

THE HOUSTON INDEPENDENT SCHOOL DISTRICT



AGENDA

**Board of Education
Meeting**

February 03, 2022

THE HOUSTON INDEPENDENT SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Index

- | | |
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| A. Superintendent's Priority Items | G. Talent |
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| C. Closed Session (Closed to Public) | I. Finance |
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| E. School Offices | K. Policy |
| F. Academics | L. Superintendent's Information Items |

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Kendall Baker
Dani Hernandez
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Millard House II, *Superintendent of Schools*

BOARD OF EDUCATION AGENDA
February 03, 2022

BUSINESS AGENDA FOR AGENDA REVIEW MEETING

A. SUPERINTENDENT'S PRIORITY ITEMS

- A-1. Approval Of Personal Services Performed By The Superintendent, Including Speaking Engagements, Panel Discussions, Workshops, Etc., In Accordance With Texas Education Code Section 11.201(E)
- A-2. Superintendent's Update To The Board
- A-3. Acceptance Of Board Monitoring Update: Presentation Of Goal 3 Progress Measure 3
 - February 2022 GPM Update - *New*
 - February 2022 GPM Report - *New*

B. TRUSTEE ITEMS

C. CLOSED SESSION

- C-1. Personnel
 - a. Deliberate the duties of the superintendent of schools, chief officers, assistant superintendents, principals, employees, chief audit executive, and board members; evaluations of the superintendent and chief audit executive, consideration of compensation, and contractual provisions.
 - 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, including resignation agreements and full and final release for chief officers, assistant superintendents, executive officers, 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.
- C-2. Legal Matters
 - 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. Legal discussion and advice concerning House Bill 1842 (84th Leg., 2015), Senate Bill 1882 (85th Leg., 2017), and the district's options.
- e. Legal discussion concerning *Houston ISD v. Texas Education Agency, et al.*, in the 459th Judicial District Court, Travis County, Texas, Cause No. D-1-GN-19-003695.
- f. Legal Update on Special Education Accreditation Investigation.

C-3. Real Estate

D. DEPUTY SUPERINTENDENT

E. SCHOOL OFFICES

F. ACADEMICS

G. TALENT

H. BUSINESS OPERATIONS

I. FINANCE

J. OTHER

K. POLICY

K-1. Approval Of Proposed Revisions To Board Policies DN(LOCAL), *Performance Appraisal*, And DNA(LOCAL), *Performance Appraisal: Evaluation Of Teachers*—First Reading

- Explanatory Sheet
- DN(LOCAL), First Reading
- DNA(LOCAL), First Reading

K-2. Approval Of the Establishment Of Board Policy EF(LOCAL), *Instructional Resources*—First Reading

- Explanatory Sheet
- EF(LOCAL), First Reading

- K-3. Approval Of Proposed Deletion Of Board Policy EFA(LOCAL), *Instructional Resources: Instructional Materials*—First Reading
- Explanatory Sheet
 - EFA(LOCAL), First Reading
- K-4. Approval Of Proposed Deletion Of Board Policy EGA(LOCAL), *Curriculum Development: Innovative And Magnet Programs*—First Reading
- Explanatory Sheet
 - EGA(LOCAL), First Reading
- K-5. Approval Of The Establishment Of Board Policy EHB(LOCAL), *Special Programs: Innovative And Magnet Programs*—First Reading
- Explanatory Sheet
 - EHB(LOCAL), First Reading
- K-6. Approval Of The Establishment Of Board Policy EMI(LOCAL), *Miscellaneous Instructional Policies: Study Of Religion*—First Reading
- Explanatory Sheet
 - EMI(LOCAL), First Reading
- K-7. Approval Of Proposed Revisions To Board Policy FFAA(LOCAL), *Wellness And Health Services: Physical Examinations*—First Reading
- Explanatory Sheet
 - FFAA(LOCAL), First Reading

L. SUPERINTENDENT'S INFORMATION ITEMS

AGENDA REVIEW FOR REGULAR BOARD MEETING

Review of superintendent's agenda items to be presented to the Board of Education at the board's next business meeting. See the agenda for that meeting.

ADJOURN

REPORT FROM THE SUPERINTENDENT

Office of the Superintendent of Schools
Board of Education Meeting of February 3, 2022

**SUBJECT: ACCEPTANCE OF BOARD MONITORING UPDATE: PRESENTATION
OF GOAL 3 PROGRESS MEASURE 3**

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

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

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

Goal 3: The percentage of graduates that meet the criteria for college, career, and military readiness (CCMR) as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63 percent for 2017–2018 graduates to 71 percent for 2022–2023 graduates reported in 2024.

- GPM 3.3 — The percentage of students who by the end of grade 11 have demonstrated career readiness via an industry-based certification will increase 18 percentage points from 0 percent in 2019 to 18 percent in 2024.

HOUSTON INDEPENDENT SCHOOL DISTRICT

Goal 3

Progress Measure 3

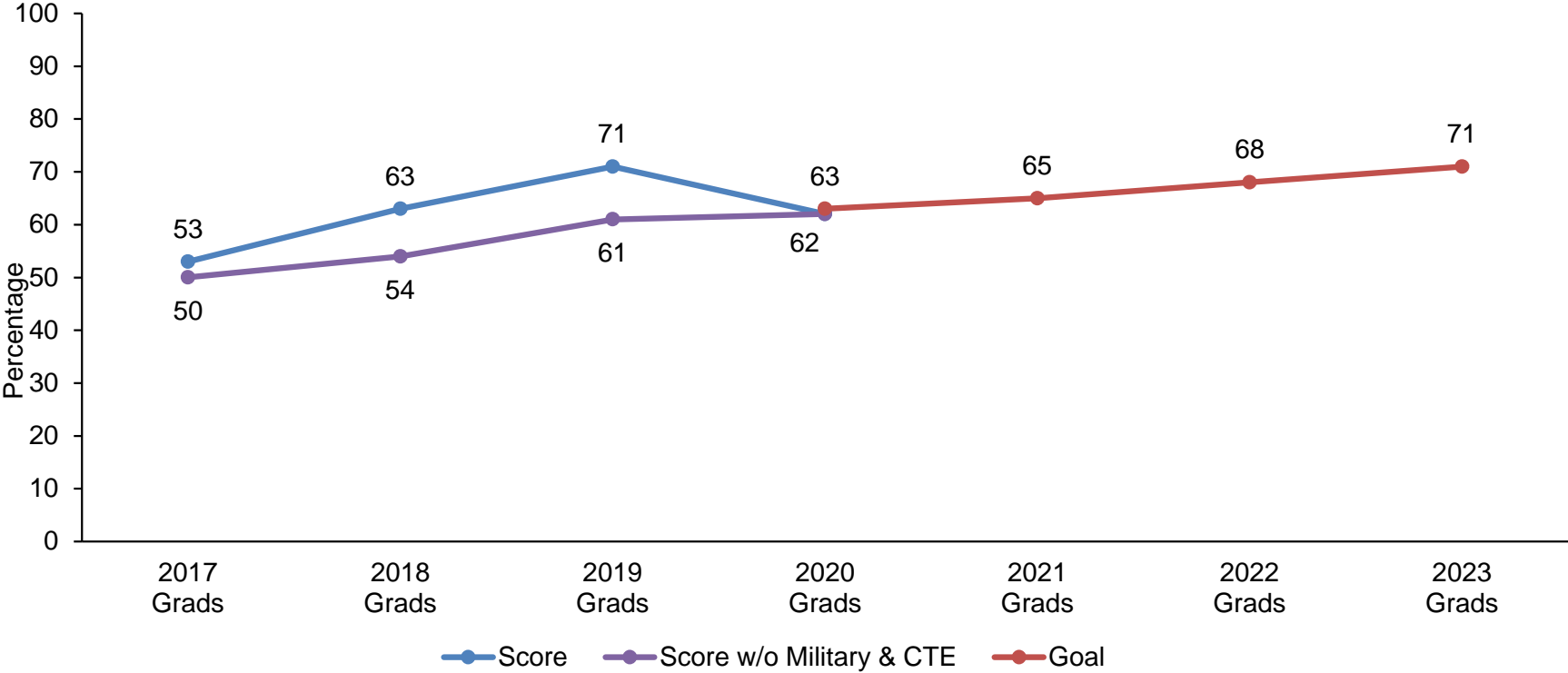
Date: 2/3/2022



Goal 3

The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017–18 graduates to 71% for 2022–2023 graduates reported in 2024.

