupción o interferencia sustancial en el entorno educativo o infringe los derechos de otro estudiante en la escuela.

Transgresiones de seguridad

Los estudiantes no deberán:

- arrojar objetos que puedan causar lesiones corporales o daños a la propiedad;
- descargar un extintor de incendios sin una causa válida;
- hacer acusaciones falsas o perpetrar engaños con respecto a la seguridad escolar;
- incurrir en cualquier conducta que los funcionarios escolares puedan creer razonablemente que interrumpirá sustancialmente el programa escolar o incitará a la violencia;
- incurrir en intercambios verbales (orales o escritos) que amenazan la seguridad de otro estudiante, un empleado de la escuela o la propiedad de la escuela; o
- poseer material publicado o electrónico diseñado para promover o incitar comportamiento ilegal o que podría amenazar la seguridad escolar.

Infracciones misceláneas

Los estudiantes no deberán:

- hacer apuestas;
- falsificar registros, pases u otros documentos relacionados con la escuela;
- cometer actos o demostraciones que interrumpen sustancialmente o interfieren materialmente con las actividades escolares;
- infringir las normas de vestimenta y arreglo personal como se comunica en el Manual del Estudiante y el Código de Conducta;
- infringir reiteradamente otras normas de conducta comunicadas en el aula o por la escuela; o
- cometer deshonestidad académica, que incluye hacer trampa o copiar el trabajo de otro estudiante, el plagio y la comunicación no autorizada de los estudiantes durante un examen.

El Distrito puede imponer reglas para el aula o la escuela además de las establecidas en el Código de Conducta. Estas reglas pueden publicarse en las aulas o entregarse al estudiante y pueden o no referirse a infracciones del Código de Conducta.

TÉCNICAS DE GESTIÓN DE LA DISCIPLINA

La gestión disciplinaria debe apuntar a mejorar la conducta y alentar a los estudiantes a ser miembros responsables de la comunidad escolar. Las medidas se basarán en el juicio profesional de los maestros y administradores y en las técnicas de la gestión de la disciplina, como las prácticas restaurativas. Las decisiones disciplinarias se tomarán en función de la gravedad de la infracción, la edad y el nivel de grado del estudiante, la frecuencia de la mala conducta, la actitud del estudiante, el efecto de la mala conducta en el entorno escolar y los requisitos legales.

Técnicas

Las siguientes técnicas disciplinarias se pueden usar solas, combinadas o como parte de intervenciones progresivas para conducta prohibida por el Código de Conducta o por reglas de la escuela o el aula.

- Corrección verbal, oral o escrita
- Tiempo para reflexionar o un breve periodo de separación (*time-out*), de acuerdo con la ley
- Cambio de asiento en el aula o en vehículos propiedad del Distrito u operados por él
- Confiscación temporal de artículos que interrumpen el proceso educativo
- Recompensas o deméritos
- Contratos de conducta
- Asesoramiento por parte de maestros, consejeros escolares o personal administrativo
- Reuniones de padres y maestros
- Prácticas restaurativas
- Reducciones de las calificaciones por trampas, plagio y en otros casos en que lo permita la política
- Detención escolar, incluso fuera del horario normal de clases (Antes de que un estudiante menor de 18 años sea asignado a detención escolar fuera del horario normal de clases, se notificará al estudiante y se debe notificar al padre o tutor para que se pueda planificar el transporte).
- Derivar al estudiante a la oficina, a otra área designada o a la ISS (suspensión en la escuela)
- Asignación de responsabilidades escolares, como limpiar o recoger basura
- Retiro de privilegios, como la participación en actividades extracurriculares, la elegibilidad para postularse y ocupar cargos honoríficos o la membresía en clubes y organizaciones patrocinados por la escuela
- Sanciones identificadas en las normas de comportamiento extracurricular de organizaciones estudiantiles
- Restricción o revocación de los privilegios de transporte del Distrito
- Período de prueba evaluado y administrado por la escuela
- Suspensión fuera de la escuela, como se especifica en la sección de **Suspensión fuera de la escuela** de este Código
- Asignación al DAEP, como se especifica en la sección del **DAEP** de este Código
- Expulsión y/o asignación a un entorno escolar alternativo, como se especifica en este Código en la sección **Asignación y/o Expulsión por Ciertas Infracciones**
- Expulsión, según se especifica en la sección de **Expulsión** de este Código
- Remisión a una agencia externa o autoridad legal para enjuiciamiento penal, además de las medidas disciplinarias impuestas por el Distrito
- Asesoramiento conductual
- Clases de manejo de la ira
- Mediación (víctima-infractor)
- Círculos en el aula
- Conferencias grupales familiares
- Otras estrategias y consecuencias según lo determinen los funcionarios escolares

Técnicas aversivas prohibidas

Está prohibido el uso de técnicas aversivas con los estudiantes. Las técnicas aversivas son métodos o intervenciones para reducir la recurrencia de un comportamiento causando malestar o dolor físico o emocional significativo de forma intencional. Las técnicas aversivas incluyen:

- emplear técnicas diseñadas para causar dolor físico o que probablemente lo causarán;
- emplear técnicas diseñadas para causar dolor físico por choque o que probablemente lo causen, o cualquier procedimiento que involucre puntos de presión o bloqueos articulares;
- dispersión dirigida de aerosoles, neblinas o sustancias nocivas, tóxicas o desagradables cerca de la cara de un estudiante;
- negación de acceso adecuado al sueño, el aire, la comida, el agua, el refugio, la ropa de cama, la comodidad física, la supervisión o el uso de un baño;
- ridiculizar o degradar a un estudiante de una manera que afecte negativamente o ponga en peligro su aprendizaje o salud mental o constituya abuso verbal;
- emplear un dispositivo, material u objeto que inmovilice las cuatro extremidades de un estudiante, incluida la sujeción en decúbito prono o supino en el piso;
- interferir con la respiración del estudiante, lo que incluye aplicar presión sobre el torso o el cuello, o colocar algo dentro, sobre o encima de la boca o la nariz del estudiante o cubrirle la cara;
- restringir la circulación del estudiante;
- sujetar al estudiante a un objeto estacionario mientras el estudiante está de pie o sentado;
- inhibir, reducir o dificultar la capacidad del estudiante para comunicarse;
- el uso de restricciones químicas;
- usar el tiempo de separación (*time-out*) de una manera que impida que el estudiante pueda participar y progresar adecuadamente en el currículo requerido o en cualquier meta de su programa educativo individualizado (IEP), incluido su aislamiento mediante el uso de barreras físicas; y
- privar al estudiante de uno o más de sus sentidos, a menos que la técnica no le cause malestar o cumpla con su IEP o plan de intervención conductual (BIP).

LISTADO DE INFRACCIONES Y CONSECUENCIAS POR NIVEL

Infracciones del Nivel I

En el Nivel I, la mala conducta incluye infracciones repetidas de los procedimientos o reglas de gestión del aula y otra mala conducta que interrumpa el proceso educativo. La siguiente es una lista de los tipos más comunes de infracciones de conducta del Nivel I:

1. Negarse a seguir las reglas del aula
2. Llegar tarde a clase
3. Negarse a participar en las actividades del aula o a cumplir con las tareas
4. No llevar los materiales necesarios a clase
5. Poseer o usar artículos que causan molestias
6. Usar dispositivos electrónicos prohibidos
7. Comer, beber o mascar chicle en un área no designada para ello
8. Interrumpir el proceso ordenado del aula
9. Correr, hacer ruido excesivo o causar otras molestias en pasillos, edificios, aulas y otros entornos supervisados
10. Infringir el código de vestimenta (incluye no usar cubierta facial adecuada o la tarjeta de identificación)
11. Recibir infracciones de estacionamiento

Opciones disciplinarias para el Nivel I

En ningún orden específico, se aplicará una de estas medidas o más en combinación:

1. Reunión maestro-estudiante, consejero-estudiante, administrador-estudiante
2. Llamada de conferencia con los padres
3. Medida disciplinaria o asignación en clase como, entre otras: corrección verbal, cambio de asiento, recompensas o deméritos, contratos de conducta o deducciones de puntos utilizando sistemas para las calificaciones de conducta
4. Retiro de privilegios del estudiante
5. Detención escolar
6. Confiscación de artículos o materiales que causan molestias
7. Confiscación de artículos prohibidos
8. Asignación de servicios supervisados en la escuela
9. Corrección requerida de la vestimenta o la apariencia personal
10. Período de prueba asignado por la escuela
11. Prácticas restaurativas

Infracciones del Nivel II

Cuando el comportamiento de un estudiante no cambia después de la aplicación de una medida del Nivel I, y el estudiante ha sido derivado por segunda vez a la oficina del director por infracciones repetidas del Nivel I, será trasladado al Nivel II a efectos disciplinarios. Los ejemplos de infracciones del Nivel II incluyen, entre otros:

1. Falta de respeto a la autoridad
2. No cumplir con las instrucciones dadas por el personal de la escuela

Opciones disciplinarias para el Nivel II

En ningún orden específico, se aplicará una de estas medidas o más en combinación:

1. Cualquier medida del Nivel I
2. Escuela de los sábados
3. Suspensión en la escuela
4. Conferencia obligatoria con los padres o tutores

Infracciones del Nivel III

Los actos de mala conducta de Nivel III incluyen infracciones que son algo más graves que las de los Niveles I y II en su efecto en el proceso ordenado del programa escolar. Los ejemplos de mala conducta incluyen, entre otros:

1. Hacer trampa o copiar el trabajo de otro estudiante
2. Salir sin permiso del aula, de terrenos e instalaciones de la escuela o de eventos patrocinados por la escuela (absentista)
3. Saltearse una clase u otra actividad programada
4. Usar, ya sea oralmente o por escrito, lenguaje o gestos profanos, obscenos, indecentes o de índole racial o étnica con la intención de ofender
5. Alterar registros o documentos escolares o falsificar un nombre en documentos escolares
6. Vandalizar o desfigurar la propiedad escolar
7. Tener ausencias o llegadas tarde excesivas
8. Incurrir en actos de familiaridad inapropiada con otros estudiantes
9. Usar, de manera reiterada, dispositivos electrónicos prohibidos
10. Arrojar o usar irresponsablemente objetos que pueden causar lesiones corporales o daños a la propiedad
11. Poseer o consumir productos de tabaco en propiedad escolar en cualquier momento o en asistencia a una actividad relacionada con la escuela fuera del plantel
12. Incurrir en cualquier contacto físico inaceptable o no deseado, más allá de que cause una lesión o no
13. Conducir un automóvil de forma imprudente
14. Hacer apuestas
15. Poseer, consumir o distribuir cerveza, vino u otros licores sin alcohol
16. Poseer una pistola de aire
17. Poseer munición real
18. Repetir cualquier infracción del Nivel II o cometer el estudiante una nueva infracción mientras está sujeto a medidas disciplinarias por una infracción del Nivel II

Opciones disciplinarias para el Nivel III

En ningún orden específico, se aplicará una de estas medidas o más en combinación:

1. Cualquier consecuencia del Nivel I o del Nivel II
2. Confiscación de artículos prohibidos
3. Sanción de las calificaciones por copiar o hacer trampa o por una tarea relacionada con la infracción
4. Exclusión de actividades extracurriculares
5. Restauración y/o restitución, según corresponda
6. Remisión al personal policial
7. Suspensión en la escuela
8. Suspensión fuera de la escuela

Infracciones graves, Nivel IV

Las infracciones del Nivel IV incluyen actos de mala conducta que interrumpen gravemente el proceso educativo, ponen en peligro o afectan gravemente a otros estudiantes, o infringen la ley. Los ejemplos incluyen, entre otros:

1. Repetir cualquier infracción del Nivel III o cometer el estudiante una nueva infracción mientras está sujeto a medidas disciplinarias por una infracción del Nivel III
2. Repetir actos de desobediencia o conducta desordenada que puedan causar una alteración en la escuela, o poner en peligro o afectar gravemente la salud y la seguridad de los demás
3. Amenazar (oralmente o por escrito) con causar daño corporal a otros o a pertenencias de otros (acoso)
4. Interferir con las autoridades o programas escolares mediante boicots, sentadas, invasión de propiedad privada, etc.
5. Pelear, que se define como un conflicto físico entre dos o más personas - **Si un estudiante que es atacado contraataca, ocurre una pelea.** Para evitar la penalización, un estudiante que está siendo atacado debe tratar de separarse de la situación y acudir al personal de la escuela.
6. Cometer robo, hurto o entrada ilícita con fines delictivos
7. Extorsión, coerción o chantaje (obtener dinero, objetos o favores de personas renuentes)
8. Dirigir lenguaje o gestos profanos, obscenos, indecentes, inmorales u ofensivos al personal escolar
9. Incumplimiento de medidas disciplinarias asignadas
10. Poseer un dispositivo, objeto o sustancia que puede causar daños corporales a las personas en cualquier entorno escolar
11. No informar al personal de la escuela de su conocimiento de un evento, dispositivo, objeto o sustancia que podría causar daño corporal a las personas en cualquier entorno escolar
12. Poseer, consumir o distribuir cualquier sustancia representada como droga o alcohol
13. Incurrir en conducta sexual inapropiada y/o acoso sexual
14. Participar en novatadas
15. Comportamiento, vestimenta o actividad relacionada con las pandillas o pertenencia a una pandilla
16. Poseer parafernalia de drogas
17. Cometer vandalismo en grado mayor contra propiedad del Distrito
18. Publicar o distribuir materiales comunicativos no autorizados en las instalaciones escolares
19. Colocar o detonar fuegos artificiales
20. Comprometerse a unirse o solicitar membresía en una fraternidad o sororidad de una escuela pública, sociedad secreta o pandilla según se define en TEC 37.121
21. Poseer o distribuir material pornográfico
22. Distribuir medicamentos de venta libre o recetados a otros estudiantes y/o ingerir ese tipo de medicamentos recibidos de otros estudiantes
23. Entrar ilícitamente en propiedad ajena
24. Continuar cometiendo actos de mala conducta grave o persistente que infringen el Código de Conducta o las reglas del aula del DAEP después de haber sido asignado a un programa escolar alternativo por razones disciplinarias (Posible expulsión)
25. Incurrir en delitos menores contra la propiedad, bajo el Código Penal 28.03, si la conducta es punible como delito mayor, ya sea que se haya cometido dentro o fuera de propiedad escolar o en una actividad relacionada con la escuela, (daño intencional o a sabiendas a la propiedad escolar que resulta en una pérdida de \$1,500 o más) (Posible expulsión)
26. Agresión simple (Agresión Clase C encontrado en la Sección F de la Política de la Junta)
27. Cualquier contacto físico no deseado que causa una lesión
28. Modificación electrónica de los registros escolares
29. Represalias contra otro estudiante
30. Alterar o falsificar un chequeo, prueba de detección de drogas o registro

31. Participar en una fraternidad o sororidad de una escuela pública o en una sociedad secreta, incluida la participación como miembro o aspirante, o solicitar a otra persona que se convierta en aspirante o miembro de una fraternidad o sororidad de una escuela pública o de una sociedad secreta o pandilla
32. Incurrir en acoso que motiva a un estudiante a intentar cometer suicidio o suicidarse
33. Incitar a la violencia contra un estudiante a través del acoso grupal
34. Divulgar o amenazar con divulgar material visual íntimo de un menor o un estudiante mayor de 18 años sin su consentimiento

Opciones disciplinarias para el Nivel IV

En ningún orden específico, se aplicará una de estas medidas o más en combinación:

1. Conferencia maestro-estudiante, administrador-estudiante o con los padres
2. Prácticas restaurativas
3. Suspensión fuera de la escuela que no exceda tres días a la vez
4. Citación por parte de personal policial
5. Suspensión en la escuela (incluye asignación para estudiantes menores de 10 años)
6. Reasignación de clases
7. Asignación al Programa Escolar Alternativo Disciplinario
8. Reunión obligatoria con los padres o tutores
9. Proyectos de servicio comunitario

Nivel V – Remoción obligatoria

Un estudiante **debe** ser asignado a un Programa Escolar Alternativo Disciplinario (DAEP) si:

- incurre en conducta relacionada con una falsa alarma o informe (incluida una amenaza de bomba) o una amenaza terrorista relacionada con una escuela pública; (Ver el **Glosario**)
- comete las siguientes infracciones en propiedad escolar o dentro de una distancia de 300 pies de la propiedad escolar medida desde cualquier punto de la línea límite de la propiedad de la escuela, o mientras asiste a una actividad patrocinada por la escuela o relacionada con la escuela dentro o fuera de propiedad escolar:
 - incurre en conductas punibles como delito mayor;
 - comete agresión (Ver el Glosario) tipificada en el Código Penal 22.01(a) (1);
 - vende, da o entrega a otra persona o posee, consume o está bajo la influencia de una sustancia controlada o droga peligrosa en una cantidad que no constituye un delito mayor; (Las infracciones de drogas relacionadas con la escuela que son punibles como delitos mayores se abordan en la sección de Expulsión del Código). (Ver los términos **bajo la influencia, sustancia controlada y droga peligrosa** en el **Glosario**)
 - vende, da o entrega a otra persona o posee, consume o está bajo la influencia de marihuana o THC. Un estudiante con una receta válida de cannabis con bajo contenido de THC según lo autorizado por el Capítulo 487 del Código de Salud y Seguridad no infringe esta disposición;
 - vende, da o entrega a otra persona una bebida alcohólica, comete un acto o infracción grave mientras está bajo la influencia del alcohol, o posee, consume o está bajo la influencia del alcohol;
 - incurre en conducta con elementos indicativos de una infracción relacionada con productos químicos volátiles abusables;
 - vende, da o entrega a otra persona o posee o consume cigarrillos electrónicos;
 - incurre en conducta con elementos indicativos de lascivia pública o exhibicionismo; (Ver el **Glosario**)

- incurre en conducta con elementos indicativos de acoso contra un empleado, según el Código Penal 42.07 (a) (1), (2), (3) o (7);
- incurre en conductas punibles con expulsión y tiene entre 6 y 9 años;
- comete un delito federal relacionado con las armas de fuego y es menor de 6 años;
- incurre en conducta con elementos indicativos de represalia contra cualquier empleado escolar o voluntario dentro o fuera de propiedad escolar (cometer represalias en combinación con otra infracción punible con expulsión se aborda en la sección de **Expulsión** de este Código);
- incurre en conducta punible como robo agravado o un delito mayor enumerado en el Título 5 (Ver el **Glosario**) del Código Penal cuando la conducta ocurre fuera de propiedad escolar y no en un evento patrocinado por la escuela o relacionado con la escuela, y
 1. el estudiante recibe un enjuiciamiento diferido (Ver **Glosario**),
 2. un tribunal o jurado determina que el estudiante ha incurrido en conducta delictiva (Ver el **Glosario**), o
 3. el superintendente o la persona designada tiene una creencia razonable (Ver el **Glosario**) de que el estudiante incurrió en esa conducta.

Nota: A partir del 1 de enero de 2024, a raíz de las enmiendas al Código de Educación de Texas (HB114) y el plan del Distrito de Innovación de HISD, los estudiantes que cometan una infracción relacionada con el vapeo por primera vez ya no enfrentarán la asignación obligatoria al DAEP. En cambio, HISD se centrará en consecuencias alternativas e intervenciones tempranas para aplicar medidas disciplinarias y prevenir la superpoblación del DAEP. Todas las infracciones posteriores darán lugar a una asignación obligatoria al DAEP.

Nivel V – Expulsión obligatoria

Un estudiante **debe** ser expulsado bajo la ley federal o estatal por cualquiera de las siguientes infracciones que ocurran en propiedad escolar o mientras asiste a una actividad patrocinada por la escuela o relacionada con la escuela dentro o fuera de propiedad escolar:

Llevar a la escuela o poseer en la escuela, incluyendo cualquier entorno que esté bajo el control o supervisión del Distrito a efectos de una actividad escolar, un arma de fuego, según lo define la ley federal. (Ver el **Glosario**)

Nota: *La expulsión obligatoria bajo la Ley Federal de Escuelas Libres de Armas no se aplica a un arma de fuego que está legalmente guardada dentro de un vehículo cerrado con llave o a las armas de fuego utilizadas en actividades aprobadas y autorizadas por el Distrito cuando el Distrito ha adoptado las salvaguardas correspondientes para garantizar la seguridad de los estudiantes.*

- Llevar ilegalmente consigo, o tener en su proximidad el estudiante, de manera prohibida por el Código Penal 46.02: :
- una pistola, definida por la ley estatal como cualquier arma de fuego diseñada, fabricada o adaptada para ser disparada con una mano. (Ver el **Glosario**) Nota: Un estudiante no puede ser expulsado únicamente sobre la base de su uso, exhibición o posesión de un arma de fuego que ocurra en una instalación de campo de tiro aprobada que no está ubicada en una escuela; mientras participa o se prepara para una competencia de tiro patrocinada por la escuela o una actividad deportiva de tiro patrocinada o apoyada por el Departamento de Parques y Vida Silvestre; o una organización sancionadora de deportes de tiro en colaboración con el departamento. [Ver política FNCG(LEGAL)]; o
- un cuchillo de uso restringido en el sitio, según lo define la ley estatal.
- Posesión, fabricación, transporte, reparación o venta de un arma prohibida, según se define en la ley estatal. (Ver el **Glosario**)
- Incurrir en una conducta con elementos indicativos de las siguientes infracciones tipificadas en el Código Penal:
- agresión con agravantes, agresión sexual o agresión sexual con agravantes;
- incendio provocado; (Ver el **Glosario**)
- asesinato, asesinato premeditado o intento criminal de cometer asesinato o asesinato premeditado;
- indecencia con un menor;
- secuestro con agravantes;
- robo con agravantes;
- homicidio involuntario;
- homicidio culposo;
- abuso sexual continuo de un niño menor o de una persona con una discapacidad;
- comportamiento punible como delito mayor que implica vender, dar o entregar a otra persona, poseer, consumir o estar bajo la influencia de una sustancia controlada o una droga peligrosa; y
- tomar represalias contra un empleado o voluntario de la escuela en combinación con una de las infracciones de expulsión obligatoria mencionadas anteriormente

Estudiantes con discapacidades

La disciplina de los estudiantes con discapacidades está sujeta a las leyes estatales y federales aplicables, además del Código de Conducta. En caso de conflicto, el Distrito cumplirá con la ley federal. Para obtener más información sobre la disciplina de los estudiantes con discapacidades, consulte la política FOF (LEGAL).

De conformidad con el Código de Educación, un estudiante que recibe servicios de educación especial no puede ser disciplinado por conducta indicativa de intimidación, ciberacoso, acoso o por hacer listas de víctimas (Ver el **Glosario**) hasta que se haya celebrado una reunión del comité de Admisión, Revisión y Retiro (ARD) para analizar la conducta.

Al decidir si ordenar la suspensión, asignación al DAEP o la expulsión, independientemente de si la acción es obligatoria o discrecional, el Distrito tomará en cuenta una discapacidad que afecte sustancialmente la capacidad del estudiante para apreciar el error de su conducta. Para obtener información sobre los estudiantes con discapacidades, la suspensión, la expulsión y el DAEP, consulte el Aviso de Garantías Procesales, Derechos de los Padres de Estudiantes con Discapacidades en el sitio web del Distrito, www.houstonisd.org.

Notificación

Un administrador de la escuela notificará de inmediato por teléfono o en persona a los padres de un estudiante de cualquier infracción que pueda dar lugar a suspensión dentro o fuera de la escuela, asignación al DAEP o al JJAEP o expulsión. El administrador también notificará a los padres si el estudiante es detenido por un agente policial bajo las disposiciones disciplinarias del Código de Educación.

Se hará un esfuerzo de buena fe para proporcionar notificación por escrito de la medida disciplinaria del estudiante el día en que se tomó la medida, para que se la entregue a sus padres. Si no ha sido posible contactar con el padre por teléfono o en persona antes de las 5:00 p. m. del primer día hábil después del día en que se tomó la medida disciplinaria, el administrador enviará una notificación escrita por correo postal. Si el administrador no puede notificar al padre, el director o la persona designada deberá proporcionar la notificación. Antes de que el director o el administrador apropiado asigne a un estudiante menor de 18 años a detención escolar fuera del horario normal de clases, se notificará a los padres del estudiante para informarles de la razón de la detención y los arreglos para el transporte necesario.

Apelaciones

Las preguntas de los padres con respecto a las medidas disciplinarias deben dirigirse al maestro o a la administración de la escuela, según corresponda. Las apelaciones o quejas relacionadas con el uso de técnicas específicas de gestión disciplinaria deben abordarse de acuerdo con la política FOC/FOD (LEGAL). Se puede obtener una copia de la política en la oficina del director, en la oficina de la administración central o en *Policy Online* en la siguiente dirección: www.houstonisd.org.

El Distrito no demorará una consecuencia disciplinaria mientras un estudiante o padre presenta una queja. En el caso de un estudiante acusado de una conducta que coincide con la definición de acoso sexual según lo definido por el Título IX, el Distrito cumplirá con la ley federal aplicable, incluido el proceso formal de queja de Título IX. Ver políticas FFH (LEGAL) Y (LOCAL).

Remoción del autobús escolar

Un conductor de autobús puede remitir a un estudiante a la oficina del director de transporte o a la oficina de la administración de la escuela para mantener una disciplina efectiva en el autobús. El director de transporte o la administración de la escuela deben emplear técnicas adicionales de gestión disciplinaria, según corresponda, que pueden incluir restringir o revocar el privilegio de viajar en autobús de un estudiante.

Para transportar a los estudiantes de manera segura, el operador del vehículo debe concentrarse en conducir y no distraerse con mal comportamiento de los estudiantes. Por lo tanto, cuando las técnicas apropiadas de gestión disciplinaria no logran mejorar el comportamiento, o cuando una mala conducta específica justifica la remoción inmediata, el director de transporte o el administrador de la escuela pueden restringir o revocar el privilegio de transporte de un estudiante de acuerdo con la ley.

REMOCIÓN DEL ENTORNO EDUCATIVO GENERAL

Además de otras técnicas de gestión de la disciplina, la mala conducta puede dar lugar a la expulsión del entorno educativo general mediante una remisión de rutina o una remoción formal.

Remisión de rutina

Una remisión de rutina ocurre cuando un maestro envía a un estudiante a la oficina del administrador de la escuela como técnica de gestión de la disciplina. El administrador empleará técnicas alternativas de gestión de la disciplina, incluyendo intervenciones progresivas. Un maestro o administrador puede retirar a un estudiante del aula por comportamiento que infrinja este Código de Conducta para mantener una disciplina efectiva en el aula.

Remoción formal

Un maestro también puede iniciar una expulsión formal del aula si:

1. el comportamiento del estudiante ha sido documentado por el maestro como interferencia repetida con su capacidad para enseñar a la clase o con la capacidad de otros estudiantes para aprender; o
2. el comportamiento es tan rebelde, perturbador o abusivo que el maestro no puede enseñar y los estudiantes del aula no pueden aprender.

Dentro de los tres días de clases posteriores a la remoción formal, el administrador de la escuela programará una conferencia con el padre del estudiante, el estudiante, el maestro que retiró al estudiante de la clase y cualquier otro administrador, si corresponde.

En la conferencia, el administrador informará al estudiante de la presunta mala conducta y las consecuencias propuestas. El estudiante tendrá la oportunidad de responder a las acusaciones.

Cuando un estudiante es retirado del aula regular por un maestro y hay una conferencia pendiente, el administrador de la escuela puede colocar al estudiante en:

- otra aula apropiada
- suspensión en la escuela
- suspensión fuera de la escuela
- DAEP

Un maestro o administrador **debe** retirar a un estudiante del aula si este exhibe un comportamiento que, según el Código de Educación, requiere o permite que el estudiante sea asignado al DAEP o expulsado. En caso de remoción por estos motivos, se seguirán los procedimientos indicados en los apartados siguientes sobre el DAEP y la expulsión.

Regreso del estudiante al aula

Un estudiante que ha sido formalmente removido del aula por un maestro por incurrir en una conducta contra el maestro con elementos indicativos de agresión, agresión con agravantes, agresión sexual o agresión sexual con agravantes no puede ser devuelto a la clase del maestro sin el consentimiento del maestro.

Un estudiante que ha sido removido formalmente por un maestro por cualquier otra conducta puede ser devuelto a la clase sin el consentimiento del maestro si el comité de revisión de asignación determina que la clase del maestro es la mejor o la única alternativa disponible.

SUSPENSIÓN FUERA DE LA ESCUELA

Mala conducta

Los estudiantes pueden ser suspendidos por cualquier comportamiento enumerado en el Código de Conducta como infracción de conducta general, infracción con asignación al DAEP o infracción punible con expulsión. El Distrito no utilizará la suspensión fuera de la escuela para los estudiantes del grado 2 o inferior a menos que la conducta coincida con los requisitos establecidos en la ley. Un estudiante por debajo del grado 3 o sin vivienda no será puesto en suspensión fuera de la escuela a menos que, en propiedad escolar o mientras asiste a una actividad patrocinada por la escuela o relacionada con la escuela dentro o fuera de la propiedad escolar, el estudiante:

- incurra en una conducta con elementos indicativos de una infracción de armas, según lo dispuesto en la Sección 46.02 o 46.05 del Código Penal;
- incurra en una conducta con elementos indicativos agresión, agresión sexual, agresión con agravantes o agresión sexual con agravantes, según lo dispuesto por el Código Penal; o
- venda, dé o entregue a otra persona o posea, consuma o esté bajo la influencia de cualquier cantidad de marihuana, una bebida alcohólica o una sustancia controlada o drogas peligrosas según lo definido por la ley federal o estatal.

El Distrito utilizará un programa de comportamiento positivo como alternativa disciplinaria para estudiantes por debajo del grado 3 que cometan infracciones de conducta general en lugar de la suspensión o asignación al DAEP. El programa deberá cumplir con los requisitos de la ley.

Proceso

La ley estatal permite que un estudiante sea suspendido por un máximo de tres días de clases por cada infracción de conducta, sin límite en el número de veces que un estudiante puede ser suspendido en un semestre o ciclo escolar. Antes de ser suspendido, un estudiante deberá tener una conferencia informal con el administrador apropiado de la escuela, quien informará al estudiante de la presunta mala conducta y le dará la oportunidad de responder a la acusación antes de que se tome una decisión. El administrador de la escuela determinará el número de días de suspensión de un estudiante, que no excederá los tres días de clases. Al decidir si ordenar la suspensión fuera de la escuela, el administrador deberá tener en cuenta:

1. la defensa propia (Ver el **Glosario**),
2. la intención o falta de intención en el momento de la conducta del estudiante,
3. el historial disciplinario del estudiante,
4. una discapacidad que afecta sustancialmente la capacidad del estudiante para apreciar el error de su conducta,
5. el estado del estudiante en tutela del Departamento de Servicios Familiares y de Protección 0 (cuidado de crianza), o
6. el estado del estudiante como indigente (sin vivienda).

