THE HOUSTON INDEPENDENT SCHOOL DISTRICT

AGENDA

Board of Education Meeting

August 05, 2021

THE HOUSTON INDEPENDENT SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Index

A. Superintendent's Priority Items
B. Trustee Items
C. Closed Session (Closed to Public)
D. Academic Services
E. School Offices
F. Strategy and Innovation
G. Human Resources
H. Business Operations
I. Finance
J. Other
K. Policy
L. Superintendent's Information Items

MEMBERS OF THE BOARD OF EDUCATION

Dr. Patricia K. Allen, *President*
Holly Maria Flynn Vilaseca, *First Vice President*
Judith Cruz, *Second Vice President*
Kathy Blueford-Daniels, *Secretary*
Dani Hernandez, *Assistant Secretary*
Sue Deigaard
Myrna Guidry
Elizabeth Santos
Anne Sung

Millard House II, *Superintendent of Schools*

5:00 p.m.

- **CALL TO ORDER WHEN A QUORUM IS PRESENT**

CLOSED SESSION (IF NECESSARY)

- **ADJOURNMENT TO CLOSED OR EXECUTIVE SESSION PURSUANT TO SECTIONS 551.004, 551.071, 551.072, 551.073, 551.074, 551.076, 551.082, 551.0821, 551.083, 551.084, AND 551.089, CHAPTER 551 OF THE TEXAS GOVERNMENT CODE FOR THE PURPOSES LISTED UNDER SECTION C**

RECONVENE IN OPEN SESSION

- **CONSIDERATION AND POSSIBLE ACTION ON MATTERS DISCUSSED IN CLOSED OR EXECUTIVE SESSION**
- **CONSIDERATION AND APPROVAL OF MINUTES FROM JUNE 10, 14, AND 17, AND JULY 1, 2021**
- **SPEAKERS TO AGENDA ITEMS**

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. Acceptance Of Board Monitoring Update: Presentation Of Constraint 2 Progress Measures 1, 2, And 3 And Constraint 3 Progress Measures 1 And 2

- August 2021 CPM Update
- August 2021 Constraint Monitoring Report
- Appendix A: List Of Wraparound Partners
- Appendix B: List Of Wraparound Services And Service Description

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, chief officers, assistant superintendents, 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.

g. Consideration and authority to settle in the special education matter of *Caleb G. b/n/f Kathleen and Derek G. v. HISD*, TEA Docket 086-SE-0121.

h. Consideration and authority to settle in the *Daniel F. v. HISD* special education matter.

i. Consideration and authority to settle in the special education matter of *Maria P. b/n/f Sabastian & Rosa P. v. HISD*; TEA Docket 140-SE-0421.

j. Consideration and authority to settle in the special education matter of *Henrry M. b/n/f Sandra L. v. HISD*; TEA Docket 140-SE-0421.

k. Update in the matter of *Gerry Monroe v. HISD*; in the U. S. District Court for the Southern District of Texas, Houston Division, Civil Action No. 4:10-CV-01991.

C-3. Real Estate

D. ACADEMIC SERVICES

E. SCHOOL OFFICES

F. STRATEGY AND INNOVATION

G. HUMAN RESOURCES

H. BUSINESS OPERATIONS

I. FINANCE

J. OTHER

K. POLICY

K-1. Approval Of Proposed Revisions To Board Policy BE(LOCAL), *Board Meetings*—First Reading

- Explanatory Sheet
- BE(LOCAL), First Reading

K-2. Approval Of Proposed Revisions To Board Policy CDC(LOCAL), *Other Revenues: Grants From Private Sources*—First Reading

- Explanatory Sheet
- CDC(LOCAL), First Reading

K-3. Proposed Establishment Of Board Policy CJ(LOCAL), *Contracted Services*—First Reading

- Explanatory Sheet
- CJ(LOCAL), First Reading

K-4. Proposed Establishment Of Board Policy CJA(LOCAL), *Contracted Services: Criminal History*—First Reading

- Explanatory Sheet
- CJA(LOCAL), First Reading

K-5. Approval Of Proposed Revisions To Board Policy CNA(LOCAL), *Transportation Management: Student Transportation*—First Reading

- CNA(LOCAL), First Reading

K-6. Approval Of Proposed Revisions To Board Policy DGBA(LOCAL) *Personnel-Management Relations: Employee Complaints/Grievances*—First Reading

- Explanatory Sheet
- DGBA(LOCAL), First Reading

K-7. Proposed Establishment Of Board Policy FFBA(LOCAL), *Crisis Intervention: Trauma-Informed Care*—First Reading

- Executive Summary
- FFBA(LOCAL), First Reading

K-8. Approval Of Proposed Revisions To Board Policy FFG(LOCAL), *Student Welfare: Child Abuse And Neglect*—First Reading

- Explanatory Sheet
- FFG(LOCAL), First Reading

K-9. Approval Of Proposed Revisions To Board Policy FL(LOCAL), *Student Records*—First Reading

- Explanatory Sheet
- FL(LOCAL), First Reading

K-10. Proposed Establishment Of Board Policy GBAA(LOCAL), *Information Access: Requests For Information*—First Reading

- GBAA (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 August 5, 2021

SUBJECT: **ACCEPTANCE OF BOARD MONITORING UPDATE: PRESENTATION OF CONSTRAINT 2 PROGRESS MEASURES 1, 2, AND 3 AND CONSTRAINT 3 PROGRESS MEASURES 1 AND 2**

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 are a presentation and report regarding constraints and constraint progress measures (CPMs). The following measures have new data this month:

Constraint 2: The Superintendent will not allow the District to operate without students having effective, school-based wraparound support systems.

- CPM 2.1—The number of annual interventions provided through Wraparound Services will increase from 628,753 during the 2019–2020 school year to 883,253 during the 2023–2024 school year.
- CPM 2.2—The percentage of campuses engaged with cross-functional Wraparound Advisory Councils (WAC), as measured by attending at least two WAC meetings during the year, will increase from 50 percent during the 2019–2020 school year to 100 percent during the 2023–2024 school year.
- CPM 2.3—The number of wraparound service partnerships will increase by 56 partners from 72 partnerships in spring 2020 to 128 partnerships in spring 2024.

Constraint 3: The Superintendent will not allow the District to operate without notifying parents/guardians at least once each 12 weeks about how to help their student, if the student is one or more grade levels behind in literacy.

- CPM 3.1—The percentage of students, one or more grade levels behind in literacy, whose parents/guardians are centrally documented as having been notified of their child’s literacy level at least once every 12 weeks will increase 100 percentage points from 0 percent in spring 2020 to 100 percent in spring 2024.
- CPM 3.2— The percentage of campuses with a centrally documented literacy plan, including parent outreach strategies, to address the needs of students one or more grade levels behind in literacy will increase 100 percentage points from 0 percent

REPORT FROM THE SUPERINTENDENT

during the 2019–2020 school year to 100 percent during the 2023–2024 school year.

HOUSTON INDEPENDENT SCHOOL DISTRICT

Constraints 2 and 3 Progress Measures

Date: 8/5/2021

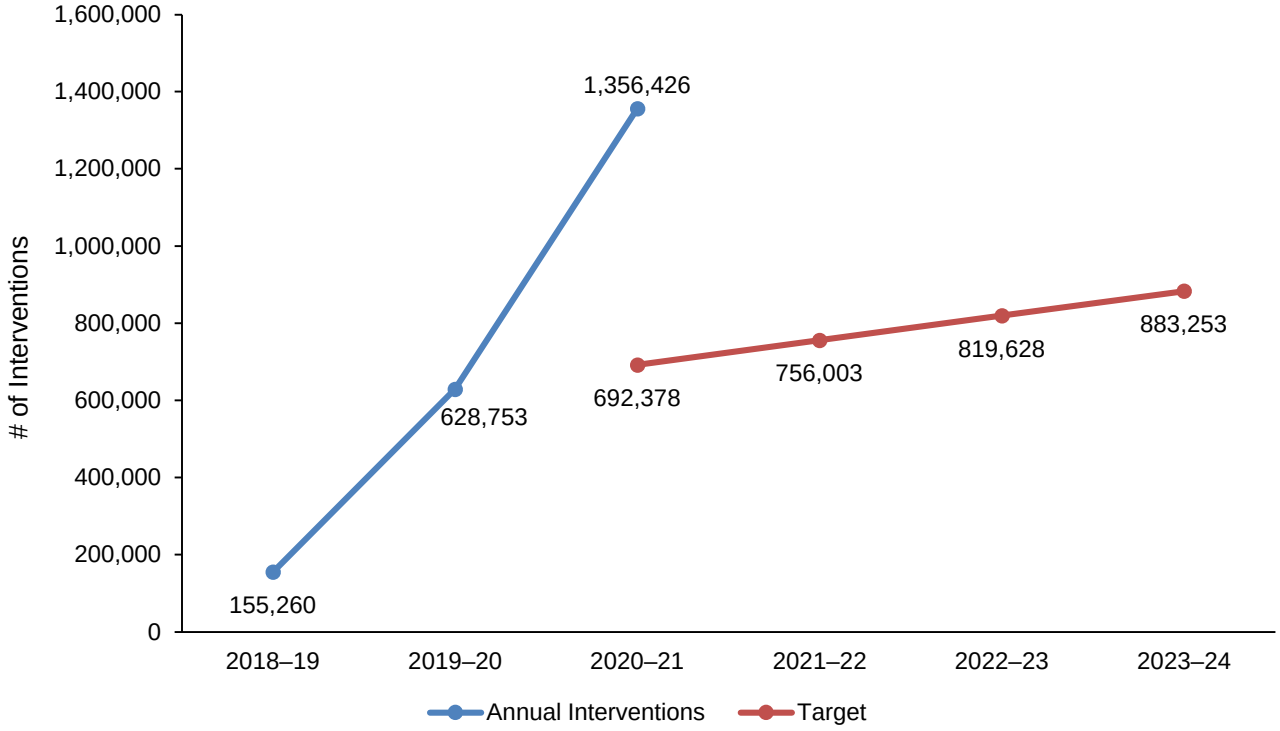
Constraint 2

- The Superintendent will not allow the District to operate without students having effective, school-based wraparound support systems.

CPM 2.1

- The number of annual interventions provided through Wraparound Services will increase from 628,753 during the 2019–2020 school year to 883,253 during the 2023–2024 school year.

Number of Annual Interventions Provided Through Wraparound Services



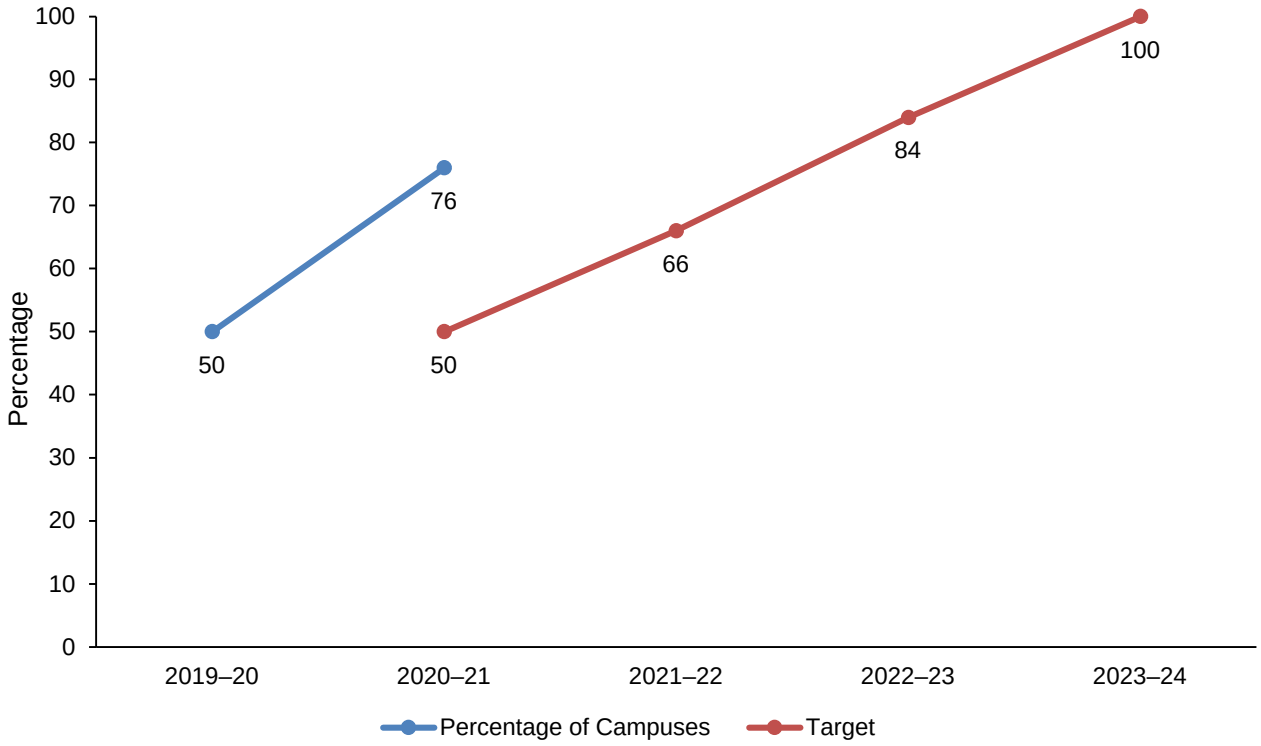
Exceeded Goal

- 1,356,426 interventions (7/14/21)
- 211 campuses w/ specialist
- 213 campus-based specialists
- 3 districtwide coaches
- Most Frequent interventions:
  - 39% – Basic Needs
  - 25% – Educational & Vocational
  - 11% – Extra-Curricular Enrichment
  - 9% – Emotional & Mental Health

CPM 2.2

- The percentage of campuses engaged with cross-functional Wraparound Advisory Councils (WAC), as measured by attending at least two WAC meetings during the year, will increase from 50 percent during the 2019–2020 school year to 100 percent during the 2023–2024 school year.

Percent of Campuses Engaged with Wraparound Advisory Councils



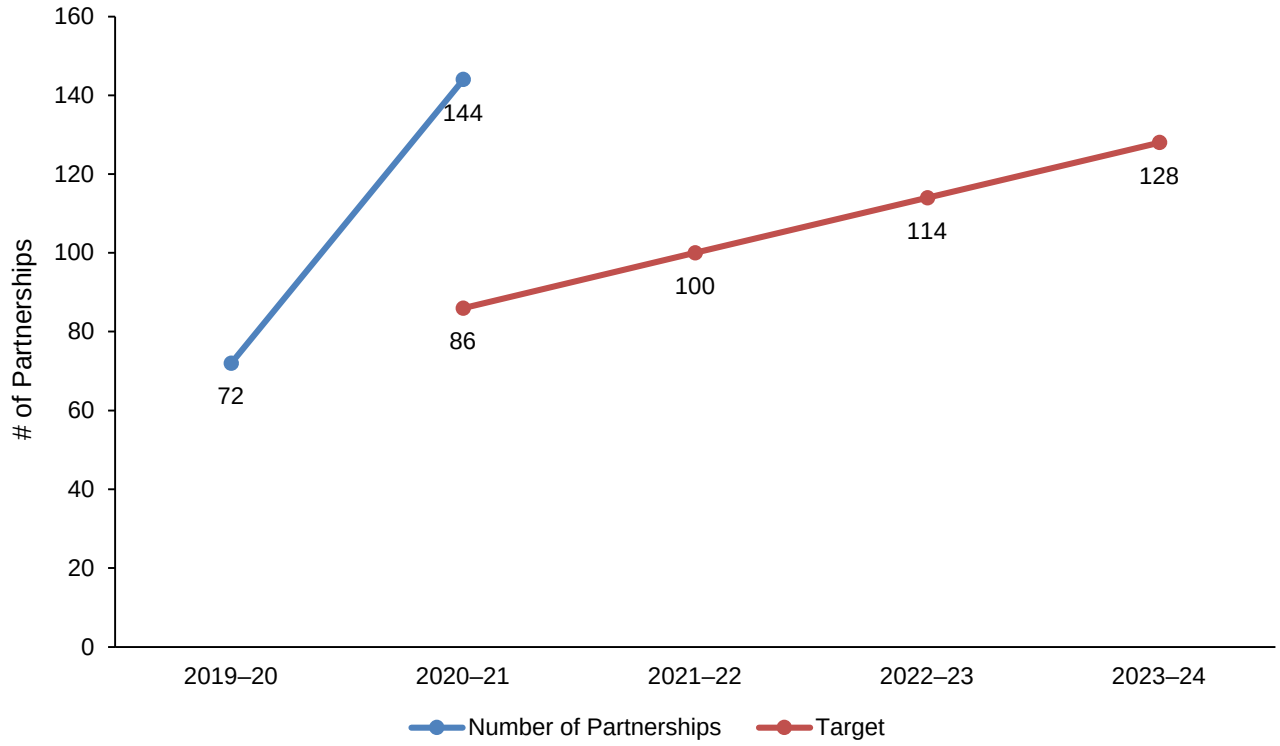
Exceeded Goal

- WACs – A collaborative meeting where up to four stakeholder groups discuss and make decisions regarding students' non-academic needs. The meetings take place five times during the school year (September, November, January, March, and May) and are organized through the wraparound feeder patterns.
- Campuses attended at least 2 WACs

CPM 2.3

- The number of wraparound service partnerships will increase by 56 partners from 72 partnerships in spring 2020 to 128 partnerships in spring 2024.

Number of Wraparound Service Partnerships



Exceeded Goal

- Partners must complete an MOU approved by the HISD legal department.
- A list of partnerships and services provided are included in the full report.

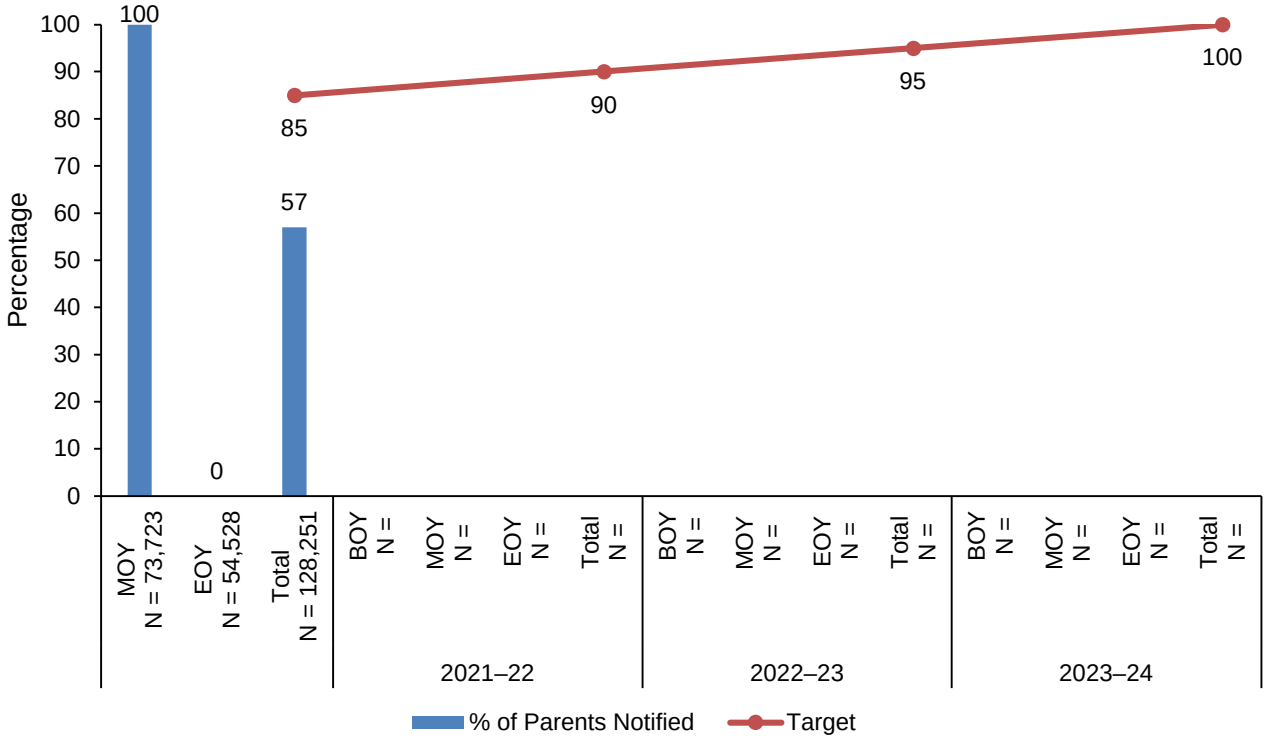
Constraint 3

- The Superintendent will not allow the District to operate without notifying parents/guardians at least once each 12 weeks about how to help their student, if the student is one or more grade levels behind in literacy.

CPM 3.1

- The percentage of students, one or more grade levels behind in literacy, whose parents/guardians are centrally documented as having been notified of their child's literacy level at least once every 12 weeks will increase 100 percentage points from 0 percent in spring 2020 to 100 percent in spring 2024.

Percent of Students, Behind in Literacy, Whose Parents Centrally Documented as Notified



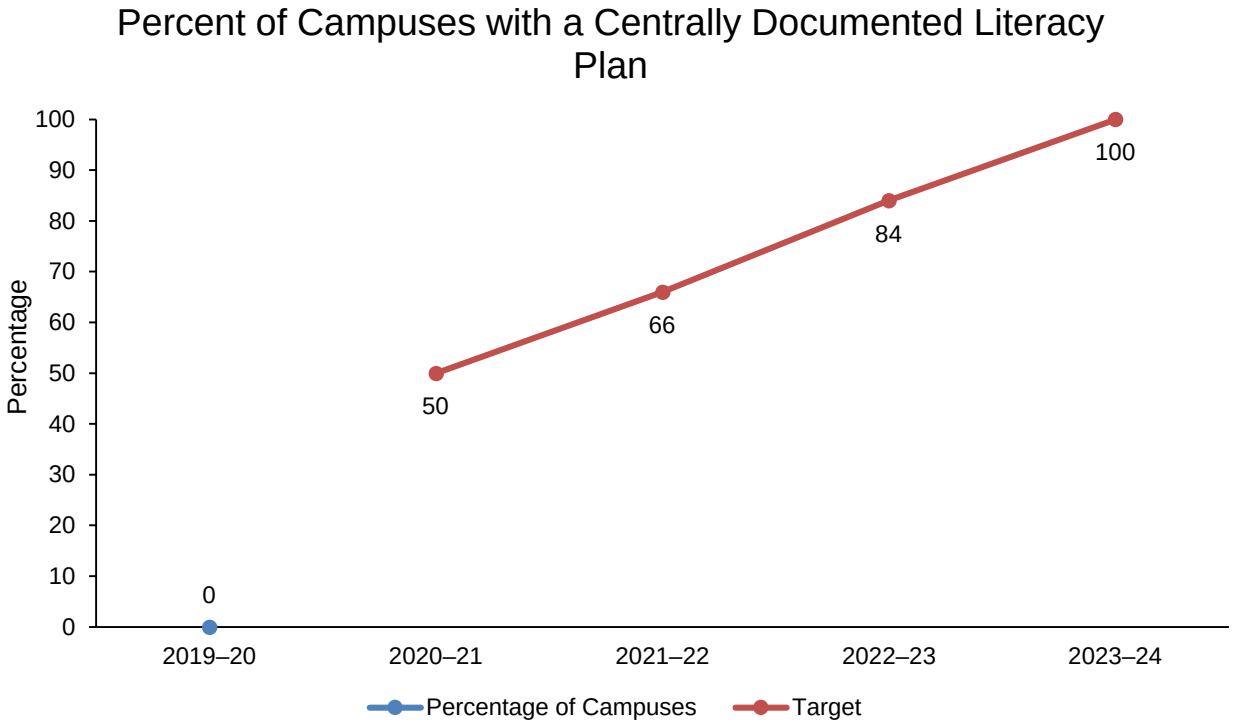
Did Not Meet Goal

- Information was provided in both English and Spanish to parents.
- A link to resources shared and the response to return mail are provided in the full report.

CPM 3.2

- The percent of campuses with a centrally documented literacy plan, including parent outreach strategies, to address the needs of students one or more grade levels behind in literacy will increase 100 percentage points from 0 percent during the 2019–2020 school year to 100 percent during the 2023–2024 school year.

Percent of Campuses with a Centrally Documented Literacy Plan



Did Not Meet Goal

- Integrated into Campus Improvement Plan Process for 2020–21 school year.

HOUSTON INDEPENDENT SCHOOL DISTRICT

Thank you

Date: 8/5/2021

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ANALYZING DATA, MEASURING PERFORMANCE.

Constraint Monitoring Report: August 2021

Constraint 2 – August 2021 Wraparound Support Systems
Constraint 2
The Superintendent will not allow the District to operate without students having effective, school-based wraparound support systems.
Superintendent's Response
The COVID-19 pandemic has highlighted the tremendous value of Wraparound Resource Specialists and the roles they play in supporting the non-academic needs of our students and families. For the 2020–21 school year, we continued to address the unprecedented demand for services to meet our students' basic needs – exceeding our four-year goal during a turbulent and uncertain school year. In response, I am working with the Wraparound Service Department to expand our wraparound support system to include all campuses and to maintain the number of services and connections above our district's four-year goal. This upcoming year we will also focus on ensuring our current partnerships are meeting student needs while adding additional high-quality, local partnerships to maintain our community-based wraparound support system.

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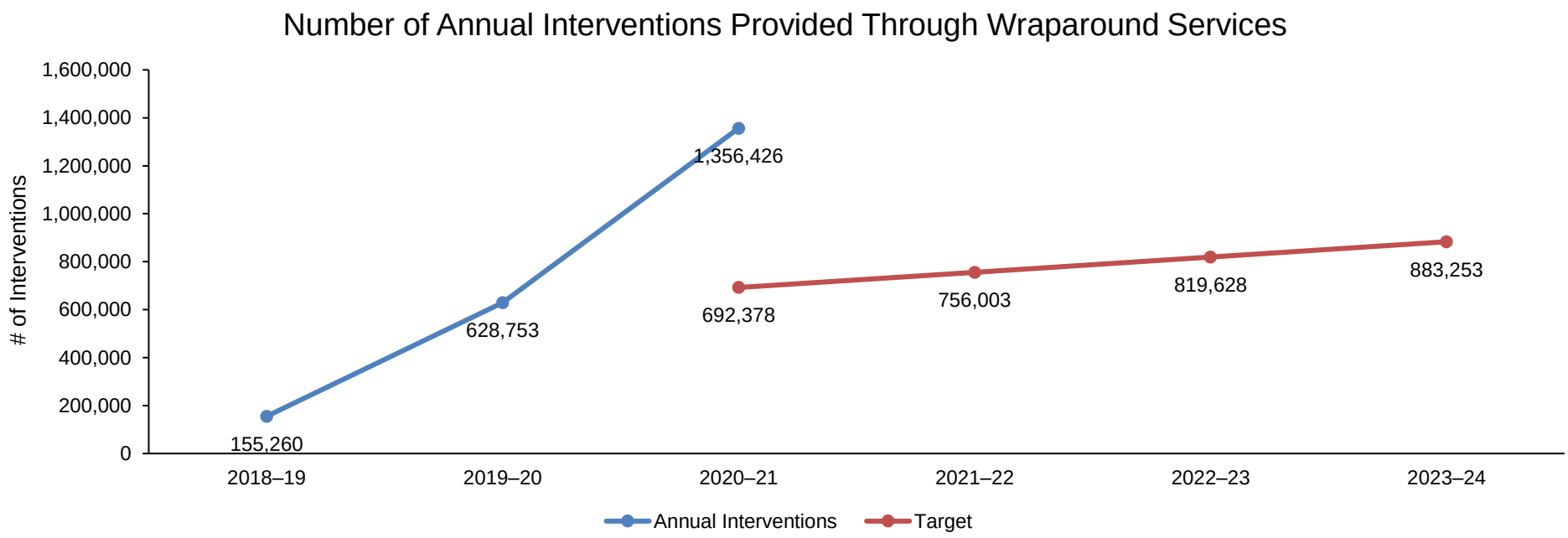
Constraint Monitoring Report: August 2021

Constraint Progress Measure 2.1 – August 2021	Evaluation
The number of annual interventions provided through Wraparound Services will increase from 628,753 during the 2019–2020 school year to 883,253 during the 2023–2024 school year.	Exceeded Goal



Source

Wraparound Team – Annual interventions are tracked between August 1st – July 31st

Methodology

The number of annual interventions of the sum of all interventions provided during the school year.
Calculation: $\# \, of \, Annual \, Interventions = \sum Wraparound \, Service \, Interventions$

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ANALYZING DATA, MEASURING PERFORMANCE.