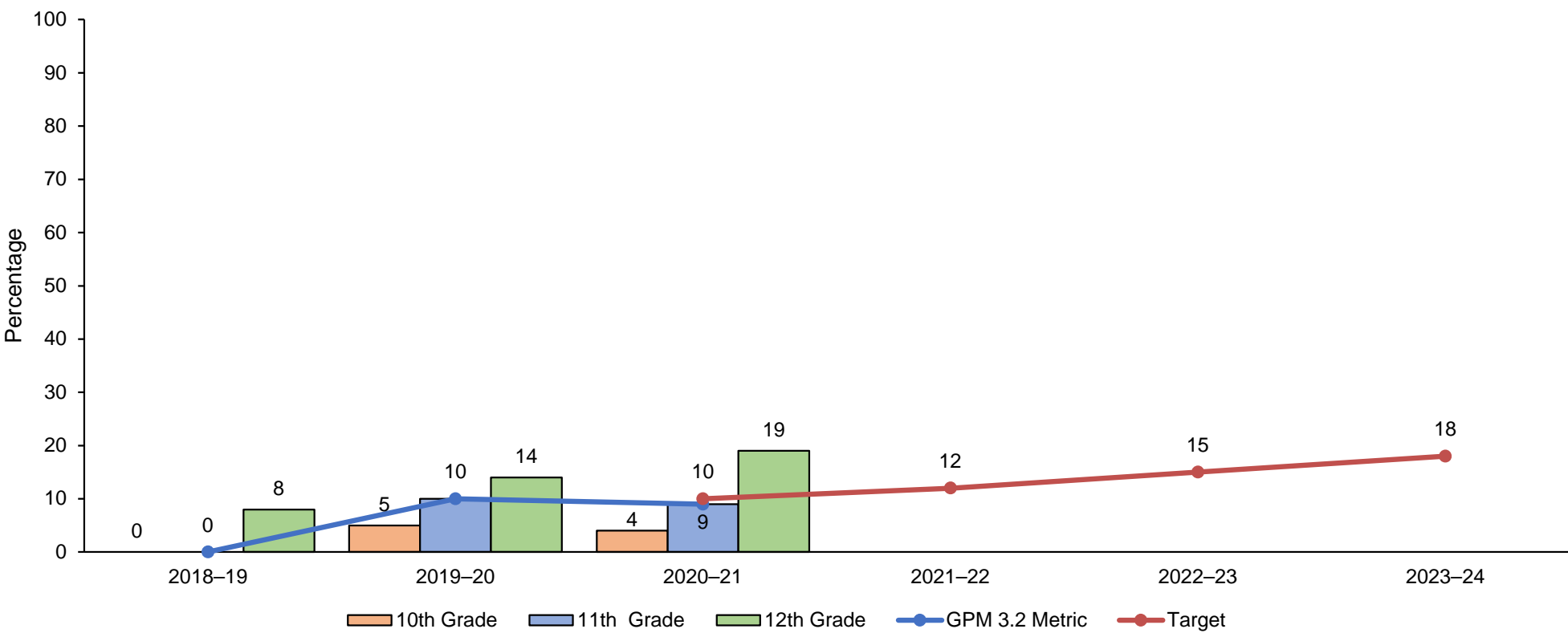
Percent of Graduates That Met CCMR



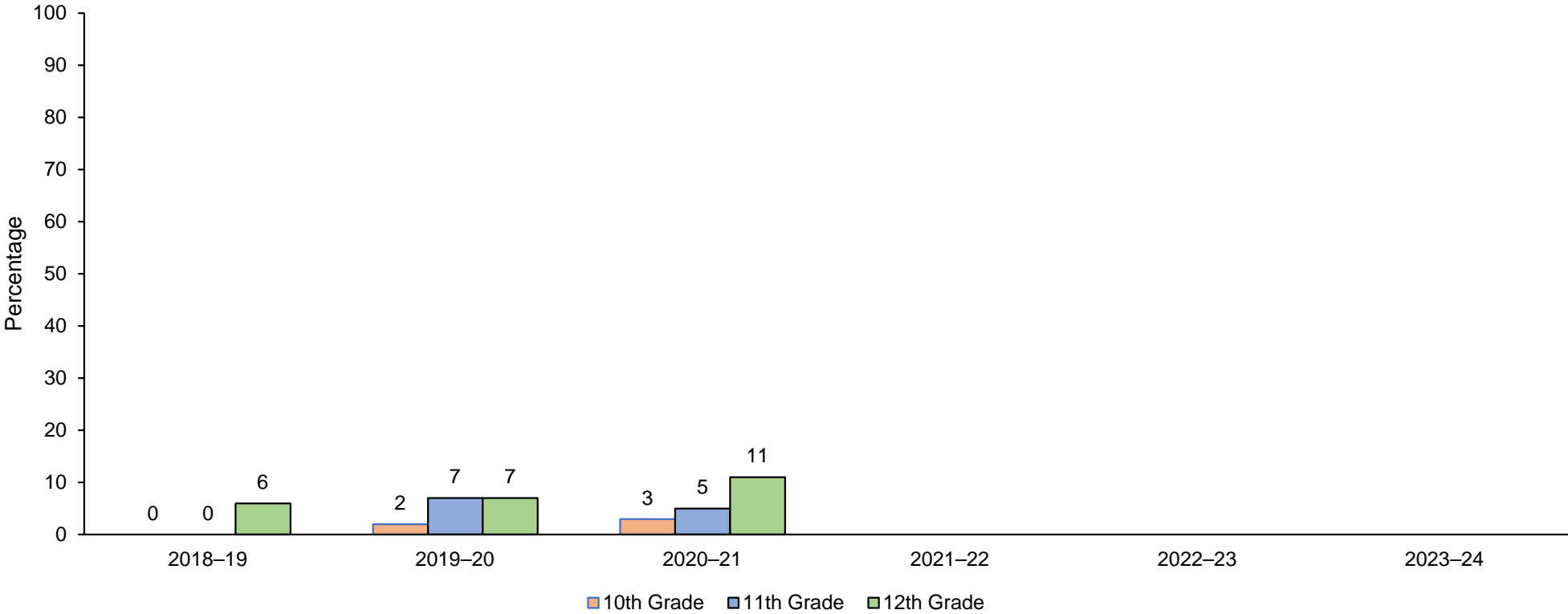
Goal Progress Measure 3.3

The percentage of students who by the end of grade 11 have demonstrated career readiness via an industry-based certification will increase 18 percentage points from 0 in 2019 to 18 in 2024.

Percentage of Students Demonstrating Career Readiness Through IBC By Grade Level — On Track



Percentage of SWDs Demonstrating Career Readiness Through IBC By Grade Level



N Counts

		2016–17	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
All Students	10 th Graders	12,951	13,024	13,012	13,033	13,705			
	11 th Graders	11,478	11,240	11,096	11,458	11,687			
	12 th Graders	11,130	11,673	11,719	11,830	12,163			
SWDs	10 th Graders	1,029	1,077	1,083	1,089	1,307			
	11 th Graders	958	819	829	874	1,025			
	12 th Graders	1,255	1,053	1,068	1,112	1,366			

Next Steps – High Leverage Areas

- Encourage teachers to become certified in IBC area of study
- Provide funding for IBC
- Engage SWDs and ELs in IBC

HOUSTON INDEPENDENT SCHOOL DISTRICT

Thank you



HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: February 2022

Goal 3 CCMR

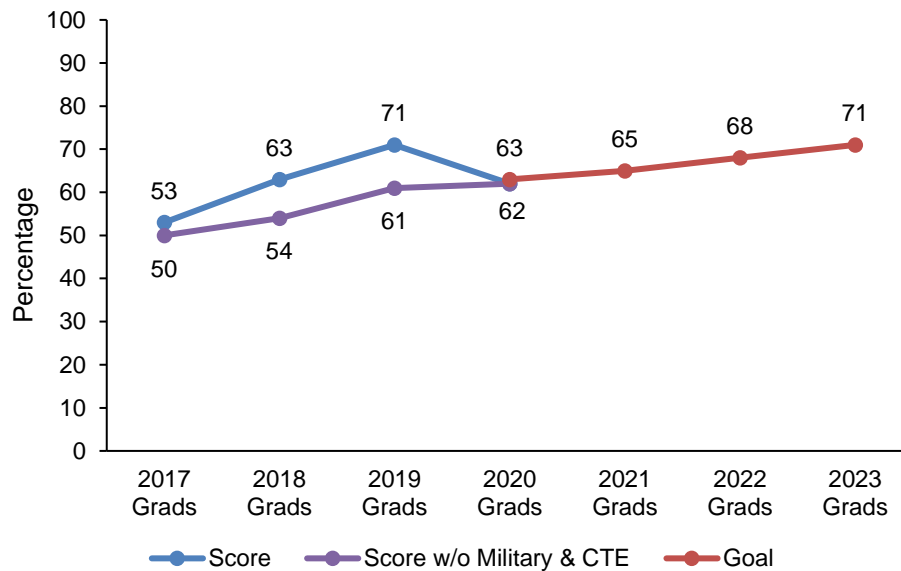
Goal Measure 3

The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017–18 graduates to 71% for 2022–2023 graduates reported in 2024.

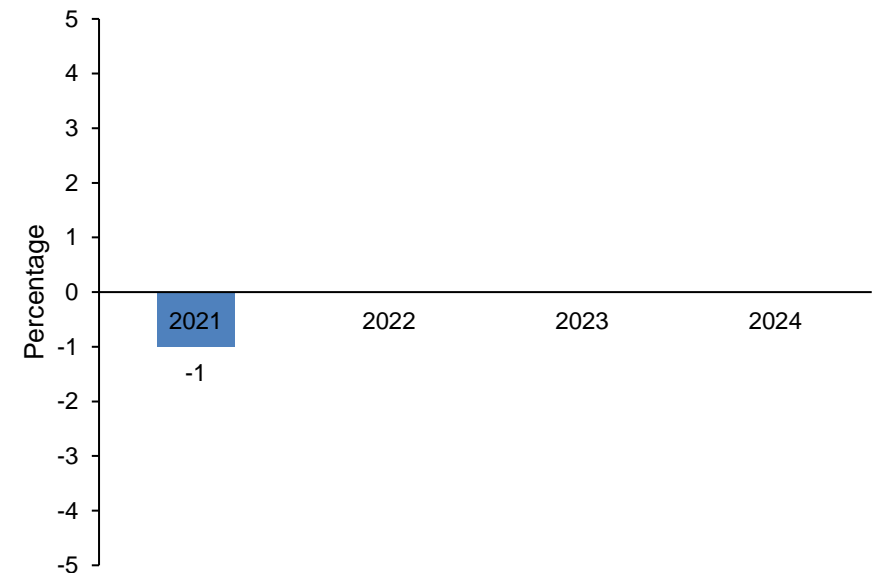
Evaluation

Did Not Meet

Percent of Graduates That Met CCMR



Percentage Points Above or Below Goal



Data Source

- TEA student-level CCMR data files
- Military self-reporting and 0.5 credit for CTE stopped counting with the 2020 Graduates.

HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: February 2022

Goal Measure 3 (CCMR) Support Data

Houston ISD		Graduate Year						
		2017	2018	2019	2020	2021	2022	2023
All Students	Actual	53%	63%	71%	62%			
	Target				63%	65%	68%	71%
Econ. Dis.	Actual	50%	60%	70%	61%			
	Target				60%	63%	66%	69%
Race/Ethnicity	African American	Actual	38%	52%	66%	53%		
		Target			52%	56%	60%	64%
	Hispanic	Actual	54%	63%	72%	63%		
		Target			63%	65%	68%	71%
	White	Actual	67%	73%	69%	67%		
		Target			73%	74%	75%	76%
	American Indian	Actual	46%	50%	58%	56%		
		Target			50%	54%	58%	62%
	Asian	Actual	85%	90%	88%	88%		
		Target			90%	91%	92%	93%
	Pacific Islander	Actual	---	---	---	---		
		Target			---	---	---	---
	Two or More	Actual	66%	67%	80%	60%		
		Target			67%	68%	69%	71%
Special Pops.	Special Ed.	Actual	37%	67%	66%	65%		
		Target			67%	68%	69%	71%
	Special Ed. (Former)	Actual	31%	44%	44%	42%		
		Target			44%	48%	53%	58%
	ELs*	Actual	42%	46%	60%	47%		
		Target			46%	50%	55%	60%
Mobility	Cont. Enrolled	Actual	58%	67%	76%	67%		
		Target			67%	68%	69%	71%
	Non-Cont. Enrolled	Actual	33%	45%	50%	40%		
		Target			45%	49%	54%	59%

--- <25 students tested; *Includes Current and Monitored

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ANALYZING DATA, MEASURING PERFORMANCE.