El administrador apropiado determinará cualquier restricción sobre la participación en actividades extracurriculares y cocurriculares patrocinadas por la escuela o relacionadas con ella.

Trabajo escolar durante la suspensión

El Distrito se asegurará de que el estudiante reciba acceso al trabajo escolar del currículo básico mientras está suspendido dentro o fuera de la escuela, incluyendo al menos un método para recibir este trabajo que no requiera el uso de la Internet.

Un estudiante removido del aula regular por una suspensión en la escuela u otro entorno que no sea el DAEP, tendrá la oportunidad antes del comienzo del próximo ciclo escolar de completar cada curso en que estaba inscrito en el momento de su remoción. El Distrito puede ofrecer la oportunidad por cualquier método disponible, incluyendo un curso por correspondencia, otra opción de aprendizaje a distancia o la escuela de verano. El Distrito no le cobrará al estudiante por ningún método de finalización de cursos que le proporcione.

ASIGNACIÓN AL PROGRAMA ESCOLAR ALTERNATIVO DISCIPLINARIO (DAEP)

El DAEP se proporcionará en un entorno que no será el aula regular del estudiante. Un estudiante de primaria no puede ser asignado al DAEP con un estudiante que no está en la primaria.

A los efectos del DAEP, la clasificación de la primaria será de kínder a 5º grado, la clasificación de secundaria de 6º a 8º grado y la clasificación de preparatoria de 9º a 12º grado.

Un estudiante expulsado por una infracción que de otra manera habría dado lugar a su asignación al DAEP no tiene que ser asignado al DAEP además de la expulsión. Las remociones al DAEP las efectuará la Oficina de Disciplina Estudiantil.

Conferencia

Cuando un estudiante es retirado del aula por una infracción que da lugar al DAEP, el CBC (Coordinador de Comportamiento de la Escuela) o el administrador apropiado programará una conferencia dentro de los tres días de clases siguientes con el padre del estudiante, el estudiante y la escuela que lo remite. En la conferencia, el CBC o el administrador apropiado proporcionará al estudiante:

- información, verbal o por escrito, de los motivos de la remoción;
- una explicación de la razón de la remoción; y
- una oportunidad para responder a los motivos de la remoción.

Después de intentos válidos para exigir la asistencia, el Distrito puede llevar a cabo la conferencia y tomar una decisión de asignación independientemente de si el estudiante o los padres del estudiante asisten a la conferencia.

Al decidir si asignar a un estudiante al DAEP, independientemente de si la medida es obligatoria o discrecional, el CBC o el administrador apropiado deberá tener en cuenta:

1. la defensa propia (Ver el **Glosario**),
2. la intención o falta de intención en el momento de la conducta del estudiante,
3. el historial disciplinario del estudiante,
4. una discapacidad que afecta sustancialmente la capacidad del estudiante para apreciar el error de su conducta.
5. el estado del estudiante en tutela del Departamento de Servicios Familiares y de Protección (cuidado de crianza), y
6. el estado del estudiante como indigente (sin vivienda).

Asignación discrecional: mala conducta que puede dar lugar a la asignación al DAEP

Un estudiante **puede** ser asignado al DAEP por comportamientos prohibidos en la sección de Infracciones de Conducta Generales de este Código.

Mala conducta identificada en la Ley Estatal

De acuerdo con la ley estatal, un estudiante **puede** ser asignado al DAEP por cualquiera de las siguientes infracciones:

- incurrir en acoso que motiva a un estudiante a intentar cometer suicidio o suicidarse;
- incitar a la violencia contra un estudiante a través del acoso grupal;
- divulgar o amenazar con divulgar material visual íntimo de un menor o un estudiante mayor de 18 años sin su consentimiento;
- participación en una fraternidad o sororidad de una escuela pública o en una sociedad secreta, incluida la participación como miembro o aspirante, o solicitar a otra persona que se convierta en aspirante o miembro de una fraternidad o sororidad de una escuela pública o de una sociedad secreta o pandilla; (Ver el **Glosario**)
- participación en actividad de pandillas callejeras delincuentes; (Ver el **Glosario**)
- delito menor contra la propiedad no punible como delito mayor;
- agresión (sin lesiones corporales) con amenaza de lesiones corporales inminentes; y
- agresión por contacto físico ofensivo o provocativo.

De acuerdo con la ley estatal, un estudiante **puede** ser asignado al DAEP si el superintendente o la persona designada por el superintendente tiene una creencia razonable (Ver el **Glosario**) de que el estudiante ha participado en una conducta punible como delito mayor, sin ser robo con agravantes o aquellos enumerados como infracciones en el Título V (Ver **Glosario**) del Código Penal, que ocurre fuera de propiedad escolar y no en un evento patrocinado por la escuela o relacionado con ella, si la presencia del estudiante en el aula general amenaza la seguridad de otros estudiantes o maestros o si será perjudicial para el proceso educativo.

El CBC de la escuela o el administrador apropiado **puede** asignar a un estudiante al DAEP por conducta fuera de la escuela para la cual la asignación al DAEP es requerida por la ley estatal, si el administrador no tiene conocimiento de la conducta antes del primer aniversario de la fecha en que ocurrió la conducta.

Asignación obligatoria: mala conducta que requiere de asignación al DAEP

Un estudiante **debe** ser asignado al Programa Escolar Alternativo Disciplinario (DAEP) si:

- incurre en conducta relacionada con una falsa alarma o informe (incluida una amenaza de bomba) o una amenaza terrorista que involucra a una escuela pública; (Ver el **Glosario**)
- comete las siguientes infracciones en propiedad escolar o dentro de una distancia de 300 pies de la propiedad escolar medida desde cualquier punto de la línea limítrofe de la propiedad de la escuela, o mientras asiste a una actividad patrocinada por la escuela o relacionada con la escuela dentro o fuera de propiedad escolar
- incurre en conductas punibles como delito mayor
- comete agresión (Ver el **Glosario**) tipificada en el Código Penal 22.01(a) (1)
- vende, da o entrega a otra persona, o posee, consume o está **bajo la influencia** de una **sustancia controlada** o de una **droga peligrosa** en una cantidad que no constituye un delito mayor (Los delitos mayores de drogas relacionados con la escuela se abordan en la sección de Expulsión del Código). (Ver los tres términos en negrita en el **Glosario**)
- vende, da o entrega a otra persona, o posee, consume o está bajo la influencia de marihuana o THC. Un estudiante con una receta válida de cannabis con bajo contenido de THC según lo autorizado por el Capítulo 487 del Código de Salud y Seguridad no infringe esta disposición.
- vende, da o entrega a otra persona una bebida alcohólica; comete un acto o infracción grave mientras está bajo la influencia del alcohol, o posee, consume o está bajo la influencia del alcohol

- incurre en conducta con elementos indicativos de infracción relacionada con productos químicos volátiles abusables
- vende, da o entrega a otra persona o posee o consume un cigarrillo electrónico
- incurre en conducta con elementos indicativos de lascivia pública o exhibicionismo (Ver el **Glosario**)
- incurre en conducta con elementos indicativos de acoso contra un empleado según el Código Penal 42.07 (a) (1), (2), (3) o (7)
- incurre en conductas punibles con expulsión y tiene entre 6 y 9 años
- comete un delito federal relacionado con las armas de fuego y es menor de 6 años
- incurre en conducta con elementos indicativos de represalia contra cualquier empleado escolar o voluntario dentro o fuera de propiedad escolar (cometer represalias en combinación con otra infracción punible con expulsión se aborda en la sección de **Expulsión** de este Código)
- incurre en conducta punible como robo agravado o un delito mayor enumerado en el Título 5 (Ver el **Glosario**) del Código Penal cuando la conducta ocurre fuera de propiedad escolar y no en un evento patrocinado por la escuela o relacionado con la escuela y:
 1. el estudiante recibe un enjuiciamiento diferido (Ver el **Glosario**),
 2. un tribunal o jurado determina que el estudiante ha incurrido en conducta delictiva (Ver el **Glosario**), o
 3. el superintendente o la persona designada tiene una creencia razonable (Ver el **Glosario**) de que el estudiante incurrió en esa conducta.

Agresión sexual y asignación de escuela

Un estudiante será transferido a otra escuela si:

- el estudiante ha sido condenado por abuso sexual continuo de un niño menor o una persona con una discapacidad o ha sido condenado o se encuentra bajo proceso suspendido o diferido por agresión sexual o agresión sexual con agravantes contra otro estudiante en la misma escuela; y
- el padre de la víctima, u otra persona con autoridad para actuar en nombre de la víctima, solicita que la Junta transfiera al estudiante infractor a otra escuela.

Si no hay otra escuela en el Distrito que atienda el grado escolar del estudiante infractor, el estudiante infractor será transferido al DAEP.

Proceso

Las remociones al DAEP serán hechas por la Oficina de Disciplina Estudiantil.

Conferencia

Cuando un estudiante es retirado del aula por una infracción que da lugar a una asignación al DAEP, el CBC o el administrador apropiado programará una conferencia dentro de los tres días de clases siguientes con el padre del estudiante, el estudiante y la escuela que lo remite. En la conferencia, el CBC o el administrador apropiado proporcionará al estudiante:

- información, verbal o por escrito, de los motivos de la remoción;
- una explicación de la razón de la remoción; y
- una oportunidad para responder a los motivos de la remoción.

Después de intentos válidos para exigir la asistencia, el Distrito puede llevar a cabo la conferencia y tomar una decisión de asignación independientemente de si el estudiante o los padres del estudiante asisten a la conferencia.

Consideración de factores atenuantes

Al decidir si asignar a un estudiante al DAEP, independientemente de si la medida es obligatoria o discrecional, el administrador de la escuela deberá tener en cuenta:

1. la defensa propia (Ver el **Glosario**),
2. la intención o falta de intención en el momento de la conducta del estudiante,
3. el historial disciplinario del estudiante,
4. una discapacidad que afecta sustancialmente la capacidad del estudiante para apreciar el error de su conducta,
5. el estado del estudiante en tutela del Departamento de Servicios Familiares y de Protección (cuidado de crianza), y
6. el estado del estudiante como indigente (sin vivienda).

Orden de asignación

Después de la conferencia, si el estudiante es asignado al DAEP, el CBC de la escuela o el administrador apropiado escribirá una orden de asignación. Una copia de la orden de asignación al DAEP e información para el padre, o la persona que tiene relación parental con el estudiante, con respecto al proceso para solicitar una evaluación individual e inicial completa del estudiante a efectos de servicios de educación especial se enviará al estudiante y a sus padres.

A más tardar el segundo día hábil después de la conferencia, un designado de la Junta entregará al tribunal de menores una copia de la orden de asignación y toda la información requerida por la Sección 52.04 del Código de Familia.

Si el estudiante es asignado al DAEP y la duración de la asignación es inconsistente con las pautas incluidas en este Código, la orden de asignación deberá dar aviso de la inconsistencia.

DAEP sin cupos

Si el DAEP está al límite de su capacidad en el momento en que el administrador apropiado o la persona designada está decidiendo la asignación por conducta relacionada con la marihuana, el THC, un cigarrillo electrónico, alcohol o un producto químico volátil abusable, el estudiante será asignado a suspensión dentro de la escuela y luego transferido al DAEP por el resto del período si se abren cupos antes del final del período de la asignación.

Si un DAEP está al límite de su capacidad en el momento en que el administrador apropiado o la persona designada está decidiendo la asignación de un estudiante que incurrió en conducta violenta, un estudiante que haya sido asignado al DAEP por conducta relacionada con la marihuana, el THC, un cigarrillo electrónico, alcohol o un producto químico volátil abusable puede ser asignado a suspensión en la escuela a efectos de liberar un cupo en el DAEP para el estudiante que incurrió en conducta violenta. Si se abriera un cupo en el DAEP antes del final del período de la asignación del estudiante removido, el estudiante volverá al DAEP por el resto del período.

Aviso sobre el trabajo escolar

El padre o tutor de un estudiante colocado en el DAEP recibirá una notificación por escrito de la oportunidad del estudiante de completar, sin costo para él, un curso del plan de estudios básico en el que el estudiante estaba inscrito en el momento de la remoción y que es requerido para la graduación. El aviso deberá incluir información sobre todos los métodos disponibles para completar el trabajo del curso.

Duración de la asignación

El CBC de la escuela o el administrador apropiado determinará la duración de la asignación del estudiante al DAEP. La duración de la asignación de un estudiante se determinará caso por caso en función de la gravedad de la infracción, la edad y el nivel de grado del estudiante, la frecuencia de la mala conducta, la actitud del estudiante y los requisitos legales. El período máximo de asignación al DAEP será de un año calendario, excepto según lo dispuesto a continuación.

A menos que se especifique lo contrario en la orden de asignación, los días de ausencia del DAEP no contarán para cumplir con el número total de días requeridos en la orden de asignación al DAEP de un estudiante.

El Distrito administrará las evaluaciones previas y posteriores requeridas para los estudiantes asignados al DAEP para un período de 90 días o más de conformidad con los procedimientos administrativos establecidos por el Distrito para administrar otras evaluaciones de diagnóstico o referencia.

Excede un año

La asignación al DAEP puede exceder un año cuando una revisión por parte del Distrito determina que el estudiante es una amenaza para la seguridad de otros estudiantes o para los empleados del Distrito.

Las limitaciones estatutarias sobre la duración de una asignación al DAEP no se aplican a una asignación que resulta de una decisión de la Junta de asignar a un estudiante que cometió agresión sexual contra otro estudiante, para que los estudiantes no estén asignados a una misma escuela.

Excede el ciclo escolar

Es posible que se requiera que los estudiantes que están asignados al DAEP al final de un ciclo escolar continúen esa asignación al comienzo del próximo ciclo escolar para completar el período de asignación establecido.

Para que la asignación al DAEP se extienda más allá del final del ciclo escolar, el administrador apropiado o la persona designada por la Junta debe determinar que:

1. la presencia del estudiante en el aula general o en la escuela presenta un peligro de daño físico para el estudiante o para otros; o
2. el estudiante ha incurrido en mala conducta grave o persistente (Ver el Glosario) que infringe el Código de Conducta del Distrito.

Excede 60 días

Para que la asignación al DAEP se extienda más allá de los 60 días o el final del próximo período de calificación, lo que ocurra primero, se notificará a los padres del estudiante y se les dará la oportunidad de participar en un procedimiento disciplinario ante la Junta o la persona designada por la Junta.

Apelaciones

Las apelaciones de los estudiantes o padres con respecto a la asignación de un estudiante al DAEP deben seguir las pautas descritas en la política FOC (LOCAL). Todas las apelaciones del DAEP de Nivel I deben dirigirse al director ejecutivo de Disciplina Estudiantil. Las consecuencias disciplinarias no se demorarán mientras se revisa una apelación. La decisión tomada por el director ejecutivo es definitiva e inapelable. Copias de esta política están disponibles en la oficina del director, la oficina de la administración central o en línea a través de *Policy Online* en www.houstonisd.org

Restricciones durante la asignación

El Distrito no permite que un estudiante asignado al DAEP participe en ninguna actividad extracurricular o cocurricular patrocinada por la escuela o relacionada con ella, incluyendo postularse y ocupar cargos honoríficos o ser miembro de clubes y organizaciones patrocinados por la escuela.

El Distrito proporcionará transporte a los estudiantes en el DAEP de escuela primaria y secundaria. Un estudiante con una discapacidad que tiene derecho a transporte de acuerdo con su programa educativo individualizado (IEP) o su plan de la Sección 504 recibirá transporte independientemente del grado escolar. Para los estudiantes sénior que son elegibles para graduarse y están asignados al DAEP en el momento de la graduación, la asignación al programa continuará hasta la graduación, y al estudiante no se le permitirá participar en la ceremonia de graduación ni en las actividades relacionadas con la graduación a menos que se especifique lo contrario en la orden de asignación al DAEP.

Revisión de la asignación

A los estudiantes asignados al DAEP se les proveerá una revisión de su estado, incluido su estado académico, por parte del administrador de la escuela o la persona designada por la Junta, a intervalos que no excederán los 120 días. En el caso de un estudiante de preparatoria, también se revisará su progreso hacia la graduación y su plan de graduación. En la revisión, el estudiante o sus padres tendrán la oportunidad de presentar argumentos para el regreso del estudiante a la escuela o aula regular. El estudiante no puede ser devuelto al aula de un maestro que lo retiró sin que ese maestro dé su consentimiento.

Casos de mala conducta adicionales

Si durante el período de asignación al DAEP el estudiante incurre en actos de mala conducta adicionales por los cuales se requiere o permite la asignación al DAEP o la expulsión, se pueden llevar a cabo procedimientos adicionales y el administrador apropiado o la persona designada puede emitir una orden disciplinaria adicional como resultado de esos procedimientos.

Aviso de proceso penal

Cuando un estudiante es asignado al DAEP por ciertas infracciones, la oficina del fiscal notificará al Distrito si:

1. el enjuiciamiento del caso de un estudiante fue rechazado por falta de mérito procesal o pruebas insuficientes y no habrá procedimientos formales, proceso suspendido o diferido ni enjuiciamiento diferido (Ver el **Glosario**); o
2. el tribunal o el jurado declararon no culpable a un estudiante o determinaron que el estudiante no incurrió en conducta delictiva o que indicara la necesidad de supervisión, y el caso fue resuelto con sobreseimiento definitivo.

Si un estudiante fue asignado al DAEP por tal conducta, al recibir la notificación del fiscal, el superintendente o la persona designada revisará la asignación del estudiante y programará una revisión con los padres del estudiante a más tardar el tercer día después de que el superintendente o la persona designada reciba la notificación del fiscal. El estudiante no puede regresar al aula regular mientras la revisión está pendiente.

Después de revisar el aviso y recibir información de los padres del estudiante, el superintendente o la persona designada puede continuar la asignación del estudiante si hay razones para creer que la presencia del estudiante en el aula regular amenaza la seguridad de otros estudiantes o maestros.

El estudiante no puede regresar al aula regular mientras la apelación está pendiente. En el caso de una apelación, la Junta deberá, en la próxima reunión programada, revisar la notificación del fiscal y recibir información del estudiante, el padre del estudiante y el superintendente o la persona designada, y confirmar o revertir la decisión del superintendente o la persona designada. La Junta levantará acta de las actuaciones.

Si la Junta confirma la decisión del superintendente o de la persona designada, el estudiante y sus padres pueden apelar ante el Comisionado de Educación. El estudiante no puede regresar al aula regular mientras la apelación está pendiente.

Retiro de la escuela durante el proceso

Cuando un estudiante infringe el Código de Conducta del Distrito de una manera que requiere o permite que el estudiante sea asignado al DAEP y el estudiante se retira del Distrito antes de que se complete una orden de asignación, el administrador apropiado o la persona designada puede completar los procedimientos y emitir una orden de asignación. Si el estudiante luego se vuelve a inscribir en el Distrito en el mismo ciclo escolar o un ciclo subsiguiente, el Distrito puede hacer cumplir la orden en ese momento, menos cualquier período de la asignación que el estudiante haya completado durante la inscripción en otro Distrito. Si el administrador apropiado o la Junta no emiten una orden de asignación después de que el estudiante se retira, el próximo Distrito en el que se inscriba el estudiante puede completar los procedimientos y emitir una orden de asignación.

Estudiante recién inscrito

El Distrito decidirá caso por caso si continúa la asignación de un estudiante que se inscribe en el Distrito y fue asignado al DAEP en una escuela chárter de inscripción abierta u otro distrito. El Distrito puede asignar al estudiante al DAEP del Distrito o a un aula regular.

Cuando un estudiante se inscribe en el Distrito con una asignación al DAEP de un distrito de otro estado, el Distrito tiene el derecho de asignar al estudiante al DAEP en la misma medida que cualquier otro estudiante recién inscrito si el comportamiento cometido es una razón para la asignación al DAEP en el distrito receptor.

La ley estatal requiere que el Distrito reduzca una asignación impuesta por un distrito de otro estado que exceda un año para que la asignación total no exceda un año. Sin embargo, después de una revisión, la asignación puede extenderse más de un año si el Distrito determina que el estudiante es una amenaza para la seguridad de otros estudiantes o empleados o si la asignación extendida es lo mejor para el estudiante.

Procedimiento para la asignación de emergencia

Cuando es necesaria una asignación de emergencia porque el comportamiento del estudiante es tan rebelde, perturbador o abusivo que interfiere seriamente con las operaciones del aula o de la escuela, se le notificará oralmente al estudiante la razón de la acción. A más tardar el décimo día después de la fecha de la asignación, el estudiante recibirá la conferencia apropiada requerida para la asignación al DAEP.

Servicios de transición

De acuerdo con la ley y los procedimientos del Distrito, el personal de la escuela proporcionará servicios de transición a un estudiante que regrese al aula regular después de una asignación a un programa escolar alternativo, incluido el DAEP. Consulte la política FOCA (LEGAL) para obtener más información.

ASIGNACIÓN Y/O EXPULSIÓN A CAUSA DE CIERTAS INFRACCIONES

Esta sección incluye dos categorías de infracciones para las cuales el Código de Educación proporciona procedimientos únicos y consecuencias específicas.

Agresores sexuales registrados

Al recibir una notificación de conformidad con la ley estatal de que un estudiante está actualmente obligado a registrarse como agresor sexual, el Distrito debe retirar al estudiante del aula regular y determinar la asignación apropiada a menos que el tribunal ordene la asignación al JJAEP.

Si el estudiante está bajo cualquier forma de supervisión judicial, incluida la libertad vigilada, supervisión comunitaria o la libertad condicional, el estudiante será asignado al DAEP durante al menos un semestre.

Si el estudiante no está bajo ningún tipo de supervisión judicial, la asignación puede ser al DAEP por un semestre o a un aula regular. El estudiante no puede ser asignado al aula regular si la Junta o su designado determina que la presencia del estudiante:

1. amenaza la seguridad de otros estudiantes o de los maestros,
2. será perjudicial para el proceso educativo, o
3. no es lo mejor para los estudiantes del Distrito.

Comité de revisión

Al final del primer semestre de la asignación de un estudiante a un entorno escolar alternativo y antes del comienzo de cada ciclo escolar para el cual el estudiante permanece en una asignación alternativa, el Distrito convocará un comité, de conformidad con la ley estatal, para revisar la asignación del estudiante. El comité recomendará si el estudiante debe regresar al aula regular o debe continuar la asignación. En ausencia de una conclusión especial, la Junta o la persona designada por ella debe seguir la recomendación del comité.

La revisión de la asignación de un estudiante con una discapacidad que recibe servicios de educación especial debe ser realizada por el comité de ARD.

Estudiante recién inscrito

Si un estudiante se inscribe en el Distrito durante una asignación obligatoria como agresor sexual registrado, el Distrito puede contar cualquier tiempo que el estudiante ya haya cumplido en una asignación o puede requerir un semestre adicional en una asignación alternativa sin realizar una revisión de la asignación.

Apelación

El estudiante o sus padres pueden apelar la asignación solicitando una conferencia entre la Junta o su designado, el estudiante y el padre del estudiante. La conferencia se limita a la cuestión fáctica de si el estudiante está obligado a registrarse como agresor sexual. Toda decisión de la Junta o de la persona designada por ella es definitiva e inapelable.

Ciertos delitos mayores

Independientemente de si se requiere o se permite la asignación al DAEP o la expulsión por una de las razones contempladas en las secciones de Asignación al DAEP o Expulsión, de conformidad con el Código de Educación 37.0081, un estudiante puede ser expulsado y asignado al DAEP o al JJAEP si la Junta o su designado llega a ciertas conclusiones y existen las siguientes circunstancias en relación con el robo con agravantes o un delito mayor bajo el Título V (Ver el **Glosario**) del Código Penal. El estudiante debe haber:

- recibido un enjuiciamiento diferido por una conducta definida como robo con agravantes o un delito mayor contemplado en el Título V;
- recibido una sentencia de un tribunal o jurado por haber incurrido en conducta delictiva definida como robo con agravantes o un delito mayor en el Título V;
- sido acusado de incurrir en conducta definida como robo con agravantes o un delito mayor contemplado en el Título V;
- sido remitido a un tribunal de menores por presuntamente incurrir en conducta delictiva definida como robo con agravantes o delito mayor contemplado en el Título V; o
- recibido libertad vigilada o proceso suspendido o diferido o ha sido arrestado, imputado o condenado por robo con agravantes o un delito mayor contemplado en el Título V.

El Distrito puede expulsar al estudiante y ordenar la asignación bajo estas circunstancias, independientemente de

1. la fecha en el que estudiante incurrió en la conducta,
2. el lugar donde incurrió en la conducta,
3. si el estudiante incurrió en la conducta estando inscrito en el Distrito, o
4. si el estudiante ha completado con éxito cualquier requisito de disposición judicial impuesto en relación con la conducta.

Audiencia y conclusiones requeridas

El estudiante primero debe tener una audiencia ante la Junta o su designado, quien debe determinar que, además de las circunstancias anteriores que permiten la expulsión, la presencia del estudiante en el aula regular:

1. amenaza la seguridad de otros estudiantes o de los maestros,
2. será perjudicial para el proceso educativo, o
3. no es lo mejor para los estudiantes del Distrito.

Toda decisión de la Junta o de la persona designada por la Junta en virtud de esta sección es definitiva e inapelable.

Duración de la asignación

El estudiante estará sujeto a la asignación hasta que:

1. se gradúe de la escuela preparatoria,
2. se desestimen los cargos o se reduzcan a delito menor, o
3. complete el término de la asignación o sea asignado a otro programa.

Revisión de la asignación

Un estudiante asignado al DAEP o al JJAEP bajo estas circunstancias tiene derecho a una revisión de su estado, incluido su estado académico, por parte del administrador de la escuela o la persona designada por la Junta, a intervalos que no excederán los 120 días. En el caso de un estudiante de preparatoria, también se revisará su progreso hacia la graduación y su plan de graduación. En la revisión, el estudiante o sus padres tendrán la oportunidad de presentar argumentos para el regreso del estudiante a la escuela o aula regular.

Estudiante recién inscrito

Un estudiante que se inscribe en el Distrito antes de completar una asignación correspondiente a esta sección en otro distrito escolar debe cumplir el término de la asignación.

EXPULSIÓN

Al decidir si ordenar la expulsión de un estudiante, independientemente de si la medida es obligatoria o discrecional, el Distrito tendrá en cuenta:

1. la defensa propia (Ver el **Glosario**),
2. la intención o falta de intención en el momento de la conducta del estudiante,
3. el historial disciplinario del estudiante,
4. una discapacidad que afecta sustancialmente la capacidad del estudiante para apreciar el error de su conducta,
5. el estado del estudiante en tutela del Departamento de Servicios Familiares y de Protección (cuidado de crianza), y
6. el estado del estudiante como indigente (sin vivienda).

Expulsión discrecional: mala conducta que puede dar lugar a la expulsión

Algunos de los siguientes tipos de mala conducta pueden dar lugar a la asignación obligatoria al DAEP, sea el estudiante expulsado o no. (Ver **Asignación al DAEP**)

En cualquier sitio

Un estudiante **puede** ser expulsado por:

- incurrir en acoso que motiva a un estudiante a intentar cometer suicidio o suicidarse;
- incitar a la violencia contra un estudiante a través del acoso grupal;
- divulgar o amenazar con divulgar material visual íntimo de un menor o un estudiante mayor de 18 años sin su consentimiento;
- incurrir en conducta con elementos indicativos de agresión bajo el Código Penal 22.01 (a) (1) en represalia contra un empleado o voluntario de la escuela;
- delito menor contra la propiedad si es punible como delito mayor;
- incurrir en conducta con elementos indicativos de una de las siguientes infracciones contra otro estudiante:
 - agresión con agravantes
 - agresión sexual
 - agresión sexual con agravantes
 - asesinato
 - asesinato premeditado
 - intento criminal de cometer asesinato o asesinato premeditado
 - robo con agravantes
- vulneración de la seguridad informática (Ver el **Glosario**)
- incurrir en conducta relacionada con una falsa alarma o informe (incluida una amenaza de bomba) o una amenaza terrorista relacionada con una escuela pública.

En la escuela, dentro de una distancia de 300 pies o en un evento escolar

Un estudiante **puede** ser expulsado por cometer cualquiera de las siguientes infracciones en propiedad escolar o dentro de una distancia de 300 pies de la propiedad escolar medida desde cualquier punto de la línea límite de la propiedad de la escuela, o mientras asiste a una actividad patrocinada por la escuela o relacionada con la escuela dentro o fuera de propiedad escolar:

- vende, da o entrega a otra persona o posee, consume o está bajo la influencia de cualquier cantidad de, una sustancia controlada o una droga peligrosa. Un estudiante con una receta válida de cannabis con bajo contenido de THC según lo autorizado por el Capítulo 487 del Código de Salud y Seguridad no infringe esta disposición; (Ver el término **bajo la influencia** en el **Glosario**)
- vende, da o entrega a otra persona o posee, consume o está bajo la influencia de cualquier cantidad de alcohol, o comete un acto o infracción grave mientras está bajo la influencia del alcohol;
- incurre en conducta con elementos indicativos de una infracción relacionada con productos químicos abusables;
- incurre en conducta con elementos indicativos de agresión bajo la Sección 22.01(a) (1) contra un empleado o un voluntario; o
- incurre en conducta mortal. (Ver el **Glosario**)

Dentro de una distancia de 300 pies de la escuela

Un estudiante **puede** ser expulsado por incurrir en la siguiente conducta dentro de una distancia de 300 pies de la propiedad escolar medida desde cualquier punto de la línea límite de la propiedad de la escuela:

- agresión con agravantes, agresión sexual o agresión sexual con agravantes;
- incendio provocado; (Ver el **Glosario**)
- asesinato, asesinato premeditado o intento criminal de cometer asesinato o asesinato premeditado;
- indecencia con un menor;
- secuestro con agravantes;
- homicidio involuntario;
- homicidio culposo;
- robo con agravantes;
- abuso sexual continuo de un niño menor o de una persona con una discapacidad;
- delitos mayores relacionados con sustancias controladas o drogas peligrosas, sin incluir THC;
- portar ilegalmente, o tener en su proximidad el estudiante, una pistola o un cuchillo de uso restringido en el sitio, según se definen estos términos por la ley estatal; (Ver el **Glosario**)
- poseer, fabricar, transportar, reparar o vender un arma prohibida, según lo define la ley estatal; o (Ver el **Glosario**)
- posesión de un arma de fuego, según lo define la ley federal. (Ver el **Glosario**)

En propiedad de otro distrito

Un estudiante **puede** ser expulsado por cometer cualquier infracción que sea una infracción obligatoriamente punible con expulsión de acuerdo con el Estado si la infracción se comete en la propiedad de otro distrito de Texas o mientras el estudiante asiste a una actividad patrocinada por la escuela o relacionada con la escuela de otro distrito de Texas.