Constraint Monitoring Report: August 2021

Constraint Progress Measure 2.1 – Support Data

2020–21 Constraint Progress Measure 2.1 by the numbers:
• **1,356,426** interventions provided through 7/14/2021
• **211** campuses had a wraparound specialist
• **213** campus-based wraparound specialists
• **3** districtwide coaches
• Most Frequent types of interventions provided:
  ○ **39%** – Basic Needs
  ○ **25%** – Educational & Vocational
  ○ **11%** – Extra-Curricular Enrichment
  ○ **9%** – Emotional & Mental Health
 	
Types of interventions provided:
• **Health** (Dental, General Health, Nutrition, Vision)
• **Legal Support** (Juvenile Justice, Immigration Services, General Legal Services)
• **Basic needs** (Housing Support, Food, Clothing, Transportation, Hygiene (Deodorant, Tampons, Toothbrush)
• **Education & Vocational** (School Supplies, Academic Performance Concerns, Laptop/Computers, Hotspot/Internet, College & Career Readiness, Attendance Truancy, Student Employment)
• **Extracurricular Enrichment (**Art Enrichment, Afterschool Clubs, Sports)
• **Emotional & Mental Health** (Anger, Anxious, Nervous, Change in Mood, Sadness, Stress Management, Trauma/Grief)
• **Family Engagement**

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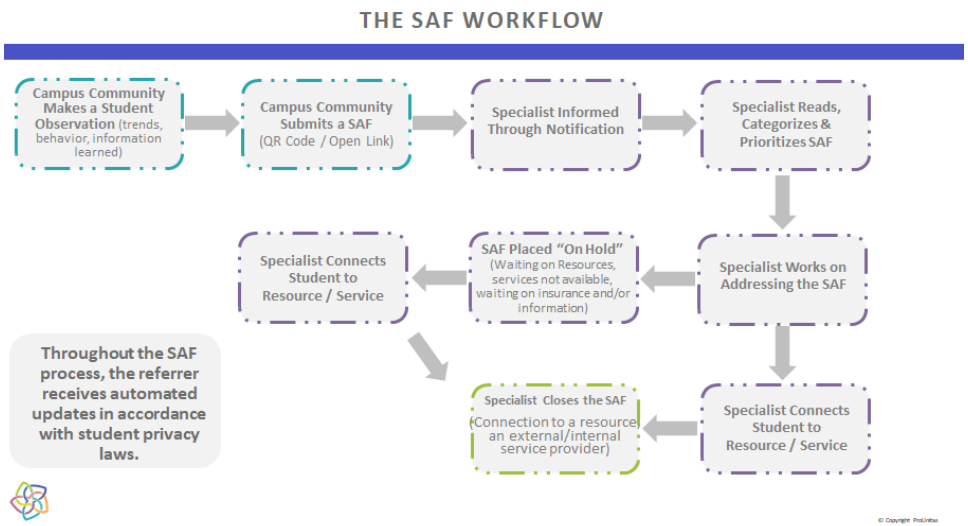
Constraint Monitoring Report: August 2021

Constraint Progress Measure 2.1 – Support Data (Cont.)

The Wraparound Specialist identifies students' needs through interventions – a combination of intentional action steps used to resolve problems and improve and enhance the students' overall well-being. These interventions or action steps include:

- *Check-ins*: The act or process of checking on the status of an individual and/or the status of a situation focused on improvement by formally interacting with students.
- *Observations*: Focused monitoring of a student's well-being with the intent to provide aid, resources or additional supports to address the student's physical, social or emotional need
- *Resources*: A tangible source of support or aid given to a student, to address their physical, emotional or social need(s). Resources are used to bring relief and/or recovery when needed.
- *Service Link*: The intentional action or process of identifying, helping and connecting someone to a service to address a physical, social or emotional need.
- *Student Assistance Form (SAF)*: An online form available to all stakeholders to notify the Wraparound Specialist of a known student need, which triggers action to support the identified need. SAF submission and process is very easy and allows for efficient processes in addressing and monitoring student needs. The workflow is provided below:



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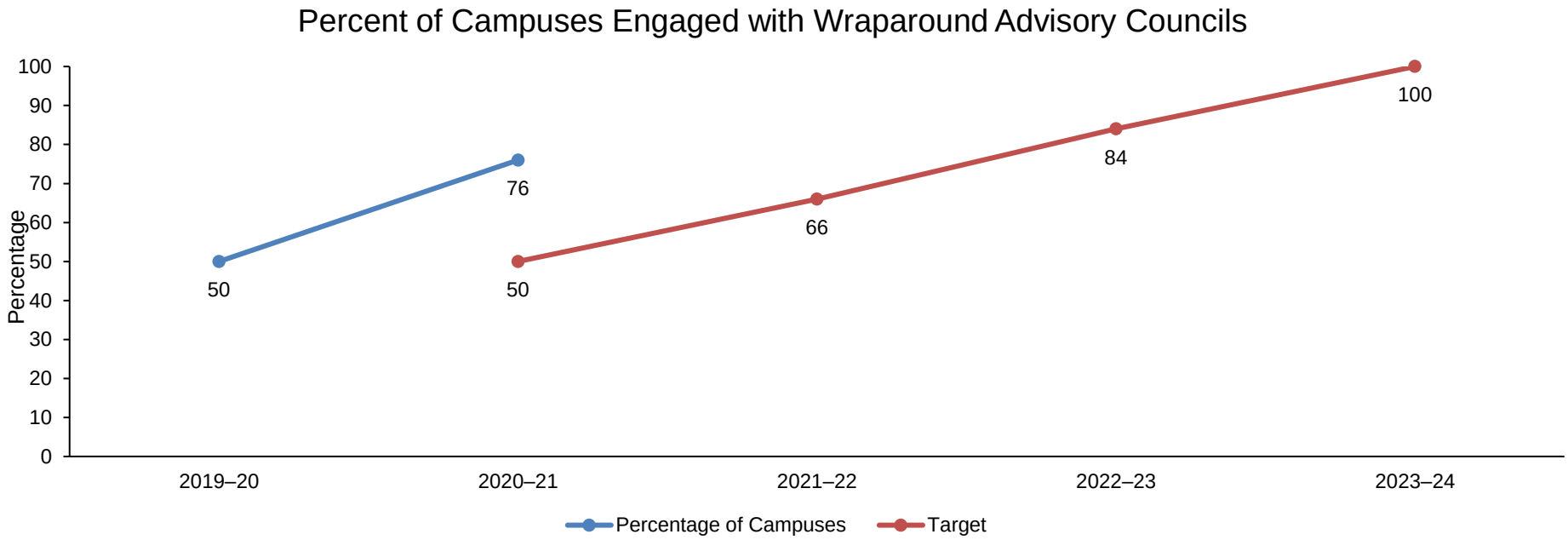
Constraint Monitoring Report: August 2021

Constraint Progress Measure 2.2 – August 2021	Evaluation
The percentage of campuses engaged with cross-functional Wraparound Advisory Councils (WAC), as measured by attending at least two WAC meetings during the year, will increase from 50 percent during the 2019–2020 school year to 100 percent during the 2023–2024 school year.	Exceeded Goal



Data Source

Minutes of WAC meetings submitted to Wraparound Services

Methodology

Campuses are considered to have engaged with a cross-functional Advisory Council (WAC) if they attend at least two WAC meetings during the school year.

Calculation: $\% \, of \, Campuses \, Engaged \, with \, WAC = \frac{\# \, of \, Campuses \, That \, Attended \, 2+WAC \, Meetings}{\# \, of \, Campuses}$

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Constraint Monitoring Report: August 2021

Constraint Progress Measure 2.2 – Support Data
Wraparound Advisory Council (WAC) is a collaborative meeting where up to four stakeholder groups discuss and make decisions regarding students' non-academic needs. The meetings take place five times during the school year (September, November, January, March, and May) and are organized through the wraparound feeder patterns. Benefits to campuses and students include: • Brings all key stakeholders including parents together to advocate on behalf of students. • Takes a collaborative approach to identifying students' non-academic needs. • Reduces duplication of effort and ensures a targeted approach to needs assessment and satisfaction. • Brings providers together to discuss their services and how they can be utilized to meet students' non-academic needs. • Identifies barriers to needs satisfactions and devises strategies to address them. All 211 campuses with a wraparound specialist (76% of total campuses) participated in at least two WAC meetings during the 2020–21 school year.

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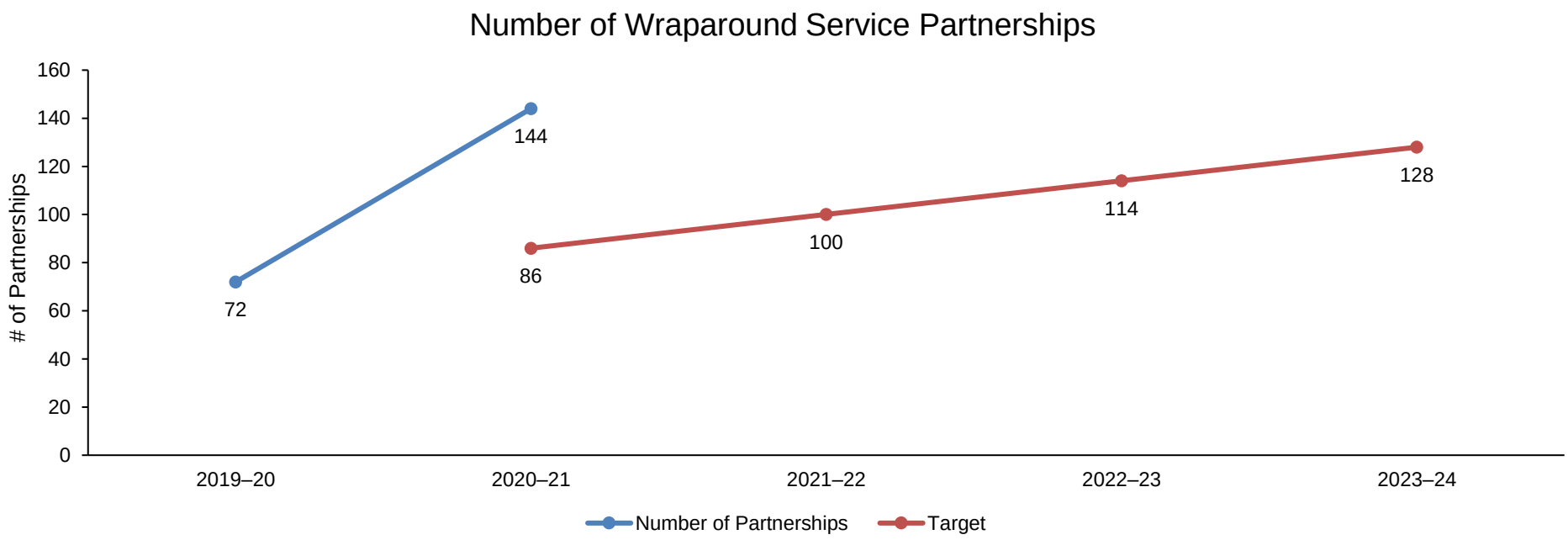
ANALYZING DATA, MEASURING PERFORMANCE.

Constraint Monitoring Report: August 2021

Constraint Progress Measure 2.3 – August 2021	Evaluation
The number of wraparound service partnerships will increase by 56 partners from 72 partnerships in spring 2020 to 128 partnerships in spring 2024.	Exceeded Goal



Data Source

Approved Service Providers & Program Report, from the PurpleSense Dashboard

Methodology

Partnership requirements are described in the support data.
Calculation: $\#\ of\ Partnerships = \sum Partnerships$

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Constraint Monitoring Report: August 2021

Constraint Progress Measure 2.3 – Support Data

• Potential partners must complete a Memorandum of Understanding (MOU) approved by the HISD legal department. Once executed, partners can provide services and goods through wraparound specialists. Agreements are reviewed annually and retained if they are good matches for schools.
• Schools can engage HISD approved vendors as partners if a procurement contract exists with HISD. These are associated with good/service fees. Principals must consent in writing to pay these fees before goods or services are provided.
• Partnerships are obtained by:
  ○ Wraparound specialists identify community partners.
  ○ HISD Community Partnerships Department identifies partners and connect them to the Wraparound Department and determine which area of need they can support.
  ○ Organizations reach out to schools/Wraparound Specialists/Community partnerships expressing interest in becoming partners.
• Appendix A of this report provides a list of the wraparound partnership from the 2020–2021 school year.
• Appendix B of this report provides a list of the services provided through partnerships and their descriptions.

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ANALYZING DATA, MEASURING PERFORMANCE.

Constraint Monitoring Report: August 2021

Constraint 3 – August 2021 Parent Literacy Notification
Constraint 3
The Superintendent will not allow the District to operate without notifying parents/guardians at least once each 12 weeks about how to help their student, if the student is one or more grade levels behind in literacy.
Superintendent's Response
After this constraint was finalized in November, the district took an exploratory approach to see how to best centrally document literacy plans and ensure student parents/guardians are notified of below grade level literacy performance in a timely manner. Using the MOY Renaissance results, a central approach took over two months to ensure that all parents/guardians of identified students were notified. I am currently working with Student Assessment to re-think our strategy with a lens on timely, cost-effective, and meaningful notification of parents/guardians. I have also directed campuses to update and document their literacy plans as part of the Campus Improvement Plan process for the 2021–22 school year.

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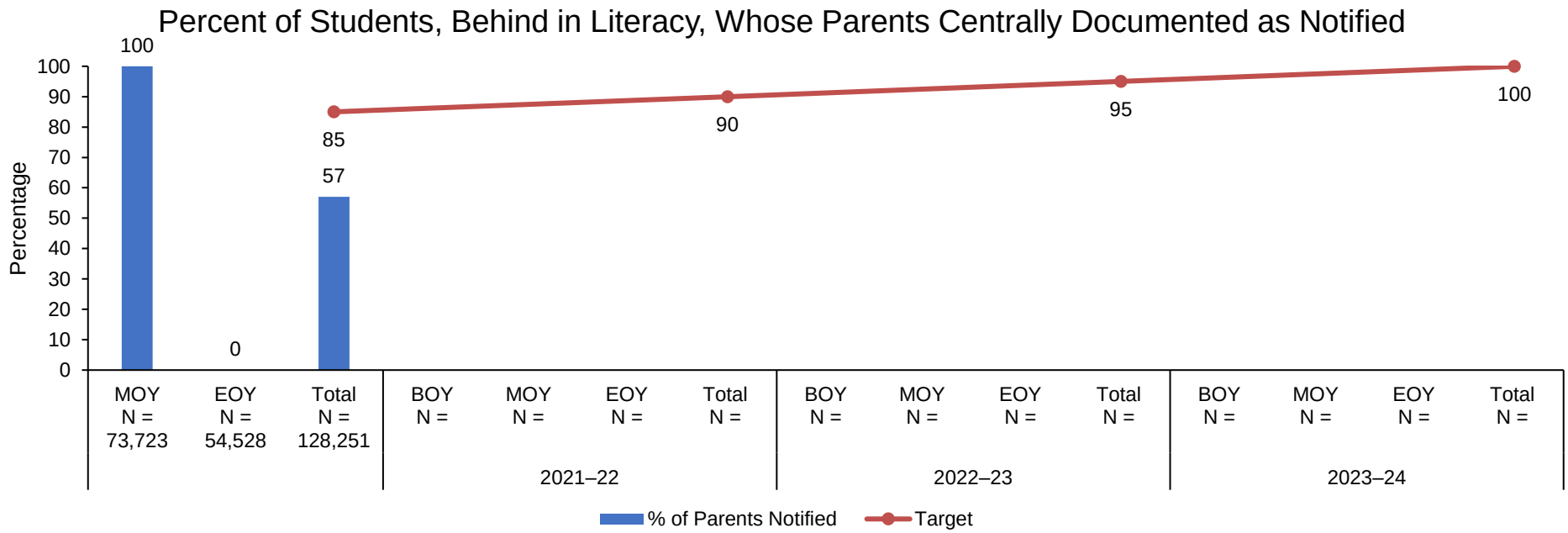
ANALYZING DATA, MEASURING PERFORMANCE.

Constraint Monitoring Report: August 2021

Constraint Progress Measure 3.1 – August 2021	Evaluation
The percentage of students, one or more grade levels behind in literacy, whose parents/guardians are centrally documented as having been notified of their child's literacy level at least once every 12 weeks will increase 100 percentage points from 0 percent in spring 2020 to 100 percent in spring 2024.	Did Not Meet Goal



Data Source

Superintendent's Literacy Letters to Parents maintained by Student Assessment

Methodology

When a student is identified as one or more grade levels behind in literacy on the Renaissance 360 reading/early literacy screener, their parent/guardian must be notified to meet the requirements of the metric. The final metric is calculated based on total parents needing notification across all applicable testing windows.

Calculation: $\% \, of \, Parents \, Notified = \frac{\# \, of \, Parents/Guardians \, Notified}{\# \, of \, Parents/Guardians \, Identified \, as \, Needing \, Notification}$

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ANALYZING DATA, MEASURING PERFORMANCE.

Constraint Monitoring Report: August 2021

Constraint Progress Measure 3.1 – Support Data
Information was provided in both English and Spanish to parents. Elementary and Secondary Curriculum, Multilingual Programs, Interventions and Student Assessment worked together to determine the best resources to share with parents in the letters. Resources shared in the letter can be found here: https://www.houstonisd.org/readinfo. If a letter is returned to the district, campuses are asked to: • Contact the parents of all students with returned letters and verify or update their addresses in HISD Connect. Notify parents that letters will either be mailed or, sent home with students and/or discussed via phone call with parents. • Hand-deliver letters to the teachers for distribution to students who are attending school on-campus. • For remote learning students, mail the entire letter in a larger envelope to the updated address OR Campus can inform parent of the contents of the letter via phone call. • Monitor the count of letters that remain undeliverable until all letters are successfully delivered/or parents notified via phone call.

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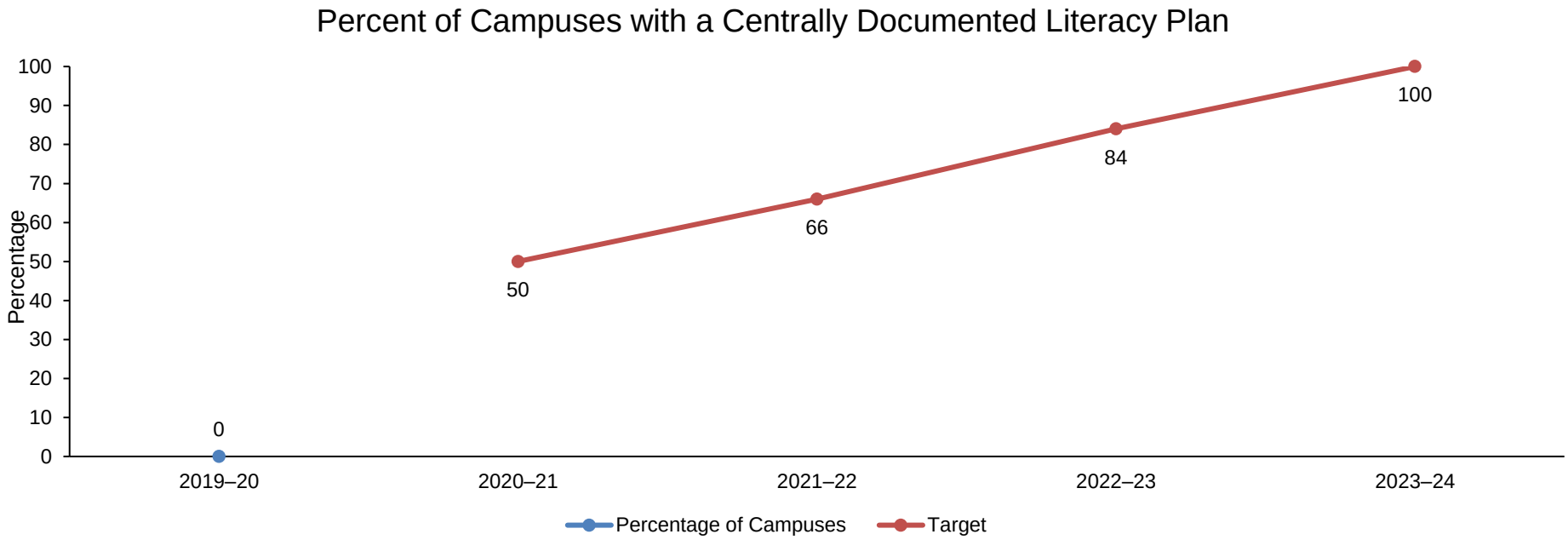
ANALYZING DATA, MEASURING PERFORMANCE.

Constraint Monitoring Report: August 2021

Constraint Progress Measure 3.2 – August 2021	Evaluation
The percent of campuses with a centrally documented literacy plan, including parent outreach strategies, to address the needs of students one or more grade levels behind in literacy will increase 100 percentage points from 0 percent during the 2019–2020 school year to 100 percent during the 2023–2024 school year.	Did Not Meet Goal



Data Source

Plan4Learning

Methodology

A campus is considered to have a centrally documented literacy plan when it has been submitted in Plan4Learning and verified as having met the components listed in the CPM.

Calculation: $\% \, of \, Parents \, Notified = \frac{\# \, of \, Campuses \, with \, a \, Centrally \, Documented \, Literacy \, Plan}{\# \, of Campuses}$

Appendix A: List of Wraparound Partners, HISD, 2020—2021

List of Wraparound Partners, HISD, 2020—2021	
4-H Race to Mars (STEM)	Family Houston
A Yancy Life	Family Solutions of Louisiana
A.I.R. Project	Foundation for Modern Music
ABC Dental	Fresh Start Therapeutic Services, LLC
Abundant Life Therapeutic Services	Full Spectrum Health of Greater Houston
Admore Care	Girl Scouts of San Jacinto
ALAR Institute Inc.	Girls Empowerment Network
Alley Theater	Girls Inc. of Greater Houston
Amaanah Refugee Services	Girls on the Run Greater Houston
Ambassadors for Christ Youth Ministries Inc.,	HealthCorps
Assistance League of Houston	HEMYS
Baylor University	HISD Academic and Career Counseling Department
BE A CHAMPION, INC.	HISD After School Programs
Big Brothers Big Sisters Lone Star	HISD Ascending to Men
Birthday Bash Box	HISD Crisis Intervention
Body of Castille, LLC.	HISD Emerge
Bridge Year	HISD Family and Community Engagement
Bridges to Science	HISD Fine Arts Department
Brighter Bites	HISD Health and Medical Services
Building Smart Kids	HISD Homeless and Foster Care Department
Catholic Charities	HISD Miles Ahead Scholars
Change Happens	HISD Multilingual Department
CHAT - Culture of Health - Advancing Together	HISD Nursing Department
Cherish Our Children Inc.	HISD Nutrition Services
Chicks with Class LLC	HISD Office of Special Education Services
Children's Museum of Houston	HISD Police Department
Christian Community Service Center	HISD ROSES
Clothed by Faith	HISD Social and Emotional Learning
Color Factory	HISD Social Work Services
COMCARE SUPPORT CENTER	HISD Student Assistance
Communities in Schools of Houston	HISD Volunteer Services
Community Family Centers	HISD Wraparound Resource Specialist Support
DePelchin	HISD's Project Explore
DePelchin Children's Center- Las Americas School Based Counseling Program	Holocaust Museum Houston
DiscoverU	Houston Area Urban League
Dr. E.J. Bartley	Houston Ballet
El Centro de Corazon - Magnolia Clinic|DEL	Houston Beats
Ensemble Theatre	Houston Circle of Hope Services Inc
Exceptional Pediatric Therapy, LLC	Houston Community College
Express Children’s Theatre	Houston Dynamos

Appendix A: List of Wraparound Partners, HISD, 2020—2021 (Cont.)

List of Wraparound Partners, HISD, 2020—2021	
Houston Food Bank	Prairie View A&M University
Houston Grand Opera	Prevent Blindness
Houston Health Department	Psych on Site
Houston Independent School District/Elem Curriculum Department	Ray of Hope Behavioral Healthcare LLC
Houston Police Department	RX health DBA Assurance Therapeutic Outreach
Houston reVision	Santa Maria Hostel
Houston Youth Symphony	Social Justice Learning Institute
Houston Zoo	St James Family Life Center
Iconoclast Artists	Strive to Rise, Inc.
iEducate	SUN Behavioral Houston
International Emergency & Development Aid (IEDA Relief)	Tears of Joy Services in Houston
Journey Through Life LLC	Teen and Family Services
Junior Achievement	Teen and Police Service Academy (TAPS)
KDF Unlimited	Texan-French Alliance for the Arts / Be the Peace - Be the Hope
Legacy Community Health	Texas A&M University
Literacy Now (formerly Making It Better)	The Alliance for Multicultural Community Services
Little Beakers	The Harris Center for Mental Health and IDD
Love146	The Montrose Center
Loving Houston	The Student Conservation Association
MECA	The Village Life Center, Texas
Memorial Hermann Health Centers	The Women's Fund
Menninger Clinic	Think Y Organization
Mission Milby Community Development Corporation	UH Education Department Tutors
Moody Gardens	Urban Enrichment Institute
Mufasa's Pride Rites of Passage	Vecino Health Centers
Museum of Natural Science	Wesley Community Center
NASA	WMW- Project Girls
Numerly	Writers in The Schools
Park Experience	YMCA of Greater Houston
Personal Touch Therapy, LLC	Young Audiences of Houston
Phoenix House	Youth Advocate Programs, Inc.
Planned Parenthood Gulf Coast Education	Youth Development Center

Appendix B: List of Wraparound Services and Service Description

Wraparound Services and Service Description, HISD, 2020–2021	
Service/Program Name	**Service/Program Description**
24-7 Dads Groups	12-week group classes for dads Topics include family history, discipline, what it means to be a man, children's growth, showing and handling feelings, getting involved, and more Must be a father or father figure (kinship dads are welcome)
A&M Character Education classes	Character education classes
A&M Nutritional classes	Nutritional classes
A.I.R. J.A.C.	A.I.R. J.A.C. is a Junior Advisory Committee. This is a youth and adult collaborative in which youth can share ideas and participate in various processes, projects, and activities that are important to them in their community as well as in HISD. Participants have the opportunity to help with various tasks and create various activities and community projects. Youth also have the opportunity to receive various incentives for getting good grades, volunteering, supporting others, participation, and more. Youth also will have the opportunity to earn volunteer hours to go towards a President Service Award. *Please note, this program expands on various service categories such as mental health, social services, abuse and violence, and other needs that may need to be addressed.
Absenteeism Support	Therapeutic mentors/ambassadors are assigned to work with scholars who struggle with absenteeism to determine the supports needed to attend school. Through the mentors the scholars will develop a relationship and a sense of safety associated with the school which will in turn promote their desire to attend school.
Adapted Dance	Adapted Dance takes existing Houston Ballet Education and Community Engagement (ECE) programs and adapts them to populations with specific needs. In virtual dance classes, trained ECE staff partner with schools, hospitals, and other organizations to create a program especially for their students. Adapted Dance is a free program conducted live or prerecorded, via the school's preferred platform. Class length will vary depending upon student needs. Teachers are expected to maintain online classroom management.
Adult Diabetes Self-Management	El Centro's Diabetes Self-Management Education Program offers a structured setting with ongoing diabetes education individualized to the person's needs to teach and provide support for the skills needed in the person's day-to-day management of their diabetes. Education sessions are provided by a Certified Diabetes Care and Education Specialist who assesses the needs of the individual with prediabetes or diabetes and creates a mutually agreed plan.
Advising Curriculum	Advising Curriculum

Appendix B: List of Wraparound Services and Service Description (Cont.)

Affordable Care Act Federal Marketplace Navigator Program	Change Happens: Affordable Care Act Navigator Program is a step forward in ensuring that Texans in the Gulf Coast Region will be able to access high quality, affordable health coverage in the Federal Marketplace. A broad public education approach is utilized that encompasses: community presentations and forums out-stationed assistance locations integration of consistent media and marketing messaging local Helpline Center special events and various other outreach and education activities that result in successful enrollment opportunities Navigators: provide information in a manner that is culturally and linguistically appropriate to the needs of the population being served assist any consumer seeking assistance, no wrong door provide information in a fair, accurate and impartial manner provide referrals to consumer assistance programs as necessary Navigators can be reached Monday - Friday, 8:00am - 5:00pm
Afro-Latin Movement	Afro-Latin Movement
After School Program	YMCA after school program on campus
Alley Theatre Writing Workshop	Writing workshop
Ambassadors For Christ Youth Ministries - AFC-SAMHSA Program	The purpose of this program is to enhance and expand comprehensive treatment, early intervention, and recovery support services for homeless adolescents and transitional aged youth (ages 12-24), and their families/primary caregivers with substance use disorders (SUD) and/or mental health disorders with a comprehensive evidence-based treatment, early intervention, and recovery support system approach. Ambassadors for Christ will provide therapeutic services to run away and homeless youth.
Apostolic Fire Church	Mentoring; beautification; supplies and needs; teacher support at Deady Middle
Art of Love	The Art of Love Program provides workshop sessions that addresses various abuse and violence such as bullying, teen dating violence, domestic violence, and sexual abuse. through various visual and expressive art projects. The program incorporates various social and emotional learning components as well as provide social service and community outreach. The program also addresses healthy and unhealthy relationships, attaining good mental health, and self-love. Please note our program can be during and out of school times. Programming is currently taking place on the weekend at the South Post Oaks Sports Complex.
Arts and Culture Performance Assemblies	Young Audiences of Houston offers diverse arts-in-education performance programming for prekindergarten–grade 12 students in an assembly setting in all art disciplines (theatre, music, dance, storytelling, and puppetry). These innovative and culturally diverse programs introduce students to the arts through a balance of demonstration and student interaction through the highest quality artistry. Each performance program is aligned with the Texas State curricula and offers curriculum ties, classroom activities and discussion ideas, extension activities, program goals, objectives, vocabulary words, and teacher resources. All

Appendix B: List of Wraparound Services and Service Description (Cont.)

	performances are 45-minutes, unless otherwise noted, and can be offered as a single performance or as a back-to-back (two or more performances).
Arts for Learning Digital Live and Recorded Content	Young Audiences of Houston teaching artists deliver programs and services. Typically, pre-planning sessions are arranged between the campus contact and teaching artist for long-term residencies to discuss desired goals and outcomes, expectations, and needs for the residency. For single workshops, teaching artists will connect with campus contact a few days before the scheduled program to discuss needs and expectations. Artists are able to deliver live video sessions to students remotely or provide pre-recorded content tailored to the needs of teachers and school partners. Programs can be Art, Theater, Dance, Visual Art, Media Art, Music, Storytelling, or Puppetry. Artists are trained and able to use a variety of remote platforms. Digital content can be supplemented with written take-home packets and written options for students who don't have remote learning access tools.
Arts for Learning Workshop/Residency	Hands-on workshops bring together the individual artist with students in a more intimate and interactive setting. Classroom-sized workshops and longer-term artist-in-residence programs enable students to actively discover their own artistic potential, making learning purposeful and allowing for multiple core curriculum connections. Sessions range from 45 mins. to 3 hrs. and can be delivered in a single session or over a course of an entire semester. Available in all art disciplines (theatre, music, dance, visual art, storytelling, puppetry, and digital media). Program may be offered virtually as an option.
Ascending to Men	Close the gap of minority males dropping out of high school, increase attendance, and decrease discipline referrals.
Ashford United Methodist Church	General services to the staff and students at West Briar Middle
Backpack Buddies	Food distribution for campuses to distribute fresh fruits, vegetables, and proteins to families every Friday. Includes granola bars and individually packed goods.
Baylor Master's Degree in Social Work (MSW) internship	Baylor's graduate school of social work provides HISD campus support within the wraparound services department through generalist and clinical interns. MSW interns are able to provide case management, classroom crisis intervention, supportive counseling, resource brokering, student assessment, and other services on their assigned HISD/Yellowstone/Yes Prep campuses. MSW interns are available for the Fall-Spring school year and remain at one campus throughout the year.
Be the Peace Be the Hope	Be the Peace - Be the Hope's unique and sustainable research-based and evidence-based curriculum, aligned with CASEL and the Texas Essential Knowledge and Skills (TEKS), aims at improving well-being, academic

Appendix B: List of Wraparound Services and Service Description (Cont.)

	performance, and safety in schools. While meeting these goals, our engagement with teachers and students allow to: 1. Improve learning and teaching by developing strong social and emotional competencies (Soft skills, 21st Century Skills): the students gain clarity, become aware of the emotions they have and values they bring, start to appreciate themselves and others and build character. They discover how to create equity while acknowledging the diversity and backgrounds in the schools we serve. 2. Increase resilience through mindfulness, healing arts and the development of coping skills allowing them to shift from lower states of the brain (survival and emotional) to a higher state (executive functions which include: filtering distractions, prioritizing tasks, setting, and achieving goals, controlling impulses, developing empathy.) 3. Improve safety while reducing destructive behavior: students transform negative behaviors into positive ways of meeting their needs through Non-Violent Communication (NVC), collaborative practices and creating stronger relationships. 4. Foster community/civic engagement and leadership skills through student-led projects that improve the quality of life in the school and beyond. The curriculum also addresses positive character traits, such as courage, creativity, trustworthiness, integrity, respect, responsibility, accountability, fairness, caring, kindness, empathy, compassion, generosity, patience, gratitude, good citizenship, and compassionate leadership. All of these helps improve the academic performance and wellbeing of students and their teachers. Be the Peace Be the Hope is led and supported by: 1- An international team of educators, therapists, artists, social workers, and community advocates. 2- Decades of combined experience in the educational, healing art, self-development, and community development fields. 3- A collective of prominent Houston and International organizations
Behavioral & Emotional Services	Individual targeted services
Behavioral Therapy	Communication Skills, Identification and coordination of support services needed to maintain client in a home environment, Therapeutic interventions such as Psychosocial, Supportive Therapy, Individual and Family Counseling, Relaxation Techniques, and Life Review, Clinical Case Management, Psychotherapy Interventions such as Cognitive, Behavioral, Dynamic, Brief Therapy, Family Therapy and Crisis Intervention
Behavioral Services	El Centro de Corazón provides high quality, compassionate adult and pediatric behavioral health services at its Magnolia and John S. Dunn Health Center. For a list of specific behavioral health services offered, please see below. We take pride in being able to serve our community, and we hope you will consider joining us as a patient!