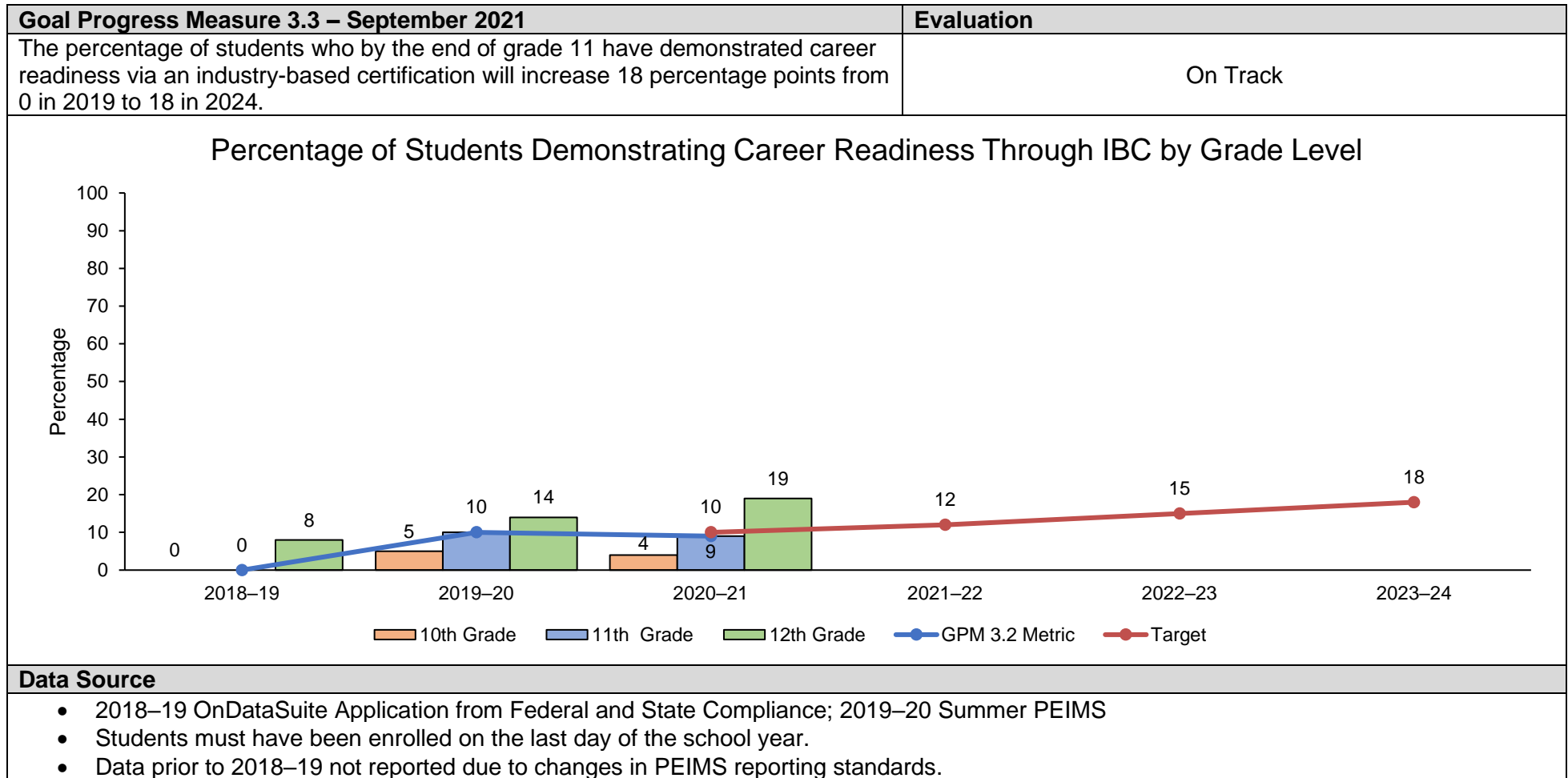
Goal Monitoring Report: February 2022

Goal Measure 3 (CCMR without Military Enrollment and CTE) Support Data

Houston ISD			Graduate Year						
			2017	2018	2019	2020	2021	2022	2023
All Students		Actual	50%	54%	61%	62%			
		Target				63%	65%	68%	71%
Econ. Dis.		Actual	47%	50%	59%	61%			
		Target				60%	63%	66%	69%
Race/Ethnicity	African American	Actual	34%	41%	50%	53%			
		Target				52%	56%	60%	64%
	Hispanic	Actual	51%	54%	62%	63%			
		Target				63%	65%	68%	71%
	White	Actual	65%	70%	66%	67%			
		Target				73%	74%	75%	76%
	American Indian	Actual	44%	43%	42%	56%			
		Target				50%	54%	58%	62%
	Asian	Actual	83%	87%	85%	88%			
		Target				90%	91%	92%	93%
	Pacific Islander	Actual	---	---	---	---			
		Target				---	---	---	---
	Two or More	Actual	63%	63%	74%	60%			
		Target				67%	68%	69%	71%
Special Pops.	Special Ed.	Actual	34%	61%	57%	65%			
		Target				67%	68%	69%	71%
	Special Ed. (Former)	Actual	23%	32%	31%	42%			
		Target				44%	48%	53%	58%
	ELs*	Actual	38%	39%	47%	47%			
		Target				46%	50%	55%	60%
Mobility	Cont. Enrolled	Actual	55%	58%	66%	67%			
		Target				67%	68%	69%	71%
	Non-Cont. Enrolled	Actual	30%	37%	40%	40%			
		Target				45%	49%	54%	59%

--- <25 students tested; *Includes Current and Monitored

Goal Monitoring Report: February 2022



HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: February 2022

Goal Progress Measure 3.3 Results by Student Groups

Houston ISD		School Year							
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
All Students	10 th			0%	5%	4%			
	11 th			0%	10%	9%			
	12 th			8%	14%	19%			
Econ. Dis.	10 th			0%	6%	5%			
	11 th			0%	12%	10%			
	12 th			10%	16%	22%			
Special Ed.	10 th			0%	2%	3%			
	11 th			0%	7%	5%			
	12 th			6%	7%	11%			
ELs**	10 th			0%	5%	4%			
	11 th			0%	12%	10%			
	12 th			9%	15%	24%			

* <25 students; ** Includes Current and Monitored

HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: February 2022

Goal Progress Measure 3.3 Results by Race/Ethn.

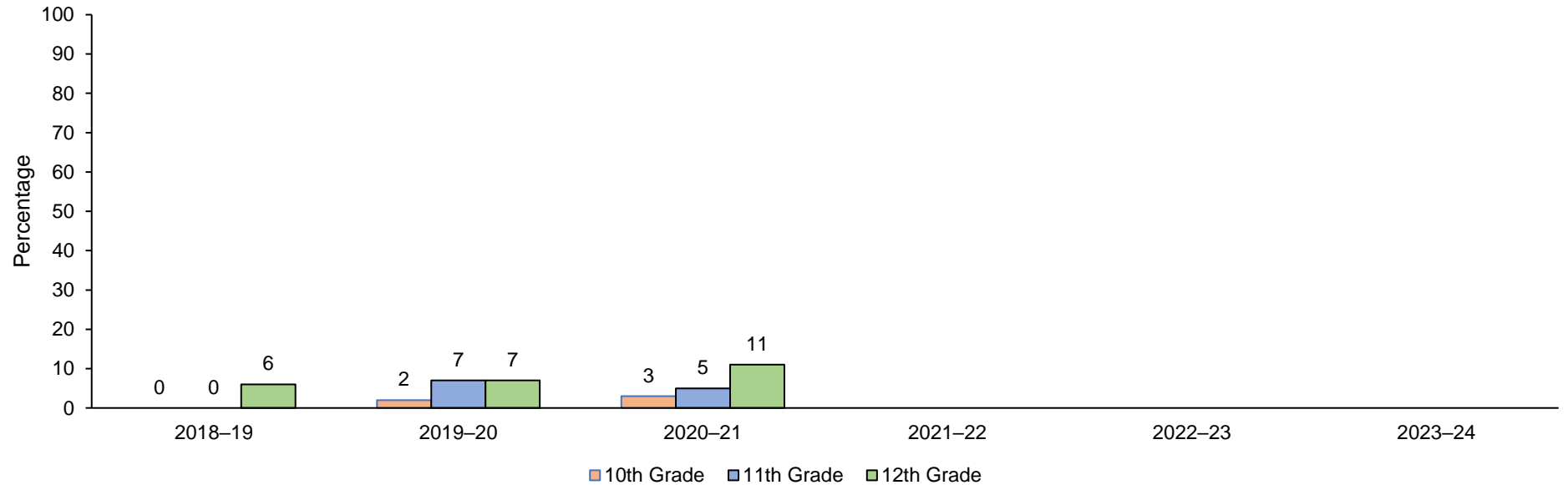
Houston ISD		School Year							
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
African American	10 th			0%	5%	3%			
	11 th			0%	8%	7%			
	12 th			5%	11%	16%			
Hispanic	10 th			0%	6%	5%			
	11 th			0%	13%	10%			
	12 th			11%	18%	23%			
White	10 th			0%	3%	3%			
	11 th			0%	5%	5%			
	12 th			4%	5%	8%			
American Indian	10 th			*	11%	0%			
	11 th			*	*	*			
	12 th			*	*	*			
Asian	10 th			0%	2%	2%			
	11 th			0%	5%	4%			
	12 th			3%	7%	9%			
Pacific Islander	10 th			*	*	*			
	11 th			*	*	*			
	12 th			*	*	*			
Two or More	10 th			0%	3%	4%			
	11 th			0%	4%	4%			
	12 th			3%	7%	9%			

* <25 students

Goal Monitoring Report: February 2022

Goal Progress Measure 3.3 Support Data

Percentage of SWDs Demonstrating Career Readiness Through IBC by Grade Level



Goal Monitoring Report: February 2022

Goal Progress Measure 3.3 Support Data (Continued)

Industry Based Certification (IBC) Background Information

From the first semester a student is enrolled in a CTE course, preparation begins toward the acquisition of an industry-based certification (IBCs) for the program of study. The College and Career Readiness Department has worked with each campus to assist in creating a campus wide certification plan. This includes backwards planning from the completion of the certification in the senior year to back to the freshman year to ensure that the necessary skills and knowledge have been covered and that teachers from the same program of study plan together.

The TEA endorsed IBCs are intended to be a capstone or end-of-program assessments. Bearing this intent in mind, students typically earn a certification during their junior or senior years with the knowledge and skills student acquire occurring during their freshman and sophomore years. Apart from Government and Public Administration, almost all other programs of study are designed for student to earn an IBC in their junior and senior years. Some certifications require a student to be 18 or to have spent a predetermined number of hours in a practical environment to qualify to sit for the final certification exam. Opportunities do exist, however, for students to earn an IBC as freshmen or sophomores. We see underclassmen earning IBCs in Microsoft Office Specialist and NCCER Core.

The timeline of earning the IBC is entirely dependent on the specific certification. For example, the OSHA 30 certification contains modules that must be completed over a minimum of 30 hours. The cosmetology license requires a student to log 1,000 of practical experience before s/he is eligible for the written exam. For other certifications, it is incumbent on the teacher to determine when the student has mastered the appropriate skills to be successful.

Per TEA's qualifications for approving an IBC, 50 percent of the objectives assessed on the IBC must overlap with course standards. If tight alignment exists between the IBC and the course objectives for a principle-level or secondary level course, this enables students to earn an IBC early in their high school career. Some IBCs, such as the NCCER (National Center for Construction Education and Research) Core must be earned before NCCER Craft (specific to the program area). Potentially, a ninth-grade student in a welding program could earn the NCCER core and go on to earn the NCCER Welding I in the junior year and NCCER Welding II in the senior year.

Goal Monitoring Report: February 2022

Goal 3 Superintendent's Response Summary – GPM 3.3

Due to the hands-on nature of learning and skill acquisition in CTE courses, the COVID-19 pandemic has been especially disruptive for the Career Readiness programs throughout the district. Many of these certifications require hands-on skills demonstration, an accumulation of hours of practical experience, or practice on specialized equipment. During the time when our district was operating virtually, students were unable to engage face-to-face and many did not have reliable technology configured to operate specialized software. Whether CTE students took virtual or in-person classes, it put many students behind academically. An additional challenge was providing instructional support for CTE on how best support special populations virtually. Due to these challenges, the district has experienced a negative impact on our students earning industry-based certifications (IBCs).