En el DAEP

Un estudiante **puede** ser expulsado por incurrir en mal comportamiento grave documentado que infringe el Código de Conducta del Distrito a pesar de las intervenciones conductuales documentadas mientras estaba asignado al DAEP. A los efectos de la expulsión discrecional del DAEP, mal comportamiento grave significa:

1. comportamiento violento deliberado que representa una amenaza directa para la salud o la seguridad de los demás;
2. extorsión, es decir, la obtención de dinero u otros bienes por la fuerza o la amenaza;
3. conducta que constituya coerción, tal como se define en el Código Penal 1.07; o
4. conducta que constituya la infracción de:
 - a. lascivia pública según el Código Penal 21.07,
 - b. exhibicionismo, según el Código Penal 21.08
 - c. delito menor contra la propiedad, según el Código Penal 28.03,
 - d. novatadas, según el Código de Educación 37.152, o
 - e. acoso, según el Código Penal 42.07(a) (1), de un estudiante o empleado del Distrito

Expulsión obligatoria: mala conducta que requiere expulsión

Un estudiante **debe** ser expulsado bajo la ley federal o estatal por cometer cualquiera de las siguientes infracciones en propiedad escolar o mientras asiste a una actividad patrocinada por la escuela o relacionada con la escuela dentro o fuera de propiedad escolar:

Bajo la Ley Federal

Llevar a la escuela, o poseer en la escuela, incluyendo cualquier entorno que esté bajo el control o supervisión del Distrito para una actividad escolar, un arma de fuego, según la definición de la ley federal. (Ver el **Glosario**)

Nota: La expulsión obligatoria bajo la Ley Federal de Escuelas Libres de Armas no se aplica a un arma de fuego que está legalmente guardada dentro de un vehículo cerrado con llave o a las armas de fuego utilizadas en actividades aprobadas y autorizadas por el Distrito cuando el Distrito ha adoptado las salvaguardas correspondientes para garantizar la seguridad de los estudiantes.

Bajo el Código Penal

- Llevar ilegalmente consigo, o tener en su proximidad el estudiante, de manera prohibida por el Código Penal 46.02:
 - una pistola, definida por la ley estatal como cualquier arma de fuego diseñada, fabricada o adaptada para ser disparada con una mano. (Ver el **Glosario**) Nota: Un estudiante no puede ser expulsado únicamente sobre la base de su uso, exhibición o posesión de un arma de fuego que ocurra en una instalación de campo de tiro aprobada que no está ubicada en una escuela; mientras participa o se prepara para una competencia de tiro patrocinada por la escuela o una actividad deportiva de tiro patrocinada o apoyada por el Departamento de Parques y Vida Silvestre; o una organización sancionadora de deportes de tiro en colaboración con el departamento; [Ver política FNCG(LEGAL).]
 - un cuchillo de uso restringido en el sitio, según lo define la ley estatal. (Ver el **Glosario**)
- Posesión, fabricación, transporte, reparación o venta de un arma prohibida, según se define en la ley estatal; (Ver el **Glosario**)

- Incurrir en conducta con elementos indicativos de las siguientes infracciones bajo el Código Penal:
 - agresión con agravantes, agresión sexual o agresión sexual con agravantes;
 - incendio provocado; (Ver el **Glosario**)
 - asesinato, asesinato premeditado o intento criminal de cometer asesinato o asesinato premeditado;
 - indecencia con un menor;
 - secuestro con agravantes;
 - robo con agravantes;
 - homicidio involuntario;
 - homicidio culposo;
 - abuso sexual continuo de un niño menor o de una persona con una discapacidad
 - comportamiento punible como delito mayor que implica vender, dar o entregar a otra persona, poseer, consumir o estar bajo la influencia de una sustancia controlada
 - una droga peligrosa; y
 - tomar represalias contra un empleado o voluntario de la escuela en combinación con una de las infracciones de expulsión obligatoria mencionadas anteriormente

Menor de 10 años

Cuando un estudiante menor de 10 años incurre en un comportamiento punible con expulsión, el estudiante no será expulsado, sino que será asignado al Programa Escolar Alternativo Disciplinario (DAEP). Un estudiante menor de 6 años no será asignado al DAEP a menos que el estudiante cometa un delito federal relacionado con armas de fuego.

Proceso

Si se cree que un estudiante ha cometido una infracción punible con expulsión, el administrador apropiado programará una audiencia dentro de un tiempo razonable. Se invitará por escrito a los padres del estudiante a asistir a la audiencia. Hasta que se pueda llevar a cabo una audiencia, el administrador puede colocar al estudiante en:

- otra aula apropiada
- suspensión en la escuela
- suspensión fuera de la escuela
- un Programa Disciplinario de Educación Alternativa (DAEP).

Audiencia

Un estudiante que enfrenta la expulsión tendrá una audiencia con el debido proceso correspondiente. El estudiante tiene derecho a:

1. representación por parte de los padres del estudiante u otro adulto que pueda proporcionar orientación al estudiante y que no sea un empleado del Distrito,
2. la oportunidad de testificar y presentar pruebas y testigos en su defensa, y
3. la oportunidad de interrogar a los testigos convocados por el Distrito en la audiencia.

Después de notificar al estudiante y a los padres sobre la audiencia, el Distrito puede celebrar la audiencia independientemente de si el estudiante o los padres del estudiante asisten a ella. La Junta Escolar de HISD delega en el superintendente o en su representante la autoridad para llevar a cabo audiencias y expulsar estudiantes.

Revisión de la expulsión por parte de la Junta

Después de la audiencia de debido proceso, el estudiante expulsado puede solicitar a la Junta una revisión de la decisión de expulsión. El estudiante o padre debe presentar una solicitud por escrito al superintendente de la División dentro de los siete días posteriores a la recepción de la decisión por escrito. El superintendente debe proporcionar al estudiante o padre un aviso por escrito de la fecha, hora y lugar de la reunión en la que la Junta revisará la decisión.

La Junta revisará el expediente de la audiencia de expulsión en una reunión a puerta cerrada. La Junta también puede escuchar una declaración del estudiante o padre y de la persona designada por la Junta.

La Junta considerará su decisión y se basará en las pruebas incluidas en el expediente y en las declaraciones hechas por las partes en la revisión. La Junta tomará su decisión y la comunicará oralmente al concluir la presentación. Las consecuencias no se aplazarán mientras está pendiente el resultado de la audiencia.

Orden de expulsión

Antes de ordenar la expulsión, la Junta o la persona que haya designado deberá tener en cuenta:

1. la defensa propia (Ver el **Glosario**),
2. la intención o falta de intención en el momento de la conducta del estudiante,
3. el historial disciplinario del estudiante,
4. una discapacidad que afecta sustancialmente la capacidad del estudiante para apreciar el error de su conducta,
5. el estado del estudiante en tutela del Departamento de Servicios Familiares y de Protección (cuidado de crianza), o
6. el estado del estudiante como indigente (sin vivienda).

Si el estudiante es expulsado, la Junta o su designado entregará al estudiante y a sus padres una copia de la orden de expulsión del estudiante. A más tardar el segundo día hábil después de la audiencia, el superintendente o la persona designada entregará al tribunal de menores una copia de la orden de expulsión y la información requerida por la Sección 52.04 del Código de Familia.

Si la duración de la expulsión es inconsistente con las pautas incluidas en el Código de Conducta Estudiantil, la orden de expulsión deberá incluir aviso de la inconsistencia.

Duración de la expulsión

La duración de una expulsión se basará en la gravedad de la infracción, la edad y el nivel de grado del estudiante, la frecuencia de la mala conducta, la actitud del estudiante y los requisitos legales. La duración de la expulsión de un estudiante se determinará caso por caso. El período máximo de la expulsión es de un año calendario, salvo lo dispuesto a continuación:

Una expulsión no puede exceder un año a menos que, después de una revisión, el Distrito determine que:

1. el estudiante es una amenaza para la seguridad de otros estudiantes o para los empleados del Distrito; o
2. prolongar la expulsión es lo mejor para el estudiante.

Las leyes estatales y federales requieren que un estudiante sea expulsado del aula regular por un período mínimo de un año calendario por llevar a la escuela un arma de fuego, según la definición de la ley federal. Sin embargo, el superintendente puede modificar la duración de la expulsión caso por caso.

Los estudiantes que al final de un ciclo escolar cometan infracciones que requieren expulsión pueden ser expulsados hasta en el siguiente ciclo escolar para completar el término de la expulsión.

Retiro de la escuela durante el proceso

Cuando la conducta de un estudiante requiere o permite la expulsión del Distrito y el estudiante se retira del Distrito antes de que se lleve a cabo la audiencia de expulsión, el Distrito puede llevar a cabo la audiencia después de enviar una notificación por escrito al padre y al estudiante. Si el estudiante luego se vuelve a inscribir en el Distrito en el mismo ciclo escolar o el siguiente, el Distrito puede hacer cumplir la orden de expulsión en ese momento, menos cualquier período de expulsión que el estudiante haya cumplido durante la inscripción en otro distrito. Si la persona designada por el superintendente o la Junta no emite una orden de expulsión después de que el estudiante se retira, el próximo distrito en el que se inscriba el estudiante puede completar los procedimientos.

Casos de mala conducta adicionales

Si durante la expulsión, el estudiante incurre en actos de conducta adicionales para los cuales se requiere o permite la asignación al DAEP o la expulsión, se pueden llevar a cabo procedimientos adicionales, y la persona designada por el superintendente o la Junta puede emitir una orden disciplinaria adicional a raíz de esos procedimientos.

Restricciones durante la expulsión

Los estudiantes expulsados tienen prohibido estar en las instalaciones de la escuela o asistir a actividades patrocinadas por la escuela o relacionadas con la escuela durante el período de expulsión. No se podrá obtener ningún crédito académico del Distrito por el trabajo perdido durante el período de expulsión, a menos que el estudiante esté inscrito en un JJAEP u otro programa aprobado por el Distrito.

Estudiante recién inscrito

El Distrito decidirá caso por caso la asignación de un estudiante sujeto a una orden de expulsión de otro Distrito o de una escuela chárter de inscripción abierta al momento de la inscripción en el Distrito. Si un estudiante expulsado en otro estado se inscribe en el Distrito, el Distrito puede continuar la expulsión bajo los términos de la orden de expulsión, puede asignar al estudiante al DAEP por el período especificado en la orden, o puede permitir que el estudiante asista a clases regulares si:

1. el distrito de otro estado proporciona al Distrito una copia de la orden de expulsión, y
2. la infracción que dio lugar a la expulsión también es una infracción punible con expulsión en el distrito en el que el estudiante se está inscribiendo.

Si un estudiante es expulsado por un distrito en otro estado por un período que excede un año y el Distrito continúa la expulsión o asigna al estudiante al DAEP, el Distrito reducirá el período de la expulsión o asignación al DAEP para que el período total no exceda un año, a menos que después de una revisión se determine que:

1. el estudiante es una amenaza para la seguridad de otros estudiantes o los empleados del Distrito; o
2. prolongar la asignación es lo mejor para el estudiante.

Procedimiento para la expulsión de emergencia

Cuando una expulsión de emergencia es necesaria para proteger a las personas o la propiedad contra daño inminente, el estudiante recibirá una notificación verbal de la razón de la medida adoptada. Dentro de los diez días posteriores a la fecha de la expulsión de emergencia, el estudiante recibirá el debido proceso correspondiente requerido para un estudiante que enfrenta la expulsión.

Asignación al DAEP para estudiantes expulsados

El Distrito puede proporcionar servicios educativos en el DAEP a cualquier estudiante expulsado; sin embargo, si el estudiante es menor de 10 años es obligatorio proporcionarle servicios educativos en el DAEP.

Servicios de transición

De acuerdo con la ley y los procedimientos del Distrito, el personal de la escuela proporcionará servicios de transición a un estudiante que regrese al aula regular después de una asignación a un programa escolar alternativo, incluido el DAEP o el JJAEP. Consulte la política FOCA (LEGAL) para obtener más información.

GLOSARIO

El glosario proporciona definiciones legales y definiciones establecidas localmente y su finalidad es ayudar a comprender los términos relacionados con el Código de Conducta Estudiantil.

Abuso – uso inadecuado o excesivo.

Acoso – se incluyen:

1. Conducta coincidente con la definición establecida en las políticas distritales DIA (LOCAL) y FFH (LOCAL);
2. Conducta que amenaza con causar daño o lesión corporal a otra persona, incluso a un estudiante, empleado, representante designado por la Mesa Directiva o voluntario del Distrito; es de índole sexual intimidante; causa daño físico a la propiedad de un estudiante; somete a un estudiante a confinamiento o restricción física; o daña con malicia y sustancialmente la salud física o emocional o la seguridad de un estudiante, según se define en el Art. 37.001(b)(2); o
3. Conducta punible como delito según el Art. 42.77 del Código Penal. Incluye los siguientes actos si conlleva intención de acosar, molestar, alarmar, abusar, atormentar o avergonzar:
 - a. iniciar una comunicación y, en el curso de esa comunicación, hacer un comentario, solicitud, sugerencia o propuesta obscena, según la definición de la ley;
 - b. amenazar, de manera que razonablemente podría alarmar a la persona que recibe la amenaza, con infligirle lesiones corporales o con cometer un delito grave contra la persona, un miembro de su familia o su hogar o propiedad;
 - c. transmitir información falsa de que una persona ha muerto o sufrido lesiones corporales graves, sabiendo que la información es falsa y de manera que razonablemente podría alarmar a la persona que recibe la información;
 - d. hacer que el teléfono de otra persona suene repetidamente o hacer llamadas telefónicas repetidas de forma anónima o de manera que probable y razonablemente acose, moleste, alarme, abuse, atormenta, avergüence u ofenda a otra persona;
 - e. hacer una llamada telefónica e intencionalmente no colgar o desconectar la conexión;
 - f. permitir a sabiendas que un teléfono bajo el control de la persona sea utilizado por otra persona para cometer un delito descrito bajo esta sección;
 - g. enviar comunicaciones electrónicas reiteradamente y de manera que podría acosar, molestar, alarmar, abusar, atormentar, avergonzar u ofender a otra persona;
 - h. publicar reiteradamente en un sitio de internet, incluso una plataforma de redes sociales, comunicaciones electrónicas de manera que razonablemente podría percibirse como abuso o causar angustia o tormento a otra persona, a menos que las comunicaciones se realicen en conexión con un asunto de interés público, según lo define la ley; or
 - i. hacer llamadas telefónicas obscenas, intimidatorias o amenazantes u otras comunicaciones electrónicas desde un número de teléfono temporal o desechable proporcionado por una aplicación de Internet u otros medios tecnológicos.

Acoso escolar – definido en la Sección 37.0832 del Código de Educación como un acto aislado significativo o la repetición continua de actos dirigidos contra un estudiante por un estudiante o más, que explota un desequilibrio de poder y consiste en expresión escrita o verbal, expresión por vía electrónica o conducta física que:

1. tiene o tendrá el efecto de dañar físicamente a un estudiante, dañar la propiedad del estudiante o causar que el estudiante razonablemente sienta temor de sufrir daño físico o a su propiedad;
2. es lo suficientemente grave, persistente o generalizado como para que el acto o amenaza cree un entorno educativo intimidante, amenazante o abusivo para el estudiante;
3. interfiere material y sustancialmente con el proceso educativo o el orden de un aula o escuela; o
4. infringe los derechos de la víctima en la escuela.

El acoso escolar incluye el ciberacoso (Ver a continuación). Esta ley estatal sobre la prevención del acoso escolar se aplica a:

1. acoso que ocurre en propiedad escolar o se recibe allí, o en el sitio de una actividad patrocinada por la escuela o relacionada con ella tanto en propiedad escolar como fuera de ella;
2. acoso que ocurre en un vehículo o autobús escolar de propiedad pública o privada que se usa para el transporte de estudiantes de ida y vuelta a la escuela o a una actividad patrocinada por la escuela o relacionada con ella; y
3. ciberacoso ocurrido fuera de la escuela o de una actividad patrocinada por la escuela o relacionada con ella, si el acto interfiere con las oportunidades educativas del estudiante o con el orden del aula, escuela o actividad patrocinada por la escuela o relacionada con ella.

Agresión – definida en parte en el Art. 22.01 del Código Penal como causar lesiones corporales a otra persona intencionalmente, a sabiendas o de forma imprudente; amenazar a otra persona intencionalmente o a sabiendas con lesiones corporales inminentes; o causar contacto físico con otra persona intencionalmente o a sabiendas, cuando razonablemente podría considerarse ofensivo o provocativo.

Amenaza terrorista – definida en el Art. 22.07 del Código Penal como amenaza de violencia contra cualquier persona o propiedad con la intención de:

1. provocar cualquier reacción de un organismo oficial o voluntario de respuesta a emergencias;
2. causar que alguien sienta temor de lesiones corporales graves o inminentes;
3. prevenir o interrumpir la ocupación de un edificio, sala, sitio de reunión o lugar al que tiene acceso el público; lugar de empleo u ocupación; aeronaves, automóviles y otros medios de transporte; y otros sitios públicos;
4. causar interferencia o interrupción de las comunicaciones públicas; el transporte público; el suministro público de agua, gas o electricidad u otro servicio público;
5. causar que el público o un grupo numeroso del público tema lesiones corporales graves; o
6. influir en la conducta o actividades de una rama o agencia del gobierno federal, del estado o de una subdivisión política del estado (incluido el Distrito).

Arma ametralladora – definida en el Art. 46.01 del Código Penal como cualquier arma de fuego capaz de disparar más de dos tiros automáticamente, sin recarga manual, con una sola operación del gatillo.

Arma de fuego – definida en el Art. (18 U.S.C. 921(a)) de la ley federal como:

1. cualquier arma (incluso una pistola de salva) que al ser accionada por un detonante es capaz de disparar un proyectil, por diseño o por ser fácilmente adaptable para ese fin;
2. el armazón o recámara de ese tipo de arma;
3. cualquier silenciador o supresor de sonido de arma de fuego, definido como dispositivo para silenciar, suprimir o disminuir el sonido de un arma de fuego portable; o
4. todo dispositivo destructivo, como un explosivo, bomba incendiaria o de gas venenoso o granada. El término no abarca las armas de fuego antiguas.

Arma de fuego de cañón corto – definida en el Art. 46.01 del Código Penal como un rifle con una longitud de cañón de menos de 16 pulgadas o una escopeta con una longitud de cañón de menos de 18 pulgadas, o cualquier arma fabricada a partir de un rifle o una escopeta que, modificada, tenga una longitud total de menos de 26 pulgadas.

Arma de fuego improvisada – definida en el Art. 46.01 del Código Penal como dispositivo, o combinación de dispositivos, que originalmente no constituía un arma de fuego y ha sido adaptado para expulsar un proyectil a través de un cañón de ánima lisa o de ánima estriada usando la energía generada por una explosión o sustancia ardiente.

Arma de imitación – se refiere a un objeto similar a un arma, pero cuyo propósito no es usarlo para causar lesiones corporales graves.

Arma explosiva – definida en el Art. 46.01 del Código Penal como cualquier bomba, granada, cohete o mina explosiva o incendiaria con un mecanismo diseñado, fabricado o adaptado con el propósito de infligir lesiones corporales graves, muerte o daños substanciales a la propiedad, o con el propósito principal de causar un estallido tan potente que provoque la alarma o el terror injustificados del público.

Arma prohibida - según el Art. 46.05(a) del Código Penal se refiere a:

1. los siguientes artículos a menos que estén registrados en el Bureau de Alcohol, Tabaco, Armas de Fuego y Explosivos de EE. UU., o que no estén sujetos al requisito de registro, o si los artículos están clasificados como una curiosidad o reliquia por el Departamento de Justicia de EE. UU.:
 - a. un arma ametralladora;
 - b. un arma de fuego de cañón corto;
2. las balas perforantes;
3. un dispositivo dispensador de sustancias químicas;
4. un arma de fuego improvisada (zip gun);
5. un dispositivo para desinflar neumáticos; o
6. un dispositivo explosivo improvisado.

Bajo la influencia – carecer del uso normal de las facultades mentales o físicas. La disminución de las facultades mentales o físicas de una persona puede ser evidente en el comportamiento atípico o errático exhibido, en la presencia de síntomas físicos del consumo de drogas o alcohol, o por la admisión de la persona misma. Un estudiante “bajo la influencia” no necesita estar legalmente embriagado para desencadenar una acción disciplinaria.

Bala perforante – definida en el Art. 46.01 del Código Penal como munición de armas de fuego para pistolas y revólveres diseñada principalmente para penetrar metal, o el blindaje o armadura corporal.

Ciberacoso – definido en el Art. 37.0832 del Código de Educación como acoso cometido mediante el uso de cualquier dispositivo de comunicación electrónica, incluso un teléfono celular o de otro tipo, computadora, cámara, correo electrónico, mensajería instantánea o de texto, aplicación de las redes sociales, sitio de Internet o cualquier otro instrumento de comunicación digital basado en la Internet.

Cigarrillo electrónico – se refiere a cualquier dispositivo que simula fumar mediante el uso de un elemento calefactor mecánico, pilas o un circuito electrónico para suministrar nicotina u otras sustancias a la persona que inhala el producto del dispositivo, o una solución líquida consumible u otro material en aerosol vaporizado durante el uso del cigarrillo electrónico u otro dispositivo descrito en esta disposición. El término incluye cualquier dispositivo que se fabrique, distribuya o venda como cigarrillo electrónico, cigarro electrónico, pipa electrónica o con cualquier otro nombre o descripción del producto y un componente, parte o accesorio del dispositivo, independientemente de que el componente, parte o accesorio se vendan separados del dispositivo.

Conducta delictiva – conducta que infringe leyes estatales o federales y cuyo castigo es la confinación en la cárcel o en la penitenciaría. Abarca conductas que contravienen ciertos órdenes del tribunal de menores, como la de libertad condicional, pero no incluye infracciones de las leyes de tránsito.

Conducta mortal – según el Art. 22.05 del Código Penal, ocurre cuando la conducta imprudente de una persona pone a otra persona en peligro inminente de lesión corporal grave, como al descargar intencionalmente un arma de fuego en dirección a una persona, vivienda, edificio o vehículo.

Conferencia obligatoria con los padres o tutores – Si un estudiante requiere de una conferencia obligatoria con los padres o tutores, un padre o tutor debe acompañar al estudiante a la escuela el siguiente día escolar para la conferencia. Las ausencias de los estudiantes que sean causadas por falta de comparecencia con un padre o tutor, se consideran ausencias injustificadas. Este tipo de suspensión no se considera un programa escolar alternativo disciplinario ni constituye una expulsión de la escuela. Los padres recibirán notificación por escrito cuando el estudiante requiere de una conferencia obligatoria de padres o tutores, y el departamento de transporte recibirá notificación de que el estudiante no debe viajar en autobús a la escuela.

Consumo – introducir voluntariamente en el cuerpo, por cualquier medio, una sustancia prohibida.

Creencia razonable – es lo que una persona común de inteligencia promedio y sano juicio creería. El Capítulo 37 requiere ciertas decisiones disciplinarias cuando el superintendente o su representante designado tienen la creencia razonable de que un estudiante ha cometido un acto de conducta punible como delito grave. Al formar esa creencia razonable, el superintendente o su representante designado pueden usar toda la información disponible, incluida la notificación del arresto del estudiante de conformidad con el Art. 15.27 del Código de Procedimiento Legal.

Cuchillo de uso restringido – definido en el Art. 46.01 del Código Penal como una navaja o cuchillo con una hoja de más de cinco pulgadas y media.

Defensa propia – el uso de la fuerza aplicado en la medida en que, dentro de lo razonable, alguien crea que es inmediatamente necesario para protegerse de otra persona.

Delitos mayores del Título V – delitos enumerados en el Título V del Código Penal que típicamente tienen que ver con causar lesiones a una persona, inclusive:

- asesinato, homicidio no premeditado u homicidio culposo -Secciones 19.02–.05;
- secuestro -Sección 20.03;
- trata de personas -Sección 20A.02;
- tráfico ilícito o tráfico ilícito continuo de personas -Secciones 20.05–.06;
- agresión -Sección 22.01;
- agresión con agravantes -Sección 22.02;
- agresión sexual -Sección 22.011;
- agresión sexual con agravantes -Sección 22.021;
- retención ilícita -Sección 20.02;
- abuso sexual continuo de un niño menor o de una persona con una discapacidad -Sección 21.02;
- bestialismo -Sección 21.09;
- relación inapropiada entre educador y estudiante -Sección 21.12;
- voyerismo -Sección 21.17;
- indecencia con un menor -Sección 21.11;
- grabación visual invasiva -Sección 21.15;
- divulgación o promoción de material visual íntimo -Sección 21.16;
- coerción sexual -Sección 21.18;
- lesión de un menor, una persona de edad avanzada o una persona de cualquier edad con una discapacidad -Sección 22.04;
- abandonar o poner en peligro a un menor -Sección 22.041;
- conducta mortal -Sección 22.05;
- amenaza terrorista -Sección 22.07;
- ayudar a una persona a cometer suicidio -Sección 22.08; y
- alteración de un producto de consumo -Sección 22.09, [Ver FOC (EXHIBIT)]

Demérito – es una puntuación asignada a alguien por hacer algo mal, y puede dar lugar a la pérdida de rango o privilegio.

Discrecional – significa que algo queda en manos de la persona que regula o toma las decisiones en un sitio.

Dispositivo dispensador de productos químicos – definido en el Art. 46.01 del Código Penal como dispositivo diseñado, fabricado o adaptado con el propósito de dispensar una sustancia capaz de causar un efecto psicológico o fisiológico adverso en el ser humano. Un pequeño dispensador de productos químicos vendido comercialmente para la protección personal no entra en esta categoría.

Dispositivo explosivo improvisado – definido en el Art. 46.01 del Código Penal como una bomba completa y operativa diseñada para causar lesiones corporales graves, muerte o daños sustanciales a la propiedad, fabricada de manera improvisada utilizando componentes no militares.

Dispositivo para desinflar neumáticos – definido en el Art. 46.01 del Código Penal como un dispositivo, ya sea un abrojo metálico (miguelito) o una barrera de clavos, que impide el avance de un vehículo de rueda, o lo detiene, al pinchar uno o más de los neumáticos del vehículo cuando el conductor pasa por encima del dispositivo.

Droga peligrosa – definida en el Art. 483.001 del Código de Salud y Seguridad como dispositivo o medicamento que no es seguro consumir si es automedicado y no está incluido en los Anexos I a V ni en los Grupos de Penalización 1 al 4 de la Ley de Sustancias Controladas de Texas. El término incluye los dispositivos o drogas que la ley federal prohíbe dispensar sin receta, o restringe su uso y prescripción a veterinarios licenciados.

Enjuiciamiento diferido – se le puede ofrecer a un menor como alternativa a procurar una condena judicial por conducta delictiva o conducta que indica la necesidad de supervisión.

Exhibicionismo – definido en el Art. 21.08 del Código Penal como delito que ocurre cuando una persona expone el ano o cualquier parte de sus genitales con la intención de despertar o satisfacer el deseo sexual de cualquier persona, obrando de forma imprudente sin considerar que podrían estar presentes otras personas a quienes el acto ofenderá o alarmará.

Falsa alarma o informe – según el Art. 42.06 del Código Penal, cuando una persona intencionalmente inicia, comunica o circula un informe de bomba, incendio, delito u otra emergencia presente, pasada o futura sabiendo que es falso o infundado y que normalmente podría:

1. causar la actuación de un organismo oficial o voluntario de respuesta a emergencias;
2. causar a alguien temor de lesiones corporales graves o inminentes; o
3. prevenir o interrumpir la ocupación de un edificio, sala o sitio de reunión.

Fraternidad o sororidad de escuela pública, sociedad secreta, pandilla – toda organización compuesta total o parcialmente por estudiantes que tiene el objetivo de perpetuarse reclutando miembros nuevos entre los estudiantes inscritos en la escuela basándose en una decisión de sus miembros en lugar de en la libre elección de estudiantes que reúnen las condiciones establecidas. Las organizaciones educativas enumeradas en el Art. 37.121(d) del Código de Educación están exentas de esta definición.

Garrote – definido en el Art. 46.01 del Código Penal como un instrumento especialmente diseñado, fabricado o adaptado con el propósito de infligir lesiones corporales graves o la muerte golpeando a una persona con él. El término incluye, entre otros instrumentos: cachiporras, mazas, porras y tomahawks.

Grafiti – incluye marcas hechas con pintura, bolígrafo o marcador indeleble o con un instrumento para grabar o labrar en bienes tangibles sin el consentimiento del propietario. Las marcas pueden ser inscripciones, lemas, dibujos o pinturas.

Incendio provocado – definido en parte en el Art. 28.02 del Código Penal como delito que implica:

1. Encender fuego o causar una explosión con la intención de destruir o dañar:
 - a. cualquier vegetación, valla o estructura en terreno abierto; o
 - b. cualquier edificio, residencia o vehículo:
 - i. sabiendo que está dentro de los límites de una ciudad o pueblo incorporado;
 - ii. sabiendo que está asegurado contra daños o destrucción;
 - iii. sabiendo que está sujeto a una hipoteca o garantía prendaria;
 - iv. sabiendo que está ubicado en propiedad ajena;
 - v. sabiendo que se ha ubicado allí propiedad perteneciente a otro; o
 - vi. cuando la persona que enciende el fuego es imprudente en cuanto a si la quema o explosión pondrán en peligro la vida de alguien o la seguridad de la propiedad ajena;
1. Encender fuego o causar una explosión obrando con imprudencia al elaborar, o intentar elaborar, una sustancia controlada si el fuego o la explosión dañan cualquier edificio, vivienda o vehículo; o
2. Encender fuego o causar una explosión intencionalmente y al hacerlo:
 - a. dañar o destruir imprudentemente un edificio ajeno, o
 - b. causar imprudentemente que otra persona sufra lesiones corporales o muera.

Lascivia pública – definida en el Art. 21.07 del Código Penal como delito que ocurre cuando una persona participa a sabiendas en un acto de cópula sexual, cópula sexual pervertida, o contacto sexual en un sitio público o, si no es un lugar público, cuando la persona obra de forma imprudente sin considerar que podrían estar presentes otras personas a quienes el acto ofenderá o alarmará.