Appendix B: List of Wraparound Services and Service Description (Cont.)

Beyond School Walls	22–30 students in the third–fifth grade attend a session of one hour, two times a month, at the corporate partner, and each student is matched to an adult volunteer. Matches meet one on one, talk, work on academics, interpersonal skills, social skills, etc.
Big Sister Circle	The purpose of the Big Sister Circle is to create relationships of trust and friendship between New Americans and the local community. Volunteer sisters are matched with a group of five to seven immigrant ladies. In addition to English classes to help the participants improve their English vocab, the sisters provide support and advice to the ladies in their group. Limited direct assistance is also included in this program, as well as one to two home transformations each year.
Birthday Bashes	Through our Birthday Bash Program, we provide monthly group bashes for various educational institutions serving elementary-aged learners. Books are also chosen by each celebrant to promote literacy and we implement various components of Social and Emotional Learning into our activities.
Birthday Boxes	Our Birthday Boxes, are an entire birthday celebration that is assembled, packaged & then delivered in a box to the child (ages 3–11) and their family for free. This gives them the opportunity to have a birthday celebration at home or anywhere they would like. We also incorporate literacy through various partnerships by including an age-appropriate book in each box.
Blueridge United Methodist Church	general services to Reynolds Elementary
Botvin Life Skills	Botvin Life Skills Training (LST) is a research-validated substance abuse prevention program proven to reduce the risks of alcohol, tobacco, drug abuse, and violence by targeting the major social and psychological factors that promote the initiation of substance use and other risky behaviors. This comprehensive and exciting program provides adolescents and young teens with the confidence and skills necessary to successfully handle challenging situations.
BridgeUp at Menninger	Menninger announced September 10 that for the third consecutive year it is funding social and emotional learning programs in Houston-area schools to enhance the health, well-being, and academic success of vulnerable middle and high school students. With a $960,000 total investment for the 2018-19 academic year, BridgeUp at Menninger is supporting nine local organizations that are implementing innovative social and emotional learning programs that will impact nearly 8,000 students. BridgeUp at Menninger is funded by a $8.9 million grant from the David and Helen Gurley Brown Trust. The BridgeUp at Menninger programs are: Alley Theatre: A+SEL Intersections Alliance at Rucker Elementary Boys and Girls Clubs of Greater Houston: YES Prep Southside Connect Community: KIPP Connect Middle School Galveston Independent School District: Causeway Galveston Pasadena Independent School District: All Means All-The Sequel University of Houston: UH-AMPED at Cullen Middle School Baylor College of Medicine: Baylor Teen Health Clinics at Wisdom High School Texas-French Alliance for the Arts: Be the Peace-Be the Hope at Las America Newcomer School Workshop Houston: Project 20/20 at

Appendix B: List of Wraparound Services and Service Description (Cont.)

	Yellowstone Academy: With seven returning grantees, we're confident that BridgeUp at Menninger will continue to progress in its goal of creating systemic change that improves the overall well-being of our students and creates a better learning environment in our schools, said Patricia Gail Bray, PhD, director of BridgeUp at Menninger. Since the launch of BridgeUp, grantees have reported benefits such as reductions in student behavioral infractions and improvements in their school's social environment. The core curriculum for all the BridgeUp at Menninger programs is the evidence-based Collaborative for Academic, Social and Emotional Learning (CASEL) framework, but each grantee identifies and tailors the program delivery method for its student population. The delivery methods range from performance art and visual art to peer mentoring and workshop-style lessons. By integrating the CASEL framework into their innovative programming, the grantees are enhancing students' social and emotional competencies and classroom behavior; improving attachment and attitudes toward school; decreasing rates of violence, aggression, disciplinary referrals and substance abuse; and improving academic performance. The BridgeUp at Menninger model also requires that grantees implement a multi-tiered system of interventions that connects students with appropriate mental health supports such as screenings, counseling, peer-support groups, outpatient therapy or intensive psychiatric treatment. The grantees have the option to refer their students to Menninger for assessment and treatment. A third component of the BridgeUp at Menninger model is participation in an impact network that is facilitated by the All Kids Alliance to foster collaboration and short-cycle continuous improvement. Through this network, which meets four times throughout the school year, grantees have the opportunity to learn best practices from each other, discuss challenges and adjust their programming during the schoolyear. This collaboration is a critical component to ensuring that BridgeUp at Menninger produces measurable outcomes and becomes a sustainable, scalable and replicable model that school districts, nonprofits and community health organizations from across the country can eventually implement to address the social and emotional needs of their students, added Bray. The need for more social and emotional learning in Texas and beyond is apparent when analyzing the CDCs 2017 Youth Risk Behavior Survey. In this report, 34 percent of high school students in Texas and 31.5 percent across the U.S. say that they have felt sad or hopeless almost every day for two or more consecutive weeks. In this same survey, 17.6 percent of high school students in Texas and 17.2 percent in the U.S. said that they have seriously considered attempting suicide within the previous year. Feelings of sadness or hopelessness often develop because students are challenged by economic, health or family hardships. That's why BridgeUp programs focus on teaching resiliency and coping skills, said Bray. We're teaching these skills and other important emotion management competencies through BridgeUp, consistent with Menninger's commitment to leadership in mental health awareness, prevention and early intervention.

Appendix B: List of Wraparound Services and Service Description (Cont.)

Bright Start	Working with pregnant moms and dad for a successful and healthy delivery. Building parenting skills through parenting classes.
Brighter Bites Produce Distribution	Brighter Bites is a nonprofit that creates communities of health through fresh food with the goal of changing behavior among children and families to prevent obesity and achieve long-term health. Brighter Bites is an evidence-based, multicomponent elementary school, preschool, and summer camp program that utilizes reliable access to fruits and vegetables, nutrition education, and consistent exposure to recipes and messages that feature fresh food. Each week families and teachers participating in Brighter Bites receive two bags containing approximately 50 servings of eight to 12 different fresh produce items along with nutrition education materials and a recipe sample to see how good fresh produce tastes. Since 2012, Brighter Bites has provided more than 25 million pounds of produce and millions of nutrition education materials to more than 275,000 individuals (including teachers) in Houston, Dallas, Austin, New York City, the Washington, D.C. Metropolitan Area, and Southwest Florida.
C.H.A.M.P.S.	Expose students and families to positive social engagement opportunities, which promote healthy living, develop balance, and encourage enjoyable recreational activities. We also conduct activities to help with Team Building Leadership and help motivate each other while engaging in different activities. we will help build routines that can be applied to everyday use in becoming more physical fit and at the same time gain knowledge on how the body functions.
C.O.R.E	As an essential part of the HISD Police Department, we provide an array of special events, programs, and presentations to the community with an emphasis on fostering positive youth relationships.
Cambodian Baptist Church of Houston	General services to staff and students at Mitchell Elementary
Camp	Camp
Career Fair	Career Fair
Career Kits	Career Kits
Caring for Two/Prenatal and Postpartum Intervention Program	Outreach and intervention services provided for pregnant and postpartum women to increase knowledge and adoption of healthy behaviors and parenting skills to improve birth outcomes.
Case Management	Assists children and families to basic needs including food, clothing, housing, medical, jobs, school and community needs. Provides oversight of case and ensures needs are met.
Case Management	Case Management: Services that assist your child and your family in gaining access to necessary services. Your case manager will help coordinate your services, make referrals to community resources, and help advocate for you and your child. Specific services may include: - Assisting with Basic Needs Such as Housing, Transportation, Food & More - Treatment Planning, Assessing & Monitoring Progress - Making Referrals to Needed Services & Resources

Appendix B: List of Wraparound Services and Service Description (Cont.)

	- Collaboration & Coordination of Care with Parent/Guardian & other stakeholders such as: Psychiatrist, Legal agencies (CPS, DFPS, Juvenile Probation, etc.), Foster and adoptive agencies, Primary Care Physicians, School teachers/administrators, Community resource agencies
Center for Student Support	The Center for Student Support exists to meet foundational social and emotional needs and address underlying factors of behavior to support positive change so that students can be successful socially (personally) and academically (professionally). We will collaborate with the campus to create a Student Resource Center for all levels based on the need for your school. We support students proactively and responsively in collaboration with teachers, staff, administrators, parents, and community partnerships. Through the Student Center the QMHP will encourage and engage students by hosting monthly Mental health topics with activities and or education on specific topics. An intentional redistribution of responsibilities and resources to prioritize proactive, preventative, and responsive student support over reactive, disciplinary measures. The CSS team collects and analyzes data to make decisions about priorities and support plans for individual students, grade level teams, and the campus community through weekly meetings. We use data collected through our student and staff referral system, participation in weekly meetings, and RTI meetings with assistant principals or designated campus administration to prioritize our work with individual students and respond to trends.
CenteringParenting®	CenteringParenting® brings together 6-8 moms, partners, support people, and their same-age infants in community with their healthcare providers and other parents. Each CenteringParenting® visit includes individual well-child health assessment, immunizations, and developmental screenings. Parents also track their baby's growth and oral health. Additionally, moms assess their own health goals and address topics such as stress management, nutrition and weight, and family planning.
CenteringPregnancy®	CenteringPregnancy® Program is a comprehensive prenatal program, which includes medical care and regular health assessments, bilingual group educational sessions, and support in the areas of nutrition and behavioral health. CenteringPregnancy® brings together women due around the same time for their care with the goal of improving health outcomes, encouraging self-care, increasing self-confidence, increasing time with their provider, and promoting personal education.
Character Education and Social Skills	Purpose of the program is to teach etiquette, life, and social skills to students.
CHAT Academy	Since 2017, CHAT Academy has provided tutoring and educational enrichment activities for youth in the community and has expanded to include arts classes, photography lessons, theater classes with a theater production, music classes, STEM programs and more. Students are paired in small groups with a tutor who can support them with classwork and build their foundations in different subject areas - including math, reading, and science. Tutors also serve as valuable mentors and resources for the

Appendix B: List of Wraparound Services and Service Description (Cont.)

	students. Currently, all tutoring and enrichment is offered on a virtual platform.
Cherish Our Children/No More Victims	Emotional Support Groups for Children of Incarcerated Parents or Caregivers
Child/Adolescent Programs	Sun's Child and Adolescent Programs are designed to support the unique needs of children (ages 6-12) and adolescents (ages 13-17) experiencing psychiatric crises and mental health disorders. Warning Signs: *Decreased ability (or ability) to function and complete activities of daily living. *Problems concentrating or staying still that can lead to difficulties at school, or an unwillingness to attend school altogether. *Drastic changes in behavior or personality *Lack of appetite, nausea/vomiting, significant weight loss or gain *Sudden overwhelming fear or panics attacks, often with a racing heart, physical discomfort, or rapid breathing *Increased impulsivity and risk-taking behavior. *Thoughts or action of self-harm *Feeling sad, depressed, or withdrawn for more than two weeks (e.g., crying regularly, feeling fatigued and unmotivated)
Children Museum Field Trip	Field Trip
Children's Wellness Program	El Centro's Children's Wellness Program (Nutrición con Corazón) is a program to address childhood obesity and prevent other health-related problems linked to eating habits. The program includes medical assessments, individualized treatment plans, one-on-one and group education classes that address nutrition and physical activity, weight management structure, ongoing lab testing and medical care, and referrals for behavioral health services.
Church At UH	General services to staff and students at Blackshear Elementary
Church of the Apostles in Houston	General services to staff and students of Love Elementary
CIS Counselor Support	CIS places a full-time social service provider on the school campus to deliver a variety of programming and provide referrals to other agencies as needed. Whether it is eyeglasses, tutoring, or just a safe place to live, the CIS program manager is there to help. CIS provides supportive guidance and counseling to students in need of additional support in individual or group settings. CIS believes that when basic needs are met, students can concentrate on learning.
Citizenship Classes (Adults)	Preparation for the citizenship test.
City of Refuge Presbyterian Church	General services to the staff and students at Shearn Elementary
City on a Hill Church	General services to staff and students at Washington HS
Clinic Mental Health Services	For Referral to off site. For Children and Adolescents 3-17 Years of Age Parents/legal guardians should bring their children and/or adolescents for

Appendix B: List of Wraparound Services and Service Description (Cont.)

	whom they are seeking services to The Harris Center's Southwest Children's Clinic located at 9401 Southwest Freeway, 4th floor, Houston, 77074, from 7:30 a.m. - 3:00 p.m. on Monday-Friday. No appointment is needed, and walk-ins are processed until daily slots are filled on a first-come, first-served basis. For Adults may visit any of The Harris Center's four outpatient clinics from 7:30 a.m. - 3:00 p.m. on Monday-Friday. No appointment is needed, and walk-ins are processed until daily slots are filled on a first-come, first-served basis. The clinics are located at: Northwest Community Service Center, 3737 Dacoma, 77092 Northeast Community Service Center, 7200 North Loop East Freeway, 77028 Southwest Community Service Center, 9401 Southwest Freeway, 3rd Floor, 77074 Southeast Community Service Center, 5901 Long Drive, 77087 *Adults on parole or probation may visit the New START Clinic located at 6032 Airline Dr., 77076
Clothing, Financial, Furniture, Food Pantry	Clothing, Financial, Furniture, Food Pantry
Club de Programación	Students will learn the basics of Python programming by drawing images, creating animations, and making games. Programming interface and instruction will all be in Spanish and easily accessible from a Chromebook with an Internet browser. Grades 6th-8th. 1 hour/live session per week via Zoom, every Thursday 4:15 PM - 5:15 PM CST. From February.4.2021 to April.1.2021. Free.
Coat Drive	(blank)
Cognitive Behavioral Therapy	Provide Therapeutic Intervention to children and adults. Therapies include Strength Based, Person Centered and Cognitive Behavioral Therapy.
Cognitive Behavioral Therapy (CBT)	A time-sensitive, structured, present-oriented psychotherapy directed toward solving current problems and teaching client's skills to modify dysfunctional thinking and behavior
College Admission	As high school students slowly transition to college, they have to start looking into what universities they want to attend. This includes admission questions, college essays, extracurriculars, grade requirements, standardized testing, etc. The college division of Numerly will be able to help all high schoolers ranging from first-year student to even juniors/seniors applying for college.
College Park Baptist	general services to staff and students at Bonham and Braeburn Elementary
College Tours	College Tours
Color Factory Field Trip	Field Trip
Commit to Be Fit	DUE TO COVID - TEMPORARILY ON HOLD. The Commit to be Fit program is a fitness component to increase physical activity in children, adults, and families and to teach the importance of healthier eating and regular exercise, which have immediate and long-term health benefits. https://www.elcentrodecorazon.org/news-events/news/el-centros-commit-to-be-fit-fall-class-schedule-is-now-available/

Appendix B: List of Wraparound Services and Service Description (Cont.)

Community Assistance Program	The Houston Food Bank Community Assistance Program (CAP) assists clients with applying for state public benefit programs such as SNAP (formerly known as food stamps), Medicaid, CHIP, TANF and provides referrals to additional services.
Community Based Mentoring	Community-Based (CB) Mentoring, The classic mentoring model, where the volunteer Big goes to the child's home and takes the child into the community (to libraries, sporting or cultural events, the mall, the park, etc.) in order to spend time together. In a Community-Based program, the child's parent(s)/guardian(s) joins the match relationship participating in the enrollment interview and monthly match support contacts. When in-person interactions are not advised (such as during Stay Home Stay Safe orders), the mentors and mentees remain connected virtually, taking advantage of telephone (calls, texts and FaceTime) and online options (planned Zoom interactions, approved social media and game channels, etc.). Most volunteers serve as a Community-Based Big individually, however our Big Couple and Big Family expand the experience by involving the volunteer's spouse/partner and/or own children as active participants in the match. Big Couples and Big Families typically are matched with Little Brothers ages 11 and younger. Though some HISD students are served through BBBS Community-Based and e-Mentoring program, these matches are handled entirely between Big Brothers Big Sisters and the children's legal guardian.
Community Organizing/Engagement	Community Organizing/Engagement
Community Service Projects	Special community service activities are developed at all sites during the school year. Youth volunteers assist in community health fairs, neighborhood clean-up projects, smoke detector installation at senior citizens' homes, stocking shelves at area food pantries, and coordinating voter registration drives. During the summer project, the boys perform community service projects in the morning, attend life-skills seminars in the afternoon, and participate in supervised team-building activities.
Computer Skills Class (Adult)	Computer skills.
ConocoPhillips Family Math Adventures	Houston area Title 1 elementary schools are invited to a FREE Thursday evening of hands-on activities sponsored by ConocoPhillips at the Children's Museum of Houston. The Program is from 5:00-8:00 pm. We provide bilingual invitation flyers to send home with students. Each campus organizes the trip, orders buses, etc. Admission on Thursday evening is free, and the Museum provides reimbursement for bus charges after the visit, up to $280 per bus. Children must attend with an adult chaperone.
Counseling	Behavioral intervention, Mental Health, Skills, Therapy, Case Management, Crisis Intervention. History of providing in school services for students. Workers also provide in home services to families. History of

Appendix B: List of Wraparound Services and Service Description (Cont.)

	partnerships with schools and court system. Medical insurance, Medicaid, CHIPS, etc. are needed.
Counseling	Pull outs to work with students on mental health counseling. We provide therapeutic services in an integrated manner to children whose psychiatric, behavioral. and learning problems are identified by parent/guardian or school personnel. Our Talk Therapy Program will allow them to be educated effectively in their local school systems.
Counseling for all	Individual, family and group counseling for students and families.
Counseling services	Counseling
Counseling services	Individual, couple, and family counseling services.
Counseling services	We offer psycho-ed groups at the high schools with the prenatal and parenting groups. We also offer counseling in inner-catholic schools to individual students through a grant.
Crisis and Trauma Counseling	Faced with natural disasters, fires, pandemics, and school shootings teachers and students are increasingly traumatized and relief is not always readily available. Our School crisis and trauma program provide an opportunity for our counselors to work with the student one on one, educating teachers and administrators on how to manage stress, provide students and teachers with practical coping mechanisms and training the teachers to build resilience.
Crisis Counseling Program-Texans Recovering Together	The Crisis Counseling Program (CCP) is a FEMA-funded grant available to provide crisis counseling, stress management and resources linkage services to impacted federally declared disaster areas. Upon teacher's request and with parental notification, CCP services can assist children with understanding their emotions and reactions they may be experiencing. This can be delivered through group sessions to children and youth, educational activities, reading stories, and discussions designed to help them, and their parents build healthy coping skills.
Crisis Hotline	24-hour Crisis Line
Crisis Intervention Services	Crisis Intervention Services: These services may be provided if your child is a danger to him/herself or others due to his/her emotional disturbance. Crisis Intervention Services are intended to help your child remain safe in your home or community.
C-Stems Classes	C-Stems Classes
Culinary Arts	Culinary Arts
Dance	Dance
Dance Class	Dance Class
Dance to Learn	Dance to Learn is a movement integration program that approaches academic curriculum from a kinesthetic perspective delivered live or prerecorded, via the school's preferred platform. Houston Ballet teaching artists work together with teachers to create lessons that address TEKS in multiple subject areas while building Social Emotional Skills. There are 2 types of classes: A Residency includes a series of classes where we see the same students' multiple times, which truly emphasizes the in-depth creative experience that integrates dance and academic concepts. A Stand Alone includes a series of classes where we see multiple groups of

Appendix B: List of Wraparound Services and Service Description (Cont.)

	students in the same grade level. This type of class can teach up to 3 learning objectives through movement integration activities.
Dental Care	Dental Care
Dental Services	Children's dentistry first dental appointments (recommended at 6 months old) and routine children's dentistry Dental cleanings professional dental cleanings which are recommended at least twice a year for adults and children to improve oral health, Dental examinations: a general evaluation of your oral health, hygiene, and risks Dental extractions: procedure to remove badly decayed or infected teeth Dental screenings: procedures that can help identify larger health concerns like oral cancer, diabetes, and HIV Fillings: finding and repairing cavities to prevent further tooth decay Urgent care: treating emergencies ranging from extreme toothaches to cracked molars
DePelchin School Based Counseling Program-Las Americas	DePelchin provides individual counseling services to Las Americas students referred for issues related to anxiety, depression, grief, trauma, emotion regulation, anger, family conflict, or any other social emotional disorder. DePelchin also offers the Journey of Hope Curriculum which is an 8-session curriculum designed to normalize emotions, build resilience, and enhance coping skills in youth who have experienced a traumatic event. Caregiver Journey of Hope is also offered to provide additional support for the caregiver/parent. The Caregiver JoH curriculum is a complement to the youth curriculums and was developed to support the caregivers of youth who have experienced a traumatic event.
DiscoverU Fantastic Learning Opportunities	DiscoverU provides a system of supports--access to information, personalized guidance, financial solutions, and family engagement--to help students successfully participate in high-quality, out-of-school learning experiences.
Discovery	Discovery (for girls ages 9 to 11) engages girls in partnership with both formal and informal women leaders in their community to celebrate their heritage as leaders, develop and practice leadership and advocacy skills, and construct community action projects. Girls get to make decisions and take responsibility for and initiate projects in collaboration with experienced women. Together, the girls and women discover their own leadership skills through hands-on activities, role plays, community exploration, and a weekend retreat, culminating in the identification of issues of ongoing concern to the community and formulation of responses that entail persuasive communication and organizing for action.
Dollars, Sense, and Me	Dollars, Sense, and Me (for girls ages 9 to 11) further enhances girls' understanding of economic and financial concepts and introduces additional topics and skills, including exchanging goods and services, investing in the stock market, entrepreneurship, budgeting, writing checks and labor and management. Equal Earners, Savvy Spenders (for girls ages 12 to 14) deepens girls' knowledge about and appreciation for economic and financial topics covered by previous components. Additional skills and topics include loan options, investment risk vs. return, consumer tips,

Appendix B: List of Wraparound Services and Service Description (Cont.)

	credit card use, labor laws, economic equity for women and girls, work-life balance, and global economics.
E.S.L. (English As A Second Language)	English as a second language classes for adults.
Ebenezer United Methodist Church	general services to staff and students at Burris Elementary
Educator In Motion	The Educator in Motion program is a FREE school and community outreach program that provides educational programming on the Holocaust, Human Rights, and Active Citizenship in school and community settings. Students work directly with a museum educator and participate in interactive activities that explore the lessons of the Holocaust, social justice throughout history, and the role of individuals in society today. Integrating social studies, language arts, and fine arts concepts, EIM programs enhance student content knowledge and critical thinking skills while supporting the development of individual and civic responsibility in K-12 classrooms. EIM courses are Texas Essential Knowledge and Skills (TEKS) aligned and include all supplies and materials at NO COST to students, teachers, or schools.
El Mesias United Methodist Church	general services to staff and students at Durkee Elementary
El Tabernaculo Assembly of God	general services to staff and students at Durkee Elementary and Fonville Middle
e-Mentoring	e-Mentoring leveraging Big Brothers Big Sisters of America's new secure messaging site, The App, the e-Mentoring program has been created to connect youth virtually to volunteer mentors. This mentoring option enables youth who historically have struggled to be matched to now have a mentor despite the typical roadblocks of time, distance, and local volunteer availability. In this program, mentors, and mentees, with parent/guardian support and involvement, will connect virtually each week (via phone or approved online platforms), as well as log into The App at least twice a month. e-Mentoring matches are enrolled and supported in the same way as Community-Based program matches, engaging the parent/guardian as a full participant in the match's oversight and success.
EMERGE Program	Every fall semester, high school sophomores are invited to apply to be considered for our EMERGE class. We accept between 250-360 HISD sophomores to support throughout the remainder of their high school experience. All accepted EMERGE students will benefit from after school programming, SAT preparation, out of state college tours, college application advising, and continued support as alumni once they enter college. All interested students should visit our website to learn more and apply.
Emergency Services (Food Pantry)	Emergency Services provides help to community members who are experiencing crisis situations. We offer food, clothing, and financial

Appendix B: List of Wraparound Services and Service Description (Cont.)

	assistance for rent, utilities, and medical needs. We also provide referral information about resources that can help in other ways (shelter, legal assistance, etc.). IMPORTANT NOTE: An appointment is required for financial assistance requests (rent and utilities). Clients must call (713) 871-9741 to discuss their crisis situation. No walk-in clients can be accepted in this area. Walk-in clients are welcome for food requests and medical assistance. Please note that we are organized in a first come first served system for these areas. Early arrivals are encouraged.
Employment Services	Our employment coaches offer one-on-one guidance in career exploration and developing career goals. We help individuals connect with relevant training and education programs, identify job opportunities, create resumes, prepare for interviews, and familiarize themselves with professional workplace skills.
Empowerment Through Poetry	Empowerment Through Poetry is a program that provides teens with a social emotional learning opportunity to enhance their social development, self-esteem, decision-making, and communication skills. This trauma informed program provides 12 one-hour interactive workshops to teens virtually or in person. Of the 12 sessions offered, some topics include: Finding Your Voice Through Poetry, Building Confidence Through Poetry, The Fruit of Poetry, and The Acquired Skillset of Poetry & Personal Evolution. The expected outcome of this program is to deter teens from engaging in risky behavior due to unaddressed trauma, and rather the teens will learn healthy coping methods through creative arts workshops. This intervention will provide an accessible opportunity to teens to help inform them about their decisions on trauma coping methods and will provide positive support to help enhance their social competencies to make healthy choices in and out of school.
English as a Second Language	Designed for students to be instructed in English either through all content areas or at least one subject area (Ex.: English/Language Arts). ELLs in secondary ESL Programs receive instruction in English using ESL instructional strategies making all content comprehensible.
Entrepreneurial Skills	Teenagers are given the opportunity to engage in five various business ventures: A T-Shirt silk-screening enterprise, a computer repair/resale enterprise, a film-making enterprise, a photography enterprise, a mural/neighborhood art project.
Eye Care	Eye Care
Families Count	Community Based Counseling Service (various locations) Individual counseling for children ages 3-17 Counseling for parents Serves: Children: Ages 3-17 Adults: Any age as long as they are a parent or caregiver
Family Access Program	Family Access Program is a new initiative that the Houston Health Department created to help parents and students gain access to care by assisting families with enrollment in children's Health Insurance Program

Appendix B: List of Wraparound Services and Service Description (Cont.)