Moving forward, we should naturally see these COVID-19 barriers disappear. I expect to see the percent of our students earning an IBC to increase naturally at that time. In the meantime, I will continue to advocate for students to complete IBCs associated with their selected program of study. I am having the Career Readiness Department actively engaged in:

- Aligning IBC instruction to course TEKS;
- Providing professional development for all teachers in the program of study;
- Encouraging teachers to become certified in the area of the IBC;
- Recognizing students who earned an IBC;
- Providing funding for the associated IBC for students in a program of study; and
- Engaging SWD and EL in greater numbers and higher passing rates by:
 - Incorporating SWD inclusion and scaffolding strategies into CTE teacher professional development;
 - Encouraging more vendors to provide accommodations for SWD and ELL students; and
 - Mandating that campuses include SWD and ELL students in CTE programming.

The knowledge and skills gained in the process of achieving the IBC provides students with the preparation to pursue entry level careers and potentially go on to two year and four-year colleges, technical schools or the military. Not only does this align HISD to State expectations outlined in the accountability system, but it provides a celebrated and useful tool for students as they exit to life beyond high school.

Office of the Superintendent of Schools
Board of Education Meeting of February 3, 2022

Office of Talent
Jeremy Grant-Skinner, Chief Talent Officer

SUBJECT: APPROVAL OF PROPOSED REVISIONS TO BOARD POLICIES DN(LOCAL), PERFORMANCE APPRAISAL, AND DNA(LOCAL), PERFORMANCE APPRAISAL: EVALUATION OF TEACHERS—FIRST READING

In response to feedback gathered from stakeholder groups across the Houston Independent School District (HISD), the Board of Education is asked to authorize the use of the Texas Teacher Evaluation and Support System (T-TESS) as the district's teacher performance appraisal tool beginning in the 2022–2023 school year. T-TESS would replace the Teacher Appraisal and Development System (TADS) and the modified Teacher Appraisal and Development System (M-TADS). This requires revision of Board Policy DN(LOCAL), *Performance Appraisal*, and Board Policy DNA(LOCAL), *Performance Appraisal: Evaluation of Teachers*.

The district has collected feedback on talent development and performance from a variety of stakeholders throughout the 2021–2022 school year, including from a district-wide survey on the current appraisal system, teacher focus groups, and a committee of teachers that provide feedback monthly to district leaders on performance evaluation design.

The district has also carefully evaluated the value proposition of adopting T-TESS, which is developed by the state and utilized by numerous districts. Transitioning to an appraisal tool developed by the state has numerous advantages, such as unlocking statewide resources and tools that benefit staff and teachers. The T-TESS framework also provides flexibility for the district to make local decisions on aspects of the tool to best serve the needs of the district.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four district goals and is aligned to Core Initiative 1: Effective Teacher in Every Classroom and Core Initiative 3: Rigorous Instructional Standards and Supports.

THIS ITEM DOES REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the Board of Education accepts the proposed revisions to Board Policy DN(LOCAL), *Performance Appraisal*, and Board Policy DNA(LOCAL), *Performance Appraisal: Evaluation of Teachers*, on first reading, effective February 4, 2022.

BOARD POLICY EXPLANATORY SHEET

POLICY CODE	TITLE (SUBJECT)	SUBTITLE
DN(LOCAL)	Performance Appraisal-	
DNA(LOCAL)	Performance Appraisal	Evaluation of Teachers
INITIATED BY: Office of Talent		
TYPE OF REVISION: Update		
<p>RATIONALE:</p> <p>The district proposes adopting the Texas Teacher Evaluation and Support System (T-TESS) as its teacher appraisal system, effective with the 2022–2023 school year. T-TESS would replace the current teacher evaluation systems: the Teacher Appraisal and Development System (TADS) and the Modified Teacher Appraisal and Development System (M-TADS).</p> <p>T-TESS is the state-recommended teacher evaluation system and is currently used by over 300 districts, including districts in the Houston area. By adopting a state-developed tool, the district gains access to the state’s professional development, evaluation, and calibration resources to support the growth and development of its teachers.</p> <p>Throughout the 2021–2022 school year, the district sought stakeholder input on its evaluation system through a variety of means, including a district-wide survey, committees comprised of current teachers, principals, and district office staff.</p> <p><u>Cost</u>: Not applicable</p> <p><u>Funding Source</u>: Not applicable</p>		
OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY:		None
<p>ADMINISTRATIVE PROCEDURES REQUIRED: Administrative regulations will be revised in accordance with changes to policy. This item requires consultation.</p>		

PERFORMANCE APPRAISAL

DN
(LOCAL)

General Principles	All non-teachers and other professional employees who work 20 standard hours or more per week shall be annually appraised in the performance of their duties and shall be provided assistance to improve job performance. The appraisal policies and regulations, annual Board-approved appraisal calendars, and District manuals shall govern the employee evaluation and appraisal system consistent with the general principles set out below.
Definition—Other Professional Employees	Other professional employees shall include school counselors, nurses, librarians, magnet coordinators, social workers, central office professionals, and other campus employees who are not appraised in the <u>Teacher Appraisal and Development System (TADS), Texas Teacher Evaluation and Support System (T-TESS), Principal Supervisor Appraisal System (PSAS), or the School Leader Appraisal System (SLAS).</u>
Criteria	The employee's performance of assigned duties and other job-related criteria shall provide the basis for the employee's appraisal. Employees shall be informed of the criteria on which they will be appraised at the beginning of the appraisal year.
Annual Appraisal Training	All appraisers of non-teacher employees and all non-teacher employees shall participate in initial appraisal training and in an annual update appraisal training if available thereafter.
Goal-Setting And Beginning-Of-Year Conference	Employees shall participate in a goal-setting conference at the beginning of the appraisal year with their assigned appraiser. Each employee shall develop an individual professional development plan that focuses on professional growth targets.
Performance Review	Appraisal ratings shall be based on the appraisal instrument and cumulative performance data gathered by supervisors throughout the year. Employees participating in the annual appraisal process shall have an end-of-year conference to discuss the written appraisal and may have as many conferences about performance of duties as the appraiser deems necessary or as requested by the employee.
New Hires To The District	An employee who was hired within 90 days of the end of the appraisal period shall not have an annual appraisal. [Refer to the annual Board-approved appraisal calendar.]
Missed Deadlines	In the event an appraisal deadline is missed by either the employee or appraiser, the appraiser shall document the reason in a memorandum to the employee and a copy shall be sent to the appraiser's manager. The appraisal process shall continue. A missed deadline shall not invalidate an appraisal document.

PERFORMANCE APPRAISAL

DN
(LOCAL)

Standard Hours Change	An employee whose standard hours increase to 20 hours or more per week prior to 90 days until the end of the appraisal period shall be appraised. An employee whose standard hours increase to 20 hours or more per week within the 90 days until the end of the appraisal period shall not be appraised.
Employee Position Change	An employee whose position changes to a non-teacher position any time before the end of the appraisal period shall be appraised on the Non-Teacher Appraisal System.
Documentation And Records	Official appraisal records shall be maintained throughout a person's employment with the District as outlined in the District's Records Management Manuals.
Confidentiality	A document evaluating the performance of a teacher or administrator shall be confidential.
Employee Copy	All employees shall receive a copy of their annual appraisal.
Individual Professional Development Plan	Every non-teacher employee shall have an Individual Professional Development Plan (IPDP) that sets a path for professional growth. The plan shall be developed collaboratively with the non-teacher employee and his or her their appraiser near the beginning of the appraisal period and revisited as necessary throughout the year.
Prescriptive Plan For Assistance	<p>An appraiser may place an employee on a Prescriptive Plan for Assistance (PPA) at any time when performance or behavior becomes a concern as evidenced by observations, work products, and behavior aligned to the appraisal expectations.</p> <p>The PPA shall outline the areas for improvement identified by the appraiser, and specific developmental activities within the employee's plan shall be monitored.</p>
Third-Party Input	The appraiser shall verify and document third-party information that the appraiser and/or employee want to use as cumulative data. Any documentation that will influence the employee's annual appraisal ratings must be shared in writing with the employee within ten working days of the appraiser's knowledge of the occurrence. A parent or legal guardian must sign if the initiating party is under 18 years of age.
Employee Response	Employees may submit a written response or rebuttal to their appraiser within ten working days of receipt of a written document. The appraiser will attach the employee's written response to the appraisal document.
Application Of Assessment Systems	All aspects of the appraisal systems shall be applied consistently and fairly to all employees. When an employee feels that any one of these procedures has been misapplied to him or her , a dispute

PERFORMANCE APPRAISAL

DN
(LOCAL)

may be filed in accordance with the Dispute Resolution Process at DGBA(LOCAL). However, unless the procedure in question was maliciously misapplied, applied in bad faith, or not applied by an appraiser, such misapplication or failure to follow the procedures shall not prevent or be any impediment to the Board or the Superintendent changing any employee's employment status under the terms of the employment contracts, if applicable, and state and federal laws.

Complaints

Employees may present complaints regarding the evaluation and appraisal process in accordance with the District's Dispute Resolution Process. [See DGBA(LOCAL)]

Effective Date

This policy shall be effective as of the adoption date: ~~October 14, 2016~~ February 11, 2022.

PERFORMANCE APPRAISAL
EVALUATION OF TEACHERS

DNA
(LOCAL)

**Appraisal System
and Process**

The formal appraisal of District teachers shall be in accordance with a local appraisal system developed in compliance with statutory provisions and state rules.

**General
Requirements**

District teachers shall be appraised annually as specified by this policy, DNA(REGULATION), the Board-approved appraisal calendar, and the Texas Teacher Evaluation and Support System (T-TESS) Teacher Appraisal and Development System manual. Teachers will participate in the Teacher Appraisal and Development System (TADS)-T-TESS, or After July 1, 2024, the participation in T-TESS may include participation in a modified T-TESS that includes fewer annual formal observations Modified Teacher Appraisal and Development System (M-TADS).

The District shall establish an appraisal calendar each year. The appraisal period for each teacher shall be defined as stated in the Board-approved appraisal calendar. The Board-approved appraisal calendar may provide exceptions to this policy.

Components of the appraisal system shall ensure that teachers receive appropriate guidance and feedback and, in addition to the components described in the remainder of this policy, may include, but are not limited to, a written self-assessment, formal and informal observations, classroom walk-throughs, student learning indicators, and conferences. The appraisal process shall produce a written document to be presented to a summative performance report for the teacher, signed by the teacher and appraiser, and maintained as specified in the District's Records Management manual.

Appraisers

All teachers shall be assigned a qualified primary appraiser. The primary appraiser must conduct the minimally required annual conferences and at least one formal observation. Any appraiser may conduct additional formal observations and/or formal walkthroughs.

Appraisers shall be school-based administrators or other individuals who meet eligibility requirements, as specified in DNA(REGULATION), and who have undergone the requisite appraiser training and certification provided by the District.