Lista de víctimas – definida en el Art. 37.001(b)(3) del Código de Educación como lista que se usará para agredir a las personas nombradas en la lista con un arma de fuego, una navaja o cualquier otro objeto que les cause daño corporal.

Mala conducta grave – consiste en:

1. comportamiento violento deliberado que representa una amenaza directa a la salud y la seguridad de los demás;
2. extorsión, es decir, obtener dinero u otros bienes por la fuerza o con amenazas;
3. conducta que constituye coerción, según se define en el Art. 1.07 del Código Penal; o
4. conducta que constituye el delito de:
 - a. lascivia pública -Art. 21.07 del Código Penal;
 - b. exhibicionismo -Art. 21.08 del Código Penal;
 - c. delito menor contra la propiedad -Art. 28.03 del Código Penal;
 - d. novatadas -Art. 37.152 del Código de Educación; o
 - e. acoso de un estudiante o empleado del Distrito -Art. 42.07(a)(1) del Código Penal.

Mala conducta grave o persistente – incluye, entre otros:

- comportamiento que permite fundamentar la expulsión o asignación obligatoria al DAEP;
- comportamiento identificado por el Distrito como causa para asignación discrecional al DAEP;
- actos o demostraciones que alteran sustancialmente la actividad escolar o interfieren materialmente con ella.
- negativa a intentar hacer o completar trabajo escolar asignado;
- insubordinación;
- lenguaje obsceno o vulgar o gestos obscenos;
- retirarse de la escuela sin permiso;
- falsificación de expedientes, pases y otros documentos escolares; o
- negativa a aceptar medidas disciplinarias emitidas por el maestro o el director.

Material visual íntimo – definido en el Art. 98B.001 del Código de Prácticas y Recursos Civiles y el Art. 21.16 del Código Penal como material visual que muestra a una persona con sus partes íntimas expuestas o realizando un acto sexual. “Material visual” se refiere a cualquier película, fotografía, cinta de video, negativo o diapositiva de cualquier reproducción fotográfica o cualquier otro medio físico que permita que una imagen se muestre en una computadora o en pantalla de video y cualquier imagen transmitida a una computadora u otra pantalla de video.

Novatada – definida en el Art. 37.151 del Código de Educación como acto intencional, consciente o imprudente cometido por una persona o más dentro o fuera de una escuela, dirigido contra un estudiante para pertenecer, integrarse o afiliarse a una organización estudiantil u ocupar un cargo en ella, cuando el acto conlleva elementos definidos en el Art. 37.151 del Código de Educación, a saber:

1. cualquier tipo de brutalidad física;
2. una actividad que somete al estudiante a un riesgo irrazonable de daño o que afecta adversamente la salud mental o física del estudiante, como la privación del sueño, la exposición a los elementos, el confinamiento en espacios reducidos, la calistenia o el consumo de alimentos, líquidos, drogas u otras sustancias;
3. una actividad que induzca cause o requiera al estudiante llevar a cabo una orden o tarea que infringe el Código Penal; y
4. forzar a un estudiante a consumir una droga o bebida alcohólica en una cantidad que llevaría a una persona razonable a creer que el estudiante estaría ebrio.

Nudillera – se refiere a cualquier instrumento duro consistente en anillos que protegen los dedos y diseñado o adaptado para infligir lesiones corporales graves o la muerte a una persona asestándole puñetazos con la nudillera puesta.

Obligatorio – significa que algo es imperativo o requerido por una autoridad.

Pandilla callejera delincuente – definida en el Art. 71.01 del Código Penal como tres o más personas con un signo o símbolo distintivo común o un liderazgo identificable que habitual o continuamente se asocian en actividades para delinquir.

Parafernalia – dispositivos que se pueden usar para inhalar, ingerir, inyectar o introducir de alguna otra manera una sustancia controlada en el cuerpo humano.

Pistola – definida en el Art. 46.01 del Código Penal como cualquier arma de fuego diseñada, fabricada o adaptada para ser disparada con una mano.

Poseción – llevar un objeto consigo una persona o tenerlo en sus pertenencias, inclusive, entre otros:

1. objetos en la ropa, bolsa o mochila;
2. objetos en un vehículo particular, por ejemplo, un automóvil, camioneta, moto o bicicleta que se usa para trasladarse entre la escuela y la casa o a actividades relacionadas con la escuela;
3. dispositivos de telecomunicaciones o electrónicos; o
4. objetos en propiedad escolar usada por el estudiante, como un armario o escritorio, etc.

Proceso suspendido o diferido – es una alternativa a procurar una condena judicial que se puede ofrecer a un menor por conducta delictiva o conducta que indica la necesidad de supervisión.

Robo con agravantes – definido en parte en el Art. 29.03(a) del Código Penal como la instancia en que una persona comete un robo y:

2. causa lesiones corporales graves a otra persona;
3. usa o exhibe un arma mortal; o
4. causa lesiones corporales a otra persona o amenaza o pone a otra persona en temor de lesiones corporales o muerte inminentes, si la otra persona es:
 - a. mayor de 65 años; o
 - b. una persona con una discapacidad.

Sustancia controlada – una sustancia, incluso medicamentos, adulterantes y diluyentes, enumerados en los Anexos I a V o de los Grupos de Penalización 1, 1-A, 1-B, 2, 2-A, 3 y 4 de la Ley de Sustancias Controladas de Texas. El término incluye el peso total de cualquier mezcla, solución o sustancia que contenga una sustancia controlada. El término no incluye el cáñamo, según su definición en el Art. 121.001 del Código de Agricultura, ni el tetrahidrocannabinol (THC) presente en el cáñamo.

Violencia de pareja – ocurre cuando una persona en relación de noviazgo presente o pasado se vale del abuso físico, sexual, verbal o emocional para dañar, amenazar, intimidar o controlar a la otra persona de la relación. La violencia de pareja también ocurre cuando una persona comete estos actos contra alguien que se encuentra en una relación matrimonial o de noviazgo con la persona que está o estuvo una vez en una relación matrimonial o de noviazgo con quien comete el delito, según se define en el Art. 71.0021 del Código de la Familia.

Vulneración de la seguridad informática – implica acceder a una computadora, red informática o sistema informático a sabiendas sin el consentimiento efectivo del propietario según se define en el Art. 33.02 del Código Penal, si la conducta conlleva acceso a una computadora, red informática o sistema informático propiedad de un distrito escolar, u operado en nombre de un distrito escolar, y el estudiante a sabiendas altera, daña o elimina propiedad o información del distrito escolar o accede sin autorización a cualquier otra computadora, red informática o sistema de informática.





Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

6/12/2025

15.

Office of the Superintendent of Schools

Office of the Chief of Schools

Authority To Negotiate, Execute, And/Or Amend An Agreement Renewal With The Harris County Juvenile Board

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board authorizes the superintendent of schools or a designee to execute an agreement renewal with the Harris County Juvenile Board (HCJB). This action will ensure the implementation and continuation of the Juvenile Justice Alternative Education Program (JJAEP) for expelled students for school year 2025-2026.

Chapter 37 of the Texas Education Code (TEC) requires that the HCJB establish and operate a JJAEP for youth who are expelled from school for the offenses described in TEC Sections 37.007, 37.0081, and 37.302, or who are ordered to attend the JJAEP by a juvenile court, as described in Section 54.04 (b) of the Texas Family Code. A school district may contract with the HCJB for placement in the JJAEP of students who are expelled from school in accordance with the school district's code of student conduct.

The cost for this service is based on the number of student spaces reserved each school year for students expelled for discretionary reasons allowable by the district's code of conduct and the TEC. For school year 2025-2026, HISD will reserve a maximum of 27 spaces and the maximum total cost to the district for 180 days at \$120 per space will not exceed \$583,200. Of the reserved spaces, HISD will only be charged for actual spaces used and will be reimbursed for spaces not used minus a fifteen-dollar per day/per space administrative fee. In addition, HISD will provide transportation to and from the JJAEP program at an estimated cost not to exceed \$100,000.

COST/FUNDING SOURCE(S): The total cost of this service will not exceed \$683,200.

Fund Source	Fund	Cost Center	Functional Area	General Ledger	Internal Order/ Work Breakdown Structure	Amount
General Funds	1991010008	1014320000	PS95280000000000	6299000000	N/A	\$583,200
General Funds	1993000000	1040810200	PS34990000000000	6129020000	N/A	\$100,000

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board authorizes the superintendent of schools or a designee to negotiate, execute, and/or amend an agreement with the Harris County Juvenile Board, effective June 13, 2025.



6/12/2025

16.

Office of the Superintendent of Schools

Office of Finance and Operations

Approval Of Vendor Awards For Purchases Which Cost \$1,000,000 Or More And Purchases Associated With A Board-Approved Cooperative Or Intergovernmental Interlocal Agreement

The purpose of this item is to authorize vendor awards for purchases which cost \$1,000,000 or more. Pursuant to School Board policy, contracts for purchases which cost \$1,000,000 or more are submitted to the Houston Independent School District (HISD) School Board for approval before purchase orders and/or agreement letters are issued. The Purchasing Services Department, authorized by board policy, enters into purchase agreements for bid projects less than \$1,000,000, subject to ratification by the School Board.

When determining the successful bidder, consideration is given to the quality of the articles supplied, conformity with developed specifications, suitability to the requirements of the educational system, and delivery terms. All advertised bids comply with minority- and woman-owned business enterprise procedures. All contracts are negotiated and executed with the supplier(s) providing the best overall value for the district.

The attachment reflects the names of successful bidders and a description of the items to be purchased.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board approves vendor awards for purchases which cost \$1,000,000 or more and purchases associated with a board-approved cooperative or intergovernmental interlocal agreement, effective June 13, 2025.

**Approval of Project
Recommended for 6/12/2025 Board Agenda**

Project Information	21-06-04-D – RFP / Leadership, Teacher, and Staff Development – (Ho) – (CAO)
Project Description	This project was originally approved by the Board of Education on May 12, 2022. The purpose of this supplemental project is to award additional vendors, with no additional increase in funding, to provide professional development that is interactive, research-based, and focused on supporting teachers and other district personnel with training, coaching, and classroom observation districtwide. The district applied the best value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from June 13, 2025, through June 30, 2025, with two automatic annual renewals, not to extend beyond June 30, 2027.
Amount not to Exceed (Project Term)	Refer to 21-06-04

Recommended Vendor(s) for Approval	M/WBE Commitment
Achievement Network, Ltd., The	NP-0%
Array Education, Inc., dba Lit	NP-0%
Corwin Press, Inc.	C-10%
Cynthia D. Borel, dba Borel Educational Consulting Services	A-100%
Dr. La Price N. Sanford, dba One-By-One Solutions, LLC	A-100%
EdTechLive, LLC, dba LessonLoop	A-100%
Elite Solution, LLC	B-25%
Harris County Department of Education	NP-0%
Improving Schools, Inc.	NP-0%
International Solutions for Growth Group, Inc., The (ISG Group)	B-35%
Kenneth Ray Gay, Jr., dba Kenneth Gay Education, LLC	A-100%
LAZEL, Inc., dba Learning A-Z, LLC	C-D
Leadership Academy, Inc., The	NP-0%
Leadervation Learning, LLC	A-100%
Loralyn Mears, dba STEERus, Inc.	B-25%
Natasha McDaniel, dba Lit for Life, LLC	A-100%
National Literacy Professional Development Consortium, LLC, The, dba National Literacy Institute, LLC, The	A-100%
Robert Jackson Consulting, LLC	A-100%
Scholastic, Inc.	C-D
Teacher Created Materials, Inc.	A-100%
Teaching Lab, Inc.	NP-0%
Texas Association for Bilingual Education, Inc. (TABE)	NP-0%
Tumaini DC, Inc.	NP-0%
US Math Recovery Council, Inc.	NP-0%
WestEd	NP-0%

**Approval of Project
Recommended for 6/12/2025 Board Agenda**

Project Information	21-06-05-C – RFP / College and Career Readiness Materials and Services – (Ardoin) – (CAO)
Project Description	This project was originally approved by the Board of Education on May 12, 2022. The purpose of this supplemental project is to award additional vendors, with no additional increase in funding, to provide college and career readiness materials, services, software, and supplies districtwide. The district applied the best value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from June 13, 2025, through June 30, 2025, with two automatic annual renewals, not to extend beyond June 30, 2027.
Amount not to Exceed (Project Term)	Refer to 21-06-05

Recommended Vendor(s) for Approval	M/WBE Commitment
Bunifu, LLC	A-100%
Elite Solution, LLC	B-25%
Learn by Doing, Inc.	C-D
NCS Pearson, Inc., Certiport, a business of NCS Pearson, Inc.	C-D
Pathful, Inc.	B-25%
Pitsco Education, LLC	A-100%
Project Lead The Way, Inc.	NP-0%
Teachers First, LLC	C-D
Teachers' Teacher, LLC	A-100%
Tiffany Ann Washington dba Transformation7, LLC	B-25%
TPR Education, LLC, dba The Princeton Review	C-1%
Young Women's Preparatory Network	NP-0%

**Approval of Project
Recommended for 6/12/2025 Board Agenda**

Project Information	25-01-01 – RFP / Employee Assistance Program – (Wright) – (CFOO)
Project Description	The purpose of this project is to obtain employee assistance services for district employees and their immediate families. Based on annual appropriations, the projected expenditure is not to exceed \$1,500,000 for the duration of the project. The district applied the best value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LLEGAL).
Project Term	The project term is from January 1, 2026, through December 31, 2026, with two automatic annual renewals, not to extend beyond December 31, 2028.
Amount not to Exceed (Project Term)	\$1,500,000

Recommended Vendor(s) for Approval	M/WBE Commitment
ComPsych Employee Assistance Programs, Inc., dba ComPsych Corporation	RFP-0%

**Approval of Project
Recommended for 6/12/2025 Board Agenda**

Project Information	25-01-15 – RFP / Benefits Consulting Services – (Wright) – (CFOO)
Project Description	The purpose of this project is to obtain services from a consulting firm for district health, welfare, and retirement benefits resources for the Benefits Department. Based on annual appropriations, the projected expenditure is not to exceed \$5,350,000 for the duration of the project. The district applied the best value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from August 1, 2025, through July 31, 2026, with two automatic annual renewals, not to extend beyond July 31, 2028.
Amount not to Exceed (Project Term)	\$5,350,000

Recommended Vendor(s) for Approval	M/WBE Commitment
Gallagher Benefit Services, Inc.	B-20%

**Approval of Project
Recommended for 6/12/2025 Board Agenda**

Project Information	25-03-01 – RFP / Enrollment Consulting and Professional Services – (Majano) – (CAO)
Project Description	The purpose of this project is to obtain comprehensive consulting and professional services in marketing and communication to drive student enrollment districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$2,250,000 for the duration of the project. The district applied the best value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from June 13, 2025, through June 12, 2026, with two automatic annual renewals, not to extend beyond June 12, 2028.
Amount not to Exceed (Project Term)	\$2,250,000

Recommended Vendor(s) for Approval	M/WBE Commitment
Groundwork DFW	NP

**Approval of Cooperative Project
Recommended for 6/12/2025 Board Agenda**

Project Information	25-03-06-42 – Cooperative / Special Education Supplies, Teaching Aids, Equipment, and Services – (Ardoin) – (COE)
Project Description	The purpose of this project is to obtain special education supplies, teaching aids, equipment, and services districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$360,000 for the duration of the project. This is a cooperative agreement with the Educational Purchasing Interlocal Cooperative at Region 6 (EPIC6) utilizing cooperative project number 20.24 in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from June 13, 2025, through June 30, 2026, with two automatic renewals, if EPIC6 executes its project renewal options, not to extend beyond June 30, 2028.
Amount not to Exceed (Project Term)	\$360,000

Recommended Vendor(s) for Approval	M/WBE Commitment
Audio Optical Systems of Austin, Inc.	N/A

**Approval of Cooperative Project
Recommended for 6/12/2025 Board Agenda**

Project Information	25-04-01-04 – Cooperative / Data Center Preventative Maintenance and Co-Location Services – (Sanchez) – (CITO)
Project Description	The purpose of this project is to obtain preventative maintenance for data center equipment and co-location services for carrier-neutral data center equipment for the Information Technology Department. Based on annual appropriations, the projected expenditure is not to exceed \$1,700,000 for the duration of the project. This is a cooperative agreement with Choice Partners utilizing cooperative project number 25/018MF-22 in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from June 16, 2025, through May 20, 2026, with two automatic renewals, if Choice Partners executes its project renewal options, not to extend beyond May 20, 2028.
Amount not to Exceed (Project Term)	\$1,700,000

Recommended Vendor(s) for Approval	M/WBE Commitment
Evolve Holdings, Inc.	N/A

**Approval of Interlocal Project
Recommended for 6/12/2025 Board Agenda**

Project Information	25-04-02-46 – Interlocal / Guidance Services – (Ho) – (CAO)
Project Description	The purpose of this project is to provide and coordinate districtwide student assistance services at the campus level to best meet the physical and emotional needs of at-risk students, and to empower these students to remain in school. Based on annual appropriations, the projected expenditure is not to exceed \$4,500,000 for the duration of the project. This is an interlocal agreement with the Texas Education Agency (TEA). According to Texas Education Code (TEC), Chapter 33.155, the Houston Independent School District can utilize Communities in Schools to maximize the effectiveness of the program.
Project Term	The project term is from July 1, 2025, through June 30, 2026.
Amount not to Exceed (Project Term)	\$4,500,000

Recommended Vendor(s) for Approval	M/WBE Commitment
Communities in Schools of Houston, Inc.	N/A

**Approval of Cooperative Project
Recommended for 6/12/2025 Board Agenda**

Project Information	25-04-03-04 – Cooperative / Two-Way Radio Equipment and Related Goods and Services – (Sanchez) – (COE)
Project Description	The purpose of this project is to obtain two-way radio equipment and related goods and services districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$10,500,000 for the duration of the project. This is a cooperative agreement with Choice Partners utilizing cooperative project number 25/018MF-30 in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LLEGAL).
Project Term	The project term is from June 16, 2025, through May 20, 2026, with two automatic renewals, if Choice Partners executes its project renewal options, not to extend beyond May 20, 2028.
Amount not to Exceed (Project Term)	\$10,500,000

Recommended Vendor(s) for Approval	M/WBE Commitment
5205 Limited Partnership dba Houston Communications, Inc.	N/A

**Approval of Project
Recommended for 6/12/2025 Board Agenda**

Project Information	25-04-03-16 – Service Contracts / Keynote Speaker – (Guerrero Martinez) – (CFOO)
Project Description	The purpose of this board item is to obtain keynote speakers districtwide. A keynote speaker is defined as a prominent individual recognized for expertise or achievements in fields such as business, politics, education, the arts, or similar, whose life story or professional accomplishments provide inspiration and meaningful context for district and community engagement. Campuses or departments may select keynote speakers that align with their objectives, following the established procurement process. Prior approval from Purchasing Services management is required before any engagement or contract submission to Legal Services. Based on annual appropriations, the projected expenditure is not to exceed \$100,000 for the duration of the term. The selected speaker will be evaluated to determine whether a quoting process or sole source justification, in accordance with the Texas Education Code (TEC), is applicable. All keynote speaker engagements must comply with Chapter 44 of the TEC, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from July 1, 2025, through June 30, 2028.
Amount not to Exceed (Project Term)	\$100,000

Recommended Vendor(s) for Approval	M/WBE Commitment
Various	N/A

**Approval of Cooperative Project
Recommended for 6/12/2025 Board Agenda**

Project Information	25-04-07-01 – Cooperative / Athletic Field Lighting Products and Installation Services – (March) – (CFMO)
Project Description	The purpose of this project is to obtain athletic field lighting products and installation services districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$2,000,000 for the duration of the project. This is a cooperative agreement with BuyBoard utilizing cooperative project number 677-22 in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from June 13, 2025, through September 30, 2025, with no remaining renewals.
Amount not to Exceed (Project Term)	\$2,000,000

Recommended Vendor(s) for Approval	M/WBE Commitment
Musco Corporation dba Musco Sports Lighting, LLC	N/A
Techline Sports Lighting, LLC	N/A

**Approval of Project
Recommended for 6/12/2025 Board Agenda**

Project Information	25-04-13 – RFP / Transportation Routing Software and Services – (James) – (COE)
Project Description	The purpose of this project is to obtain transportation routing software and services for the Transportation Department. Based on annual appropriations, the projected expenditure is not to exceed \$1,250,000 for the duration of the project. The district applied the best value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from June 13, 2025, through June 12, 2026, with four automatic annual renewals, not to extend beyond June 12, 2030.
Amount not to Exceed (Project Term)	\$1,250,000

Recommended Vendor(s) for Approval	M/WBE Commitment
TransAct Communications, LLC	B-20%

**Approval of Cooperative Project
Recommended for 6/12/2025 Board Agenda**

Project Information	25-04-13-23 – Cooperative / Technology Hardware, Software, and Related Services – (Garcia) – (CITO)
Project Description	The purpose of this project is to obtain technology equipment, software applications, and related products and services districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$10,050,000 for the duration of the project. This is a cooperative agreement with the Texas Interlocal Purchasing System (TIPS) utilizing cooperative project number 230105 in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from June 13, 2025, through May 31, 2026, with two automatic renewals, if TIPS executes its project renewal options, not to extend beyond May 31, 2028.
Amount not to Exceed (Project Term)	\$10,050,000

Recommended Vendor(s) for Approval	M/WBE Commitment
Netsync Network Solutions, Inc.	N/A

**Approval of Cooperative Project
Recommended for 6/12/2025 Board Agenda**

Project Information	25-04-14-53 – Cooperative / Purchase of Propane Fuel and Related Goods & Services – (Garcia) – (COE)
Project Description	The purpose of this project is to purchase propane fuel and related goods and services for use districtwide and to ratify expenditures beginning May 1, 2025. Based on annual appropriations, the projected expenditure is not to exceed \$1,200,000 for the duration of the project. This is a cooperative agreement with Allied States Cooperative (ASC) utilizing cooperative project number 25-7518 in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LLEGAL).
Project Term	The project term is from May 1, 2025, through April 30, 2026, with two automatic renewals, if ASC executes its project renewal options, not to extend beyond April 30, 2028.
Amount not to Exceed (Project Term)	\$1,200,000

Recommended Vendor(s) for Approval	M/WBE Commitment
AmeriGas Propane, LP, dba AmeriGas	N/A
Ferrellgas, LP	N/A

**Approval of Cooperative Project
Recommended for 6/12/2025 Board Agenda**

Project Information	25-04-14-54 – Cooperative / Public Safety Uniforms – (Hardy) – (COP)
Project Description	The purpose of this project is to obtain quality uniforms, equipment, supplies, and related items for the Police Department. Based on annual appropriations, the projected expenditure is not to exceed \$1,000,000 for the duration of the project. This is a cooperative agreement with Sourcewell utilizing cooperative project number 011124-GAL in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from June 13, 2025, through March 25, 2026, with two automatic renewals, not to extend beyond March 25, 2028.
Amount not to Exceed (Project Term)	\$1,000,000

Recommended Vendor(s) for Approval	M/WBE Commitment
Galls Parent Holdings, LLC, dba Galls, LLC	N/A

**Approval of Cooperative Project
Recommended for 6/12/2025 Board Agenda**

Project Information	25-05-01-04 – Cooperative / Student Information System Software, Support, and Related Applications and Services – (Sanchez) – (CITO)
Project Description	The purpose of this project is to obtain student information system software, including maintenance, support, and related applications and services. Based on annual appropriations, the projected expenditure is not to exceed \$25,000,000 for the duration of the project. This is a cooperative agreement with Choice Partners utilizing cooperative project numbers 21/031KN-71 and 25/018MF-54 in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LLEGAL).
Project Term	The project term is from June 1, 2025, through May 20, 2026, with four automatic renewals. If Choice Partners executes its project renewal options, not to extend beyond May 20, 2030.
Amount not to Exceed (Project Term)	\$25,000,000

Recommended Vendor(s) for Approval	M/WBE Commitment
PowerSchool Group, LLC	N/A

**Approval of Interlocal Project
Recommended for 6/12/2025 Board Agenda**

Project Information	25-05-01-48 – Interlocal / Fine Arts Instructional Aids and Materials – (Majano) – (CAO)
Project Description	The purpose of this project is to obtain learning modules designed to develop key art classroom competencies across various skill sets districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$60,450 for the duration of the project. This is an interlocal agreement with Central Texas Purchasing Alliance / Allen Independent School District utilizing project number 2020-May-61 in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from June 22, 2025, through June 21, 2026, with no remaining renewals.
Amount not to Exceed (Project Term)	\$60,450

Recommended Vendor(s) for Approval	M/WBE Commitment
The Art of Education University, LLC	N/A

**Approval of Cooperative Project
Recommended for 6/12/2025 Board Agenda**

Project Information	25-05-03-01 – Cooperative / Repair and Maintenance of Propane Pumps & Equipment – (Garcia) – (COE)
Project Description	The purpose of this project is to obtain repair and maintenance services for propane pumps and equipment for the Fleet Operations Department. Based on annual appropriations, the projected expenditure is not to exceed \$165,000 for the duration of the project. This is a cooperative agreement with BuyBoard utilizing cooperative project number 772-25, in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LLEGAL).
Project Term	The project term is from July 1, 2025, through June 30, 2026, with two automatic renewals, if BuyBoard executes its project renewal options, not to extend beyond June 30, 2028.
Amount not to Exceed (Project Term)	\$165,000

Recommended Vendor(s) for Approval	M/WBE Commitment
Propane Specialty Services, LLC	N/A

**Approval of Project
Recommended for 6/12/2025 Board Agenda**

Project Information	25-12-11 – RFP / Voluntary Benefits Portfolio – (Wright) – (CFOO)
Project Description	The purpose of this project is to obtain services for voluntary employee benefits that enhance existing employee benefits and are funded by employee contributions districtwide. Based on annual appropriations, the projected expenditure is zero dollars for the duration of the project. The district applied the best value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from January 1, 2026, through December 31, 2026, with two automatic annual renewals, not to extend beyond December 31, 2028.
Amount not to Exceed (Project Term)	\$0

Recommended Vendor(s) for Approval	M/WBE Commitment
Cigna Health and Life Insurance Company	N/A
Continental American Insurance Company, dba AFLAC Group	N/A
EyeMed Vision Care, LLC	N/A

**Amendment to Item Approved on a Prior Agenda
Recommended for 6/12/2025 Board Agenda**

Project Information	23-01-02-04 – Cooperative / Graduation Items, Yearbooks, Commemorative Items – (Svitek) – (CFOO) – NTE Increase
Project Description	This project was originally approved by the Board of Education on March 9, 2023. The purpose of this project amendment is to request an increase to the spending limit authorization to obtain graduation items, yearbooks, and commemorative items districtwide. Based on annual appropriations, the project expenditure is not to exceed \$1,000,000 for the duration of the project. This is a cooperative agreement with Choice Partners utilizing cooperative project number 23/012SG in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from March 10, 2023, through January 17, 2024, with four automatic renewals, if Choice Partners executes its project renewal options, not to extend beyond January 17, 2028.
Amount not to Exceed (Project Term)	\$1,000,000

Recommended Vendor(s) for Approval	M/WBE Commitment
Commemorative Brands, Inc., dba Balfour	N/A
Dilly Campus Supply, LLC	N/A
Hercules Achievement, LLC, dba Varsity Yearbook	N/A
Herff Jones, LLC	N/A
Jostens, Inc.	N/A

**Amendment to Item Approved on a Prior Agenda
Recommended for 6/12/2025 Board Agenda**

Project Information	25-03-03-01 – Cooperative / Software as a Service (SaaS) Products, Cybersecurity Assessments, and Related Services – (Salazar) – (CFOO) – NTE Increase
Project Description	This project was originally approved by the School Board on April 16, 2025. The purpose of this project amendment is to request an increase to the spending limit authorization to obtain a debt, lease, and software subscription management software-as-a-service application and certain related services districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$125,000 for the duration of the project. This is a cooperative agreement with BuyBoard utilizing cooperative project number 692-23 in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LLEGAL).
Project Term	The project term is from April 17, 2025, through March 31, 2026, with no remaining renewals.
Amount not to Exceed (Project Term)	\$125,000

Recommended Vendor(s) for Approval	M/WBE Commitment
Fifth Asset, Inc., dba DebtBook	N/A

**Amendment to Item Approved on a Prior Agenda
Recommended for 6/12/2025 Board Agenda**

Project Information	24-01-12-23 – Cooperative / Consulting & Other Related Services – (Hardy) – (CPAC) – NTE Increase & Term Extension
Project Description	This project was originally approved by the School Board on February 8, 2024. The purpose of this project amendment is to request a term extension, and an increase to the spending limit authorization, to obtain consulting and related services for planning and analysis, strategy and coherence support, and project and process management districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$1,500,000 for the duration of the project. This is a cooperative agreement with The Interlocal Purchasing System (TIPS) utilizing cooperative project number 220601 in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from February 9, 2024, through August 31, 2025, with two automatic renewals, if TIPS executes its project renewal option, not to extend beyond February 8, 2027.
Amount not to Exceed (Project Term)	\$1,500,000

Recommended Vendor(s) for Approval	M/WBE Commitment
MGT Impact Solutions, LLC	N/A

**Amendment to Item Approved on a Prior Agenda
Recommended for 6/12/2025 Agenda**

Project Information	23-05-10-23 – Cooperative / Lock and Key Purchase, Service, Maintenance, Repairs, and Installation (Chevalier) – (CFMO) – Term Extension
Project Description	This project was originally approved by the School Board on January 16, 2025. The purpose of this project amendment is to request a term extension, with no additional increase in funding, to obtain lock and key purchases, service, maintenance, repairs, and installation districtwide. This is a cooperative agreement with The Interlocal Purchasing System (TIPS) utilizing cooperative project number 230202 in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from August 22, 2023, through April 30, 2024, with two automatic renewals, if TIPS executes its project renewal options, not to extend beyond April 30, 2026.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	M/WBE Commitment
RAE Security, Inc.	N/A

**Amendment to Item Approved on a Prior Agenda
Recommended for 6/12/2025 Board Agenda**

Project Information	23-09-04-54 – Cooperative / Electric Vehicle Equipment and Infrastructure – (Garcia) – (COE) – Term Extension
Project Description	This project was originally approved by the Board of Education on March 9, 2023. The purpose of this project amendment is to request a term extension, with no additional increase in funding, to obtain equipment, goods, and services utilizing multiple vendors to implement the electric charging infrastructure required to support the operation of the electric school buses. This is a cooperative agreement with Sourcewell utilizing cooperative project number 042221 in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from March 10, 2023, through July 20, 2025, with one automatic renewal, if Sourcewell executes its project renewal option, not to extend beyond July 20, 2026.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	M/WBE Commitment
Blink Network, LLC	N/A
Chargepoint, Inc.	N/A
Siemens Industry, Inc.	N/A

