

THE HOUSTON INDEPENDENT SCHOOL DISTRICT



AGENDA

**School Board
Meeting**

January 15, 2026

BOARD AUDITORIUM – OPEN SESSION

- Call to Order
- Meditation and Pledge of Allegiance
- Speakers to Agenda Items
- Board Member Reports and Comments
- Recognitions
- Reports from the Superintendent
- Consideration and Approval of Agenda Items
- 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

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.

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, special education, exit criteria, 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.

- HISD 2026: The Future is Now

DISCUSSION AND REPORT ITEMS

1. Purchasing Services Quarterly Report
 - Purchasing Quarterly Report

2. Budget To Actual Report
 - Financial Report
3. Investment Report
 - Q2 Investment Report

ITEMS PULLED FROM CONSENT AGENDA

4. Approval Of Programming Change For Heights, Kashmere, Northside, And Waltrip High Schools

CONSENT AGENDA

5. Review And Approval Of The Board's Quarterly Self-Evaluation
 - Self-Evaluation And Time Use Trackers
6. Approval Of Waiver Requests Regarding 2025-2026 Remote Homebound Instruction For Eligible Special And Regular Education Students
7. Approval Of New Campus Library Book Orders And Donations
 - January Titles Of New Library Materials For Approval
8. Approval Of Proposed Revisions To And Ratification Of The *Student Code Of Conduct*
 - 2025–2026 Student Code Of Conduct
 - 2025–2026 Código De Conducta Estudiantil
9. Approval Of Vendor Awards For Purchases Which Cost \$1,000,000 Or More
 - Purchasing Request
10. Approval Of The *Annual Comprehensive Financial Report* For The Fiscal Year Ending June 30, 2025
 - Certificate Of Board
11. Approval Of An Order Authorizing Publication Of Notice Of Intention To Enter Into A Contract For The Acquisition, Improvement, And Equipment Of Real Property
 - Order Authorizing Publication Of Notice Of Intention
 - Exhibit A - Notice Of Intention
12. Authority To Negotiate, Execute, And Amend An Interlocal Agreement With Region One Education Service Center
13. Approval Of Action Plan For Submission Of A Delay Of Teacher Certification Requirements Application

14. Approval To Name A Conference Room At Waltrip High School The Mayor Whitmire Community Room
15. Approval Of Proposed Revisions To Board Policy CAA(LOCAL), *Fiscal Management Goals and Objectives: Financial Ethics*-Second Reading
 - CAA(LOCAL), Second Reading
16. Approval Of Proposed Revisions To Board Policy EHBB(LOCAL), *Special Programs: Gifted And Talented Students*-Second Reading
 - EHBB(LOCAL), Second Reading
17. Approval Of Proposed Revisions To Board Policy EL(LOCAL), *Campus Or Program Charters*
 - EL(LOCAL)
18. Approval Of Proposed Deletion Of Board Policy ELA(LOCAL), *Campus Or Program Charters: Partnership Charters*-Second Reading
 - ELA(LOCAL), Second Reading
19. Approval Of Proposed Revisions To Board Policy FFAA(LOCAL), *Wellness And Health Services: Physical Examinations*-Second Reading
 - FFAA(LOCAL), Second Reading
20. Approval Of Proposed Revisions To Board Policy DCE(LOCAL), *Employment Practices: Other Types Of Contracts*-First Reading
 - DCE(LOCAL), First Reading
21. Consideration And Approval Of Minutes From Previous Meetings

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) Update and possible action in the matter of Nathan v. Alamo Heights Independent School District, in the Western District of Texas, San Antonio Division, Civil Action No. 5:25-cv-00756.
- e) Update and possible action in the matter of Houston Federation of Teachers v. Mike Miles, in the District Court of Harris County, Texas, 164 Judicial District, Cause No. 2025-53237.
- f) GSA Network et al., v. Mike Morath, Houston ISD et al., in the Southern District of Texas, Civil Action No. 4:25-CV-04090.

District Safety, Emergency Management, And Security Audits

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

ADJOURN



1/15/2026

1.

Office of the Superintendent of Schools

Office of Finance and Operations

Purchasing Services Quarterly Report

Board Policy CH(LOCAL) requires that the superintendent and/or designee furnish a quarterly report to the board of all district solicitation purchase costs or aggregates between \$250,000 and \$1,000,000.

The report for the quarter ending December 31, 2025, for the fiscal year 2025-2026 is attached. There is no board action or vote required on this report.

Aggregated Purchase Order Expenditure Report - \$250,000 to \$1,000,000 Q2 (10/01/25 - 12/31/25)						
FY	PROJECT NUMBER	PROJECT NAME	SUPPLIER NAME	Q2 SPEND	Q2 POs	CHIEF
2026	21-06-05	College and Career Readiness Materials and Services	EMERGE FELLOWSHIP	\$ 1,000,000.00	2	Chief Academic Officer
2026	95-35-50-99	Services Contract - The Monarch School, Inc.	THE MONARCH SCHOOL, INC.	\$ 940,668.00	1	Chief Academic Officer
2026	24-05-08	Solid Waste Disposal, Sustainability, and Organic Waste Landfill Diversion	WASTE MANAGEMENT OF TEXAS , INC	\$ 833,275.82	53	Chief of Facilities, Maintenance, & Operations
2026	22-10-10	Instructional Materials, Technology, Professional Development Services for Instructional Technology and Materials, & Teacher and Staff Development	EVERWAY HOLDCO LLC	\$ 817,335.50	1	Chief Academic Officer
2026	21-06-02	Instructional Curriculum Materials, Supplies, and Digital Resources	GATEWAY EDUCATION HOLDINGS, LLC	\$ 770,877.25	2	Chief Academic Officer
2026	25-05-01-04	Student Information System Software, Support, and Related Applications and Services	POWERSCHOOL HOLDINGS, LLC. FKA SEVE	\$ 739,360.00	4	Chief Technology Officer
2026	23-10-13-04	Amazon Business Services	AMAZON.COM SALES, INC	\$ 712,492.46	1,280	Chief Finance and Operations Officer
2026	21-04-10	Body Worn Cameras and Law Enforcement Software	AXON ENTERPRISE, INC.	\$ 656,463.16	2	Chief of Police
2026	23-06-04-04	Apple Products and Services	APPLE COMPUTER, INC.	\$ 650,236.55	53	Chief Technology Officer
2026	21-05-02	Special Education Services - Speech Therapy - Independent Education Evaluations (IEE) & Evaluation Services	AMN ALLIED SERVICES, LLC	\$ 627,709.56	11	Chief Academic Officer
2026	21-06-02	Instructional Curriculum Materials, Supplies, and Digital Resources	FLINN SCIENTIFIC INC.	\$ 615,240.71	151	Chief Academic Officer
2026	21-03-03-03	Security and Intercom Systems Equipment and Services	ALARMAX DISTRIBUTORS INC	\$ 606,847.00	13	Chief of Facilities, Maintenance, & Operations
2026	21-06-02	Instructional Curriculum Materials, Supplies, and Digital Resources	BRAINPOP, LLC	\$ 582,888.36	2	Chief Academic Officer
2026	24-02-05	IT Contractors	PHOENIX BUSINESS, INC.	\$ 574,707.97	4	Chief Technology Officer
2026	23-03-15-23	Audiovisual Equipment, Supplies, and Related Goods and Services	DATA PROJECTIONS, INC.	\$ 563,624.24	54	Chief Technology Officer
2026	20-50-70-99	Services Contract - River Oaks Academy	RIVER OAKS ACADEMY	\$ 541,125.00	1	Chief Academic Officer
2026	21-05-02	Special Education Services - Speech Therapy - Independent Education Evaluations (IEE) & Evaluation Services	THE STEPPING STONES GROUP	\$ 534,930.28	10	Chief Academic Officer
2026	10-51-15-99	Services Contract - American Tower Radio Rental	HEARTSPRING, INC	\$ 485,036.00	1	Chief Academic Officer
2026	23-06-16	Rental of Heating, Ventilation, and Air Conditioning (HVAC) and Boiler Equipment	CARRIER RENTAL SYSTEMS	\$ 481,681.35	66	Chief of Facilities, Maintenance, & Operations
2026	24-08-03	Nutrition Services Commercial Kitchen and Equipment Repairs	BRANDT CONSTRUCTORS & FACILITY SERV	\$ 477,135.10	23	Chief Finance and Operations Officer
2026	23-01-06-22	Application Portfolio Management Software Products and Services	SHI GOVERNMENT SOLUTIONS	\$ 453,444.24	16	Chief Technology Officer
2026	22-07-02-23	Student Assessment Platform	ILLUMINATE EDUCATION INC	\$ 418,642.08	1	Chief Academic Officer
2026	23-06-17	Janitorial Supplies, Toilet Paper, Paper Towels, and Trash Can Liners	BUCKEYE CLEANING CENTER-HOUSTON	\$ 413,628.96	5	Chief of Facilities, Maintenance, & Operations
2026	22-09-07	Title I, Private Nonprofit Schools and Neglected Facilities	CATAPULT LEARNING WEST, LLC	\$ 404,961.45	9	Chief Finance and Operations Officer
2026	23-10-06	School Buses and Related Products & Services	THOMAS BUS GULF COAST GP, INC	\$ 403,650.00	1	Chief of Organizational Effectiveness
2026	21-06-02	Instructional Curriculum Materials, Supplies, and Digital Resources	IN CLASS TODAY, INC.	\$ 403,636.64	1	Chief Academic Officer
2026	19-05-90-99	Services Contract - Sunrise Center - Westbury HS	YMCA OF GREATER HOUSTON	\$ 399,999.96	1	Chief of Organizational Effectiveness
2026	22-07-19	Benefits Administration	EMPYREAN BENEFIT SOLUTIONS, INC	\$ 391,437.54	3	Chief Human Resources Officer
2026	23-04-04	Fencing Services Districtwide	POST OAK CONSTRUCTION LLC	\$ 380,287.09	6	Chief of Facilities, Maintenance, & Operations
2026	24-01-14-03	VoLTE Telecommunications Upgrade	MANHATTAN TELECOM CORP LLC	\$ 365,372.00	1	Chief Technology Officer
2026	24-07-03-23	Recovery Replication Failover	CLOUD UNITY, LLC	\$ 360,000.00	1	Chief Technology Officer
2026	25-09-11	Fine Arts Supplies and Equipment	WEAVER AND TIDWELL, LLP	\$ 355,000.00	2	Chief Academic Officer
2026	23-04-04	Fencing Services Districtwide	THE FIERRO GROUP LTD CO	\$ 340,971.15	3	Chief of Facilities, Maintenance, & Operations
2026	12-57-90-99	Services Contract - Bays Achievement Center	BAYES ACHIEVEMENT CENTER, INC.	\$ 322,525.00	1	Chief Academic Officer
2026	21-06-05	College and Career Readiness Materials and Services	KHAN ACADEMY, INC	\$ 322,500.00	1	Chief Academic Officer
2026	21-05-02	Special Education Services - Speech Therapy - Independent Education Evaluations (IEE) & Evaluation Services	NEW DIRECTION SOLUTIONS, LLC.	\$ 322,135.84	4	Chief Academic Officer
2026	21-06-04	Leadership, Teacher, and Staff Development	BAYLOR COLLEGE OF MEDICINE	\$ 294,000.00	3	Chief of Schools
2026	25-01-15	Benefits Consulting Services	GALLAGHER BENEFIT SERVICES, INC.	\$ 283,333.36	4	Chief Finance and Operations Officer
2026	25-02-01-23	Software Accessories and Supplies	JOURNEYED.COM	\$ 279,676.70	15	Chief Academic Officer
2026	25-11-07	Nursing Services	NICHOLAUS OSBORNE	\$ 267,863.50	8	Chief Academic Officer
2026	23-08-11	Swimming Pool Services	SWEETWATER POOLS INC.	\$ 264,693.28	4	Chief of Facilities, Maintenance, & Operations
2026	24-11-12-01	Comprehensive HVAC Services, Equipment, and Supplies	CARRIER CORPORATION	\$ 253,204.39	6	Chief of Facilities, Maintenance, & Operations
TOTAL				\$ 20,912,597.49	1,830	



1/15/2026

2.

Office of the Superintendent of Schools

Office of Finance and Operations

Budget To Actual Report

The quarterly budget to actual report for the quarter ending December 31, 2025, for fiscal year 2025-2026 contains comparisons of budget to current financial data for the General Fund, Child Nutrition Fund, and Debt Service Fund.

This is an informational report for the School Board reporting the progress of actual revenues and expenditures for the current year as of December 31, 2025, vs. the same period in 2024. It also contains the percentage of revenues and expenditures recognized in the same period. There is no board action or vote required for this report.

General Fund | Financial Report

For the Period Ending December 31st

	Fiscal Year 2025-2026			Fiscal Year 2024-2025		
	Adopted Budget as of July 1, 2025	Actual as of December 31, 2025	YTD % of Budget	Final Budget as of June 30, 2025	Actual as of December 31, 2024	YTD % of PY Actual
REVENUES						
Local sources	\$1,645,873,202	\$148,616,485	9.03%	\$1,618,582,218	\$460,785,624	28.47%
State sources	\$414,500,000	\$332,825,992	80.30%	\$262,890,713	\$123,760,402	47.08%
Federal sources	\$21,660,000	\$6,813,816	31.46%	\$25,131,818	\$10,319,452	41.06%
TOTAL REVENUE	\$2,082,033,202	\$488,256,293	23.45%	\$1,906,604,750	\$594,865,478	31.20%
EXPENDITURES FUNCTIONS						
11 Instruction	\$1,244,558,642	\$545,950,924	43.87%	\$1,202,028,014	\$614,608,710	51.13%
12 Instructional Media	\$6,452,762	\$2,459,478	38.12%	\$7,533,634	\$3,587,175	47.62%
13 Curriculum & Personnel Development	\$14,082,957	\$5,225,776	37.11%	\$16,558,653	\$8,142,249	49.17%
21 Instructional Leadership	\$71,949,719	\$35,116,099	48.81%	\$67,230,988	\$34,177,047	50.84%
23 School Leadership	\$225,426,329	\$103,691,975	46.00%	\$221,800,900	\$114,512,911	51.63%
31 Guidance & Counseling	\$58,115,936	\$30,788,409	52.98%	\$66,092,313	\$37,351,026	56.51%
32 Social Work Services	\$2,905,997	\$1,008,716	34.71%	\$6,869,543	\$3,910,067	56.92%
33 Health Services	\$26,134,103	\$10,878,609	41.63%	\$24,638,108	\$12,414,603	50.39%
34 Pupil Transportation	\$38,336,368	\$24,174,579	63.06%	\$53,482,293	\$25,447,166	47.58%
35 Food Services	\$23,441	\$81,411	347.30%	\$131,632	\$55,953	42.51%
36 Extracurricular Activities	\$23,734,834	\$14,654,901	61.74%	\$27,223,366	\$15,564,616	57.17%
41 General Administration	\$59,990,522	\$28,057,392	46.77%	\$51,651,348	\$27,082,251	52.43%
51 Plant Maintenance & Operations	\$190,550,216	\$81,205,562	42.62%	\$217,948,329	\$93,138,603	42.73%
52 Security & Monitoring Services	\$33,393,427	\$15,106,802	45.24%	\$30,157,939	\$14,619,139	48.48%
53 Data Processing Services	\$44,798,974	\$20,261,048	45.23%	\$49,356,090	\$24,149,912	48.93%
61 Community Service	\$7,088,134	\$2,123,433	29.96%	\$7,812,291	\$1,234,014	15.80%
71 Debt Service	\$120,000	\$0	0.00%	\$7,030,350	\$3,980,350	56.62%
81 Facilities Acq. & Construction	\$15,819	\$99,933	631.73%	\$1,268,646	\$101,910	8.03%
91 Contracted Instructional Services Between Public Scho	\$0	\$0		\$44,468,370	\$0	0.00%
95 Payments to JJAEP Programs	\$792,000	\$0	0.00%	\$692,000	\$291,600	42.14%
97 Payments to Tax Increment Fund	\$53,509,290	\$0	0.00%	\$56,066,884	\$0	0.00%
99 Other Intergovernmental Charges	\$19,913,644	\$7,499,797	37.66%	\$16,190,000	\$6,720,860	41.51%
TOTAL EXPENDITURES	\$2,121,893,114	\$928,384,842	43.75%	\$2,176,231,690	\$1,041,090,162	47.84%
SURPLUS / (DEFICIT)	(\$39,859,912)	(\$440,128,549)		(\$269,626,941)	(\$446,224,684)	
OTHER FINANCING SOURCES / (USES)						
Transfers-in	\$25,000,000	\$0		\$24,700,000	\$0	
Issuance of leases and SBITAs	\$0	\$0		\$0	\$0	
Insurance Proceeds	\$0	\$0		\$0	\$0	
Sale of Property	\$20,000,000	\$0		\$14,000,000	\$0	
Transfers-out	(\$19,823,927)	\$0		(\$16,405,274)	\$0	
TOTAL OTHER FINANCING SOURCES / (USES)	\$25,176,073	\$0		\$22,294,726	\$0	
Net change in Fund Balances	(\$14,683,839)	(\$440,128,549)		(\$247,332,215)	(\$446,224,684)	
Beginning Fund Balance *	\$748,088,314			\$1,047,196,700		
Projected Ending Fund Balance	\$733,404,475			\$799,864,485		

1. Beginning fund balances will be updated once the 2024-2025 ACFR is completed.
2. Property Tax Revenue is not received until January

Debt Service Fund | Financial Report

For the Period Ending December 31st

Fiscal Year 2025-2026

Fiscal Year 2024-2025

	Adopted Budget as of July 1, 2025	Actual as of December 31, 2025	YTD % of Budget		Final Budget as of June 30, 2025	Actual as of December 31, 2024	YTD % of PY Actual
REVENUES							
Local sources	\$374,083,733	\$33,287,335	8.90%		\$371,396,035	\$100,823,216	27.15%
State sources	\$15,665,576	\$15,522,966	99.09%		\$17,168,780	\$16,323,934	95.08%
TOTAL REVENUE	\$389,749,309	\$48,810,301	12.52%		\$388,564,815	\$117,147,150	30.15%
EXPENDITURES FUNCTIONS							
71 Debt Service	\$397,003,334	\$36,264,281	9.13%		\$377,890,940	\$44,535,136	11.79%
TOTAL EXPENDITURES	\$397,003,334	\$36,264,281	9.13%		\$377,890,940	\$44,535,136	11.79%
SURPLUS / (DEFICIT)	(\$7,254,025)	\$12,546,020			\$10,673,875	\$72,612,014	
OTHER FINANCING SOURCES / (USES)							
Other Financing Sources	\$20,643,677				\$482,824,280		
Other Financing Uses	\$0				(\$448,915,666)		
TOTAL OTHER FINANCING SOURCES / (USES)	\$20,643,677				\$33,908,614		
Net change in Fund Balances	\$13,389,652				\$44,582,489		
Beginning Fund Balance *	\$156,388,194				\$123,816,823		
Projected Ending Fund Balance	\$169,777,846				\$168,399,312		

*Beginning fund balances will be updated once the 2024-2025 ACFR is completed.

Child Nutrition Fund | Financial Report

For the Period Ending December 31st

	Fiscal Year 2025-2026				Fiscal Year 2024-2025		
	Adopted Budget as of July 1, 2025	Actual as of December 31, 2025	YTD % of Budget		Final Budget as of June 30, 2025	Actual as of December 31, 2024	YTD % of PY Actual
REVENUES							
Local sources	9,966,373	3,566,716	35.79%		8,739,835	4,630,863	52.99%
State sources	491,957	0	0.00%		458,239	0	0.00%
Federal sources	136,992,532	50,189,440	36.64%		133,280,661	63,170,340	47.40%
TOTAL REVENUE	\$147,450,862	\$53,756,156	36.46%		\$142,478,735	\$67,801,203	47.59%
EXPENDITURES FUNCTIONS							
35 Food Services	134,844,512	66,857,798	49.58%		149,632,418	71,185,984	47.57%
41 General Administration	427,672	312,681	73.11%		655,308	368,612	56.25%
51 Plant Maintenance & Operations	10,147,005	1,996,118	19.67%		2,443,723	2,122,483	86.85%
TOTAL EXPENDITURES	\$145,419,189	\$69,166,597	47.56%		\$152,731,449	\$73,677,079	48.24%
Net change in Fund Balances	\$2,031,673	(\$15,410,441)			(\$10,252,714)	(\$5,875,876)	
Beginning Fund Balance *	\$53,633,220				\$63,885,934		
Projected Ending Fund Balance	\$55,664,893				\$53,633,220		

*Beginning fund balances will be updated once the 2024-2025 ACFR is completed.

General Fund Major Object

For the Period Ending December 31st

	Fiscal Year 2025-2026			Fiscal Year 2024-2025		
	Adopted Budget as of July 1, 2025	Actual as of December 31, 2025	YTD % of Budget	Final Budget as of June 30, 2025	Actual as of December 31, 2024	YTD % of PY Actual
REVENUES						
5700 Local sources	\$1,645,873,202	\$148,616,485	9.03%	\$1,618,582,218	\$460,785,624	28.47%
5800 State sources	\$414,500,000	\$332,825,992	80.30%	\$262,890,713	\$123,760,402	47.08%
5900 Federal sources	\$21,660,000	\$6,813,816	31.46%	\$25,131,818	\$10,319,452	41.06%
TOTAL REVENUE	\$2,082,033,202	\$488,256,293	23.45%	\$1,906,604,750	\$594,865,478	31.20%
EXPENDITURES FUNCTIONS						
6100 Personnel Costs	\$1,683,040,279	\$777,578,122	46.20%	\$1,642,960,093	\$869,260,729	52.91%
6200 Professional & Contracted Services	\$272,274,779	\$113,049,859	41.52%	\$325,082,276	\$126,765,421	38.99%
6300 Supplies & Materials	\$60,688,365	\$16,068,515	26.48%	\$54,134,971	\$14,919,289	27.56%
6400 Other Operating Costs	\$99,110,394	\$14,844,767	14.98%	\$111,892,098	\$17,346,188	15.50%
6500 Debt Service	\$120,000	\$25,004	20.84%	\$4,050,350	\$3,980,350	98.27%
6600 Capital Costs	\$6,659,297	\$6,818,575	102.39%	\$38,111,902	\$8,818,185	23.14%
TOTAL EXPENDITURES	\$2,121,893,114	\$928,384,842	43.75%	\$2,176,231,690	\$1,041,090,162	47.84%
SURPLUS / (DEFICIT)	(\$39,859,912)	(\$440,128,549)		(\$269,626,941)	(\$446,224,684)	
OTHER FINANCING SOURCES / (USES)						
7900 Other Financing Sources	\$45,000,000			\$38,700,000		
8900 Other Financing Uses	(\$19,823,927)			(\$16,405,274)		
TOTAL OTHER FINANCING SOURCES / (USES)	\$25,176,073			\$22,294,726		
Net change in Fund Balances	(\$14,683,839)			(\$247,332,215)		
Beginning Fund Balance *	\$748,088,314			\$1,047,196,700		
Projected Ending Fund Balance	\$733,404,475			\$799,864,485		

1. Beginning fund balances will be updated once the 2024-2025 ACFR is completed.

Debt Service Major Object

For the Period Ending December 31st

Fiscal Year 2025-2026

Fiscal Year 2024-2025

	Adopted Budget as of July 1, 2025	Actual as of December 31, 2025	YTD % of Budget		Final Budget as of June 30, 2024	Actual as of December 31, 2024	YTD % of PY Actual
REVENUES							
5700 Local sources	\$374,083,733	\$33,287,335	8.90%		\$371,396,035	\$100,823,216	27.15%
5800 State sources	\$15,665,576	\$15,522,966	99.09%		\$17,168,780	\$16,323,934	95.08%
TOTAL REVENUE	\$389,749,309	\$48,810,301	12.52%		\$388,564,815	\$117,147,150	30.15%
EXPENDITURES FUNCTIONS							
6500 Debt Service	397,003,334	36,264,281	9.13%		377,890,940	44,535,136	11.79%
TOTAL EXPENDITURES	\$397,003,334	\$36,264,281	9.13%		\$377,890,940	\$44,535,136	11.79%
SURPLUS / (DEFICIT)	(\$7,254,025)	\$12,546,020			\$10,673,875	\$72,612,014	
OTHER FINANCING SOURCES / (USES)							
7900 Other Financing Sources	\$20,643,677				\$482,824,280		
8900 Other Financing Uses	\$0				(\$448,915,666)		
TOTAL OTHER FINANCING SOURCES / (USES)	\$20,643,677				\$33,908,614		
Net change in Fund Balances	\$13,389,652				\$44,582,489		
Beginning Fund Balance *	\$156,388,194				\$123,816,823		
Projected Ending Fund Balance	\$169,777,846				\$168,399,312		

*Beginning fund balances will be updated once the 2024-2025 ACFR is completed.

Child Nutrition Major Object

For the Period Ending December 31st

		Fiscal Year 2025-2026			Fiscal Year 2024-2025		
		Adopted Budget as of July 1, 2025	Actual as of December 31, 2025	YTD % of Budget	Final Budget as of June 30, 2025	Actual as of December 31, 2024	YTD % of PY Actual
REVENUES							
5700	Local sources	9,966,373	3,566,716	35.79%	8,739,835	4,630,863	52.99%
5800	State sources	491,957	0	0.00%	458,239	0	0.00%
5900	Federal sources	136,992,532	50,189,440	36.64%	133,280,661	63,170,340	47.40%
	TOTAL REVENUE	\$147,450,862	\$53,756,156	36.46%	\$142,478,735	\$67,801,203	47.59%
EXPENDITURES FUNCTIONS							
6100	Personnel Costs	52,529,154	25,505,606	48.56%	48,081,964	25,959,592	53.99%
6200	Professional & Contracted Services	7,562,294	2,818,528	37.27%	9,275,747	3,235,430	34.88%
6300	Supplies & Materials	73,957,982	34,065,859	46.06%	82,738,723	39,061,078	47.21%
6400	Other Operating Costs	10,482,834	5,000,334	47.70%	10,145,436	5,033,711	49.62%
6600	Capital Costs	886,925	1,776,272	200.27%	2,489,579	387,269	15.56%
	TOTAL EXPENDITURES	\$145,419,189	\$69,166,597	47.56%	\$152,731,449	\$73,677,079	48.24%
	Net change in Fund Balances	\$2,031,673	(\$15,410,441)		(\$10,252,714)	(\$5,875,876)	
	Beginning Fund Balance *	\$53,633,220			\$63,885,934		
	Projected Ending Fund Balance	\$55,664,893			\$53,633,220		

*Beginning fund balances will be updated once the 2024-2025 ACFR is completed.



1/15/2026

3.

Office of the Superintendent of Schools

Office of Finance and Operations

Investment Report

The Public Funds Investment Act (PFIA), Government Code Chapter 2256, requires board-designated investment officers to prepare and submit to the School Board, not less than quarterly, a written report of investment transactions for all funds covered by the PFIA for the preceding reporting period.

The board-approved *Cash Management and Investment Policy* further governs Houston Independent School District (HISD) investments. All investments purchased meet the three basic tenets included in policy: investment safety, investment liquidity, and investment yield. All investments are held to maturity. HISD does not invest on a speculative basis.

The attached investment report for the quarter ended December 31, 2025, meets the reporting requirements of the PFIA, Section 2256.023 - Internal Management Reports. The report has been reviewed and signed by the chief financial officer, deputy chief financial officer, treasurer, and assistant treasurer, who are responsible for the day-to-day management of HISD's cash and investment positions.

Quarterly Investment Report

October 01, 2025 – December 31, 2025





HOUSTON INDEPENDENT SCHOOL DISTRICT
Quarterly Investment Report
October 1, 2025 - December 31, 2025

COMPLIANCE

This report was prepared by Houston Independent School District and complies with the District's approved Investment Policy and Strategy.