Certification

Before conducting an appraisal, an appraiser shall be certified by completing the uniform appraiser training the District provides. The Board shall annually approve certified appraisers. Periodic appraiser recertification and training shall be required.

Annual Training

Teachers shall participate in initial or update appraisal training annually as specified in the Board-approved appraisal calendar, DNA(REGULATION), and the Teacher Appraisal and Development System T-TESS manual.

PERFORMANCE APPRAISAL
EVALUATION OF TEACHERS

DNA
(LOCAL)

It is the teacher's responsibility to complete appraisal training and to provide evidence of training completion to the appraiser within the specified timeline. Failure to complete the appraisal training shall not impede the appraisal process.

Conferences

Teachers participating in ~~TADS-T-TESS~~ shall meet with their ~~respective primary~~ appraiser at least three times throughout the course of the school year. These comprehensive conferences shall be held near the beginning, middle, and end of the school year. ~~After July 1, 2024, any T teachers participating in M-TADSa modified version of T-TESS will meet with their respective appraiser at least two times throughout the course of the school year. These comprehensive conferences shall be held near the beginning and end of the school year.~~

Additional conferences may be held at the request of the teacher or primary appraiser.

Observations

~~Teachers participating in TADST-TESS shall receive at least two formal, unannounced classroom observations, of at least 30 minutes in length. After July 1, 2024, any~~Each teacher participating in M-TADSa modified version of T-TESS shall receive at least one formal, unannounced classroom observation of at least 30 minutes in length. The observations shall be conducted by the teacher's appraiser. Appraisers shall not give notice of the date or time of an observation.

The appraiser who conducted the formal observation shall provide the employee with specific, written feedback within ten working days from the date of the observation. Post-observation conferences may also be conducted at the request of either the appraiser or the teacher.

Ratings from each formal observation are included in determining a teacher's summative performance rating.

Walkthroughs

~~Each teacher participating in TADS-T-TESS shall may receive at least two one or more formal, unannounced walkthroughs of at least ten minutes in length. Each teacher participating in M-TADS shall receive at least one formal, unannounced walkthrough of at least ten minutes in length. The walkthroughs shall be conducted by the teacher's appraiser. Each walkthrough shall be followed by~~The appraiser who conducted the formal walkthrough shall provide the employee with specific, written feedback within ten working days from the date of the walkthrough. Post-walkthrough conferences may also be conducted at the request of either the appraiser or the teacher.

PERFORMANCE APPRAISAL
EVALUATION OF TEACHERS

DNA
(LOCAL)

Ratings from each formal walkthrough are included in determining a teacher's summative performance rating.

Observations

~~Teachers participating in TADS shall receive at least two formal, unannounced classroom observations, of at least 30 minutes in length. Each teacher participating in M-TADS shall receive at least one formal, unannounced classroom observation of at least 30 minutes in length. The observations shall be conducted by the teacher's appraiser. Appraisers shall not give notice of the date or time of an observation.~~

~~The appraiser shall provide the employee with specific, written feedback within ten working days from the date of the observation. Post-observation conferences may also be conducted at the request of either the appraiser or the teacher.~~

Missed Deadlines

In the event an appraisal deadline is missed by either the teacher or the appraiser, the appraiser shall document the reason in a memorandum to the teacher and a copy shall be sent to the building principal. The appraisal process shall continue. A missed deadline shall not invalidate an appraisal document.

Appraisal Criteria

Teachers shall be appraised on the following ~~three~~ two performance categories:

1. Instructional practice; and
2. ~~Professional expectations; and~~
- 3-2. Student performance (as determined by the District).

Instructional
Practice

Appraisers shall assess the extent to which a teacher meets a set of expectations for each of four domains: instructional planning and delivery

1. Planning;
2. Instruction;
3. Learning Environment; and
4. Professional Practices and Responsibilities.

Professional
Expectations

~~Appraisers shall assess whether a teacher meets a set of expectations for professionalism.~~

Student
Performance

Appraisers shall assess a teacher's effectiveness using student performance measures.

**Performance Criteria
Feedback and
Rating**

~~Every~~ Each teacher shall receive a performance rating feedback in Instructional Practice and Professional Expectations each domain of instructional practice during the end-of-year conference.

PERFORMANCE APPRAISAL
EVALUATION OF TEACHERS

DNA
(LOCAL)

Timing	Every-Each teacher shall receive a summative performance rating as specified in the Board-approved appraisal calendar, DNA(REG-ULATION), and the Teacher Appraisal and Development System T-TESS manual.
Individual Professional Development Plan	Every-Each teacher shall have an individual professional development plan that sets a path for professional growth. The plan shall be developed collaboratively with the teacher and his or her <u>their</u> appraiser near the beginning of the school year and shall be revisited as necessary throughout the year.
Prescriptive Plan for Assistance	<p>An appraiser shall create a Prescriptive Plan for Assistance (PPA) for any teacher whose job performance becomes a concern as evidenced through walkthroughs and observations aligned to the instructional practice rubric. Teachers shall acknowledge receipt of the PPA within ten working days from receipt of the plan.</p> <p>The PPA form shall outline the focus areas for development, specific development activities and action steps, and expected changes in behavior or performance outcomes.</p> <p>The PPA shall be considered complete when the teacher's performance exhibits the expected change as noted by the appraiser.</p>
Third-Party Input	<p>The appraiser shall verify and document third-party information that the appraiser and/or employee want to use as cumulative data. Any documentation that will influence the employee's annual appraisal ratings must be shared in writing with the employee within ten working days of the appraiser's knowledge of the occurrence. A parent or legal guardian must sign if the initiating party is under 18 years of age.</p>
Second Appraisal Review	<p>Each teacher may request a second appraisal review of his or her <u>their</u> instructional practice, professional expectations, and/or student performance ratings by submitting a written request. The teacher's request must be submitted in writing within ten working days of receipt of the performance category ratings at the Progress or End of Year Conference <u>written feedback from a formal observation or formal walkthrough</u>. The teacher may only request a second appraisal for a specific performance category once throughout a school year.</p> <p>A second appraisal review for instructional practice shall require that the second appraiser conduct at least one unannounced classroom formal observation or formal walkthrough, whichever led to the teacher's request for a second appraisal review <u>along with a review of all documentation and data collected to inform the original rating. All instructional practice criteria must be rated.</u></p>

PERFORMANCE APPRAISAL
EVALUATION OF TEACHERS

DNA
(LOCAL)

Each teacher may request a second appraisal review of their student performance. A second appraisal review ~~for professional expectations and~~ student performance shall require a review of all documents and related materials to assess the teacher in those areas. ~~All professional expectation criteria must be rated.~~

Ratings from both the ~~primary original~~ and second appraisers shall be averaged for a final rating for the requested performance criteria under review.

The Superintendent or designee shall select the second appraiser. Teachers may request that the second appraiser have content knowledge specific to the area being taught and that assignments shall be made based upon the availability of qualified personnel.

Teacher Responses

A teacher may submit a written response or rebuttal to his or her appraiser within ten working days of receipt of a written document. The appraiser will attach the teacher's written response to the appraisal document.

**Application of
Assessment
Systems**

All aspects of the appraisal systems shall be applied consistently and fairly to all employees. When an employee feels that any one of these procedures has been misapplied to him or her, a dispute may be filed in accordance with the Dispute Resolution Process at DGBA(LOCAL). However, unless the procedure in question was maliciously misapplied, applied in bad faith, or not applied by an appraiser, such misapplication or failure to follow the procedures shall not prevent or be any impediment to the Board or the Superintendent changing any employee's employment status under the terms of the employment contracts, if applicable, and state and federal laws.

Complaints

Employees may present complaints regarding the evaluation and appraisal process in accordance with the District's Dispute Resolution Process. [See DGBA(LOCAL)]

Amendment Process

The District may present suggested improvements to the appraisal process and criteria to the Shared Decision-Making Committees (SDMCs) and to the District Advisory Committee (DAC) for review on an annual basis. The SDMCs shall provide feedback on the proposed improvements to the DAC for its review and consideration. The District's administration shall present the recommended amendments to the Board.

Effective Date

This policy shall be effective as of the adoption date, ~~April 12, 2019~~ February 11, 2022.

Office of the Superintendent of Schools
Board of Education Meeting of February 3, 2022

Office of Academics
Shawn Bird, Chief Academic Officer

**SUBJECT: APPROVAL OF THE ESTABLISHMENT OF BOARD POLICY
EF(LOCAL), INSTRUCTIONAL RESOURCES—FIRST READING**

The purpose of this agenda item is to request that the Houston Independent School District (HISD) Board of Education approves the establishment of Board Policy EF(LOCAL), *Instructional Resources*, as recommended by the Texas Association of School Boards (TASB).

The proposed Board Policy EF(LOCAL) is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four district goals and is aligned to Core Initiative 5: Culture of Trust through Action.

THIS ITEM DOES REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the Board of Education accepts the establishment of Board Policy EF(LOCAL), *Instructional Resources*, on first reading, effective February 4, 2022.

BOARD POLICY EXPLANATORY SHEET

POLICY CODE	TITLE (SUBJECT)	SUBTITLE
EF(LOCAL)	Instructional Resources	
INITIATED BY: Texas Association of School Boards (TASB)		
TYPE OF REVISION: Establish		
APPLICABILITY: This policy update applies to all board members, district personnel, students, and students' parents and guardians.		
BACKGROUND: <p>TASB recommends relocating the content existing in EFA(LOCAL) to this new policy code. The legal board policy addressing library materials has been relocated from policy code EFA(LEGAL) to code EF(LEGAL). This board item being brought forth to the board is moving the content that existed in EFA(LOCAL) to the code EF(LOCAL) to allow the local policies align with their respective legal policies.</p> <p>The local policy on instructional resources has been revised by TASB to include:</p> <ul style="list-style-type: none"> • Replacing the term “instructional materials” throughout the policy with the broader term “instructional resources” to clarify the scope of the policy; and • Adding information for the INFORMAL RECONSIDERATION and FORMAL CONSIDERATION of challenges to instructional resources and GUIDING PRINCIPLES to assist individuals or committees responsible for reviewing the resources in the event of a challenge. The new text would replace the district’s reference to the Librarian’s Handbook since the policy is intended to cover more than library materials. 		
OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY: None		
ADMINISTRATIVE PROCEDURES REQUIRED: Administrative regulations will be revised in accordance with changes to policy.		

INSTRUCTIONAL RESOURCES

EF
(LOCAL)

Note: For information related to the selection process and accounting of instructional materials, as this term is defined by state law and rule, see CMD and EFA.

Objectives

The District shall provide a wide range of instructional resources for students and faculty that present varying levels of difficulty, diversity of appeal, and a variety of points of view. Although professional staff members may select instructional resources for their use in accordance with District policy and administrative regulations, the ultimate authority for determining and approving the curriculum and instructional program of the District lies with the Board.

In this policy, “instructional resources” may include textbooks, library acquisitions, supplementary resources for classroom use, and any other instructional resources, including electronic resources, used for formal or informal teaching and learning purposes. The primary objectives of instructional resources are to implement, enrich, and support the District’s educational program.