	(CHIP), Medicaid, SNAP Food Benefits, Gold Card, Temporary Assistance for Needy Families (TANF), and other venues.
Family Access Program	The Bureau of Youth and Adolescent Health (BYAH) contracted with HISD to help 88 TSL- Grant funded schools receive access to care. Through the work of this project, HISD schools will be served Community Outreach Specialist (COS) who will help families enroll and renew medical coverage.
Fathering in 15	Fathering in 15 Self-paced, online-only fatherhood curriculum 15 topics that take 15 minutes each Gift card incentive for completion Link for registration: https://www.depelchin.org/forms/dads-depelchin/ Father must have a phone, computer or other tech device to complete the modules.
FAYS -Family and Youth Success Program (Previously known as STAR)	DePelchin Children's Center offers free individual and family counseling in addition to parenting support through its FAYS- Family and Youth Success Program. Families in crisis need immediate help. Crises often involve a breakdown in family relationships and come in various forms: a child running away or problems at school. DePelchin helps families work through issues through its FAYS program. Through its free counseling services, DePelchin helps families address a range of issues, including but not limited to: behavioral problems school problems low self-esteem harming self or others family conflict loss and grief depression and anxiety In addition to free counseling support, the FAYS Program offers skills-based training groups for youth as well as caregivers, that focus on problem solving, goal setting and parenting skills. These classes are also of no cost and are held at Desplechin's main campus on Memorial Drive. WHO QUALIFIES FOR THE FAYS PROGRAM: A family must live in Harris, Fort Bend or Waller County and have a youth, age 18 or younger, to qualify for the FAYS Program. CONTACT US To schedule an appointment with a FAYS therapist, call (713) 664-3459 in Harris County or (281) 261-1341 in Fort Bend and Waller Counties. FAYS services are of no cost and are provided in both English and Spanish.
Field Trip Houston Zoo	Field Trip
First Presbyterian Church Houston	General services to staff and students at Rodriguez Elementary, Foster Elementary, and Cullen Middle
Fitness Classes	Fitness Classes
Food Pantry Support	Food distribution for campuses to distribute fresh fruits, vegetables, and proteins to families. Includes granola bars and individually packed goods.
Fountain of Praise	General services to staff and students at Madison High and Anderson Elementary
Free Resources for Students	Students who coded as homeless can be given resources like METRO Cards, snacks, uniforms, clothing, hygiene products, etc.
Friendly PEERsuasion	Girls Inc. Friendly PEERsuasion develops girls' skills to resist pressure to use harmful *substances*, such as drugs, alcohol, tobacco, and household chemicals. After learning healthy ways to manage stress and to deflect peer, media, and other pressures that contribute to substance use, girls become peer educators (PEERsuaders) for younger girls. Friendly

Appendix B: List of Wraparound Services and Service Description (Cont.)

	PEERsuasion, for girls ages 11 to 14, targets the years during which girls begin to more fully experience and respond to influence and pressure from their peers. Friendly PEERsuasion builds participants' knowledge and skills for resisting negative peer pressure by empowering them to use a process of identifying specifically what they are being pressured to do and the consequences. Participants then determine healthy alternatives and invite peers to join them in acting on their smarter choice. This process is fortified by enhancing girls' communication skills and ability to recognize stress and by providing them with practice in responding to stress in healthy ways. Additionally, participants learn about various legal and illicit substances, adopt guidelines for responsible use of readily available prescription and over-the-counter medications and supplements, and analyze media messages that glamorize substance use. Participants also build leadership skills that help them plan and implement substance use prevention activities with groups of younger children ages 6 to 10 (referred to as PEERsuade-Mes). By serving as peer educators and mentors, the older participants are able to reinforce their commitment to avoiding substance use. Friendly PEERsuasion is also available in Spanish (Persuasión positiva).
Full Spectrum Health of Greater Houston	Behavioral Health/Mental health organization
Futures and Options	Futures and Options (for girls ages 15 to 18) prepares girls for entering the world of work by helping them examine topics such as attitudes and values about money, career strategies, economic justice and workers' rights, paycheck deductions, responsible use of credit and avoiding predatory lenders, renting vs. buying, and investing.
Garden Oaks Baptist Church	general services to staff and students to High School Ahead Academy
Gardening Classes	Gardening Classes
Gateway Community Church of Houston	General services to staff and students at Codwell Elementary and Woodson School
GEMS	This program is offered in middle school. We address the unique challenges faced by children of incarcerated parents through an in-school class, family outreach and community involvement in the form of role models and potentially tutors. Classes focus on a defined set of social, emotional and brain development tools. The goals are to help students gain healthy social, emotional and brain development skills, increase graduation and reduce inter-generational incarceration.
Gender Health and Wellness	Gender Health and Wellness Medical and Gynecological Services Puberty blockers Hormone therapy Well-person exams Pap smears PrEP (Pre-Exposure Prophylaxis for HIV Prevention)

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	PCOS and Endometriosis treatment Pre/Post-Operative and follow-up care for gender affirming surgeries Body Positive Wellness Center & Nutritional Counseling Our Body Positive Wellness Center staff can work with transgender and gender diverse persons to teach and promote cardiac health, strength training, nutrition, wellness, and weight management through healthy diet and tailored exercise recommendations. Behavioral Health Services Legacy's experienced providers facilitate gender affirming care with youth, adults, and families. Our psychiatrists, psychologists and therapists offer behavioral health services in all phases of development and transition including: Psychiatric evaluation and care for transgender and gender diverse youth and adults Psychiatric consultation for hormone therapy or gender affirming surgery Individual and family therapy Social Services Our social service professionals, and resource linkage, are available to assist transgender and gender diverse patients in the following areas: School advocacy Housing / Financial / Employment assistance Legal needs Domestic violence support
General Music	General Music
Get Real High School	A one-year high school curriculum emphasizes Social and Emotional Learning skills. It promotes abstinence from sex as the healthiest choice for adolescents; provides a comprehensive understanding of sexual health, sexuality, and protection methods.
Girl Connect	Our signature Girl Connect program offers groups for girls that are designed to increase their self-efficacy. We do this by teaching and practicing with girls our 6 C's (Collaboration, Communication, Confidence, Coping Skills, Creativity, Critical Thinking). We can deliver up to 20 modules that are customized to fit a specific need.
Girl Connect	Utilizing an evidence-based model, Power Circles are an in school or out of school time program for girls' 4th-8th grade that surrounds them with positive, relatable role models. Girls learn 21st century skills for the issues they face.
Girl Scouts of San Jacinto	We're 2.6 million strong 1.8 million girls and 800,000 adults who believe in the power of every G.I.R.L. (Go-getter, Innovator, Risk-taker, Leader) to change the world. Our extraordinary journey began more than 100 years ago with the original G.I.R.L., Juliette Gordon Daisy Low. On March 12, 1912, in Savannah, Georgia, she organized the very first Girl Scout troop, and every year since, we've honored her vision and legacy, building girls of courage, confidence, and character who make the world a better place.

Appendix B: List of Wraparound Services and Service Description (Cont.)

	we're the preeminent leadership development organization for girls. And with programs from coast to coast and across the globe, Girl Scouts offers every girl a chance to practice a lifetime of leadership, adventure, and success.
Girls' Club for Success	Additionally, CHATs Girls Club for Success is a program designed to empower immigrant and refugee girls through social and emotional learning workshops. These workshops include discussion topics which range from mindfulness to resilience, followed by interactive and engaging exercises. Students meet with a mentor/facilitator once a week for 30 minutes - 1 hour for a variety of interactive activities.
Girls Get the Message	Girls Get the Message (for girls ages 15 to 18) involves girls not only in analyzing messages, but also in changing the messages. Girls create and edit storyboards for music videos and reality TV programs, conduct audits of magazines for advertising content and of newspapers for equity in gender coverage, consider the biases in various news sources, develop political campaign slogans and materials, screen films made by and about women, develop character sketches for TV shows and treatments for documentaries, and plan and conduct field trips to explore media businesses.
Girls Inc. Operation SMART	Girls Inc. Operation SMART develops girls' enthusiasm for and skills in science, technology, engineering, and mathematics (STEM). Through hands-on activities, girls explore, ask questions, persist, and solve problems. By interacting with women and men pursuing STEM careers, girls come to view these careers as exciting and realistic options for themselves. Girls Inc. Operation SMART is an approach that each organization can apply to its own programming. Girls Inc. organizations may also implement one or more of the following components that have been built around the SMART philosophy. Eureka!: Beginning with rising 8th graders, this multi-year effort combines sports and personal development activities with an intensive experience on a college campus for four weeks, follows up with educational and experiential opportunities during the school year, and looks to provide paid internships focused on math, science, and technology for the participants. Girls Dig It: Girls ages 12 to 14 build their analytical and interpretive skills while they work alongside archeologists, making exciting discoveries that unveil the past and present of their communities and their culture. Thinking SMART: This program links girls ages 12 to 14 with professionals (particularly women) in the STEM fields. These "SMART Partners" help plan and deliver the program, encouraging girls to think like scientists by thinking with scientists.
Girls Make the Message	Girls Make the Message (for girls ages 15 to 18) is the civic engagement component through which girls gain 21st century media skills by crafting their own messages into digital video public service announcements. Girls participate in public dialogue around issues important to them via community interviews, screenings, and discussions about their productions. In addition, girls explore the business side of media, learning about advertising and commercial interests, media and democracy, and career options.

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Girls on the Run	At Girls on the Run we inspire girls to recognize their inner strength and celebrate what makes them one of a kind. Trained coaches lead small teams through our research-based curricula which includes dynamic discussions, activities and running games. Over the course of the ten-week program, girls in 3rd-8th grade develop essential skills to help them navigate their worlds and establish a lifetime appreciation for health and fitness. The program culminates with girls positively impacting their communities through a service project and being physically and emotionally prepared to complete a celebratory 5K event.
Girls Take Another Look	Girls Take Another Look (for girls ages 12 to 14) gives girls critical practice in deconstructing obvious and hidden media messages and questioning the media's focus on appearance and a narrow definition of beauty. Girls explore the variety of media available to them and go on to experiment with character development and storyboarding; consider the relevance of news media; and investigate the use of brand names, logos, and other marketing tools. In addition, girls explore careers in a variety of media fields and learn how to influence the media by communicating their opinions to those in power.
Good Shepherd Missionary Baptist Church	General services to staff and students at Elmore Elementary
Goodhope Missionary Baptist Church	General services to staff and students at Lockhart Elementary
Grace Church	general services to staff and students at Clifton Middle
Grades 3-8 Year-LONG Math and Science Tutoring	Provide students from 3rd grade to 8th grade with a weekly curriculum-based/personalized tutoring in both science and math. It is a year-long tutoring service that connects hand-picked qualified tutors with students who need extra help outside of school.
GREAT	(blank)
Greater First Baptist Church	General services to staff and students at Burrus and Kennedy Elementary
Greater Grace Trinity Baptist Church	General services to staff and students at Looscan Elementary
Greater St. Matthew	General services to staff and students to Bastian Elementary and Worthing High School
Group Counseling	Students peer counsel each other and work together as a group towards goals.
Group Counseling Services	Students who have behavioral issues, issues with grades, have varying moods, is seen in distress, or any other number of identifiers, will be referred to us for similar therapy services in group settings.
Group Therapeutic Services	Abundant Life Therapeutic Services Texas, LLC mission is to provide therapeutic services that will improve the quality of life for individuals that have significant psychiatric functional limitations and enabling them to become a more productive citizen. Abundant Life Therapeutic Services Texas, LLC provides the highest quality, outcome based, face to face intervention for adults, to enhance their quality of life by meeting and challenging the needs of the whole person: physical, mental, and social.

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Growing Roots East End Network (GREEN)	DUE TO COVID - TEMPORARILY ON HOLD. The Growing Roots East End Network (GREEN) aim is to bring together local schools and organizations for the purpose of helping sustain, promote, and connect gardens across the school feeder patterns. As a result, we hope to see an increase in access to healthy foods, improved nutrition education, greater social cohesion, and economic opportunities for low-income families. To learn more
Growing Together	Growing Together (for girls ages 9 to 11 and a parent/adult; available in Spanish as Crecer juntas): Five interactive sessions jump-start crucial two-way conversations between girls and a trusted adult about sexuality issues, opening doors to future communication. Key topics include the role of parents as primary sexuality educators; changes during puberty; anatomy, physiology, and hygiene; adolescent sexual development and feelings; and values and expectations for teen sexual behavior.
Growing Up! Body Basics	Growing Up! Body Basics is a 3-hour workshop for girls ages 7 to 8, some of whom may already be experiencing signs of puberty. In this workshop, girls usually thought of as too young for these topics receive accurate, age-appropriate information on why and how their bodies are changing with an emphasis on the fact that the changes are normal and okay, even if earlier than such changes among their peers.
Harvest Point Fellowship	mentoring and supplies to students at Law Elementary, Thomas Middle School and Worthing High School
Hatch	Hatch youth groups provide a safe and affirming atmosphere where LGBTQIA+ youth can be themselves without fear of rejection, discrimination, bullying or harassment. These drop-in groups consist of social time, educational and creative programming, and peer support. Hatch youth group for LGBTQIA+ youth between 13 and 20, is offered Sun., Tues., and Fri. evenings. Hatch Jr., for youth who are 7 to 12, meets on Sunday afternoons. For youth who are under 13 years old, parent consent is required. To set up an intake, contact info@hatchyouth.org.
HAUL Project Ready 2.0	HAUL provides families in the Houston Independent School District with College and Career Ready Programs and Services that include, but not limited to: 1) Project Ready researched based post-secondary success program. Students grades 8-12 receive academic, social, and cultural supports and opportunities designed to aid in their transition from high school and position them for post-secondary success. 2) We also provide research-based literacy instruction to children and youth that will allow them to succeed at levels of school and beyond. 3) HAUL also provides a Family and Community Engagement program.
HCC P-SOAR Priority Student Onboarding	The main objective of this program is to get students enrolled in college - especially those who know they want to further their education, but don't really know what they want to study or how to go about starting the

Appendix B: List of Wraparound Services and Service Description (Cont.)

Admissions and Registration	process. Staff from HCC comes to the campus and help with advising, financial aid and testing.
Health Case Management Services	This is a referral service at Change Happens headquarters. Change Happens! provides case management to facilitate access to health-related services for pregnant women and children and their families to enhance physical and psychosocial well-being. Change Happens! provides case management services that are: family centered, community-based, culturally sensitive, confidential, and multidisciplinary in its approach. Case managers complete a comprehensive assessment and identify barriers that impact the ability of the family to access services. A case manager visits with the family and then: find out what services they need, find services near where they live, teach the family how to find and get other services, and make sure that the family gets the services they need. Eligibility to receive case management includes Children (birth to age 20) and pregnant women who get Medicaid and: Have health problems Are at high risk for getting health problems A Case Manager can help: Get medical and dental services Get medical supplies or equipment Work on school or education issues Get other services.
HealthCorps Living Lab	The HealthCorps Living Lab Program is administered through curriculum-based classroom facilitations, student-led lunch time demos, after school clubs, faculty health and wellness trainings, and a yearend school-wide health fair.
Heart & Sole	Heart & Sole is Girls on the Run's middle school program that meets the unique needs of girls in 6th-8th grade. The program considers the whole girl - body, brain, heart, spirit, and social connection - in a positive, structured space where girls can learn about themselves, explore new ideas, cultivate empathy and strengthen connections. Running is incorporated into each lesson to encourage physical wellness and teach life skills such as team building, creating a support system, standing up for themselves and others and decision making. The girls prepare for a celebratory Girls on the Run 5K event at the end of the program. This non-competitive event fosters goal setting and a sense of confidence through accomplishment to last a lifetime.
HISD FACE	The Houston Independent School District values parents as partners in preparing our students to succeed in college, career, and beyond. The Family and Community Engagement (FACE) Department is dedicated to building intentional partnerships to advance student achievement by promoting a welcoming environment, honoring families, and linking activities to learning.
HISD SEL Counseling	Staff member from HISD will come in for ad hoc counseling when you call. Person will come to do pull outs for the student and work with them one on one for any mental health, trauma issues. Areas of Interest: Suicide Prevention, grief and trauma, behavior modification, slow learners, and intervention assistance teams (IAT) Primary Responsibilities: Director of Internship Training, Crisis intervention, behavioral and psychological consultation, counseling, and assessment.

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HISD Volunteers - On Campus	Volunteers who are verified through VIPS and can volunteer on campuses.
HIV Prevention Program	CHANGE HAPPENS! believes that education and prevention is one of the most powerful weapons to rectify HIV/AIDS. CHANGE HAPPENS! offers prevention programs targets non-traditional community areas in Houston/Harris and Waller County using a highly equipped mobile testing van. Services Provided: Community Outreach Services HIV Counseling, Testing and Referral Services Hep C Counseling, Testing and Referral Services Couples Counseling, Testing and Referral Services Anti-Retroviral Treatment and Access to Services (ARTAS) Linkage to Care/Navigation Services VOICES/VOICES- Intervention Services Community Outreach Services Counseling, Testing and Referral (CTR) Motivational Interviews Substance Abuse Risk-Reduction Tools Client-Centered Overdose Prevention Tools Condom Distribution and Information Harm-Reduction Information Harm-Reduction Prevention Tool Syphilis Screening Case Management.
Holy Spirit Episcopal Church	general services to staff and students at Blackshear Elementary
Home Instruction for Parents of Preschool Youngsters - HIPPY	HIPPY is an evidence-based home visiting program that supports parents in their critical role as their child's first and most important teacher. HIPPY USA is the national non-profit that provides HIPPY to communities across the country. Our mission is to partner with parents to prepare their children for success in school. Through local affiliates, HIPPY's curriculum is provided at no cost to 15,000 families living in the United States. Decades of research have shown the HIPPY model to be effective in improving school readiness, parent involvement, school attendance, and standardized test scores in reading and math throughout elementary school. A unique aspect of HIPPY is its scripted curriculum, highlighted below, is used to teach parents through a peer-to-peer approach, using role-play and interactive activities. This system not only provides one-to-one training for the parent, but it also offers specialized job training for our home visitors and fosters leadership development and career advancement opportunities for our staff and our parents. That's why over 50% of our home visitors are former HIPPY parents!
Houston Ballet - 2016-2017	(blank)
Houston Circle of Hope Services	Houston Circle of Hope provides Skills Training, Case Management and Counseling Services for Children and Adults that have behavioral challenges, stress, anxiety, depression, PTSD, suicide ideation and more.
Houston Grand Opera Workshops	Workshops
Houston ISD - After School Programs	The goal of the After-School Programs Department is for every student to have access to a quality after school program. Access to these programs inspire academic performance, increase regular school day attendance, and provide a safe, supportive environment for children participating in

Appendix B: List of Wraparound Services and Service Description (Cont.)

	the program. Programs offer at least 2 1/2 hours of academic and enrichment activities for a minimum of 4 days per week.
Houston ISD- Office of Special Education Services	The Mission of the Office of Special Education Services is to provide support and guidance to parents, teachers, campus leaders, and other stakeholders that directly improve student outcomes while removing barriers and raising expectations for students with disabilities.
Houston: reVision Mentor Program	Mentor Program @ Jane Long Academy, Sugar Grove Academy, Wisdom High School, Sharpstown High School
How to Talk to Your Child About Sexuality (virtual)	Provides tips and tools for having open and honest conversations about sexuality for parents/caregivers of children of all ages. Also, can be offered in Spanish upon request.
Hygiene Support	Our organization will provide personal hygiene supplies
HYPE 2.0	This will be on campuses. It is a curriculum to be delivered to students. Helping Youth Prevent Engaging in Risky Behavior (HYPE 2.0) program was designed to educate youth 14-19 on abstinence, teen pregnancy prevention, HIV/AIDS, STDs/STIs, and positive youth development. The program uses the evidence-based curriculum BART: Becoming a Responsible Teen and incorporates Money Talk, a financial literacy introductory component developed to sustain financial stability and increase economic growth. The HYPE 2.0 program also includes other adult preparation subjects such as healthy relationships, adolescent development, educational and career success.
HYS Coda Program	The Coda Music Program brings graduated, intensive string instruction to third, fourth and fifth grade students after school in select Houston ISD elementary schools. Using group instruction to build community and social transformation through string ensemble and performance opportunities, the program meets twice a week on each campus after school. Two hours every afternoon is devoted to music instruction, which includes rhythm class, group lessons, and ensemble playing.
HYS Melody Program	The Houston Youth Symphony Melody Program provides free private lesson instruction in violin, viola, cello, bass, and trumpet to economically disadvantaged musicians, grades three through 12 in targeted schools. The goal of the program is to create access to private instruction so that young musicians from economically disadvantaged situations are given every opportunity to develop their skills beyond the classroom.
iChoose...	Our Program is an Abstinence Plus Program. We use a state board approved curriculum to help young people make healthy and informed decisions about sex. The program is designed to vigorously and effectively encourage young people to postpone sexual involvement and to provide the guidance and information young people need to reduce the risk when they do become sexually active.
Iconoclast Artists After-School Programming	Iconoclast Artists offers a Social Emotional Learning Creative Writing and Poetry program to students in both middle and high school. Each after-school setting is designed to meet the needs of that specific population and the unique conditions those students live in. Students will be carefully selected and vetted by both administrators of each ISD and Iconoclast

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	Artists who will benefit most - those with high stress or anxiety, who have recently suffered trauma, fear of deportation, depression, etc. This programming is not meant to be just an intervention for writing as it is an opportunity to connect these students with much needed academic support, counseling, and community resources. The curriculum meets requirements for both public school testing prep and other lesson-planning checklists and is TEKS approved. It nurtures the social and emotional resilience, artistic, and educational imagination of participants using original writing exercises and closing readings of both classic and contemporary writers and poets. Students will also be introduced to artists, materials, methods, and specific masterpieces. They will practice various skills included in the creative process and explore how the skills they practice are utilized in creative problem solving and strategy in a variety of fields, tying the practice to STEAM initiatives, mindfulness, and Social and Emotional Learning (SEL). Our curriculum is created with ELL, TEKS, and the five SEL constructs to include: Self Awareness (Self-Concept), Self-Awareness (Emotional Knowledge), Social Awareness, Self-Management (Emotion Regulation), Self -Management (Goal Management), Self -Management (School Work), and Relationship Skills, and Responsible Decision Making. This programming will include the strategies for student improvement such as increasing positive student feelings in the attempt to reduce negative ones, reducing student fears while increasing resilience and grit, and increasing trust building with peers, teachers, and administrators. It is important for us to have consistent exposure to students in our program to help them build resiliency and trust. We have seen that students that stay in our program long term are more likely to increase literacy scores and engage in other elements of the program such as mentoring or obtaining a scholarship for post high school life. Through these partnerships, we will provide our core Social Emotional Learning creative writing program, homework assistance as well as offer a series of Outreach Programs to include monthly parent's nights (with activities), two community sessions/per semester and an opportunity for students to have their poetry included in the Iconoclast Artist's annual anthology, They Say."
Iconoclast Artists In-School Programming	Iconoclast Artists offers a Social Emotional Learning Creative Writing and Poetry program for students in middle and high school. Each in-school setting is designed to meet the needs of that specific population and the unique conditions those students live in. Students will be carefully selected and vetted by both the administrators of the ISD and Iconoclast Artists who will benefit most - those with high stress or anxiety, who have recently suffered trauma, fear of deportation, depression, etc. This programming is not meant to be just an intervention for writing as it is an opportunity to connect these students with much needed academic support, counseling, and community resources. The curriculum meets requirements for both public school testing prep and other lesson-planning checklists and is TEKS approved. It nurtures the social and emotional resilience, artistic, and educational imagination of participants using original writing exercises and closing readings of both classic and

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	contemporary writers and poets. Students will also be introduced to artists, materials, methods, and specific masterpieces. They will practice various skills included in the creative process and explore how the skills they practice are utilized in creative problem solving and strategy in a variety of fields, tying the practice to STEAM initiatives, mindfulness, and Social and Emotional Learning (SEL). Our curriculum is created with ELL, TEKS, and the five SEL constructs to include: Self Awareness (Self-Concept), Self-Awareness (Emotional Knowledge), Social Awareness, Self-Management (Emotion Regulation), Self -Management (Goal Management), Self -Management (School Work), and Relationship Skills, and Responsible Decision Making. The curriculum is also broken down into four pillars: Identity, Feelings, Relationships, and Hopes for the Future that includes the strategies for student improvement such as increasing positive student feelings in the attempt to reduce negative ones, reducing student fears while increasing resilience and grit, and increasing trust building with peers, teachers, and administrators. It is important for us to have consistent exposure to students in our program to help them build resiliency and trust. We have seen that students that stay in our program long term are more likely to increase literacy scores and engage in other elements of the program such as mentoring or obtaining a scholarship for post high school life. Through these partnerships, we will provide our core Social Emotional Learning creative writing program, as well as offer a series of Outreach Programs to include monthly parents' nights (with activities), two community sessions/per semester and an opportunity for students to have their poetry included in the Iconoclast Artists' annual anthology, They Say."
Iconoclast Artists Summer Programming	Iconoclast Artists offers a Social Emotional Learning Creative Writing and Poetry program to students in both middle and high school. Each summer school setting is designed to meet the needs of that specific population and the unique conditions those students live in. Students will be carefully selected and vetted by both administrators of each ISD and Iconoclast Artists who will benefit most - those with high stress or anxiety, who have recently suffered trauma, fear of deportation, depression, etc. This programming is not meant to be just an intervention for writing as it is an opportunity to connect these students with much needed academic support, counseling, and community resources. The curriculum meets requirements for both public school testing prep and other lesson-planning checklists and is TEKS approved. It nurtures the social and emotional resilience, artistic, and educational imagination of participants using original writing exercises and closing readings of both classic and contemporary writers and poets. Students will also be introduced to artists, materials, methods, and specific masterpieces. They will practice various skills included in the creative process and explore how the skills they practice are utilized in creative problem solving and strategy in a variety of fields, tying the practice to STEAM initiatives, mindfulness, and Social and Emotional Learning (SEL). Our curriculum is created with ELL, TEKS, and the five SEL constructs to include: Self Awareness (Self-Concept), Self-Awareness (Emotional Knowledge), Social Awareness, Self-

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	Management (Emotion Regulation), Self -Management (Goal Management), Self -Management (School Work), and Relationship Skills, and Responsible Decision Making. This programming will include the strategies for student improvement such as increasing positive student feelings in the attempt to reduce negative ones, reducing student fears while increasing resilience and grit, and increasing trust building with peers, teachers, and administrators. It is important for us to have consistent exposure to students in our program to help them build resiliency and trust. We have seen that students that stay in our program long term are more likely to increase literacy scores and engage in other elements of the program such as mentoring or obtaining a scholarship for post high school life. Through these partnerships, we will provide our core Social Emotional Learning creative writing program, interactive games to include group activities and mindfulness as well as offer an opportunity for students to have their poetry included in the Iconoclast Artists' annual anthology, They Say."
Iglesia de Jesucristo de Fundamento Apostolico	General services to staff and students at Deady Middle School
Iglesia Morada De Paz	General services to staff and students at Robinson Elementary
Immigrant Services	We provide high quality, low-cost and pro bono legal services to immigrants and refugees who would otherwise not be able to obtain legal representation. Center activities include outreach, legal assessment and counseling, citizen application assistance, legal representation, and advocacy. The Cabrini Center is the largest non-profit immigration legal service provider in Houston accredited by the Board of Immigration Appeals to represent individuals in immigration legal matters. INFO SESSIONS: We provide on-site information sessions called Charlas, free of charge, three times per month at both the main office in Houston and in Richmond at Catholic Charities Mamie George Community Center. Charla attendees learn about immigration laws, and afterwards have the opportunity for a free consultation with an Immigration Attorney or Accredited Representative. Free Citizenship Workshops are also offered each month and staff provides citizen application assistance. View our calendar for upcoming dates. CITIZENSHIP WORKSHOPS: Application assistance is offered for a person seeking to apply for U.S. Citizenship. No service fees for counsel, advice, and assistance with applications. Attorneys and accredited representatives will be present to screen for eligibility. All workshops begin at 8 a.m. unless otherwise noted. Pre-registration is required before attending; no walk-ins accepting. Please Click on our events calendar to view the next available workshop. SERVICES FOR CHILDREN: Another service our Cabrini program offers is Deferred Action for Childhood Arrivals Application Assistance Services, (DACA). For more information on our homes for unaccompanied minors that have refugee or undocumented status, click here. WE DO SERVE: YES Family Petitions Naturalization Cuban Adjustment Refugee and Asylee Adjustment T Visa, U Visa, & VAWA Asylum Unaccompanied Minors Deferred Action WE DO NOT SERVE: NO Business or Employment Immigration Legalization or new TPS cases, Other types of legal services

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	such as Family Law U.S. Passport Services ELIGIBILITY: All services of the Cabrini Center are provided without regard to race, religion, or socioeconomic status. Applicants must have: No criminal convictions with the exception of prior clients No cases filed by other attorneys or notaries (unless we have a copy of previously filed I-130) No Consular Processing cases if there are multiple entries Clients must be referred by Refugee/Resettlement, St. Jerome's, or through a Charla. No walk-ins are allowed except for Charlas we see clients by appointment only.
Immigrant/Newcomer Program	Address the needs and concerns of students during their first year of education in the United States. Furthermore, we aim to assist the families and teachers of these students with the goal of ensuring that these Immigrant students become proficient in the English language, acclimate to the American culture without losing their identity and contribute positively to society as a whole.
Individual Counseling	Individual students get mental health counseling with an onsite professional.
Individual Counseling Services	Students who have behavioral issues, issues with grades, have varying moods, is seen in distress, or any other number of identifiers, will be referred to us for therapy services.
Individual Student Crisis	The call for services should be routed through the school principal, counselor, social worker, or nurse, who will contact the Crisis Intervention secretary by phone with essential information at 713-923-8597. After hours, contact can be made through Dr. Sean Ricks, Manager. Please follow instructions on the voice message for after-hours services. The psychologist assigned to the school will be provided the referral information. The benefit of this contact is that the secretarial staff is trained to screen for basic information about the nature of the crisis and essential contact information, and to make a record of the contact. Other team members and post-doctoral fellows are available in the event the assigned psychologist is off duty, attending to another crisis, or providing targeted in-service training.
Individual Therapeutic Services	Abundant Life Therapeutic Services Texas, LLC mission is to provide therapeutic services that will improve the quality of life for individuals that have significant psychiatric functional limitations and enabling them to become a more productive citizen. Abundant Life Therapeutic Services Texas, LLC provides the highest quality, outcome based, face to face intervention for adults, to enhance their quality of life by meeting and challenging the needs of the whole person: physical, mental, and social.
In-School Suspension/Discipline Support	Assurance Therapeutic Outreach provides a QMHP to oversee and manage the in-school suspension programming in collaboration with the campus and district regulations. We support ISS students, with self-regulation techniques and restorative circles processing, in addition to assistance with the completion of their academic assignments, to assist them in successfully integrate back into the classroom.
INSIGHT	I.N.S.I.G.H.T. is a SRAE (sexual risk avoidance education) program that targets African America and Latino youth ages 14-19 living in Houston, TX.