**Amendment to Item Approved on a Prior Agenda
Recommended for 6/12/2025 Agenda**

Project Information	23-11-06-11 – Cooperative / Vehicle Rental Services – (Sanchez) – (COE) – Term Extension
Project Description	This project was originally approved by the Board of Education on February 9, 2023. The purpose of this project amendment is to request a term extension, with no additional increase in funding, to obtain rental vehicles for in-district and out-of-district transportation requirements districtwide. This is a cooperative agreement with the Texas Multiple Award Schedule (TXMAS) utilizing cooperative project number 975-C1 in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from December 1, 2022, through September 15, 2025, with no remaining renewals.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	M/WBE Commitment
Enterprise Holdings, Inc., dba Enterprise Rent-A-Car	N/A

**Amendment to Item Approved on a Prior Agenda
Recommended for 6/12/2025 Board Agenda**

Project Information	23-05-04 – RFP / Board-Certified Behavior Analyst and Behavior Therapist Services – (Guerrero Martinez) – (COE) – Term Correction & Vendor Name Change
Project Description	This project was originally approved by the School Board on October 12, 2023. The purpose of this project amendment is to request a term correction and change the name of an awarded vendor, with no additional increase in funding, to provide behavior consultation and coaching in selected special education classrooms along with strategies and techniques that will assist staff with controlling and diminishing inappropriate behavior districtwide. Maxim Healthcare Services Holdings, Inc., dba Amergis Healthcare Staffing, Inc., has changed its business name to Amergis Healthcare Staffing, Inc. The district applied the best value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from October 13, 2023, through October 12, 2024, with four automatic annual renewals, not to extend beyond October 12, 2028.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	M/WBE Commitment
Amergis Healthcare Staffing, Inc	C-D

**Amendment to Item Approved on a Prior Agenda
Recommended for 6/12/2025 Board Agenda**

Project Information	21-06-04 – RFP / Leadership, Teacher, and Staff Development – (Ho) – (CAO) – Project Correction
Project Description	This project was originally approved by the Board of Education on May 12, 2022. The purpose of this project amendment is to correct the project commitment for Summit K12 Holdings, Inc., with no additional increase in funding, to obtain professional development that is interactive, research-based, and focused on supporting teachers and other district personnel with training, coaching, and classroom observation districtwide. The district applied the best value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from July 1, 2022, through June 30, 2023, with four automatic annual renewals, not to extend beyond June 30, 2027.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	M/WBE Commitment
Summit K12 Holdings, Inc.	C-10%

**Amendment to Item Approved on a Prior Agenda
Recommended for 6/12/2025 Board Agenda**

Project Information	25-12-02-42 – Cooperative / Technology and Audiovisual (A/V) Products, Services, and Software – (Martinov) – (CITO) – Cooperative Contract Number Correction
Project Description	This project was originally approved by the School Board on February 13, 2025. The purpose of this project amendment is to correct the cooperative contract number from 28.24 to 21.24, with no additional increase in funding, to obtain technology and A/V products, services, and software utilized districtwide. This is a cooperative agreement with the Educational Purchasing Interlocal Cooperative at Region 6 (EPIC6) utilizing cooperative project number 21.24 in accordance with Chapter 44 of the Texas Education Code, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from February 14, 2025, through June 30, 2026, with two automatic renewals, if EPIC6 executes its project renewal options, not to extend beyond June 30, 2028.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	M/WBE Commitment
Data Projections, Inc.	N/A

**Amendment to Item Approved on a Prior Agenda
Recommended for 6/12/2025 Board Agenda**

Project Information	24-06-09-01 – Cooperative / Specialized Photo Equipment, Supplies, and Services – (Hardy) – (CPAC) – Additional Vendor(s)
Project Description	This project was originally approved on October 25, 2024, and ratified by the School Board on January 16, 2025. The purpose of this supplemental project amendment is to award additional vendors, with no additional increase in funding, to obtain specialized photo equipment, supplies, and services districtwide. This is a cooperative agreement with BuyBoard utilizing cooperative project number 739-24 in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from October 25, 2024, through May 31, 2025, with two automatic annual renewals, if BuyBoard executes its project renewal options, not to extend beyond May 31, 2027.
Amount not to Exceed (Project Term)	\$2,700,000

Recommended Vendor(s) for Approval	M/WBE Commitment
Halbrook & Miller, Inc., dba TM Television	N/A
Key Code Media, Inc., dba Burst Communications	N/A

**Amendment to Item Approved on a Prior Agenda
Recommended for 6/12/2025 Board Agenda**

Project Information	21-05-02 - RFP / Special Education Services - Speech Therapy - Independent Education Evaluations (IEE) & Evaluation Services – (Guerrero Martinez) - (COE) – Vendor Name Change
Project Description	This project was originally approved by the Board of Education on September 9, 2021. The purpose of this project amendment is to change the name of an awarded vendor through a contract reassignment beginning May 6, 2025, with no additional increase in funding, to obtain special education services including but not limited to speech and language therapy, evaluations, and IEE districtwide. EBS Healthcare, LLC, dba EBS - Educational Based Services, Inc., has changed its business name to The Stepping Stones Group, LLC. The district applied the best value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LLEGAL).
Project Term	The project term is from September 10, 2021, through September 9, 2022, with four automatic annual renewals, not to extend beyond September 9, 2026.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	M/WBE Commitment
The Stepping Stones Group, LLC	C-D

**Amendment to Item Approved on a Prior Agenda
Recommended for 6/12/2025 Board Agenda**

Project Information	22-10-09 – RFP / Special Education Services – Evaluation Materials, Auditory/Visual Impairments Materials; Occupational/Physical Therapy Services, Assistive Technology & Specialized Access Items, Devices, Equipment, Software, and Related Goods & Services – (Guerrero Martinez) – (COE) – Vendor Name Change
Project Description	This project was originally approved by the Board of Education on March 10, 2022. The purpose of this project amendment is to change the name of an awarded vendor through a contract reassignment beginning May 6, 2025, with no additional increase in funding, to obtain special education services, equipment, software, instructional materials, and supplies districtwide. Services include but are not limited to materials for music therapy, adapted physical education, assistive technology, hearing and visual impairments, orientation and mobility, and occupational and physical therapy services. EBS Healthcare, LLC, dba EBS - Educational Based Services, Inc., has changed its business name to The Stepping Stones Group, LLC. The district applied the best value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from March 11, 2022, through March 10, 2023, with four automatic annual renewals, not to extend beyond March 10, 2027.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	M/WBE Commitment
The Stepping Stones Group, LLC	C-D

**Amendment to Item Approved on a Prior Agenda
Recommended for 6/12/2025 Board Agenda**

Project Information	22-10-09-A – RFP / Special Education Services – Evaluation Materials, Auditory/Visual Impairments Materials; Occupational/Physical Therapy Services, Assistive Technology & Specialized Access Items, Devices, Equipment, Software, and Related Goods & Services – (Guerrero Martinez) – (COE) – Vendor Name Change
Project Description	This project was originally approved by the School Board on August 10, 2023. The purpose of this project amendment is to change the name of an awarded vendor, with no additional increase in funding, to obtain special education services, equipment, software, instructional materials, and supplies districtwide. Services include but are not limited to materials for music therapy, adapted physical education, assistive technology, hearing and visual impairments, orientation and mobility, and occupational and physical therapy services. Maxim Healthcare Services Holdings, Inc., dba Amergis Healthcare Staffing, Inc., has changed its business name to Amergis Healthcare Staffing, Inc. The district applied the best value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from August 11, 2023, through March 10, 2024, with three automatic annual renewals, not to extend beyond March 10, 2027.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	M/WBE Commitment
Amergis Healthcare Staffing, Inc.	C-D

**Amendment to Item Approved on a Prior Agenda
Recommended for 6/12/2025 Board Agenda**

Project Information	23-02-03 – RFP / Catering / Commercial Grocery and Produce Distributor – (Cortez) – (CFOO) – Vendor Name Change
Project Description	This project was originally approved by the School Board on June 22, 2023. The purpose of this project amendment is to change the name of an awarded vendor, with no additional increase in funding, to obtain groceries, produce, and related items districtwide. Brothers Produce, Inc., has changed its business name to Grub Market, Inc., dba Brothers Produce. The district applied the best value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from July 1, 2023, through June 30, 2024, with three automatic annual renewals, not to extend beyond June 30, 2027.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	M/WBE Commitment
Grub Market, Inc., dba Brothers Produce	C-D

**Amendment to item Approved on a Prior Agenda
Recommended for 6/12/2025 Board Agenda**

Project Information	24-11-09 – RFP / Purchase of Small Engine Equipment & Repairs – (Bean) – (CFMO) – Vendor Name Change
Project Description	This project was originally approved by the School Board on March 21, 2024. The purpose of this project amendment is to change the name of an awarded vendor through a contract reassignment beginning December 13, 2024, with no additional increase in funding, to obtain lawnmowers, chainsaws, hedge trimmers, backpack blowers, and other products, tools, and services districtwide. Lansdowne Moody Co., LP, has changed its business name to Ewald II, LLC, dba Ewald Kubota. The district applied the best value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from March 22, 2024, through March 21, 2025, with two automatic annual renewals, not to extend beyond March 21, 2027.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	M/WBE Commitment
Ewald II, LLC, dba Ewald Kubota	C-D

Code Legend

M/WBE - Minority and Women Business Enterprise Notations

- a. Certified M/WBE firm; if listed as A-100% indicates an M/WBE firm; if listed as A->100% the awardee will subcontract with an M/WBE firm(s).
- b. Non-M/WBE firm; who will subcontract the indicated percentage with an M/WBE firm(s) to meet or exceed the District's goal.
- c. Non-M/WBE firm; if listed as C-<%, the awardee will subcontract with an M/WBE firm(s) for a percentage less than the District's goal. If listed as, C-D, the awardee made a good faith effort.

Other Status Options

(NP-0%) - Non-profit



6/12/2025

17.

Office of the Superintendent of Schools

Office of Finance and Operations

Approval Of The June Budget Amendment

A report on the status of the 2024-2025 budget has been completed. This report reflects budget amendments that require approval by the Houston Independent School District (HISD) School Board in accordance with state guidelines, as well as budget-neutral adjustments made by schools and departments for ratification by the board. Although this update reflects all known changes and recommendations, additional changes may be needed. This item requests authority to make adjustments, if necessary, for the June Budget Amendment for both General Fund and Debt Service Fund.

COST/FUNDING SOURCE(S): Adjustments to the budget will be appropriated as shown in the June Budget Amendment.

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board approves June Budget Amendment reflecting fiscal adjustments to estimated appropriations for fiscal year 2024-2025, effective June 13, 2025

HOUSTON INDEPENDENT SCHOOL DISTRICT
GENERAL FUND
BUDGET AMENDMENT FISCAL YEAR 2024-2025 (as adjusted)
June 12, 2025

	Amended Budget December 10, 2025	Requested Amendments	2024-2025 Estimated Budget
ESTIMATED REVENUES			
Local sources	\$ 1,617,339,990	\$ 1,242,228	\$ 1,618,582,218
State sources	255,088,198	7,802,515	262,890,713
Federal sources	26,733,379	(1,601,561)	25,131,818
Total estimated revenues	\$ 1,899,161,567	\$ 7,443,183	\$ 1,906,604,750
APPROPRIATIONS			
11 Instruction	\$ 1,233,562,196	\$ (31,534,182)	\$ 1,202,028,014
12 Instructional resources and media services	8,631,004	(1,097,370)	7,533,634
13 Curriculum and Instructional Staff Development	19,958,653	(3,400,000)	16,558,653
21 Instructional leadership	74,730,988	(7,500,000)	67,230,988
23 School leadership	215,900,900	5,900,000	221,800,900
31 Guidance, counseling and evaluation services	67,792,313	(1,700,000)	66,092,313
32 Social work services	6,869,543	-	6,869,543
33 Health services	25,638,108	(1,000,000)	24,638,108
34 Student transportation	52,982,293	500,000	53,482,293
35 Food services	65,183	66,449	131,632
36 Co-Curricular/extracurricular activities	23,419,723	3,803,643	27,223,366
41 General administration	57,592,407	(5,941,059)	51,651,348
51 Plant maintenance and operations	210,130,619	7,817,710	217,948,329
52 Security and monitoring services	30,657,939	(500,000)	30,157,939
53 Data processing services	49,805,096	(449,006)	49,356,090
61 Community services	9,812,291	(2,000,000)	7,812,291
71 Debt Service	5,130,350	1,900,000	7,030,350
81 Facilities acquisition and construction	2,268,646	(1,000,000)	1,268,646
91 Contracted Instructional Services Between Public Schools	56,969,146	(12,500,776)	44,468,370
95 Juvenile justice alternative education programs	792,000	(100,000)	692,000
97 Tax reinvestment zone payments	54,445,593	1,621,291	56,066,884
99 Tax appraisal and collection	18,610,882	(2,420,882)	16,190,000
Total estimated appropriations	\$ 2,225,765,872	\$ (49,534,182)	\$ 2,176,231,690
OTHER FINANCING SOURCES (USES)			
Transfers-in	\$ 17,000,000	\$ 7,700,000	\$ 24,700,000
Sale of Property	80,000,000	(66,000,000)	14,000,000
Transfers-out	(16,405,274)	-	(16,405,274)
Total other financing sources (uses)	\$ 80,594,726	\$ (58,300,000)	\$ 22,294,726
Excess (deficiency) of estimated revenues over (under) ap	\$ (246,009,579)	\$ (1,322,635)	\$ (247,332,214)
Estimated fund balances—beginning July 1, 2024 ⁽¹⁾	\$ 1,047,196,700	\$	\$ 1,047,196,700
Estimated Fund balances—ending June 30, 2025	\$ 801,187,121	\$	\$ 799,864,486

(1) Fund balances will be updated once the 2024-2025 Annual Comprehensive Financial Report (ACFR) is complete.

HOUSTON INDEPENDENT SCHOOL DISTRICT
STATEMENT OF OPERATIONS BY FUNCTION
DEBT SERVICE FUND
BUDGET AMENDMENT FISCAL YEAR 2024-2025 (as adjusted)
For June 30, 2025

	2024-2025 Adopted Budget July 1, 2024	Proposed Budget Amendments June 12, 2025	Proposed Budget as of June 13, 2025
ESTIMATED REVENUES			
Local sources	\$ 371,396,035	-	\$ 371,396,035
State sources	17,168,780	-	17,168,780
Total estimated revenues	\$ 388,564,815	-	\$ 388,564,815
APPROPRIATIONS			
71 Debt service	374,371,606	-	374,371,606
71 Payments to escrow agents	-	3,519,334	3,519,334
Total estimated appropriations	\$ 374,371,606	3,519,334	377,890,940
Excess (deficiency) of revenues over (under) appropriations	\$ 14,193,209	(3,519,334)	10,673,875
OTHER FINANCING SOURCES (USES)			
Transfers in	21,166,025	-	21,166,025
Issuance of refunding debt	-	435,175,000	435,175,000
Premium on the sale of refunding debt	-	26,483,255	26,483,255
Payment of refunding bonds to escrow agent	-	(448,915,666)	(448,915,666)
Total other financing sources (uses)	\$ 21,166,025	12,742,589	33,908,614
Nex excess (deficiency) before adjustments	\$ 35,359,234	-	44,582,489
Unassigned Fund Balance, Beginning	\$ 123,816,823		123,816,823
Unassigned Fund Balance, Projected Ending	\$ 159,176,057		\$ 168,399,312



6/12/2025

18.

Office of the Superintendent of Schools

Office of Finance and Operations

Resolution Approving The Commitment Of General Fund Unassigned Fund Balance

The purpose of this agenda item is to request that the School Board formally commits funds from the General Fund unassigned fund balance for the reserve for operations.

Governmental Accounting Standards Board (GASB) statement 54 - *Fund Balance Reporting and Governmental Fund Type Definitions* (GASB 54) established fund balance classifications that comprise a hierarchy of five possible classifications, as follows:

- **Non-spendable Fund Balance** includes amounts not in spendable form, such as inventory, or amounts required to be maintained intact legally or contractually.
- **Restricted Fund Balance** includes amounts constrained for a specific purpose by external parties (e.g., debt service, capital projects, and federal funds).
- **Committed Fund Balance** includes amounts constrained for a specific purpose by a government using its highest level of decision-making authority (e.g., land, capital replacement reserve).
- **Assigned Fund Balance** includes general fund amounts constrained for a specific purpose by a governing board or by an official that has been delegated authority to assign amounts.
- **Unassigned Fund Balance** is the residual classification for the General Fund.

Compliance with GASB 54 requires that the School Board annually approves any committed fund balance amounts. A copy of the resolution for this approval is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board approves the resolution committing funds from the General Fund unassigned fund balance, effective June 13, 2025.

STATE OF TEXAS
COUNTY OF HARRIS
HOUSTON INDEPENDENT SCHOOL DISTRICT

RESOLUTION

The undersigned officers of the School Board of the Houston Independent School District (the "district"), hereby certify as follows:

1. The School Board of the district convened in regular meeting on June 12, 2025, at the regular designated meeting place, and the roll was called of the duly constituted officers and members of said board, to-wit:

Ric Campo, President
Audrey Momanaee, Vice President
Angela Lemond Flowers, Secretary
Cassandra Auzenne Bandy, Member
Michelle Cruz Arnold, Member

Janette Garza Lindner, Member
Rolando Martinez, Member
Paula Mendoza, Member
Adam Rivon, Member

and it was determined that a quorum of the board was present. Whereupon, among other business, the following was transacted at said meeting: a written

**RESOLUTION APPROVING THE COMMITMENT OF GENERAL FUND
UNASSIGNED FUND BALANCE**

was duly introduced for the consideration of the board and read in full. It was then duly moved and seconded that such Resolution be passed; and, after due discussion, such motion, carrying with it the passage of such Resolution, prevailed and carried by the following vote:

AYES ____ NOES ____ ABSTENTIONS ____

WHEREAS the following order was duly put and carried, said Order reading as follows:

IT IS HEREBY RESOLVED, ordered, and directed that the Houston Independent School District commit the following portions of its June 30, 2025, General Fund unassigned fund balance.

BE IT RESOLVED that \$101,134,650 be committed for reserve for operations.

2. That a true, full, and correct copy of such Resolution passed at the meeting described in the above and foregoing paragraph; that such Resolution has been duly recorded in such board's minutes of such meeting; that the above and foregoing paragraph is a true, full and correct excerpt from such board's minutes of such meeting pertaining to the passage of such Resolution; that the persons named in the above and foregoing paragraph are the duly chosen, qualified and acting officers and members of the board as indicated therein; that each of the officers and members of the board was duly and sufficiently notified officially and personally, in advance of the time, place and purpose of such meeting, and that such Resolution would be introduced and considered for passage at such meeting, and each of such officers and members consented, in advance, to the holding of such meeting for such purpose; and that such meeting was open to the

public, and public notice of the time, place and purpose of such meeting was given all as required by Chapter 551, Texas Government Code, as amended.

SIGNED AND SEALED this June 13, 2025.

Office of Board Services
Houston Independent School District

(SEAL)



6/12/2025

19.

Office of the Superintendent of Schools

Office of Finance and Operations

Approval Of Resolution And Ordinance Adopting Residence Homestead Exemptions For Tax Year 2025

Each year the Houston Independent School District (HISD) School Board must establish the residence homestead exemption level for qualified homeowners. State law provides for certain mandated homestead exemptions to be granted by school districts, and the board has traditionally granted certain optional homestead exemptions to its residents. Those exemptions currently in effect for the 2024 tax year are:

State Mandated (all homesteads)	\$100,000
State Mandated (age 65 or older or disabled)	\$10,000
Local Option (age 65 or older or disabled)	\$5,000
Local Option Percentage (all homesteads)	20 percent

Under the exemption schedule in effect for the 2024 tax year, qualified property owners under 65 years of age who are not disabled receive exemptions of \$100,000 plus 20 percent of the appraised value. Property owners who are 65 or older, or disabled, receive exemptions of \$115,000 plus 20 percent of the appraised value. This item provides for the same local optional homestead exemption for tax year 2025.

The percentage homestead exemption was originally granted many years ago in order to ease the tax burden associated with rising property values for homeowners at that time. Senate Bill 2 as passed by the 88th Texas Legislature during the Second Called Session in 2023, in conjunction with House Joint Resolution No. 2, as passed by the 88th Legislature during the Second Called Session and voters on November 7, 2023, does not allow a governing body of a school district that adopted a percentage homestead exemption for tax year 2022 to reduce the amount of the percentage exemption or repeal the exemption until December 31, 2027. HISD granted the 20 percent exemption for tax years 2022, 2023 and 2024, will need to grant it again for tax year 2025.

This exemption provides a significant tax break to all homeowners in HISD, and it is the maximum level that school districts are allowed to grant.

A copy of the resolution and ordinance is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board approves the resolution and ordinance adopting residence homestead exemptions for individuals residing in HISD for tax year 2025, effective June 13, 2025.

**RESOLUTION AND ORDINANCE
RELATING TO CONTINUATION OF
RESIDENCE HOMESTEAD EXEMPTIONS FOR
INDIVIDUALS RESIDING IN
THE HOUSTON INDEPENDENT SCHOOL DISTRICT
FOR TAX YEAR 2025**

WHEREAS, The State Legislature passed House Joint Resolution 81 during the 1981 regular session proposing a constitutional amendment to the Texas Constitution authorizing certain property tax relief for owners of residence homesteads; and

WHEREAS, the citizens of the State of Texas voting on Proposition 6 on the November, 1981 general election approved the addition of Subsection (e) to Article VIII Section 1-b. of the Texas Constitution providing that any political subdivision may exempt from property taxation a percentage of the market value of residence homesteads not to exceed twenty percent (20%) of the value of the homestead; and

WHEREAS, Section 11.13 of the Texas Property Tax Code entitles an individual to an exemption from ad valorem taxation by a school district of \$100,000 of the appraised value of his or her residence homestead and an additional \$10,000 of the appraised value for qualified individuals disabled or sixty-five (65) years of age or older; and

WHEREAS, pursuant to legislative action, the School Board of the Houston Independent School District at its meeting on August 21, 1980 approved an additional \$5,000 exemption from ad valorem taxation of the appraised value of the residence homestead for homeowners sixty-five (65) years of age or older or disabled;

NOW, THEREFORE, BE IT

RESOLVED AND ORDAINED by the School Board of the Houston Independent School District that the Board adopts for tax year 2025 the homestead tax exemptions set forth below for residents of the Houston Independent School District and who qualify for such exemptions, in accordance with Section 11.13 of the Property Tax Code, State of Texas; and be it further

RESOLVED AND ORDAINED that in addition to the mandated exemption from ad valorem taxation of \$100,000 of the appraised value of the residence homestead of each qualified homeowner, the exemption from ad valorem taxation of the mandated \$10,000 of the appraised value of the residence homestead and the Board granted \$5,000 of the appraised value of the residence homestead of each qualified resident owner who is sixty-five (65) years of age or older and is fully qualified for the entire

exemption or who is disabled and qualified for disability benefits; that the School Board establishes the voluntary percentage homestead tax exemption granted each qualified resident owner of a homestead exemption from ad valorem taxation an amount equal to twenty percent (20%) of the appraised value of the residence homestead for tax year 2025, making a total exemption of twenty percent (20%) of the appraised value of the individual residence plus \$115,000 for qualified homeowners sixty-five (65) years of age or older or disabled, with such sixty-five (65) years of age or older or disabled exemptions to be prorated, if applicable, in accordance with the Texas Property Tax Code; and a total residence homestead exemption of twenty percent (20%) of the appraised value of the individual residence plus \$100,000 for other qualified homeowners.

PASSED, APPROVED, AND ADOPTED this 13th day of June, 2025.

HOUSTON INDEPENDENT SCHOOL DISTRICT

By _____
President
School Board

ATTEST:

Secretary
School Board



6/12/2025

20.

Office of the Superintendent of Schools

Office of Finance and Operations

Adoption Of Resolution Approving The *Debt Management Policy*

The Houston Independent School District (HISD) has enacted a formal *Debt Management Policy* with the purpose of establishing guidelines governing the issuance, management, and reporting of all debt obligations issued by HISD and the Public Facility Corporation, and to provide for the actions necessary to ensure proper implementation and compliance with this policy. The *Debt Management Policy* must be approved annually by the board.

Adherence to the policy indicates to rating agencies and capital markets that the district's debt is managed in a prudent manner.

Recommended Changes:

- Remove deputy chief financial officer.
- Remove the mention of Pay As You Go renovation program.
- Update legal limitation of time warrants from five years to fifteen years.
- Update language throughout the policy for clarity and consistency.

The attached copy of the *Debt Management Policy* showing the proposed changes has been reviewed by the district's chief financial officer, treasurer, bond counsel, disclosure counsel, and financial advisors.

A copy of the *Resolution Relating to the Approval of the Debt Management Policy* is also attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board adopts the resolution approving the *Debt Management Policy* and its changes, effective June 13, 2025.

**HOUSTON INDEPENDENT SCHOOL DISTRICT
RESOLUTION RELATING TO THE APPROVAL OF THE
DEBT MANAGEMENT POLICY**

WHEREAS, the Houston Independent School District has implemented a formal debt management policy, and

WHEREAS, the debt management policy stipulates that the debt policy will be approved annually by the Board of Education,

THEREFORE BE IT RESOLVED THAT:

All of the above paragraphs are incorporated and made a part of this Resolution and be it,

RESOLVED AND ORDAINED that the School Board of the Houston Independent School District has reviewed and approved the Houston Independent School District's *Debt Management Policy*, as presented June 12, 2025.

PASSED, APPROVED, AND ADOPTED
THIS 12th DAY OF JUNE 2025.

HOUSTON INDEPENDENT SCHOOL DISTRICT

By: _____
Ric Campo, President
School Board

Attest: _____
Angela Lemond Flowers, Secretary
School Board

HOUSTON INDEPENDENT SCHOOL DISTRICT
DEBT MANAGEMENT POLICY

STATEMENT OF PURPOSE

The purpose of this policy is to establish guidelines governing the issuance, management, and reporting of all debt obligations issued by the Houston Independent School District (the “District”) and the Public Facility Corporation (the “PFC”) and to provide for the actions necessary to ensure proper implementation and compliance with this policy.

SCOPE

The District’s Debt Management Policy applies to all debt instruments and, solely to the extent described herein, financial obligations as defined under Securities and Exchange Commission (SEC) Rule 15c2-12 (the “Rule”) issued or incurred by the District or and the PFC regardless of the funding source for repayment or purpose for which issued.

OBJECTIVES

The objectives of this policy are to:

1. Establish a framework exercising prudence in the issuance of debt, compliance with debt covenants, and disclosure of information pertaining to such debt.
2. Reduce debt costs through consistent application of approved processes.
3. Maintain the financial integrity and public trust of the District and the PFC.
4. Comply with all applicable state and federal laws, regulations and contractual obligations, in the issuance, investment, and reporting of debt obligations.
5. ~~Help preserve~~ Ensure access to financial markets.

POLICY REVIEW

The Debt Management Policy will be reviewed and approved by the School Board (the “Board”) on an annual basis and updated as necessary.

DELEGATION OF RESPONSIBILITY

The Chief Financial Officer will have the responsibility for ensuring the District’s compliance with the Debt Management Policy. Day-to-day activities will be managed by the District’s investment officers which are the Chief Financial Officer, ~~Deputy Chief Financial Officer~~, Treasurer, and Assistant Treasurer. The Treasurer will provide a report to the Board at least annually detailing debt management activities and adherence to the policy.

ETHICS DISCLOSURES

All financing team members (which includes but ~~is~~ are not limited to the Financial Advisor, Bond Counsel, and Disclosure Counsel) will be required to provide full and complete disclosure relative to any and all agreements with other financing team members, board members, key District personnel, and outside parties' subject but not limited to Chapter 176 of the Texas Government Code. Parties will be governed by the District's board policy concerning conflict of interest disclosures. In general, no agreements will be permitted which would compromise a firm's ability to provide independent advice which is solely in the best interest of the District.

TAX LAW COMPLIANCE STATEMENT

The District will comply with all federal tax code ~~and~~ regulations and applicable state statutory regulations in the issuance and structuring of debt obligations.

The District will comply with federal arbitrage and rebate rules as set forth in the Internal Revenue Code of 1986 and interpreted and updated through rulings by the Internal Revenue Service and regulations by the U.S. Treasury Department.

Arbitrage rules govern both the investment of bond proceeds (investment rules) and the reporting and remitting of excess interest earnings (rebate rules) to the federal government. The District utilizes Bond Counsel and a contracted third-party arbitrage compliance specialist to aid in compliance with applicable regulations.

SECURITIES LAW COMPLIANCE STATEMENT

The District will comply with all applicable federal and state securities laws, including continuing disclosure undertakings entered into in connection with the issuance of municipal securities.

The District will promote compliance with the Securities Exchange Act of 1934 and Rule 15c2-12 promulgated thereunder, each as amended and interpreted by the SEC.

The District may utilize Disclosure Counsel, Bond Counsel, and its Financial Advisor (and any other Counsel deemed necessary by the District) to assist in compliance with applicable securities laws and continuing disclosure undertakings.

POST ISSUANCE COMPLIANCE PROCEDURES

The District has adopted written post issuance compliance procedures in order to ~~insure~~ ensure adherence to federal tax and securities law requirements.