The Board shall rely on District professional staff to select and acquire instructional resources that:

1. Enrich and support the curriculum, taking into consideration students’ varied interests, abilities, learning styles, and maturity levels.
2. Stimulate growth in factual knowledge, enjoyment of reading, literary appreciation, aesthetic values, and societal standards.
3. Present various sides of controversial issues so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives.
4. Represent many ethnic, religious, and cultural groups and their contributions to the national heritage and world community.
5. Provide a wide range of background information that will enable students to make intelligent judgments in their daily lives.

Selection Criteria

In the selection of instructional resources, professional staff shall ensure that the resources:

1. Support and are consistent with the general educational goals of the state and District and the aims and objectives of individual schools and specific courses consistent with the District and campus improvement plans.

INSTRUCTIONAL RESOURCES

EF
(LOCAL)

2. Meet high standards for artistic quality and/or literary style, authenticity, educational significance, factual content, physical format, presentation, readability, and technical quality.
3. Are appropriate for the subject area and for the age, ability level, learning styles, and social and emotional development of the students for whom they are selected.
4. Are designed to help students gain an awareness of our pluralistic society.
5. Are designed to provide information that will motivate students and staff to examine their own attitudes and behavior; to understand their duties, responsibilities, rights, and privileges as citizens participating in our society; and to make informed choices in their daily lives.
6. For library selections, are integral to the instructional program, are appropriate for the reading levels and understanding of students, reflect the interests and needs of the students and faculty, are included because of their literary or artistic value and merit, and present information with the greatest degree of accuracy and clarity.

Administrators, teachers, library media specialists, other District personnel, parents, and community members, as appropriate, may recommend instructional resources for selection. Gifts of instructional resources shall be evaluated according to these criteria and accepted or rejected in accordance with CDC(LOCAL).

Selection of resources is an ongoing process that includes the removal of resources no longer appropriate and the periodic replacement or repair of resources that still have educational value.

Controversial Issues

District professional staff shall endeavor to maintain a balanced collection representing various views when selecting instructional resources on controversial issues. Resources shall be chosen to clarify historical and contemporary forces by presenting and analyzing intergroup tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems. [See also EMB regarding instruction about controversial issues and EHAA regarding human sexuality instruction.]

Challenged Resources

A parent of a District student, any employee, or any District resident may formally challenge an instructional resource used in the District's educational program on the basis of appropriateness.

Informal
Reconsideration

The school receiving a complaint about the appropriateness of an instructional resource shall try to resolve the matter informally using the following procedure:

DATE ISSUED:

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EF(LOCAL)-A

INSTRUCTIONAL RESOURCES

EF
(LOCAL)

1. The principal or designee shall explain the school's selection process, the criteria for selection, and the qualifications of the professional staff who selected the questioned resource.
2. The principal or designee shall explain the intended educational purpose of the resource and any additional information regarding its use.
3. If appropriate, the principal or designee may offer a concerned parent an alternative instructional resource to be used by that parent's child in place of the challenged resource.
4. If the complainant wishes to make a formal challenge, the principal or designee shall provide the complainant a copy of this policy and a form to request a formal reconsideration of the resource.

Formal
Reconsideration

A complainant shall make any formal objection to an instructional resource on the form provided by the District and shall submit the completed and signed form to the principal. Upon receipt of the form, the principal shall appoint a reconsideration committee.

The reconsideration committee shall include at least one member of the instructional staff who has experience using the challenged resource with students or is familiar with the challenged resource's content. Other members of the committee may include District-level staff, library staff, secondary-level students, parents, and any other appropriate individuals.

All members of the committee shall review the challenged resource in its entirety. As soon as reasonably possible, the committee shall meet and determine whether the challenged resource conforms to the principles of selection set out in this policy. The committee shall prepare a written report of its findings and provide copies to the principal, the Superintendent or designee, and the complainant.

Appeal

The complainant may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting with the appropriate administrator. [See DGBA, FNG, and GF]

Guiding Principles

The following principles shall guide the Board and staff in responding to challenges of instructional resources:

1. A complainant may raise an objection to an instructional resource used in a school's educational program, despite the fact that the professional staff selecting the resources were qualified to make the selection, followed the proper procedure, and adhered to the objectives and criteria for instructional resources set out in this policy.

INSTRUCTIONAL RESOURCES

EF
(LOCAL)

2. A parent's ability to exercise control over reading, listening, or viewing matter extends only to their own child.
3. Access to a challenged resource shall not be restricted during the reconsideration process, except the District may deny access to a child if requested by the child's parent.

The major criterion for the final decision on challenged resources is the appropriateness of the resource for its intended educational use. No challenged instructional resource shall be removed solely because of the ideas expressed therein.

Effective Date

This policy shall be effective as of the adoption date, February 11, 2022.

Office of the Superintendent of Schools
Board of Education Meeting of February 3, 2022

Office of Academics
Shawn Bird, Chief Academic Officer

**SUBJECT: APPROVAL OF PROPOSED DELETION OF BOARD POLICY
EFA(LOCAL), INSTRUCTIONAL RESOURCES: INSTRUCTIONAL
MATERIALS—FIRST READING**

The purpose of this agenda item is to request that the Houston Independent School District (HISD) Board of Education approves the proposed deletion of Board Policy EFA(LOCAL), *Instructional Resources: Instructional Materials*, as recommended by the Texas Association of School Boards (TASB).

A copy of Board Policy EFA(LOCAL) is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four district goals and is aligned to Core Initiative 5: Culture of Trust through Action.

THIS ITEM DOES NOT REQUIRE CONSULTATION.

THIS ITEM DOES DELETE BOARD POLICY.

RECOMMENDED: That the Board of Education accepts the proposed deletion of Board Policy EFA(LOCAL), *Instructional Resources: Instructional Materials*, on first reading, effective February 4, 2022.

BOARD POLICY EXPLANATORY SHEET

POLICY CODE	TITLE (SUBJECT)	SUBTITLE
EFA(LOCAL)	Instructional Resources	Instructional Materials
INITIATED BY: Texas Association of School Boards (TASB)		
TYPE OF REVISION: Deletion		
APPLICABILITY: This policy update applies to all board members, district personnel, students, and students' parents and guardians.		
BACKGROUND: <p>TASB recommends the deletion of this policy code and relocating the content existing in EFA(LOCAL) to new policy code EF(LOCAL).</p> <p>Given that the legal policy addressing library material has been moved from EFA(LEGAL) to EF(LEGAL), TASB recommends deleting EFA(LOCAL) to avoid duplication of policies as the deleted text is being moved to EF(LOCAL). (See item K-2.)</p>		
OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY: None		
ADMINISTRATIVE PROCEDURES REQUIRED: Administrative regulations will be revised in accordance with changes to policy.		

INSTRUCTIONAL RESOURCES
INSTRUCTIONAL MATERIALS

EFA
(LOCAL)

The District shall provide a wide range of instructional resources for students and faculty that present varying levels of difficulty, diversity of appeal, and a variety of points of view. Although trained professional staff are afforded the freedom to select instructional resources for their use in accordance with this policy and the state-mandated curriculum, the ultimate authority for determining and approving the curriculum and instructional program of the District lies with the Board.

OBJECTIVES

In this policy, "instructional resources" refers to textbooks, library acquisitions, supplemental materials for classroom use, and any other instructional materials, including electronic resources, used for formal or informal teaching and learning purposes. The primary objectives of instructional resources are to deliver, support, enrich, and assist in implementing the District's educational program. [See EFAA for the selection and adoption process of state-adopted instructional materials.]

The Board shall rely on District professional staff to select and acquire instructional resources that:

1. Enrich and support the curriculum, taking into consideration students' varied interests, abilities, learning styles, and maturity levels.
2. Stimulate growth in factual knowledge, enjoyment of reading, literary appreciation, aesthetic values, and societal standards.
3. Present various sides of controversial issues so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives.
4. Represent many ethnic, religious, and cultural groups and their contributions to the national heritage and world community.
5. Provide a wide range of background information that will enable students to make intelligent judgments in their daily lives.

selection CRITERIA

In the selection of instructional resources, especially library acquisitions and supplemental materials for classroom use, professional staff shall ensure that materials:

1. Support and are consistent with the general educational goals of the state and District and the aims and objectives of individual schools and specific courses consistent with the District and campus improvement plans.

INSTRUCTIONAL RESOURCES
INSTRUCTIONAL MATERIALS

EFA
(LOCAL)

2. Meet high standards in presentation, format, readability, content, accuracy, artistic or literary quality, and educational significance.
3. Are appropriate for the subject and for the age, ability level, learning styles, and social and emotional development of the students for whom they are selected.
4. Are designed to provide information that will motivate students to examine their own attitudes and behavior, to understand their rights, duties, and responsibilities as citizens, and to make informed judgments in their daily lives.

Recommendations for library acquisitions shall involve administrators, teachers, other District personnel, and community representatives, as appropriate. Gifts of instructional resources shall be evaluated according to these criteria and accepted or rejected accordingly.

Selection of materials is an ongoing process that includes the removal of resources no longer appropriate and the periodic replacement or repair of materials still of educational value.

CONTROVERSIAL
ISSUES

The selection of library acquisitions on controversial issues shall endeavor to maintain a balanced collection representing various views. Library materials shall be chosen to clarify historical and contemporary forces by presenting and analyzing intergroup tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems. [See also EMB regarding instruction about controversial issues and EHAA regarding human sexuality instruction.]

CHALLENGED
MATERIALS

A parent of a District student, any employee, or any District resident may formally challenge an instructional resource used in the District's educational program on the basis of appropriateness following established informal and formal reconsideration procedures. [See the Librarian's Handbook]

Office of the Superintendent of Schools
Board of Education Meeting of February 3, 2022

Office of School Offices
Denise Watts, Chief of Schools

**SUBJECT: APPROVAL OF PROPOSED DELETION OF BOARD POLICY
EGA(LOCAL), CURRICULUM DEVELOPMENT: INNOVATIVE AND
MAGNET PROGRAMS—FIRST READING**

The purpose of this agenda item is to request that the Houston Independent School District (HISD) Board of Education approves the proposed deletion of Board Policy EGA(LOCAL), *Curriculum Development: Innovative and Magnet Programs*, as recommended by the Texas Association of School Boards (TASB).

A copy of Board Policy EGA(LOCAL) is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four district goals and is aligned to Core Initiative 5: Culture of Trust through Action.

THIS ITEM DOES NOT REQUIRE CONSULTATION.

THIS ITEM DOES DELETE BOARD POLICY.

RECOMMENDED: That the Board of Education accepts the proposed deletion of Board Policy EGA(LOCAL), *Curriculum Development: Innovative and Magnet Programs*, on first reading, effective February 4, 2022.