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	The goal is to empower participants to make healthy decisions and provide tools and resources to prevent pregnancy, sexually transmitted infections, and diseases, as well as lower youth engagement in other risky behaviors and educate your on how to voluntarily refrain from non-marital sexual activity; thereby, reducing teen pregnancy prevention in Houston, TX.
Instrumental Music	Instrumental Music
JA in a Day	JA in a Day is a high impact way to deliver JA's lessons for a specific grade level all on the same day. Some schools choose to have every grade receive JA programming on the same day. "JA in a Day" is a unique opportunity as it offers volunteers a great opportunity to get involved with Junior Achievement without juggling schedule conflicts or long-term commitments.
Jehovah Rapha's House of Healing	general services to staff and students at Mickey Leland College Prep for Young Men
Kashmere Gardens Fellowship	general services to staff and students at Kashmere Gardens Elementary
Kijana Youth Program	For over fourteen years, The Alliances' Kijana Youth Program has provided services to create opportunities for refugee and immigrant youth to achieve academic success and to cultivate valuable leadership skills. Our tutors provide academic tutoring, math/science labs, and computer lessons to over 240 students in the Gulfton area of Southwest Houston each year. In addition to academic support, Kijana tutors also involve the students in various cultural, team building, and leadership activities, including physical recreation, art projects, music and dance, field trips, and volunteer projects. During the school year, the Kijana Youth Program provides a safe environment for youth during the after-school hours of 3pm to 7pm, and during the summer from 10am to 2pm.
Kingdom Story Fellowship	general services to staff and students at Stevens Elementary
Know Your Rights	Girls ages 12-14 explore attitudes and expectations about body image, careers, and stereotypes while increasing their understanding of their rights as girls.
Lakewood Church	beautification and teacher care at several schools in HISD
Learning from the Masters	The purpose of Learning from the Masters (LFM) is to complement, support and extend student learning in schools with existing dance programs. Live, professional dance classes are available for students in 3rd - 12th grade. Classes are available in a variety of dance disciplines including classical ballet, modern dance, and jazz dance.
Legacy Psychiatric Services	Psychiatric appointments available only at YES Prep Southside
Life Skills Program	During life-skills workshops, boys receive instruction in areas of drug awareness, violence prevention, personal health and hygiene, decision-making, human sexuality, interpersonal relations, and communication skills.
Life Skills Training & Development	Life skills is designed to assist youth with building concrete skills and relationships needed to live successfully as a young adult.

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	TOPICS 1. Money, Home, and Food Management 2. Personal Care, Health, Social Skills, and Safety 3. Education, Job Seeking Skills, and Job Maintenance Skills 4. Housing, Transportation, Community Resources, Understanding the Law, and Recreation Young Parents Guide
Literacy Camp	Literacy Camp
Little Beakers Field Trip	Field Trip
Living Faith Baptist Church	general services to staff and students at Codwell Elementary
Living Labs School Wellness Program	HealthCorps' program coordinators deliver health and wellness programming across the campus by teaching lessons in the classroom, hosting after-school clubs, mentoring and initiating campus-wide wellness events.
Living Safe & Strong	Living Safe & Strong (for girls ages 12 to 14) continues discussion of gender violence issues, reinforces, and provides additional safety strategies and self-defense skills for teen girls, and introduces them to community experts and resources. Girls also develop and conduct community action projects addressing violence issues important to them.
Loving Houston - Mentoring and Tutoring	Mentoring and tutoring for students in reading/literacy or math. Occurs during school hours.
Lunch Bunch	Our Lunch Bunch mentoring program pairs trained volunteer mentors with groups of 4 single-gender students to promote positive decision making and healthy relationships. During weekly 30-minute sessions from October to April, students build literacy skills while developing life skills every child needs.
Lunch Bunch	The Lunch Bunch mentoring program pairs trained volunteer mentors with groups of 4-single gender students to promote positive decision-making and healthy relationships on a weekly basis. During weekly 30-minute sessions from October to April, students build literacy skills while developing life skills every child needs. Using literature and hands-on activities, groups explore the following topics: self-esteem, social skills, critical thinking, problem solving, and community.
M.E.E. Program	We will deliver the M.E.E. Program. Which stand for Mentor, Encourage, and Empower. We teach Character Development: Self-Love Self-Encouragement/Motivation Self-Care Self-Respect Life Skills Survival Skills Social Skills Cultural Experience As well as Career/College Development:

Appendix B: List of Wraparound Services and Service Description (Cont.)

	Define College/Career Goals Build their resume Prepare them for after high school
Man Up	Our Man Up program is a program where we meet in an interactive classroom setting led by our mentors and focuses on core values, relationship building, conflict resolution, mental and physical health/wellbeing, goal setting, respect for women and authority figures, and other issues that may be needed. We value the principles learned through fitness and sports and we use that as the catalyst to connect with our students
Mariachi Classes	Mariachi classes
Math In Action	Our math after-school program provides students with a new perspective. Utilizing Montessori materials, games, and rewards, we assure an interactive experience for the students who are most behind. Our teaching methods appeal to a student's three learning senses. Also, our 1 tutor to 10 student ratio helps kids have a personalized experience where questions can always be asked. The tutors we use are young volunteers who create a wonderful and friendly learning environment that removes the negative perception associated with learning math. They are also consistent, giving kids a chance to connect with their tutor at the personal level and open up.
McKinney Vento/Foster Care Support	ATO Qualified Mental Health Professional (QMHP) are assigned as case managers to oversee the needs and transitions of McKinney Vento and Foster Care scholars. QMHP will maintain campus/district approved documentation of the services, meetings, relocation, and resources disseminated to the identified McKinney Vento/Foster scholars.
Medicaid/Chip application assistance	Providing assistance to parents to ensure a child has access to health insurance. We focus on Medicaid/Chip but can also complete applications for Harris Health and ACA when needed.
Medication Training and Support	Education and guidance about medications and their possible side effects. It is curriculum-based training and guidance that serves as an initial orientation for the client in understanding the nature of his/her mental illnesses or emotional disturbances and the role of medications in ensuring symptom reduction and increased tenure in the community.
Memorial Drive Presbyterian Church	general services to staff and students at Piney Point Elementary
Memorial Herman Clinic, Elrod Elementary	Health
Memorial Hermann Health Centers for Schools, Sharpstown Clinic	Memorial Hermann Health Centers for Schools is a full-service health clinic on the campus of Sharpstown High School. Health services are provided by a nationally board-certified Physician Assistant. Services are provided at no cost. The purpose of the center is to keep children in school so that they can function to their full learning capacity. Healthy children are happy children, and happy children learn better.
Mental Health counseling	Harris Center will work with students and do pull outs on school campuses for mental health support.

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Mental Health Counseling / Case Management	Provide counseling with 10-12 students per caseload. Provides services to ALL student types of Medicaid. They also service with some private insurance as well.
Mental/behavioral health rehab	Provides guidance in the area of life skills, social skills, anger management, coping skills, and peer interactions. We address anxiety, depression, grief and loss, self-esteems issues, and stress management.
Mentoring	Mentoring for LEAD students
Mentoring	One at a time, we connect a caring adult mentor to a youth experiencing profound disconnection. Disconnected youth are isolated, alone, abused, traumatized, deserted, abandoned, vilified, and pushed beyond the margins of society. Many of them are involved in the juvenile justice system and child welfare system. They are on a trajectory toward homelessness, addiction, crime, sex-trafficking, incarceration, joblessness, gangs, and suicide. Our mentors have no agenda other than to show up in compassion, pay attention without distraction, and listen without judgment for one hour a week, affirming each youth's worth and potential. A reVision mentor's primary role is to be a someone to a kid who has no one.
Mentoring and Life Skills Development	Mentors provide children facing adversity with strong and enduring, professionally supported one-on-one relationships that improve their lives. Through partnerships, with parents, volunteers, and others in the community we assist children to improve their confidence, build better relationships, avoid risky behavior, and achieve their educational goals.
Mentoring Program	Site-Coordinators are assigned to individual school sites in the northeast quadrant of the Houston Independent School District (HISD). These project managers are responsible for the coordination of daily UEI activities and the delivery of services to youth participants. The project manager is recognized by the school's youth as their "mentor on campus".
Mentoring-Northside HS	(blank)
Mentorship	Members of local churches are screened, trained, and equipped to offer time to local schools to mentor kids in a variety of settings.
Miles Ahead Scholars	To solve this challenge, HISD has launched the Miles Ahead Scholars (MAS) Program. The Miles Ahead Program will begin with a founding cohort of 60 9th and 10th-grade boys who demonstrate academic promise from Wheatley, Worthing, and Kashmere High Schools, with the ultimate goal of increasing the enrollment of boys of color in our nation's most selective colleges and universities.
Missio Dei Anglican Church	General services to students and staff at Navarro Middle
Mission Opportunity	We support and encourage at-risk youth at Milby High School and Deady Middle School. Our goals are simple. We are committed to making sure that the youth we work with stay in school, promote to the next grade and graduate.
Mobile Crisis Outreach Team	The Mobile Crisis Outreach Team (MCOT) is an interdisciplinary mobile team comprised of Psychiatrists, Registered Nurses, Licensed Masters Level Clinicians, Bachelor Level

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	Clinicians, and Psychiatric Technicians specializing in crisis intervention. Community-based in Harris County, MCOT provides services to Children and Adults who are experiencing a mental health crisis. MCOT services are targeted for people who are: In a mental health crisis but are unable and/or initially unwilling to access services through a traditional psychiatric outpatient setting At risk for hospitalization without immediate intervention. Not in acute crisis but in need of outreach services to prevent further deterioration and to ensure and to ensure linkage to appropriate outpatient psychiatric services and community services
Moody Gardens Field Trip	Field Trip
More Helping Hands	Empower Youth and Young Adults to continue in their education and promote healthy lifestyles such as sexual abstinence and a drug free environment. More Helping Hands provides the tools necessary for our students to be more successful in life when reaching adulthood.
Mt. Hebron Missionary Baptist Church	general services to staff and students at Attucks Middle and Dogan Elementary
Mufasa's Pride I	Mufasa's Pride is to encourage, empower, embrace, and educate young urban males and to help raise the level of expectation that they have for themselves. We believe that we must raise our level of expectation in our youth, so that they will be afforded the opportunity to rise above erroneous perceptions that contribute to their demise and limitations. We will accomplish this through a curriculum centered around 7 subject areas that are designed instill core values in these young men.
NASA Field Trip	Field Trip
National School Lunch Program	The National School Lunch Program (NSLP) is provided on every HISD campus throughout the district for students free of charge. This program provides a nutritious balanced meal to fuel our students in the learning process. Adults can enjoy a nutritious lunch at a reduced cost.
Nations Church	general services to staff and students at Bell elementary
Natural Science Field Trip	Field Trip
Nazareth Assemblies of God	General services to staff and students at Isaacs Elementary, Dogan Elementary, Fleming Middle
New Faith Church	general services to staff and students at Lawson Middle and Madison High School
New Mount Calvary Baptist Church	General services to staff and students at Dogan Elementary

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New Pleasant Grove Missionary Baptist Church	General services to students and staff at Fleming Middle
Northshore Community Fellowship of Faith	General services to staff and students at Robinson Elementary
Northside Episcopal Church	General services to staff and students at Looscan Elementary
Not A Number	WHAT WILL YOUTH LEARN? Not a Number is an interactive child trafficking and exploitation prevention curriculum designed to provide youth with information and skills in a manner that inspires them to make safe choices when they encounter potentially exploitative situations and utilize healthy support systems that may decrease their vulnerabilities. YOUTH WILL EXPLORE TOPICS SUCH AS... -An Introduction to Human Trafficking and Exploitation -Culture and Society -Red Flags and Relationships -Vulnerabilities and Resilience -Reducing Risky Behavior and Getting Help
Nursing Dept	HISD Nursing Department services
Nutrition Classes	Nutrition Classes
Nutrition Classes for Parents, Kids, and Staff	Give out food samples, hands on cooking, nutrition knowledge, given a bag of groceries at the end of the program sessions, and teach cooking skills. All programming is available in English or Spanish, they travel to your campus and bring ALL Supplies.
Occupational Therapy	Occupational therapy services based upon evidence-based practices. Our therapists and therapy assistants offer comprehensive evaluations and therapy services in English and Spanish. We cherish the opportunity to service the occupational needs of children in our community. It is our mission to provide EXCEPTIONAL PEDIATRIC THERAPY. We provide services in the areas of muscle strengthening, visual perception, sensory, motor planning, visual motor, bilateral coordination and etc.
Off Site Individual Counseling	Individual students get referred to a Legacy Community Health clinic to receive mental health counseling with an onsite professional. This program is OFF a school campus.
Off-Site Adapted Dance Class	Trained staff partners with Houston-area schools, hospitals, and other organizations to create a program tailor-made to fit the needs of the students. The program is FREE.
Oikos Church	General services to staff and students at Blackshear Elementary
Operation School Bell	Assistance League of Houston provides uniforms or school appropriate clothing to economically disadvantaged children. School counselors determine eligibility within certain parameters.

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Oral Health Awareness Curriculum	We believe in the well-being of families. Our Educational Outreach Department has an initiative that focuses on Preventative care. This initiative provides oral health presentations on oral hygiene care, nutritional concerns, prevention, and the importance of regular dental visits. Demonstrations are given on proper brushing and flossing techniques. As a tool of early detection, we provide Dental health screenings as an in-kind donation to support the efforts in maintaining a healthier community.
Origami with Alex	This is a class that teaches youth and adults how to create various origami crafts. Origami helps promote concentration and discipline while also providing a relaxing approach to creating paper craft.
Outpatient Program	Individuals who may be transitioning from inpatient care or who may need more intensive treatment to prevent the need for hospitalization for Partial Hospitalization Program and Intensive Outpatient Program. Partial Hospitalization Program (PHP) *Patients attend five groups per day, five days per week. * Groups include daily process group, cognitive behavioral therapy (CBT), coping skills training, and relapse prevention planning to help people retain the highest level of wellness. * Our team of psychiatrist and psychiatric practitioners provides comprehensive medication management. Intensive Outpatient Program (IOP) *Patients attend three groups per day, three days per week. *Sessions include a daily focus on process group, cognitive therapy, and coping skills practice.
PALS	PALS
Parent Parentship	Our Parent Partnership program is a comprehensive plan to tackle Houston's literacy crisis from its core by engaging and educating parents to increase support for their child's literacy development. Parents are encouraged and provided with Literacy Kits and additional skills to support their child's learning from birth through high school, as well as to develop a literacy rich home environment. Making It Better offers the following opportunities through this program: Parent Workshops, Family Literacy Nights, and GROW (Great Readers Open the World).
Parent Stars	Parent Stars campus-based Family Learning Events give parents strategies and resources they can use at home to support their child's math, reading and science learning outside of the school day. All activities are TEKS-aligned and appropriate for a specific group of elementary grades. The events are turnkey for schools and bilingual in English and Spanish. School leaders select from a menu of event themes and CMH educators take it from there! We provide bilingual invitation flyers, activity guides for the participating adults and Free Family Passes to the Museum for each participating family.
Parent/Guardian Workshops	We provide workshops for parents on relevant topics and help them better understand & support their children.

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Parenting Help- Home Based	Parenting program that teaches behavior management techniques through a home-based setting. It is available to all parents and caregivers. The program is free of cost. There are 10 sessions in the curriculum and clinicians meet with parents on a weekly basis.
Park Field Trip	Field Trip
Pathfinder Leadership Summit	Girls Empowerment Network's Pathfinder Leadership Summit is a personal and professional development program aimed at giving rising 9th-12th grade girls a head start on their road to independence, college and career.
Pediatric Medical Services	Legacy pediatric services include: Well-child visits: preventative care, vaccines, lab work, and anything else that can keep kids healthy Sick-child visits: diagnosis and treatment related to common childhood conditions; immediate appointments available at most locations Sports physicals: making sure your kids are ready to take the field or court Adolescent care: specialists in young patients between the ages of 12 and 24, with capabilities that include drug, contraceptive, and mental health counseling Whole patient services: lactation consulting, diet and nutrition, parenting classes, and more TeenWell program Gender Care and Wellness services
Peer Group Model	Students will be selected and brought to an Alternative Peer Group Model (APG) which will discuss ways to prevent risky behavior whether it is addiction to drugs, porn or risk of STD's and pregnancy. Their focus is on addiction. Has licensed chemical dependency counselors who will be working with students. Can be every day during an enrichment period. Depends on principals No financial criteria. FREE.
Performance	Performance
Photography	Photography
Physical Needs	Local churches are eager to supply stated needs from local schools in regard to food, clothing, toiletries, and other needed products.
Physical, occupational, speech therapy	Physical, occupational and speech therapy services are provided by a licensed therapist or therapy assistant (under the direction of a therapist). The appropriate therapist develops a plan of care in coordination with the physician.
Positive Action	Positive Action is a systematic educational program that promotes an intrinsic interest in learning and encourages cooperation among students. It works by teaching and reinforcing the intuitive philosophy that you feel good about yourself when you do positive actions. The effects of the program range from increased academic achievement to dramatic reductions in problem behaviors. These results have been replicated in diverse settings and feature the most rigorous efficacy study designs available.
Positive Action	Positive Action is an evidence-based prevention program that focuses on the intuitive philosophy that we feel good about ourselves when we do positive actions. When this cycle is positive, students want to learn. When this cycle is negative, students do not want to learn. The essence of the

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	program is to emphasize those actions that promote a healthy and positive cycle. The Positive Action approach helps individuals become aware of the negative consequences of using substances.
Power Up The Heat	Mentoring group for girls and will be covering a lot of different topics: Healthy Relationships Positive Thinking Goal Setting Perseverance/Resiliency Alcohol, Drugs, and Tobacco Teen Dating Violence Stress and Coping Physical Activity Personal and Community Violence Conflict Resolution Responsibility Personal Empowerment Respect Self-esteem Bullying and Relational Aggression Understanding your Emotions Communication Nutrition Sexually Transmitted Infections Decision Making Reproductive Health Self Image and Self Esteem Sexting and Social Media Self Discipline
Prenatal and parenting classes	We provide prenatal and parenting classes in English and Spanish to help parents learn new skills so that they can raise a strong and healthy family.
Professional Development Workshops	We provide in-person trainings delivered by real youth experts with school-based experience on topics such as: Understanding student gender identity and how to talk about it Understanding self-harm, why it happens and how to manage How to create trauma-informed classrooms Using a growth mindset to build students who believe in their abilities
Progressive Missionary Baptist Church	general services to staff and students at Osborne Elementary
Project CHANGE	Project CHANGE is for youth, young adults and families (ages 3-20) who have not benefited from traditional services in the past. This model may be a good fit for those at risk of out-of-home placement due to struggling with their behavior at home or in school: those who need care and support upon discharge from psychiatric hospitals or residential treatment programs: those involved with the police, court system or child protective services; or those facing challenges transitioning into adulthood. Our program hopes to be different than services you have received in the past by implementing the Wraparound and system of care approach to improve how you access care, build supports, and take charge of your healthcare needs.
Project Explore	Project Explore is a comprehensive college and career readiness program designed to expose elementary and middle school students to all their post-secondary options so they can make informed decisions about their future.
Project Saving Smiles	Dental services for students.

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Project Towards No Drugs	Project Towards No Drugs is an evidence-based substance abuse prevention program. Project TND focuses on three factors that predict tobacco, alcohol, and other drug use, violence-related behaviors, and other problem behaviors among youth, including motivation factors, communication skills, and decision-making skills.
Protection Methods Overview (virtual)	Overview of methods to prevent pregnancy and STIs, including barrier methods such as condoms, and the hormonal birth control methods.
Provide Clothing	School personnel submit requests for clothing through our website for students and/or their families. We provide enough clothing for a week along with new underwear and socks.
Provide Clothing	We provide a week's worth of clothing along with new underwear & socks. We also provide shoes.
Providing Computer Technology to Out of School Students	Providing tablets and hot spots so that students may be able to connect with their school and teacher to submit assignments that they had not been able to complete because of the pandemic Covid-19 and school closures.
Psychosocial Rehabilitation Services	Independent living services, coordination services, employment related services, housing related services, medication related services, and crisis related services, along with medication management.
Puberty overview (virtual)	Describe the changes experienced during puberty. Focus point on social awareness and having empathy for other students experiencing puberty.
Push In Therapeutic Services	Push into classrooms that have behavioral issues. The therapists reiterate the classroom expectations. The students who do not cooperate will be separated and will be working with them in small groups or individually.
Ray of Hope Behavioral Healthcare LLC	Ray of Hope Provides Hope, Health, and Healing to those who suffer with mental and behavioral challenges. We provide services to children, adolescents, teenagers, and adults. The services we provide are as follows: Psychosocial evaluations, counseling, therapy, behavioral management and control, medication management, virtual counseling, crisis management and family counseling and case management.
Reading Intervention	Our Reading Intervention program is comprised of twice weekly, 45-minute sessions (during the school day) with a low 4:1 (or lower) student to interventionist ratio. Students are leveled and grouped according to a comprehensive pre-assessment. The program is based upon the 5 components of reading as determined by the National Reading Panel: Phonemic Awareness, Phonics, Fluency, Comprehension, and Vocabulary.
Reading Intervention	Reading Intervention-Our Reading Intervention program is comprised of twice-weekly, 45-minute sessions (during the school day) with a low 4:1 (or lower) student to interventionist ratio. Students are leveled and grouped according to a comprehensive pre-assessment. The program is based upon the 5 components of reading as determined by the National Reading Panel: Phonemic Awareness, Phonics, Fluency, Comprehension, and Vocabulary.
Refugee Services	In helping to create a home-away-from-home, we assist government-approved refugees in becoming self-sufficient through cultural orientation, job development, family reunification and resettlement. We assist newcomers approved by the federal government in securing

Appendix B: List of Wraparound Services and Service Description (Cont.)

	housing, food, clothing, and other necessities, accessing experienced social workers, gaining jobs, life and language skills, and otherwise assimilating into the nation's fourth largest city. After-School Program Airport Reception Case Management Cultural Orientation Employment Training and Job Placement ESL Financial Assistance Housing Interpretation/Translation Referrals to Social Service Agencies Vocational Training ELIGIBILITY: Must be legally admitted to the United States as a refugee, asylee, Cuban entrant, victim of severe trafficking, or other population deemed eligible by the Health & Human Service Office of Refugee Resettlement. Must be within Office of Refugee Resettlement five-year eligibility period (from date of arrival in the US/date of asylum certification).
Rehab Services	Our Program: Services are provided in the homes, schools, and communities where the children reside. However, monthly, or bi-monthly psychiatric visits occur at the YAP office/virtually. Services are provided in the child and family's preferred language. Spanish and English-speaking staff are available at all levels, including counselors/therapists, case workers, and office personnel staff. YAP contracts with board Certified Psychiatrists and Nurse Practitioners. Our Medical Staff specialize in Child and Adolescent Psychiatry and bring experience from a variety of mental health settings. CRISIS INTERVENTION Crisis intervention reduces symptoms of severe and persistent mental illness or emotional disturbance prevents admission of an individual into psychiatric placement. INDIVIDUAL AND FAMILY THERAPY Therapy is conducted by Licensed Professional Counselors and Clinical Social Workers who make individualized recommendations for treatment. Clients are assigned therapists near where they live or can arrange for sessions in the agency office to address social and emotional issues, psychiatric symptoms, and trauma. SKILLS TRAINING AND DEVELOPMENT Skills Training is provided to youth to address symptom-related problems that interfere with functioning. This service provides opportunities for the youth to acquire and improve skills need to function as appropriately and independently as possible in the community, and facilitates the individuals communicate integration and increases his or her community tenure. PSYCHIATRIC EVALUATIONS Evaluations are conducted as needed to help stabilize symptoms of diverse psychological disorders and help improve the child's general functioning. MEDICATION TRAINING AND SUPPORT In addition to prescribing medicine to treat a child's symptoms, this service is provided to help children and

Appendix B: List of Wraparound Services and Service Description (Cont.)

	caregivers learn about the youth's mental health diagnosis, symptoms, medications, and their possible side effects. ROUTINE AND INTENSTIVE CASE MANAGEMENT Service is provided to assist the youth and caregiver in gaining and coordinating access to necessary care and services appropriate to meet their needs. WRAPAROUND SERVICES The Wraparound process provides a comprehensive, holistic youth and family-driven way of responding when children or youth experience serious mental health or behavioral challenges. Wraparound puts the child or youth and family at the center. With support from a team of professionals and natural supports, the family's ideas, and perspectives about what they need and what will be helpful drive all of the work in Wraparound.
Reproductive Anatomy (Virtual)	Overview of the reproductive anatomy and functions
Rescue in Motion Homelessness Program	In an effort to educate and empower those seeking assistance, the Homeless Outreach Services Department offers the following programs to promote self-sufficiency, independence, and, ultimately, long-term residential stability For more information or to enroll in the program, please contact.The purpose of the Rescue in Motion program is to help homeless individuals obtain permanent housing and provide them with the skills needed to avoid recidivism. The RESCUE In Motion Permanent Housing Program provides case management, a wide array of supportive services, and rental subsidies to 12 chronically homeless women with a documented disabling condition who reside in scattered site housing throughout Harris County. The RESCUE In Motion 4 Him Permanent Housing Program provides case management, a wide array of supportive services, and rental subsidies to 12 chronically homeless men with a documented disabling condition who reside in scattered site housing throughout Harris County. The RESCUE In Motion Permanent Housing Program 2.0 provides case management, a wide array of supportive services, and rental subsidies to 22 chronically homeless women and 22 chronically homeless men with a documented disabling condition who reside in scattered site housing throughout Harris County.
Rescue Youth Program	Rescue Youth Program is committed to reinforcing our students' growing self-efficacy, social development, and sense of commitment to their community. The program's goal is to proactively enhance protective factors and reduce the impact of negative factors that place youth at risk. We offer tutoring, character building discussions, and enrichment activities that introduce and challenge students with new concepts, cultures, and a higher standard of excellence. Change Happens! believes that the values of today's youth create the platform for tomorrow's society. The Rescue Youth Program was created to prevent youth involvement in drugs, alcohol, gangs, and other self-destructive activities.

Appendix B: List of Wraparound Services and Service Description (Cont.)

	Empowering future generations is the most effective way to combat the destructive forces in torn communities. Change Happens! designed its Rescue Youth Program to teach children life skills and how to handle problems constructively. The Rescue Youth Program is delivered in school settings primarily but can also be in local shelters, and in the Change Happens! after school and summer programs. The in-school program is based on evidence-based curriculums for youth ranging from 12 to 19 years old. The program does youth and adult presentations that can range from 15 minutes to an hour based on need. Our staff is able to provide a onetime presentation on different topics. Tell us what topics you need, and we can provide you with a workshop or presentation on the topic. For more information on this and other prevention programs, please visit our partners at the Prevention Resource Center at www.prc6.org.
Restorative Circles: REY of Hope (Restorative Empowerment of Youth)	REY of Hope is a comprehensive, school based behavioral health program that provides students who have a pattern of disciplinary referrals with restorative supports they need to thrive academically, socially, and emotionally. The REY of Hope program consists of two main components: individualized therapeutic interventions and schoolwide training around restorative practices.
Restorative Justice Circles	RJ Circles by Gender and Grade Level
Roses	A mentor with the Resilient Outstanding Sisters Exemplifying Success (ROSES) acts as a positive role model and advocate for students who need guidance and opportunities for educational, social, and professional growth. The Resilient Outstanding Sisters Exemplifying Success (ROSES) aims to cultivate these areas of growth for students of color in the Houston Independent School District.
Routine Case Management	Services that assist an adult, child or youth, or caregiver in gaining and coordinating access to necessary care and services appropriate to the individual's needs. This service also includes treatment planning to facilitate recovery.
Sanford Harmony Curriculum	Social Emotional Learning curriculum delivered to students through Specialists after they are trained on the SEL components from HISD.
SBHC-Pediatrics	Provide affordable, comprehensive, pediatric primary care services to students and siblings, in the school setting.
School Based Program	Mentoring takes place at school. Littles meet with their Bigs weekly throughout the school year during a non-core class, extended lunch break, or after school.
School Beautification	Churches are eager to help with projects such as painting or landscaping at their local school
School Breakfast Program	The School Breakfast Program (SBP) is provided on every HISD campus throughout the district for students free of charge. This program provides a nutritious balanced meal to fuel our students in the learning process. Adults can enjoy a nutritious lunch at a reduced cost.

Appendix B: List of Wraparound Services and Service Description (Cont.)