CAPITAL PLANNING AND DEBT ISSUANCE

Debt issuance is considered one component of capital financing. Planning for debt issuance will be made in conjunction with other methods of financing capital improvements ~~such as the District's "Pay As You Go" renovation program.~~

TYPES OF AUTHORIZED DEBT

As of the date hereof, the District is authorized by the Texas Education Code and the Texas Government Code to issue the following types of debt:

1. Limited Tax Bonds – Bonded debt requiring voter approval secured through levying, pledging, assessing, and collection of the debt service portion of the District's ad valorem taxes, within the limits prescribed by law. Bonds must mature within 40 years ~~of issuance date subject to federal tax law.~~
2. Tax Anticipation Notes and Revenue Anticipation Notes - Debt issued and secured by the District. Proceeds may be used for any lawful use but must have a maturity less than one year.
3. Delinquent Tax Notes – Proceeds of these negotiable notes may be used for any maintenance purposes. Notes may not have a maturity greater than 20 years, subject to federal tax law.
4. Time Warrants – Warrants may be payable out of any available funds of the District and may be utilized for construction, repair, or renovation of school building facilities. Warrants are limited to 15 years maturity and the District may not have more than \$1,000,000 outstanding at any time.
5. Maintenance Tax Notes and Contractual Obligations – Debt issued for the rehabilitation and improvement of building systems (HVAC, roof, etc.) and for the purchase of buses, computers, furniture, and other moveable personal property. Payable from maintenance taxes with a maturity not to exceed 20 years and 25 years, respectively.
6. Lease Purchase Agreement – Debt issued through the formation of a Public Facility Corporation for the construction of any necessary facility. PFC Bonds are secured by lease payments payable from certain of the District's state funds and any other lawfully available funds paid by the District to the Public Facility Corporation, subject to annual appropriation by the District. Maximum maturity is 25 years, subject to federal tax law.
7. Refunding Bonds – Debt issued to refinance existing District or PFC outstanding bonded debt. Refunding Bonds will generally not be issued unless the total debt service on the refunding bonds is less than that of the refunded bonds. Exceptions may be approved where debt is being restructured, such as a conversion from variable to fixed rate debt. Refunding bonds will not have a maximum maturity exceeding that of the refunded bonds unless there is a reason to extend maturity for restructuring purposes.

FINANCIAL OBLIGATION

SEC Rule 15c2-12 has been amended, and effective February 27, 2019, any continuing disclosure agreements after such date must include events addressing financial obligations which are identified as material. The SEC definitions of Financial Obligation are:

- (i) Debt obligation;
- (ii) Derivative instrument entered into in connection with, or pledged as security or a source of payment for, an existing or planned debt obligation; or
- (iii) Guarantee of (i) or (ii); provided, however, the term financial obligation shall not include municipal securities (as defined in the Securities Exchange Act of 1934, as amended) as to which a final official statement has been provided to the MSRB consistent with SEC Rule 15c2-12.
- (iv) [If the District incurs a material Financial Obligation, the District has reporting obligations under its continuing disclosure agreements and will consult with its Financial Advisor and Disclosure Council, as required under this policy.](#)

DEBT STRUCTURE

The District will consider a range of debt structures which, when combined, allow for flexibility in responding to future events, continue to emphasize credit rating considerations, and correspond with the useful life of assets for which such debt is incurred.

The issuance of debt obligations will be considered within the following three categories:

1. Cash Flow Financing – Tax Anticipation Notes (TANS) and Revenue Anticipation Notes (RANS) will be issued in anticipation of current fiscal year taxes and revenues. This structure will be appropriated, issued, and retired within the current fiscal year.
2. Short-Term Debt – Debt which is issued for a maturity not greater than seven (7) years. Debt appropriate to this structure can include Maintenance Tax Notes, Delinquent Tax Notes, Time Warrants, Contractual Obligations, Lease Purchase Agreements, and Revenue Bonds.
3. Long-Term Debt – Debt issued for any term longer than seven (7) years up to any maximum term allowable by law. Long-Term debt may be issued for any asset which has a useful life greater than seven (7) years, or which will extend the useful life of an asset by more than seven (7) years. Debt structures appropriate to this category include Limited Tax Bonds, Maintenance Tax Notes, Contractual Obligations, Lease Purchase Agreements, and Refunding Bonds.

Structural considerations for Short-Term Debt include:

1. Each debt issuance will be issued with an average maturity no greater than the average life of the assets being financed.
2. The maximum maturity will be no greater than the maximum useful life of any asset class being financed by the ~~bond~~ issue.

Structural considerations for Long-Term Debt include:

Long-Term Debt will be considered when the asset's useful life lends itself to such financing and the District's estimated future taxes and revenues are sufficient to pay the estimated principal and interest payments.

1. Limited Tax Bonds will be issued, with voter approval, for capital improvements which have been identified through the Capital Improvement Program.
 - a. Variable Rate Debt – Variable rate debt provides the ability to capture historically lower short-term interest rates and adds flexibility in managing interest rate exposures and total debt levels due to early payment options. When used prudently, the issuance of variable rate debt can be a useful component of the District's debt structure. Variable rate debt will not constitute more than 25% of the District's total net debt.
 - b. Other Authorized Structures – The Board may consider any type of structure which has the effect of providing the lowest cost of funds, providing additional flexibility, or enhancing/maintaining credit ratings, including but not limited to:
 - i. Fixed, variable, and/or stepped coupon debt.
 - ii. Capital appreciation bonds, deep discount bonds, zero coupon bonds, and premium bonds.
 - iii. Mandatory and optional call features.
 - iv. Short and/or long coupon maturities.
 - v. Municipal bond insurance.
 - vi. Other legal structures not listed above.
 - c. Unauthorized Structures – The District will not utilize interest rate swaps or other similar derivative products.
2. Refunding Bonds – Refunding bonds are utilized to restructure debt and to reduce District debt service costs.
 - a. Current Refunding – A refunding which is settled within 90 days of a maturity date or an optional prepayment date. A current refunding will only be considered where a minimum net present value savings of 2% as a percentage of the total par amount refunded can be produced. Exceptions may be approved where debt is being restructured, such as a conversion from variable rate to fixed rate debt.
 - b. Advance Refunding – A refunding settled more than 90 days in advance of a maturity date or an optional prepayment date. An advance refunding will only be considered where a minimum net present value savings of 4% as a percentage of the total par amount refunded can be produced and is subject to the legality of such structure under then current federal tax law. Exceptions may be approved where debt is being restructured, such as a conversion from variable rate to fixed rate debt. Changes to federal tax law in 2017 have generally prohibited tax-exempt advance refunding bonds. Any proposed advance refunding must comply with all current federal law requirements if they are issued on a

tax exempt basis.

3. Other Types of Long-Term Debt – Maintenance Tax Notes, Contractual Obligations, and Lease Purchase Agreements will be utilized where specific facts show these types of financings to be in the best interests of the District.

DEBT LIMITS / CAPACITY

The District will evaluate legal debt limitations and debt affordability ratios in developing debt issuance plans.

Legal Debt Limitations

Section 45.0031 of the Texas Education Code requires that prior to the District issuing bonds, the District must demonstrate the ability to pay debt service on both the proposed bonds and all then currently outstanding bonds at a tax rate not to exceed \$0.50 per \$100 of assessed valuation.

Tax Rate Limitations

The District voted a maximum combined tax rate under Article 2784g, Vernon's Texas Civil Statutes. This election established that the District's maximum tax rate, including both Maintenance & Operations and Debt Service can be no greater than \$1.70 per \$100 of assessed valuation, including a maximum rate of \$1.00 per \$100 of assessed valuation for debt service. In addition to the Article 2784g limitations, the District's Maintenance & Operations tax rate is further limited by state law, including Chapter 48 of the Texas Education Code.

Debt Affordability Ratios

1. Ratio of Net Bonded Debt to Assessed Value
2. Ratio of Net Bonded Debt Per Student
3. Ratio of Total Debt to Assessed Value
4. Ratio of Total Debt Per Student

DEBT ISSUANCE PROCESS

PREFERRED METHOD OF SALE

The Board may choose any authorized method of sale including competitive sales, negotiated sales, limited offering and private placements. The Board may utilize alternative types of sales if deemed more advantageous to the District as a result of market or other conditions.

Refunding issues will typically be conducted on a negotiated basis.

Competitive sales are preferred for the sale of short-term debt, TANS, and other non-bonded debt. Negotiated sales may be utilized if deemed more advantageous to the District (including limited or private placements).

REFUNDING POLICY

Restructuring debt through a refunding will be deemed appropriate if in an advance refunding the net present value savings as a percentage of the refunded aggregate principal amount is greater than or equal to 4%. A current refunding requires a 2% net present value threshold to be deemed appropriate. Lower net present value savings may be utilized if the intent is to decrease the average maturity of the refunded debt. Exceptions may also be approved where debt is being restructured, such as a conversion from variable rate to fixed rate debt.

SELECTION AND USE OF SERVICE PROVIDERS

Financial Advisor

The Financial Advisor will:

1. Make recommendations to ensure that the District's bonds are issued at the lowest possible interest cost at the time of pricing and are structured in accordance with the District's financing guidelines.
2. Coordinate, along with the District's Disclosure Counsel, the preparation of the Notice of Sale, Preliminary Official Statement, and Official Statement and other such market documents necessary in the marketing of debt obligations.
3. Will act as the District's agent in arranging for the printing of offering documents.
4. When necessary prepare a uniform bid form containing provisions recognized by the municipal securities industry as being appropriate for the obligations to be offered for sale.
5. Assist in obtaining the Permanent School Fund Guarantee through the Texas Education Agency, when available.
6. Assist with obtaining credit enhancements if necessary or appropriate.
7. Assist the District with subscription for State & Local Government Series ("SLGS") where necessary and appropriate.
8. Represent the District at the pricing for the purpose of tabulation and comparison of bids and make a recommendation as to the acceptance or rejection of such bids.
9. Work closely with the District's Bond and Disclosure Counsel in the preparation of all appropriate legal proceedings and documents.
10. Assist with compiling and preparation of the District's Annual Disclosure Report and event notices in accordance with Securities and Exchange Commission (SEC) Rule 15c2-12.

11. Assist and make recommendations in determining debt issuance and repayment schedules which will be most beneficial to the District and acceptable to credit rating agencies.

Bond Counsel

Bond Counsel will provide the following services:

1. Certify that the District has the legal authority to issue the proposed bonds or other debt obligations.
2. Prepare orders, resolutions, tax certificates and other documents necessary to call, conduct and canvass bond elections and to issue bonds and other debt obligations.
3. Obtain approval of the bond issue or other debt issue by the Attorney General's Office.
4. Provide a legal opinion as to the validity and enforceability of the bonds and the exemption from federal income taxation of the interest.
5. Be available at the request of the District to attend all meetings, including those with rating agencies and state officials, called to discuss the legal aspects of the bonds proposed to be issued.
6. Coordinate closing of transactions.
7. Consult with District officials and the District's financial advisors in order to review certain information to be included in offering documents.
8. Provide written advice to the District enabling officials of the District to comply with applicable arbitrage requirements including yield restrictions and rebate requirements.

Disclosure Counsel

To the extent required, Disclosure Counsel will provide the following services:

1. Consult with and advise District officials, the District's administration and its Financial Advisor regarding any disclosure issues, including assistance in evaluating the materiality of such issues; preparation of the preliminary and final offering documents (including the notice of sale) for the bonds or other debt obligations.
2. Assist in the performance of any necessary due diligence investigation, including the review of diligence questionnaires, [drafting diligence questions](#), [and](#) assistance with diligence calls or meetings, as appropriate.
3. Analysis of the requirements of SEC Rule 15c2-12 and the basis upon which such rule is satisfied.
4. Provide the District with a securities disclosure opinion in customary form reasonably satisfactory to the District and Disclosure Counsel.

5. Review Annual Continuing Disclosure Filings and Event Notices under the Rule.

Paying Agent/Registrar

The Paying Agent will:

1. Authenticate the bonds and facilitate transfers and exchanges.
2. Send/receive transfers of money at closing.
3. Maintain a listing of bondholders and applicable addresses.
4. Receive principal and interest payments from the District and remit to bondholders.
5. Represent bondholders in case of default if acting as trustee.

Rating Agencies

The District will obtain a credit rating from at least two nationally recognized bond rating agencies for the issuance of new money bonds. The District will obtain a credit rating from at least one nationally recognized bond rating agency for the issuance of refunding bonds. The District is not required to obtain credit ratings on private placements.

The District will endeavor to maintain effective relationships with the rating agencies.

Application for Permanent School Fund Guarantee

The District shall apply to the Texas Education Agency for approval under the Permanent School Fund Guarantee Program of the State of Texas for any debt issuance eligible to be guaranteed under the program.

DISCLOSURES

It is the District's policy to meet all disclosures required, including but not limited to disclosures necessitated under ~~the~~ SEC Rule 15c2-12. The District will work with the District's Financial Advisor in order to prepare and file the annual report with the Municipal Securities Rulemaking Board (MSRB) through the designated submission portal commonly referred to as EMMA (Electronic Municipal Market Access).

The District has established a disclosure review committee that is responsible for reviewing activity potentially requiring an event notice (including events (15) and (16)

under SEC Rule 15c2-12) and any related disclosure. Any event notice identified by the disclosure review committee, should be made in a timely enough manner to meet the ten (10) business day requirements. The disclosure review committee will be comprised of the Chief Financial Officer, the Controller, the Treasurer, Bond and Disclosure Counsel, Financial Advisor and any other staff deemed appropriate by the financial management of the District. Each member of the disclosure review committee is expected to have a complete understanding of the events listed in the Rule.

INVESTMENT OF BOND PROCEEDS

Bond proceeds will be invested in segregated accounts and governed by the District's *Cash Management and Investment Policy*. The District's investment policy is established in accordance with the Public Funds Investment Act (PFIA), enacted within the Texas Government Code (2256), and by statutory regulations.

The District will competitively bid the purchase of investment securities and investment products with the exception of funds deposited in investment pools, money market funds, or interest earning bank deposits.

Interest income generated from bond proceeds shall be used solely to fund related capital expenditures or to service current and future debt payments.

The underwriters of a debt issue, but not the District's financial advisors, may bid to provide investment products. The District's financial advisors may conduct a competitive bid if requested to do so by the District.

MANAGEMENT OF DEBT SERVICE FUND

Investments in the Debt Service Fund are governed by the District's *CDA Local Policy*.

Investment securities and investment products will be purchased using a competitively bid process with the exception of funds deposited in investment pools, money market funds, or interest earning bank deposits.

The District shall target a minimum year-end debt service fund balance of 10% of total current year debt service.

TRANSACTION RECORDS

The Treasurer will maintain complete records of decisions made in connection with each financing. Each transaction file shall include the official transcript for the financing, the final number runs, and a post-pricing summary of the debt issue. The Treasurer will prepare at least annually a report to the School Board which includes a policy compliance summary, detail of issuance transactions, and listing of current debt.



6/12/2025

21.

Office of the Superintendent of Schools

Office of Finance and Operations

Adoption Of Resolution Approving The Revised List Of Approved Brokers/Dealers

In accordance with current policy, a list of the brokers/dealers from whom the Houston Independent School District (HISD) purchases investments must be approved by the School Board subject to the recommendation of the superintendent of schools. HISD is permitted to use only brokers/dealers that have completed the *Investment Policy Affidavit* certifying receipt of the district's investment policy and the acknowledgment that reasonable procedures and controls are implemented in an effort to preclude imprudent investment activities.

The resolution for approval and the revised list of approved brokers/dealers are attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board adopts the resolution approving the revised list of approved brokers/dealers, effective June 13, 2025.

**HOUSTON INDEPENDENT SCHOOL DISTRICT
RESOLUTION RELATING TO THE APPROVAL OF THE
BROKER / DEALER LIST**

WHEREAS, the Houston Independent School District *Cash Management and Investment Policy* requires annual School Board review and approval of the Broker / Dealer List,

THEREFORE BE IT RESOLVED AND ORDAINED THAT:

The School Board of the Houston Independent School District has reviewed and approved the Houston Independent School District's Broker / Dealer List, as presented June 12, 2025.

PASSED, APPROVED, AND ADOPTED
THIS 12th DAY OF JUNE 2025.

HOUSTON INDEPENDENT SCHOOL DISTRICT

By: _____
Ric Campo, President
School Board

Attest: _____
Angela Lemond Flowers, Secretary
School Board

**HOUSTON INDEPENDENT SCHOOL DISTRICT
AUTHORIZED BROKERS, DEALERS, AND FINANCIAL INSTITUTIONS
AS OF JUNE 12, 2025**

AUTHORIZED BROKERS AND DEALERS

Blaylock Van LLC
East West Bank
Frost Bank
Great Pacific Securities
Hilltop Securities
Independent Financial
Lone Star Investment Pool
Loop Capital
MBS Securities
Mischler Financial Group
Morgan Stanley
Piper Sandler & Co
PNC
Ramirez & Co
Raymond James
RBC Capital Markets
Robert W. Baird
SAMCO
TexPool Investment Pool
Texas CLASS Investment Pool
Texas Connect Investment Pool
Texas Range Investment Pool
Texstar Investment Pool
TX-FIT Investment Pool
UBS
Unity Bank
Wells Fargo

Collectively, the Investment Officers shall, at least annually, review, revise, and adopt a list of qualified broker/dealers and financial institutions authorized to engage in investment transactions with the District.

Investment Officer Approvals:

James Terry, CFO


Earl Flowers, Treasurer


Curtis Walker, Assistant Treasurer

Date
05/21/2025

Date
5/21/2025

Date



6/12/2025

22.

Office of the Superintendent of Schools

Office of Finance and Operations

Consideration And Approval Of An Interlocal Agreement With The Harris County Department Of Education To Prepare And Distribute Meals For The Students At Harris County Department Of Education

The Houston Independent School District (HISD) requests that the School Board approves an interlocal agreement with the Harris County Department of Education (HCDE) to prepare and distribute meals for the students at HCDE schools.

Through this interlocal agreement, HCDE will reimburse HISD for expenses incurred in its food distribution program to HCDE students.

COST/FUNDING SOURCE(S): There will be no cost to the district. Reimbursement funds will be deposited into Food Services Funds.

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board considers and approves an interlocal agreement with HCDE to prepare and distribute meals for the students at HCDE schools, effective June 13, 2025



6/12/2025

23.

Office of the Superintendent of Schools

Office of Organizational Effectiveness

Authority To Negotiate, Execute, And Amend An Interlocal Agreement And/OR Memorandum Of Understanding With The Metropolitan Transit Authority Of Harris County For Student Transportation Ridesharing And Metro Q® Fare Card Services

This item requests authorization for the superintendent of schools or designee to negotiate, execute, and amend an interlocal agreement or memorandum of understanding with the Metropolitan Transit Authority of Harris County, Texas (METRO) to support student transportation ridesharing and Metro Q® fare card services for eligible students enrolled in the Houston Independent School District (HISD).

Under the proposed agreement, METRO will provide transportation services to eligible HISD students through its existing transit system at a negotiated rate per participating student. These services will enhance access to reliable transportation across the district, supporting student attendance and engagement.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board authorizes the superintendent of schools or designee to negotiate, execute, and amend an interlocal agreement and/or memorandum of understanding with METRO for student transportation ridesharing and Metro Q® fare card services, effective June 13, 2025.



6/12/2025

24.

Office of the Superintendent of Schools

Office of Organizational Effectiveness

Authority To Negotiate, Execute, And Amend Agreements And/Or Interlocal Memorandums Of Understanding With Community Agencies, Residential Facilities, And Educational Service Providers For Appraisal, Related, Instructional, And/Or Consultant Services For Students With Disabilities

This is an annual request to enter into contract negotiations regarding services for students with disabilities, not to exceed \$7 million.

These contracts are in compliance with Texas Education Agency (TEA) policies and guidelines. This agenda item requests that the School Board authorizes the superintendent of schools or a designee to approve other individual contracts after they have been negotiated by appropriate staff members within the financial, legal, and special education departments.

For school year 2025-2026, students with disabilities may require educational and related services beyond the scope of those offered on a school campus. If applicable, this would be reflected within a student's Individualized Education Program (IEP).

Contracts with residential and day-program facilities may include but are not limited to such facilities as Bayes Achievement Center, River Oaks Academy, Shiloh Treatment Center, Texas School for the Deaf, Texas School for the Blind, Heartspring, The Monarch School and Institute, Harris County Department of Education, Avondale House, and Providence Treatment Center. Each residential and nonpublic day-school facility has been approved by the TEA. The Office of Special Education Services makes an annual site visit to each residential and nonpublic day-school facility to review and evaluate student performance and program effectiveness in the implementation of the student's IEP. The TEA reference guide for nonpublic schools is used for the evaluation. Also, this includes services provided to students with disabilities in a residential facility (RF) within Houston Independent School District (HISD) boundaries which may include but are not limited to Harris County Jails, Odyssey House, The University of Texas M.D. Anderson Cancer Center, Harris County Psychiatric Center, Texas Children's Hospital, and Houston Area Women's Center. Each residential facility has been approved by a Texas Department of Licensing and Regulatory agency.

In addition, agreements with vendors for Independent Educational Evaluations per parental requests in accordance with the Individuals with Disabilities Education Act (IDEA) regulations are included in this agenda item. Additionally, vendors for instructional and related student supports as mandated by TEA hearing officers' decisions, confidential settlement agreements, and settlement agreements executed by the district are also included.

Also specified in this agenda item are agreements with parents for transporting their children to and

from school. Parents are reimbursed for transportation costs in cases where a student's physical or emotional condition prohibits them from being transported on an HISD bus. A private transportation agreement will be offered when specifically recommended and approved by the Admission, Review, and Dismissal/Individualized Education Program (ARD/IEP) committee. The contracts will be on file in the Office of Special Education Services and Community Services.

COST/FUNDING SOURCE(S): The total cost of this program is determined by instructional and related services for students with disabilities per their IEP, but shall not exceed \$7 million. The program's cost will be funded by IDEA-Part-B (IDEA-B) Formula grant funds, IDEA-B Preschool grant funds, and the General Revenue Department Budget.

Fund Source	Fund	Cost Center	Functional Area	General Ledger	Internal Order/ Work Breakdown Structure	Amount
Special Revenue	2240000000	1060924000	PS11230000000000	6219000000	N/A	
Special Revenue	2240000000	1060924000	PS11230000000000	6223000000	N/A	
General Revenue	1993000000	1060924000	PS11230000000000	6223000000	N/A	
General Revenue	1993000000	1060924000	PS11230000000000	6299000000	N/A	

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board authorizes the superintendent of schools or a designee to negotiate, execute, and amend agreements and/or interlocal memorandums of understanding with community agencies, residential facilities, and educational service providers for appraisal, related, instructional, and/or consultant services as needed by staff members and students with disabilities, effective June 13, 2025.



6/12/2025

25.

Office of the School Board

Authorization To File An Application To Waive The Superintendent Certification Requirement With The Commissioner Of Education

On June 1, 2023, the Texas Commissioner of Education, pursuant to Sections 39A.006, 39A.111, and 39A.202 of the Texas Education Code (TEC), appointed a board of managers and superintendent to the Houston Independent School District (HISD). Mr. F. Mike Miles is the commissioner's superintendent appointee. Section 21.003 of the TEC provides that a person may not be employed as a school district's superintendent without certification. Mr. Miles does not have superintendent certification. Section 7.056 of the TEC permits school districts to request waivers of certain Education Code requirements, including the requirement for superintendent certification, and on June 15, 2023, the board authorized the administration to file such a waiver application. The purpose of this agenda item is to request authorization for the HISD administration to file a new application to waive the superintendent certification requirement with the Commissioner of Education.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board authorizes the HISD administration to file a new application to waive the superintendent certification requirement with the Commissioner of Education, effective June 13, 2025.



6/12/2025

26.

Office of the School Board

Appointment Of A Houston Independent School District Representative And Alternate
To The Houston-Galveston Area Council

In May 2025, the Houston Independent School District (HISD) School Board approved joining the Houston-Galveston Area Council (H-GAC). As a participant, HISD is entitled to appoint a representative who will serve on the council's General Assembly and its Board of Directors, as well as an alternate.

The HISD School Board is asked to approve the appointment of Michelle Cruz Arnold as the district's representative to the H-GAC and Ric Campo as the district's alternate. The H-GAC Board of Directors appointment is for the calendar year 2025.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board approves the appointment of Michelle Cruz Arnold as representative to the H-GAC and Ric Campo as an alternate, effective June 13, 2025.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

6/12/2025

27.

Office of the Superintendent of Schools

Office of the Chief of Police

Approval Of Proposed Deletion Of Board Policy CKB(LOCAL), *Safety Program/Risk Management: Accident Prevention And Reports*-Second Reading

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves the proposed deletion of Board Policy CKB(LOCAL), *Safety Program/Risk Management: Accident Prevention And Reports*. The information included in this local policy is redundant to, and less complete than, the information contained in CKB(LEGAL), *Safety Program/Risk Management: Accident Prevention And Reports*.

A copy of CKB(LOCAL) is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES DELETE BOARD POLICY.

RECOMMENDED: That the School Board approves the proposed deletion of Board Policy CKB (LOCAL), *Safety Program/Risk Management: Accident Prevention And Reports* on second reading, effective June 13, 2025.

~~EYE-PROTECTIVE
DEVICES~~

~~Eye-protective devices meeting the standards of the State Department of Health shall be worn by every teacher and student participating in shop or laboratory activities involving any of the following:~~

- ~~1. Hot molten metals;~~
- ~~2. Milling, sawing, turning, shaping, cutting, or stamping of any solid materials;~~
- ~~3. Heat treatment, tempering, or kiln firing of any metal or other materials;~~
- ~~4. Gas or electric arc welding;~~
- ~~5. Caustic or explosive materials; or~~
- ~~6. Caustic or explosive chemicals or hot liquids or solids.~~



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

6/12/2025

28.

Office of the Superintendent of Schools

Office of Information Technology

Approval Of Proposed Revisions to Board Policy CQC(LOCAL), *Technology Resources: Equipment*-Second Reading

The purpose of this agenda item is to request that the Houston Independent School District School Board approves revisions to Board Policy CQC(LOCAL), *Technology Resources: Equipment*.

The proposed revisions include:

- An addition to comply with the legal requirement for the board to adopt a policy for the effective integration of digital devices in the district, and
- Deletion of the section about donations, which is covered in CDC(LOCAL), *Other Revenues: Gifts and Solicitations*.

The regulations required under the new content are in progress.

A copy of Board Policy CQC(LOCAL), *Technology Resources: Equipment*, showing the proposed changes is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the School Board approves the proposed revisions to Board Policy CQC (LOCAL), *Technology Resources: Equipment*, on second reading, effective June 13, 2025.

**Health and Safety
Guidelines**

With this policy, the Board adopts the model health and safety guidelines for the effective integration of digital devices in schools that have been developed by the Texas Education Agency and the Health and Human Services Commission.

The Superintendent shall develop regulations that implement these guidelines.

Donations

~~Technology donations must be coordinated through the Department of Information and Technology Systems. Donations must meet the minimum approved standards as described in the Technology and Information Systems Policies and Procedures Manual. Any donations from technology service providers must also be routed for review and approval by the Ethics and Compliance Office and the Board in accordance with CDC(LOCAL).~~

~~Although donated equipment may be configured to run on the District's wide-area network, the Department of Information and Technology Systems will not guarantee that all District-approved applications will run on the donated equipment.~~

Effective Date

~~This policy shall be effective as of the adoption date, June 11, 2021.~~



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

6/12/2025

29.

Office of the Superintendent of Schools

Office of Human Resources

Approval Of Proposed Revisions To Board Policy DCB(LOCAL), *Employment Practices: Term Contracts*-Second Reading

The purpose of this agenda item is to request that the Houston Independent School District School Board approves revisions to Board Policy DCB(LOCAL), *Employment Practices: Term Contracts*.

The proposed revisions include deleting a portion of the Preamble and a reference to the DFB series, which no longer exists.

A copy of Board Policy DCB(LOCAL), *Employment Practices: Term Contracts*, showing the proposed changes is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the School Board approves the proposed revisions to Board Policy DCB (LOCAL), *Employment Practices: Term Contracts*, on second reading, effective June 13, 2025.

**Preamble:
Transformation of
Policy Regarding
Term of Contracts**

In support of the District's goal to improve human capital and given that a substantial portion of the District budget is used to pay employee salaries, we, the HISD Board of Education, believe that in order to make the biggest impact on improving student performance, we must transform the ways in which the District attracts, retains, and compensates high-quality staff. Specifically, decisions regarding probationary, term, and continuing contracts must include review and consideration of value-added data. ~~It is our belief that persistent or significantly negative value-added data is unacceptable.~~

~~Research has reinforced the significant influence teachers have on student achievement. Specifically, research shows that a significant percent of the variance in student academic progress levels is attributed to the classroom teacher (Ballou, D., Sanders, W., and Wright, P. "Controlling for Student Background in Value-Added Assessment of Teachers." *Journal of Educational and Behavioral Statistics*, Spring 2004, Vol. 29, No. 1, pp. 37-65). Furthermore, in a comprehensive study on teacher impact, data indicate that students who start third grade at about the same level of mathematics achievement finish fifth grade mathematics at dramatically different levels depending on the quality of their teachers. (Haycock, Kati. "Good Teaching Matters...A Lot." *Education Trust*. Thinking K-16, Vol. 3, Issue 2, 1998).~~

**Categories of
Educator
Employment
Contracts**

Chapter 21 of the Texas Education Code requires that teachers, nurses, school counselors, librarians, and other full-time professional employees who are required to hold a certificate be employed on a contract.

There are three types of contracts that are permitted by the Education Code—probationary contracts, continuing contracts, and term contracts; the District utilizes all three types of contracts.

1. **Probationary contract:** All teachers, prior to being issued a continuing or term contract, must be placed on a probationary contract. This contract may not be for a term exceeding one school year, but may be renewed for two additional years, unless the teacher has been employed as a teacher in public education for at least five of the last eight school years, in which case the probationary period is limited to one year.
2. **Continuing contract:** Teachers issued a continuing contract prior to November 1, 1996, and who are currently employed by the District shall remain on a continuing contract. Effective November 1, 1996, the District ceased issuing continuing contracts.

3. **Term contract:** Upon completion of the probationary period, teachers may be issued a term contract as described at DCC(LOCAL). Term contracts may be issued for a time period of one, two, or three years. If no action is taken to nonrenew a contract at the end of the term, then the contract is automatically renewed for an additional year.

Eligible Positions

The Board may employ by term contracts, as authorized by Education Code 21.002 and 21.201, the following categories of full-time certified professional employees: certified central office and campus administrators, teachers, school counselors, and librarians, and full-time nurses.

**Non-Chapter 21
“Performance
Contracts”**

In addition, several alternative “performance contracts,” not governed by Chapter 21 of the Education Code, shall be available for specific categories of employees, in accordance with DCE(LOCAL).

**Grandfather Clauses
Contracts**

Administrators employed before the cut-off dates established in DCE(LOCAL), who declined a performance contract, shall continue to receive term contracts as governed by the provisions of Chapter 21 of the Education Code.

The District, in its decisions regarding probationary, continuing, and term contracts, shall consider student performance and value-added data in its decisions regarding term contracts.

**Continuing
Contracts Retained**

Any District employee hired under a continuing contract prior to November 1, 1996, shall remain under a continuing contract as long as the employee remains in the same contractual position. [See also DCC(LEGAL) and (LOCAL)]

Policies relating to employment by educator term contract [see [the DCB and DFB-series](#)] do not apply to employees on continuing contracts.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

6/12/2025

30.