US Treasury | 1 Month 3.77%
US Treasury | 1 Year 3.54%
US Treasury | 2 Year 3.50%
Fed Funds 3.64%

Fund Name	Q2 Investment Income	Face Amount/Shares	Market Value	Book Value	% of Portfolio-BV	YTM @ Cost	Days To Maturity
Activity Funds	562,626	32,740,024	32,740,024	32,740,024	3.88	4.02	1
Capital Projects	1,785,629	168,719,512	168,834,343	168,824,738	20.03	4.14	37
Child Nutrition	451,926	42,523,054	42,523,054	42,523,054	5.04	4.17	1
Debt Service	1,381,651	168,269,338	168,269,338	168,269,338	19.96	4.13	10
General Fund	5,142,053	432,505,376	432,233,121	430,598,211	51.08	4.26	635
Total / Average	9,323,886	844,757,303	844,599,881	842,955,366	100.00	4.19	333

James Terry, Ph. D., CPA, RTSBA - Chief Financial and Operations Officer

01.09.2026
Date

Curtis Walker, CPA, MBA - Assistant Treasurer

1/7/2026
Date



Houston Independent School District | TX

Distribution by Main Fund - Market Value

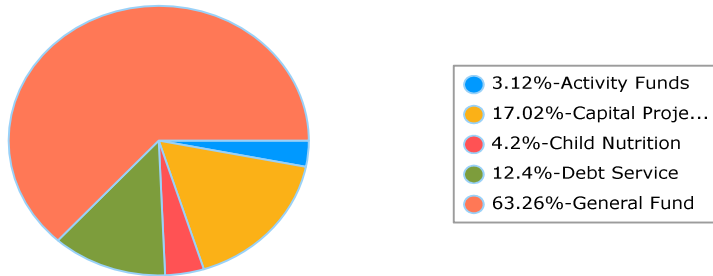
All Funds

Begin Date: 9/30/2025, End Date: 12/31/2025

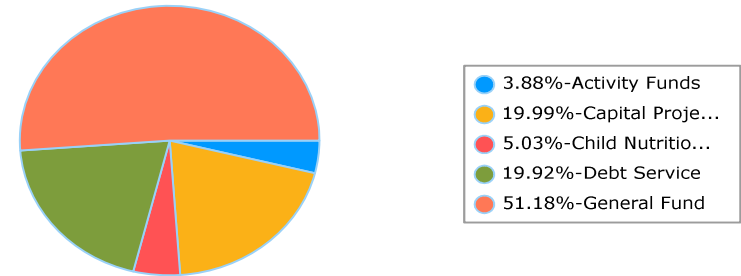
Main Fund Allocation

Fund	Market Value	% of Portfolio-MV	Market Value	% of Portfolio-MV
	9/30/2025	9/30/2025	12/31/2025	12/31/2025
Activity Funds	30,716,856	3.12	32,740,024	3.88
Capital Projects	167,712,734	17.02	168,834,343	19.99
Child Nutrition	41,419,128	4.20	42,523,054	5.03
Debt Service	122,248,029	12.40	168,269,338	19.92
General Fund	623,523,246	63.26	432,233,121	51.18
Total / Average	985,619,994	100.00	844,599,881	100.00

Portfolio Holdings as of 9/30/2025



Portfolio Holdings as of 12/31/2025

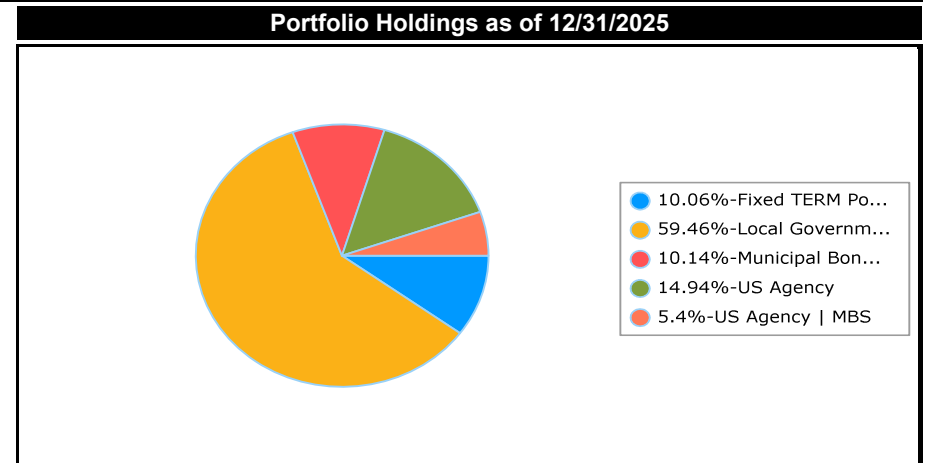
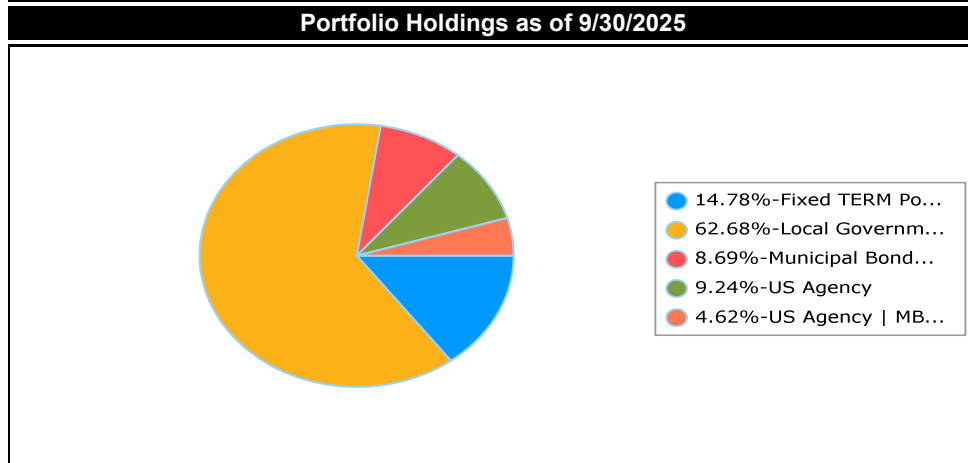




Houston Independent School District | TX Distribution by Asset Class - Market Value All Funds

Begin Date: 9/30/2025, End Date: 12/31/2025

Asset Class Allocation				
	Market Value 9/30/2025	% of Portfolio-MV 9/30/2025	Market Value 12/31/2025	% of Portfolio-MV 12/31/2025
Fixed TERM Pool	145,636,230	14.78	85,000,000	10.06
Local Government Investment Pools	617,782,150	62.68	502,201,174	59.46
Municipal Bonds	85,604,237	8.69	85,620,570	10.14
US Agency	91,073,661	9.24	126,155,328	14.94
US Agency MBS	45,523,717	4.62	45,622,808	5.40
Total / Average	985,619,994	100.00	844,599,881	100.00



Asset Class | Investment Policy Compliance
% of Portfolio-MV

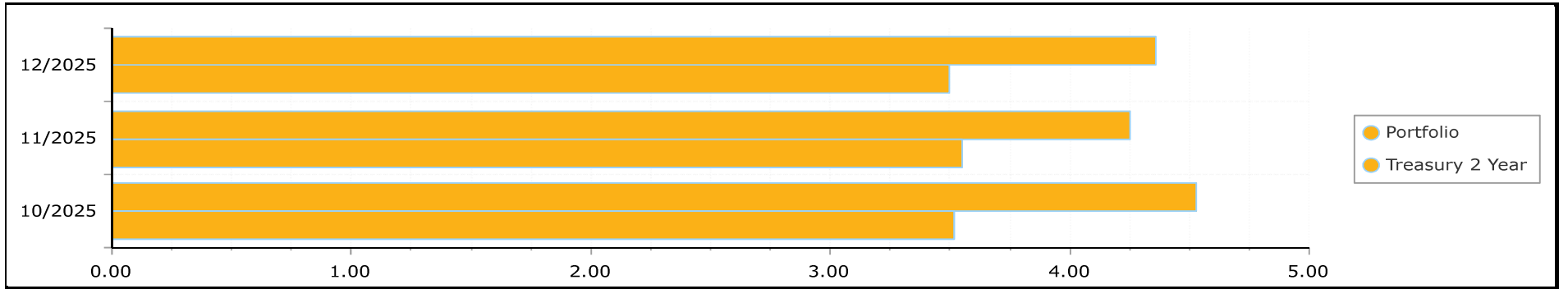


Houston Independent School District | TX Total Rate of Return - Book Value by Month All Funds

Begin Date: 10/31/2025, End Date: 12/31/2025

Month	Beginning BV + Accrued Interest	Interest Earned During Period-BV	Realized Gain/Loss-BV	Investment Income-BV	Average Capital Base-BV	Annualized TRR-BV	Treasury 2 Year
10/31/2025	987,645,371	3,377,825	(69) *	3,377,756	912,766,754	4.53	3.52
11/30/2025	959,030,391	3,023,779	(55) *	3,023,724	870,394,177	4.25	3.55
12/31/2025	838,252,103	2,921,041	(66) *	2,920,975	819,315,248	4.36	3.50
Total/Average	987,645,501	9,324,076	(191) *	9,323,886	865,400,809	4.38	3.52

Annualized TRR-BV



TRR-BV | Total Rate of Return - Book Value

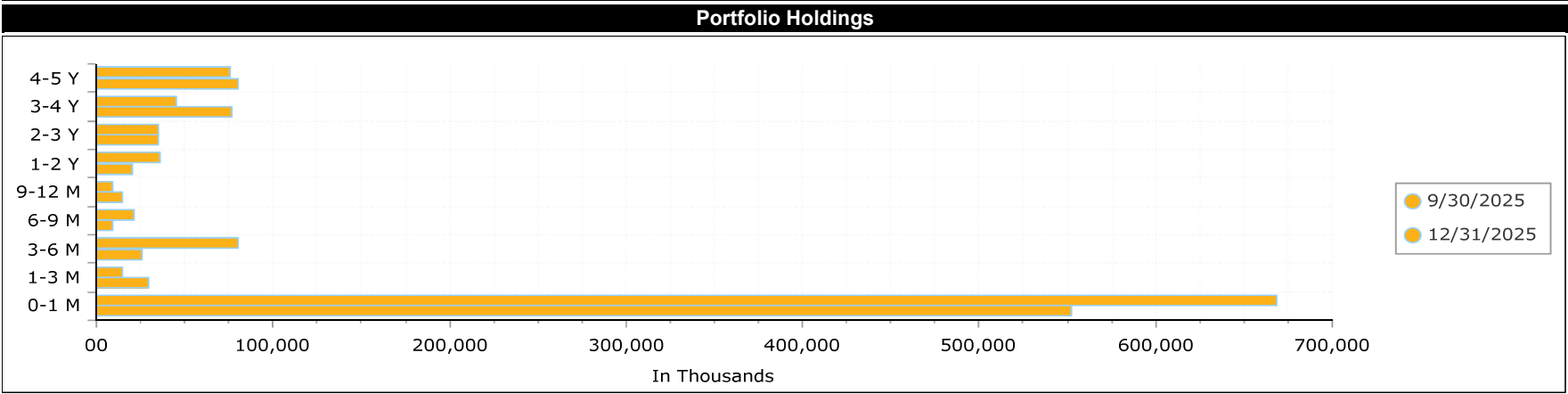
* The realized loss is due to the principal paydown on Mortgage Backed Securities. It reflects the accelerated amortization of the bond premium due to early principal repayment, resulting in a non-cash loss.



Houston Independent School District | TX Distribution by Maturity Range - Market Value All Funds

Begin Date: 9/30/2025, End Date: 12/31/2025

Maturity Range Allocation				
Maturity Range	Market Value 9/30/2025	% of Portfolio-MV 9/30/2025	Market Value 12/31/2025	% of Portfolio-MV 12/31/2025
0-1 Month	668,418,380	67.82	552,201,174	65.38
1-3 Months	15,000,000	1.52	30,000,000	3.55
3-6 Months	80,000,000	8.12	25,838,002	3.06
6-9 Months	20,878,325	2.12	9,061,830	1.07
9-12 Months	9,110,160	0.92	14,974,694	1.77
1-2 Years	35,569,475	3.61	20,715,839	2.45
2-3 Years	35,001,750	3.55	35,004,900	4.14
3-4 Years	45,538,639	4.62	76,457,708	9.05
4-5 Years	76,103,266	7.72	80,345,735	9.51
Total / Average	985,619,994	100.00	844,599,881	100.00





1/15/2026

4.

Office of the Superintendent of Schools

Office of Academics

Approval Of Programming Change For Heights, Kashmere, Northside, And Waltrip High Schools

The Houston Independent School District (HISD) is committed to ensuring all students have access to quality Career and Technical Education (CTE) programming that leads to high-wage, high-demand job paths immediately out of high school.

To support these efforts, HISD conducted a study in the fall of 2025 to determine which CTE programs lead to high-wage, high-demand jobs. This research was done to support planning for the 2026-2027 school year. The study used Houston labor market data from the United States Bureau of Labor *Quarterly Census of Employment and Wages*.

The results of the study showed that career tracks resulting from the Arts Audiovisual Cluster (including the *Graphic Design* and *Digital Communications Programs of Study*) were not meeting minimum wage/demand threshold requirements for HISD graduates. As a result, HISD is recommending the sunseting of four *Graphic Design CTE Programs of Study* and one *Digital Communications CTE Program of Study* across four high schools: Heights High School (HS), Kashmere HS, Northside HS, and Waltrip HS.

HISD proposes to sunset one grade at a time so currently enrolled students in the program at each campus will not be impacted. In 2026-2027, the program would sunset for ninth grade only and would not fully sunset until 2029-2030 when the final class of current magnet students graduates. Additionally, students at all four high schools have access to the Barbara Jordan Career Center, which offers 16 programs of study aligned to high-wage, high-demand careers in health, engineering, information technology and robotics, the trades, and more.

School-specific information is as follows:

- Heights HS will maintain magnet status for computer technology. Within the computer technology magnet, Heights will sunset the *Graphic Design Program of Study*, while maintaining the ability to offer skills through other coursework. Heights will maintain and enhance both the *Digital Communications* and the *Web Development Programs of Study* within its computer technology magnet.
- Kashmere HS will maintain magnet status in its fine arts and science, technology, engineering, and mathematics (STEM) magnet through non-CTE pathways. It will sunset its *Graphic Design Program of Study*.
- Northside HS will maintain magnet status as a media magnet for culinary arts and hotel

management through two focus areas within the magnet: the *Culinary Arts Program of Study* and the *Digital Communications Program of Study*. Within this magnet, the *Graphic Design Program of Study* will be sunsetted.

- Waltrip HS will maintain magnet status as a research and technology magnet through the *Engineering Program of Study*. Within this magnet, the *Graphic Design* and *Digital Communications Programs of Study* will be sunsetted.

Per Board Policy EHBJ(LOCAL), *Special Programs: Innovative and Magnet Programs*, the School Board is required to approve modifications to magnet programs. The policy states, “Major modifications that substantially change a program, such as impacting funding or changing theme, require Board approval and may not take effect until the following academic year.”

Given this policy, and after reviewing labor market data, HISD is submitting a request to adjust the magnet program at Heights HS, Kashmere HS, Northside HS, and Waltrip HS beginning in the 2026-2027 school year. Please see supplemental materials for full details.

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 requested magnet program change described for Heights, Kashmere, Northside, and Waltrip high schools, effective January 16, 2026.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

1/15/2026

5.

Office of the School Board

Review And Approval Of The Board's Quarterly Self-Evaluation

The School Board is asked to review and approve its self-evaluation for the October-December 2025 quarter. A copy of the Lone Star Governance Quarterly Self-Evaluation 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 reviews and approves the quarterly self-evaluation for October-December 2025, effective January 16, 2026.

Lone Star Governance Progress Tracker

2025-2026

Quarter 2: October-December, 2025

Why Board Self-Evaluation Matters

The Board exists to represent the community's vision and values in its promise to improve student outcomes—the sole reason for a school system's existence. Lone Star Governance is a framework designed to drive the board's ability to function most effectively and deliver on its promise to improve student outcomes.

Self-evaluation is the process of calibration and recalibration that allows the board to align and realign its behaviors with those most effective in creating the context for improving student outcomes. These behaviors are often not intuitive; therefore, it can be easy for board members to fall back to the behaviors that are more intuitive, which, more often than not, are more appropriate in the realm of project management and work that belongs to the Superintendent. The Board assessing itself with the LSG instrument in a consistent fashion (quarterly) assists the board in shifting and maintaining its focus on governance vs. management.

Aligning Saying with Doing

In collaboration with a Lone Star Governance Coach, the board has adopted an implementation timeline to identify the scope and sequence that will be deployed as its members implement the LSG framework. This is what the board says they intend to do. Along the process of implementing the framework, it should be expected that conditions may change, and the work plan must be adapted to align with reality. The quarterly progress tracker is a tool for the board to assess how well its intention of becoming most effective is aligned with the reality of how it is actually governing.

Self-evaluation is a continuous improvement exercise and is not about laying blame and pointing fingers. It serves as a reminder for the board to match its doings with its sayings. A board that says it wants to be student outcomes-focused will need to employ behaviors that create the conditions for systemwide focus on improving student outcomes. As the board continues to improve, the board's growth and accomplishments are cause for celebration. In the times when the board's intentions become misaligned with its reality, it is proper to identify this fact and adapt the plan as necessary.

Previous Quarter

Quarter 1 Reporting (July - September 2025)

- Vision and Goals 1- 12/15 points
- Vision and Goals 2- 12/15 points
- Vision and Goals 3- 9/10 points
- Vision and Goals 4- 4/5 points
- Progress and Accountability 1- 15/15 points
 - Quarterly Total Time: 87%
- Progress and Accountability 2- 4/5 points
- Systems and Processes- 4/15 point

Current Quarter

Quarter 2 Reporting (October - December 2025)

- Vision and Goals 1- 12/15 points
- Vision and Goals 2- 12/15 points
 - During the November 2025 meeting, the administration requested consideration and adoption of temporary goal progress measures for the 2025-2026 school year. Due to the nature and characteristics of the measurement tool, baseline data are not available for these measures. For this year, the baseline requirement has been waived, and the board will continue to receive credit for meeting this requirement.
- Vision and Goals 3- 9/10 points
- Vision and Goals 4- 4/5 points
- Progress and Accountability 1- 15/15 points
 - Quarterly Total Time: 73%
 - Although there was a decrease in time spent monitoring student outcome progress compared to the

previous quarter -- primarily due to adjustments made to goal progress measures in November 2025 -- the board demonstrated strong focus and commitment. Together with the superintendent and administrative team, the board kept student outcomes at the center of discussions by consistently aligning information to the district's vision and goals. This reflects a commendable effort to maintain strategic alignment and prioritize what matters most for students.

- Progress and Accountability 2- 4/5 points
- Systems and Processes- 1/15 points
 - The board experienced a slight dip in this category following the revision of the monitoring calendar in November 2025. Looking ahead, we are on track to return to the Approaches Focus level in the next quarter, reflecting continued progress and commitment to our goals.

Next Implementation Priorities:

- **Staying at “Masters Focus” in Progress and Accountability 1**
 - Continue focused conversations around student outcome goals and constraints
 - Engage in effective progress monitoring sessions.
- **Move to the “Meets Focus” level in the Systems and Processes category.**
 - Conduct a review of the board's existing local policies and adopt only those policies that directly pertain to board governance and responsibilities.

Next Quarterly Self-Evaluation:

- April 2026
- Evaluating January - March 2026



Houston ISD Board of Managers Implementation Integrity Instrument

The intention of Lone Star Governance is to provide a continuous improvement model for governing teams—boards in collaboration with their superintendents—that choose to intensively focus on one primary objective: improving student outcomes. Lone Star Governance accomplishes this intense focus through tailored execution of the five pillars of the Texas Framework for School Board Development, as adopted by the State Board of Education: Vision and Goals, Progress and Accountability, Systems and Processes, Synergy and Teamwork, and Advocacy and Engagement. In addition to its singular focus on improving student outcomes, Lone Star Governance provides a system for governing the secondary, but vital, legal and fiscal responsibilities of the board.

The Houston ISD Board of Managers Implementation Integrity Instrument is based on the Lone Star Governance Instrument. It has been adapted to meet the exit criteria agreed upon with the Texas Education Agency. This instrument is designed to support the Board of Managers in their governance responsibilities

TEXAS FRAMEWORK: VISION AND GOALS

Vision and Goals 1: The board has adopted student outcome goals

Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	4	Meets Focus	12	Masters Focus	15
<i>The board does not meet focus if any of the following are true:</i>		<i>The board is preparing to focus if the following is true.</i>		<i>The board approaches focus if all prior conditions and the following are true.</i>		<i>The board meets focus if all prior conditions and the following are true.</i>		<i>The board masters focus if all prior conditions and the following are true.</i>	
☐ The board does not have a vision. ☐ The board does not have goals . ☐ The board does not consistently distinguish between inputs , outputs , and outcomes .		The board has ☒ adopted a vision statement; ☒ owned the vision development process while working collaboratively with the superintendent; ☒ adopted three to five goals ; and ☒ owned the goal development process while working collaboratively with the superintendent.		All goals are specific, quantifiable, student outcome goals that include ☒ a population ; ☒ a five-year deadline of a month and year; ☒ a baseline of a month and a year; ☒ annual targets ; and ☒ annual student group targets .		☒ All board members and the superintendent agree that the student outcome goals 1. will challenge the organization; 2. require adult behavior change; 3. are influenceable by the superintendent; and 4. are the superintendent's first priority for resource allocation. ☒ The board relied on a root-cause analysis, comprehensive student needs assessment, or a similar research-based tool to inform the identification and prioritization of all student outcome goals .		All board members and the superintendent ☒ have committed the vision and student outcome goals to memory; ☐ know the current status of each student outcome goal ; and ☐ agree there is broad community ownership of the board's vision and student outcome goals through involvement and communication with students, staff, and community members.	

TEXAS FRAMEWORK: VISION AND GOALS

Vision and Goals 2: The board has adopted goal progress measures (GPMs) aligned to each student outcome goal

Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	4	Meets Focus	12	Masters Focus	15
<i>The board does not meet focus if any of the following are true:</i>		<i>The board is preparing to focus if the following is true.</i>		<i>The board approaches focus if all prior conditions and the following are true.</i>		<i>The board meets focus if all prior conditions and the following are true.</i>		<i>The board masters focus if all prior conditions and the following are true.</i>	
☐ The board does not have goal progress measures (GPMs) . ☐ The board is treating the annual targets for student outcome goals as if they are GPMs.		☒ The board has adopted GPMs for each student outcome goal . ☒ The superintendent owned the GPM development process while working collaboratively with the board. ☒ The status of each adopted GPM is able to be updated multiple times during each school year.		☒ The board has adopted no more than three GPMs for each student outcome goal . [*] ☒ All GPMs are student outputs , not adult inputs or outputs , that include 1. a population; 2. a five-year deadline of a month and year; 3. a baseline of a month and a year; 4. annual targets; and 5. annual student group targets.		All board members and the superintendent agree that the GPMs : ☒ will challenge the organization; ☒ require adult behavior change; ☒ are influenceable by the superintendent; and ☒ are all predictive of their respective student outcome goals.		All board members and the superintendent agree there is broad community ownership of the GPMs through involvement and communication with students, staff, and community members.	

^{*}Framework flexibility was provided for this indicator in collaboration with Houston ISD to ensure alignment with the district's focus on student outcomes, as determined by the Texas Education Agency.

TEXAS FRAMEWORK: VISION AND GOALS									
Vision and Goals 3: The board has adopted constraints									
Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	3	Meets Focus	9	Masters Focus	10
<i>The board does not meet focus if any of the following are true:</i>		<i>The board is preparing to focus if the following is true.</i>		<i>The board approaches focus if all prior conditions and the following are true.</i>		<i>The board meets focus if all prior conditions and the following are true.</i>		<i>The board masters focus if all prior conditions and the following are true.</i>	
The board does not have constraints .		✓ adopted 1 to 5 superintendent constraints; and ✓ owned the constraint development process while working collaboratively with the superintendent.		✓ Each superintendent constraint describes a single operational action or class of actions the superintendent may not use or allow.		✓ The board has adopted one to five board self-constraints. ✓ The board, where appropriate, relied on a root-cause analysis, comprehensive student needs assessment, or similar research-based tool to inform the identification of and prioritization of superintendent constraints. ✓ All board members and the superintendent agree that the constraints will challenge the organization to focus on the vision and uphold community values.		□ The board, in collaboration with the superintendent, has adopted one or more theories of action to drive overall strategic direction. □ All board members and the superintendent agree there is broad community ownership of the constraints through involvement and communication with students, staff, and community members.	

TEXAS FRAMEWORK: VISION AND GOALS

Vision and Goals 4: The board has adopted superintendent constraint progress measures (CPMs)

Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	2	Meets Focus	4	Masters Focus	5
<i>The board does not meet focus if any of the following are true:</i>		<i>The board is preparing to focus if the following is true.</i>		<i>The board approaches focus if all prior conditions and the following are true.</i>		<i>The board meets focus if all prior conditions and the following are true.</i>		<i>The board masters focus if all prior conditions and the following are true.</i>	
☐ The board does not have superintendent constraint progress measures (CPMs) .		☒ The board has adopted CPMs for each superintendent constraint . ☒ The superintendent owned the CPM development process while working collaboratively with the board. ☒ The status of each adopted CPM is able to be updated multiple times during each school year.		☒ The board has adopted no more than three CPMs for each superintendent constraint . ☒ All CPMs include: 1. a one- to five-year deadline of a month and year; 2. a baseline of a month and a year; - and 3. annual targets.		All board members and the superintendent agree that the superintendent CPMs ☒ will challenge the organization to focus on the vision; ☒ will challenge the organization to uphold community values; ☒ are all predictive of their respective constraint ; and ☒ are influenceable by the superintendent.		All board members and the superintendent agree there is broad community ownership of the superintendent CPMs through involvement and communication with students, staff, and community members.	

TEXAS FRAMEWORK: Progress and Accountability

Progress and Accountability 1: The board invests at least half of its time to improving student outcomes

Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	4	Meets Focus	12	Masters Focus	15
<i>The board does not meet focus if any of the following are true:</i>		<i>The board is preparing to focus if the following is true.</i>		<i>The board approaches focus if all prior conditions and the following are true.</i>		<i>The board meets focus if all prior conditions and the following are true.</i>		<i>The board masters focus if all prior conditions and the following are true.</i>	
☐ The board does not have student outcome goals, GPMs, superintendent constraints, superintendent CPMs, or annual targets. ☐ The board does not track its use of time in board authorized public meetings. ☐ The board does not have a monitoring calendar.		☒ The superintendent owned the monitoring calendar development, working with the board to adopt a calendar that monitors 1. each student outcome goal at least four times per year; 2. no more than two student outcome goals per month; 3. each constraint at least once per year. ☒ The calendar spans the length of the student outcome goals. ☒ The board tracks its time in public meetings, identifying each minute according to the time use tracker.		☒ 10% or more of the total quarterly minutes in board authorized public meetings were invested in improving student outcomes according to the time use tracker.		☒ 25% or more of the total quarterly minutes in board authorized public meetings were invested in improving student outcomes according to the time use tracker.		☒ 50% or more of the total quarterly minutes in board authorized public meetings were invested in improving student outcomes according to the time use tracker.	