School Counseling Services	The School Counselor promotes, supports, and advocates for the academic success and social-emotional well-being of campus and school community.
School Market Leadership Program Mobile Truck OR Brick and Mortar	Since students run this program, this is only available to middle and high schools. Need buy-in from the principals. Team of students (~15) are in charge of unloading truck of food that comes in twice a month, distribute food, and track the parents who are receiving the food. This team of students are leaders who are building their own leadership and organization skills. Essentially a student-run mobile food pantry. This program is BOTH a food distribution service, but mostly, you'd record this as a leadership, service program through the Houston Food Bank for student leaders. The students are then delivering the food to their peers in the school. Log the food distribution through this leadership opportunity as a RESOURCE.
School Performance (Storybook Opera)	School Performance (Storybook Opera)
School-based counseling services	Provide Individual and Group Counseling for students
Second Baptist Church Houston	General services to staff and students at Highland Heights, Wesley, Osborne Elementary
Second Baptist Jacinto City	General services to staff and students at Whittier and Robinson Elementary
Sexually Transmitted Infections Prevention (virtual)	Overview of STIs, how they are transmitted, symptoms, and how to prevent them. Can be offered in Spanish upon request.
Shadydale Church of God	General services to staff and students at Forest Brook Middle
She's on the Money!	She's on the Money! (for girls ages 6 to 8) uses games, role plays, art projects and field trips to build girls' skills for identifying and counting money and to increase their understanding of basic concepts and topics such as using banks, saving for the future, planning for a career, differentiating between wants and needs, donating and volunteering, comparison shopping, taxes and government services, and global economics.
Sisters Saving Sisters	Sisters saving Sisters is a skills-based, risk reduction intervention. It brings to focus the disparity of HIV/STIs rates among Latina and African American female adolescent populations.
Skilled Nursing Care	Skilled Nursing Care is delivered by a Registered Nurse or a Licensed Vocational Nurse (with RN supervision). They are equipped with the training and experience qualifying them to provide nursing care in the home. Nurses are carefully screened, and licensure is verified as a condition of employment. Nurses' skills and experience are considered when making patient assignments. Our best effort is placed toward selection of a good match for your family needs.
Skills Training & Development	Skills Training & Development Can be delivered to Individual, Family -& Group Setting Skills Training: Skills training is used to address negative behaviors that

Appendix B: List of Wraparound Services and Service Description (Cont.)

	are symptoms of emotional disturbance. Someone will work with your child to build skills that improve his/her ability to cope with his/her unique symptoms. These skills will help your child function independently in school, at home, and in the community. Skills training is also available for parents. This goes beyond basic parenting techniques and is specifically designed to help parents address their child's mental health needs. Communication Skills, Pro-Social Skills Problem-Solving Skills, Assertiveness Skills. Anger Management Skills, Conflict Resolution Skills, Skills to Improve Focus/Attention, and other skills that help to manage BEHAVIORS and/or enhance client functionality.
Skills Training and Development	Evidence-based strategy designed to systematically teach social skills to address the needs of children and youth who display aggression, immaturity, withdrawal, and other problem behavior. Developed by Dr. Arnold P. Goldstein and Dr. Ellen McGinnis, the Skill streaming program provides resources to address these social skills needs. the improvement of communication skills, appropriate interpersonal behaviors, and other skills necessary for independent living or, when age appropriate, functioning effectively with family, peers, and teachers. skill streaming programs have been developed for a range of ages, targeting Early Childhood, the Elementary School Child, and the Adolescent.
Skills Training and Development	Skills for managing daily responsibilities, communication skills, pro-social skills, problem solving, stress management, independent living skills, interpersonal skills.
Snack Program	The After-School Care Program, better known as Snack Program, is provided on campuses who have enrichment programs after the school day ends. The program is available only to children, free of charge, whom are students on that campus. Adults can enjoy a nutritious meal at a reduced cost
Soccer Program	Soccer Program
Social Worker - Advocacy	Advocacy
Social Worker - Assessment/Observatio n	Assessment/Observation
Social Worker - Basic Needs Support	(blank)
Social Worker - Check-In Services	Student family or staff check ins
Social Worker - Consultation (Individual or Group)	Consultation
Social Worker - Crisis Intervention	Crisis intervention

Appendix B: List of Wraparound Services and Service Description (Cont.)

Social Worker - Educational or Informational Meeting	(blank)
Social Worker - Group Counseling	Group counseling/education
Social Worker - Home Visit	Home visit
Social Worker - Individual Counseling	Individual Counseling
Social Worker - Meeting Support - IAT, 504, ARD	Support at IAT meeting, 504 meeting, ARD meeting
Social Worker - Resource Linkage/Referral Provision and Follow Up	Resources, referrals, and follow up
Sojourn East End	general services to staff and students at Edison Middle
Sojourn Galleria	general services to staff and students at Briargrove Elementary
South Main Baptist Church-Houston	general services to staff and students at Macgregor Elementary
Spanish Class (Adults)	Spanish class for non-Spanish speakers.
Spark Kits	Spark Kits are Girl Connect in a box! Girls in grades 3rd-12th will get access to 25+ self-guided activities, the materials needed for these activities, GIRLS swag, and our online groups. Spark Kits are our pivot to ensuring girls have access to our programming regardless of ability to be in person.
Speech Therapy	Personal Touch Therapy provides outstanding speech therapy services to children of all ages throughout Houston and the surrounding areas. We work closely with other providers of healthcare in our community such as other therapists, physicians, teachers and caregivers, daycares, schools, head start programs and many other family support agencies. We are looking forward to the opportunity to provide speech therapy services in your child's natural environment which includes home, school or daycare, community parks and community agencies. We do whatever is best to meet the needs of you and your family in supporting your child's growth and development. Speech therapy is a service provided by a Speech-Language Pathologist or Speech Pathologist Assistant that helps improve a child's verbal and nonverbal communication skills. If a child has communication difficulties such as not talking clearly or not understanding directions, you will take them to see a Speech-Language Pathologist also known as a Speech Therapist. Depending on the area of deficit, speech therapy may focus on improving several different areas such as speech production, understanding and expressing language, social skills, feeding or swallowing. These disorders may result from a hearing loss, mental disabilities, physical disabilities, or most commonly from unknown causes.
Speech Therapy Services	Speech therapy services based upon evidence-based practices. Our therapists and therapy assistants offer comprehensive evaluations and therapy services in English and Spanish. We cherish the opportunity to

Appendix B: List of Wraparound Services and Service Description (Cont.)

	service the speech/language needs of children in our community. It is our mission to provide EXCEPTIONAL PEDIATRIC THERAPY. We provide services in the areas of speech (articulation), language, fluency, and voice.
St. Andrews Episcopal Church	General services to staff and students at Hamilton Middle
St. James Lutheran Church	General services to staff and students at Stevens Elementary
St. John The Divine Episcopal Church	General services to staff and students at Lamar High School
St. Luke The Evangelist Episcopal Church	General services to the staff and students of Blackshear Elementary
St. Luke's Methodist Church	General services to staff and students at Briarwood Meadow and Sutton Elementary
St. Michael's Catholic Church	General services to students and staff at Tanglewood Middle
St. Paul's United Methodist Church	General services to Macgregor Elementary
St. Philip Presbyterian Church	General services and staff at Lamar High School
Stand UP!	This program (ages 6-18) is designed to teach girls to constructively resolve conflict, how to handle bullying of all kinds when it happens to them and how not to be a passive observer when it happens to those they know. Relational aggression - often referred to as "Mean Girl" behavior - is frequently rationalized as "girls being girls" or overshadowed by more overt forms of bullying. Relational aggression is often just as damaging to a girl's self-concept and interferes with her academic and physical development. Stand UP teaches girls how to identify relational aggression, how it affects their lives, and how to constructively resolve conflict. Cyber bullying and text-based bullying is also addressed.
Strengthening Families Program	-Strengthening Families Program (SFP) SFP 7-17 group class curriculum for ages 7-17 has lessons for Parents, Teens, and Children plus a joint Family Practice class. It is presented in a 10 weekly-sessions. SFP (7-17) is a family-focused curriculum-based intervention with lesson plans and video sessions highlighting key SFP skills. It is built on the foundation of the original evidence based SFP developed by Karol Kumpfer in 1982. SFP is designed to teach essential life skills to help youth develop healthy peer relationships; resist peer pressure and cope with stress; identify goals/dreams and gain a positive view of the future. Parent and family sessions increase family bonding, reduce family conflict; build positive communication skills; and support positive parental involvement and parenting skills.
Strive to Rise (S.T.R.)	Reduce the number of females and males dropping out of high school, decrease discipline referrals, and increase attendance.
Student Assistance Service	This department is responsible for the planning and implementation of programs which address the needs of students at risk for school failure

Appendix B: List of Wraparound Services and Service Description (Cont.)

	due to non-academic indicators. The Student Assistance Department works to coordinate various support and strategies in schools and communities to provide at-risk students with the opportunity to graduate from high school.
Supper Program	The Supper program is provided to all children 18 years of age and younger free of charge. Supper is provided on campuses who have enrichment programs at the end of the school day. Adults can enjoy a nutritious meal at a reduced cost.
Supporting Father Involvement (SFI)	***Launching Spring 2021 This will be a group program for co-parents that addresses the parenting relationship.
T.R.U.T.H Camp	TRUTH Camp is a sports camp where we unite current and former collegiate and pro athletes, local businesses, and community members towards a common goal of promoting values of Trust, Respect, Unity, Tenacity, and Hard Work for urban athletes. Our TRUTH camps are for football, basketball, baseball, and soccer.
Taking Care of Business	Taking Care of Business (for girls ages 15 to 18): Ten interactive sessions focus on recognizing and moving beyond limiting sex-role stereotypes for women; using values as a basis for positive decision-making; building assertiveness, refusal, and relationship skills; avoiding risky behavior, pregnancy, STDs, and HIV through abstinence and other smart choices; learning the facts about contraception and protection; strengthening communication skills; and thinking about life goals.
TAPS Clubs	The Teen and Police Service Academy's (TAPS Academy) goal is to reduce the social distance between at-risk youth and law enforcement. This goal is being accomplished through learning, interaction and discussion between at-risk youth and the law enforcement personnel that serve their communities. Through this program, TAPS students and law enforcement personnel gain valuable insight about each other and the issues they face daily. TAPS Clubs were recently developed and are a condensed version of TAPS Academy. The program is implemented in specialized high school curriculum. In this peer-to-peer environment, TAPS Club students become campus leaders
TAPS For Credit Class	Students receive high school credit for taking this class. It is an elective credit (local).
TAPS for Non-Credit Class	Same as for credit but middle school can also participate.
TARGETED CASE MANAGEMENT	Intensive Mental Health and Case Management services which include, Counseling, Psychotherapy, Skill Training and development, Psychosocial Rehabilitation and Medication training and supports
TEACH 360	TEACH 360 focuses on ESL students in elementary and middle school students. The goal of the program is to help immigrant students improve their English language proficiency. We do that in two ways. The first way is through in class (or virtual) assistance during class times through partnerships with elementary schools. As for the second, it is through

Appendix B: List of Wraparound Services and Service Description (Cont.)

	after school assignment assistance and reading sessions for both elementary and middle school students. In both cases, bilingual tutors and volunteers are recruited by Amaanah to support the students.
Teacher Workshops	Education & Community Engagement at Houston Ballet offers FREE Teacher Workshops for dance and core curriculum teachers. Our workshops leave your teachers feeling energized, enthusiastic, and inspired about dance in their classrooms! The content of teacher workshops aligns with TEKS and national standards in dance and core curriculum. Houston Ballet is an approved CPE provider by the Texas Education Association.
Teen Enterprise Center	Referral out to Fifth Ward Multiservice Center program. The Teen Enterprise Center is the culmination of a short, explosive period of expansion and growth by the Fifth Ward Enrichment Program and its youth-run businesses. As early as spring 1995, the T-shirt printing shop, then named TKO Enterprise, was the only teen operated business in FWEP. However, by the summer of 1999, the FWEP teen enterprise portfolio included computer repair/refurbishing, the filmmakers project, a bicycle repair shop, and the mural/neighborhood art project. Shifting gears, TEC is now centrally located at the Fifth Ward Multi-Service Center alongside of our administrative offices, where many of the components have been upgraded to fit our participants of the future, with our primary components; Graphics Design, Photography, Music Appreciation, Financial Literacy and Robotics. Reading Enrichment and College Bound Preparation have been added as educational enhancements.
Teen Reach	TeenREACH is a diverse group of high school teens between the ages of 13 to 19 from the greater Houston area committed to the health issues of their peers. This program is a youth initiative to develop leadership and life skills in young people to impact their health and the health of others. The group meets once a month for two hours with a minimum of 50 hours of peer education and advocacy training to prepare them to share information with peers, parents, legislators, community organizations, and the public.
Texas A&M University College Tour	College Tour
The Harris Center Colocation Program	Direct Referrals for Eligibility Intakes and Therapists assigned to schools to provide services
The Promise Church of Houston	General services to staff and students at Edison Middle
The Village Life Center, Texas	We offer comprehensive, outpatient Mental Health Services including but not limited to: Diagnostic Assessment Therapy Skills Building Case Management We offer individual, family and group services
The Vineyard Church of Houston	General services to staff and students at Hogg Elementary

Appendix B: List of Wraparound Services and Service Description (Cont.)

Theater	Alley Theater
Theater	Theater
Therapeutic Mentors/Ambassadors	For Qualifying Medicaid recipients, we can enroll scholars into ATO's community based Therapeutic Mentor program. Students who need a higher level of care who have certain diagnosis may qualify for additional support at home with a personal Therapeutic Mentor, Qualified Mental Health Professional (QMHP). Identified scholars will be provided with targeted case management, medication management, skills and development training, parental education, and skills training. Individual Therapeutic Mentors/Case Managers ATO's Treatment team are assigned to scholars to provide wrap around services and support at school and home. QMHP re-engage inactive learners - QMHP receive referrals through the campus counselor, or designated campus personnel, to: Make contact with the family via mail, email, phone call, or home visit Conduct monthly home visits of assigned scholars Work to help resolve or remove any obstacles the family is having in order for scholar to come back to school or e-school We are here as a support and collaborate with Counselors and District Mental Health Staff. We can help implement District Specific protocols already set in place at the direction of the counselors and or Staff.
Therapy/Counseling	Therapy sessions focus on cognitive, social, emotional, and behavioral interventions that positively enhance client and family daily functioning. - Helps gain insight into emotional problems, - Focusing is on the person's thought processes, and how these may be influenced by past events & may cause problems in the present.
Thinkery Room	Thinkery Room
Transportation Services	Called Carl Green and explain the homeless student situation, they verify the homeless status, send a car or bus to the location, and will provide transportation daily for this student.
Tutorial Services for students	(blank)
Tutorials	Boys with identified academic problems have the opportunity to receive assistance with homework or to study for examinations. Academic competitions are held involving spelling skills and knowledge of historical events and the community. Outside tutoring resources (fraternities, corporations, and adult volunteers) are constantly pursued and coordinated for those students with extreme academic problems.
Tutoring	iEducate recruits & assigns college students from universities for focused English Language Arts, Math and Science intervention inside elementary school classrooms. These college students work alongside teachers during regular class hours, thereby bringing down the student-teacher ratio. Teachers use data to determine the student's learning needs and then have the College Readiness Mentors (CRMs) remediate instruction,

Appendix B: List of Wraparound Services and Service Description (Cont.)

	allowing the elementary school students to learn at their own pace and receive the needed intervention. In addition, the CRMs promote a college-bound environment by applying the learning to their own majors and career goals.
Tutoring	Tutoring
Urban Scholars Program	We teach youth of color to advocate for themselves and their communities, by providing a culturally relevant curriculum and academic support through a social justice lens. The Urban Scholars program aims to support youth of color in increasing academic achievement, graduating from high school, and transitioning to college. Urban Scholars participants receive the tools and resources to build knowledge of self for personal transformation, develop critical consciousness and achieve academic success.
Urban Tree House Program	SCA's Urban Tree House (UTH), in partnership with the Houston Parks Board, provides free and memorable environmental education activities for Houston urban youth (K-12). It allows Houston youth to have fun experiences in nature, become aware of their relationship with the environment, and participate in hands-on conservation projects. Through this program, students will learn a variety of topics related to the environment and ecosystem of Houston. The UTH program will take place during school hours, in the classroom, and outside in parks/greenspaces near the school. The program supports the belief that increased community awareness and appreciation of the local ecosystem will create a stronger, cleaner, healthier, and more beautiful world. When students are given the knowledge, they need to make informed decisions and act in conscientious ways, they can make lasting positive impacts on their local environment and become lifetime stewards of their communities.
Vaccinations and Immunizations	Legacy provides vaccinations to everyone in the community, from infants to senior citizens. Our professionals know what vaccinations you need and when you need them, so you can be confident that you're up-to-date with immunizations and that your kids are in compliance with what their schools require. We provide personal, patient-centered care, with comprehensive services aimed at keeping our community in the best of health: A full range of vaccinations: flu, hepatitis B, DTP (diphtheria, tetanus, and pertussis), HPV (human papillomavirus), and MMR (measles, mumps, and rubella) Back-to-school programs: ensuring that children are properly vaccinated before the school year begins Personal consultations and education: working with parents and other patients to be certain that they are receiving the right immunizations at the right time M-Trak monitoring: access to technology that allows us to see what students need what vaccination so we can safely keep them current

Appendix B: List of Wraparound Services and Service Description (Cont.)

VIPS	Volunteers in Public Schools (VIPS) recruits thousands of parents and community partners to donate their time, resources, and knowledge in support of the district's primary goal to increase student achievement. Volunteers contribute to areas such as mentoring, tutoring, fundraising, career education, enrichment programs, extracurricular and community service activities, and office and classroom assistance.
Virtual Field Trips	Our Virtual Field Trips are a prerecorded storytelling experience which introduces the art of dance. Current and former dancers of the Houston Ballet guide students through the plot of a ballet by sharing abbreviated video clips of a Houston Ballet production. A study guide with Learning Objectives, TEKS alignment and Extension Activities is also provided with this program. Virtual Field Trips are tailored for grades K- 12.
Virtual Services	To continue duties as essential workers, JTL is providing virtual sessions during the Covid-19 crisis. All intakes, therapy, case management and skills services are being provided via teleconference and telephone
Virtual Sex Education for All	We facilitate sexual health learning sessions via Zoom for parents/guardians, educators, young adults (18-25) and youth 12-18.
Vision Services	Eye examinations: a thorough evaluation of your vision and the health of your eyes Diabetic vision screens: the diagnosis, prevention, or treatment of damage to the eyes related to diabetes Glaucoma testing: diagnosis of an eye condition that damages the optic nerve and can cause a loss of vision HIV vision exams: diagnosing a range of eye problems common in people with HIV that can lead to other serious conditions Prescription glasses, eyewear that corrects typical vision problems Contact lenses a lens that is placed directly on the eye surface that can correct nearsightedness, farsightedness, and astigmatism Frames: affordable, stylish frames that give you the look you want Lens tinting and coating: anti-glare, solid tint, scratch-resistant, and more Multiple lens options: single-vision, bifocal, trifocal, progressive, and transition
Visual Arts	Visual Arts
WAM - What About Me? Program	Adolescent girls, 4th through 9th grade, participate in our WAM classes where they spend 10 weeks learning about health, resiliency, and making tough choices. They develop healthy attitudes and skills in a safe environment that allows them the freedom to share their stories without fear of embarrassment. WAM is a skills-based curriculum where Part I teaches girls the skills needed to be advocates for their health, and Part II allows them to apply the skills learned to make healthy behavior choices. Part I Skills to build resilience: Positive Thinking Goal Setting Decision Making Communication Healthy Relationships Personal and Community Violence Part II Critical health behaviors: Stress and Coping Physical Activity Nutrition Alcohol, Tobacco and Other Drugs
We Are Girls Conference	The We Are Girls Conference is a statewide, multi-city event designed especially for girls in grades 3-8 and the adults who care about them.

Appendix B: List of Wraparound Services and Service Description (Cont.)

Wellness Center	Free counseling for students and parents. Mental health needs will be addressed.
Wesley Out of School Program	The program provides a safe, nurturing learning environment for youth that will assist in strengthening social skills, improving healthy lifestyles and provide opportunities nor offered anywhere else in Houston's Northside neighborhood
West University Baptist Church	general services to staff and students at Shearn Elementary
Westbury United Methodist Church	general services to staff and students at Westbury High School
Westminster United Methodist Church	general services to staff and students at Tanglewood Middle
What a Difference a Day Makes	What A Difference A Day Makes - high school students volunteer for a day by partnering with Junior Achievement and neighboring elementary schools. The program is dedicated to educating students in grades K-5 about entrepreneurship, work readiness, and financial literacy through experiential, hands-on programs.
Wheeler Avenue Baptist Church	General services to staff and students at Yates High School
Windsor Village United Methodist Church	General services to staff and students at Madison High School
Woodridge Baptist Church	General services to staff and students at Lantrip Elementary
Workforce Training	workforce training
Workshop Houston	Creative Arts Program featuring Beat Making Sessions
Workshops	Workshops
Writing Workshops	Writing Workshops
WRS Support	Scheduled Wraparound Resource Specialist support for campuses.
Yancy Life Tutorials	Working with students in a pull-out fashion to do small groups focusing on math and ELA.
YDC Academic After School Tutorials	The after-school program provides bus transportation from selected campuses, academic assistance for struggling students in classrooms supervised by degreed teachers and trained paraprofessionals. A nutritious meal is provided at the beginning of the after-school day.
YDC Enrichment Programs	On a weekly basis, YDC provides diverse enrichment opportunities through character development workshops, field trips to expand students' horizons, All about Me health seminar each spring, holiday celebrations, professional guest speakers, Literacy Carnival each fall, end-of-the-year family banquet to honor the students' achievements, and a three-week summer enrichment program.
Youth Prevention Services -	Santa Maria offers a prevention program open to the community, local schools, and community agencies. Through a program called CBSG, Kids/Youth Connection, Santa Maria provides a 10-week course to area youth that focuses on social emotional learning, self-esteem, good choices, and anti-drugs use.

Appendix B: List of Wraparound Services and Service Description (Cont.)

Youth Services- Youth Prevention Indicated	Positive Action Curriculum- Pre/Post Test Group Sessions Individual Sessions - Screening, Evaluations and Service Plan are done. Alternative Activities Presentations Parenting Groups
Youth Services- Youth Prevention Universal	Positive Action Curriculum- group sessions once a week Alternative Activities- AOD or Tobacco information Presentations- AOD or Tobacco information Alternative Activities or Presentations on Opiates Parenting Group Sessions

Note: Phone numbers and emails have been redacted.

Office of the Superintendent of Schools
Board of Education Meeting of August 5, 2021

Office of the Chief of Staff
Silvia Trinh, Chief of Staff

SUBJECT: **APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY BE(LOCAL), BOARD MEETINGS—FIRST READING**

Texas Senate Bill 494 reduced the posting requirement for emergency meetings from two hours to one hour, and policy BE(LEGAL) has been updated to reflect the change. The purpose of this agenda item is to obtain Houston Independent School District Board of Education approval of a corresponding change to BE(LOCAL), *Board Meetings*, as recommended by the Texas Association of School Boards.

The proposed changes are shown in the attached revised policy.

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 MODIFY BOARD POLICY.

RECOMMENDED: That the Board of Education accepts the proposed revisions to Board Policy BE(LOCAL), *Board Meetings*, on first reading.

BOARD POLICY EXPLANATORY SHEET

POLICY CODE	TITLE (SUBJECT)	SUBTITLE
BE(LOCAL)	**Board Meetings**	
INITIATED BY:	**Texas Association of School Boards (TASB)**	
TYPE OF REVISION:	**Update**	
APPLICABILITY:	**This policy update applies to all board members.**	
BACKGROUND: TASB-recommended changes are based on the following rationale: Senate Bill 494 reduced the posting requirement for emergency meetings from two hours to one hour.		
OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY:	None	
ADMINISTRATIVE PROCEDURES REQUIRED:	No administrative procedures are required.	

The Board shall hold regularly scheduled meetings and any special or emergency meetings or workshops as it deems necessary. Portions of a meeting where action will not be taken may be conducted with less than a quorum at the discretion of the Board President.

Meeting Place and Time

The notice for a Board meeting shall reflect the date, time, and location of the meeting.

Regular Meetings

Regular meetings of the Board shall normally be held on the second Thursday of each month (except for the month of July) at the time specified in the posted notice for the meeting. When determined necessary and for the convenience of Board members, the Board President may change the date or time of a regular meeting with proper notice. Regular meetings of the Board shall not be held during the month of July.

Special or Emergency Meetings

The Board President shall call special meetings at the Board President's discretion or on request by three members of the Board.

The Board President shall call an emergency meeting when it is determined by the Board President or three members of the Board that an emergency or urgent public necessity, as defined by law, warrants the meeting.

Workshops

Workshops may be scheduled as deemed appropriate and may be conducted with less than a quorum at the discretion of the Board President. [See BE(LEGAL)]

Agenda

Preparation

In consultation with the Board President, the Superintendent shall prepare the agenda for all Board meetings. Before the official agenda is posted for any meeting, the Superintendent shall consult the Board President to ensure that the agenda and the topics included meet with the Board President's approval. The Board President shall ensure all Board members are notified as to any agenda items he or she withdrew, at the time of the withdrawal request and no later than 24 hours prior to the posting of the agenda, to allow adequate time for Board members to respond to withdrawn items.

In reviewing the agenda before posting, the Board President shall ensure that any topics the Board or at least three Board members have requested to be addressed are either on the agenda for the first regular meeting that is at least seven calendar days after the date the Board President receives the request, or on the agenda for a special or emergency meeting if the Board President determines that the item requires immediate consideration and should be communicated to the public in accordance with state law [see BE(LEGAL)].

Notice to Members

Members of the Board shall be given notice of regular and special meetings at least 72 hours prior to the scheduled time of the

meeting and at least ~~two~~ one hour~~s~~ prior to the time of an emergency meeting.

Closed Meeting

Notice of all meetings shall provide for the possibility of a closed meeting during an open meeting, in accordance with law.

The Board may conduct a closed meeting when the agenda subject is one that may properly be discussed in closed meeting. [See BEC]

Order of Business

The order of business for regular Board meetings shall be as set out in the agenda accompanying the notice of the meeting. At the meeting, the order in which posted agenda items are taken may be changed by consent of all Board members present.

Rules of Order

The Board shall observe the parliamentary procedures as found in *Robert's Rules of Order, Newly Revised*, except as otherwise provided in Board procedural rules or by law. Procedural rules may be suspended at any Board meeting by majority vote of the members present.

Voting

Voting shall be by voice vote, show of hands, or electronic voting system, as directed by the Board President. Any member may abstain from voting, and a member's vote or failure to vote shall be recorded upon that member's request. [See BDAA(LOCAL) for the Board President's voting rights.]

Board Members' Requests for Information

Requests by Board members for information on the operation of the District shall be addressed to the Superintendent. If the information is not readily available or would require administrative staff time to prepare, the Superintendent may refer the request to the full Board at a subsequent meeting, for direction. [See also BBE(LOCAL)]

Minutes

Board action shall be carefully recorded by the Board Secretary or clerk; when approved, these minutes shall serve as the legal record of official Board actions. The written minutes of all meetings shall be approved by vote of the Board and signed by the Board President and the Board Secretary.

The official minutes of the Board shall be retained on file in the Office of Board Services and shall be available for examination during regular office hours.

Discussions and Limitation

Discussions shall be addressed to the Board President and then the entire membership. Discussion shall be directed solely to the business currently under deliberation, and the Board President shall halt discussion that does not apply to the business before the Board.

The Board President shall also halt discussion if the Board has agreed to a time limitation for discussion of an item, and that time limit has expired. Aside from these limitations, the Board President shall not interfere with debate so long as members wish to address themselves to an item under consideration.

Conduct during Board Meetings

Persons attending a meeting of the Board shall conduct themselves in an appropriate manner and shall not engage in conduct that disrupts or interferes with the proceedings. Failure to adhere to the required standards of conduct may result in removal of the responsible persons from the premises and may subject such persons to criminal penalties as provided in the Texas Penal Code.

Prohibited Conduct

The following conduct has been determined by the Board to constitute disruptive behavior and is, therefore, prohibited:

1. Possessing a weapon at the meeting;
2. Waving or displaying signs, placards, posters, or banners in such a manner as to pose a potential safety hazard or disrupt the proceedings;
3. Applauding, booing, cheering, or making other audible expressions of approval or disapproval in a loud and/or raucous manner calculated to disrupt the meeting; or
4. Using profane or vulgar language or gestures during presentation to, or interaction with, the Board.

Violations

Any violation of the standards of behavior shall result in a warning. Failure to refrain from engaging in the prohibited conduct upon receipt of a warning shall result in removal of the responsible person(s) from the meeting location and may subject such person(s) to criminal penalties as provided in the Texas Penal Code. [See BED]

Effective Date

This policy shall be effective as of the adoption date, ~~June 15, 2018~~August 13, 2021.

Office of the Superintendent of Schools
Board of Education Meeting of August 5, 2021

Office of Finance
Glenn Reed, Chief Financial Officer

SUBJECT: **APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY CDC(LOCAL), OTHER REVENUES: GRANTS FROM PRIVATE SOURCES—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 CDC(LOCAL), *Other Revenues: Grants From Private Sources*. The Texas Association of School Boards (TASB) has recommended that this local policy be updated in the district's policy manual to change the subtitle from *Grants from Private Sources* to *Gifts and Solicitations*, to remove obsolete language, to update definition terms, and to add language regarding authority to accept gifts on behalf of the district and criteria for acceptance.

The proposed update to Board Policy CDC(LOCAL), *Other Revenues: Grants From Private Sources*, 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 all five core initiatives. It also allows HISD to fulfill its purposes and strategic intent.

THIS ITEM DOES NOT REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the Board of Education accepts the proposed revisions to CDC(LOCAL), *Other Revenues: Grants From Private Sources*, on first reading.

BOARD POLICY EXPLANATORY SHEET

POLICY CODE	TITLE (SUBJECT)	SUBTITLE
CDC(LOCAL)	OTHER REVENUES	GRANTS FROM PRIVATE SOURCES
INITIATED BY: **Texas Association of School Boards (TASB)**		
TYPE OF REVISION: **Revision**		
APPLICABILITY: **This policy update applies to all board members and all district personnel.**		
BACKGROUND: TASB-recommended changes are based on the following rationale: This local policy is recommended for update in the district's policy manual to remove obsolete language, to update definition terms, and to add language regarding authority to accept gifts on behalf of the district and criteria for acceptance.		
OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY: None		
ADMINISTRATIVE PROCEDURES REQUIRED: Administrative regulations will be revised in accordance with changes to policy.		

Note: For purposes of this policy, the terms "gift" and "donation" have the same meaning.