BOARD POLICY EXPLANATORY SHEET

POLICY CODE	TITLE (SUBJECT)	SUBTITLE
EGA(LOCAL)	Curriculum Development	Innovative and Magnet Programs
INITIATED BY: Texas Association of School Boards (TASB)		
TYPE OF REVISION: Approval of Deletion of Board Policy		
APPLICABILITY: This policy update applies to all board members, district personnel, students, and students' parents and guardians.		
BACKGROUND: <p>EGA is no longer an active code in the board policy manual. Local policy provisions on innovation and magnet programs have been relocated to EHBJ. This policy deletes EGA to avoid duplication with the new policy code for this subject (EHBJ).</p> <p>The administration is not recommending any changes to the content being moved from K-4 (EGA) to K-5 (EHBJ). The deletion of EGA(LOCAL) prevents duplication when the text is moved to EHBJ (item K-5).</p>		
OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY: None		
ADMINISTRATIVE PROCEDURES REQUIRED: Administrative regulations will be revised in accordance with changes to policy.		

CURRICULUM DEVELOPMENT
INNOVATIVE AND MAGNET PROGRAMS

EGA
(LOCAL)

The District shall provide innovative and engaging programs to attract, retain, and empower students in a rich academic environment. Directly aligned with the Board's Beliefs and Visions, the District's magnet schools embody the mandates for change on school choice, decentralization, school empowerment, and meaningful engagement. The Board commits to inclusion and equality in educational attainment, ownership, and engagement in the District's magnet programs, and the District shall not support patterns of exclusion and inequality.

DEFINITIONS

The following definitions are used herein:

1. Community — In this policy is defined as the overall District jurisdictional boundary and may be referred to as the greater Houston area.
2. Magnet School — Defined in this policy, Magnet Schools are unique to Neighborhood Schools with 'Themes' in that they seek to draw students from outside the school's attendance zone using specified criteria. These schools receive magnet funding and provide transportation to non-zoned students.
3. Vanguard Magnet — While all District schools have Vanguard programs designed to serve the special needs of G/T students, there are, in addition to the Vanguard programs provided at all District schools, some schools that have a Vanguard Magnet program. There is a separate application for Magnet Vanguard programs. Qualified students can apply and, once accepted, receive transportation.
4. Neighborhood Vanguard Programs/Gifted and Talented (G/T) — Vanguard programs serve G/T identified students in neighborhood schools. Vanguard schools are addressed in separate policies. [See FDB(LOCAL) and EHBB(LOCAL)]
5. Neighborhood School — A school that serves its zoned population of students. A neighborhood school may offer specialized programming and can accept transfers if space is available but does not receive transportation or extra funding from the District.
6. Separate and Unique — A magnet school that does not have a defined attendance zone to the overall District jurisdictional boundary. This magnet school is also referred to as a dedicated or standalone magnet.

SCHOOLS AND TYPES
OF PROGRAMS

The magnet program in the District offers students a portfolio of kindergarten-grade 12 engaging, academically rigorous, and theme-based choices. The program seeks to recruit and draw a socioeconomically and ethnically diverse student body from

CURRICULUM DEVELOPMENT
INNOVATIVE AND MAGNET PROGRAMS

EGA
(LOCAL)

throughout the District with the ultimate goal of the student population reflecting the diversity of the District's metropolitan community.

The District's magnet schools and/or programs can be structured in the following ways:

- Elementary school — Application and, when applicable, testing for appropriate program. [See EHBB(LOCAL)]
- Secondary school — May require more specific qualifications for entrance, as identified by magnet theme or unique standalone magnet school, and is subject to auditions and/or portfolio for fine art programs. Secondary fine arts programs with auditions and/or portfolios are exempt from lottery process.

PROGRAM
CHARACTERISTICS

The District's magnet programs shall develop engaging curricula that meet the learning, wellbeing and civic needs of the District's student population and economic demands of the community. Each magnet program shall identify the following characteristics in the initial proposals as well as maintain the characteristics for evaluation on an ongoing basis:

1. Academic achievement and intellectual entrepreneurship as its core goals, enhanced by thematic programming, teaching philosophies, and real world experiences;
2. An enriched curriculum designed around a specialized theme or philosophy;
3. A socioeconomically and ethnically diverse student body;
4. Increased student access to the program through the District's awareness activities, communication, and transfer procedures in order to meet the magnet enrollment goal of 20 percent (or 100 students per grade level, whichever is less in secondary schools) of the students, who must be from outside the school's attendance zone;
5. Actively involves parent, community, and business partnerships; and
6. Demonstrate school expenditures in support of the program. [See FUNDING SYSTEM, below]

MEASURES OF
SUCCESS AND
ACCOUNTABILITY

The District shall track and use school performance and hold leadership accountable for results including but not limited to:

- Student academic outcomes aligned with the Board Monitoring System and/or current accountability standards; and

CURRICULUM DEVELOPMENT
INNOVATIVE AND MAGNET PROGRAMS

EGA
(LOCAL)

- Magnet enrollment goal of 20 percent (or 100 students per grade level, whichever is less in secondary schools) of the students, who must be from outside the school's attendance zone.

Funding SYSTEM

Equal access to instructional excellence requires fair and equitable resources. Board-approved, program funding systems shall be created that take into account program costs, unique themes, and innovation. Board-approved funding shall also be distributed to various magnet programs or themes based on a program or theme's needs via the annual budget allocation process and/or via a rotating capital allocation system. Annually, program funding shall be reviewed by the Board and any changes to the allocations are subject to Board approval as part of the overall budget process. Magnet students are eligible for transportation. [See CNA series]

Establishing a Magnet Program

Schools interested in establishing a magnet program shall submit a written proposal to the Office of School Choice. The proposal shall include the following elements:

- Program specifics;
- Building capacity, which accommodates the magnet enrollment goal of 20 percent (or 100 students per grade level, whichever is less in secondary schools) of the students, who must be from outside the school's attendance zone; and
- Financial sustainability.

The District may identify new programs in alignment to the District strategic plan. The community shall always be involved in the creation, maintenance, and sun-setting of a magnet program.

Modifying an Existing Magnet Program

A magnet program should have a clear focus and be sustainable across many years recognizable as a brand for the campus. Major modifications that substantially change a program, such as impacting funding or changing theme, require Board approval and at least one transition year for planning and communication.

Continued improvement should be an ongoing mindset and shall naturally require frequent, minor changes to programs. Community meetings must be offered to gather input and suggestions from the magnet school's community at the beginning and end of each school year. The community's input and suggestions shall be reviewed and retained by the school.

SUN-SETTING A
MAGNET PROGRAM

The District shall track and monitor school performance and hold school leadership accountable for results. The standards referenced herein, as well as the criteria outlined in the proposal, must

CURRICULUM DEVELOPMENT
INNOVATIVE AND MAGNET PROGRAMS

EGA
(LOCAL)

Student Application,
Selection, and
Admission Process

be maintained for a magnet program to retain its status, funding, and transportation. Changes in status shall require a transparent review process with a clear time line for implementation prior to the student application process.

Qualifications for entering a magnet program are specific to each program and consistent by magnet theme. Entrance to elementary programs is based on available space. The entrance criteria and process shall be transparent, made readily available and easily accessible to the public with the key elements of objectivity, impartiality, fairness, and equity while complying with state and federal laws.

When there are more qualified applicants than space available, a school-specific lottery shall be used to select students.

The District shall operate a database to implement a Districtwide application process and track acceptance of students to individual programs.

[Reference: U.S. Department of Education, Office of Innovation and Improvement, Innovations in Education: Creating Successful Magnet Schools Programs, Washington, D.C., 2004]

Office of the Superintendent of Schools
Board of Education Meeting of February 3, 2022

Office of School Offices
Denise Watts, Chief of Schools

**SUBJECT: APPROVAL OF THE ESTABLISHMENT OF BOARD POLICY
EHBJ(LOCAL), SPECIAL PROGRAMS: INNOVATIVE AND MAGNET
PROGRAMS—FIRST READING**

The purpose of this agenda item is to request that the Houston Independent School District (HISD) Board of Education approves the establishment of Board Policy EHBJ(LOCAL), *Innovative and Magnet Programs*, as recommended by the Texas Association of School Boards (TASB).

The proposed Board Policy EHBJ(LOCAL) is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four district goals and is aligned to Core Initiative 5: Culture of Trust through Action.

THIS ITEM DOES REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the Board of Education accepts the establishment of Board Policy EHBJ(LOCAL), *Innovative and Magnet Programs*, on first reading, effective February 4, 2022.

BOARD POLICY EXPLANATORY SHEET

POLICY CODE	TITLE (SUBJECT)	SUBTITLE
EHBJ(LOCAL)	Special Programs	Innovative and Magnet Programs
INITIATED BY: Texas Association of School Boards (TASB)		
TYPE OF REVISION: Establishment of New Board Policy		
APPLICABILITY: This policy update applies to all board members, district personnel, students, and students' parents and guardians.		
BACKGROUND: <p>This policy is recommended by TASB for inclusion in Houston Independent School District (HISD) Board Policy.</p> <p>EHBJ is the new policy code that addresses Innovative and Magnet programs for school districts. The content has not been changed from what it was in EGA, it has just been moved from EGA (an inactive code) to EHBJ.</p> <p>The administration is not recommending any changes to the content being moved from K-4 (EGA) to K-5 (EHBJ). The deletion of EGA(LOCAL) prevents duplication when the text is moved to EHBJ (item K-5).</p>		
OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY: None		
ADMINISTRATIVE PROCEDURES REQUIRED: Administrative regulations will be revised in accordance with changes to policy.		

SPECIAL PROGRAMS
INNOVATIVE AND MAGNET PROGRAMS

EHB
(LOCAL)

The District shall provide innovative and engaging programs to attract, retain, and empower students in a rich academic environment. Directly aligned with the Board's Beliefs and Visions, the District's magnet schools embody the mandates for change on school choice, decentralization, school empowerment, and meaningful engagement. The Board commits to inclusion and equality in educational attainment, ownership, and engagement in the District's magnet programs, and the District shall not support patterns of exclusion and inequality.

Definitions

The following definitions are used herein:

1. Community – In this policy is defined as the overall District jurisdictional boundary and may be referred to as the greater Houston area.
2. Magnet School – Defined in this policy, Magnet Schools are unique to Neighborhood Schools with 'Themes' in that they seek to draw students from outside the school's attendance zone using specified criteria. These schools receive magnet funding and provide transportation to non-zoned students.
3. Vanguard Magnet – While all District schools have Vanguard programs designed to serve the special needs of G/T students, there are, in addition to the Vanguard programs provided at all District schools, some schools that have a Vanguard Magnet program. There is a separate application for Magnet Vanguard programs. Qualified students can apply and, once accepted, receive transportation.
4. Neighborhood Vanguard Programs/Gifted and Talented (G/T) – Vanguard programs serve G/T identified students in neighborhood schools. Vanguard schools are addressed in separate policies. [See FDB(LOCAL) and EHBB(LOCAL)]
5. Neighborhood School – A school that serves its zoned population of students. A neighborhood school may offer specialized programming and can accept transfers if space is available but does not receive transportation or extra funding from the District.
6. Separate and Unique – A magnet school that does not have a defined attendance zone to the overall District jurisdictional boundary. This magnet school is also referred to as a dedicated or standalone magnet.