TEXAS FRAMEWORK: Progress and Accountability

Progress and Accountability 2: The board evaluates, but does not interfere with, progress toward improving student outcomes

Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	2	Meets Focus	4	Masters Focus	5
<i>The board does not meet focus if any of the following are true:</i>	<i>The board is preparing to focus if the following is true.</i>	<i>The board approaches focus if all prior conditions and the following are true.</i>	<i>The board meets focus if all prior conditions and the following are true.</i>	<i>The board masters focus if all prior conditions and the following are true.</i>					
❑ Any individual board member does not know if the school system is in low performing status and for how long. ❑ Any individual board member does not know if any campus is in low performing status and for how long. ❑ Any individual board member agrees that their first loyalty is owed to staff or vendors, rather than the vision, community values, and improving student outcomes. ❑ The board has not voted to approve a self-evaluation within the past 12 months.	The board has ✓ performed a self-evaluation within the previous 12 months using a research aligned instrument; ✓ performed a superintendent annual evaluation no more than 15 months ago; ✓ been provided copies of the superintendent's implementation plan(s), that include campus goals*, to make progress towards the student outcome goals; and ✓ not voted to approve the superintendent's implementation plan unless required by law.	The board ✓ performs self-evaluations using the LSG Integrity Instrument; ✓ performed a self-evaluation no more than 45 days prior to the most recent superintendent's evaluation; and ✓ evaluates the superintendent in part on the results and progress toward the student outcome goals and constraints using information within monitoring reports according to the monitoring calendar.	✓ The board receives, at least annually, a report on the average cost of staff time spent on governance using the staff use tracker. ✓ One quarter ago the board 1. Performed a self-evaluation using the LSG Integrity Instrument; and ✓ voted to approve the quarterly progress tracker.	The board ✓ unanimously approved the current quarterly progress tracker; ❑ has not modified outcome goals, GPMs, constraints, CPMs, or targets during the cycle applicable to the annual superintendent evaluation; and ❑ considers superintendent performance as indistinguishable from system performance by evaluating the superintendent on only results and progress toward student outcome goals and constraints using information in monitoring reports according to the monitoring calendar.					

*Campus goals should be aligned to the district's early childhood literacy and mathematics proficiency goals and CCMR goals required by H.B. 3 (86th Texas Legislature)

TEXAS FRAMEWORK: Systems and Processes

Systems and Processes: The board operates in a way that allows the superintendent to accomplish the vision

Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	4	Meets Focus	12	Masters Focus	15
<i>The board does not meet focus if any of the following are true:</i>		<i>The board is preparing to focus if the following is true.</i>		<i>The board approaches focus if all prior conditions and the following are true.</i>		<i>The board meets focus if all prior conditions and the following are true.</i>		<i>The board masters focus if all prior conditions and the following are true.</i>	
☐ The board has not received a monitoring report . ☐ There were six or more board authorized public meetings in a month (unless a state of emergency was declared). ☐ Any meeting of the board lasted longer than eight hours. ☐ Board members did not receive the final version of materials to be voted on at least three calendar days in advance of the board authorized public meeting.		The board receives and votes to accept monitoring reports that include ☒ the student outcome goal and GPM or constraint and CPM being monitored; ☒ the current status of the student outcome goal and GPM or constraint and CPM compared to previous, annual, and deadline targets ; ☒ the superintendent's interpretation of performance; and ☒ supporting information that describes any needed next steps.		☒ All consent-eligible items were placed on the consent agenda and more than 75% of the items were voted on using a consent agenda. ☐ The adopted monitoring calendar has not been modified during the past quarter.		☐ Board authorized public meetings in the last quarter did not exceed ☒ an average of four meetings per month; ☒ an average of three hours per meeting; and ☒ an average of five other topics per meeting. ☐ The board has 1. reviewed its existing local policies; and 2. only adopted local policies pertaining to board work .		☐ Board authorized public meetings in the last quarter did not exceed ☒ an average of three meetings per month; ☒ an average of two hours per meeting; and ☒ an average of three other topics per meeting. ☒ Board members received the final materials to be voted on at least seven calendar days before the public meeting. ☒ No edits to the board's regularly scheduled meeting agenda in the three days prior to, or during, the meeting (unless a state of emergency was declared).	

QUARTERLY PROGRESS TRACKER

School Board: Houston ISD				Date: January 15, 2026		Quarter: 2
Framework	Three Quarters Ago	Two Quarters Ago	One Quarter Ago	Current Quarter	Next Quarter Targets	Total Points Possible
Vision and Goals 1	12	12	12	12	12	15
Vision and Goals 2	12	12	12	12	12	15
Vision and Goals 3	9	9	9	9	9	10
Vision and Goals 4	4	4	4	4	4	5
Progress and Accountability 1	12	15	15	15	15	15
Progress and Accountability 2	4	4	4	4	4	5
Systems and Processes	1	4	4	1	4	15
Total	54	60	60	57	60	80

The Lone Star Governance Instrument has been revised to align with the requirements outlined in the exit criteria agreement between the Houston Independent School District (HISD) and the Texas Education Agency (TEA).

By signing below, I affirm that the Lone Star Governance Integrity Instrument was completed and is accurate			
Board Member Signatures:	% Student Outcome Minutes	Vote Count for	Vote Count Against
	73%		
EVALUATION NOTES The standard of evidence for items where board action is required will be the minutes of the meeting during which the board voted to take the described action. Where an opinion of the board is required, a resolution or vote passed by the board will meet the standard of evidence. Any board completing a self-evaluation using the LSG Integrity Instrument that is supported or reviewed by an LSG Coach may submit the review for the LSG Leaderboard. If the board would like their self-evaluation reviewed by an LSG Coach, please email the completed LSG Integrity Instrument to LSG@tea.texas.gov .			

TIME USE TRACKER		Houston ISD		QTR:	Date:	10/09/25
Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings			Other Topic Minutes
Vision and Goals			← Minutes setting student outcome goals			
			← Minutes setting constraints or theories of action			
Progress and Accountability	58		← Minutes receiving, discussing, and voting on Student Outcome Goal Monitoring Reports according to the board adopted Monitoring Calendar			
			← Minutes receiving, discussing, and voting on Constraint Monitoring Reports according to the board adopted Monitoring Calendar			
			← Minutes evaluating the superintendent on student outcome goals, GPMs, constraints, and CPMs			
			← Minutes performing board self-evaluations using the LSG Integrity Instrument			
Systems and Processes	Minutes discussing, debating, and voting on other agenda items (including consent agenda items) →					4
Advocacy and Engagement	6		← Minutes hosting two-way communication meetings on student outcome goals, constraints, theories of action and/or progress toward student outcome goals ← Minutes recognizing the accomplishments of students and staff regarding progress on student outcome goals			
Synergy and Teamwork	Minutes fulfilling statutorily required public hearings, forums, and comments Minutes fulfilling statutorily required or Lone Star Governance workshops Minutes in closed session as permitted by law					
Other	Any time spent on an activity that does not meet the conditions listed above →					17
TOTALS	64	0	85			21

Use For Student Outcome and Adult Behavior Minutes Percentage Calculation:

64

÷

85

× 100 =

75.29%

% Student Outcome and Adult Behavior Minutes

Use For Student Outcome Minutes Percentage Calculation:

64

÷

85

× 100 =

75.29%

% Student Outcome Minutes

Trustees Present	Trustees Absent	% Attendance
8	1	88.89%

Count of 'Other' Agenda Items
0

Goals Discussed	Goals on Target	% on Target
0		0.00%

Consent Items	Consent Items Removed	% Remaining on Consent Agenda
35	0	100.00%

GPMs Discussed	GPMs on Target	% on Target
1	1	100.00%

TIME USE TRACKER		Houston ISD		QTR:		Date:	11/13/25
Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings				Other Topic Minutes
Vision and Goals	18		← Minutes setting student outcome goals				
			← Minutes setting constraints or theories of action				
Progress and Accountability	35		← Minutes receiving, discussing, and voting on Student Outcome Goal Monitoring Reports according to the board adopted Monitoring Calendar				
			← Minutes receiving, discussing, and voting on Constraint Monitoring Reports according to the board adopted Monitoring Calendar				
			← Minutes evaluating the superintendent on student outcome goals, GPMs, constraints, and CPMs				
			← Minutes performing board self-evaluations using the LSG Integrity Instrument				
Systems and Processes	Minutes discussing, debating, and voting on other agenda items (including consent agenda items) →						4
Advocacy and Engagement	13		← Minutes hosting two-way communication meetings on student outcome goals, constraints, theories of action and/or progress toward student outcome goals ← Minutes recognizing the accomplishments of students and staff regarding progress on student outcome goals				
Synergy and Teamwork	Minutes fulfilling statutorily required public hearings, forums, and comments Minutes fulfilling statutorily required or Lone Star Governance workshops Minutes in closed session as permitted by law						
Other	Any time spent on an activity that does not meet the conditions listed above →						17
TOTALS	66	0	87				21

Use For Student Outcome and Adult Behavior Minutes Percentage Calculation:

66

÷

87

× 100 =

75.86%

% Student Outcome and Adult Behavior Minutes

Use For Student Outcome Minutes Percentage Calculation:

66

÷

87

× 100 =

75.86%

% Student Outcome Minutes

Trustees Present	Trustees Absent	% Attendance
7	2	77.78%

Count of 'Other' Agenda Items
1

Goals Discussed	Goals on Target	% on Target
		0.00%

Consent Items	Consent Items Removed	% Remaining on Consent Agenda
28	4	85.71%

GPMs Discussed	GPMs on Target	% on Target
		0.00%

TIME USE TRACKER		Houston ISD		QTR:		Date:	12/11/25
Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings				Other Topic Minutes
Vision and Goals	42		← Minutes setting student outcome goals				
			← Minutes setting constraints or theories of action				
Progress and Accountability			← Minutes receiving, discussing, and voting on Student Outcome Goal Monitoring Reports according to the board adopted Monitoring Calendar				
			← Minutes receiving, discussing, and voting on Constraint Monitoring Reports according to the board adopted Monitoring Calendar				
			← Minutes evaluating the superintendent on student outcome goals, GPMs, constraints, and CPMs				
			← Minutes performing board self-evaluations using the LSG Integrity Instrument				
Systems and Processes	Minutes discussing, debating, and voting on other agenda items (including consent agenda items) →						7
Advocacy and Engagement	10		← Minutes hosting two-way communication meetings on student outcome goals, constraints, theories of action and/or progress toward student outcome goals ← Minutes recognizing the accomplishments of students and staff regarding progress on student outcome goals				
Synergy and Teamwork	Minutes fulfilling statutorily required public hearings, forums, and comments Minutes fulfilling statutorily required or Lone Star Governance workshops Minutes in closed session as permitted by law						
Other	Any time spent on an activity that does not meet the conditions listed above →						16
TOTALS	52	0	75				23
Use For Student Outcome and Adult Behavior Minutes Percentage Calculation:							
52 ÷ 75 × 100 = 69.33% % Student Outcome and Adult Behavior Minutes							
Use For Student Outcome Minutes Percentage Calculation:							
52 ÷ 75 × 100 = 69.33% % Student Outcome Minutes							

Trustees Present	Trustees Absent	% Attendance
8	1	88.89%

Count of 'Other' Agenda Items
1

Goals Discussed	Goals on Target	% on Target
0		0.00%

Consent Items	Consent Items Removed	% Remaining on Consent Agenda
16	1	93.75%

GPMs Discussed	GPMs on Target	% on Target
0		0.00%

TIME USE TRACKER			Houston ISD - Q2 Summary (Oct-Dec. 2025)		QTR:	2	Date:
Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings				Other Topic Minutes
Vision and Goals	60		← Minutes setting student outcome goals				
			← Minutes setting constraints or theories of action				
Progress and Accountability	90		← Minutes receiving, discussing, and voting on Student Outcome Goal Monitoring Reports according to the board adopted Monitoring Calendar				
			← Minutes receiving, discussing, and voting on Constraint Monitoring Reports according to the board adopted Monitoring Calendar				
			← Minutes evaluating the superintendent on student outcome goals, GPMs, constraints, and CPMs				
			← Minutes performing board self-evaluations using the LSG Integrity Instrument				
Systems and Processes	Minutes discussing, debating, and voting on other agenda items (including consent agenda items) →						15
Advocacy and Engagement	29		← Minutes hosting two-way communication meetings on student outcome goals, constraints, theories of action and/or progress toward student outcome goals ← Minutes recognizing the accomplishments of students and staff regarding progress on student outcome goals				
Synergy and Teamwork	Minutes fulfilling statutorily required public hearings, forums, and comments Minutes fulfilling statutorily required or Lone Star Governance workshops Minutes in closed session as permitted by law						
Other	Any time spent on an activity that does not meet the conditions listed above →						50
TOTALS	179	0	244				65
Use For Student Outcome and Adult Behavior Minutes Percentage Calculation: 179 ÷ 244 × 100 = 73.36% % Student Outcome and Adult Behavior Minutes							
Use For Student Outcome Minutes Percentage Calculation: 179 ÷ 244 × 100 = 73.36% % Student Outcome Minutes							

Trustees Present	Trustees Absent	% Attendance
23	4	85.19%

Count of 'Other' Agenda Items
0

Goals Discussed	Goals on Target	% on Target
		0.00%

Consent Items	Consent Items Removed	% Remaining on Consent Agenda
79	5	93.67%

GPMs Discussed	GPMs on Target	% on Target
		0.00%



1/15/2026

6.

Office of the Superintendent of Schools

Office of Academics

Approval Of Waiver Requests Regarding 2025-2026 Remote Homebound Instruction For Eligible Special And Regular Education Students

The Houston Independent School District (HISD) has a legal obligation to provide an appropriate education to all students, including those who are unable to attend school in person due to medical or other qualifying circumstances. To meet this obligation, HISD seeks approval to provide remote homebound instruction to eligible general and special education students during the 2025-2026 school year.

Pursuant to Texas Education Code (TEC) §7.056(a-e), which allows school districts to request waivers from State Board of Education and commissioner of education rules or statutory requirements that may inhibit student access to instruction, HISD is requesting School Board approval of the waivers described below. If approved by the School Board and subsequently authorized by the Texas Education Agency (TEA), HISD will deliver instruction through remote conferencing and count this instruction as classroom time for Foundation School Program funding purposes. Eligible students may also be counted as in attendance, provided all TEA requirements are met.

HISD will implement this remote homebound instruction in full compliance with all applicable state requirements to ensure continuity of instruction and access to educational services for eligible students.

These requirements must be met for each request:

1. This waiver must be submitted for each individual student.
2. The student is unable to attend school because of temporary medical or psychological condition.
3. The student's temporary medical or psychological condition is documented by a physician licensed to practice in the United States.

Remote Homebound Instruction Waiver - Regular Education Students

This waiver allows the district to provide remote instruction in which a student receives individualized instruction at an off-campus location through virtual participation in classes provided by a teacher on the student's campus (*Student Attendance Accounting Handbook* Section 12.3.3.1).

Remote Homebound Instruction Waiver - Special Education Students

This waiver allows the district to provide remote homebound instruction in which a student receiving special education services with an instructional setting code of *01 - Homebound* receives instruction through special education homebound instruction and in which all requirements related to special education homebound instruction are met except for in-person instruction from the homebound teacher (*Student Attendance Accounting Handbook* Section 4.7.2 Code 01 - Homebound for special education homebound requirements).

The following requirements must be met for special education students:

1. The student's admission, review, and dismissal (ARD) committee must have determined, in a manner consistent with state and federal law, that the remote homebound instruction to be provided meets the needs of the student.
2. The ARD committee must have documented that determination in the student's individualized education program (IEP).
3. All requirements related to the provision of special education homebound instruction must be met except for face-to-face instruction from the homebound teacher.

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 requested waivers for submission to the TEA, effective January 16, 2026.



1/15/2026

7.

Office of the Superintendent of Schools

Office of Academics

Approval Of New Campus Library Book Orders And Donations

In accordance with Texas Senate Bill (S.B.) 13 and Board Policy EFB(LOCAL), all new library materials-whether purchased or donated-must be publicly listed for a minimum of 30 days and formally approved by the School Board before being added to any campus library collection. The Houston Independent School District (HISD) School Board is accordingly asked to approve the addition of new book titles, purchased or donated, to any district libraries. These titles have completed the district required review and vetting process in full compliance with S.B. 13, ensuring that all materials meet state standards and align with district policies for age-appropriate and educational relevance.

S.B. 13 requires that:

- All proposed library materials that are new to district circulation must be posted for public review for at least 30 days.
- The School Board must vote to approve or reject each item.
- This applies to both physical and digital materials, including classroom libraries if applicable.
- Challenged materials must go through a committee for investigation. A committee's decision is posted publicly and submitted to the board for a final decision.

The HISD book acquisition process is as follows:

- Campus Vetting - New titles are evaluated for grade-level and content appropriateness.
- Campus Submission - Librarians submit book orders and donation lists through the official HISD *Book Order/Donation Form*.
- Public Review --- New titles are posted for a 30-day public comment period, available through the HISD website.
- Final Approval - After the comment window, vetted titles are presented to the board for final approval before accepting or purchasing.

A copy of the list of proposed library materials is attached.

COST/FUNDING SOURCE(S):

Campus purchases are funded through campus budgets or donations.

STAFFING IMPLICATIONS:

None

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

RECOMMENDED: That the School Board approves the proposed list of library materials submitted by district librarians and reviewed by Library Services, effective January 16, 2026.

Title	Author	Level	Public Posting Date	School	30 Day Posting Complete
Moon Song	Michalea Goade	Elementary	11/24/2025	Briar Meadow ES	12/24/2025
100% Unofficial Fortnite 100 Top Plays	Matt Burgess	Elementary	11/24/2025	Oak Forest ES	12/24/2025
Bear and the Three Goldilocks	Patrick Horne	Elementary	11/24/2025	Oak Forest ES	12/24/2025
Building the Ship of Dreams	Sarah Eason	Elementary	11/24/2025	Oak Forest ES	12/24/2025
The Crayons Give Thanks	Drew Daywalt	Elementary	11/24/2025	Oak Forest ES	12/24/2025
Draw with Art for Kids Hub Christmas	Rob Jensen	Elementary	11/24/2025	Oak Forest ES	12/24/2025
Draw With Rob Festive Fun	Rob Biddulph	Elementary	11/24/2025	Oak Forest ES	12/24/2025
The Dwarf Planets	Murray Tapeta	Elementary	11/24/2025	Oak Forest ES	12/24/2025
Earth	L.L Owens	Elementary	11/24/2025	Oak Forest ES	12/24/2025
Earth	Murray Tapeta	Elementary	11/24/2025	Oak Forest ES	12/24/2025
Finding the Titanic	Dalton Rains	Elementary	11/24/2025	Oak Forest ES	12/24/2025
Gather Grateful	Megan Litwin	Elementary	11/24/2025	Oak Forest ES	12/24/2025
The Ghost Who Was Afraid of Everything	Nadia Ahmed	Elementary	11/24/2025	Oak Forest ES	12/24/2025
How to Draw a Reindeer and Other Christmas Creatures	Lulu Mayo	Elementary	11/24/2025	Oak Forest ES	12/24/2025
How to Draw Winter Things for Kids	Alli Koch	Elementary	11/24/2025	Oak Forest ES	12/24/2025
The Invisible Parade	Leigh Bardugo	Elementary	11/24/2025	Oak Forest ES	12/24/2025
Jupiter	L.L Owens	Elementary	11/24/2025	Oak Forest ES	12/24/2025
Jupiter	Murray Tapeta	Elementary	11/24/2025	Oak Forest ES	12/24/2025
Little Boo	Maddie Frost	Elementary	11/24/2025	Oak Forest ES	12/24/2025
Mars	L.L Owens	Elementary	11/24/2025	Oak Forest ES	12/24/2025
Mars	Murray Tapeta	Elementary	11/24/2025	Oak Forest ES	12/24/2025
Mercury	L.L Owens	Elementary	11/24/2025	Oak Forest ES	12/24/2025
Mercury	Murray Tapeta	Elementary	11/24/2025	Oak Forest ES	12/24/2025
Neptune	L.L Owens	Elementary	11/24/2025	Oak Forest ES	12/24/2025
Neptune	Murray Tapeta	Elementary	11/24/2025	Oak Forest ES	12/24/2025
Pluto and Other Dwarf Planets	L.L Owens	Elementary	11/24/2025	Oak Forest ES	12/24/2025
Saturn	L.L Owens	Elementary	11/24/2025	Oak Forest ES	12/24/2025
Saturn	Murray Tapeta	Elementary	11/24/2025	Oak Forest ES	12/24/2025
Stories of Survival	Sarah Eason	Elementary	11/24/2025	Oak Forest ES	12/24/2025
The Story of Toronto Blue Jays	Joe Tischler	Elementary	11/24/2025	Oak Forest ES	12/24/2025
The Sun	L.L Owens	Elementary	11/24/2025	Oak Forest ES	12/24/2025
Super Smash Bros	Kieran Downs	Elementary	11/24/2025	Oak Forest ES	12/24/2025
This Moment is Special: a Dia de Muertos Story	John Parra	Elementary	11/24/2025	Oak Forest ES	12/24/2025
This Year, a Witch!	Zoe Abbott	Elementary	11/24/2025	Oak Forest ES	12/24/2025
Titanic	Caryn Jenner	Elementary	11/24/2025	Oak Forest ES	12/24/2025
Titanic	Julie Murray	Elementary	11/24/2025	Oak Forest ES	12/24/2025
Toronto Blue Jays	Kenny Abdo	Elementary	11/24/2025	Oak Forest ES	12/24/2025
Toronto Blue Jays	Josh Anderson	Elementary	11/24/2025	Oak Forest ES	12/24/2025
Lost Toronto Blue Jays	Michael Goodman	Elementary	11/24/2025	Oak Forest ES	12/24/2025
Uranus	L.L Owens	Elementary	11/24/2025	Oak Forest ES	12/24/2025
Uranus	Murray Tapeta	Elementary	11/24/2025	Oak Forest ES	12/24/2025
Venus	L.L Owens	Elementary	11/24/2025	Oak Forest ES	12/24/2025
Venus	Murray Tapeta	Elementary	11/24/2025	Oak Forest ES	12/24/2025
Weenie Featuring Frank & Beans 3: Not-so-sweetie pie	Maureen Fergus	Elementary	11/24/2025	Oak Forest ES	12/24/2025
Who Would Win? Underwater Battles	Jerry Pallotta	Elementary	12/01/2025	Shearn ES	12/31/2025
Another	Paul Tremblay	Elementary	12/01/2025	Oak Forest ES	12/31/2025
The Black Mambas: The World's First All-women Anti-poaching Unit	Kelly Crull	Elementary	12/01/2025	Oak Forest ES	12/31/2025
I'm a Dumbo Octopus!: A Graphic Guide to Cephalopods	Anne Lambelet	Elementary	12/01/2025	Oak Forest ES	12/31/2025
Introducing Sandwina: The Strongest Woman in the World	Vicki Conrad	Elementary	12/01/2025	Oak Forest ES	12/31/2025
The Library of Unruly Treasures	Jeanne Birdsall	Elementary	12/01/2025	Oak Forest ES	12/31/2025
Mixed-up	Kami Garcia	Elementary	12/01/2025	Oak Forest ES	12/31/2025
Safe Crossing	Kari Percival	Elementary	12/01/2025	Oak Forest ES	12/31/2025
Saved by the Smell	Jarrett Lerner	Elementary	12/01/2025	Oak Forest ES	12/31/2025
The Space Book: A Journey Through our Incredible Universe	Arcturus	Elementary	12/01/2025	Shearn ES	12/31/2025
Academy for Roblox Pros: Game On!	James Burks	Elementary	12/01/2025	Shearn ES	12/31/2025
What Does the Constitution Say?	M.J. Slate	Elementary	12/08/2025	Oak Forest ES	01/07/2026
A cat like that	Lester Laminack	Elementary	12/8/2025	River Oaks ES	1/7/2026
A cup of quiet	Nikki Grimes	Elementary	12/8/2025	River Oaks ES	1/7/2026
A gift of dust : how Saharan plumes feed the planet	Martha Brockenbrough	Elementary	12/8/2025	River Oaks ES	1/7/2026
A taste of the world : what people eat and how they celebrate around the globe	Beth Walrond	Elementary	12/8/2025	River Oaks ES	1/7/2026
About time : a children's guide to the history and science of time	Alom Shaha	Elementary	12/8/2025	River Oaks ES	1/7/2026
Alberto Salas plays paka paka con la papa : join the quest with Peru's famed scientist and potato expert	Sara Fajardo	Elementary	12/8/2025	River Oaks ES	1/7/2026

Ancient Egypt	Kate Messner	Elementary	12/8/2025	River Oaks ES	1/7/2026
Bad badger	Mayrose Wood	Elementary	12/8/2025	River Oaks ES	1/7/2026
Barbara Park's Junie B. Jones and a little monkey business : the graphic novel	Colleen Venable	Elementary	12/8/2025	River Oaks ES	1/7/2026
Be the change : Rob Greenfield's call to kids : making a difference in a messed-up world	Rob Greenfield	Elementary	12/8/2025	River Oaks ES	1/7/2026
Benny on the case	Wesley King	Elementary	12/8/2025	River Oaks ES	1/7/2026
Besties. Set sail	Kayla Miller	Elementary	12/8/2025	River Oaks ES	1/7/2026
Big enough	Regina Linke	Elementary	12/8/2025	River Oaks ES	1/7/2026
Busted	Dan Gemeinhart	Elementary	12/8/2025	River Oaks ES	1/7/2026
Can we talk? : how humans stay in touch	Maria Birmingham	Elementary	12/8/2025	River Oaks ES	1/7/2026
Cat nap	Brian Lies	Elementary	12/8/2025	River Oaks ES	1/7/2026
Chomp-o-rama : the strange ways that animals eat	Miria Birmingham	Elementary	12/8/2025	River Oaks ES	1/7/2026
Creaky Acres	Calista Brill	Elementary	12/8/2025	River Oaks ES	1/7/2026
Cupcake diaries, the graphic novel. #7, Emma all stirred up!	Coco Simon	Elementary	12/8/2025	River Oaks ES	1/7/2026
Cupcake diaries, the graphic novel. #8, Alexis cool as a cupcake	Coco Simon	Elementary	12/8/2025	River Oaks ES	1/7/2026
Cute animals that could kill you dead	Brooke Hartman	Elementary	12/8/2025	River Oaks ES	1/7/2026
Dear Acorn (Love, Oak) : letter poems to friends	Joyce Sidman	Elementary	12/8/2025	River Oaks ES	1/7/2026
Defanged	H.E. Edgmon	Elementary	12/8/2025	River Oaks ES	1/7/2026
Duck and Moose. 4, Moose's bad hair day!	Kirk Reedstrom	Elementary	12/8/2025	River Oaks ES	1/7/2026
Family feast!	Carole Weatherford	Elementary	12/8/2025	River Oaks ES	1/7/2026
Football's origin story	Robb Murray	Elementary	12/8/2025	River Oaks ES	1/7/2026
Forts	Katie Venit	Elementary	12/8/2025	River Oaks ES	1/7/2026
Frank's red hat	Sean Avery	Elementary	12/8/2025	River Oaks ES	1/7/2026
Giraffe's book is missing a story	DK Ryland	Elementary	12/8/2025	River Oaks ES	1/7/2026
Good boy	Andy Hirsch	Elementary	12/8/2025	River Oaks ES	1/7/2026
Hikaru in the light! 2	Mai Matsuda	Elementary	12/8/2025	River Oaks ES	1/7/2026
Hilo. Book 11, The great space iguana	Judd Winick	Elementary	12/8/2025	River Oaks ES	1/7/2026
Holding on for dear life	Dusti Bowling	Elementary	12/8/2025	River Oaks ES	1/7/2026
How to free a jinn	Raidah Shah Idil	Elementary	12/8/2025	River Oaks ES	1/7/2026
I am we : how crows come together to survive	Leslie Booth	Elementary	12/8/2025	River Oaks ES	1/7/2026
I'm a poet and I know it!	Dan Gutman	Elementary	12/8/2025	River Oaks ES	1/7/2026
I'm very busy	Oliver Jeffers	Elementary	12/8/2025	River Oaks ES	1/7/2026
Ilustra. Book 1, Daybreaker	Tori Tadiar	Elementary	12/8/2025	River Oaks ES	1/7/2026
Invisible : the sort of true story of me & my hidden disease	David Soren	Elementary	12/8/2025	River Oaks ES	1/7/2026
It's watching	Linday Currie	Elementary	12/8/2025	River Oaks ES	1/7/2026
Kickturn	Brie Spangler	Elementary	12/8/2025	River Oaks ES	1/7/2026
Kirby manga mania. Volume 7	Hirokazu Hikawa	Elementary	12/8/2025	River Oaks ES	1/7/2026
Lovely Muco! The happy daily life of Muco and Mr. Komatsu. Volume 1	Takayuki Mizushina	Elementary	12/8/2025	River Oaks ES	1/7/2026
Lovely Muco! The happy daily life of Muco and Mr. Komatsu. Volume 2	Takayuki Mizushina	Elementary	12/8/2025	River Oaks ES	1/7/2026
Lovely Muco! The happy daily life of Muco and Mr. Komatsu. Volume 3	Takayuki Mizushina	Elementary	12/8/2025	River Oaks ES	1/7/2026
Making a splash : how humans consume, control and care for water	Colleen Nelson	Elementary	12/8/2025	River Oaks ES	1/7/2026
Maptastic! : reimagine the world, one map at a time	Rebecca Fry	Elementary	12/8/2025	River Oaks ES	1/7/2026
Millie of the manor	Karina Evans	Elementary	12/8/2025	River Oaks ES	1/7/2026
Moonleapers	Margaret Haddix	Elementary	12/8/2025	River Oaks ES	1/7/2026
Mr. Lemoncello's Library Olympics, the graphic novel	Chris Grabenstein	Elementary	12/8/2025	River Oaks ES	1/7/2026
Once for yes	Allie Millington	Elementary	12/8/2025	River Oaks ES	1/7/2026
Piranha school vs. arapaima	Nathan Sommer	Elementary	12/8/2025	River Oaks ES	1/7/2026
Planet Earth	Shoshana Weider	Elementary	12/8/2025	River Oaks ES	1/7/2026
Poo pile on the prairie	Amy Hevron	Elementary	12/8/2025	River Oaks ES	1/7/2026
Pope Leo XIV : making a difference as the first American pope	Therese Shea	Elementary	12/8/2025	River Oaks ES	1/7/2026
Rachel Carson's wonder-filled world : how the scientist, writer, and nature lover changed the environmental movement	Kate Hannigan	Elementary	12/8/2025	River Oaks ES	1/7/2026
Rewriting the rules : how Dr. Kathleen Friel created new possibilities for brain research and disability	Danna Zeiger	Elementary	12/8/2025	River Oaks ES	1/7/2026
Rock 'n' goal	Thomas Troupe	Elementary	12/8/2025	River Oaks ES	1/7/2026
Rocket arm	Time Green	Elementary	12/8/2025	River Oaks ES	1/7/2026
School dance	Sarah Sax	Elementary	12/8/2025	River Oaks ES	1/7/2026
Sea dragons	Jane Yolen	Elementary	12/8/2025	River Oaks ES	1/7/2026
Sea legs	Jules Bakes	Elementary	12/8/2025	River Oaks ES	1/7/2026
Severe and unusual weather	Jessie Foley	Elementary	12/8/2025	River Oaks ES	1/7/2026
Skylar and the K-pop principal	Luan Goldie	Elementary	12/8/2025	River Oaks ES	1/7/2026
Smiling eyes	Linda Sue Park	Elementary	12/8/2025	River Oaks ES	1/7/2026
So Tortoise dug	Emmy Kastner	Elementary	12/8/2025	River Oaks ES	1/7/2026
Sounds like Joy	Yesenia Moises	Elementary	12/8/2025	River Oaks ES	1/7/2026