~~Grants~~

~~The Board shall apply for all appropriate grants to enhance the educational programs and help achieve District goals as aligned with the Strategic Direction. Grants shall concentrate on the needs of the students, and the Board shall eliminate and/or refuse any grants that are not student-oriented and merely contribute to an increase in staffing.~~

~~Programs for which evaluations have shown no positive benefits to the students involved shall be phased out at the conclusion of the grant funding period.~~

~~Miscellaneous Local Revenue~~

~~Incoming funds from interest on bank deposits, tuition, rentals of property, sale of books, and other curriculum materials, gifts and bequests, and other miscellaneous sources shall be considered "other local revenues."~~

~~Collection of Unclaimed Funds~~

~~The Superintendent shall have the authority to contract with third-party firms for the collection of unclaimed funds up to $25,000. Contracts in excess of $25,000 shall be brought to the Board for approval.~~

~~Scholarships~~

~~The District shall encourage organizations and patrons to provide for unrestricted scholarships for District students. Scholarship donations shall be accepted by the District in accordance with procedures that allow flexibility of acceptance and ease in administering the program.~~

~~Gifts and Donations~~

~~The District encourages and accepts public gifts and donations from private businesses, organizations, community groups, other governmental agencies, and individuals that further the educational mission of the District and benefit the entire District or a specific school class or program. Financial and material contributions are deductible as charitable donations for federal income, estate, and gift tax purposes to the extent allowed by law. Appropriate documentation shall be provided to the donor upon request. [See DONATION, below]~~

~~Definitions~~

~~For the purpose of this policy, the following definitions shall apply.~~

Definitions

"Gift"

A "gift" or "donation" shall mean something bestowed voluntarily and without a fee to the District. ~~No gift, favor, loan, service, entertainment, or anything of more than token value shall be accepted by a District employee from any District vendor or prospective vendor seeking to do business with the District. Items of token value include trinkets of minimal value such as coffee mugs, key chains,~~

~~caps, and the like. Plaques and commemorative items shall not be considered gifts for purposes of this policy.~~

~~Donation~~ ~~A donation shall mean accepting money, a device, service, or other asset at no cost to the District.~~

"Device" A "device" shall mean a tangible product, commodity, good, or instrument that has relative value or worth.

~~Bequest~~ ~~A bequest shall mean to give or leave by will.~~

"Donor" A "donor" shall mean an organization or individual who contributes a donation, device, or gift.

~~Donation Acceptance~~ ~~A gift, donation, or device given to a school or to the District may be accepted by the District provided that:~~

~~1. It has a legitimate use in a school program or the District;~~

~~2. It is not excessively expensive for the District to install, operate, and maintain;~~

~~3. It meets the District's design standards;~~

~~4. Title to the donated real property is transferred to the District [see DONATION, above];~~

~~5. The gift does not create a controversy calling into doubt the appropriateness of the gift or donation;~~

~~6. The gift does not require factual determination as to the legal ownership of the gift; and~~

~~7. The item is an arm's-length transaction and not connected to an existing contract, future promise, or future contract.~~

Voluntary and ~~Unconditional~~ Unsolicited Gifts ~~or Donations~~

The District, schools, programs, and classes may seek and accept gifts ~~or donations~~. The practice is permissible as long as it is truly voluntary and in no way a prerequisite to participation in any District program or activity. Furthermore, the District shall not solicit anything of value from known technology service providers who plan to participate or currently participate in the District's E-Rate Program. However, the District may accept voluntary philanthropic ~~donations~~ gifts initiated by such vendors where such actions further the educational mission of the District and comply with all aspects of this policy. Any statement or explanation related to a ~~donation~~ gift that may lead a reasonable person to believe the donation may not be truly voluntary shall be avoided.

Examples of such statements include, but are not limited to, a specified minimum amount of a ~~donation~~gift, a date by which a ~~donation~~ gift is due, or a lesser ~~donation~~ gift amount if funds are

received prior to a certain date. Additionally, any statement or action that exerts explicit or implicit pressure on a student or parent to make a ~~donation~~ gift shall be avoided. The reason a student or family does not make a ~~donation~~ gift is not a subject for inquiry.

~~Future Consideration~~

~~A gift shall be accepted by the District without promise or expectation of future consideration of the donor.~~

~~The District shall not accept a donation from an individual or group affiliated with one school or program for the direct purpose of hiring or employing additional staff to provide services. [See DH(EXHIBIT)]~~

Authority to Accept

Except as provided below, the Board delegates the following employees authority to accept unsolicited gifts on behalf of the District as follows:

~~Gift Approvals~~

~~Gifts Under $1,000~~

1. ~~Any offer of a gift that is valued at under $1,000 shall require the prior approval of the p~~Principals or the school support officer ~~(SSO)~~ of the school to which the gift has been made or the program director of the program to which the gift ~~is offered. [See CDC(REGULATION)]~~has been made shall be authorized to accept unsolicited gifts with a cost or market value up to $1,000.

~~Gifts Less Than $4,999~~

2. The ~~Any offer of a gift that is valued at $1,000 to $4,999 shall require the prior approval of the~~ Superintendent ~~or designee before the gift may~~shall be ~~accepted by any principal or program director. [See CDC(REGULATION)]~~authorized to accept unsolicited gifts with a cost or market more than $1,000 but less than $5,000.

~~Gifts $5,000 or More~~

Any ~~offer of a~~ gift ~~that is~~ with a cost or market valued ~~at~~ of $5,000 or more, any gift that the potential donor has expressly made conditional upon the District's use for a specified purpose, or any gift of real property, shall require ~~the prior~~ Board approval. ~~of the District's Board before that gift may be accepted.~~

Any gift to the District that requires the prior approval of the Board shall be considered by the Board at its next regularly scheduled Board meeting following the date the gift was offered. The principal or appropriate department head shall work with the appropriate member of the Superintendent's cabinet to submit an agenda item for Board approval.

~~The principal or department head shall work with the appropriate member of the Superintendent's cabinet to submit an agenda item for Board approval~~Once accepted, a gift becomes the sole property of the District.

[For technology service provider contributions, see Technology ~~Service Providers~~ Donations ~~Approval~~, below.]

Criteria for Acceptance

The District shall not accept any gift that would violate or conflict with policies of or actions by the Board or with federal or state law.

Before employees accept a gift or the Superintendent recommends acceptance of a gift to the Board, as applicable, the Superintendent shall consider whether the gift:

1. Has a purpose consistent with the District's educational philosophy, goals, and objectives;
2. Places any restrictions on a campus or District program;
3. Would support a program that the Board may be unable or unwilling to continue when the donation of funds is exhausted;
4. Would result in ancillary or ongoing costs for the District;
5. Requires employment of additional personnel;
6. Requires or implies the endorsement of a specific business or product [see GKB for advertising opportunities];
7. Would result in inequitable funding, equipment, or resources among District schools or programs;
8. Obligates the District or a campus to engage in specific actions;
9. Is connected to an existing contract, future promise, or future contract.
10. Creates a controversy calling into doubt the appropriateness of the gift or donation;
11. Does not require factual determination as to the legal ownership of the gift.
12. Affects the physical structure of a building or would require extensive maintenance on the part of the District and meets the District's design standards.

For real property, the Superintendent shall determine whether the title to the property has been transferred to the District.

Playground Equipment

Donated or used playground equipment shall not be accepted by the District. [See CS2(REGULATION)]

Technology Donations

Technology devices that are donated must be coordinated through the department of technology and information systems. A donation must meet the minimum approved standards as described in the

Guidelines for Donated Equipment section of the *Technology and Information Systems Manual* located on *HISDConnect* at www.houstonisd.org.

Vehicle Donations

Before a vehicle may be accepted as a gift, a complete analysis must be conducted to determine if the vehicle is operational and will pass state inspection. All costs (i.e., repairs, maintenance, inspections, insurance, and the like) must be given careful consideration prior to determining if ownership is fully justified.

The following shall apply for vehicle donations:

1. The official title of ownership must be transferred to the District and placed in the possession of the property management department.

2. Vehicles with a free and clear title shall be considered.

Additional information regarding vehicle donations can be accessed in the *Finance Procedures Manual*, Section 908—Donation of Vehicles to Schools, located at www.houstonisd.org.

Technology Service Providers

Anything of value offered by a technology service provider that is valued shall require Ethics and Compliance Office review prior to acceptance of the gift. Any technology device donations made by E-Rate vendors must also be reviewed by the Ethics and Compliance Office. [See CQ(LOCAL)]

Refusal of Gift ~~or Donation~~

The Board~~, the Superintendent, the appropriate principal, the program director, or the department head~~ and employees shall reserve the right to refuse any gift ~~or donation~~ offered to the District, at any time and for any reason, as deemed appropriate by the Board and/or the Superintendent.

Donor Recognition

Recognition of the donor for the gift ~~or donation~~ may be made at the school, department, or program level. Formal recognition may be made by the Board or the administration. Groups that make a number of donations throughout the school year may receive formal recognition at the end of the year. Appropriate plates, plaques, markers, or other means of identifying the donor may be used.

Solicitations

An employee who solicits gifts on behalf of the District or for use in the fulfillment of his or her professional responsibilities shall comply with relevant state and federal law and any District administrative regulations.

All donations solicited on behalf of the District, including solicitations in the name of the District or a campus, or donations solicited using District or campus resources, become the sole property of the District.

Web-Based Solicitations

An employee may solicit web-based donations of money or items for use by the employee in fulfilling his or her professional responsibilities or for the District's use, including "crowdfunding." However, an employee shall obtain prior approval from the employee's supervisor before using the name or image of the District, a campus, or any student.

~~Ownership~~

~~Once a gift or donation is accepted by the District, it shall become the sole property of the District. The gift or donation must be unconditional, the property may be transferred or used wherever the Superintendent or designee finds useful, and it may be sold or replaced without notice to the donor.~~

~~The District shall be responsible, at its sole discretion, for all maintenance, upkeep, operation, repair, and disposition of said gift or donation. The District shall assume no obligation to replace donated items that have been worn out, lost, or destroyed.~~

~~Technology Service Providers Donation Approvals~~

~~Technology service providers' donation approval shall be as follows:~~

~~Under $5,000~~

~~Anything of value offered by a technology service provider that is valued under $5,000 shall require Ethics and Compliance Office review and approval prior to acceptance of the gift.~~

~~$5,000 or More~~

~~Anything of value offered by a technology service provider that is valued at $5,000 or more shall require review and approval by the Ethics and Compliance Office and review and prior approval by the Board before the gift can be accepted. Furthermore, such items should preferably be donated through the HISD Foundation. Exceptions shall be handled on a case-by-case basis.~~

~~Prohibited Items of Value~~

~~E-Rate Program employees and Board members shall be 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 whether directly or through any entity associated with the E-Rate vendor or service provider. [See CAA2(REGULATION)]~~

~~Technology Donations~~

~~Technology devices that are donated must be coordinated through the department of technology and information systems. A donation must meet the minimum approved standards as described in the Guidelines for Donated Equipment section of the *Technology and Information Systems Manual* located on *HISDConnect* at www.houstonisd.org. Any technology device donations made by E-~~

~~Rate vendors must also be reviewed by the Ethics and Compliance Office. [See CQ(LOCAL)]~~

~~Vehicle Donations~~

~~Before a vehicle can be accepted as a donated asset, a complete analysis must be conducted to determine if the vehicle is operational and will pass state inspection. All costs (i.e., repairs, maintenance, inspections, insurance, and the like) must be given careful consideration prior to determining if ownership is fully justified.~~

~~The following shall apply for vehicle donations:~~

~~1. The official title of ownership must be transferred to the District and placed in the possession of the property management department.~~

~~2. Vehicles with a free and clear title shall be considered.~~

~~Additional information regarding vehicle donations can be accessed in the *Finance Procedures Manual*, Section 908—Donation of Vehicles to Schools, located at www.houstonisd.org.~~

~~Real Property Donations~~

~~Prior to accepting any real property donations, the principal or department head must notify the District's real estate department. The acquisition specialist must be notified to:~~

~~1. Determine whether the District has a need for the property;~~

~~2. Determine whether there will be any cost to the District for demolition, and the like;~~

~~3. Request Board approval to obtain a survey and environmental studies;~~

~~4. Accept the donation if the property title is free and clear of encumbrances;~~

~~5. Notify the principal or department head that the donation was accepted; and~~

~~6. Prepare conveyance documents and purchase a title policy.~~

~~Construction and Facility Services~~

~~Any donation that requires a physical change to the building (i.e., electrical wiring, telephone installation, and the like) or grounds (i.e., temporary structures, outdoor buildings, and the like), must have the prior review and approval of the construction and facility services general manager prior to acceptance.~~

~~Playground Equipment~~

~~Donated or used playground equipment is not approved for District playgrounds and shall not be accepted. [See CS2(REGULATION)]~~

~~University Interscholastic League (UIL) Donations~~	~~Booster groups or individuals may donate money or merchandise to a school for UIL-related academics, athletics, and fine arts activities with the prior approval of the campus principal. Such donations are often made to cover the cost of commercial transportation and out-of-town meals. It is a violation of UIL rules for booster groups to pay for such costs directly.~~ ~~In-kind donations must follow UIL rules as outlined in GE2(REGULATION).~~
~~Effective Date~~	~~This policy shall be effective as of the adoption date, October 16, 2015.~~

Office of the Superintendent of Schools
Board of Education Meeting of August 5, 2021

Office of Finance
Glenn Reed, Chief Financial Officer

SUBJECT: **PROPOSED ESTABLISHMENT OF BOARD POLICY CJ(LOCAL), CONTRACTED SERVICES—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 CJ(LOCAL), *Contracted Services*, as recommended by the Texas Association of School Boards. This local policy is recommended for inclusion in the district's policy manual to satisfy policy requirements from the Every Student Succeeds Act (ESSA) prohibiting employment assistance to certain individuals that are believed to have engaged in sexual misconduct regarding a minor or student. The local policy provisions prohibit a district employee from assisting any contractor or agent of the district or of another district in obtaining a new job if the employee knows or has probable cause to believe that the contractor or agent engaged in such behavior. Likewise, the policy prohibits a district contractor or agent from assisting an employee, contractor, or agent of the district or of another school district in obtaining a job if the contractor or agent knows or has probable cause to believe that the individual engaged in sexual misconduct with a minor or student.

The proposed Board Policy CJ(LOCAL), *Contracted Services*, 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 all five core initiatives. It also allows HISD to fulfill its purposes and strategic intent.

THIS ITEM DOES NOT REQUIRE CONSULTATION.

THIS ITEM DOES ESTABLISH BOARD POLICY.

RECOMMENDED: That the Board of Education accepts the proposed establishment of CJ(LOCAL), *Contracted Services*, on first reading.

BOARD POLICY EXPLANATORY SHEET

POLICY CODE	TITLE (SUBJECT)	SUBTITLE
CJ(LOCAL)	CONTRACTED SERVICES	
INITIATED BY:	**Texas Association of School Boards (TASB)**	
TYPE OF REVISION:	**Addition**	
APPLICABILITY:	**This policy update applies to all board members, district personnel, contractors, and any other agent of the district.**	
BACKGROUND: TASB-recommended changes are based on the following rationale: To ensure compliance with policy requirements from the Every Student Succeeds Act (ESSA) prohibiting employment assistance to certain individuals that are believed to have engaged in sexual misconduct regarding a minor or student.		
OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY: None		
ADMINISTRATIVE PROCEDURES REQUIRED: Administrative regulations will be revised in accordance with changes to policy.		

Employment Assistance Prohibited

No District employee shall assist a contractor or agent of the District or of any other school district in obtaining a new job if the employee knows, or has probable cause to believe, that the contractor or agent engaged in sexual misconduct regarding a minor or student in violation of the law. Routine transmission of an administrative file does not violate this prohibition.

No District contractor or agent shall assist an employee, contractor, or agent of the District or of any other school district in obtaining a new job if the contractor or agent knows, or has probable cause to believe, that the individual engaged in sexual misconduct regarding a minor or student in violation of the law. Routine transmission of an administrative or personnel file does not violate this prohibition.

[See also DC for prohibitions relating to employees]

Office of the Superintendent of Schools
Board of Education Meeting of August 5, 2021

Office of Finance
Glenn Reed, Chief Financial Officer

SUBJECT: **PROPOSED ESTABLISHMENT OF BOARD POLICY CJA(LOCAL), CONTRACTED SERVICES: CRIMINAL HISTORY—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 CJA(LOCAL), *Contracted Services: Criminal History*. This local policy is recommended by the Texas Association of School Boards for inclusion in the district's policy manual. As permitted by law, the policy authorizes the district employee in charge of a facility to determine whether an employee of a contracting or subcontracting entity who does not have the required criminal history review, or who has a disqualifying conviction, will be permitted to enter the facility in an emergency.

The proposed Board Policy CJA(LOCAL), *Contracted Services: Criminal History*, 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 all five core initiatives. It also allows HISD to fulfill its purposes and strategic intent.

THIS ITEM DOES NOT REQUIRE CONSULTATION.

THIS ITEM DOES ESTABLISH BOARD POLICY.

RECOMMENDED: That the Board of Education accepts the proposed establishment of CJA(LOCAL), *Contracted Services: Criminal History*, on first reading.

BOARD POLICY EXPLANATORY SHEET

POLICY CODE	TITLE (SUBJECT)	SUBTITLE
CJA(LOCAL)	CONTRACTED SERVICES	CRIMINAL HISTORY
INITIATED BY:	**Texas Association of School Boards (TASB)**	
TYPE OF REVISION:	**Addition**	
APPLICABILITY:	**This policy update applies to district personnel in charge of a facility and all contractors.**	
BACKGROUND: TASB-recommended changes are based on the following rationale: Allows district employees in charge of a facility to allow a contractor or subcontractor who doesn't have a required criminal history review or who has a disqualifying conviction to enter a facility in the case of an emergency, as long as they are always accompanied.		
OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY: None		
ADMINISTRATIVE PROCEDURES REQUIRED: Administrative regulations will be revised in accordance with changes to policy.		

Emergencies

In an emergency due to a health or safety concern, a reasonably unforeseeable situation, or other exigent circumstance, the District employee who is in charge of the facility shall be authorized to determine whether an employee of a contracting or subcontracting entity who does not have the required criminal history record information (CHRI) review or who has a disqualifying conviction will be permitted to enter a District facility.

If allowed to enter the facility, the employee of the contracting or subcontracting entity shall be accompanied by a District employee at all times.

Office of the Superintendent of Schools
Board of Education Meeting of August 5, 2021

Office of Business Operations

SUBJECT: **APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY CNA(LOCAL), TRANSPORTATION MANAGEMENT: STUDENT TRANSPORTATION—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 CNA(LOCAL), *Transportation Management: Student Transportation*, as recommended by the Texas Association of School Boards.

The proposed update to CNA(LOCAL), *Transportation Management: Student Transportation*, 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 all five Core Initiatives.

THIS ITEM DOES REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the Board of Education accepts the proposed revisions to CNA(LOCAL), *Transportation Management: Student Transportation*, on first reading.

~~Bus Routes~~

~~School bus routes shall be planned to consider:~~

~~1. Student population density.~~

~~2. Bus capacity.~~

~~3. Traffic routes, including hazardous traffic areas.~~

~~4. Economy of operation.~~

~~5. Location of authorized bus stops.~~

~~6. Condition of roads and bridges.~~

~~7. Student travel time.~~

~~8. Transportation of ineligible students, if authorized by the Board.~~

Hazardous Traffic Conditions and High-Risk Areas

If the District applies for the additional transportation allotment provided by the state for students who live within two miles of a school campus, the Board shall adopt a resolution to identify ~~H~~hazardous traffic conditions or areas presenting a high risk of violence within two miles of the school campus.~~may exist where no safe walk path is present and students must walk along or cross a freeway, an expressway, an underpass, an overpass or bridge, a major traffic artery, an industrial area, or other comparable condition.~~ The resolution shall include the specific hazardous or high-risk areas in which transportation shall be provided, and the District shall publish the locations of these routes. The Board shall adopt a revised resolution when necessary to accurately reflect changes to the conditions or areas.

Use of Private Vehicles

Evidence of personal liability insurance shall be required for any private vehicle used to transport students on business for the District.

Office of the Superintendent of Schools
Board of Education Meeting of August 5, 2021

Office of Human Resources

SUBJECT: **APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY DGBA(LOCAL) PERSONNEL-MANAGEMENT RELATIONS: EMPLOYEE COMPLAINTS/GRIEVANCES—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 DGBA(LOCAL), *Personnel-Management Relations: Employee Complaints/Grievances*, as recommended by the Texas Association of School Boards (TASB).

The proposed update to Board Policy DGBA(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 all five core initiatives.

THIS ITEM DOES REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the Board of Education accepts the proposed revisions to DGBA(LOCAL) *Personnel-Management Relations: Employee Complaints/Grievances,* on first reading.

BOARD POLICY EXPLANATORY SHEET

POLICY CODE	TITLE (SUBJECT)	SUBTITLE
DGBA(LOCAL)	Personnel-Management Relations	Employee Complaints/Grievances
INITIATED BY: Texas Association of School Boards (TASB); Human Resources		
TYPE OF REVISION: Update		
APPLICABILITY: This policy update applies to all district personnel.		
BACKGROUND: TASB-recommended changes are based on the following rationale: A recent commissioner of education decision, Anzaldua v. Valley View Independent School District, held that under the district's grievance policy, an employee's use of the informal grievance process extended the time line for filing a formal grievance. Therefore, the time line for filing a formal grievance would not start to run until after the employee had received a final response from the person conducting the informal process. To address this decision, a recommended revision at INFORMAL RESOLUTION OF CONCERNS clarifies that participation in the informal grievance process does not extend any deadlines in the policy, except by mutual consent. This new text is consistent with the current requirement, at LEVEL ONE, that complaint forms must be filed within 30 days of the date the employee knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint.		
OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY: None		
ADMINISTRATIVE PROCEDURES REQUIRED: Administrative regulations will be revised in accordance with changes to policy.		

Direct Communication with Board Members

~~An e~~Employees shall not be prohibited from communicating with a member of the Board regarding District operations except when communication between an employee and a Board member would be inappropriate because of a pending hearing or appeal related to the employee.

Dispute Resolution Process

The dispute resolution process provides employees an orderly process for the prompt and equitable resolution of disputes when a concern has not been resolved. The Board intends that, whenever feasible, disputes be resolved at the lowest possible administrative level. This policy shall not be construed to create new or additional rights beyond those granted by Board policy or law.

Definitions

For purposes of this policy, “days” shall mean calendar days unless otherwise noted in this policy.

For the purposes of this policy, “Superintendent” shall mean the Superintendent or designee.

The terms “dispute,” “complaint,” and “grievance” shall have the same meaning. A dispute under this policy may include, but shall not be limited to, any of the following:

1. Grievances concerning an employee’s wages, hours, or conditions of work, including employment status.
2. Specific allegations of discrimination or harassment in employment on the basis of marital status, sexual orientation, gender identity, and/or gender expression.
3. Specific allegations of unlawful discrimination, such as discrimination based on veteran status or retaliation on the basis of the employee’s exercise of constitutional rights, including but not limited to, political affiliation.
4. Whistleblower complaints.

Other Complaint Processes

Employee complaints shall be filed in accordance with this policy, except as ~~provided~~ required by the policies listed below. Some of these policies require appeals to be submitted in accordance with DGBA after the relevant complaint process:

1. Complaints alleging discrimination, including violations of Title IX (gender), Title VII (sex, race, color, religion, national origin), ADEA (age), or Section 504 (disability), shall be submitted in accordance with DIA.
2. Complaints alleging certain forms of harassment, including harassment by a supervisor and violation of Title VII, shall be submitted in accordance with DIA.

3. Complaints concerning retaliation relating to discrimination and harassment shall be submitted in accordance with DIA.

4. Complaints concerning instructional materials shall be submitted in accordance with EFA.

5. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with CKE.

6. Complaints concerning the proposed nonrenewal of a term contract issued under Chapter 21 of the Education Code shall be submitted in accordance with DFBB.

7. Complaints concerning the proposed termination or suspension without pay of an employee on a probationary, term, or continuing contract issued under Chapter 21 of the Education Code during the contract term shall be submitted in accordance with DFAA, DFBA, or DFCA.

Notice to Employees

The principal ~~of each campus and other supervisory personnel~~ shall ~~ensure that~~inform employees ~~under their supervision are informed~~ of this policy through appropriate publications.

Freedom from Retaliation

Neither the Board nor ~~the administration~~any District employee shall unlawfully retaliate against an~~y~~ employee for bringing a ~~grievance under this policy~~concern or complaint. [See DG(LEGAL)]

Whistleblower Complaints

Employees who allege adverse employment action in retaliation for reporting a violation of law to an appropriate authority shall initiate a dispute resolution process under this policy within the time specified by law. [See DG(LEGAL)]

The complaint shall first be filed in accordance with the alternative entry into the dispute resolution process, provided below. Time lines for the employee and the District set out in this policy may be shortened to enable the Board to make a final decision within 60 days of the initiation of the complaint. [See DG]

Complaints Against Supervisors

Complaints alleging a supervisor's violation of law may be made to the next line supervisor who is in vertical alignment with the supervisor against whom the complaint is brought. A complaint alleging a violation of law by the Superintendent may be made to the chief human resources officer under the alternative entry process specified in this policy.

General Requirements

The dispute resolution form must specify the individual harm alleged. An employee is prohibited from bringing separate or serial grievances regarding the same event or action. All time limits shall

be strictly complied with unless modified by mutual consent. Costs of any dispute shall be paid by the party incurring them.

Consolidation

When the Superintendent determines that two or more individual concerns are sufficiently similar in nature and remedy to permit their resolution through one proceeding, he or she may consolidate the disputes.

Representation at Dispute Resolution Conferences

An employee shall be entitled to representation at any and all meetings that directly relate to the issues that are being addressed in the dispute resolution process. An employee may represent himself or herself or be represented by an individual of his or her choosing. The representative may participate in person or by telephone conference call. An employee may not designate a representative who claims the right to strike.

Time Frames

The primary purpose of the dispute resolution process is the resolution of concerns in an expeditious manner. The time frames set forth at each level of the process are maximums and, whenever possible, the decision-maker should render a decision or resolution within a shorter period of time.

All time frames shall be counted in calendar days, the first day commencing on the next calendar day after the event triggering the time frame. Time frames shall not include days that are Districtwide designated holidays.

Although the employee may not file a separate grievance for failure of the administration to comply with established time frames under this policy, upon notification by the grievant or his or her representative, if it is found that an administrator has failed to meet a designated time line, the Superintendent or designee shall issue written administrative directives to a responsible party. The grievant may seek the relief for the lack of compliance with the time frames as set forth below for each step of the process.

Untimely Filings

All time limits shall be strictly followed unless modified by mutual written consent.

If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the individual, at any point during the complaint process. The individual may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred

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

Complaint and Appeal Forms

Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint may be attached to the complaint form. If the employee does not have copies of these documents, they may be presented at the Level One or Level Two conferences.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing ~~a complaint~~. However, no complaint form that has a completed Statement of Concern section and a Remedy Requested section of the form shall be dismissed for failure to submit relevant documentation.

Scheduling Conferences

All conferences shall take place during normal District business hours. All participants, including witnesses, shall be released from regular duties and shall suffer no loss of pay or other benefits if, and only if, they receive prior approval from their immediate supervisor. To minimize disruption in the workplace, the supervisor shall work with the hearing officer, the grievant, and the administration, as necessary, to manage the release of employees who are participants in the conference.

Audio Recording

As provided by law, an employee shall be permitted to make an audio recording of a conference or hearing under this policy at which the substance of the employee's complaint is discussed. The employee shall notify all attendees present that an audio recording is taking place. If the grievant records the conference, then the supervisor or administrator may also record the conference.

Mutual Agreement of the Parties

The parties involved may mutually consent to modify the procedures as may be necessary to accomplish the goal of resolving disputes in the most efficient and expeditious manner possible.

Withdrawal

An employee may withdraw a dispute at any time. Once withdrawn, a dispute may not be reopened.

Unless modified by written mutual consent, a dispute shall be deemed withdrawn if an employee fails to pursue the dispute or is otherwise deemed to be unreasonably protracting the process, including failure to attend a scheduled Level ~~I~~ One or ~~II~~ Level Two conference and/or Level ~~3~~ Three hearing.

It is expected that an employee will participate in each phase of the dispute resolution process. Therefore, if the employee is unable to attend any phase of the dispute resolution process, the employee must provide written notification of the employee's intent not to attend the conference or hearing. In the case of a Level ~~I~~ One or

Level ~~II~~ Two conference, such notice shall be given to the hearing officer and the District's representative at least 48 hours prior to the start of the conference. In the case of a Level ~~3~~ Three hearing, such notice shall be given to the Board President and the District's representative at least 48 hours prior to the start of the hearing.

Each side ~~will~~ shall be allowed a maximum of two resets of a Level ~~I~~ One or Level ~~II~~ Two conference or Level ~~III~~ Three hearing twice. If the Level ~~I~~ One or Level ~~II~~ Two conference or Level ~~III~~ Three hearing does not take place after a second reset requested by the grievant, the grievance will be deemed withdrawn, and the dispute may not be reopened.

If the employee desires a representative to appear on the employee's behalf, either in person or via telephone, the notice shall contain a statement indicating that the representative is authorized to proceed with the conference or hearing in the employee's absence. Failure to attend a hearing without the prior notification described above will be deemed a withdrawal of the grievance. Once withdrawn, a dispute cannot be reopened.

Informal Resolution of Concerns

Whenever feasible, the Board encourages employees to present and discuss their concerns and complaints through informal conferences with their supervisor, principal, other appropriate campus administrator, and/or department manager or supervisor.

When informal discussions are not feasible and/or fail to resolve the concern or dispute, the employee may obtain a dispute resolution form from the school department or chief schools office, as appropriate, from the Office of Human Resources or by accessing the District's website. The employee may file a request for the formal process described below.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Formal Process

The formal process shall consist of Levels One and Two, which are closed to the public. No members of the public may attend except the designated representative. A Level Three presentation to the Board shall be held during a properly posted Board meeting. The determination of whether the hearing shall be opened to the public or held in closed session is within the discretion of the Board, except that the hearing shall be held in closed session upon request by the employee who is the grievant in the dispute. The only exception to the grievant's election to hold the hearing in closed session shall be when the employee against whom the complaint or a charge is brought makes a written request for an open hearing, in which case the hearing shall be opened to the public.