Office of the Superintendent of Schools

Office of Human Resources

Approval Of A Proposed Revision To Board Policy DEAA(LOCAL), *Compensation Plan: Incentives and Stipends*-Second Reading

The purpose of this agenda item is to request that the Houston Independent School District School Board approves a revision to Board Policy DEAA(LOCAL), *Compensation Plan: Incentives and Stipends*.

The proposed revision is to remove the Local Criteria section.

A copy of Board Policy DEAA(LOCAL), *Compensation Plan: Incentives and Stipends*, showing the proposed change is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the School Board approves the proposed revision to Board Policy DEAA (LOCAL), *Compensation Plan: Incentives and Stipends*, on second reading, effective June 13, 2025.

COMPENSATION PLAN
INCENTIVES AND STIPENDS

DEAA
(LOCAL)

Stipend

The Superintendent shall recommend a stipend pay schedule as part of the annual compensation plan of the District. [See DEA]

Supplemental
Duties

The Superintendent or designee may assign noncontractual supplemental duties to personnel exempt under the Fair Labor Standards Act (FLSA), as needed. [See DK(LOCAL)] The employee shall be compensated for these assignments according to the compensation plan of the District.

**Incentive and
Innovation Programs**

The Superintendent shall have authority to submit plans and grant applications for incentive and innovation programs to TEA or other granting organizations on behalf of the Board. Incentive plans shall address teacher eligibility, including any exclusions.

**Transformation of
Policy Regarding
Performance Pay
and Differentiated
Compensation**

The District's greatest strength is its human capital. As such, high expectations are set for school leadership to inspire creative thinking and innovative approaches that lead to instructional and operational excellence. These expectations create an instructional context that acknowledges that the personal, face-to-face contact between teacher and student will always be the central event in education. Changes in the District's structure, governance, and policies underscore the importance of this relationship and must coalesce to create an organizational culture that values employees who are results-oriented, talented, innovative thinkers who strive to increase student achievement and contribute to the reformation of public education.

Also, human capital reform measures must focus on higher standards for recruitment and selection, job performance and compensation, and professional development and career planning and must provide employees a viable career path within the organization.

Other locally developed incentive programs, if any, shall be addressed in the compensation plan of the District.

Local Criteria

~~Performance pay shall be based on value-added data including but not limited to:~~

- ~~• Annual student academic growth;~~
- ~~• Student achievement;~~
- ~~• Student enrollment and neighborhood enrollment;~~
- ~~• Student dropout rates; and~~
- ~~• Student performance before and after school level transitions:~~
- ~~• Elementary school to middle school;~~

- ~~Middle school to high school; and~~
- ~~High school to postsecondary.~~



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

6/12/2025

31.

Office of the Superintendent of Schools

Office of Human Resources

Approval Of A Proposed Revision To Board Policy DMA(LOCAL), *Professional Development: Required Staff Development-Second Reading*

The purpose of this agenda item is to request that the Houston Independent School District School Board approves a revision to Board Policy DMA(LOCAL), *Professional Development: Required Staff Development*.

The proposed revision is to delete a portion of the Preamble.

A copy of Board Policy DMA(LOCAL), *Professional Development: Required Staff Development*, showing the proposed change is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the School Board approves the proposed revision to Board Policy DMA (LOCAL), *Professional Development: Required Staff Development*, on second reading, effective June 13, 2025.

**Preamble:
Transformation of
Professional
Development**

In support of the District's goal to improve human capital, we, the Houston ISD Board of Education, believe that staff members must be provided with rigorous professional development opportunities that are aligned with identified needs of the individual. ~~In accordance with a data-driven culture, an individual's professional development needs are identified, in part, by review and consideration of value-added data.~~

Staff Development

The District shall support the continued professional development of its employees by providing staff development opportunities to ensure that each employee is prepared to successfully contribute in their role in reaching the overall goal of increasing student achievement. Staff development activities shall be rigorous and targeted at identified deficiencies as indicated by student performance data.

Definition

"Staff development" shall be defined as the facilitation of activities that assist staff members to increase their capacity through continual improvement of their job-related skills, knowledge, and performance. Staff development may include models that foster effective practices such as individually guided models, observation-assessment models, development/improvement process models, inquiry models, training models, and other models meeting school/administrative and/or District/department needs.

The District shall provide, and employees may be required to participate in, staff development opportunities to increase knowledge and enhance skills and to be prepared to successfully perform their duties and responsibilities, as well as to address their individual needs as identified through their performance evaluations and/or needs assessments.

Decisions regarding staff development needs shall include, but not be limited to, consideration of student performance and value-added data. All staff development throughout the District shall be in alignment with the District's statement of beliefs and visions, the goals of the District Improvement Plan, including District initiatives, and the school/administrative District/department improvement plan. All staff development shall focus on improving and/or supporting student achievement. [See policies at BQA, BQB]

**Staff Development
Plan**

The Superintendent shall recommend the District's professional development plan for all District employees. The Board shall annually review the professional development clearinghouse published by the State Board for Educator Certification (SBEC) and annually approve the District's professional development plan. The District's professional development plan must:

PROFESSIONAL DEVELOPMENT
REQUIRED STAFF DEVELOPMENT

DMA
(LOCAL)

1. Be guided by the SBEC clearinghouse training recommendations;
2. Note any differences in the District's plan from the clearinghouse recommendations; and
3. Include a schedule of the required professional development for all District employees.

Effective Date

~~This policy shall be effective as of the adoption date, August 11, 2022.~~



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

6/12/2025

32.

Office of the Superintendent of Schools

Office of Public Affairs and Communications

Approval Of Proposed Revisions To Board Policy CW(LOCAL), *Naming Facilities*-First Reading

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves revisions to Board Policy CW(LOCAL), *Naming Facilities*.

The proposed revisions include updating the structure of the document and the process for selecting the names of schools.

A copy of Board Policy CW(LOCAL), *Naming Facilities*, showing the proposed changes is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the School Board accepts the proposed revisions to Board Policy CW (LOCAL), *Naming Facilities*, on first reading, effective June 13, 2025.

NAMING FACILITIES

CW
(LOCAL)

**Naming and
Renaming of District
Facilities**Board
Approval
Definitions

~~The Board shall have final authority and responsibility~~approval is required for the naming or renaming of District facilities and specific areas of facilities.

For the purpose of this policy, the term District facility shall apply to new and existing schools, including schools scheduled for consolidation through redirection or closure, sport complexes, athletic facilities, and other ~~office~~ buildings and facilities. A specific area or portion of a facility shall refer to a wing, annex, library, media center, auditorium, performing arts center, gymnasium, athletic field, or common area. A specific area or portion of a school shall not apply to classrooms, school offices, and cafeterias.

**Criteria for Naming
or Renaming
Facilities**Suggesting
Names

~~Citizens and Residents of the District, District employees, and staff members, as well as Trustees, District board members~~ may submit names to be added to a ~~historical~~ list of suggested names for possible selection. Such list shall be a cumulative resource to be considered when naming or renaming a new or existing facility, shall be maintained in the ~~office of the chief student support officer~~Office of Public Affairs and Communications, and shall be provided to the ~~chairperson~~co-chairs of the each naming committee. ~~In all cases, the name of a school, specific area of a school, or other District facility must respect cultural differences and values.~~

~~The Board, through a resolution that deems the renaming to be in the best interest of the District, may initiate the process for changing the name. [See Process for Selecting Name of School]~~

SchoolsCriteria for
Names
Facilities

Schools or other facilities may be named for persons, communities (e.g., neighborhoods), locations (e.g., landmarks), or functions (e.g., District programs). Names of persons to be considered shall be of deceased individuals who have made a significant contribution to the local community, the state, or the nation. In all cases, the name of a school, specific area of a school, or other District facility must respect cultural differences and values. ~~In naming any facility for the first time, any waiver of this policy shall require a two-thirds vote of the membership of the Board. In renaming a facility after a living person, any waiver of this policy shall require a unanimous vote of the membership of the Board. In renaming a facility after a deceased person, a simple majority vote of the membership of the Board is required.~~

~~In the cases of consolidations, closures, and the like, consideration should be given at the onset as to how the naming shall be handled. The name selection committee may consider a new name, an existing name, or a combination of school names.~~

NAMING FACILITIES

CW
(LOCAL)

~~Specific Areas of
Schools and
Facilities~~

Specific areas of schools and facilities may be named for persons, communities, locations, or functions. If the area is named after a person, the following criteria shall apply:

- The individual may be living or deceased;
- The individual must have made a significant contribution to the local community, state, or nation; and
- The individual must be widely respected by the community and the general public.

Exceptions

In naming any facility for the first time, any waiver of this policy shall require a two-thirds vote of the membership of the Board. In renaming a facility after a living person, any waiver of this policy shall require a unanimous vote of the membership of the Board. In renaming a facility after a deceased person, a simple majority vote of the membership of the Board is required.

Acceptance of Funds
for Naming Rights of
a School Facility or a
Specific Portion of a
Facility

The Superintendent shall develop regulations for the acceptance of funds to support the construction, renovation, or acquisition of District facilities and specific areas or portions of facilities.

The Board may agree to name a District facility for an individual, family, group, organization, or business entity when a major capital donation has been made to the District for the facility by or on behalf of the nominated individual, family, group, organization, or business entity. A major capital donation is defined as either a monetary gift of, or land with a fair market value of, at least \$7,500,000 toward the construction, renovation, or acquisition of the District facility.

The Board may agree to name a specific area or portion of a District facility for an individual, family, group, organization, or business entity when a significant capital contribution has been made to the District for the specific area or portion of a District facility by or on behalf of the nominated individual, family, group, organization, or business entity. A significant capital contribution is defined as a monetary gift of at least \$1,000,000 toward the construction, renovation, or acquisition of the specific area or portion of the District facility.

The acceptance of funds and the approval of the name shall require a two-thirds majority vote of the membership of the Board. Funds accepted for the naming of a school or specific area of a school shall be reserved for capital expenditures exclusively for that school.

NAMING FACILITIES

CW
(LOCAL)

**Process for
Selecting Name of
School**

1. The Board, through a resolution that deems the renaming to be in the best interest of the District, may initiate the process for changing the name. In addition, the Superintendent may determine that naming or renaming is needed and initiate the process without a board resolution.
2. For selecting the name of a school, the Superintendent or designee shall appoint a school naming committee. The school naming committee appointed to consider the renaming of a school shall largely be composed of individuals currently connected to the school in their representative capacities, and the local civic leader shall be a person actively involved in serving that school's geographic area and school community.
3. The committee ~~shall~~ may include the following individuals ~~of the school to be named~~:
 - A designee from ~~the chief school officer~~ Office of the Chief of Schools and a designee from the Office of Public Affairs and Communications as ~~chairperson~~ co-chairs,
 - ~~The~~ A current or former principal of the school, if any,
 - A current or former student from the school,
 - A current or former teacher from the school,
 - A local civic leader,
 - An alumni representative from the school, and
 - A parent of a current or former student from the school.

The ~~chief school officer~~ committee co-chairs may also solicit input from other constituents affected by the naming of the school.

4. The ~~chief school officer~~ committee co-chairs shall report the consensus of the committee to the Superintendent.
5. Prior to the preparation of an agenda item for Board consideration, the Superintendent ~~shall~~ may discuss the recommendation with the Trustee of the area of the school to be named.
6. The Superintendent shall present the recommendation to the Board for approval.

~~Acceptance of
Funds for Naming
Rights of a School
or a Specific
Portion of a Facility~~

~~The Superintendent shall develop regulations for the acceptance of funds to support the construction, renovation, or acquisition of District facilities and specific areas or portions of facilities.~~

~~The Board may agree to name a District facility for an individual, family, group, organization, or business entity when a major capital~~

NAMING FACILITIES

CW
(LOCAL)

~~donation has been made to the District for the facility by or on behalf of the nominated individual, family, group, organization, or business entity. A major capital donation is defined as either a monetary gift of, or land with a fair market value of, at least \$7,500,000 toward the construction, renovation, or acquisition of the District facility.~~

~~The Board may agree to name a specific area or portion of a District facility for an individual, family, group, organization, or business entity when a significant capital contribution has been made to the District for the specific area or portion of a District facility by or on behalf of the nominated individual, family, group, organization, or business entity. A significant capital contribution is defined as a monetary gift of at least \$1,000,000 toward the construction, renovation, or acquisition of the specific area or portion of the District facility.~~

~~The acceptance of funds and the approval of the name shall require a two-thirds majority vote of the membership of the Board. Funds accepted for the naming of a school or specific area of a school shall be reserved for capital expenditures exclusively for that school.~~

**Process for
Selecting Name of
Specific Areas and
Facilities other than
Schools**

For selecting the name of specific areas of schools and facilities, sports complexes, athletic facilities, and any other facilities that are not schools, the Superintendent or designee shall appoint a committee of appropriate individuals and shall present the committee's recommendation to the Board for approval. No athletic facilities in the District shall be given more than two ~~(dual)~~ names.

School Symbols

All mascots, nicknames, and descriptors—including symbols, banners, flags, pennants, or similar identifiers—used by a school's sports teams, extracurricular clubs, curricular clubs, or organizations shall respect cultural differences and values. The Board prohibits the use of any race or ethnic group as a mascot or nickname. [See DIA(LOCAL)]

Effective Date

~~This policy shall be effective as of the adoption date, October 16, 2015.~~



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

6/12/2025

33.

Office of the Superintendent of Schools

Office of Human Resources

Approval Of Proposed Revisions To Board Policy DCD(LOCAL), *Employment Practices: At-Will Employment*-First Reading

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves revisions to Board Policy DCD(LOCAL), *Employment Practices: At-Will Employment*. The changes are recommended to update information.

A copy of Board Policy DCD(LOCAL), *Employment Practices: At-Will Employment*, showing the proposed changes is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the School Board accepts the proposed revisions to Board Policy DCD (LOCAL), *Employment Practices: At-Will Employment*, on first reading, effective June 13, 2025.

Personnel not hired under a contract shall be employed on an at-will basis. [For information regarding contractual employment, see DCA, DCB, DCC, and DCE, as appropriate]

A noncontract employee shall have no expectation of continued employment or any right to due process other than those rights prescribed by state and federal constitutions.

Probationary

~~An employee hired on a noncontract basis shall be on probationary status during the first 12 months of employment.~~

Nonprobationary

~~A noncontract employee who has completed 12 months of full-time employment shall be considered nonprobationary.~~

Reassignment of Noncontract Employees

All noncontract employees are subject to assignment and reassignment of positions or duties, additional duties, changes in responsibilities or work, transfers, or reclassification at any time. [See also DK(LOCAL)]

Discipline / Other Employment Decisions

The following disciplinary actions and other employment decisions shall apply to all noncontract employees.

~~Suspension, Demotions, Return to Probation~~

A noncontract employee may ~~be~~ be ~~have probation extended, be returned to probation, be suspended without pay or~~ demoted, for any reason not prohibited by law, as determined by the needs of the District.

Termination

A noncontract employee may be terminated for any reason not prohibited by law or for no reason, as determined by the needs of the District. ~~A termination shall become effective at the expiration of the two-week notice given to the employee.~~

Reduction in Force

A reduction in force may take place when the Board determines that financial exigency exists or the Superintendent determines that a reorganization or program change is required.

Procedures for the reduction in force of noncontract employees shall be developed and maintained by the chief ~~talent~~ human resources officer. These procedures shall provide criteria to determine the mechanics of reduction, reassignment, termination, and recall. Any termination will be made in accordance with established current procedures on termination of noncontract employees set forth by the chief ~~talent~~ human resources officer. Subject to approval by the chief ~~human resources~~ talent officer or designee, assignments to new jobs will be based on matching of skill sets.

Reorganization

Reorganization is defined as a change in positions due to:

1. A change, elimination, or addition of a function within a department or school; or

2. A change in the role, responsibility, qualifications, or skill level of a significant number of employees within a department, school, or within a category of employees.

A reorganization shall be approved by the Superintendent. If during a reorganization it becomes necessary to terminate an employee, such personnel action shall be taken in accordance with applicable Board policy, state and federal law, and District procedures.

Procedures for a reorganization shall be developed. These procedures shall provide criteria to determine the mechanics of reduction, reassignment, and termination of staff, if necessary. Assignments to new jobs shall be based on matching of skill sets.

Appeal

A noncontract employee who has been notified of a ~~suspension without pay, demotion,~~ or termination may appeal the action in accordance with DGBA(LOCAL).

Resignation

A noncontract employee intending to resign shall give a minimum of two weeks' notice. If such notice is not given, the resigning employee shall not be eligible for reemployment with the District.

An employee who resigns or retires to avoid District-initiated termination shall not be eligible for reemployment with the District.

~~Suspension Without Pay for Criminal Charges~~

~~In the event an at-will employee is charged with a felony crime or charged with any crime involving moral turpitude and ordered to stand trial in any court of competent jurisdiction, the Superintendent may suspend the employee without pay pending the final determination and/or the District's decision regarding administrative action.~~

~~Termination for Criminal Charges or Conviction~~

~~If the employee is found not guilty or the charges are dismissed, pay and benefits withheld may be released to the employee upon the approval of the Superintendent.~~

~~If the employee has received any income during the period of time the employee was suspended without pay, the Superintendent may deduct said amounts from the withheld sum.~~

~~Upon completion of an individualized assessment conducted by the Criminal History Review Committee, an at-will employee charged with a felony crime or any crime involving moral turpitude that has affected the employee's ability, capacity, or fitness to perform the duties of the assignment will be dismissed.~~

~~If the employee is convicted of a felony crime or any crime involving moral turpitude, the employee will be dismissed. Any plea of~~

~~guilty by an employee, or the court's acceptance of nolo contendere under the Deferred Adjudication Act, shall constitute a conviction for purposes of this policy.~~

**Conflict of Interest
Violations**

Upon completion of an individualized assessment conducted by the Conflict of Interest Review Committee, an at-will employee with a substantiated finding in violation of this policy that has affected the employee's ability, capacity, or fitness to perform the duties of the assignment will be dismissed.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

6/12/2025

34.

Office of the Superintendent of Schools

Office of Academics

Approval Of Proposed Deletion Of Board Policy EF(LOCAL), *Instructional Resources*
-First Reading

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves deletion of Board Policy EF(LOCAL), *Instructional Resources*, as recommended by the Texas Association of School Boards and the administration.

The information from EF(LOCAL), *Instructional Resources*, is being moved into two new policies, EFA(LOCAL) and EFB(LOCAL), because of the differences in requirements for instructional materials and library materials, and in alignment with changes already made to the legal policies.

A copy of Board Policy EF(LOCAL), *Instructional Resources*, is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES DELETE BOARD POLICY.

RECOMMENDED: That the School Board accepts the proposed deletion of Board Policy EF (LOCAL), *Instructional Resources*, on first reading, effective June 13, 2025.

Note: — For information related to the selection process and accounting of instructional materials, as this term is defined by state law and rule, see CMD and EFA.

~~The District shall provide a wide range of instructional resources for students and faculty that present varying levels of difficulty, diversity of appeal, and a variety of points of view. Although the Superintendent shall ensure professional staff select instructional resources in accordance with District policy and administrative regulations, the ultimate authority for determining and approving the curriculum, instructional program, and instructional resources of the District lies with the Board.~~

Objectives

~~In this policy, “instructional resources” includes both instructional materials and library materials.~~

~~Instructional materials may include textbooks, supplementary resources for classroom use, and any other instructional resources, including electronic resources, used for formal or informal teaching and learning purposes. The primary objectives of instructional materials are to implement, enrich, and support the District’s educational program.~~

~~Library materials may include printed and electronic library acquisitions and other ancillary or supplementary materials maintained in a campus library for independent use by students and faculty outside of the District’s core educational program. In accordance with state and local guidelines, library collections should enrich and support the state and local curriculum. Collections should also provide materials of high interest to encourage student reading and learning for pleasure.~~

~~Library materials may be used to enhance the instructional program, for formal or informal teaching and learning purposes, and for voluntary inquiry or self-selected reading.~~

~~In accordance with state and local standards, school libraries are essential interactive collaborative learning environments, ever evolving to provide equitable physical and virtual access to ideas, information, and learning tools for the entire school community.~~

~~School libraries are essential, safe, and inviting centers for teaching and learning that provide equitable access to emerging technologies and physical and virtual collections of high quality, reflecting input from stakeholders.~~

INSTRUCTIONAL RESOURCES

EF
(LOCAL)

Selection

Administrators, teachers, librarians, other District personnel, parents, and community members, as appropriate, may recommend instructional resources for selection.

Instructional Resources

The Board shall rely on District professional staff to select and acquire instructional resources that:

1. Enrich and support the curriculum consistent with the general educational goals of the state and District, the aims and objectives of individual schools and specific courses, and the District and campus improvement plans.
2. Are appropriate for the subject area and for the age, ability level, learning styles, interests, and social and emotional development of the students for whom they are selected.
3. Meet high standards for artistic quality, literary style, authenticity, educational significance, factual content, physical format, presentation, readability, and technical quality.
4. Present various sides of controversial issues so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives. [See also EMB regarding instruction about controversial issues.]
5. Promote literacy.

Selection of resources is an ongoing process that includes the removal of resources no longer appropriate and the periodic replacement or repair of resources that still have educational value.

Additional Instructional Materials

In addition to the criteria above, District professional staff may select additional instructional materials in accordance with administrative regulations.

Library Materials

In addition to the criteria above, librarians and other professional staff shall ensure that library materials:

1. Develop a balanced collection presenting multiple viewpoints related to controversial issues to foster critical thinking skills and encourage discussion based on rational analysis [see EMB regarding instruction about controversial issues];
2. Represent many ethnic, religious, and cultural groups and their contributions to the national heritage and world community;
3. Provide a wide range of background information that will enable students to make intelligent decisions in their daily lives;
4. Demonstrate literary merit, quality, value, and significance;

INSTRUCTIONAL RESOURCES

EF
(LOCAL)

- ~~5. Have received favorable professional library reviews from state and nationally recognized review publications;~~
- ~~6. Have received state or national awards or are included on recommended reading lists developed by library professionals and educators;~~
- ~~7. Cover topics, authors, series, or genres that fill gaps in the school library collection;~~
- ~~8. For nonfiction resources, include accurate and authentic factual content from authoritative sources;~~
- ~~9. Have a high degree of potential user appeal and interest;~~
- ~~10. Offer a global perspective that promotes equity of access, including print and nonprint materials such as electronic and multimedia, to meet the needs of individual learners;~~
- ~~11. Are requested or recommended by students and teachers;~~
- ~~12. Mirror selections found in neighboring districts or libraries in the region; and~~
- ~~13. Represent diverse viewpoints and cultures appropriate to each campus to ensure the collection embodies the unique background of its student population.~~

Protection from Inappropriate Material

~~Library materials shall not include “harmful material” as defined by Penal Code 43.24(a)(2) or “obscene” material as defined by Penal Code 43.21(a)(1).~~

~~Library materials shall comply with the Children's Internet Protection Act (CIPA), including technology protection measures. [See CQ]~~

Gifts

~~Gifts of instructional resources shall be evaluated according to the provisions above and accepted or rejected in accordance with GDC(LOCAL).~~

Parent Consideration

~~In general, a student is afforded the opportunity to self-select library materials as part of literacy development and the library program. District staff may assist a student in selecting library material; however, the ultimate determination of appropriateness remains with the student and parent. Parents are encouraged to communicate with the campus librarian and their child's teacher about special considerations regarding library materials self-selected by their student. In accordance with state law and administrative regulations, parents may select alternative library materials~~

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	<p>for their student. [For information on parental rights regarding instructional materials and other instructional resources see EF(LEGAL).]</p>
Challenged Resources	<p>A parent of a District student, a student who is 18 years of age or older, an individual employee, or any District resident may challenge an instructional resource used in the District's educational program on the basis that the instructional material fails to meet the standards set forth in this policy.</p>
Guiding Principles	<p>The following principles shall guide the Board and staff in responding to challenges of instructional resources:</p> <ol style="list-style-type: none">1.—A complainant may raise an objection to an instructional resource used in a school's educational program, despite the fact that the professional staff selecting the resources were qualified to make the selection, followed the proper procedure, and adhered to the objectives and criteria for instructional resources set out in this policy.2.—A parent's ability to exercise control over instruction extends only to his or her own child as set forth in Education Code Chapter 26.3.—Access to a challenged resource shall not be restricted during the reconsideration process, except the District may deny access to a child if requested by the child's parent. <p>The major criterion for the final decision on challenged resources is the appropriateness of the resource for its intended educational use. No challenged instructional resource shall be removed solely because of the ideas expressed therein.</p>
Informal Reconsideration	<p>When the District or a campus receives an objection about the appropriateness of an instructional resource, the appropriate administrator shall try to resolve the matter informally. The administrator shall explain the selection process and discuss the intended educational purpose for the instructional resource. If appropriate, the administrator may offer a concerned parent an alternative instructional resource to be used by that parent's child in place of the challenged material.</p> <p>If the complainant wishes to make a formal challenge, the administrator shall provide the complainant a copy of this policy and a form to request a formal reconsideration of the instructional resource.</p>
Formal Reconsideration	<p>A complainant shall make any formal objection to an instructional resource on the form provided by the District and shall submit the</p>

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~~completed and signed form to director of library services. Upon receipt of the form, the director of library services shall appoint a reconsideration committee.~~

~~The reconsideration committee shall include at least one member of the instructional staff who has experience using the challenged resource with students or is familiar with the challenged resource's content. Other members of the committee may include District-level staff, library staff, secondary-level students, parents, and any other appropriate individuals.~~

~~All members of the committee shall review the challenged instructional resource in its entirety. As soon as reasonably possible, the committee shall meet and determine whether the challenged resource conforms to the principles of selection set out in this policy and whether the challenged material will continue to be used in the educational program. The committee shall prepare a written report of its findings. The Superintendent, other appropriate administrators, and the complainant shall receive copies of the report.~~

Frequency of Review

~~After an instructional resource has been reviewed through formal reconsideration, it shall not be reviewed again until it is evaluated in the periodic local selection or maintenance process, as applicable.~~

Appeal

~~The complainant may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting at Level Two. [See DGBA, FNG, and GF]~~



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35.

Office of the Superintendent of Schools

Office of Academics

Approval Of Proposed Establishment Of Board Policy EFA(LOCAL), *Instructional Resources: Instructional Materials-First Reading*

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves the adoption of Board Policy EFA(LOCAL), *Instructional Resources: Instructional Materials*.

The proposed policy aligns with changes to legal policy, recommendations from the Texas Association of School Boards, and key updates from the Office of Academics, which are summarized below.

- Replaces parts of EF(LOCAL), which addressed instructional materials and library materials in a single policy, with a new policy exclusively for instructional materials.
- Establishes a process for reconsideration of instructional materials.
 - Informal reconsideration shall be handled by a campus administrator.
 - Formal reconsideration requests shall be initiated when a parent submits a formal reconsideration form which will trigger the formation of a review committee organized by the Office of Academics.

A copy of the proposed Board Policy EFA(LOCAL), *Instructional Resources: Instructional Materials*, is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None. Existing district staff and campus staff support this initiative during the scope of their current district roles.

THIS ITEM DOES ESTABLISH BOARD POLICY.

RECOMMENDED: That the School Board accepts the proposed establishment of Board Policy EFA (LOCAL), *Instructional Resources: Instructional Materials*, on first reading,

effective June 13, 2025.

Note: For information related to the accounting of instructional materials, as this term is defined by state law and rule, see CMD.

For information related to the selection process of library materials, see EFB.

The District shall provide instructional materials designed to teach the Texas Essential Knowledge and Skills and further the District's educational mission. Although the Superintendent shall ensure that professional staff select instructional materials in accordance with District policy and administrative regulations, the ultimate authority for determining and approving the curriculum and instructional program of the District lies with the Board.

Objectives

In this policy, "instructional materials" may include textbooks, supplementary resources for classroom use, and any other instructional resources, including electronic resources, used for formal or informal teaching and learning purposes. The primary objectives of instructional materials are to implement, enrich, and support the District's educational program.

Selection

Instructional materials that are textbooks and related supplemental materials, which may include items from the list of resources adopted by the State Board of Education, shall be chosen in accordance with administrative regulations and the objectives above.

The Board shall rely on District professional staff to select and acquire instructional materials that:

1. Enrich and support the curriculum consistent with the general educational goals of the state and District, the aims and objectives of individual schools and specific courses, and the District and campus improvement plans.
2. Are appropriate for the subject area and for the age, ability level, learning styles, interests, and social and emotional development of the students for whom they are selected.
3. Meet high standards for artistic quality, literary style, authenticity, educational significance, factual content, physical format, presentation, readability, and technical quality.
4. Present various sides of controversial issues so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives. [See also EMB regarding instruction about controversial issues.]
5. Promote literacy.

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District professional staff may select additional instructional materials in accordance with administrative regulations and the criteria above.

Administrators, teachers, other District personnel, parents, and community members, as appropriate, may recommend instructional materials for selection. Gifts of instructional materials shall be evaluated according to these criteria and accepted or rejected in accordance with CDC(LOCAL).

Selection of instructional materials is an ongoing process that includes the removal of materials no longer appropriate and the periodic replacement or repair of materials that still have educational value.

Reconsideration of Instructional Materials

A District employee or a parent or guardian of a District student may request reconsideration of instructional material used in the District's educational program on the basis that the instructional material fails to meet the standards set forth in this policy.

Guiding Principles

The following principles shall guide the Board and staff in responding to a request for reconsideration of instructional materials:

1. A complainant may raise an objection to an instructional material used in a school's educational program, despite the fact that the professional staff selecting the materials were qualified to make the selection, followed the proper procedure, and adhered to the objectives for instructional materials set out in this policy.
2. A parent's ability to exercise control over instruction extends only to their own child as set forth in Education Code Chapter 26.
3. Access to a challenged material shall not be restricted during the reconsideration process, except the District may deny access to a child if requested by the child's parent.

The major criterion for the final decision on challenged instructional materials is the appropriateness of the material for its intended educational use. No challenged instructional material shall be removed solely because of the ideas expressed therein.

Informal Reconsideration

When the District or a campus receives an objection to the appropriateness of an instructional material, the appropriate administrator shall try to resolve the matter informally. The administrator shall explain the selection process and discuss the intended educational purpose for the instructional material. If appropriate, the adminis-

trator may offer a concerned parent an alternative instructional material to be used by that parent’s child in place of the challenged material.

If the complainant wishes to make a formal challenge, the administrator shall provide the complainant a copy of this policy and a form to request a formal reconsideration of the instructional material.