Spy ski school, the graphic novel	Stuart Gibbs	Elementary	12/8/2025	River Oaks ES	1/7/2026
Starry, starry heist	K. H. Briner	Elementary	12/8/2025	River Oaks ES	1/7/2026
Stitch : reimagining Frankenstein	Padraig Kenny	Elementary	12/8/2025	River Oaks ES	1/7/2026
Stuck	Kayla Miller	Elementary	12/8/2025	River Oaks ES	1/7/2026
Sunny figures it out	Jennifer Holm	Elementary	12/8/2025	River Oaks ES	1/7/2026
The best worst summer of Esme Sun : a novel	Wendy Wan Long Shang	Elementary	12/8/2025	River Oaks ES	1/7/2026
The cursed cloak of the wretched Wraith	Robert Renzetti	Elementary	12/8/2025	River Oaks ES	1/7/2026
The dirt! : wild life under the soil's surface	Lindsey Leigh	Elementary	12/8/2025	River Oaks ES	1/7/2026
The enemy's daughter	Anne Blankman	Elementary	12/8/2025	River Oaks ES	1/7/2026
The escape artist : a true story of octopus adventure	Thor Hanson	Elementary	12/8/2025	River Oaks ES	1/7/2026
The experiment	Rebecca Stead	Elementary	12/8/2025	River Oaks ES	1/7/2026
The freedom seeker	Ruchira Gupta	Elementary	12/8/2025	River Oaks ES	1/7/2026
The gate, the girl, and the dragon	Grace Lin	Elementary	12/8/2025	River Oaks ES	1/7/2026
The gift of the great buffalo	Carole Kindstrom	Elementary	12/8/2025	River Oaks ES	1/7/2026
The girl and the robot	Oz Rodriguez	Elementary	12/8/2025	River Oaks ES	1/7/2026
The golden necklace : a Darjeeling tea mystery	Mitali Perkins	Elementary	12/8/2025	River Oaks ES	1/7/2026
The great narwhal rescue : saving the Arctic ocean's narwhals	Sandra Markle	Elementary	12/8/2025	River Oaks ES	1/7/2026
The Gulf War	Alex Monroe	Elementary	12/8/2025	River Oaks ES	1/7/2026
The history of we	Nikkolas Smith	Elementary	12/8/2025	River Oaks ES	1/7/2026
The house next door	Ellen Oh	Elementary	12/8/2025	River Oaks ES	1/7/2026
The Ink Witch	Steph Cherrywell	Elementary	12/8/2025	River Oaks ES	1/7/2026
The Korean War	Kieran Downs	Elementary	12/8/2025	River Oaks ES	1/7/2026
The nine moons of Han Yu and Luli	Karina Yan Glaser	Elementary	12/8/2025	River Oaks ES	1/7/2026
The Picasso curse	Dan Gutman	Elementary	12/8/2025	River Oaks ES	1/7/2026
The planet, the portal, and a pizza	Wendy Mass	Elementary	12/8/2025	River Oaks ES	1/7/2026
The playmakers	Chad Morris	Elementary	12/8/2025	River Oaks ES	1/7/2026
The ripple effect	Rebecca Caprara	Elementary	12/8/2025	River Oaks ES	1/7/2026
The summer of the fortune tellers	Lisa Greenwald	Elementary	12/8/2025	River Oaks ES	1/7/2026
The Taylors	Jen Calonita	Elementary	12/8/2025	River Oaks ES	1/7/2026
The Teacher of Nomad land : a World War II story	Daniel Nayeri	Elementary	12/8/2025	River Oaks ES	1/7/2026
The Tontine Caper	Dianne Salerno	Elementary	12/8/2025	River Oaks ES	1/7/2026
The trouble with secrets	Naomi Milliner	Elementary	12/8/2025	River Oaks ES	1/7/2026
The War on Terror	Alex Monroe	Elementary	12/8/2025	River Oaks ES	1/7/2026
The winter of the dollhouse	Laura Amy Schlitz	Elementary	12/8/2025	River Oaks ES	1/7/2026
Underwater battles	Jerry Pallotta	Elementary	12/8/2025	River Oaks ES	1/7/2026
Wagnificent. 2,A new dog in the den	Bethanie Deeney Murguia	Elementary	12/8/2025	River Oaks ES	1/7/2026
Warriors SkyClan and the stranger. #1,The rescue	Dan Jolley	Elementary	12/8/2025	River Oaks ES	1/7/2026
Warriors SkyClan and the stranger. #2,Beyond the code	Dan Jolley	Elementary	12/8/2025	River Oaks ES	1/7/2026
Warriors SkyClan and the stranger. #3,After the flood	Dan Jolley	Elementary	12/8/2025	River Oaks ES	1/7/2026
What's it made of? : the materials that shape our world	Kat Day	Elementary	12/8/2025	River Oaks ES	1/7/2026
Whatever after, the graphic novel. 2,If the shoe fits	Meredith Rusu	Elementary	12/8/2025	River Oaks ES	1/7/2026
When a tree falls : nurse logs and their incredible forest power	Kirsten Pendreigh	Elementary	12/8/2025	River Oaks ES	1/7/2026
Where the deer slip through	Katey Howes	Elementary	12/8/2025	River Oaks ES	1/7/2026
Which way around the galaxy	Cressida Cowell	Elementary	12/8/2025	River Oaks ES	1/7/2026
Winging it	Megan Wagner Lloyd	Elementary	12/8/2025	River Oaks ES	1/7/2026
Wings of fire. The graphic novel.Legends,Darkstalker	Barry Deutsch	Elementary	12/8/2025	River Oaks ES	1/7/2026
Words apart	Aimme Lucido	Elementary	12/8/2025	River Oaks ES	1/7/2026
Zero! the number that almost wasn't	Sarah Albee	Elementary	12/8/2025	River Oaks ES	1/7/2026



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

1/15/2026

8.

Office of the Superintendent of Schools

Office of the Chief of Schools

Approval Of Proposed Revisions To And Ratification Of The *Student Code Of Conduct*

The purpose of this agenda item is to request approval and ratification from the Houston Independent School District (HISD) School Board for updates to the *Student Code of Conduct* related to the policy on personal communication devices.

The proposed revisions reflect an extended confiscation period after the first offense and a more inclusive and collaborative approach with families deciding on the storage location of the device during the confiscation period.

A copy of the *Student Code of Conduct* showing the proposed changes 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 and ratifies the proposed revisions to the *Student Code of Conduct*, effective January 5, 2026.

2025–2026

STUDENT CODE OF CONDUCT



Proposed Adoption by the Houston ISD Board of Managers
July 22, 2025 • www.houstonisd.org

HOUSTON ISD SCHOOL BOARD

Ric Campo

President

Angela Lemond Flowers

Vice President

Paula Mendoza

Secretary

Michelle Cruz Arnold

Board Member

Edgar Colón

Board Member

Janette Garza Lindner

Board Member

Marty Goossen

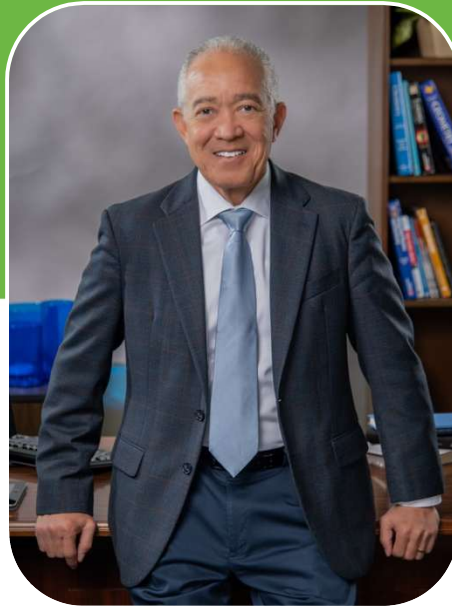
Board Member

Lauren Gore

Board Member

Marcos Rosales

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

HISD NOW:

<https://www.youtube.com/@HISDNOW>

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.

TABLE OF CONTENTS

Houston ISD Board Members	2
Student Code of Conduct	7
Accessibility	
Purpose	
School District Authority and Jurisdiction	9
Students' Rights and Responsibilities	
Threat Assessment and Safe and Supportive School Team	10
Searches	
Reporting Crimes	
Security Personnel	
"Parent" Defined	
Participating in Graduation Activities	
Unauthorized Persons	11
Standards for Student Conduct	11
General Conduct Violations	11
Disregard for Authority	
Mistreatment of Others	12
Property Offenses	
Possession of Prohibited Items	13
Possession of Telecommunications or other Electronic Devices.....	14
Illegal, Prescription, and Over-the-Counter Drugs.....	15
Misuse of Technology Resources and the Internet	
Safety Transgressions	16
Miscellaneous Offenses	
Discipline Management Techniques	17
Techniques	
Prohibited Aversive Techniques	18
Listing of Offenses and Consequences by Level	19
Level I Offenses	
Level I Disciplinary Options	
Level II Offenses	
Level II Disciplinary Options	

Level III Offenses	20
Level III Disciplinary Options	
Level IV Serious Offenses	
Level IV Disciplinary Options	21
Level V Mandatory Removal	22
Level V Mandatory Expulsion	
Students with Disabilities	25
Notification	25
Appeals	
Removal from the School Bus	
Removal from the Regular Educational Setting	26
Routine Referral	
Formal Removal	
Returning Student to Classroom	21
Out-of-School Suspension	27
Misconduct	
Process	27
Coursework During Suspension	
Disciplinary Alternative Education Program (DAEP) Placement	28
Discretionary Placement: Misconduct That May Result in DAEP Placement	29
Misconduct Identified in State Law	
Mandatory Placement: Misconduct That Requires DAEP Placement	
Sexual Assault and Campus Assignments	30
Process	
Conference	30
Consideration of Mitigating Factors	
Placement Order	
DAEP at Capacity	
Coursework Notice	31
Length of Placement	
Exceeds One Year	
Exceeds School Year	
Exceeds 60 Days	
Appeals	32
Restrictions During Placement	
Placement Review	
Additional Misconduct	

Notice of Criminal Proceedings	
Withdrawal During Process	34
Newly Enrolled Students	
Emergency Placement Procedure	
Transition Services	34
Placement and/or Expulsion for Certain Offenses	35
Registered Sex Offenders	
Review Committee	
Newly Enrolled Student	
Appeal	
Certain Felonies	
Hearing and Required Findings	36
Length of Placement	
Placement Review	
Newly Enrolled Students	
Expulsion	37
Discretionary Expulsion: Misconduct That May Result in Expulsion	37
Any Location	
At School, Within 300 Feet, or at a School Event	
Within 300 Feet of School	38
Property of Another District	
While in DAEP	
Mandatory Expulsion: Misconduct that Requires Expulsion	
Under Federal Law	
Under the Penal Code	39
Under Age Ten	
Process	
Length of Expulsion	41
Withdrawal During Process	42
Additional Misconduct	
Restrictions During Expulsion	
Newly Enrolled Students ⁵	
Emergency Expulsion Procedures	
DAEP Placement of Expelled Students	42
Transition Services	42
GLOSSARY	43

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): FNCB

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

Texas House Bill 1481

In accordance with Texas House Bill 1481 and to ensure an academically focused school environment, the use of personal communication devices is prohibited by law on school property during the instructional day.

Instructional day is defined as when the student arrives to school in the morning through the end of the final period.

Personal communication devices, as defined by law, include the following:

- Cell phones
- Tablets
- Smartwatches or wearable communication devices
- Any electronic device capable of digital communication

Students shall not:

- Use phones or other devices for any reason (calls, texts, photos, social media, internet access, etc.) during the instructional day.
- Display or visibly carry phones during the instructional day.
- Use smartwatches or other wearable communication devices during the instructional day.
- Have phones or other devices on school property, visible or audible at any time during the instructional day.

Our expectations are that:

- Students must leave their phones or devices at home or store them, powered off, in their backpacks while on school property during the instructional day.
- Phones and devices must remain out of sight and unused on school property during the instructional day.
- Phones may not be carried in clothing or worn visibly at any time during the instructional day.

If a phone is seen, heard, or used during the instructional day:

1. The device shall be confiscated by staff.
2. Staff will place the device in an envelope and label it clearly with the student's full name, the date and time of confiscation, and the name of the staff member who confiscated the device.
3. Staff or administration will deliver the device to the office for secure storage and retrieval by the parent/guardian.
4. Upon parent/guardian retrieval, the parent will sign a copy of the state law, HISD policy, and confirm receipt of the device.

HISD will not be held responsible for any lost, stolen, or damaged devices confiscated due to the violation of the law and district policy.

Consequences:

- 1st Offense: Parents/guardians may retrieve the device from the office after school, review, and sign the HISD Personal Communication Devices Policy as it relates to the law.
- ~~*2nd Offense: Parents/guardians may pick up the phone-device in-from the office at the end of the following seven full school days.~~
- ~~*3rd Offense: Parents/guardians may pick up the phone-device in-from the office at the end of two-fourteen full school days.~~
- ~~*4th Offense: Parents/guardians may pick up the device from the office at the end of thirty full school days.~~
- ~~5th Offense: The student will be assigned to Disciplinary Alternative Education Program (DAEP) for ten days. If there is a personal communication device infraction at DAEP, the home campus will confiscate the device for the remainder of the semester.~~

~~Further offenses will result in elevated formal disciplinary action, which includes DAEP placement. *For extended confiscations, parents or guardians must choose whether the student's device remains at home or is held on campus for the duration of the confiscation period. Bringing a device during this period will result in confiscation and escalation to the next offense level.~~

Accommodations:

This prohibition does not apply to the use of devices that are necessary for:

1. Disability-related accommodations under federal law (e.g., IEP or Section 504 plan)
2. A documented need based on a directive from a qualified physician
3. Compliance with health and safety requirements imposed by law or as part of the district's or school's safety protocols

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.
- Prop open any secure school doors or bypassing weapon detection systems, including but not limited to exterior doors, emergency exits and temporary building doors.

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. Failure to comply with the personal communication device designated storage method/Using a communication device on school property during the school day.
 4. Cutting class or other scheduled activity.
 5. Using profane, obscene, indecent, or racially or ethnically offensive language, verbally or written, and/or gestures to other students.
 6. Altering school records, documents, or forgery of a name on school documents.
 7. Vandalizing or defacing school property.
 8. Having excessive absences or tardies.
 9. Engaging in acts of inappropriate familiarity with other students.
 10. Throwing or irresponsible use of objects that can cause bodily injury or damage to property.
- Shifting to Level IV Offense Exhibiting any unacceptable or unwanted physical contact whether injury occurs.
11. Driving recklessly in an automobile.
 12. Gambling.
 13. Possessing, using, or distributing non-alcoholic beers, wines, or other liquors
 14. Possessing a soft air gun.
 15. Possessing live ammunition.
 16. 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. Possessing or using tobacco products on school property at any time or while attending an off-campus school related activity.
4. Oral or written threats to do bodily harm to others or to the property of others (harassment).
5. Breaching or bypassing school security measures (opening or propping secured doors)
6. Interfering with school authorities or programs to include boycotts, sit-ins, or trespassing.
7. 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.
8. Stealing, robbery, or burglary.
9. Extortion, coercion, or blackmail (Obtaining money, objects, or favors from unwilling person(s)).
10. Using profane, obscene, indecent, immoral, or offensive language and/or gestures directed toward school personnel.
11. Failure to comply with assigned disciplinary consequences.
12. Possessing a device, object, or substance that could cause bodily harm to individuals in any school setting.
13. 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.
14. Possession, use, or distribution of any substance represented to be a drug or alcohol.
15. Possesses or uses an e-cigarette as defined by Section 161.081.
16. Sexual misconduct, and/or sexual harassment.
17. Hazing.
18. Gang-related behavior, attire, activity, or gang membership.
19. Possession of drug paraphernalia.
20. Major vandalism to district property.
21. Posting or distributing unauthorized communicative materials on school premises.
22. Placing or discharging fireworks.
23. Pledges to join, solicit membership in a public school fraternity, sorority, secret society, or gang as defined in TEC 37.121.
24. Possession or distribution of pornographic materials.
25. Distribution of over the counter or prescription medications to other students and/or ingestion of such medications received from other students
26. Criminal trespass.
27. 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).
28. 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).

29. Simple Assault (Class C Assault found Section F of Board Policy).
30. Any unwanted physical contact with injury.
31. Electronically modifying school records.
32. Retaliation against another student.
33. Tampering or falsifying a drug test, screening, or searches.
34. 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.
35. Engaging in bullying that encourages a student to commit or attempt to commit suicide.
36. Inciting violence against a student through group bullying.
37. 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 a nicotine delivery system or 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

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.

Parental Involvement

The principal or other appropriate administrator shall notify the parent of or person standing in parental relation to a student who has been placed in a Disciplinary Alternative Education Program (DAEP).

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 toward the teacher, another adult, or another student in the classroom.
3. A student engages in conduct that constitutes bullying, as defined by Education Code 37.0832.0.

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 written consent.

A student who has been formally removed by a teacher for any other conduct may not be returned to the teacher's class without the teacher's written consent if the placement review committee determines that the teacher's class is the best or only alternative available,

and not later than the third class day after the day the student was removed from class, a conference in which the teacher was provided an opportunity to participate has been held. The student may not be returned to the teacher's class unless the teacher provides written consent for the student's return or a return to class plan has been prepared for that student.

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 below grade 3 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 threatens the immediate health and safety of other students in the classroom
- Documented conduct that results in repeated or significant disruption to the classroom
- 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 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. Aggravated robbery or felonies listed as offenses in Title 5 [see **glossary**] of the penal code are punishable as mandatory expulsions.

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 a nicotine delivery system or 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
- Engages in conduct that contains the elements of harassment under Penal Code 42.07 against any school employee or volunteer on or off school property.
- The student receives deferred prosecution [see Glossary, or a court or jury finds that the student has engaged in delinquent conduct [see Glossary], or the Superintendent or designee has a reasonable belief under Section 53.03, Family Code, for conduct defined as any of the following offenses under the Penal Code:
 1. A felony offense under Title 5:
 2. The offense of deadly conduct under Section 22.05
 3. The felony offense of aggravated robbery under Section 29.03
 4. The offense of disorderly conduct involving a firearm under Section 42.01(a)(7) or (8); or
The offense of unlawfully carrying weapons under Section 46.02, except for an offense punishable as a Class C misdemeanor under that section.

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 Director of Student Discipline. Disciplinary consequences will not be delayed while an appeal is under review. The decision made by the 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.
- Criminal mischief, if punishable as a felony.
- 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 deadly conduct. (See **glossary**.)

Within 300 Feet of School

A student may be expelled for possession of a firearm, as defined by federal law, while within 300 feet of school property, as measured from any point on the school's real property boundary line. :

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 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**.)
- Engages in conduct that contains the elements of the offense of exhibiting, using, or threatening to exhibit or use a firearm under Education Code 37.125.

- 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.
 - Kidnapping or aggravated kidnapping.
 - Burglary, robbery or 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 conduct that contains elements of assault against a school employee or volunteer.

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 Chief of Schools Office 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.

Antisemitism is defined by Government Code Section 448.01 as a certain perception of Jews that may be expressed as hatred toward Jews. The term includes rhetorical and physical acts of antisemitism directed toward Jewish or non-Jewish individuals or their property or toward Jewish community institutions and religious facilities. Examples of antisemitism are included with the International Holocaust Remembrance Alliance's "Working Definition of Antisemitism adopted on May 26, 2016.

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.

Personal Communication Device means a telephone, cell phone such as a smartphone or flip phone, tablet, smartwatch, radio device, paging device, or any other electronic device capable of telecommunication or digital communication.

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. Personal Communication Devices 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. Armor-piercing ammunition;
3. A chemical dispensing device;
4. A zip gun;
5. A tire deflation device; or
6. 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 die by 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



Adopción propuesta por la Junta Escolar de Houston ISD
el 22 de julio de 2025 • www.houstonisd.org

JUNTA ESCOLAR DE HOUSTON ISD

Ric Campo
Presidente

Angela Lemond Flowers
Vicepresidente

Paula Mendoza
Secretaria

Michelle Cruz Arnold
Miembro de la Junta

Edgar Colón
Miembro de la Junta

Janette Garza Lindner
Miembro de la Junta

Marty Goossen
Miembro de la Junta

Lauren Gore
Miembro de la Junta

Marcos Rosales
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

HISD NOW::
<https://www.youtube.com/@HISDNow>

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.

Tabla de contenidos

Miembros de la Junta de Houston ISD	2
Código de Conducta Estudiantil.....	7
Accesibilidad	
Propósito	
Autoridad y Jurisdicción del Distrito Escolar	9
Derechos y responsabilidades de los estudiantes	
Equipo Escolar de Evaluación de Amenazas, Seguridad y Apoyo	10
Registros de pertenencias y estudiantes	
Denuncia de delitos	
Personal de seguridad	
Definición de “Padre”	
Participación en actividades de la graduación	
Personas no autorizadas	11
Normas de conducta estudiantil	11
Infracciones de conducta generales.....	12
Menosprecio de la autoridad Maltrato	
de los demás	
Infracciones contra la propiedad.....	13
Posesión de artículos prohibidos	
Posesión de dispositivos electrónicos o de telecomunicaciones	14
Medicamentos recetados y de venta libre y drogas ilegales Uso	
indebido de los recursos tecnológicos y la Internet	
Transgresiones de seguridad.....	15
Infracciones misceláneas	
Técnicas de gestión de la disciplina	16
Técnicas	
Técnicas aversivas prohibidas	17
Listado de infracciones y consecuencias por nivel	18
Infracciones del Nivel I	
Opciones disciplinarias para el Nivel I	
Infracciones del Nivel II	
Opciones disciplinarias para el Nivel II.....	19
Infracciones del Nivel III	

Opciones disciplinarias para el Nivel III.....	20
Infracciones graves, Nivel IV	
Opciones disciplinarias para el Nivel IV	21
Nivel V – Remoción obligatoria	22
Nivel V – Expulsión obligatoria	23
Estudiantes con discapacidades	24
Notificación	
Apelaciones	25
Remoción del autobús escolar	
Remoción del entorno educativo general.....	25
Remisión de rutina	
Remoción formal	
Regreso del estudiante al aula.....	26
Suspensión fuera de la escuela	26
Mala conducta	
Proceso.....	27
Trabajo escolar durante la suspensión	
Asignación al Programa Escolar Alternativo Disciplinario (DAEP).....	28
Asignación discrecional: mala conducta que puede dar lugar a la asignación al DAEP Mala conducta identificada en la Ley Estatal	
Asignación obligatoria: mala conducta que requiere de asignación al DAEP	29
Agresión sexual y asignación de escuela	30
Proceso	
Conferencia	
Consideración de factores atenuantes	31
Orden de asignación	
DAEP sin cupos	
Aviso sobre el trabajo escolar	
Duración de la asignación.....	32
Excede un año	
Excede el ciclo escolar	
Excede 60 días	
Apelaciones	
Restricciones durante la asignación	
Revisión de la asignación	33
Casos de mala conducta adicionales Aviso de proceso penal	

Retiro de la escuela durante el proceso.....	34
Estudiante recién inscrito	
Procedimiento para la asignación de emergencia	
Servicios de transición	
Asignación y/o expulsión a causa de ciertas infracciones	35
Agresores sexuales registrados	
Comité de revisión	
Estudiante recién inscrito Apelación	
Ciertos delitos mayores	
Audiencia y conclusiones requeridas.....	36
Duración de la asignación	
Revisión de la asignación	
Estudiante recién inscrito	
Expulsión	37
Expulsión discrecional: mala conducta que puede dar lugar a la expulsión En cualquier sitio	
En la escuela, dentro de una distancia de 300 pies o en un evento escolar	38
Dentro de una distancia de 300 pies de la escuela En propiedad de otro distrito	
En el DAEP	39
Expulsión obligatoria: mala conducta que requiere de expulsión Bajo la Ley Federal	
Bajo el Código Penal	
Menor de 10 años.....	40
Proceso	
Audiencia	
Revisión de la expulsión por parte de la Junta.....	41
Orden de expulsión	
Duración de la expulsión	
Retiro de la escuela durante el proceso.....	42
Casos de mala conducta adicionales	
Restricciones durante la expulsión	
Estudiante recién inscrito	
Procedimiento para la expulsión de emergencia	
Asignación al DAEP para estudiantes expulsados	
Servicios de transición	
GLOSARIO.....	43

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 limítrofe 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.

Posesión 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.