**Schools and Types
of Programs**

The magnet program in the District offers students a portfolio of prekindergarten–grade 12 engaging, academically rigorous, and theme-based choices. The program seeks to recruit and draw a socioeconomically and ethnically diverse student body from

DATE ISSUED:

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EHB(LOCAL)-X

SPECIAL PROGRAMS
INNOVATIVE AND MAGNET PROGRAMS

EHB
(LOCAL)

throughout the District with the ultimate goal of the student population reflecting the diversity of the District's metropolitan community.

The District's magnet schools and/or programs can be structured in the following ways:

- Elementary school – Application and, when applicable, testing for appropriate program. [See EHBB(LOCAL)]
- Secondary school – May require more specific qualifications for entrance, as identified by magnet theme or unique standalone magnet school, and is subject to auditions and/or portfolio for fine art programs. Secondary fine arts programs with auditions and/or portfolios are exempt from lottery process.

**Program
Characteristics**

The District's magnet programs shall develop engaging curricula that meet the learning, wellbeing and civic needs of the District's student population and economic demands of the community. Each magnet program shall identify the following characteristics in the initial proposals as well as maintain the characteristics for evaluation on an ongoing basis:

1. Academic achievement and intellectual entrepreneurship as its core goals, enhanced by thematic programming, teaching philosophies, and real world experiences;
2. An enriched curriculum designed around a specialized theme or philosophy;
3. A socioeconomically and ethnically diverse student body;
4. Increased student access to the program through the District's awareness activities, communication, and transfer procedures in order to meet the magnet enrollment goal of 20 percent (or 100 students per grade level, whichever is less in secondary schools) of the students, who must be from outside the school's attendance zone;
5. Actively involves parent, community, and business partnerships; and
6. Demonstrate school expenditures in support of the program. [See FUNDING SYSTEM, below]

**Measures of
Success and
Accountability**

The District shall track and use school performance and hold leadership accountable for results including but not limited to:

- Student academic outcomes aligned with the Board Monitoring System and/or current accountability standards; and

SPECIAL PROGRAMS
INNOVATIVE AND MAGNET PROGRAMS

EHBJ
(LOCAL)

- Magnet enrollment goal of 20 percent (or 100 students per grade level, whichever is less in secondary schools) of the students, who must be from outside the school's attendance zone.

Funding System

Equal access to instructional excellence requires fair and equitable resources. Board-approved, program funding systems shall be created that take into account program costs, unique themes, and innovation. Board-approved funding shall also be distributed to various magnet programs or themes based on a program or theme's needs via the annual budget allocation process and/or via a rotating capital allocation system. Annually, program funding shall be reviewed by the Board and any changes to the allocations are subject to Board approval as part of the overall budget process. Magnet students are eligible for transportation. [See CNA series]

Establishing a Magnet Program

Schools interested in establishing a magnet program shall submit a written proposal to the Office of School Choice. The proposal shall include the following elements:

- Program specifics;
- Building capacity, which accommodates magnet enrollment of 20 percent (or 100 students per grade level, whichever is less in secondary schools) of the students, who must be from outside the school's attendance zone; and
- Financial sustainability.

The District may identify new programs in alignment to the District strategic plan. The community shall always be involved in the creation, maintenance, and sun-setting of a magnet program.

Modifying an Existing Magnet Program

A magnet program should have a clear focus and be sustainable across many years recognizable as a brand for the campus. Major modifications that substantially change a program, such as impacting funding or changing theme, require Board approval and at least one transition year for planning and communication.

Continued improvement should be an ongoing mindset and shall naturally require frequent, minor changes to programs. Community meetings must be offered to gather input and suggestions from the magnet school's community at the beginning and end of each school year. The community's input and suggestions shall be reviewed and retained by the school.

Sun-Setting a Magnet Program

The District shall track and monitor school performance and hold school leadership accountable for results. The standards referenced herein, as well as the criteria outlined in the proposal, must be maintained for a magnet program to retain its status, funding,

SPECIAL PROGRAMS
INNOVATIVE AND MAGNET PROGRAMS

EHBJ
(LOCAL)

**Student Application,
Selection, and
Admission Process**

and transportation. Changes in status shall require a transparent review process with a clear timeline for implementation prior to the student application process.

Qualifications for entering a magnet program are specific to each program and consistent by magnet theme. Entrance to elementary programs is based on available space. The entrance criteria and process shall be transparent, made readily available and easily accessible to the public with the key elements of objectivity, impartiality, fairness, and equity while complying with state and federal laws.

When there are more qualified applicants than space available, a school-specific lottery shall be used to select students.

The District shall operate a database to implement a Districtwide application process and track acceptance of students to individual programs.

[Reference: U.S. Department of Education, Office of Innovation and Improvement, Innovations in Education: Creating Successful Magnet Schools Programs, Washington, D.C., 2004]

Effective Date

This policy shall be effective as of the adoption date, February 11, 2022.

Office of the Superintendent of Schools
Board of Education Meeting of February 3, 2022

Office of Academics
Shawn Bird, Chief Academic Officer

**SUBJECT: APPROVAL OF THE ESTABLISHMENT OF BOARD POLICY
EMI(LOCAL), MISCELLANEOUS INSTRUCTIONAL POLICIES: STUDY
OF RELIGION—FIRST READING**

The purpose of this agenda item is to request that the Houston Independent School District (HISD) Board of Education approves the establishment of Board Policy EMI(LOCAL), *Miscellaneous Instructional Policies: Study of Religion*, as recommended by the Texas Association of School Boards (TASB).

The proposed Board Policy EMI(LOCAL) is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four district goals and is aligned to Core Initiative 5: Culture of Trust through Action.

THIS ITEM DOES REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the Board of Education accepts the establishment of Board Policy EMI(LOCAL), *Miscellaneous Instructional Policies: Study of Religion*, on first reading, effective February 4, 2022.

BOARD POLICY EXPLANATORY SHEET

POLICY CODE	TITLE (SUBJECT)	SUBTITLE
EMI(LOCAL)	Miscellaneous Instructional Policies	Study of Religion
INITIATED BY: Texas Association of School Boards (TASB)		
TYPE OF REVISION: Addition		
APPLICABILITY: This policy update applies to all board members, district personnel, students, and students' parents and guardians.		
BACKGROUND: <p>TASB recommends that school districts have a policy regarding the teaching of religion, and that this policy be included in the district's policy manual. The text for this policy is the text that is recommended by TASB for school districts to implement.</p> <p>The policy provides guidance on the use of religious texts in instruction, the display of religious symbols as teaching aids, the performance of religious music as part of a secular program of instruction, and religious elements in a student's work.</p>		
OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY: None		
ADMINISTRATIVE PROCEDURES REQUIRED: Administrative regulations will be revised in accordance with changes to policy.		

MISCELLANEOUS INSTRUCTIONAL POLICIES
STUDY OF RELIGION

EMI
(LOCAL)

Teaching about Religion

The inclusion of religion in the study of history, culture, literature, music, drama, and art is essential to a full and fair presentation of the curriculum. The inclusion of religious elements is appropriate as long as the material included is intrinsic to the field of study in which it is presented and as long as it is presented objectively.

The District's approach to teaching about religion shall be academic, not devotional. Emphasis on religious themes in the arts, literature, and history shall be only as extensive as necessary for a balanced and thorough study of these areas. Such studies shall not foster any particular religious tenet nor demean any religious beliefs, but shall attempt to develop mutual respect among students and advance their knowledge and appreciation of the role that religious heritage plays in the social, cultural, and historic development of civilization.

Religious Texts

Use of religious texts in instruction shall be guided by the principles set forth above. Other than texts used in an appropriate course of study, the District shall not distribute religious texts or materials to students. Such materials may be indexed, shelved, and circulated as library materials. [See FNAA regarding student distribution of nonschool literature and GKDA regarding nonstudent distribution of nonschool literature]

Religious Music

District music groups may perform or receive instruction regarding religious music as part of the secular program of instruction. The primary purpose of the inclusion of religious music in performances or instruction shall be academic, not devotional. Performances and instruction shall reflect religious diversity when appropriate.

Religious Symbols

Religious symbols may be displayed as a teaching aid. Their display shall be temporary and limited to specific teaching activities; such displays shall not be permitted for devotional purposes.

Religious Elements in Student Work

Students may choose to include religious elements in their schoolwork, such as papers, presentations, or artwork; however, students' work must fulfill the purpose of the assignment and be evaluated by secular academic standards.

Effective Date

This policy shall be effective as of the adoption date, February 11, 2022.

Office of the Superintendent of Schools
Board of Education Meeting of February 3, 2022

Office of Academics
Shawn Bird, Chief Academic Officer

**SUBJECT: APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY
FFAA(LOCAL), WELLNESS AND HEALTH SERVICES: PHYSICAL
EXAMINATIONS—FIRST READING**

The purpose of this agenda item is to request that the Houston Independent School District (HISD) Board of Education approves revisions to Board Policy FFAA(LOCAL), *Wellness and Health Services: Physical Examinations*, as recommended by the Texas Association of School Boards (TASB).

The proposed Board Policy FFAA(LOCAL) is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four district goals and is aligned to Core Initiative 5: Culture of Trust through Action.

THIS ITEM DOES REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the Board of Education accepts the proposed revisions to FFAA(LOCAL), *Wellness and Health Services: Physical Examinations*, on first reading, effective February 4, 2022.

BOARD POLICY EXPLANATORY SHEET

POLICY CODE	TITLE (SUBJECT)	SUBTITLE
FFAA(LOCAL)	Wellness and Health Services	Physical Examinations
INITIATED BY: Texas Association of School Boards (TASB)		
TYPE OF REVISION: Revision		
APPLICABILITY: This policy update applies to all board members, district personnel, students, and students' parents and guardians.		
BACKGROUND: <p>The University Interscholastic League (UIL) implemented a new rule that requires students participating in marching band to receive a pre-participation physical in accordance with the UIL schedule. This policy revision expands the scope of the requirement to address this rule change as the original policy is limited to athletic competition, and the new wording allows it to address other UIL activities such as marching band.</p> <p>The policy revisions broaden current language to accommodate future changes to UIL rules and allow the superintendent to designate other extracurricular programs for which the district will require physicals. Further information on the new UIL rule is available at https://www.uil texas.org/files/music/Marching_Band_Physical_Exam_FAQ.pdf.</p>		
OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY: None		
ADMINISTRATIVE PROCEDURES REQUIRED: Administrative regulations will be revised in accordance with changes to policy.		

WELLNESS AND HEALTH SERVICES
PHYSICAL EXAMINATIONS

FFAA
(LOCAL)

**UIL
Participation Require
d Medical Clearance**

~~A student desiring~~ Prior to participating in the designated University Interscholastic League (UIL) athletic competition program or other District extracurricular program identified by the Superintendent, a student shall ~~submit~~ 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 ~~is physically able medically cleared~~ to participate in the athletic program. ~~Examinations signed by any other health care practitioner shall not be accepted.~~

**Pediculosis (Lice
Infestation)**

Exclusion from
School

A student who has been found to have head lice 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 *Health and Medical Services Handbook*, recommendations from the American Academy of Pediatrics, and FFAA(REGULATION) for additional guidance and procedures.]

Re-admittance to
School

Each student shall be rechecked on his or her return 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, ~~October 12, 2018~~ February 11, 2022.