Formal Request for Reconsideration

A complainant shall make a formal request to reconsider instructional material on the form provided by the District and shall submit the completed and signed form to the District curriculum office. Upon receipt of the form, the District shall initiate the District’s review process.

Frequency of Review

After an instructional material has been reviewed through formal reconsideration, it shall not be reviewed again until it is evaluated in the periodic local selection process.

Appeal

The complainant may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting at the appropriate level. [See DGBA, FNG, and GF]



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36.

Office of the Superintendent of Schools

Office of Academics

Approval Of Proposed Establishment Of Board Policy EFB(LOCAL), *Instructional Resources: Library Materials-First Reading*

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves the adoption of Board Policy EFB(LOCAL), *Instructional Resources: Library Materials*.

The proposed policy aligns with changes to legal policy, recommendations from the Texas Association of School Boards, and key updates from the Office of Academics, which are summarized below.

- Replaces parts of EF(LOCAL), which addressed instructional materials and library materials in a single policy, with a new policy exclusively for library materials.
- Library materials shall be selected and acquired in accordance with guidelines adopted by the Texas State Library and Archives Commission and the District standards as required by EFB(LEGAL).
- Updates the formal reconsideration process as required by EFB(LEGAL).
 - A reconsideration committee may include District-level staff, secondary-level students, parents or guardians, and any other appropriate individuals.
 - Provides a timeline for completion of the formal reconsideration process.

A copy of the proposed Board Policy EFB(LOCAL), *Instructional Resources: Library Materials*, is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None. Existing District staff and campus staff support this initiative in the scope of their current roles.

THIS ITEM DOES ESTABLISH BOARD POLICY.

RECOMMENDED: That the School Board accepts the proposed establishment of Board Policy EFB (LOCAL), *Instructional Resources: Library Materials*, on first reading, effective

June 13, 2025.

Note: For information related to the selection of instructional materials, see EFA.

The purpose of this policy is to ensure that the District provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. This policy also provides standards for collection development and the selection and evaluation of library materials.

Collection
Development Policy

In this policy, “library materials” may include printed and electronic library acquisitions, including online catalogs, and other ancillary or supplementary materials maintained in a campus library.

The library collection development standards shall apply to all library materials available for use or display, including material contained in school libraries, classroom libraries, and online catalogs.

In developing library collections, the District shall consider the age groups, grade levels, and access to library material by all students on a campus.

Responsibility

The District shall ensure librarians, professional library staff, and other designated professional staff trained on the proper collection development standards select and acquire library materials in accordance with state law and rules, this collection development policy, and administrative procedures.

The Superintendent shall develop administrative procedures to ensure that library collections comply with applicable law and the District’s collection development purpose and goals.

Collection
Development Goals

In addition to the requirements in state law and rules, the District’s library collections shall:

1. Present multiple viewpoints related to controversial issues [see EMB regarding instruction about controversial issues].
2. Provide a wide range of background information that will enable students to make intelligent decisions in their daily lives.
3. Include accurate and authentic factual content from authoritative sources.
4. Have a high degree of potential user appeal and interest.
5. Offer a global perspective that promotes equity of access, including print and nonprint materials such as electronic and multimedia, to meet the needs of individual learners.

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6. Represent diverse viewpoints and cultures appropriate to each campus to ensure the collection embodies the unique background of its student population.

Selection and
Evaluation of
Materials

Library materials shall be selected and acquired in accordance with guidelines adopted by the Texas State Library and Archives Commission and the District standards and priorities expressed in this policy.

When selecting, acquiring, and evaluating library materials, librarians and other professional staff shall ensure that the materials:

1. Enrich and support the TEKS and the state and local curriculum, taking into consideration students' varied interests, maturity levels, abilities, and learning styles.
2. Foster growth in factual knowledge, literary appreciation, aesthetic values, and societal standards.
3. Encourage the enjoyment of reading, foster high-level thinking skills, support personal learning, and encourage discussion based on rational analysis.
4. Represent ethnic, religious, and cultural groups of the state and their contributions to the state, the nation, and the world.

The Superintendent shall ensure that administrative procedures regarding the selection of library materials consider at least two of the following factors:

1. Recommendations from students, parents or guardians, teachers, and District community members.
2. Consultation with District teachers and library staff.
3. Consultation with library staff from other districts.
4. Extensive review of the library material.
5. Context of the library material, including overall fit within the existing collection and support of District curriculum.
6. Reviews of the library material from sources such as professional journals in library science, recognized professional education or content journals with book reviews, national and state award recognition lists, library science field experts, and highly acclaimed author and literacy expert recommendations.
7. Coverage of topics, authors, series, or genres that fill gaps in the school library collection.

Access Plan

The District shall allow efficient parental access to the District's library and any available online catalogs.

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Online catalogs shall be publicly available. The District shall publish information about library material titles, including how and where material can be accessed.

Each campus shall communicate the following to parents and guardians:

- Access to policies relating to school libraries and library materials;
- Consistent access to library materials and resources; and
- Opportunities for students, parents and guardians, educators, and community members to provide feedback on library materials and services.

Parental
Involvement

Parents and guardians are the primary decision makers regarding their student's access to library material. In general, a student is afforded the opportunity to self-select library materials as part of literacy development and the library program. District staff may assist a student in selecting library material; however, the ultimate determination of appropriateness remains with the student and parent or guardian. Parents and guardians are encouraged to communicate with the campus librarian and their child's teacher about special considerations regarding library materials self-selected by their student.

In accordance with state law and administrative procedures, parents or guardians may select alternative library materials for their student. [For information on parental rights regarding instructional materials and other instructional resources, see EFA(LEGAL).]

The District shall focus on maximizing transparency with parents while meeting student needs and providing enrichment opportunities with library materials. Parental involvement in library acquisition, maintenance, and campus activities is encouraged.

Access
Procedures

School Library

A parent or guardian who wishes to access a school's library shall first submit a request to the principal. The principal or a staff member designated by the principal shall work with the parent or guardian to determine a time to access the library that will not interfere with the delivery of instruction or disrupt student use of library services.

Online Catalog

A parent or guardian who wishes to access an online catalog shall submit a written request to the principal. The principal or a staff member designated by the principal shall respond to the request in accordance with administrative procedures.

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Protection from
Inappropriate
Material

Library materials shall not include “harmful material” as defined by Penal Code 43.24(a)(2); “obscene” material as defined by Penal Code 43.21(a)(1); any library material that is pervasively vulgar or educationally unsuitable as referenced in *Board of Education v. Pico*; or any other material legally prohibited from inclusion in a public school library. [See EFB(LEGAL)]

Obscene material is not protected by the First Amendment to the United States Constitution.

Library materials shall comply with the Children's Internet Protection Act (CIPA), including technology protection measures. [See CQ]

Reconsideration of
Library Material

A District employee or a parent or guardian of a District student may request the reconsideration of a library material maintained in the District’s library program.

Guiding
Principles

The following principles shall guide the review of a request to reconsider a library material:

1. An individual may raise an objection to a library material used in the District’s library program, despite the fact that the professional staff selecting the materials were qualified to make the selection, followed the proper procedure, and adhered to the objectives and criteria for library materials set out in this policy.
2. A parent’s or guardian’s ability to exercise control over instruction and instructional resources, including library materials, extends only to their own child as set forth in Education Code Chapter 26.
3. Access to a challenged material shall not be restricted during the reconsideration process, except the District may deny access to a student if requested by the student’s parent or guardian.

In addition to compliance with state law and this policy, a criterion for the final decision on challenged library materials is the appropriateness of the material for its intended use. No challenged library material shall be removed solely because of the ideas expressed in the library material or the personal background of the library material’s author or the personal background of the characters in the material.

Informal
Reconsideration

When the District or a campus receives an objection to the appropriateness of a library material, the appropriate librarian or adminis-

trator shall try to resolve the matter informally. The librarian or administrator shall explain the selection process and discuss the intended purpose for the library material.

The librarian or administrator shall offer a concerned parent or guardian an alternative library material to be used by the child in place of the material and, if requested, shall restrict the child's access to the material objected to by the parent or guardian.

If the individual wishes to make a formal challenge, the administrator shall make available to the individual a copy of this policy and a form to request a formal reconsideration of the library material.

Formal Request
for
Reconsideration

The District shall make a form to request reconsideration of library material available in the District's administrative office.

If an employee or a parent or guardian of a District student wishes to request reconsideration of a library material, they shall follow the procedures to complete and submit the request for reconsideration form.

After a request for reconsideration form is submitted, the form shall be provided to the Superintendent. Copies of the form shall be provided to the school librarian, the Board, and any other staff designated in administrative procedures.

Reconsideration
Committee

For purposes of this policy, "days" shall mean District business days, unless otherwise noted.

The Office of Academics shall appoint a reconsideration committee and notify committee members within 10 days of receiving the request for reconsideration form.

The reconsideration committee shall include the librarian and at least one member of the instructional staff who is familiar with the material's content. Other members of the committee may include District-level staff, secondary-level students, parents or guardians, and any other appropriate individuals.

Within 10 days of appointment of the committee the District shall provide members of the committee the relevant materials to review. If additional time is required to obtain and distribute the materials for review, all members of the committee shall be informed that a reasonable extension of time is needed.

All members of the committee shall review the challenged library material in its entirety and determine whether the material conforms to this policy and whether the material will continue to be available in the library. The committee shall prepare a written report of its findings.

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Absent extenuating circumstances, the written report shall be provided to the administration within 60 days of the District providing the material to the committee members. In calculating timelines under this policy, the day the committee is provided the materials is "day zero." The following business day is "day one."

Extensions of time due to extenuating circumstances shall take into consideration the time necessary to convene the committee members, the amount of material being reviewed, and any other pending reconsideration requests being handled by the committee.

An extension of any deadline shall be promptly communicated to the individual who submitted the request for reconsideration.

The Superintendent, the school librarian, the individual submitting the request for reconsideration, and any other appropriate administrators shall receive a copy of the committee's report.

Appeal

An individual who submitted a request for reconsideration may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting at the level immediately preceding Board consideration of a complaint. [See DGBA and FNG]

Frequency of Review

After a library material has been reviewed through the reconsideration process, it shall not be reviewed again within two calendar years of the reconsideration committee's final decision.

Maintenance of Library Materials

In accordance with state guidelines and District administrative procedures, collections shall be evaluated and updated regularly based on the collections' age, relevance, diversity, and variety. The Superintendent shall ensure administrative procedures are established for regular maintenance of the library collection on each campus. Standard maintenance procedures for any library collection include repair, replacement, and removal of materials as necessary. Regular maintenance shall also include scheduled inventories of the collection. Disposal of any District-owned library materials shall be in accordance with District policy and procedures. [See C]

Gifts and Donations

The District shall accept gifts and donations of library materials with the understanding that the use and disposition of the materials and monies will be in accordance with District policy and the selection criteria noted above. [See CDC]

Policy Review

This policy shall be reviewed at least every three years and revised as necessary.

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Adopted:

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37.

Office of the Superintendent of Schools

Office of Academics

Approval Of Proposed Revisions To Board Policy EHBB(LOCAL), *Special Programs: Gifted And Talented Students*-First Reading

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves revisions to Board Policy EHBB(LOCAL), *Special Programs: Gifted And Talented Students*, to align with changes to legal policy and recommendations from the Texas Association of School Boards and the HISD Office of Academics. A summary of key updates is provided below.

- State law specifies that 100 percent of state funds allocated for gifted and talented (G/T) education are used to provide G/T services to students. Proposed changes to the local policy reflect this language.
- Procedures regarding G/T furloughs were clarified. Previously, students could request a furlough, or year off, from G/T if the work was too difficult for them. Proposed changes to the policy state that campuses should work with families so this does not happen. If the coursework is difficult, the campus will support the student rather than remove the student from G/T. Furloughs should only occur if the student is leaving the state or other special situations.

A copy of Board Policy EHBB(LOCAL), *Special Programs: Gifted And Talented Students*, showing the proposed changes is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the School Board accepts the proposed revisions to Board Policy EHBB (LOCAL), *Special Programs: Gifted And Talented Students*, on first reading, effective June 13, 2025.

**Advanced
Academics (Gifted /
Talented) Program**

The District believes that every student deserves a stimulating curriculum and the opportunity to excel; therefore, a comprehensive advanced academics program shall be provided to any student in kindergarten–grade 12 who meets the statutory definition of “gifted and talented student.” [See EHBB(LEGAL)]

Referral

Any District-enrolled student may be referred ~~at any time~~ for the District’s gifted and talented (GT) program by the following persons: teachers, school counselors, students (self-referral), parents of children in kindergarten–grade 12, and other interested persons.

**Student ~~Assessment~~
and Identification**

The District believes that application and ~~assessment~~identification procedures should be consistent, credible, and uniformly applied to all students. Instruments and procedures used to assess students for program services shall measure diverse abilities and intelligences and provide students with an opportunity to demonstrate their talents and strengths.

The District shall provide ~~assessment~~ opportunities to complete the screening and identification process for referred students at least once per school year.

Written procedures include provisions regarding the appeals of District decisions on program placement, furlough, and transfer of students.

Written documentation shall be disseminated to all parents and shall include the following:

- Procedures on student identification for GT programs; and
- Additional provisions regarding furloughs, transfer students, and appeals of District decisions regarding program placement.

Assessments

Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Instruments and procedures used to assess students for program services shall measure diverse abilities and intelligences and provide students with an opportunity to demonstrate their talents and strengths. Assessment tools may include, but are not limited to, the following: achievement tests, intelligence tests, creativity tests, behavioral checklists completed by teachers and parents, student/parent conferences, and available student work products.

Parental Consent

The District shall obtain written parental consent before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an

educational record, subject to the protections set out in policies at FL(LEGAL) and (LOCAL).

Identification

A [selection](#)[placement](#) committee shall evaluate each referred student according to the established criteria and shall identify those students for whom placement in the GT program is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students, as required by law.

The Board-approved program for GT shall establish criteria to identify GT students. The criteria shall be specific to the state definition of GT and shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities.

Definition

Gifted Education
Plan

The term “gifted education plan” (GEP) means a written statement for each student who qualifies for gifted education that includes:

- A statement of the student’s present levels of academic achievement;
- A description of how the student’s education shall be differentiated based on GT identification results and past academic performance; and
- A statement of the curricular modifications or supports for school personnel that shall be provided for the student.

GT Committee

Responsibilities

A campus shall have a GT committee for the purpose of implementing the District’s GT programs in accordance with [19 Texas Administrative Code 89.1](#)[state rules](#) and Board policy. The responsibilities of the campus GT committee include:

- Determination of eligibility for GT services based on District-established criteria; and
- Development of the student’s GEP.

Appeals of District decisions regarding program placement shall be in accordance with FNG(LOCAL) as well as the Elementary and Secondary School Guidelines.

Committee
Members

A campus shall ensure that each GT committee shall be composed of at least three local-campus certified educators who have received training in the nature and needs of gifted students, as required by law.

Committee
Meetings

A campus shall initiate and conduct GT committee meetings for the purposes of developing, reviewing, and revising the GEP of a student who qualifies for gifted education. The committee shall review

each student's GEP, and, if appropriate, revise it. A meeting must be held for this purpose at least once a year.

A "meeting" does not include informal or unscheduled conversations involving District personnel and conversations on issues such as teaching methodology, lesson plans, or coordination of service provisions if those issues are not addressed in the student's GEP.

Notification

Parents and students shall be notified in writing of selection or rejection for the gifted program. Participation in any program or services provided for gifted students is voluntary. ~~The District shall obtain written permission from a parent before a student is placed in a gifted program.~~

Reassessments

~~The District shall not perform routine reassessments unless requested by a parent or guardian.~~ If the District reassesses students in the GT program, the reassessment shall be based on a student's performance in response to services and shall occur no more than once in elementary grades, once in middle-school grades, and once in high-school grades. The District shall not perform routine reassessments unless requested by a parent or guardian.

Transfer Students

Interdistrict

When a student identified as gifted by a previous school district transfers into the District, the GT Office shall review the student's records, and conduct assessment procedures when necessary, to determine if placement in the District's program for GT students is appropriate. The GT Office shall make a recommendation to the campus.

The GT Committee shall make its determination within 30 days of receiving GT transfer records and shall base its decision on the recommendation of the GT office and the collection of additional screening criteria as needed. The parent shall be notified in writing of the placement decision.

[See FDD(LEGAL) for information regarding transfer students and the Interstate Compact on Educational Opportunities for Military Children.]

Intradistrict

Intradistrict transfer students who have been identified as GT according to established District criteria shall continue in the program on the campus to which they transfer.

Furloughs

~~The District may place on a furlough any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the GT program. A furlough may be initiated by the District, the parent, or the student.~~

In accordance with the Board-approved program, a furlough shall be granted for specified reasons and for a specified period of time

up to one year. At the end of a furlough, the student may reenter the GT program, ~~be placed on another furlough~~, or be exited from the program.

The following guidelines regarding furloughs shall apply:

~~Furloughs may be granted on an "as-needed" basis.~~ Furloughs are considered on a case-by-case basis and may include, but are not limited to, the following: custody issues, divorce, parent/guardian sabbatical leave, foreign exchange programs, medical problems, and the like. Students struggling with the work load is not a reason for a furlough, and campuses should use intervention resources to support students.

A request with a specific timeline for a furlough must be submitted in writing to the campus ~~Vanguard~~ Gifted and Talented coordinator. Campus will follow the procedures outlined by the G/T Department.

- If a furlough is granted by the campus G/T committee, space shall be reserved for the student with a one-school-year maximum.

~~Furloughs are considered on a case-by-case basis and may include, but are not limited to, the following: custody issues, divorce, parent/guardian sabbatical leave, foreign exchange programs, medical problems, and the like.~~

Exiting of Students from Program Services

The District shall monitor student performance in response to GT program services. If at any time the selection~~placement~~ committee or a parent determines ~~it is in the best interest of the student to exit the program~~ is not meeting the student's educational needs, the committee shall meet with the parent and student before finalizing an exit decision.

Appeals

A parent, student, or educator may appeal any final decision of the selection~~placement~~ committee regarding ~~selection for or exit from services in~~ the GT program. Appeals shall be made first to the ~~selection~~placement committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.

Magnet / Vanguard Transfers

See current provisions on transfers to Vanguard programs in policy FDB(LOCAL).

Program Design

The District believes that GT programs are important and necessary in order to meet the special educational needs of GT students. A flexible system of viable program options that provides a learning continuum and reinforces the strengths, needs, and interests of GT students shall be established to:

- Provide an array of learning opportunities commensurate with the abilities of GT students and emphasize content in the core academic areas, as well as the areas of creativity, the arts, and leadership;
- Provide services during the school day as well as the entire school year; and
- Provide program options enabling GT students to work together as a group, work with other students, and work independently during the school day.

Curriculum and Instruction

Every student deserves a stimulating curriculum and the opportunity to excel; therefore, curriculum and instruction for GT students shall be modified in the depth, complexity, and pacing from the general school program and shall provide:

- An array of appropriately challenging learning experiences for GT students in kindergarten–grade 12 that emphasize content from the four core academic areas; and
- A continuum of learning experiences that lead to the development of advanced-level products and/or performances.

Professional Development [Learnin](#) [g](#)

All personnel involved in the planning, developing, and delivering of services to GT students shall meet the statutorily mandated staff-development requirements.

District teachers who provide instruction and services for GT students must receive annually six hours of professional development in gifted education, as required by law. [See EHBB(LEGAL)]

Family-Community Involvement

The District shall ensure that information about the District's GT program is available to parents and community members. The District shall schedule a GT program awareness session for parents that provides an overview of the [assessment](#)[identification](#) procedures and services for the program prior to beginning the screening and identification process.

The District shall continue to encourage community and family participation in services designed for GT students through:

- Written policies on student identification and curriculum that are disseminated to parents;
- Programs that are evaluated annually with the data used to modify and update District plans; and
- Access to exemplar curriculum, as well as real-time access.

Program Evaluation

The District shall annually evaluate the effectiveness of its GT program, and the results of the evaluation shall be used to modify and update the District and campus ~~improvement~~-action plans. The District shall include parents in the evaluation process and shall share the information with Board members, administrators, teachers, school counselors, students in the GT program, and the community.

Use of Funds

~~The District's GT program shall address effective use of funds for programs and services consistent with the standards in the state plan for GT students.~~The Superintendent shall develop administrative procedures to ensure that 100 percent of the state funds allocated for the GT program are spent providing and enhancing the District's program and that a method accounting for expenditures related to the GT program is established and aligns with the Texas Education Agency's financial compliance guidance.



6/12/2025

38.

Office of the Superintendent of Schools

Office of Academics

Approval Of Proposed Revisions to Board Policy FFAC(LOCAL), *Wellness And Health Services: Medical Treatment*-First Reading

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves revisions to Board Policy FFAC(LOCAL), *Wellness And Health Services: Medical Treatment*.

The proposed revisions align with changes to legal policy and recommendations from the district administration as well as the Texas Association of School Boards. A summary of key updates is provided below.

- Expanded district-administered medications to include:
 - Unassigned epinephrine
 - Unassigned respiratory distress medications
 - Opioid antagonists were already included but some of that information is being moved into an updated regulation
- Expanded superintendent duties to include developing regulations for:
 - Acquisition, maintenance, expiration, disposal of unassigned medications
 - Reporting, employee training, and emergency notification procedures for all covered medications. These regulations are in progress.

A copy of Board Policy FFAC(LOCAL), *Wellness and Health Services: Medical Treatment*, showing the proposed changes is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None. Existing health and medical staff and campus staff support this initiative in the scope of their current roles.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the School Board accepts the proposed revisions to Board Policy FFAC (LOCAL), *Wellness And Health Services: Medical Treatment*, on first reading, effective June 13, 2025.

No employee shall give any student prescription medication, non-prescription medication, herbal substances, anabolic steroids, or dietary supplements of any type, except as authorized by this or other District policy.

**Medication Provided
by Parent**

The Superintendent shall designate the employees who are authorized to administer medication that has been provided by a student's parent. An authorized employee is permitted to administer the following medication in accordance with administrative regulations:

1. Prescription medication in accordance with legal requirements.
2. Nonprescription medication, upon a parent's written request, with a physician's order. Nonprescription medication must be properly and clearly labeled, include the manufacturer label, and be provided in the original container.
3. Herbal substances or dietary supplements provided by the parent and only if required by the individualized education program or Section 504 plan for a student with disabilities.

**Medication Provided
by District**

Except as required by law and provided by this policy, the District shall not purchase medication to administer to a student. Medications provided by the District include unassigned epinephrine, unassigned respiratory distress medications, and opioid antagonists.

The Superintendent shall develop administrative regulations addressing acquisition, maintenance, administration, and disposal of these medications in the District, as well as reporting, employee training, and emergency notification requirements. [See FFAC1(REGULATION)]

Epinephrine

This provision shall be applicable to each campus that serves students.

The District authorizes school personnel who have been adequately trained to administer epinephrine in accordance with law and this policy. Administration of epinephrine shall only be permitted when an authorized and trained individual reasonably believes a person is experiencing anaphylaxis.

Each applicable campus shall have at least one individual who is authorized and trained to administer epinephrine present during all hours a campus is open. "All hours the campus is open" is defined as, at a minimum, during regular on-campus school hours, and when school personnel are physically on site for school-sponsored activities.

Unassigned
Respiratory Distress
Medications

This provision shall be applicable to each campus that serves students.

The District authorizes school personnel who have been adequately trained to administer unassigned respiratory distress medications in accordance with law and this policy. Administration of unassigned respiratory distress medications shall only be permitted when an authorized and trained individual reasonably believes a person is experiencing severe respiratory distress.

Each applicable campus shall have at least one individual who is authorized and trained to administer unassigned respiratory distress medications present during regular school hours.

Opioid Antagonist

This provision shall be applicable to each campus that serves students.

~~On-Campus~~

The District authorizes school personnel who have been adequately trained to administer an opioid antagonist in accordance with law and this policy. Administration of an opioid antagonist shall only be permitted when an authorized and trained individual reasonably believes a person is experiencing an opioid-related drug overdose.

Each applicable campus shall have at least one individual who is authorized and trained to administer an opioid antagonist present during regular school hours.

~~Maintenance,
Availability,
Training, and
Reporting~~

~~Each applicable campus shall have at least two unused, unexpired opioid antagonist doses available.~~

~~All opioid antagonists shall be stored in a secure location and shall be easily accessible by individuals who are authorized and trained to administer an opioid antagonist.~~

~~The Superintendent shall develop administrative regulations addressing acquisition, maintenance, expiration, and disposal of opioid antagonists in the District, as well as reporting, employee training, and emergency notification requirements.~~

Psychotropics

Except as permitted by law, an employee shall not:

1. Recommend to a student or a parent that the student use a psychotropic drug;
2. Suggest a particular diagnosis; or
3. Exclude the student from a class or a school-related activity because of the parent's refusal to consent to psychiatric evaluation or examination or treatment of the student.

Medical Treatment

A student's parent, legal guardian, or other person having lawful control shall annually complete and sign a form that provides emergency information and addresses authorization regarding medical treatment. A student who has reached age 18 shall be permitted to complete this form.

The District shall seek appropriate emergency care for a student as required or deemed necessary and in accordance with the *Emergency Preparedness Handbook*.

Health Inventory

Each school shall have on file a health inventory of each student, which provides the history of the student's physical, mental, and emotional health up to the time of the student's enrollment in the District.



6/12/2025

39.

Office of the Superintendent of Schools

Office of Academics

Approval Of Proposed Revisions To Board Policy FFAF(LOCAL), *Wellness and Health Services: Care Plans*-First Reading

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves revisions to Board Policy FFAF(LOCAL), *Wellness and Health Services: Care Plans*.

The proposed revisions are recommended by the HISD administration to update a policy cross-reference and to address student self-administration of anaphylaxis medication as provided by law.

A copy of Board Policy FFAF(LOCAL), *Wellness and Health Services: Care Plans*, showing the proposed changes is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the School Board accepts the proposed revisions to Board Policy FFAF (LOCAL), *Wellness And Health Services: Care Plans*, on first reading, effective June 13, 2025.

**Food Allergy
Management Plan**

The District shall develop and implement a student food allergy management plan that includes the components below.

General Procedures

Procedures to limit the risk posed to students with food allergies shall include:

1. Specialized training for employees responsible for the development, implementation, and monitoring of the District's food allergy management plan.
2. Awareness training for employees regarding signs and symptoms of food allergies and emergency response in the event of an anaphylactic reaction.
3. General strategies to reduce the risk of exposure to common food allergens.
4. Methods for requesting specific food allergy information from a parent of a student with a diagnosed food allergy. [See [the FD series](#)]
5. Annual review of the District's food allergy management plan.

Students at Risk for
Anaphylaxis

Procedures regarding the care of students with diagnosed food allergies who are at risk for anaphylaxis shall include:

1. Development and implementation of food allergy action plans, emergency action plans, individualized ~~health-care~~ [healthcare](#) plans, and Section 504 plans, as appropriate.
2. Training, as necessary, for employees and others to implement each student's care plan, including strategies to reduce the student's risk of exposure to the diagnosed allergen.
3. Review of individual care plans and procedures periodically and after an anaphylactic reaction at school or at a school-related activity.

Self-
Administration

Certain students with diagnosed food allergies who are at risk for anaphylaxis may possess and self-administer anaphylaxis medication while on school property or at a school-related event or activity if the medicine has been prescribed for that student; the student has demonstrated to the student's physician or other licensed healthcare provider and the school nurse, if available, the skill necessary to self-administer the prescription medication, including the use of any device required to administer the medication; the self-administration is done in compliance with the prescription or written instructions from the student's physician or other licensed healthcare provider; and a parent of the student provides to the school signed, written authorization for the student to self-administer the prescription while on school property or at a school-related

[event or activity and a signed, written statement by the student's physician or other licensed healthcare provider that contains specific student prescription information required by law. \[See FFAC\(LEGAL\)\]](#)

Distribution

Information regarding this policy and the District's food allergy management plan shall be distributed annually in the student handbook and made available at each campus.



6/12/2025

40.

Office of the Superintendent of Schools

Office of the Chief of Police

Approval Of Proposed Revisions To Board Policy GKA(LOCAL), *Community Relations: Conduct On School Premises*-First Reading

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves revisions to Board Policy GKA(LOCAL), *Community Relations: Conduct on School Premises*.

The proposed revisions include adding vaporizing devices and other nicotine delivery methods to the *Prohibitions* section. Some of the changes were suggested by the Texas Association of School Boards and others by the HISD administration.

A copy of Board Policy GKA(LOCAL), *Community Relations: Conduct on School Premises*, showing the proposed changes is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the School Board accepts the proposed revisions to Board Policy GKA (LOCAL), *Community Relations: Conduct on School Premises*, on first reading, effective June 13, 2025.

Access to District Property

Authorized District officials, including school administrators, school resource officers, and/or District police officers, may refuse to allow a person access to property under the District's control in accordance with law.

District officials may request assistance from law enforcement in an emergency or when a person is engaging in behavior that poses a substantial risk of harm to any person, that is disruptive and inappropriate for a school setting and/or that rises to the level of criminal conduct; and the person refuses to comply with a verbal warning and/or request to leave peaceably issued by a school administrator, school resource officer, and/or District police officer.

Ejection or Exclusion under Education Code 37.105

In accordance with Education Code 37.105, a District official shall provide a person refused entry to or ejected from property under the District's control written information explaining the right to appeal such refusal of entry or ejection under the District's grievance process.

A person appealing denial of entry or ejection from property under the District's control under the District's grievance process shall be permitted to address the Board in person within 90 days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See FNG and GF]

Off-Campus Activities

Employees shall be designated to ensure appropriate conduct of participants and others attending a school-related activity at non-District or out-of-District facilities. Those so designated shall coordinate their efforts with persons in charge of the facilities.

Prohibitions

Tobacco and E-Cigarettes

The District prohibits smoking, ~~and~~ the use of tobacco products, ~~and~~ e-cigarettes, electronic vaporizing devices, nicotine delivery devices, and any substance for consumption that contains nicotine on District property, in District vehicles, or at school-related activities.

Weapons

The District prohibits the unlawful use, possession, or display of any firearm, location-restricted knife, club, or prohibited weapon, as defined at FNCG, on all District property at all times.

Exception

No violation of this policy occurs when the use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]

Effective Date

~~This policy shall be effective as of the adoption date, November 12, 2021.~~



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

6/12/2025

41.

Office of the School Board

Consideration And Approval Of Minutes From Previous Meetings

The Houston Independent School District School Board is asked to approve the minutes of its meetings on May 1, 8, and 22, 2025.

The minutes will be published after they are approved.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board approves the minutes of its meetings on May 1, 8, and 22, 2025, effective June 13, 2025.