Posesión de dispositivos electrónicos o de telecomunicaciones

Ley HB 1481

Para garantizar un ambiente escolar seguro, respetuoso y con enfoque académico, el uso de teléfonos celulares y dispositivos electrónicos similares (teléfonos celulares, tabletas, relojes inteligentes o cualquier otro dispositivo electrónico capaz de comunicación digital) está estrictamente prohibido durante el día escolar en todas las escuelas de HISD.

Los estudiantes no pueden:

- Usar teléfonos celulares por cualquier motivo (llamadas, mensajes de texto, fotos, redes sociales, acceso a Internet, etc.)
- Mostrar o llevar teléfonos de manera visible
- Usar relojes inteligentes u otros dispositivos de comunicación portátiles
- Tener teléfonos visibles o audibles en cualquier momento desde la llegada hasta la salida, incluso durante los períodos de almuerzo y transición.

Nuestras expectativas son las siguientes:

- Los estudiantes deben dejar sus teléfonos en casa o guardarlos, apagados, en sus mochilas al llegar a la escuela.
- Los teléfonos deben permanecer fuera de la vista y sin usar durante todo el día escolar, incluyendo durante las transiciones y el almuerzo.
- Los teléfonos no se pueden llevar en la ropa ni se pueden mostrar de manera visible en ningún momento.

Si se ve, escucha o utiliza un teléfono durante el día escolar:

1. El personal confiscará el dispositivo.
2. El nombre del estudiante estará claramente etiquetado en el dispositivo.
3. El teléfono será entregado y almacenado en la oficina principal.

Consecuencias:

- ~~1ª infracción: Los padres/tutores pueden recoger el dispositivo en la oficina después de clase, revisar y firmar la Política de Dispositivos de comunicación personales del HISD tal y como se establece en la ley. Los padres/tutores pueden recuperar el dispositivo de comunicación personal de la oficina principal después del horario escolar y revisarán la ley estatal de Texas y la política de dispositivos de comunicación personal de HISD con la administración de la escuela o la persona designada.~~
- ~~*2ª infracción: Los padres/tutores pueden recoger el dispositivo en la oficina al cabo de siete días lectivos completos. Los padres/tutores pueden recuperar el dispositivo de la oficina después de un día escolar completo y revisarán la ley estatal de Texas y la política de dispositivos de comunicación personal de HISD con la administración de la escuela o la persona designada.~~
- ~~*3ª infracción: Los padres/tutores pueden recoger el dispositivo en la oficina al cabo de catorce días escolares completos. Los padres/tutores pueden recuperar el dispositivo de la oficina principal después de dos días escolares completos y revisarán la ley estatal de Texas y la política de dispositivos de comunicación personal de HISD con la administración de la escuela o la persona designada.~~
- ~~*4ª infracción: Los padres/tutores pueden recoger el dispositivo en la oficina al cabo de treinta días escolares completos.~~
- ~~*5ª infracción: El estudiante será asignado al DAEP (Programa Educativo Disciplinario Alternativo) durante diez días. Si se produce una infracción relacionada con dispositivos de comunicación personales en el DAEP, el centro educativo de origen confiscará el dispositivo durante el resto del semestre.~~

~~*En caso de confiscaciones prolongadas, los padres/tutores deben elegir si el dispositivo del estudiante permanece en casa o se guarda en el centro educativo durante el periodo de confiscación. Llevar un dispositivo durante este periodo dará lugar a su confiscación y al aumento del nivel de infracción. Las infracciones adicionales conllevarán medidas disciplinarias formales de mayor gravedad de acuerdo con el Código de Conducta Estudiantil de HISD.~~

Esta prohibición no se aplica al uso de los dispositivos:

1. que son necesarios para implementar un IEP, un plan creado bajo la Sección 504 o un programa o plan similar.
2. por un estudiante con una necesidad documentada basada en una directiva de un médico calificado; o
3. necesarios para cumplir con un requisito de salud o seguridad impuesto por la ley o como parte de los protocolos de seguridad del Distrito o de la escuela.

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 similares 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.
- Dejar abiertas las puertas de seguridad de la escuela ni eludir los sistemas de detección de armas, incluyendo, entre otras, las puertas exteriores, las salidas de emergencia y las puertas temporales de los edificios.

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 interrumpe 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. Incurrir en cualquier contacto físico inaceptable o no deseado, más allá de que cause una lesión o no
12. Conducir un automóvil de forma imprudente
13. Hacer apuestas
14. Poseer, consumir o distribuir cerveza, vino u otros licores sin alcohol
15. Poseer una pistola de aire
16. Poseer munición real
17. 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. Poseer o consumir productos de tabaco en las propiedades escolares en cualquier momento o mientras participa en una actividad escolar fuera de la escuela relacionada con la escuela.
4. Amenazar (oralmente o por escrito) con causar daño corporal a otros o a pertenencias de otros (acoso)
5. Interferir con las autoridades o programas escolares mediante boicots, sentadas, invasión de propiedad privada, etc.
6. 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.
7. Cometer robo, hurto o entrada ilícita con fines delictivos
8. Extorsión, coerción o chantaje (obtener dinero, objetos o favores de personas renuentes)
9. Dirigir lenguaje o gestos profanos, obscenos, indecentes, inmorales u ofensivos al personal escolar
10. Incumplimiento de medidas disciplinarias asignadas
11. Poseer un dispositivo, objeto o sustancia que puede causar daños corporales a las personas en cualquier entorno escolar
12. 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
13. Poseer, consumir o distribuir cualquier sustancia representada como droga o alcohol
- ~~14.~~ Poseer o usar un cigarrillo electrónico según lo define la Sección 161.081.
15. Incurrir en conducta sexual inapropiada y/o acoso sexual
16. Participar en novatadas
17. Comportamiento, vestimenta o actividad relacionada con las pandillas o pertenencia a una pandilla
18. Poseer parafernalia de drogas
19. Cometer vandalismo en grado mayor contra propiedad del Distrito
20. Publicar o distribuir materiales comunicativos no autorizados en las instalaciones escolares

21. Colocar o detonar fuegos artificiales
22. 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
23. Poseer o distribuir material pornográfico
24. Distribuir medicamentos de venta libre o recetados a otros estudiantes y/o ingerir ese tipo de medicamentos recibidos de otros estudiantes
25. Entrar ilícitamente en propiedad ajena
26. 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)
27. 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)
28. Agresión simple (Agresión Clase C encontrado en la Sección F de la Política de la Junta)
29. Cualquier contacto físico no deseado que causa una lesión
30. Modificación electrónica de los registros escolares
31. Represalias contra otro estudiante
32. Alterar o falsificar un chequeo, prueba de detección de drogas o registro
33. 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
34. Incurrir en acoso que motiva a un estudiante a intentar cometer suicidio o suicidarse
35. Incitar a la violencia contra un estudiante a través del acoso grupal
36. 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 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 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, regala o entrega a otra persona un sistema de administración de nicotina o 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 **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.

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.

Participación de los Padres

El director u otro administrador competente deberá notificar a los padres o a la persona que ejerza la patria potestad de un estudiante que ha sido colocado en un Programa Escolar Alternativo Disciplinario (DAEP).

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 hacia el maestro, otro adulto u otro estudiante en el salón de clases.
3. Un estudiante se involucra en una conducta que constituye acoso, según lo define el Código de Educación 37.0832.0.

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:

- a. otra aula apropiada
- b. suspensión en la escuela
- c. suspensión fuera de la escuela
- d. 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 escrito del maestro.

Un estudiante que haya sido expulsado formalmente por un maestro por cualquier otra conducta no podrá volver a la clase del maestro sin el consentimiento por escrito del maestro si el Comité de Revisión de Asignación determine que la clase del maestro es la mejor o la única alternativa disponible, y a más tardar el tercer día de clase después del día en que el estudiante fue expulsado de la clase. Se ha llevado a cabo una conferencia en la que se ha dado al maestro la oportunidad de participar. El estudiante no podrá regresar a la clase del maestro a menos que el maestro dé su consentimiento por escrito para que el estudiante regrese o se haya preparado un plan de reincorporación a la clase para dicho estudiante.

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 estudiantes por debajo del 3 grado a menos que la conducta cumpla con los requisitos establecidos por 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:

- e. 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;
- f. Conducta que amenace la salud y seguridad inmediatas de otros estudiantes en el salón de clases; o;
- g. Conducta documentada que resulta en interrupciones repetidas o significativas en el salón de clases.
- h. 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 (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 kinder 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, 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 robo agravado o los delitos graves enumerados como infracciones en el Título 5 [ver glosario] del código penal se castigan como expulsiones obligatorias.

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, regala o entrega a otra persona un sistema de administración de nicotina o 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
- Se involucra en una conducta que contiene los elementos de acoso bajo el Código Penal 42.07 contra cualquier empleado o voluntario de la escuela dentro o fuera de la propiedad escolar.
- El estudiante recibe un aplazamiento del proceso judicial [ver glosario], o un tribunal o jurado determina que el estudiante ha participado en una conducta delictiva [ver glosario], o el Superintendente o la persona designada tiene motivos razonables para creer, en virtud de la Sección 53.03 del Código de Familia, que la conducta del estudiante constituye cualquiera de los siguientes delitos bajo el Código Penal:
 1. 1. Un delito grave bajo el Título 5:
 2. 2. El delito de conducta mortal bajo la Sección 22.05
 3. 3. El delito grave de robo agravado según la Sección 29.03
 4. 4. El delito de conducta desordenada que involucre un arma de fuego bajo la Sección 42.01 (a) (7) u (8); o
 5. El delito de porte ilegal de armas bajo la Sección 46.02, excepto por un delito punible como un delito menor de Clase C bajo esa sección.

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 de Disciplina Estudiantil. Las consecuencias disciplinarias no se demorarán mientras se revisa una apelación. La decisión tomada por el director 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;
- delito menor contra la propiedad si es punible como delito mayor;
- 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 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:

- 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 mortal. (Ver el **Glosario**)

Dentro de una distancia de 300 pies de la escuela

Un estudiante **puede** ser expulsado por posesión de un arma de fuego, según lo define la ley federal, mientras se encuentra dentro de los 300 pies de la propiedad escolar, medido desde cualquier punto en la línea límite de propiedad inmobiliaria de la escuela.

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 dentro o fuera de la 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**)
- Participa en una conducta que contiene los elementos del delito de exhibir, utilizar o amenazar

• 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 o secuestro agravado;
- robo, hurto o robo agravado;
- 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 Participar en una conducta que contenga elementos de
- agresión contra un empleado o voluntario de la escuela.

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 a la Oficina del Jefe de Escuelas 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).

Antisemitismo: El antisemitismo se define en la sección 448.01 del Código de Gobierno como una determinada percepción de los judíos que puede expresarse como odio hacia ellos. El término incluye actos retóricos y físicos de antisemitismo dirigidos hacia personas judías o no judías o sus propiedades, o hacia instituciones comunitarias judías e instalaciones religiosas. Se incluyen ejemplos de antisemitismo en la «Definición de trabajo del antisemitismo» adoptada por la Alianza Internacional para el Recuerdo del Holocausto el 26 de mayo del 2016.

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;
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 ciertas 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 de comunicación personal significa un teléfono, teléfono celular como un teléfono inteligente o teléfono plegable, tableta, reloj inteligente, dispositivo de radio, dispositivo de localización o cualquier otro dispositivo electrónico capaz de telecomunicación o comunicación digital.

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 (míquelito) 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;
2. 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
3. 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.

Posesión – 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:

1. causa lesiones corporales graves a otra persona;
2. usa o exhibe un arma mortal; o
3. 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

1/15/2026

9.

Office of the Superintendent of Schools

Office of Finance and Operations

Approval Of Vendor Awards For Purchases Which Cost \$1,000,000 Or More

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 historically underutilized business program 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, effective January 16, 2026.

Approval of Cooperative Project
Recommended for 1/15/2026 Board Agenda

Project Information	26-10-05-01 – Cooperative / Parks and Sports Field Lighting Products and Installation Services – (March) – (CFMO)
Project Description	The purpose of this cooperative project is to obtain parks and sports field lighting products and installation services districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$5,000,000 for the duration of the project. This is a cooperative agreement with BuyBoard utilizing cooperative project number 779-25 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(LEGAL).
Project Term	The project term is from January 16, 2026, through September 30, 2026, with two automatic renewals, if BuyBoard executes its project renewal options, not to extend beyond September 30, 2028.
Amount not to Exceed (Project Term)	\$5,000,000

Recommended Vendor(s) for Approval	HUB Commitment
National LED, LLC	N/A
Spark Lighting, LLC	N/A
Techline Sports Lighting, LLC	N/A
Unified Sunergy Systems, LLC	N/A

**Amendment to Item Approved on a Prior Agenda
Recommended for 1/15/2026 Board Agenda**

Project Information	23-01-06-22 – Cooperative / Application Portfolio Management Software Products and Services – (Garcia) – (CITO) – NTE Increase
Project Description	This cooperative project was originally approved by the Board of Education on April 13, 2023. The purpose of this project amendment is to request an increase to the spending limit authorization to obtain application portfolio management software products and services districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$6,840,000 for the duration of the project. This is a cooperative agreement with the Purchasing Association of Cooperative Entities (PACE) utilizing cooperative project number P00185 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 April 14, 2023, through December 31, 2023, with three automatic renewals, if PACE executes its project renewal options, not to extend beyond December 31, 2026.
Amount not to Exceed (Project Term)	\$6,840,000

Recommended Vendor(s) for Approval	HUB Commitment
SHI Government Solutions, Inc.	N/A

**Amendment to Item Approved on a Prior Agenda
Recommended for 1/15/2026 Board Agenda**

Project Information	23-08-12 – RFP / Telehealth Services for Students – (Hardy) – (CAO) – NTE Increase
Project Description	This project was originally approved by the Board of Education on November 10, 2022. The purpose of this project amendment is to request an increase to the spending limit authorization to obtain providers that can deliver direct telehealth services for students from virtual locations to support their physical, mental, and emotional health to ensure academic success. Based on annual appropriations, the projected expenditure is not to exceed \$6,000,000 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 November 11, 2022, through November 10, 2023, with four automatic annual renewals, not to extend beyond November 10, 2027.
Amount not to Exceed (Project Term)	\$6,000,000

Recommended Vendor(s) for Approval	HUB Commitment
Hazel Health, Inc.	C-12%

**Amendment to Item Approved on a Prior Agenda
Recommended for 1/15/2026 Board Agenda**

Project Information	21-06-02 – RFP / Instructional Curriculum Materials, Supplies, and Digital Resources – (Guerrero Martinez) – (CAO) – Vendor Name Change
Project Description	This project was originally approved by the Board of Education on May 12, 2022. The purpose of this project amendment is to change the name of an awarded vendor through a contract reassignment beginning November 10, 2025, with no additional increase in funding, to obtain supplemental curriculum materials, educational/instructional software, digital resources, and related items districtwide. Thinkmap, Inc., dba Vocabulary.com has changed its business name to Dictionary Media Group, Inc., dba Vocabulary.com. 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	HUB Commitment
Dictionary Media Group, Inc., dba Vocabulary.com	C-D

Code Legend

HUB – Historically Underutilized Business Notations

- (A) Certified HUB firm; if listed as A-100% indicates a HUB firm; if listed as A->100% the awardee will subcontract with a HUB firm(s).
- (B) Non-HUB firm; who will subcontract the indicated percentage with a HUB firm(s) to meet or exceed the District's goal.
- (C) Non-HUB firm; if listed as C-<%, the awardee will subcontract with a HUB 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/Government-entity



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

1/15/2026

10.

Office of the Superintendent of Schools

Office of Finance and Operations

Approval Of The Annual Comprehensive Financial Report For The Fiscal Year Ending June 30, 2025

Section 44.008 of the Texas Education Code requires all school districts to have their fiscal accounts audited annually by a certified or public accountant holding a permit from the Texas State Board of Public Accountancy. In April 2023, the Houston Independent School District Board of Education approved a contract with Weaver & Tidwell, LLP, for the audit of fiscal accounts for the fiscal year ended June 30, 2023, and four one-year renewals. The *Annual Comprehensive Financial Report for Fiscal Year (FY) 2025* includes the fiscal year-end financial statements and the auditor's rendered opinion on the financial statements. The *Annual Comprehensive Financial Report for FY 2025* also includes the auditor's report on the district's internal control structure and compliance with state and federal regulations related to grants and other state and federal programs. The audit must be completed within 150 days after the end of the district's fiscal year, approved by the School Board, and filed with the Texas Education Agency by February 27, 2026.

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 *Annual Comprehensive Financial Report* for the fiscal year ended June 30, 2025, effective January 16, 2026.

CERTIFICATE OF BOARD

Houston Independent School District

Harris County

101-912-IV

We, the undersigned, certify that the attached annual financial reports of the above-named school district were reviewed and approved for the fiscal year ended June 30, 2025, at a meeting of the School Board of such school district on the 15th day of January 2026.

Paula Mendoza
Secretary, School Board
Houston Independent School District

Ric Campo
President, School Board
Houston Independent School District



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

1/15/2026

11.

Office of the Superintendent of Schools

Office of Finance and Operations

Approval Of An Order Authorizing Publication Of Notice Of Intention To Enter Into A Contract For The Acquisition, Improvement, And Equipment Of Real Property

This agenda item seeks School Board approval of an order authorizing the publication of a notice of intent to enter into a lease/purchase contract for the use or purchase or other acquisition of real property or improvements to real property pursuant to the Public Property Finance Act, Chapter 271, Subchapter A, Texas Local Government Code, in accordance with the notice of intention set out in Exhibit A.

The notification shall be published, in a manner required by law, as a notice of intention in substantially the form set forth in Exhibit A attached hereto, and shall be published in English, Spanish, Vietnamese, and Chinese in a newspaper of general circulation in the District, with the date of publication to be not less than 60 days before the expected date of adoption of the order authorizing the execution of the lease/purchase contract.

COST/FUNDING SOURCE(S): Publication costs are a one-time expense and will be paid from the proceeds of the sale of the bonds.

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board approves the order authorizing publication of notice of intention to enter into a contract for the acquisition, improvement and equipment of real property, effective January 16, 2026.

**ORDER AUTHORIZING PUBLICATION OF NOTICE OF INTENTION
TO ENTER INTO A CONTRACT FOR THE ACQUISITION,
IMPROVEMENT AND EQUIPMENT OF REAL PROPERTY**

WHEREAS, the School Board (the “Board”) of the Houston Independent School District (the “District”) has determined that it is in the best interests of the District to enter into a lease/purchase contract (the “Lease/Purchase Contract”) for the use or purchase or other acquisition of real property or improvements to real property pursuant to the Public Property Finance Act, Chapter 271, Subchapter A, Texas Local Government Code, in accordance with the Notice of Intention set out in Exhibit A;

NOW, THEREFORE, BE IT ORDERED BY THE SCHOOL BOARD OF HOUSTON INDEPENDENT SCHOOL DISTRICT THAT:

Section 1. The Board hereby finds and determines that the facts and recitations contained in the preamble of this Order are true and correct.

Section 2. The President of the Board is hereby authorized and directed to cause to be published, in a manner required by law, a Notice of Intention in substantially the form set forth in Exhibit A attached hereto.

Section 3. The Notice of Intention set forth in Exhibit A shall be published in English, Spanish, Vietnamese and Chinese in a newspaper of general circulation in the district, with the date of publication to be not less than 60 days before the expected date of adoption of the order authorizing the execution of the Lease/Purchase Contract.

Section 4. The President, Secretary and other officers and agents of the district are hereby authorized and directed to do any and all things necessary or desirable to carry out the provisions of this Order.

Section 5. It is hereby officially found and determined that the meeting at which this Order was adopted was open to the public, and public notice of the time, place and purpose of the meeting was given, all as required by the Open Meetings Law, Chapter 551, Texas Government Code.

Section 6. All orders, resolutions and ordinances, or parts thereof, inconsistent herewith are hereby repealed to the extent of such inconsistency.

PASSED AND APPROVED this January _____, 2026.

President, School Board
Houston Independent School District

ATTEST:

Secretary, School Board
Houston Independent School District

Exhibit A

NOTICE OF INTENTION TO ENTER INTO A CONTRACT FOR THE ACQUISITION, IMPROVEMENT, AND EQUIPMENT OF REAL PROPERTY

NOTICE IS HEREBY GIVEN that the School Board (the “Board”) of Houston Independent School District (the “District”) will consider approval of one or more lease/purchase contracts (collectively, the “Lease/Purchase Contract”) with the Houston Independent School District Public Facility Corporation (the “Corporation”), each with a term not to exceed twenty five (25) years, for the use or purchase or other acquisition of improvements to real property, as more fully described below (the “Project”). The land upon which the Project will be constructed (the “Land”) is owned by the District and will be sold by the District to the Corporation.

The Project will be subject to a mortgage and foreclosure in the event the District fails to make payments under the Lease/Purchase Contract. The approval of the Lease/Purchase Contract is intended to provide for the issuance by the Corporation of bonds (the “Bonds”) in an amount sufficient to provide for (i) the acquisition of the Land and the construction, improvement and equipment and building to be used for the Project, (ii) funding any necessary reserve fund, (iii) funding capitalized interest, and (iv) payment of the cost of issuance of the Bonds. Title to the Project will be retained by the Corporation until the District has made all payments due under the Lease/Purchase Contract. The Lease/Purchase Contract shall be payable from lawfully available funds of the District, including but not limited to investment earnings on the District’s General Fund and surplus maintenance tax funds. Such payment is subject to annual appropriation by the District. Such Lease/Purchase Contract shall never be a charge on such revenues, except in accordance with its terms, which shall include the right not to appropriate payments therefor.

The Project consists of the construction and equipping of a new Career and Technical Education (CTE) Center at the District’s Grimes Facility, 9220 Jutland Road, Houston, Texas 77033. The CTE Center will provide a specialized facility where students can gain hands-on training for high-wage, high-demand careers in fields such as healthcare, engineering, welding, information technology, automotive technology, and construction. This centralized, state-of-the-art facility will serve students from multiple high schools, expanding access to a broader range of technical education programs than those typically available on individual campuses. The Land where the proposed Project will be located is currently owned by the District and will be sold to the Corporation at its fair market value, currently estimated to be \$3,600,000. The District will make a cash contribution to the Corporation equal to the sales price of the Land to be used by the Corporation to pay a portion of the Project costs. The total cost of the Project will not exceed \$205,000,000 (excluding the estimated \$3,600,000 for the Land), of which approximately \$205,000,000 will be paid with the Bonds.

The Board intends to consider matters related to approval of the Lease/Purchase Contract on or about (but not earlier than) the 60th day after the date of publication of this notice. In accordance with the Public Property Finance Act, as amended, Section 271.001 *et. seq.*, Texas Local Government Code, if, within 60 days of the date of publication of this notice, signed by at least five percent of the registered voters of the District is filed with the Board requesting that the Board order a referendum on the question of whether the Lease/Purchase Contract should be

approved, the Board may not approve the Lease/Purchase Contract unless the question is approved by the majority of the votes received in a referendum ordered and held on the question.

School Board of Houston Independent School District

Published January ____, 2026



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

1/15/2026

12.

Office of the Superintendent of Schools

Office of Finance and Operations

Authority To Negotiate, Execute, And Amend An Interlocal Agreement With Region One
Education Service Center

The purpose of this request is to obtain authorization for the superintendent of schools or designee to negotiate, execute, and amend an interlocal agreement with Region One Education Service Center.

This interlocal agreement will assist the Houston Independent School District to secure services and products through a joint competitive procurement process. The agreement establishes a formal process to obtain necessary goods and services while ensuring all procurement requirements have been performed in accordance with Chapter 44 of the Texas Education Code (TEC).

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 with Region One Education Service Center, effective January 16, 2026.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

1/15/2026

13.

Office of the Superintendent of Schools

Office of Human Resources

Approval Of Action Plan For Submission Of A Delay Of Teacher Certification Requirements Application

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves the required action plan for a Delay of Teacher Certification Requirements Application. House Bill 2 (H.B. 2) authorizes the commissioner of education to approve district requests to delay implementation of certification requirements for foundation subject areas (English Language Arts/Reading, Math, Science, and Social Studies) until the beginning of the 2029-2030 school year. Approval of this plan is required for HISD to continue employing teachers who are actively working toward certification while maintaining compliance with H.B. 2 deadlines.

Due to ongoing statewide shortages of certified teachers and increased certification requirements, the district is requesting to strategically phase in compliance. The plan includes multi-year targets, intentional support for uncertified teachers, and expanded partnerships with Educator Preparation Programs. The district will reduce the number of uncertified teachers hired under District of Innovation provisions in foundation subject areas to zero by the 2029-2030 school year.

Approval of the plan supports HISD's ongoing commitment to staffing classrooms with qualified, well-prepared educators, while ensuring the district remains compliant with statutory 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 district's action plan for submission of a Delay of Teacher Certification Requirements Application to the Texas Education Agency, effective January 16, 2026.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

1/15/2026

14.

Office of the Superintendent of Schools

Office of Public Affairs and Communications

Approval To Name A Conference Room At Waltrip High School The Mayor Whitmire Community Room

This agenda item is to request approval from the Houston Independent School District School Board to name a conference room at Waltrip High School (HS) The Mayor Whitmire Community Room.

John Whitmire, the former dean of the Texas Senate, was sworn into office as Houston's 63rd mayor in January of 2024. Mayor Whitmire graduated from Waltrip HS in 1968. After graduating from Waltrip HS, he soon began working for the Texas food stamp office and would continue serving the public long thereafter. Mayor Whitmire's public service includes being a member of the Texas House of Representatives for 10 years and a member of the Texas Senate for 40 years. He continues to work tirelessly for the people of the City of Houston.

Consistent with Board Policy CW(LOCAL), *Naming Facilities*, the superintendent's designee appointed a committee of appropriate individuals to recommend a name for the Waltrip HS conference room. The committee recommended that the school conference room be named The Mayor Whitmire Community Room. The new name will honor one of Waltrip High School's most distinguished alumni.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board approves naming the Waltrip HS conference room The Mayor Whitmire Community Room, effective January 16, 2026.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

1/15/2026

15.

Office of the Superintendent of Schools

Office of Finance and Operations

Approval Of Proposed Revisions To Board Policy CAA(LOCAL), *Fiscal Management Goals and Objectives: Financial Ethics*-Second Reading

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves revisions to Board Policy CAA(LOCAL), *Fiscal Management Goals and Objectives: Financial Ethics*. Some of the changes are recommended by the Texas Association of School Boards to align with updated rules for federal grants. Other changes, including some aspects of reporting, are recommended by the HISD administration.

A copy of CAA(LOCAL) 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 CAA (LOCAL), *Fiscal Management Goals and Objectives: Financial Ethics*, on second reading, effective January 16, 2026.

FISCAL MANAGEMENT GOALS AND OBJECTIVES
FINANCIAL ETHICS

CAA
(LOCAL)

Table of Contents	Section I: General Provisions	3
	Section II: Fraud and Financial Impropriety	4
	Definition	4
	Financial Controls and Oversight.....	5
	Fraud Prevention	5
	Reports.....	5
	Protection from Retaliation	5
	Investigations	6
	Response	6
	Federal Awards Disclosure	6
	Analysis of Fraud.....	7
	Section III: Ethics and Compliance Program and E-Rate Compliance	7
	Definitions	7
	E-Rate	7
	E-Rate Personnel.....	7
	E-Rate Vendor / Service Provider	7
	Gifts and Conflicts of Interest.....	8
	Campaign Receipts and Business Relationships.....	9
	Monitoring Campaign Receipts.....	9
	Monitoring Business Relationships	10
	Audit Responsibility.....	10
	Disclosure of Interest.....	10
	Monitoring and Compliance Review	10
	Education / Training.....	11
	Compliance Officer	12
	Periodic Audit	12
	Section IV: Standard Bidding and Contracting	13
	Code of Silence	13
	Vendor Relationships—Conflicts of Interest	13
	Procurement Methods.....	13
	Applicability	14
	Exception	14
	Time Period.....	14

FISCAL MANAGEMENT GOALS AND OBJECTIVES
FINANCIAL ETHICS

CAA
(LOCAL)

Violation 16

Formal Complaints 16

Effective Date 16

FISCAL MANAGEMENT GOALS AND OBJECTIVES
FINANCIAL ETHICS

CAA
(LOCAL)

Section I: General Provisions

All Trustees, employees, vendors, contractors, agents, consultants, volunteers, and any other parties who are involved in the District's financial transactions shall act with integrity and diligence in duties involving the District's fiscal resources.

Note: See the following policies and/or administrative regulations regarding conflicts of interest, ethics, and financial oversight:

- Code of ethics:
 - for Board members—BBF
 - for employees—DH
 - Financial conflicts of interest:
 - for public officials—BBFA
 - for all employees—DBD
 - for vendors—CHE
 - Compliance with state and federal grant and award requirements: CB, CBB
 - Financial conflicts and gifts and gratuities regarding federal funds: CB, CBB
 - Systems for monitoring the District's investment program: CDA
 - Budget planning and evaluation: CE
 - Compliance with accounting regulations: CFC
 - Activity fund management: CFD
 - Criminal history record information for employees: DBAA, DC
 - Disciplinary action for fraud by employees: DCD, DCE, and DF series
-

FISCAL MANAGEMENT GOALS AND OBJECTIVES
FINANCIAL ETHICS

CAA
(LOCAL)

**Section II: Fraud and
Financial Impropriety**

The District prohibits fraud and financial impropriety, as defined below, in the actions of its Trustees, employees, vendors, contractors, agents, consultants, volunteers, and any other individuals or entities seeking or maintaining a business relationship with the District.

Definition

Fraud is defined as a knowing or intentional misrepresentation or knowing or intentional concealment or omission of a material fact made to induce another to act to ~~his or her~~ their detriment.

Fraud and financial impropriety shall include, but not be limited to:

1. Forgery or unauthorized alteration of any document or account belonging to the District.
2. Forgery or unauthorized alteration of a check, bank draft, or any other financial document.
3. Misappropriation of funds, securities, supplies, or other District assets, including employee time.
4. Impropriety in the handling of money or reporting of District financial transactions.
5. Profiteering as a result of insider knowledge of District information or activities.
6. Unauthorized disclosure of confidential or proprietary information to outside parties.
7. Unauthorized disclosure of investment activities engaged in or contemplated by the District.
8. Accepting or seeking anything of material value from contractors, vendors, or other persons providing services or materials to the District, except as otherwise permitted by law or District policy. [See CB, DBD]
9. Inappropriately destroying, removing, or using District property, including but not limited to records, furniture, fixtures, or equipment, except as authorized by District policy.
10. Failure to provide financial records required by state or local entities.
11. Failure to disclose conflicts of interest as required by law or District policy.
12. Submission of any document or record known to be false or altered with the intent of having it accepted as a genuine record.

FISCAL MANAGEMENT GOALS AND OBJECTIVES
FINANCIAL ETHICS

CAA
(LOCAL)

13. Intentionally destroying, concealing, removing, or otherwise impairing the verity, legibility, or availability of documents or records.
14. Any other dishonest or fraudulent act regarding the finances of the District.
15. Failure to comply with requirements imposed by law, the awarding agency, or a pass-through entity for state and federal awards.

Financial Controls
and Oversight

Each employee who supervises or prepares District financial reports or transactions shall set an example of honest and ethical behavior and shall actively monitor ~~his or her~~ their area of responsibility for fraud and financial impropriety.

Fraud Prevention

The Superintendent or designee shall maintain a system of internal controls to deter and monitor for fraud or financial impropriety in the District. [See BJA(LOCAL)]

Reports

Any employee who knows or suspects fraud or financial impropriety in the District or who witnesses a District-related crime may report the fraud, financial impropriety, or crime to any of the following:

1. Any peace officer with authority to investigate the crime;
2. ~~The chief audit executive~~ External audit;
3. Any supervisor;
4. The Office of Ethics and Compliance;
5. The District's 24-hour *Ethics Hotline*;
6. The general counsel's office;
7. The Superintendent or designee; or
8. Any person with authority to investigate the suspicions.

Reports of suspected fraud or financial impropriety shall be treated as confidential to the extent permitted by law. Limited disclosure may be necessary to complete a full investigation or to comply with law. All employees involved in an investigation shall be advised to keep information about the investigation confidential with the exception that any employee represented by a lawyer or other designated representative for purposes of the investigation may share information with their lawyer or designated representative.

*Protection from
Retaliation*

Neither the Board nor any District employee shall unlawfully retaliate against a person who in good faith reports perceived fraud, financial impropriety, or crime. [See DG]

FISCAL MANAGEMENT GOALS AND OBJECTIVES
FINANCIAL ETHICS

CAA
(LOCAL)

Investigations

~~The Superintendent shall assign allegations to an appropriate investigative unit. Generally, criminal allegations, not including fraud or financial impropriety, shall be assigned to~~ Prior to assignment, staff from the Houston Independent School District (HISD) Office of Legal Services, Office of Finance and Operations, and Office of the Chief of Police shall meet to determine the appropriate investigative unit. Such recommendation will be made to the Superintendent for assignment. ~~, and allegations of fraud and financial impropriety shall be assigned to the Office of Ethics and Compliance or the Office of Internal Audit, depending on the nature and severity of the allegations.~~

Each investigative unit shall conduct and/or coordinate all investigations assigned to it. The investigative unit shall coordinate with the Office of Legal Services ~~District's general counsel, and other internal or external departments or agencies, on investigations as appropriate.~~

Response

If an investigation substantiates a report of fraud or financial impropriety, the Superintendent or designee shall promptly inform the Board of the report, the investigation, and any responsive action taken or recommended by the administration.

If an employee is found to have committed fraud or financial impropriety, the Superintendent or designee shall take or recommend appropriate disciplinary action, which may include termination of employment.

If a contractor, vendor, consultant, volunteer, or other party involved in the District's financial transactions is found to have committed fraud or financial impropriety, the District shall take appropriate action, which may include cancellation of the District's relationship with that party.

When circumstances warrant, the Board, Superintendent, or designee may refer matters to appropriate law enforcement or regulatory authorities. In cases involving monetary loss to the District, the District may seek to recover lost or misappropriated funds.

The final disposition of the matter and any decision to file a criminal complaint or to refer the matter to the appropriate law enforcement or regulatory agency for independent investigation shall be made in consultation with legal counsel.

Federal Awards
Disclosure

In connection with federal awards, the ~~The~~ District shall promptly disclose, in a timely manner in writing ~~to the federal awarding agency or pass through entity, all violations whenever the District~~ has credible evidence of the commission of a violation of federal criminal law involving fraud, conflict of interest, bribery, or gratuity

FISCAL MANAGEMENT GOALS AND OBJECTIVES
FINANCIAL ETHICS

CAA
(LOCAL)

	violations potentially affecting <u>found in federal law, including the Civil False Claims Act. This provision applies to any activities or subawards of</u> a federal grant award. [See <u>the CBB series</u>]
Analysis of Fraud	After an investigation substantiates a report of fraud or financial impropriety, the Superintendent or designee, in conjunction with the chief audit executive, as appropriate, shall analyze conditions or factors that may have contributed to the fraudulent or improper activity. The Superintendent or designee shall ensure that appropriate administrative procedures are developed and implemented to prevent future misconduct. These measures shall be presented to the Board for review.
Section III: Ethics and Compliance Program and E-Rate Compliance	The Superintendent or designee shall establish a system of internal controls that ensures high-level management oversight and appropriate review of all District Ethics and Compliance activities and E-Rate program activities.
Definitions <i>E-Rate</i>	E-Rate is the commonly used name for the Schools and Libraries Program of the Universal Service Fund. The E-Rate program is administered by the Universal Service Administrative Company (USAC) under the direction of the Federal Communications Commission (FCC). The E-Rate program provides discounts to assist schools and libraries to obtain affordable internet access, telecommunications, internal connections, and related equipment.
<i>E-Rate Personnel</i>	E-Rate personnel includes: • All District officers, Board members, and employees involved in any aspect of the E-Rate program. • Contractors (except for service providers that provide E-Rate-supported services to the District), consultants, agents, and other entities and individuals involved on behalf of the District with the E-Rate program, including individuals who: • Prepare, review, approve, sign, or submit E-Rate applications or other forms related to the E-Rate program, or • Determine whether services are eligible for funding, prepare bids, or communicate or work with E-Rate service providers, E-Rate consultants, or USAC. • Office of Internal Audit <u>Ethics and Compliance</u> staff members responsible for auditing and monitoring the District's compliance with E-Rate program rules.
<i>E-Rate Vendor / Service Provider</i>	An E-Rate vendor/service provider is defined as any external entity or individual, and any affiliates, involved in any aspect of the District's E-Rate program, including, but not limited to:

FISCAL MANAGEMENT GOALS AND OBJECTIVES
FINANCIAL ETHICS

CAA
(LOCAL)

- Parent companies;
- Subsidiary companies;
- Joint ventures;
- Resellers;
- Consultants/contractors of the above entities;
- Board members/officers/owners of the above entities; and
- Employees/representatives/salespersons of the above entities.

Gifts and Conflicts
of Interest

The appearance of a conflict of interest is just as important as a real conflict. If an outside independent party might question the intent of a transaction or relationship, such transaction or relationship is deemed to create the appearance of a conflict and therefore should be avoided.

E-Rate program personnel are prohibited from accepting gifts, meals, entertainment, or anything of value from any outside entity, or any consultant or other individual representing such an entity that provides or seeks to provide goods or services pursuant to the E-Rate program, either directly or through any entity associated with the E-Rate vendor/service provider. An exception applies for items of *de minimus* intrinsic value, such as single greeting cards, basic key chains, and basic pens.

Where an E-Rate vendor/service provider ignores the E-Rate personnel's rejection of a gift, entertainment, or anything of value, or if the item was accepted by mistake, such items shall either be immediately returned to the vendor with an explanation that such items are not allowed pursuant to District policy or immediately submitted to the Office of Ethics and Compliance for proper disposal or donation to a charitable entity as determined by the Superintendent or designee. The Office of Ethics and Compliance shall log the details of such occurrences, including the disposition of the items. E-Rate personnel shall report to the Office of Ethics and Compliance all cases where gifts, entertainment, or other items of value have been offered by an E-Rate vendor/service provider. The Office of Ethics and Compliance shall take the appropriate steps to log the details of such occurrences, including any disposition of items, and communicate the District's policy to such E-Rate vendor or service provider.

Specific language asserting the District's policy shall be included in all E-Rate-related procurement documents and contracts.

FISCAL MANAGEMENT GOALS AND OBJECTIVES
FINANCIAL ETHICS

CAA
(LOCAL)

~~Any~~ Questions regarding gifts and conflicts of interests should be communicated to the Office of Ethics and Compliance [via email to Ethics@houstonisd.org](mailto:Ethics@houstonisd.org) or the District's Ethics Hotline at (800) 455-9551.

Campaign Receipts
and Business
Relationships

Board members shall not knowingly accept campaign contributions from, or have a business relationship with, E-Rate vendors/service providers or individuals or entities seeking to provide goods or services pursuant to the E-Rate program, including related officers and/or key employees.

In the event that monetary contributions from E-Rate vendors/service providers are made to a Board member, that Board member shall be prohibited from voting on specific E-Rate contracts for three years if:

- Cumulative funds in excess of \$500 in campaign contributions in a 365-day period are received from an E-Rate vendor/service provider taken as a whole, or
- Cumulative funds in excess of \$2,000 in a single calendar year in the course of any business relationship are received from an E-Rate vendor/service provider taken as a whole.

Monitoring
Campaign Receipts

Board members shall submit copies of each potential campaign contribution to Board Services prior to formal acceptance of or cashing such funds. Submissions shall be made within seven business days of donation date, or prior to any vote on any related contracts for contributions from known E-Rate vendors/service providers, whichever occurs first. Board Services and the Office of Ethics and Compliance shall research the items within 15 business days of receipt by the District to identify contributions from sources that require monitoring. All such contributions provided to Board Services shall be logged by the Office of Ethics and Compliance and their final disposition noted. Where the contributor is determined to be an E-Rate vendor/service provider, the ethics and compliance officer shall prepare a report on a calendar-year basis of the cumulative amounts for each respective E-Rate vendor/service provider taken as a whole. Upon completion of the research, the Office of Ethics and Compliance shall provide the results to the respective Board member ~~and chief audit executive~~. The Board members shall have the final authority to reject or accept each contribution. Once the \$500 threshold is reached, the ethics and compliance officer shall inform the Superintendent and the President of the Board of Education that the maximum campaign receipt limit has been reached and the Board member is no longer eligible to vote on any contract with such E-Rate vendor/service provider for a

FISCAL MANAGEMENT GOALS AND OBJECTIVES
FINANCIAL ETHICS

CAA
(LOCAL)

three-year period from the date the maximum campaign contribution was dated, not deposited. Such action shall be reported in an abstention listing and provided to all Board members.

Monitoring Business
Relationships

Board members shall report details of any business relationship with E-Rate vendors/service providers to the Office of Ethics and Compliance. ~~Details shall include company or related officer and/or key employee's name, date(s) of business transaction(s), and dollar amount(s). Report of such shall be made within seven business days of transaction date, or prior to any vote on any related contracts with known E-Rate vendors/service providers, whichever occurs first. All such reports provided to the Office of Ethics and Compliance shall be logged, and cumulative transaction amounts for each respective E-Rate vendor/service provider taken as a whole shall be prepared on a calendar year basis. The Office of Ethics and Compliance shall provide a copy of the cumulative transaction report to the respective Board member and the chief audit executive.~~ Once transactions from an E-Rate vendor/service provider to a Board member reach a total of \$2,000 in a single calendar year, ~~the Office of Ethics and Compliance shall inform the Superintendent and the President of the Board of Education that the annual maximum limit has been reached and~~ the Board member is no longer eligible to vote on any contract with such E-Rate vendor/service provider for a three-year period from the date the maximum amount was reached as determined by transaction date, not deposit date. ~~Such action shall be reported in an abstention listing and provided to all Board members.~~

Any questions regarding campaign receipts and business relationships should be communicated to the Office of Ethics and Compliance or the Ethics Hotline.

~~Audit
Responsibility~~

~~The chief audit executive shall consider campaign receipts and business relationships in his or her routine risk assessment for inclusion in the annual internal audit plan, where appropriate.~~

Disclosure of
Interest

Board members shall complete the District's Disclosure of Interest Form covering E-Rate matters on January 15 and July 15 of each year. The January report covers the period July 1–December 31 of the previous year and the July report covers the period January 1–June 30 of the current year. The Disclosure of Interest Form shall be submitted to Board Services, which will distribute the form to ~~the ethics and compliance officer~~ Ethics and Compliance for review and any necessary follow-up. This form shall be retained by Board Services. ~~[See CAA(EXHIBIT)]~~

Monitoring and
Compliance Review

The Superintendent or designee shall establish a system of internal monitoring and compliance review, including the steps to be taken if any person suspects that:

FISCAL MANAGEMENT GOALS AND OBJECTIVES
FINANCIAL ETHICS

CAA
(LOCAL)

1. Any bid, proposal, or submission for E-Rate funding or other E-Rate program-related conduct is not in accordance with ~~the District's E-Rate compliance policy;~~ Board policy; ~~with~~ District-approved procurement procedures; local, state, or federal competitive bid statutes; other applicable laws, regulations, and procedures; or with E-Rate program rules and requirements;
2. Any gifts or other items of value have been offered or received by any party associated with, seeking to participate in, or otherwise involved in the District's E-Rate program; or
3. The District or any of its E-Rate vendors have improperly requested payment for goods or services not provided, or has overcharged for E-Rate goods and services.

As part of its monitoring and compliance review, the District's Ethics Hotline shall be publicized to allow anonymous reports of known, alleged, or suspected E-Rate noncompliance. The hotline shall be monitored by the Office of Ethics and Compliance ~~and Superintendent~~ in a timely manner.

Education / Training

The Superintendent or designee shall require education or training for all E-Rate program personnel.

The District shall consider the following sources:

1. Training materials available from USAC;
2. Information about E-Rate program rules (as periodically updated) typically found in the USAC Weekly Newsletter;
3. ~~The District's E-Rate Compliance~~ HISD policy;
4. Applicable federal, state, and local procurement laws;
5. The District's Conflict of Interest and Gift policies and the prohibition on gifts and other things of value;
6. E-Rate program rules regarding submission of invoices to USAC;
7. Commission rules and orders requiring a fair and open competitive bidding process; and
8. Consequences of noncompliance with E-Rate program rules and requirements, including cancellation of commitments, recoupment of disbursed E-Rate funds, suspension and debarment from the E-Rate program, criminal and civil prosecution, and appropriate disciplinary action, which may include termination of employment.

FISCAL MANAGEMENT GOALS AND OBJECTIVES
FINANCIAL ETHICS

CAA
(LOCAL)

As part of the E-Rate training program, the Superintendent or designee shall require that the appropriate District representatives responsible for ensuring compliance with the E-Rate program rules and requirements and the E-Rate compliance program participate in the applicant training provided annually by USAC.

Compliance Officer

A high-level District employee shall serve as the ethics and compliance officer, who shall:

- Maintain and enforce E-Rate compliance.
- ~~Report directly to the chief audit executive.~~
- Have experience or obtain the necessary training in substantive areas, including procurement.

The ethics and compliance officer and any employees under their immediate supervision shall not be affiliated with or compensated by any service provider, consultant, or other outside entity with whom the District does business related to the E-Rate program.

~~Periodic Audit~~

~~The Board shall direct the chief audit executive to include within their annual scope of work a periodic enterprise risk assessment and audit plan. The District may hire a third-party auditor to perform any required audits.~~

FISCAL MANAGEMENT GOALS AND OBJECTIVES
FINANCIAL ETHICS

CAA
(LOCAL)

**Section IV: Standard
Bidding and
Contracting**

The Superintendent shall establish procedures to ensure that the competitive bidding process for E-Rate goods and services is fair and open, and consistent with the rules and requirements of the FCC.

Code of Silence

The District shall implement a Code of Silence to enforce its commitment to ethical contracting standards and improve accountability and public confidence.

*Vendor
Relationships—
Conflicts of
Interest*

It is important to avoid both the appearance of conflicts and actual conflicts of interest. The appearance of a conflict of interest is just as important as a real conflict. If an outside independent party might question the intent of a transaction or relationship, such transaction or relationship is deemed to create the appearance of a conflict and therefore, should be avoided. Circumstances related to an appearance of conflict include those that would cause a reasonable and informed third party, having knowledge of the relevant information, to reasonably conclude that a Board member or administrator has compromised objectivity related to a vendor relationship. [See BBFA]

For purposes of this policy, “vendor’s representative” shall mean an employee, partner, director, Board member or officer of a potential vendor or consultant, lobbyist, actual or potential subcontractor of a vendor, or any other individual or for-profit or nonprofit organization acting through or on behalf of any person seeking an award or on behalf of a group of interested individuals or members.

*Procurement
Methods*

Texas Education Code Section 44.031 allows for the purchase of goods and services through one of the following methods:

- Competitive bidding for services other than construction services;
- Competitive sealed proposals for services other than construction services;
- An interlocal agreement;
- A request for proposals for services other than construction services;
- A method provided by Government Code Chapter 2269 for construction services;
- The reverse auction procedure as defined by Section 21.55062(d); or
- The formation of a political subdivision incorporated under Section 304.001, Local Government Code.

FISCAL MANAGEMENT GOALS AND OBJECTIVES
FINANCIAL ETHICS

CAA
(LOCAL)

Applicability

The Code of Silence period applies to the acquisition of goods or services using the procurement methods identified above.

“Code of Silence” shall mean a prohibition on any communication regarding any request for proposals (RFP), bid, or other competitive solicitation (as defined in the procurement methods above) between:

1. Any person who seeks an award from the District or its affiliated entities (including, but not limited to, the HISD Foundation and the HISD Public Facility Corporation), including a potential vendor or vendor’s representative; and
2. A Board member, the Superintendent, senior staff member, principal, department head, director, manager, or other District representative who has influence in the evaluation or selection process.

Furthermore, campaign contributions, gifts, donations, and any other items of value are prohibited between the parties defined above for any known contract under consideration during the Code of Silence period.

Also, candidates who have filed for election to the Board of Education are subject to these limitations after the date on which the candidate has filed for office. HISD shall review historical campaign finance reports to identify campaign contributions for the applicable period and hold newly elected Board members accountable as existing Board members during the Code of Silence period.

Exception

The Code of Silence shall not apply to communication with the District’s attorneys, Purchasing Services staff, supplier diversity staff, controller, assistant controller, or chief financial officer who are not serving on the particular Project Evaluation Committee; or the Office of Ethics and Compliance ~~Internal Audit or employees reporting to the chief audit executive~~. Such communications shall be limited to the purpose of obtaining clarification or information concerning the subject solicitation. An exception also applies to the Audit Committee of the Board of Education, other specific members of the Board of Education for the purposes of the selection of external auditors or the Board’s legal counsel, and any other specific circumstances approved by the Board of Education.

Time Period

The Code of Silence time period shall begin upon the issuance of an RFP, bid, or other competitive solicitation (as defined under Procurement Method, above) and shall officially end the day after approval of the awarded contract by the Board of Education at an appropriately called meeting. Even after the Code of Silence has

FISCAL MANAGEMENT GOALS AND OBJECTIVES
FINANCIAL ETHICS

CAA
(LOCAL)

ended, at no time after the approval of an RFP, bid, or other competitive solicitation (as defined under Procurement Method, above) by the Board of Education shall a vendor, potential vendor, or District employee attempt to improperly influence the negotiations of any contract that has been properly awarded in the appropriately called meeting.

A weekly email notification regarding the Code of Silence shall be sent to the Board of Education, Superintendent, senior staff member, department head, director, manager, or any other District representative who has influence in the evaluation or selection process for each RFP, bid, or other competitive solicitation (as defined under Procurement Method, above), and the Code of Silence shall remain in effect until the approval by the Board of Education as stated above. The Office of Finance shall also provide public notice on the District's website at the same time the e-mail notification is sent.

Regardless of the above time period, it is not acceptable for a potential vendor to participate in determining the scope of work, strategic direction, technical specifications, or evaluation criteria of such projects.

Nothing contained in this policy shall prohibit any potential vendor or vendor's representative from:

1. Making public representations at scheduled pre-bid conferences or scheduled selection and negotiation committee meetings;
2. Engaging in contract negotiations during any scheduled meeting;
3. Making a public presentation to the Board during any duly noticed public meeting; or
4. Conducting business on contracts previously executed and currently in force.

The potential vendor or vendor's representative shall send all written communication directly to the designated Purchasing Services representative.

Nothing in this policy shall prohibit the Evaluation Committee's representative, who shall be an employee from the Purchasing Services Department, from contacting and communicating with a potential vendor or vendor's representative for the purposes of obtaining further clarifying information regarding a response to an RFP, bid, or competitive solicitation. Such contact shall be in writing

FISCAL MANAGEMENT GOALS AND OBJECTIVES
FINANCIAL ETHICS

CAA
(LOCAL)

and shall be provided to the members of the applicable Evaluation Committee, including any response thereto.

Violation

Any suspected violation of this policy shall be investigated by the Office of Ethics and Compliance ~~chief audit executive~~, in consultation with the general counsel, Board counsel, and/or a contracted outside law firm. The investigation may result in the District deeming as void or voidable:

1. Any RFP, bid, or other competitive solicitation award;
2. Any bid award to the potential vendor or the vendor's representative; and
3. Any vendor's contract.

The potential vendor or vendor's representative determined to have violated this rule shall be subject to debarment from bidding and contracting activities regarding current and future projects for a period of up to two calendar years (24 months). In addition to any other penalty provided by law, violation of this rule by a District employee shall subject the employee to disciplinary action up to and including dismissal. Board members and candidates who have filed for election to the Board; who have violated the Code of Silence; and/or who have received campaign contributions, gifts, donations, or any other items of value from such vendor's representatives during the Code of Silence shall abstain from voting on such matters for a period of up to two calendar years (24 months).

In the event that a Board member or candidate unknowingly accepts a campaign contribution, gift, donation, or any other item of value from a vendor's representative during the Code of Silence, the Board member or candidate shall return the contribution within ten days after becoming aware of the conflict with this policy.

*Formal
Complaints*

This policy is not intended to prohibit contractors and their representatives from issuing formal complaints or concerns about potential conflicts of interest during the Code of Silence. Such concerns should be communicated to the chief audit executive.

Effective Date

~~This policy shall be effective as of the adoption date, November 12, 2021.~~



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

1/15/2026

16.

Office of the Superintendent of Schools

Office of Academics

Approval Of Proposed Revisions To Board Policy EHBB(LOCAL), *Special Programs: Gifted And Talented Students*-Second Reading

This agenda item seeks approval of the proposed revisions to Board Policy EHBB(LOCAL), *Special Programs: Gifted and Talented Students*. The revisions include:

- Replacing *Gifted Education Plan* with *Campus Gifted Education Plan* to describe the services that are provided to gifted and talented (GT) students at the campus;
- Revising the responsibilities of the GT committees; and
- Revising the appeals process for GT testing.

A copy of EHBB(LOCAL) 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 EHBB (LOCAL), *Special Programs: Gifted And Talented Students*, on second reading, effective January 16, 2026.

SPECIAL PROGRAMS
GIFTED AND TALENTED STUDENTS

EHBB
(LOCAL)

~~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 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
Identification**

The District believes that application and 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 definition of a gifted and talented student is statutory as described in EHBB\(LEGAL\).](#)

The District shall provide 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 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

Campus Gifted
Education Plan

The term “campus gifted education plan” (C-GEP) means a ~~written statement for each student who qualifies for gifted education~~ GT service plan created by the principal that ~~includes:~~

- Describes the services that are provided to the GT students at the campus;
- Shares the Texas Education Agency (TEA) service code for GT services at the campus ~~A statement of the student's present levels of academic achievement;~~
- Gives a description of how the campus provides opportunities for the GT students to work on their GT products ~~A description of how the student's education shall be differentiated based on GT identification results and past academic performance;~~ and
- Describes how the campus is informing stakeholders of the GT services at the campus ~~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 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
- Determination of appeals, furloughs, or exits of GT students ~~Development of the student's GEP.~~

SPECIAL PROGRAMS
GIFTED AND TALENTED STUDENTS

EHBB
(LOCAL)

	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 <u>reviewing appeals and making decisions, deciding whether a request for a furlough is appropriate, and determining if an exit for a GT student is needed</u> 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.
Reassessments	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, <u>the campus GT coordinator will notify and send documentation to the GT Department.</u> t<u>The GT Office Department</u> shall review the student's records, and conduct <u>recommend</u> assessment procedures when necessary, to determine if placement in the District's program for GT students is appropriate. The GT Office Department shall <u>submit its decision in writing to the campus GT coordinator to notify the parent within 30 days of receiving the GT transfer records</u> 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

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 or be exited from the program.

The following guidelines regarding furloughs shall apply:

- 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 GT coordinator. The campus will follow the procedures outlined by the GT Department.
- If a furlough is granted by the campus GT committee, space shall be reserved for the student with a one-school-year maximum.

Exiting of Students from Program Services

The District shall monitor student performance in response to GT program services. If at any time the [campus](#) placement committee or a parent determines the program is not meeting the student's educational needs, the committee shall meet with the parent and student before finalizing an exit decision. [The campus will follow the procedures outlined by the GT Department.](#)

Appeals

A parent, student, or educator may appeal any final decision of the placement committee regarding services in the GT program. [Level One appeals](#) ~~Appeals~~ shall be made ~~first~~ to the [testing campus](#) placement committee. [Level Two Any subsequent appeals shall be made to the district GT Department, if needed in accordance with FNG\(LOCAL\) beginning at Level Two. Level Two decisions are final.](#)

Magnet/Vanguard Transfers

See current provisions on transfers to Vanguard programs in policy FDB(LOCAL).

SPECIAL PROGRAMS
GIFTED AND TALENTED STUDENTS

EHBB
(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 Learning

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 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;

SPECIAL PROGRAMS
GIFTED AND TALENTED STUDENTS

EHBB
(LOCAL)

- 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 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 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~~ [TEA's](#) financial compliance guidance.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

1/15/2026

17.

Office of the Superintendent of Schools

Office of Academics

Approval Of Proposed Revisions To Board Policy EL(LOCAL), *Campus Or Program Charters*

This agenda item seeks Houston Independent School District (HISD) School Board approval on a single reading of revisions to Board Policy EL(LOCAL), *Campus Or Program Charters*. The proposed revisions simplify and clarify processes regarding charters. The changes also address external performance contract campuses, making Board Policy ELA(LOCAL), *Campus Or Program Charters: Partnership Charters*, no longer needed. The deletion of ELA(LOCAL) is addressed in another item on this agenda.

A copy of EL(LOCAL) 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 EL (LOCAL), *Campus or Program Charters*, effective January 16, 2026.

CAMPUS OR PROGRAM CHARTERS

EL
(LOCAL)

Definition

Throughout this policy the term chief executive officer (CEO) may also mean Superintendent of a group of schools.

Types of Charters

The Board recognizes four types of “~~C~~harters” pursuant to Chapter 12 of the Texas Education Code.

The four types will be referred to as:

1. District Campus or Program Charter: Parent/guardian/teacher initiated program or campus charter on district campuses;
2. External Campus Charter: District initiated program or campus charter for a new district campus, or a program that is operated by an external entity that enters into a contract with the District;
3. District Achievement Charter: District initiated charter for campuses serving not more than 15 percent of the District’s total student enrollment or for any campus receiving the lowest performance rating; and
4. District Cooperative Charter: Parent/guardian/teacher initiated program charter at two or more campuses for a cooperative charter program.

In addition to these statutory charters, the Board recognizes external partnerships for educational services (Texas Partnerships) as ~~E~~external ~~P~~performance ~~C~~contract ~~C~~ampuses. These campuses provide educational services to students and are operated by an external ~~C~~chief ~~E~~executive ~~O~~fficer (CEO), external Superintendent of a group of schools, or principal under an ~~E~~external ~~P~~performance ~~C~~contract (performance contract) with the District.

Applications

The Board shall consider an application for a campus, program, or cooperative charter, or a response to a ~~R~~request for ~~Q~~qualifications (RFQ) for an ~~E~~external ~~P~~performance ~~C~~contract ~~C~~ampus, if the applicant:

1. Complies with the statutory requirements for a campus charter;
2. Follows the application/~~RFQ~~ process established by the District; and
3. Supplies evidence to the Board that the applicant will comply with the statutory and District requirements for a campus charter ~~or External Performance Contract Campus.~~
4. ~~For campus, program, or cooperative charters, supplies the Board with a petition signed by the parents/guardians of more~~

CAMPUS OR PROGRAM CHARTERS

EL
(LOCAL)

~~than 50 percent of the students and by more than 50 percent of the teachers at a campus.~~

~~Once a charter or performance contract is granted, a campus or program for which a charter or performance contract is granted is exempt from the instructional and academic rules and Board policies as specified in the charter agreement or performance contract and retains the authority to operate under the terms of the charter agreement or performance contract, if the students at the campus or in the program perform satisfactorily as provided by the charter agreement or performance contract.~~

The application process shall include:

- A comprehensive written application;
- A rigorous review of the application by a charter application review committee;
- A capacity interview with representatives from the board and proposed staff of the partner organization;
- A formal recommendation from the review committee to the Superintendent for approval or denial of each application;
- A formal recommendation from the Superintendent to the Board for approval or denial of each application; and
- A vote by the Board to approve or deny each application.

The Superintendent shall establish a review committee to conduct a substantive and merit-focused evaluation of each application submitted in accordance with the District's published application procedures.

The review committee shall be composed of at least three members with relevant and diverse expertise. All committee members must pass a conflict of interest check.

Compliance with Law

Campus ~~G~~charters and ~~E~~external ~~P~~performance ~~G~~contract ~~G~~campuses shall comply with all federal law and with state law governing such charters/campuses and shall be secular. [See EL(LEGAL)]

Application Process

~~When an RFQ is issued, the Superintendent or designee shall schedule an informational meeting for anyone expressing interest in establishing a charter or External Performance Contract Campus, including parent/guardian/teacher initiated charters, and external entities applying to partner with the District as an External Performance Contract Campus.~~

CAMPUS OR PROGRAM CHARTERS

EL
(LOCAL)

~~Applicants shall respond to the RFQ in accordance with procurement guidelines and procedures established by the Purchasing Services department.~~

~~Final applications and petitions for charters and External Performance Contract Campuses shall be submitted to the District prior to the deadline established in the RFQ in order to be considered by the Board to begin the following school year.~~

The Superintendent or designee shall schedule an informational meeting for anyone expressing interest in establishing a campus charter. Applications and petition forms for a campus charter shall be available in the central administration office or in a designated place that is accessible to parents and teachers in the District.

Applicants shall present a draft of the application to the Superintendent or designee in accordance with a timeline established in administrative regulations. The Superintendent or designee shall work with the applicants in completing the application process.

Final applications and any applicable petitions for campus charters shall be submitted to the District seven days prior to the Board meeting on which final action will be taken in order for the Board to consider a charter to begin the following school year.

Content of Final
Application

A final application for a charter or ~~E~~external ~~P~~performance ~~C~~contract ~~C~~ampus shall include the following:

1. The purpose and need for the charter/~~E~~external ~~P~~performance ~~C~~contract ~~C~~ampus;
2. With respect to charter programs, the unique distinction between the proposed program and the District's current program;
3. A mission and goals statement and, with respect to ~~E~~external ~~P~~performance ~~C~~contract ~~C~~ampuses, the vision and operational structure of the campus or program;
4. The curriculum to be offered;
5. A plan for measuring student achievement;
6. A financial plan, which includes a projected budget for operating the campus or program;
7. A governance and decision-making plan, including a list of local Board policies which shall apply, as well as a list of local policies the applicant is requesting the Board to waive;
8. An enrollment and withdrawal process that utilizes District enrollment forms and application dates;

CAMPUS OR PROGRAM CHARTERS

EL
(LOCAL)

9. A plan for maintaining and reporting [Public Education Information Management System \(PEIMS\)](#) data in accordance with state requirements;
10. Discipline procedures;
11. A safety and security plan;
12. A plan for providing facilities, food, and student transportation;
13. A facility and maintenance plan that includes routine maintenance as well as emergency procedures for managing potential danger to the health and safety of students and employees;
14. An employment plan consistent with federal and applicable state guidelines, due process requirements, and contract non-renewal and termination procedures;
15. The role of the CEO of the campus or program who is responsible for personnel, the budget, purchasing, program funds, and other areas of management; and
16. The governance and decision-making plan, including governing board structure, campus leadership and management structure, and organization chart.

~~Applicants shall submit with the application the required parent/guardian/teacher petitions, if applicable, indicating evidence of support for the approval of a charter.~~

An application shall include all necessary materials to be considered, including any required petitions.

Content of Charter

Charter schools or programs shall be governed by a formal, written ~~C~~harter (governing charter) that is approved by the Board and establishes the authorities of the operating partner.

~~A governing charter shall be established as a written agreement between the District and the charter signed by the HISD Board President, the Superintendent, and the CEO of the charter.~~ The governing charter shall have a term of ten years, and shall have all content required by state law. The governing charter may, from time to time be amended by approval of the parties and in compliance with the requirements of state law.

In addition to the governing charter, the parties shall execute a charter contract. Each charter contract shall:

1. Comply with all applicable federal and state laws and regulations.

CAMPUS OR PROGRAM CHARTERS

EL
(LOCAL)

- ~~2. Include the items listed in the application, with any modifications required by the Board.~~
- ~~3. Stipulate a term length of not less than five years for the charter contract.~~
- ~~4.~~2. Establish a date for review or renewal of the charter contract.
- ~~5.~~3. Establish performance standards aligned to the state accountability system and HISD Board goals.

Charter Monitoring Charters shall provide information and data to the District as required. Annually, the Superintendent shall provide an evaluation to the Board of each ~~C~~harter against the performance standards established by the charter contract.

Charter Contract Renewal The District shall publish the renewal application process, including the renewal criteria and timelines.

As part of the renewal application process, the District may provide each charter, in advance of the renewal decision, a cumulative report that summarizes the charter's performance record over the contract term and states the District's summative findings concerning the charter's performance and its prospects for renewal.

**External
Performance
Contract Campuses**

External ~~P~~performance ~~C~~contract ~~C~~campuses shall be governed by a contract that is approved by the Board. ~~If an External Performance Contract Campus operator has multiple campuses, separate performances contracts shall govern each campus.~~

Once an external entity is approved by the Board, the Board shall execute a written performance contract ~~for each campus, which~~ that includes provisions as required by law, and which establishes the legally binding terms under which the campus will operate and be evaluated during the contract term and for renewal.

Content of
Performance
Contract

Each ~~E~~external ~~P~~performance ~~C~~contract shall address the material terms of the campus's operation as required by law. ~~Each External Performance Contract shall be granted for an initial period of five years with a comprehensive and rigorous review during the third year of the contract term.~~ In addition to standards required by law, the charter performance contract shall include additional standards established by the Board, including a clear and unambiguous description of the operating partner's authority, a description of the partner's academic model, the funding structure of the partnership expectations for academic performance, short-term financial performance, long-term financial stability, and operational and governance performance.

Furthermore, each ~~E~~external ~~P~~performance ~~C~~contract shall:

1. Include, but not be limited to, the following metrics:
 - a. Annual academic performance expectations and goals, including specific annual student achievement targets aligned to the state accountability system, and or Board goals;
 - b. Core academic model-specific milestones;
 - c. Specific consequences in the event the campus does not meet the annual academic performance expectations and goals identified in the performance contract;
 - d. Expectations for appropriate access, education, support services, and outcomes for students with disabilities;
 - ~~e. Operational performance milestones;~~
 - ~~f.e.~~ Annual financial performance expectations and goals, including an annual financial audit that is in compliance with generally accepted accounting standards for fiscal management ~~principles (GAAP)~~; and
 - ~~g.f.~~ Specific consequences in the event the campus does not meet academic performance expectations and goals ~~operational performance milestones~~ or the annual financial performance goals and expectations identified in the performance contract.
2. Establish an annual process for reporting and reviewing the performance contract, and a renewal, probation, and termination process for the performance contract by the Board;
3. Comply with all applicable federal and state laws and regulations and the requirements of this policy;
4. Include performance requirements identified in the application and this policy, with any modifications required by the Board;
5. Include an annual review of academic, financial, and operational performance; and
6. Include a program description.

Contract Renewal

Upon the expiration of a performance contract, and contingent on Board approval, subsequent contract terms may be ~~five years or longer~~ from three to ten years. Subsequent contract terms of five years shall have a comprehensive and rigorous review during the third year of the contract term. Contract terms longer than five years shall have the review conducted a minimum of every ~~five~~ three years.

CAMPUS OR PROGRAM CHARTERS

EL
(LOCAL)

Performance

The Board ~~shall~~ may renew a performance contract only if the Board finds that the contracting entity has substantially fulfilled its obligations and met the performance standards in the contract, or has showed progress and provided to the ~~C~~chief ~~A~~academic ~~O~~fficer a plan to meet the performance standards and applicable law. Prior to final Board vote on the renewal of a performance contract, the Board shall afford the operating partner an opportunity to present their renewal rationale to the board, should the operating partner make a formal request to the Board President.

The Board shall consider the following, in addition to other factors specified in the performance contract:

1. Multiple years and measures of performance against the performance standards and expectations established in the performance contract and applicable law;
2. Financial audits;
3. Performance and compliance reports, including site visit reports, if applicable; and
4. The campus's performance on corrective action plans or other required interventions, if necessary.

Nonrenewal of
Performance
Contract

The Board may choose not to renew an ~~E~~external ~~P~~performance ~~C~~ontract. The conditions for nonrenewal will be specified in the performance contract and may include ~~for any of the following reasons:~~

1. Failure to meet student performance standards or other obligations in the performance contract;
2. Failure to meet GAAP as evidenced by a qualified opinion on the audit;
3. Material weaknesses or significant deficiencies deemed high risk by the District's Chief Financial Officer;
4. Failure to submit audit report by the due date;
5. Any reason provided in the performance contract;
6. Violation of any provision of the performance contract or applicable state or federal law; or
7. Other reason[s] as determined by the Board.

Notification

If the Board decides not to renew an ~~E~~external ~~P~~performance ~~C~~ontract, the Board shall authorize the Superintendent to notify the campus of the action in writing ~~no later than October 31, in the final year of the campus performance~~ pursuant to the governing

contract. The notice shall include the reasons for the action and the effective date of the nonrenewal, which shall be no later than the end of the current school year.

Standards

~~The performance contract shall include additional performance standards identified in this policy, including expectations for academic performance, short-term financial performance, long-term financial stability, and operational and governance performance. The standards shall also address expectations for appropriate access, education, support services, and outcomes for students with disabilities.~~

~~The performance contract shall generally identify state and federal laws applicable to public schools with which the campus must comply. The contract shall also include a list of District policies with which the campus must comply. The list of policies shall include:~~

- ~~• FFH(LOCAL): Student Welfare,; Freedom from Discrimination, Harassment, and Retaliation;~~
- ~~• DAA(LOCAL): Employment Objectives,; Equal Employment Opportunity and accompanying regulations;~~
- ~~• DBAA(LOCAL): Employment Requirements and Restrictions,; Criminal History and Credit Reports;~~
- ~~• DI(LOCAL): Employee Welfare;~~
- ~~• DIA(LEGAL) and DIA(LOCAL): Employee Welfare,; Freedom from Discrimination, Harassment, and Retaliation and accompanying related regulations;~~
- ~~• DG(LEGAL): Employee Rights and Privileges;~~
- ~~• DGA(LEGAL) and DGA(LOCAL): Employee Rights and Privileges,; Freedom of Association;~~
- ~~• FFI(LEGAL) and FFI(LOCAL): Student Welfare,; Freedom from Bullying;~~
- ~~• CQ(LEGAL) and CQ(LOCAL): Technology Resources;~~
- ~~• FFH(LOCAL): Student Welfare,; Freedom from Discrimination, Harassment, and Retaliation; and~~
- ~~• AE(LOCAL): Educational Philosophy, but limited to only the sections Goals and Progress Measures and Constraints and Constraint Progress Measures.~~

~~All prekindergarten through fifth-grade teachers at External Performance Contract Campuses shall be certified. All core subject~~

~~teachers at middle schools and high schools at External Performance Contract Campuses shall also be certified. Core subjects shall include:~~

- ~~• Bi-Lingual Education~~
- ~~• English as a Second Language~~
- ~~• English~~
- ~~• English Language Arts~~
- ~~• Mathematics~~
- ~~• Reading~~
- ~~• Social Sciences~~
- ~~• Social Studies~~
- ~~• Science~~
- ~~• Special Education~~

~~To comply with the certification requirements, qualified candidates may participate in alternative certification programs (ACP) approved by the Texas Education Agency (TEA), including ACP programs sponsored by the District. An individual seeking to participate in an ACP program may serve as a teacher for one year while on an emergency permit. An individual participating in an ACP program, may be hired as a teacher on a probationary certificate in the appropriate field for not more than two years.~~

~~Equity~~

~~The Board is committed to providing access and resources so that there is equity for all students across the District. It is the Board's expectation that all External Performance Contract Campuses shall embrace this philosophy as well. The performance contract shall include a statement that the campus agrees to promote equity for all students.~~

Oversight and Evaluation

Monitoring System

The Board shall implement a comprehensive performance accountability and compliance monitoring system that is aligned with the Board's performance standards and provides the Board with the information necessary to make rigorous, evidence-based decisions regarding performance contract renewal, termination, and probation or other interventions. This monitoring system shall be based on and aligned with academic, financial, operational, and governance standards set forth in the performance contract.

The District shall require each ~~E~~external ~~P~~performance ~~C~~contract ~~C~~ampus to report its performance separately and shall hold each campus accountable for its performance. ~~E~~external ~~P~~performance

~~C~~contract ~~C~~campuses shall provide information and data to the District as required by the District and as outlined in the performance contract.

To the extent possible, the Board shall minimize administrative and compliance burdens on ~~E~~external ~~P~~performance ~~C~~contract ~~C~~campuses and focus on holding campuses accountable for outcomes rather than processes.

Data collection requirements including a reporting schedule, site-visits, and mandated assessments shall be included in the performance contract.

The Board recognizes each ~~E~~external ~~P~~performance ~~C~~contract ~~C~~campus as an independent entity working with the District to best serve the academic and social/emotional needs of students. Responsible use of public resources, including funding to campuses is an important part of operating with maximum effectiveness and efficiency. With this in mind, the Board expects reasonable transparency from ~~E~~external ~~P~~performance ~~C~~contract ~~C~~campuses in academic, financial, and operational activities.

*Financial
Accountability*

External ~~P~~performance ~~C~~contract ~~C~~campuses are expected to utilize accepted accounting standards and maintain sound financial status. In developing financial metrics and requirements for ~~E~~external ~~P~~performance ~~C~~contract ~~C~~campuses, the District shall be guided by the TEA *Financial Accountability System Resource Guide* or similar TEA guidance.

~~No later than twenty (20) business days after receipt of the first payment from the District during a school year, and no later than ten (10) business days after receipt of the second and third payments, as set forth in the payment schedule incorporated in the compensation section of the performance contract, the contracting entity will provide to HISD an affidavit signed by the President or CEO of the External Performance Contract Campus attesting that there are sufficient funds in the campus's accounts to pay for ongoing expenses, including teacher and staff payroll, administrative overhead, utilities, rental or mortgage costs, and all other costs associated with the operation of the campus, until receipt of the next scheduled payment from the District. The affidavit shall be submitted to the HISD Chief Financial Officer for review.~~

~~As part of the District's oversight in financial and operational matters, the District reserves the right to engage its Internal Auditor, or an external audit firm, to perform audits of External Performance Contract Campuses as may be deemed necessary by the administration or the Board. Such audits may be informal in nature and~~

~~directed at specific areas of concern. These audits may occur without advanced notice to the campus. The audits may result from financial or operational complaints presented to the administration or to the Board by staff or parents/guardians of students at the campus. External Performance Contract Campuses will be afforded a reasonable opportunity to assemble requested information and confer with their own auditors or other advisors.~~

~~Annually an External Performance Contract Campus shall have, at its own expense, its fiscal accounts audited by a certified public accountant (CPA) in good standing with the Texas State Board of Public Accountancy.~~

~~The name and professional qualifications of the CPA(s) must be submitted to the administration not later than November 1 of each academic year. The External Performance Contract Campus must also provide a statement disclosing whether the auditor is related to the CEO of the campus or a member of the campus's board of directors within the third degree of consanguinity. External Performance Contract Campuses may submit more than one potential auditor for review. The District's Internal Auditor shall review the qualifications of the campus's auditor or auditing firm, as well as the disclosure statement of relationship, and report to the District Chief Financial Officer whether the campus's auditor or auditing firm is satisfactory. If the auditor or auditing firm is deemed unsatisfactory by the District's Internal Auditor, the External Performance Contract Campus shall have an additional 15 calendar days after being notified to submit another auditor or auditing firm for review. If no auditor or auditing firm is approved by December 15, it will be noted in the External Performance Contract Campus's performance review, and the campus must then choose another auditor from a list of HISD approved auditors. Any change in an approved auditor or auditing firm after the November 1 submission date must be due to unforeseen or emergency circumstances. The substitution must be approved by the District Internal Auditor.~~

~~No later than 150 days after the close of each campus's fiscal year, the External Performance Contract Campus shall deliver the audit report to the Board HISD Chief Financial Officer. If the report identifies any material weaknesses or significant deficiencies, the campus must also deliver to HISD's Chief Financial Officer a plan and timeline for resolving the material weakness or significant deficiencies. The plan must be approved by HISD's Chief Financial Officer and included in the District's annual evaluation of the campus.~~

~~Additional financial information may be requested by the District if the District deems it is in the best interest of the parents/guardians~~

CAMPUS OR PROGRAM CHARTERS

EL
(LOCAL)

~~and students to review such information. Financial information must be submitted timely as a part of the contract renewal process.~~

~~External Performance Contract Campuses are required to notify the HISD Office of the Superintendent and HISD Chief Financial Officer immediately upon becoming aware of a financial exigency or unexpected financial circumstances that may impact the operation of the campus.~~

*External
Performance
Contract
Evaluation and
Reports*

The Superintendent or designee shall develop a campus performance framework aligned to the state accountability system by which External Performance Contract Campuses shall be evaluated annually. Performance objectives shall include, at minimum, but not be limited to, student proficiency, academic growth, and college-readiness metrics.

The campus performance framework shall inform the development of performance contract metrics approved by the Board for all External Performance Contract Campuses. Board decisions related to performance contract renewal, probation, or termination shall be based on the campus performance framework.

Annually, the Superintendent shall provide to the Board an evaluation of each External Performance Contract Campus against the performance standards established by the performance contract or law. The evaluation shall include a review of academic, operational, and financial performance. The administration shall provide a copy of the evaluation report to parents/guardians of students at the campus.

At least biannually, District staff shall conduct a walkthrough to determine whether campus facilities are adequate for student needs. This information shall be included in the annual evaluation.

Evaluation results shall be provided to the campus's governing body and leadership in a written report that summarizes compliance and performance, including areas of strength and improvement. The results of all evaluations shall be made accessible to the public and available on the District website.

*Disclosures and
Annual Reviews*

Each ~~E~~external ~~P~~performance ~~C~~contract ~~C~~campus shall provide to the district an annual disclosure due on October 1. The disclosure shall include:

1. Contact information of the CEO or Superintendent of the network, including email address~~;~~.
2. Disclosure of the names of board members/officers and their contact information~~;~~.

3. Disclosure of any conflict of interest as required by law. ~~relatives of the CEO within the third degree of consanguinity or affinity receiving compensation and/or serving as board members, including relatives of any CEO or board members who have served within the last three years.~~
4. Disclosure of ownership and/or lease of the campus facility, which shall include: (a) the amount paid annually for use of the premises, (b) the term of the lease, (c) the fair market value of any lease payments, (d) any familial or business relationship of the CEO and campus board member[s] to the owner or lessor of the facility, and (e) other information deemed relevant by the administration;.
5. A statement that the Eexternal Pperformance Contract Campus has maintained its status as an organization that is an "eligible entity" pursuant to Texas Education Code Section 12.101(a)(3), specifically that it is one of the following:
 - a. an institution of higher education as defined under Texas Education Code Section 61.003;
 - b. a private or independent institution of higher education as defined under Texas Education Code Section 61.003;
 - c. an organization that is exempt from taxation under Section 501(c)(3), Internal Revenue Code of 1986 [26 U.S.C. Section 501(c)(3)]; or
 - d. a governmental entity.

Additionally, a campus may be an entity eligible to provide electronic courses through the Texas Virtual School Network pursuant to Chapter 30A of the Texas Education Code.
6. Disclosure of any related party transactions, which shall be defined as a contract or arrangement between two parties who are joined by a preexisting business relationship or common interest;.
- ~~7. Administrative staffing model for the previous year and the current year;~~
- ~~8. Salary schedule of all employees for the current school year;~~
- ~~9. Budget for the current school year;~~
- ~~10. Model for serving special needs students;~~
- ~~11. Disclosure of vendor contracts and disclosure of whether the vendor is related within the third degree of consanguinity or affinity to the CEO or board members;~~

CAMPUS OR PROGRAM CHARTERS

EL
(LOCAL)

~~12. Summary of academic results in a format provided by district administration;~~

~~13. Goals for the current school year developed in conjunction with the district based on academic results from the prior year;~~

~~14. Staff development training provided to teaching staff for the previous school year; and~~

~~15. The governance and decision-making plan, including governing board structure, campus leadership and management structure, and organization chart.~~

The administration shall provide to the campuses the format and process for submission of the annual disclosure not later than August 1 of each year.

*Campus
Autonomy*

In accordance with the ~~E~~external ~~P~~performance ~~C~~contract, the Board shall support the campus's authority over ~~its campus(es)~~ day-to-day operations at its campus(es).

The performance contract shall define the scope of operational and decision-making autonomies, at minimum, in the areas of, but not be limited to:

1. Curriculum and instruction;
2. Staff selection and professional development; and
3. Administrative procedures.

Intervention

The District shall give timely notice to the campus of any violations of the performance contract or performance deficiencies justifying formal intervention. The notice shall identify in writing the concerns, and, if applicable, the time frame for remediation. The notice may include additional consequences if any of the concerns are not remedied within the stated timeline.

Depending on the severity of the concern or deficiency, the Board or Superintendent may place an External Performance Contract Campus on probation or terminate the campus's performance contract, in accordance with the terms of the contract and applicable law.

Probation

An External Performance Contract Campus may be placed on probation for the following four reasons:

1. Academic deficiencies;
2. Financial or operational deficiencies;

3. Persistent violation(s) of contractual obligations; or
4. Allegations of violation(s) of law or other serious misconduct/mismanagement.

Procedure

In the event of any indication or allegation that an External Performance Contract Campus has committed a violation of law or serious misconduct/mismanagement that may warrant probation, the District shall take the following steps:

1. The administration shall investigate the allegations and hold a conference with the CEO and governing body of the campus to discuss the allegations.
2. If the administration determines that a violation of law or serious misconduct/mismanagement has occurred, the CEO of the campus shall respond to the allegation at a public hearing at the next regularly scheduled Board meeting, or at a time to be determined by the Board President.
3. The Board shall hear the presentation and take action, if necessary, to place the External Performance Contract Campus on probation.
4. Once the Board places a campus on probation for a violation of law, or serious misconduct/mismanagement, the administration shall develop a corrective action plan as appropriate, provide training, and take other measures to remedy the deficiencies. Parents/guardians of students at the impacted campus shall be notified that the campus has been placed on probation.
5. If the administration determines that a campus placed on probation because of violations of law or serious misconduct/mismanagement has taken sufficient corrective measures to be removed from probation, a written notification shall be sent to the Board, and an agenda item prepared for consideration by the Board to remove the probationary status of the campus. The CEO and parents/guardians of students at the impacted campus shall be notified of the date and time of the Board meeting at which the probationary status of the campus will be considered, as well as the outcome of the meeting.

The Superintendent may place an External Performance Contract Campus on probation, as permitted by the performance contract, for failure to meet academic performance standards including, but not limited to, the following:

1. Failure to meet or make sufficient progress on Board goals and constraints;

2. Failure to meet or make sufficient progress on academic metrics included in the performance contract;
3. Significant decrease in multiple state accountability measures; and
4. Any other academic performance deficiencies as determined by the administration.

The administration shall annually review performance standards included in the contract, and the overall academic performance of the campus, in making a determination about probationary status.

At any point during the school year, if the administration determines that an External Performance Contract Campus is not making sufficient progress after receiving District support, including professional development, coaching sessions, and other remedial action, the Superintendent may place the campus on probation and shall notify the Board of such action in writing.

Notification

If a decision is made to place a campus on probation for academic reasons, the External Performance Contract Campus's CEO shall be notified in writing of such status. Parents/guardians of students attending the campus shall be notified in writing no later than ten days after the CEO is notified. Notifications to the CEO and parents/guardians shall include the reasons for probationary status. The notifications shall also include information about goals, actions to be taken, and progress that must be achieved in order to be removed from probation. A reasonable timeline to achieve these measures should also be included in the notification letters. The administration shall schedule a parent meeting at the campus if it is placed on probation.

Once notified of placement on probation, the campus must take action to remedy the identified violations or underperformance and report on the status of its corrective actions in accordance with the timeline for remediation established by the District.

Once a campus is placed on probation, the District shall establish a timeline for monitoring the campus's corrective actions and reevaluating the campus's status to determine when the campus may be removed from probation or whether to consider revocation.

If the Superintendent determines that a campus placed on probation because of academic deficiencies has taken sufficient corrective measures, and has made sufficient academic progress, to be removed from probation, a written notification shall be sent to the Board. Notice shall also be sent to the campus's CEO and to parents/guardians of students at the campus.

CAMPUS OR PROGRAM CHARTERS

EL
(LOCAL)

**Revocation/
Termination Of
Charter, Charter
Contract, Or External
Performance
Contract**

Criteria

The Board may revoke a campus or program charter or terminate a charter contract or an external performance contract as permitted by law or the charter, charter contract, or external performance contract for failure to meet performance standards.

~~The Board shall revoke a charter or terminate a charter contract or external performance contract if the District finds clear evidence of a campus's/charter's persistent or serious nonperformance or violation of law, the charter, charter contract or external performance contract, or the public trust in a way that imperils students or public funds, including any of the following:~~

- ~~1. Persistent or serious misconduct, or violation of applicable state or federal law.~~
- ~~2. Persistent or serious violation of a provision of the charter, charter contract, or external performance contract.~~
- ~~3. Persistent or serious failure to meet GAAP, as evidenced by a qualified opinion on the charter's or performance contract campus's audited financial statements;~~
- ~~4. Persistent or serious failure to improve student academic achievement for all any student groups;~~
- ~~5. Persistent or serious failure to improve operational or management deficiencies;~~
- ~~6. Failure for three consecutive years to meet the academic or financial accountability standards outlined in law;~~
- ~~7. Failure for three consecutive years to meet the academic or financial performance standards established in the charter, charter contract, or external performance contract; or~~
- ~~8. Multiple placements on probation as specified in the charter, charter contract, or external performance contract.~~

The Board may choose not to renew a charter performance contract for any of the following reasons:

1. Failure to meet student performance standards or other obligations in the charter performance contract;
2. Failure to meet generally accepted accounting standards for fiscal management;
3. Violation of any provision of the contract or applicable state or federal law; or
4. Other reason as determined by the Board.

**Procedure for
Revocation of
Charter or
Termination of
Charter Contract or
External
Performance
Contract**

In the event of an indication or allegation that may warrant charter revocation, charter contract termination, or external performance contract termination, the District shall take the following steps:

1. The Superintendent shall investigate the allegations and hold a conference with the CEO and governing body of the charter/External Performance Contract Campus to discuss the allegations.
2. If the Superintendent determines that a violation or mismanagement has occurred, the CEO of the charter or External Performance Contract Campus shall respond to the allegation at the next regularly scheduled Board meeting, or at a time determined by the Board President.
3. The Board shall hear the presentation and take action, if necessary, to revoke the charter or terminate the charter contract or external performance contract. If the Board decides to revoke the charter or terminate the charter contract, it must provide an opportunity for a public hearing as required by law or this policy.

In the event of a significant health or safety concern, the Board may immediately suspend charter operations before revocation or termination takes effect.

Notification

In the event the Board decides to revoke a charter or terminate a charter contract or external performance contract, prior to the final year of a multi-year contract, the Board shall notify the CEO of the action in writing not later than October 31, or as soon as practicable thereafter, of the school year that the revocation or termination becomes effective, which is at the end of the school year. However, in the event of an emergency closure due to health, safety, or other exigent circumstance, a school may be notified of closure at any time. The notice shall include the reasons for the termination and the effective date of the termination, which shall be no later than the end of the current school year or may be effective immediately in the event of a health or safety concern.

~~Nonrenewal/
Revocation/
Termination
Protocol~~

~~Notification~~

~~In order to facilitate the transition of students attending schools whose charters or contracts have been nonrenewed, revoked, or terminated, the District will independently notify parents/guardians affected by the nonrenewal/revocation/termination within 10 calendar days after notification to the CEO of the charter/External Performance Contract Campus. The Administration shall assist students and their families by providing information about their home campuses, as well as by providing assistance navigating the School Choice options and processes.~~

CAMPUS OR PROGRAM CHARTERS

EL
(LOCAL)

~~Each charter campus or program or External Performance Contract Campus shall include a detailed protocol to apply if the Board decides to revoke a charter, not to renew, or to terminate a charter contract or external performance contract. The District shall facilitate timely notification to parents including assistance in finding new educational placements; orderly transition of student records to the District; and disposition of funds, property, and assets in accordance with law. In the event of revoking a charter or nonrenewing or terminating a charter contract or external performance contract, the District shall oversee and work with the governing board and leadership to carry out the protocol.~~

Closure Protocol

The Board shall develop a detailed campus closure protocol to apply if the Board decides not to renew or to revoke a charter performance contract and close the campus. The protocol shall ensure timely notification to parents including assistance in finding new placements; orderly transition of student records to the District; and disposition of campus funds, property, and assets in accordance with law. In the event of closing any campus charter, the District shall oversee and work with the campus charter's governing board and leadership to carry out the closure protocol.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

1/15/2026

18.

Office of the Superintendent of Schools

Office of Academics

Approval Of Proposed Deletion Of Board Policy ELA(LOCAL), Campus Or Program Charters: Partnership Charters-Second Reading

This agenda item seeks Houston Independent School District (HISD) School Board approval of the deletion of Board Policy ELA(LOCAL), *Campus Or Program Charters: Partnership Charters*, along with changes to EL(LOCAL) to address all charters there.

A copy of ELA(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 ELA (LOCAL), *Campus Or Program Charters: Partnership Charters*, on second reading, effective January 16, 2026.

~~CAMPUS OR PROGRAM CHARTERS
PARTNERSHIP CHARTERS~~

ELA
(LOCAL)

Authorization	To provide quality educational settings for all students and to obtain benefits under Education Code 11.174 and 42.2511, the District may establish partnership charters as permitted by law and as described in this policy. The District shall be committed to rigorous decision-making and shall grant campus charters only to applicants that have demonstrated the competence and capacity to succeed in all aspects of the proposed campus charter. Other campus charters not seeking or qualifying for the benefits under Education Code 11.174 and 42.2511 shall be governed by EL(LOCAL).
Definitions	An operating partner means a state-authorized open-enrollment campus charter or an eligible entity as defined by law for purposes of contracting to partner with the District to operate a District campus under state law.
“Operating Partner”	
“Partnership Program”	A partnership program means a District-initiated program established in accordance with state law in which the Board contracts to operate a District campus in partnership with an open-enrollment charter school or other eligible entity as defined by law.
Compliance with Law	A partnership program shall comply with all applicable requirements of state law, any applicable grant program requirements, local criteria specified in policy, and the applicable charter performance contract. Campus charters shall comply with all federal and state laws governing such charters and shall be nonsectarian. [See EL(LEGAL)]
Application	In establishing a partnership program, the District may issue requests for applications designed to identify operating partners best qualified to meet the needs of the District.
Process	The Board shall consider an application if the applicant: 1. Meets the eligibility requirements for a campus charter in accordance with law; 2. Follows the application process established by the District; and 3. Provides assurances to the Board that the applicant will comply with the statutory and District requirements for a campus charter. The application process shall include: 1. A comprehensive written application; 2. A rigorous review of the application by a charter application review committee;

~~CAMPUS OR PROGRAM CHARTERS
PARTNERSHIP CHARTERS~~

ELA
(LOCAL)

Content

~~3. A formal recommendation from the review committee to the Superintendent for approval or denial of each application;~~

~~4. A formal recommendation from the Superintendent to the Board for approval or denial of each application; and~~

~~5. A vote by the Board to approve or deny each application.~~

~~An application shall include the following, at a minimum:~~

~~1. The purpose and community need for the proposed campus charter;~~

~~2. A statement of the proposed campus charter's mission and goals;~~

~~3. Identification of the students to be served;~~

~~4. The academic plan including educational focus, program, curriculum to be offered, and a description of the proposed school day, calendar, and year;~~

~~5. The plan for meeting the needs of students with disabilities, English language learners, and other special populations;~~

~~6. The plan for measuring and reporting student achievement and increases in student achievement for all student groups;~~

~~7. The financial and business plan, including a proposed five-year operating budget and a contingency budget for lower than expected enrollment;~~

~~8. Identification and description, including the expertise and professional backgrounds, of the proposed governing body members and campus leadership;~~

~~9. The governance and decision-making plan including governing board structure, campus leadership and management structure, and organization chart;~~

~~10. Indications that the proposed governance structure is conducive to sound fiscal and administrative practices and strong, accountable, independent oversight of the campus;~~

~~11. Identification and description of any services the proposed campus charter expects to be performed by the District (e.g., transportation, food);~~

~~12. The proposed campus charter's leadership roles and responsibilities regarding personnel, the budget, purchasing, program funds, and other areas of management;~~

~~CAMPUS OR PROGRAM CHARTERS
PARTNERSHIP CHARTERS~~

ELA
(LOCAL)

	13.—The campus charter's staffing and employment plan consistent with federal and applicable state guidelines, including due process, employment contract nonrenewal, and termination procedures;
	14.—Information on the qualifications, experience, recruitment, selection, professional development, and ongoing evaluation of teaching staff to be hired for the campus;
	15.—The proposed student recruitment, enrollment, and withdrawal processes, and a plan for ensuring equitable access in accordance with law;
	16.—The student discipline plan and procedures;
	17.—The campus safety and security plan in compliance with the current District-wide safety and security plan;
	18.—The petition indicating evidence of support for the approval of a charter as required by law, if applicable; and
	19.—A pre-operational start-up plan detailing tasks, responsible parties, and a timeline for completion.
Review Committee	
Composition	The Superintendent shall establish a review committee to conduct a substantive and merit-focused evaluation of each application submitted in accordance with the District's published application procedures.
	The review committee shall be composed of District staff and external evaluators with relevant and diverse expertise.
Conflicts of Interest	A review committee member shall disclose any potential conflict of interest with an applicant.
Review Process	The review committee may: 1.—Request additional information or documents from the applicants; 2.—Schedule interviews with applicants; or 3.—Request that the Board schedule a public hearing to allow applicants an opportunity to present their application and campus plans to the Board and to the community before formal consideration by the Board.
Recommendations	The review committee shall provide to the Superintendent a recommendation for denial or approval of each application based on the District's established criteria. After considering the review committee's recommendation, the Superintendent shall make a formal

~~CAMPUS OR PROGRAM CHARTERS
PARTNERSHIP CHARTERS~~

ELA
(LOCAL)

	recommendation to the Board for approval or denial of each application.	
Charter Performance Contract	If the Board approves an application, the Board shall execute a written charter performance contract that includes provisions as required by law and establishes the legally binding terms under which the campus charter will operate and be evaluated during the charter term and for renewal.	
	Each charter performance contract shall address the material terms of the campus charter's operation as required by law. Each charter performance contract shall be granted for a period of up to ten years with a rigorous review every five years.	
Standards	In addition to standards required by law, the charter performance contract shall include additional standards established by the Board, including expectations for academic performance, short-term financial performance, long-term financial stability, and operational and governance performance.	
	The charter performance contract shall also include a list of District policies by which the campus charter must comply. The list of policies shall include:	
	 • FFH(LOCAL): Student Welfare, Freedom from Discrimination, Harassment, and Retaliation; • DAA(LOCAL): Employment Objectives, Equal Employment Opportunity and accompanying regulations; • DBAA(LOCAL): Employment Requirements and Restrictions, Criminal History and Credit Reports; • DI(LOCAL): Employee Welfare; • DIA(LEGAL) and DIA(LOCAL): Employee Welfare, Freedom from Discrimination, Harassment, and Retaliation and accompanying related regulations; • DG(LEGAL): Employee Rights and Privileges; and • DGA(LEGAL) and DGA(LOCAL): Employee Rights and Privileges, Freedom of Association. 	
	The performance standards shall also address expectations for appropriate access, education, support services, and outcomes for students with disabilities.	
Oversight and Evaluation	The Board shall implement a comprehensive performance accountability and compliance monitoring system that is aligned with the Board's performance standards and provides the Board with	
Monitoring System		
DATE ISSUED: 10/14/2022	Adopted:	4 of 9
LDU 2022.10	4/13/2018	
ELA(LOCAL)-X		

**CAMPUS OR PROGRAM CHARTERS
PARTNERSHIP CHARTERS**

**ELA
(LOCAL)**

	the information necessary to make rigorous, evidence-based decisions regarding charter renewal, revocation, and probation or other interventions. This monitoring system shall be based on and aligned with academic, financial, operational, and governance standards set forth in the charter performance contract. To the extent possible, the Board shall minimize administrative and compliance burdens on campus charters and focus on holding campus charters accountable for outcomes rather than processes.
Data Collection	Campus charters shall provide information and data to the District pursuant to state law and the District's reporting schedule using a state-approved student management system. The District shall require each campus charter to report its performance separately and shall hold each campus charter accountable for its performance. Monthly and by the tenth day of the following month, the campus charter shall provide to the District a financial solvency statement for the prior month and an assurance of financial solvency for the remainder of the fiscal year. Annually a campus charter shall have, at its own expense, its fiscal accounts audited by a certified or public accountant holding a permit from the Texas State Board of Public Accountancy. No later than 150 days after the close of the fiscal year, the campus shall deliver the audit report to the Board.
Evaluation and Reports	Annually, the Board shall evaluate each campus charter against the performance standards established by the Board or law. The Board shall communicate evaluation results to the campus charter's governing body and leadership in a written report that summarizes compliance and performance, including areas of strength and improvement. The results of all evaluations shall be made accessible to the public and available on the District website. The Board shall produce for the public an annual report that provides performance data for all the campus charters it oversees, including individual campus performance and overall campus charter performance. The annual report shall at a minimum be posted on the District website.
Campus Charter Autonomy	In accordance with law and the charter performance contract, the Board shall support the operating partner's authority over the campus charter's day-to-day operations. The Board shall recognize the governing board of the campus charter as independent and autonomous from the Board and District, with full authority and accountability for the campus charter's performance and operations.

~~CAMPUS OR PROGRAM CHARTERS
PARTNERSHIP CHARTERS~~

ELA
(LOCAL)

Conflicts of Interest	The District and the operating partner shall comply with applicable conflict of interest provisions in law.
Intervention	The District shall give timely notice to the campus charter of any violations of the charter performance contract or performance deficiencies justifying formal intervention. The notice shall identify in writing the concerns, and, if applicable, the time frame for remediation. The notice may include additional consequences if any of the concerns are not remedied within the stated timeline. Depending on the severity of the concern or deficiency, the Board may place a campus charter on probation or revoke the charter performance contract, in accordance with the terms of the contract and applicable law.
Probation	The Board may place a campus charter on probation as permitted by law or the charter performance contract, or for failure to meet academic performance standards.
Criteria	
Procedure	In the event of any indication or allegation that a campus charter has committed a violation of law or the charter performance contract that may warrant probation, the District shall take the following steps: 1. The Superintendent shall investigate the allegations and hold a conference with the chief operating officer and governing body of the campus charter to discuss the allegations. 2. If the Superintendent determines that a violation or mismanagement has occurred, the chief operating officer of the campus charter shall respond to the allegation at the next regularly scheduled Board meeting. 3. The Board shall hear the presentation and take action, if necessary, to place the campus charter on probation. If the Board decides to place the campus charter on probation, it must provide an opportunity for a public hearing as required by law. 4. If a campus charter is placed on probation, the campus charter must take action to remedy the identified violations or underperformance and report on the status of its corrective actions in accordance within the timeline for remediation established by the District. 5. The District shall establish a timeline for monitoring the campus charter's corrective actions and re-evaluating the campus charter's status to determine when the campus may be removed from probation or whether to consider revocation.

~~CAMPUS OR PROGRAM CHARTERS
PARTNERSHIP CHARTERS~~

ELA
(LOCAL)

Revocation

Criteria

~~The Board may revoke a campus charter as permitted by law or the charter performance contract for failure to meet performance standards.~~

~~The Board shall revoke a campus charter if the District finds clear evidence of a campus charter's persistent or serious underperformance or violation of law, the charter performance contract, or the public trust in a way that imperils students or public funds, including any of the following:~~

- ~~1. Persistent or serious violation of applicable state or federal law;~~
- ~~2. Persistent or serious violation of a provision of the charter performance contract;~~
- ~~3. Persistent or serious failure to meet generally accepted accounting principles (GAAP) as evidenced by untimely financial reporting and reconciliations, and/or a qualified opinion on the charter's audited financial statements;~~
- ~~4. Persistent failure to improve student academic achievement for all student groups;~~
- ~~5. Failure for three consecutive years to meet the academic or financial accountability standards outlined in law;~~
- ~~6. Failure for three consecutive years to meet the academic or financial performance standards established in the charter performance contract;~~
- ~~7. Multiple placements on probation as specified in the charter performance contract; or~~
- ~~8. Failure of the District to obtain the benefits of Education Code 11.174 and 42.2511, if applicable.~~

~~The Board's decision whether to revoke a campus charter shall be based on the best interests of the students, including a decision by the commissioner to extend an exemption from a sanction or other action under Education Code 11.174(g); the severity of the violation; applicable law; and any previous violation committed by the campus charter.~~

Procedure

~~In the event of an indication or allegation that may warrant campus charter revocation, the District shall take the following steps:~~

- ~~1. The Superintendent shall investigate the allegations and hold a conference with the chief operating officer and governing body of the campus charter to discuss the allegations.~~

~~CAMPUS OR PROGRAM CHARTERS
PARTNERSHIP CHARTERS~~

ELA
(LOCAL)

- ~~2. If the Superintendent determines that a violation or mismanagement has occurred, the chief operating officer of the campus charter shall respond to the allegation at the next regularly scheduled Board meeting.~~
- ~~3. The Board shall hear the presentation and take action, if necessary, to revoke the campus charter. If the board decides to revoke the campus charter, it must provide an opportunity for a public hearing as required by law.~~

~~In the event of a health or safety concern, the Board may immediately suspend campus operations before revocation takes effect.~~

Notification

~~If the Board decides to revoke a charter performance contract, the Board shall notify the campus charter of the action in writing. The notice shall include the reasons for the revocation and the effective date of the revocation, which shall be no later than the end of the current school year or may be effective immediately in the event of a health or safety concern.~~

Contract Renewal

~~Upon the expiration of a charter performance contract, the Board may renew the contract for up to an additional ten-year term. In accordance with law, the Board shall renew a charter performance contract only if the Board finds that the campus charter has substantially fulfilled its obligations and met the performance standards in the contract and applicable law.~~

~~The Board shall consider the following, in addition to other factors specified in the charter performance contract:~~

- ~~1. Multiple years and measures of performance against the performance standards and expectations established in the charter performance contract and applicable law;~~
- ~~2. Financial audits;~~
- ~~3. Performance and compliance reports, including site visit reports, if applicable; and~~
- ~~4. The campus charter's performance on corrective action plans or other required interventions, if necessary.~~

Procedure

~~The District shall publish the renewal application process, including the renewal criteria and timelines.~~

~~As part of the renewal application process, the District may provide each campus charter, in advance of the renewal decision, a cumulative report that summarizes the campus charter's performance record over the contract term and states the District's summative findings concerning the campus's performance and its prospects for renewal.~~

~~CAMPUS OR PROGRAM CHARTERS
PARTNERSHIP CHARTERS~~

ELA
(LOCAL)

~~Decision Not to
Renew~~

~~The Board may choose not to renew a charter performance contract for any of the following reasons:~~

- ~~1. Failure to meet student performance standards or other obligations in the charter performance contract;~~
- ~~2. Failure to meet GAAP as evidenced by untimely financial reporting and reconciliations, and/or a qualified opinion on the charter's audited financial statements;~~
- ~~3. Violation of any provision of the contract or applicable state or federal law; or~~
- ~~4. Other reason as determined by the Board.~~

~~Notification~~

~~If the Board decides not to renew a contract, the Board shall notify the campus charter of the action in writing no later than the last Friday in January during the final year of the charter performance contract. The notice shall include the reasons for the action and the effective date of the campus charter closure, which shall be no later than the end of the current school year.~~

~~Closure Protocol~~

~~The Board shall develop a detailed campus closure protocol to apply if the Board decides not to renew or to revoke a charter performance contract and close the campus. The protocol shall ensure timely notification to parents including assistance in finding new placements; orderly transition of student records to the District; and disposition of campus funds, property, and assets in accordance with law. In the event of closing any campus charter, the District shall oversee and work with the campus charter's governing board and leadership to carry out the closure protocol.~~



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

1/15/2026

19.

Office of the Superintendent of Schools

Office of Academics

Approval Of Proposed Revisions To Board Policy FFAA(LOCAL), *Wellness And Health Services: Physical Examinations*-Second Reading

This board item seeks Houston Independent School District (HISD) School Board approval of revisions to Board Policy FFAA(LOCAL), *Wellness and Health Services: Physical Examinations*, to align with current best practices and Texas Education Agency (TEA) guidance regarding head lice practices in schools. A summary of key updates is provided below.

- Students who are found to have nits (eggs) shall not be sent home during the school day. Students are only sent home for live head lice and not in cases in which there are only nits.
- Policy language is modified to include all HISD campuses and not just elementary campuses.

A copy of FFAA(LOCAL) 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 FFAA (LOCAL), *Wellness And Health Services: Physical Examinations*, on second reading, effective January 16, 2026.

WELLNESS AND HEALTH SERVICES
PHYSICAL EXAMINATIONS

FFAA
(LOCAL)

Required Medical Clearance	Prior to participating in a predesignated University Interscholastic League (UIL) program or other District extracurricular program identified by the Superintendent, a student shall undergo a physical examination annually and shall submit a statement from a physician, a physician assistant licensed by the State Board of Physician Assistant Examiners, a registered nurse recognized as an advanced practice nurse by the Board of Nurse Examiners, or a doctor of chiropractic indicating that the student has been examined and medically cleared to participate in the program. [See FFAA(REGULATION) for additional guidance.]
Pediculosis (Lice Infestation)	A student who has been found to have head lice <u>nits</u> shall not be sent home during the school day except for aesthetic reasons . Students are only sent home for live head lice and not in cases in which there are only nits (eggs). [See the District <i>Health and Medical Services Handbook</i> , recommendations from the American Academy of Pediatrics, and FFAA(REGULATION) for additional guidance and procedures.]
Exclusion from School	
Re-admittance to School	Each student shall be rechecked on his or her <u>returning</u> to school to determine the adequacy of the treatment, barriers to live lice removal, and need for counseling the family on treatment options. If live lice are found following treatment, the school nurse shall make further recommendations to the family or legal caretaker.
Notice of Lice	A school nurse or administrator who discovers or becomes aware that a child enrolled in a District elementary school has lice shall provide written or electronic notice to parents within the time frames prescribed in law.
Additional Screening	The District may provide additional screening as District and community resources permit.
Referrals	Parents of students identified through any screening programs as needing treatment or further examination shall be advised of the need and referred to appropriate health agencies.
Effective Date	This policy shall be effective as of the adoption date, February 11, 2022.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

1/15/2026

20.

Office of the Superintendent of Schools

Office of Human Resources

Approval Of Proposed Revisions To Board Policy DCE(LOCAL), *Employment Practices: Other Types Of Contracts*-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 DCE(LOCAL), *Employment Practices: Other Types of Contracts*. The revisions include deletion of information about contracts issued before September 1, 2001, and updated information about types of contracts offered and the grievance process for holders of performance contracts terminated for cause, as well as nonsubstantive changes for current policy style and format.

A copy of DCE(LOCAL) 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 DCE (LOCAL), *Employment Practices: Other Types of Contracts*, on first reading, effective January 16, 2026.

EMPLOYMENT PRACTICES
OTHER TYPES OF CONTRACTS

DCE
(LOCAL)

**Non-Chapter 21
Contracts**

Employees in categories specified below shall, upon completion of a probationary period, be offered a "performance contract" or other contract for a one-year term, unless otherwise determined by the Superintendent. These contracts, which are not governed by Chapter 21 of the Education Code, represent an alternative to "term contracts" as established in DCB(LEGAL) and (LOCAL). Dispute resolution procedures are not available for contesting nonrenewal of these contracts.

~~Grandfather Clause~~

~~However, an administrator employed by the District before the time lines established below for his or her category, and who declined an alternative contract shall be grandfathered and continue to receive term contracts as governed by Chapter 21 of the Education Code. [See DCB(LOCAL)]~~

**Types Of
Performance
Contracts Prior To
August 31, 2001**

~~Prior to August 31, 2001, performance contracts and other alternative contracts were available for specific categories of employees, as follows:~~

~~Superintendent's Administrator Contract: for district superintendents and employees reporting directly to the Superintendent who were hired between December 15, 1994 and August 31, 2001; and employees in pay grades 18 and above hired between August 24, 1995 and August 31, 2001.~~

~~Principal/Executive Director Contract: for employees assigned as principals or district directors between August 24, 1995 and August 31, 2001.~~

~~Assistant Principal or Dean of Instruction Contract: for persons employed or assigned to those positions between February 23, 2000 and August 31, 2001.~~

~~Administrator's Contract: for administrators employed between February 23, 2000 and August 31, 2001 and assigned to pay grades 17 and below, as approved by the Superintendent.~~

~~Non-Certified Administrator's Contract: for non-certified administrators employed between December 15, 1994 and August 31, 2001.~~

~~Other Alternative Contracts: for employees as designated by the Superintendent.~~

**Phasing Out
Performance
Contracts Issued
Prior To
September 1, 2001**

~~Performance contracts issued with expiration dates after August 31, 2001 will continue in force until their expiration date. Upon expiration of his or her performance contract, an employee shall be offered either a Certified Administrator Performance Contract or a Non-Certified Administrator Performance Contract based on eligibility criteria, as determined by the Superintendent.~~

EMPLOYMENT PRACTICES
OTHER TYPES OF CONTRACTS

DCE
(LOCAL)

**Non-Chapter 21
Performance
Contracts As Of
September 1, 2001**

~~Effective September 1, 2001 employees on performance contracts will be transitioned to one of two contracts, as indicated below.~~

Certified
Administrator
Performance
Contract

A Certified Administrator Performance Contract shall be offered to employees required to have certification by law, board policy, and/or job description~~previously covered under a Superintendent's Administrator Contract, a Principal/Executive Director Contract, an Assistant Principal or Dean of Instruction Contract, or a District Superintendent Contract.~~

Non-Certified
Administrator
Performance
Contract

A Non-Certified Administrator Performance Contract shall be offered to employees whose positions do not require certification by law, board policy, and/or job description~~previously covered under a Non-Certified Administrator Contract, an Alternative Administrator Contract, or one of the Alternative Administrator Contract derivatives offered to the various chief officers within the District (i.e. Chief Academic Officer, Chief Business Officer, Chief Financial Officer, or Chief of Staff).~~

Termination And
Nonrenewal

Performance contracts may be terminated for cause, without cause, or by nonrenewal.

In the event of a proposed termination for cause, the holder of a performance contract ~~is eligible for a due process hearing under the same procedures applicable to probationary and term contracts. [See DFD(LEGAL)]~~shall be entitled to a grievance pursuant to the DGBA series.

In the event of a proposed termination without cause, the holder of a performance contract is not eligible for a hearing but, based on the contract specifications, is entitled to a contractually established buyout amount. In the alternative, the holder of a performance contract may be reassigned to another administrative or classroom position in accordance with contractually established terms.

Contract nonrenewal does not entitle a holder of a performance contract to a nonrenewal hearing because employees on such contracts have waived those rights.

**Noncontract
Employment**

A professional educator who accepts a position that does not require certification, or is not statutorily entitled to a contract, must relinquish his or her contract and accept employment under the terms and conditions of the noncontract employment relationship. [See DCD(LEGAL) and (LOCAL)]



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

1/15/2026

21.

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 December 11 and 18, 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 December 11 and 18, 2025, effective January 16, 2026.