Level One

An individual who has been unable to informally resolve a concern/dispute about a wage, hour, or condition of work may initiate a formal dispute. The individual shall file a formal dispute by submitting a completed dispute resolution form within 30 calendar days from the date of the alleged action/decision that forms the basis of the concern/dispute and in accordance with the calculation of time frames as set forth above. If the employee did not learn of the action until a later date, the time shall be counted from the date a reasonable person should have learned of the action/decision through reasonable diligence and in accordance with the calculation of time frames as set forth above.

The completed form must clearly state the dispute regarding an issue of wages, hours, or conditions of work. The form must also clearly state a valid remedy that a supervisor may lawfully grant. A form may be rejected on the grounds that it is not a valid dispute of wages, hours, or conditions of work or that no valid remedy has been stated or may be granted for the alleged act/decision.

The completed dispute resolution form shall be filed with the principal/department head/work location supervisor who has direct supervision of that particular employee.

The immediate supervisor, or other appropriate administrator or designated supervisor assigned to hold the Level One conference, shall ~~convene~~ schedule a conference with the employee within seven calendar days of receipt of the completed dispute resolution form in accordance with the calculation of time frames as set forth above. The conference is not an evidentiary or due process hearing. The conference is an informal conference for the sole purpose of discussing and resolving concerns or disputes of an employee with respect to wages, hours, or conditions of work.

There shall be no cross-examination of any witnesses, nor shall this conference in any way resemble an evidentiary hearing. Each side shall simply make presentations to the supervisor or the person assigned to hold the Level One conference within the time restrictions set by that person.

After considering the matters presented at the conference and any other information he or she believes to be relevant to the dispute, the supervisor or other person assigned to conduct the Level One conference shall issue a decision or resolution with respect to the dispute held by the employee. The decision/resolution shall be rendered no later than seven calendar days from the date of the conference in accordance with the calculation of time frames as set out above. The decision/resolution shall be provided to the employee on the original dispute resolution form filed by the employee, with attachments, as appropriate.

Level Two

In the event the employee is not satisfied with the decision/resolution of the Level One hearing officer, or if the administration fails to meet the designated time frame for either ~~convening~~ scheduling a conference or rendering a decision within the allotted time frame, the employee may appeal the dispute to Level Two of the dispute resolution process. If the employee does not have the original dispute resolution form, he or she may substitute a true and correct copy of the same for filing at Level Two.

An employee must file the appeal within seven calendar days of receipt of the decision/resolution. If the administration's time line to issue the decision/resolution passes, an employee shall have seven calendar days from the date the decision/resolution was due to file his or her appeal. The appeal must be filed with the next line supervisor who is in vertical alignment with the supervisor hearing the dispute at Level One, and a copy must be sent to the Superintendent's designee.

The time lines at Level Two shall run from the date the appeal request is received by the Superintendent's designee. The Superintendent's designee, in consultation with the Superintendent's appropriate direct report, shall identify the Level Two hearing officer, who may or may not be a current District employee. The Level Two hearing officer shall ~~convene~~ schedule a conference within ten calendar days of the date of receipt of the dispute resolution form in accordance with the calculation of time frames as set forth above. The Level Two hearing officer shall have satisfied his or her duty to ~~convene~~ schedule the conference, for purposes of following prescribed time lines, by contacting the employee or his or her representative, offering available dates and times for the hearing that shall occur at a mutually agreed-upon time, with mutual effort to ~~schedule~~ convene the conference within ~~that~~ a prescribed time frame. If the employee who filed the dispute is unable to attend or cannot secure the representation of choice for the scheduled conference date and time, the Level Two hearing officer shall convene the conference at a mutually agreed-upon date and time.

The conference is not an evidentiary or due process hearing; it is an informal conference for the sole purpose of resolving concerns or disputes brought up by an employee with respect to wages, hours, or conditions of work. The conference shall be recorded by a court reporter paid for by the District. The employee shall be allotted a specific amount of time to present his or her concerns. The employee may also present witnesses and may submit any available documentation. The administration shall be allotted the same amount of time to present its position and shall be allowed to present witnesses and submit any documentation on the issues addressed at the conference.

There shall be no cross-examination of witnesses, nor shall this conference in any way resemble an evidentiary hearing. Each side shall simply make presentations to the Level Two hearing officer within the time restrictions set by the Level Two hearing officer.

The Level Two hearing officer, after considering the matters presented at the conference and any other information he or she may have, shall arrive at a decision or resolution regarding the dispute. The decision/resolution shall be rendered no later than seven calendar days from the date on which the Level Two hearing officer receives the transcript of the conference in accordance with the calculation of time frames as set forth above. The decision shall be provided to the employee and the administration and/or their representatives on the original dispute resolution form filed by the grievant or as an affixed attachment to that document. The decision shall be deemed rendered upon confirmation of delivery via facsimile or electronic transmission, with the original to follow, or by proof of mailing of the original document.

Level Three

If either the administration or the employee is not satisfied with the decision/resolution of the Level Two hearing officer, either party may appeal the dispute to Level Three of the dispute resolution process. Additionally, if a decision/resolution is not rendered within the allotted time frame following receipt of the transcript of the conference by the Level Two hearing officer, the employee may appeal to Level Three. No appeal to Level Three may be initiated by the administration without consulting with the Office of the General Counsel.

The Board shall not conduct a Level Three hearing until after a Level Two hearing has been convened and a transcript of the hearing is available for the Board's review.

The appeal to the Board shall be filed within seven calendar days of the decision/resolution. If the Level Two hearing officer's time line to issue the decision/resolution passes, an employee shall have seven calendar days from the day the decision/resolution was due to file his or her appeal. An appeal shall be filed by forwarding the original dispute resolution form or a true and correct copy, including all attachments and decisions rendered, to the Board Services Office, Level One of the Houston ISD's Hattie Mae White Education Support Center. A Level Three hearing request form or a cover letter addressed to the Board President containing a clear request for a hearing must accompany the dispute form, attachments, and decisions rendered to date.

The Board shall attempt to hear the dispute within 30 calendar days of its receipt, but the Board is not required to hear the dispute within that time frame. Both parties, the employee, and the

administration representative shall make oral arguments before the Board within time restrictions set by the Board. An appeal to the Board shall be based on the record developed at Level Two. No new documents may be submitted by the employee or the administration as part of the proceedings before the Board. In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of any Level Three presentation it allows. Any Level Three presentation, including the presentation by the employee or the employee's representative, any presentation from the administration or its representative, and questions from the Board with responses shall be recorded by audio recording, video/audio recording, or court reporter, at the discretion of the District.

After hearing and considering the concern of the employee or the administration and the response by the other party, the Board may choose to issue a disposition of the dispute or not to act on it. If the Board chooses to issue a disposition, it shall be done in writing, no later than at the next regularly scheduled Board meeting. The disposition shall be addressed to the employee and to the administration or its representative.

Alternative Entry into the Formal Dispute Resolution Process

An alternative method for entry into the formal dispute resolution process shall be used to address:

1. Concerns that are not under the authority of an employee's immediate supervisor;
2. If an employee is dissatisfied with the result of an investigation concerning specific good-faith allegations of unlawful discrimination on the basis of race, color, religion, sex (including allegations of sexual harassment), national origin, age, disability, ancestry, marital status, veteran status, political affiliation, sexual orientation, gender identity, and/or gender expression; or
3. The employee exercising his or her constitutional rights.

Concerns of this nature shall specify the individual harm being alleged.

If the employee believes that the alternative entry into the dispute resolution process is appropriate for issues other than those stated in the previous paragraph, the employee shall transmit the dispute resolution form directly to the chief human resources officer, and a copy shall be sent to the employee's immediate supervisor. The chief human resources officer or designee shall determine whether the dispute presented should enter at Level One or Level Two of the dispute resolution process, as well as the appropriate

administrator to hear and resolve the dispute. The chief human resources officer or designee shall have five business days from the date the dispute is received to inform both the employee and the hearing officer identified to hear and resolve the dispute, in writing, the procedural entry level for that dispute and the hearing officer for that level, in accordance with the calculation of time frames as set forth above.

Notification from the chief human resources officer or designee to the named hearing officer shall include the original dispute resolution form or a true and correct copy of the same.

Receipt of notification by the hearing officer shall trigger time frames for the designated level of the grievance process in accordance with the calculation of time frames as set forth above, except that the time frame to contact the employee or his or her representative to schedule a hearing shall not exceed 14 calendar days from the date that the dispute was filed with the chief human resources officer. The dispute shall proceed using the time lines and procedures for the relevant level as outlined above.

Office of the Superintendent of Schools
Board of Education Meeting of August 5, 2021

Office of Strategy and Innovation
Rick Cruz, Deputy Superintendent

SUBJECT: **PROPOSED ESTABLISHMENT OF BOARD POLICY FFBA(LOCAL), CRISIS INTERVENTION: TRAUMA-INFORMED CARE—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 FFBA(LOCAL), *Crisis Intervention: Trauma-Informed Care*.

Senate Bill 11 requires school boards to adopt and implement a policy on the implementation of trauma-informed care practices in each school environment. The policy is required to address:

- Increasing staff and parent awareness of trauma-informed care, including required training for educators;
- Implementation of trauma-informed practices and care by district and campus staff; and
- Available counseling options for students affected by trauma or grief.

Districts are required to report to the Texas Education Agency on compliance with the training provisions.

A copy of the proposed policy 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 3: Rigorous Instructional Standards and Supports.

THIS ITEM DOES REQUIRE CONSULTATION.

THIS ITEM DOES ESTABLISH BOARD POLICY.

RECOMMENDED: That the Board of Education accepts the proposed establishment of Board Policy FFBA(LOCAL), *Crisis Intervention: Trauma-Informed Care*, on first reading.

Proposed Establishment of Board Policy FFBA(LOCAL), *Crisis Intervention: Trauma Informed Care*

BACKGROUND:

During the 2019 legislative session, the Texas Legislature increased safety and mental health supports in Texas schools through the passage of Senate Bill (SB) 11 which funded the expansion of mental health initiatives for Texas schools. SB 11 requires school boards to adopt and implement a policy on the implementation of trauma-informed care practices in each school environment.

The board item being brought forth creates a local board policy that is in alignment with FFBA(LEGAL) and is a result of a Texas Association of School Boards (TASB) Localized Policy Manual Update.

In compliance with this policy, to date the district has taken the following actions.

- Provided districtwide trainings and professional development in the area of trauma-informed practices, which emphasize understanding trauma and its impact on scholars and staff The primary purpose of this training is to help each staff member view scholars through a trauma lens and transform all schools within the Houston Independent School District (HISD) to become trauma informed/sensitive schools.
- Consulted with campuses that have mental health liaisons to build capacity (trauma-informed practices) by utilizing teacher and administrator self-assessments; providing ongoing trainings via professional learning communities (PLCs); and providing direct support to campuses via primary, secondary, and tertiary social and emotional learning (SEL) support to students and staff affected by trauma.
- Championed the use of restorative practices and restorative discipline as a primary method of addressing student discipline. Restorative practices have been shown to be a very effective intervention in assisting students with managing emotions, identifying feelings, and self-regulating. They are also an alternative to zero-tolerance discipline policies which are aligned to evidence-based trauma informed practices.
- Implemented the HISD 24-hour mental health crisis hotline, which was created so that HISD scholars, teachers, and family members have access to 24-hour crisis support.
- Partnered with the Baylor College of Medicine Department of Psychiatry in launching Texas Child Health Access Through Telemedicine (TCHATT) mental health services for HISD students. This service enables children to see a licensed therapist or psychiatrist through a secure video chat Monday through Friday 8 a.m.–4 p.m. excluding holidays.

OBJECTIVES:

- Increase the mental health supports available to both HISD students and staff.

- Integrate trauma-informed care practices into the school environment.
- Update local board policy to be in alignment with TASB Policy recommendations.

Trauma-Informed Care Program

The District's trauma-informed care program, as included in the District Improvement Plan, shall provide for the integration of trauma-informed care practices in the school environment, including increasing staff and parent awareness of trauma-informed care, implementation of trauma-informed practices and care by District and campus staff, and providing information about available counseling options for students affected by trauma or grief.

Training

The District shall provide training in trauma-informed care to District educators as required by law. The District Improvement Plan shall specify required training for any other District employees as applicable.

Annual Report

The District shall provide an annual report to the Texas Education Agency on the number of employees who have participated in trauma-informed care training.

Office of the Superintendent of Schools
Board of Education Meeting of August 5, 2021

Office of Academic Services

SUBJECT: **APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY FFG(LOCAL), STUDENT WELFARE: CHILD ABUSE AND NEGLECT—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 FFG(LOCAL), *Student Welfare: Child Abuse and Neglect*, to include proposed updates made by the Texas Association of School Boards and recent changes made by the 87th Texas Legislative Session that ended May 31, 2021.

Key policy revisions include:

- Adding language from FFG(LEGAL) regarding "program to address child sexual abuse, trafficking, and maltreatment"
- Adding language addressing reporting child abuse and neglect, restrictions on reporting, making a report, confidentiality, immunity, failing to report suspected child abuse or neglect, and responsibilities regarding investigations
- Adding the word "reasonable" prior to the phrase "cause to believe"

The proposed update to Board Policy FFG(LOCAL), *Student Welfare: Child Abuse and Neglect*, 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 all five core initiatives.

THIS ITEM DOES REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the Board of Education accepts the proposed revisions to FFG(LOCAL), *Student Welfare: Child Abuse and Neglect*, on first reading.

BOARD POLICY EXPLANATORY SHEET

POLICY CODE	TITLE (SUBJECT)	SUBTITLE
FFG(LOCAL)	Student Welfare	Child Abuse and Neglect

INITIATED BY: **Texas Association of School Boards (TASB); Academics**

TYPE OF REVISION: **Update**

APPLICABILITY: **This policy update applies to all board members, district personnel, students, and students' parents and guardians.**

BACKGROUND:

TASB recommended changes are based on the following rationale:
Revised commissioner rules, effective July 22, 2014, on reporting child abuse and neglect incorporate new statutory requirements made by Senate Bill 939, 83rd Texas Legislature, Regular Session. Changes also include regulations determine by the 87th Texas Legislature, Regular Session that ended May 31, 2021.

The revisions require districts to adopt rather than establish policies for reporting child abuse and neglect. Another requirement is for districts to provide training to district employees to increase awareness of sexual abuse and other maltreatment or children. Beginning with the 2014–2015 school year, districts must provide this training to all new employees as part of new employee orientation. Districts must also place a poster that meets the listed specifications at each campus in at least one high-traffic, highly and clearly visible public area that is readily accessible to and widely used by students. A sample poster that meets the requirements can be found at http://www.onewithcourage.org/take-action/for-educators.

OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY: None

ADMINISTRATIVE PROCEDURES REQUIRED: **A**dministrative regulations will be revised in accordance with changes to policy.

~~Board Adoption~~ Program to Address Child Sexual Abuse, Trafficking, and Maltreatment

The ~~Board adopts the~~ District's program to address child sexual abuse, trafficking, and ~~neglect policy~~ other maltreatment of children, as included in ~~compliance with~~ the ~~Texas Education Code 38.004(a) and Texas Family Code Chapter 261. [See FFG(LEGAL) and (EXHIBIT)]~~ District Improvement Plan and the student handbook, shall include:

~~Any school employee, agent, or contractor of the District having information pertaining to a possible case of child abuse or neglect shall be responsible for reporting such information to the proper authorities as prescribed by law and shall also inform the principal. [See FFG(LEGAL), (REGULATION), and (EXHIBIT) and DH(LOCAL)]~~

1. Methods for increasing staff, student, and parent awareness regarding these issues, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;

2. Age-appropriate, research-based antivictimization programs for students;

3. Actions that a child who is a victim should take to obtain assistance and intervention; and

4. Available counseling options for affected students.

Training

The District shall provide training to employees as required by law. Training shall address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities. [See DMA]

[See BBD for Board member training requirements and BJCB for Superintendent continuing education requirements.]

Reporting Child Abuse and Neglect

Any person who has reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect has a legal responsibility, under state law, to immediately report the suspected abuse or neglect to an appropriate authority.

As defined in state law, child abuse and neglect include both sex and labor trafficking of a child.

The following individuals have an additional legal obligation to submit a written or oral report within 48 hours of learning of the facts giving rise to the suspicion of abuse or neglect:

1. Any District employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect.

2. A professional who has reasonable cause to believe that a child has been or may be abused or neglected or may have been a victim of indecency with a child. A professional is anyone licensed or certified by the state who has direct contact with children in the normal course of duties for which the individual is licensed or certified. The report must be made within 48 hours of when the professional first had reasonable cause to believe the abuse or neglect may have occurred.

A person is required to make a report if the person has reasonable cause to believe that an adult was a victim of abuse or neglect as a child and the person determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person.

[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

Restrictions on Reporting

In accordance with law, an employee is prohibited from using or threatening to use a parent's refusal to consent to administration of a psychotropic drug or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or

2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

Making a Report

Reports may be made to any of the following:

1. A state or local law enforcement agency;

2. The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (DFPS) at (800) 252-5400 or the Texas Abuse Hotline Website[i];

3. A local CPS office; or

4. If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas

Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility.

An individual does not fulfill his or her responsibilities under the law by only reporting suspicion of abuse or neglect to a campus principal, school counselor, or another District staff member. Furthermore, the District is prohibited from requiring an employee to first report his or her suspicion to a District or campus administrator.

Confidentiality

In accordance with state law, the identity of a person making a report of suspected child abuse or neglect shall be kept confidential and disclosed only in accordance with the rules of the investigating agency.

Immunity

A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.

Failing to Report Suspected Child Abuse or Neglect

By failing to report suspicion of child abuse or neglect, an employee:

1. May be placing a child at risk of continued abuse or neglect;
2. Violates the law and may be subject to legal penalties, including criminal sanctions for knowingly failing to make a required report;
3. Violates Board policy and may be subject to disciplinary action, including possible termination of employment; and
4. May have his or her certification from the State Board for Educator Certification suspended, revoked, or canceled in accordance with 19 Administrative Code Chapter 249.

It is a criminal offense to coerce someone into suppressing or failing to report child abuse or neglect.

Responsibilities Regarding Investigations

In accordance with law, District officials shall be prohibited from:

1. Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect;
2. Requiring that a parent or school employee be present during the interview; or
3. Coercing someone into suppressing or failing to report child abuse or neglect.

District personnel shall cooperate fully and without parental consent, if necessary, with an investigation of reported child abuse or neglect. [See GKA]

~~Annual Review~~

~~The District shall annually review board policies and procedures for reporting child abuse and neglect.~~

~~Employee Notification~~

~~The policies and procedures shall be distributed to all employees at the beginning of each school year and to new employees through onboarding procedures and the Policy Acknowledgement and Agreement Form that all employees must read and sign upon employment with the District.~~

~~Staff Training~~

~~The Board directs the Superintendent or designee to ensure that staff development training for all campus-based employees addresses all areas regarding child abuse and neglect, including:~~

~~1. Reporting requirements [see FFG(LEGAL)];~~

~~2. Legal penalties for failure to comply with reporting requirements;~~

~~3. Prohibitions against interference with investigations [see GRA(LEGAL) and (LOCAL)];~~

~~4. Immunity from liability for good faith reporting or assisting in an official investigation [see DG(LEGAL) and FFG(LEGAL)] ;~~

~~5. Confidentiality requirements [see FFG(LEGAL)];~~

~~6. Reports involving District employees;~~

~~7. Adult victims of abuse; and~~

~~8. Prohibitions regarding psychotropic drugs.~~

~~Training shall occur annually or consistent with the schedule adopted by the Texas Education Agency.~~

~~Reports~~

~~Report shall be made to the Child Protective Services division of the Department of Family and Protective Services or to a state or local law enforcement agency, as appropriate. [See FFG(REGULATION) and (EXHIBIT)]~~

~~Effective Date~~

~~This policy shall be effective as of the adoption date, October 10, 2014.~~

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[i] Texas Abuse Hotline Website: http://www.txabusehotline.org

Office of the Superintendent of Schools
Board of Education Meeting of August 5, 2021

Office of Information Technology
Scott Gilhousen, Chief Information Technology Officer

SUBJECT: **APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY FL(LOCAL), STUDENT RECORDS—FIRST READING**

The Houston Independent School District (HISD) Board of Education is asked to approve the following proposed revisions to Board Policy FL(LOCAL), *Student Records*, as recommended by the Texas Association of School Boards (TASB):

- To assist with implementing the district's safe and supportive school program as required by Senate Bill (SB) 11, a recommended revision at *Access by School Officials* clarifies that a person appointed to a team that supports the safe and supportive school program is considered a school official who may access student records if the person has a legitimate educational interest in the records.
- To remove language referring to the superintendent's designee because BJA(LOCAL) permits the superintendent to delegate responsibilities to other employees.
- To make minor changes and clarifications.

Additional changes to FL(LOCAL) include updates to which student information is considered directory information.

The proposed changes are shown in the attached revised policy.

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 MODIFY BOARD POLICY.

RECOMMENDED: That the Board of Education accepts the proposed revisions to Board Policy FL(LOCAL), *Student Records*, on first reading.

BOARD POLICY EXPLANATORY SHEET

POLICY CODE	TITLE (SUBJECT)	SUBTITLE
FL(LOCAL)	**Student Records**	
INITIATED BY:	**Texas Association of School Boards (TASB); Information Technology**	
TYPE OF REVISION:	**Update**	
APPLICABILITY:	**This policy update applies to all board members, district personnel, students, and students' parents and guardians.**	
BACKGROUND: TASB recommended changes are based on the following rationale: Compliance with a safe and supportive school program as required by Senate Bill 11; unnecessary duplication of information from BJA(LOCAL).		
OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY: None		
ADMINISTRATIVE PROCEDURES REQUIRED: Administrative regulations will be revised in accordance with changes to policy.		

Comprehensive System

The Superintendent shall develop and maintain a comprehensive system of student records and reports dealing with all facets of the school program operation and shall ensure through reasonable procedures that records are accessed by authorized persons only, as allowed by this policy. These data and records shall be stored in a safe and secure manner and shall be conveniently retrievable for use by authorized school officials.

Cumulative Record

A cumulative record shall be maintained for each student from entrance into District schools until withdrawal or graduation from the District.

This record shall move with the student from school to school and be maintained at the school where the student is currently enrolled until graduation or withdrawal. Records for nonenrolled students shall be retained for the period of time required by law. No permanent records may be destroyed without explicit permission as required by law. [See CPC(LEGAL)]

Custodian of Records

The principal is custodian of all records for currently enrolled students. The Superintendent ~~or designee~~ is the custodian of records for students who have withdrawn or graduated. Those records can be accessed at the school site or at the administration office.

Types of Education Records

Student records at a minimum shall include:

1. Admissions data, personal and family data, including certification of date of birth.
2. Withdrawal data, including student checkout sheets with leaver codes and documentation to support the codes assigned.
3. Standardized test data, including intelligence, aptitude, interest, personality, and social adjustment ratings.
4. All achievement records, as determined by tests, recorded grades, and teacher evaluations.
5. All documentation regarding a student's testing history and any accelerated instruction he or she has received, including any documentation of discussion or action by a grade placement committee convened for the student.
6. Health services records, including:
   a. The results of any tuberculin tests required by the District.
   b. The findings of screening or health appraisal programs the District conducts or provides. [See FFAA(LEGAL)]

c. Immunization records. [See FFAB(LEGAL)]

7. Printed documentation to support data submitted electronically to the Public Education Information Management System (PEIMS), as defined in the PEIMS Data Standards.

8. Attendance records.

9. Student questionnaires.

10. Records of teacher, school counselor, or administrative conferences with the student or pertaining to the student.

11. Verified reports of serious or recurrent behavior patterns.

12. Copies of correspondence with parents and others concerned with the student.

13. Records transferred from other districts in which the student was enrolled.

14. Records pertaining to participation in extracurricular activities.

15. Information relating to student participation in special programs.

16. Records of fees assessed and paid.

17. Records pertaining to student and parent complaints.

18. Other records that may contribute to an understanding of the student.

Principals must designate where each record is kept and the person responsible for its maintenance, as part of the school's record management plan that will be submitted to and maintained by the Federal and State Compliance Department.

Access by Parents

The District shall make a student's records available to the student's parents, as permitted by law. The records custodian or designee shall use reasonable procedures to verify the request~~o~~er's identity before disclosing student records containing personally identifiable information.

Records may be reviewed in person during regular school hours without charge upon written request to the records custodian. For in-person viewing, the records custodian or designee shall be available to explain the record and to answer questions. The confidential nature of the student's records shall be maintained at all times, and records to be viewed shall be restricted to use only in the Superintendent's, principal's, or school counselor's office, or other restricted area designated by the records custodian. The

original copy of the record or any document contained in the cumulative record shall not be removed from the school.

Copies of records are available at a per copy cost, payable in advance. Copies of records must be requested in writing. Parents may be denied copies of records if they fail to follow proper procedures or pay the copying charge. If the student qualifies for free or reduced-price lunches and the parents are unable to view the records during regular school hours, upon written request of a parent, one copy of the record shall be provided at no charge.

A parent may continue to have access to his or her child's records under specific circumstances after the student has attained 18 years of age or is attending an institution of postsecondary education. [See FL(LEGAL)]

Access by School Officials

A school official shall be allowed access to student records if he or she has a legitimate educational interest in the records.

For the purposes of this policy, "school officials" shall include:

1. An employee, Board member, or agent of the District, including an attorney, a consultant, a contractor, a volunteer, a school resource officer ~~(~~[as defined in CKE(LEGAL)], and any outside service provider used by the District to perform institutional services.

2. An employee of a cooperative of which the District is a member or of a facility with which the District contracts for placement of students with disabilities.

3. A contractor retained by a cooperative of which the District is a member or by a facility with which the District contracts for placement of students with disabilities.

4. A parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

~~4.~~5. A person appointed to serve on a team to support the District's safe and supportive school program.

All contractors provided with student records shall follow the same rules as employees concerning privacy of the records and shall return the records upon completion of the assignment.

A school official has a "legitimate educational interest" in a student's records when he or she is:

1. Working with the student;

2. Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities;

3. Compiling statistical data;

4. Reviewing an education record to fulfill the official's professional responsibility; or

5. Investigating or evaluating programs.

Transcripts and Transfers of Records

The District shall request transcripts from previously attended schools for students transferring into District schools; however, the ultimate responsibility for obtaining transcripts from sending schools rests with the parent or student, if 18 or older.

For purposes of a student's enrollment or transfer, the District or campus shall promptly forward in accordance with the time-line provided in law education records upon request to officials of other schools or school systems in which the student intends to enroll or enrolls. [See FD(LEGAL), Required Documentation] The District may return an education record to the school identified as the source of the record.

Records Responsibility for Students ~~in Special Education~~with Disabilities

The school principal shall be responsible for ensuring the confidentiality of any personally identifiable information in records of students with disabilities.

A current listing of names and positions of persons who have access to records of students in special education is maintained at the campus.

Procedure to Amend Records

Within 15 District business days of the record custodian's receipt of a request to amend records, the District shall notify the parents in writing of its decision on the request and, if the request is denied, of their right to a hearing. If a hearing is requested, it shall be held within ten District business days after the request is received.

Parents shall be notified in advance of the date, time, and place of the hearing. An administrator who is not responsible for the contested records and who does not have a direct interest in the outcome of the hearing shall conduct the hearing. The parents shall be given a full and fair opportunity to present evidence and, at their own expense, may be assisted or represented at the hearing.

The parents shall be notified of the decision in writing within ten District business days of the hearing. The decision shall be based solely on the evidence presented at the hearing and shall include a summary of the evidence and reasons for the decision. If the decision is to deny the request, the parents shall be informed that they

have 30 District business days within which to exercise their right to place in the record a statement commenting on the contested information and/or stating any reason for disagreeing with the District's decision.

Directory Information

Directory information for District students has been classified into three separate categories:

1. Items for use only for school-sponsored purposes;
2. Items for use for nonschool-sponsored purposes; and
3. Items for all other purposes.

School- Sponsored Purposes

For the following school-sponsored purposes—all District publications and announcements—directory information shall include student name, electronic mail address, address, telephone listing~~, date and place of birth~~, photograph, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, awards received, and the most recent previous school attended by a student.

Nonschool-Sponsored Purposes

For the following nonschool-sponsored purposes:

1. Directory information of current and former students may be released upon request to publicly elected officials in Texas. Directory information released to publicly elected officials may include student name, electronic mail address, address, telephone listing, major field of study, participation in officially recognized activities and sports, dates of attendance, and the most recent previous school attended by a student.
2. Directory information of former students may be released upon request to alumni groups and student reunion committees. Directory information released to alumni groups and student reunion committees may include student name, electronic mail address, address, telephone listing, dates of attendance, and the most recent previous school attended by a student.

All Other Purposes

For all other purposes, directory information shall not be released.

Effective Date

This policy shall be effective as of the adoption date, ~~January 13, 2015~~August 13, 2021.

Office of the Superintendent of Schools
Board of Education Meeting of August 5, 2021

Office of Legal Services
Elneita Hutchins-Taylor, General Counsel

SUBJECT: **PROPOSED ESTABLISHMENT OF BOARD POLICY GBAA(LOCAL), INFORMATION ACCESS: REQUESTS FOR INFORMATION—FIRST READING**

The Houston Independent School District (HISD) requests that the Board of Education approves the establishment of Board Policy GBAA(LOCAL), *Information Access: Requests for Information*, as recommended by the Texas Association of School Boards. Section 552.233 of the Texas Government Code permits the board to temporarily suspend the Public Information Act in the event the district is impacted by a catastrophe. Proposed Board Policy GBAA(LOCAL) delegates to the superintendent, in the event of a catastrophe, as defined by law, affecting the district, the authority to suspend the applicability of Government Code Chapter 552 to the district for the period of time permitted by law and provide the required notices to the attorney general and public. The board shall approve any extension of an initial suspension period.

The proposed Board Policy GBAA(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 ESTABLISH BOARD POLICY.

RECOMMENDED: That the Board of Education accepts the establishment of Board Policy GBAA(LOCAL), *Information Access: Requests for Information*, on first reading.

Suspension of Public Information Act During Catastrophe

In the event of a catastrophe, as defined by law, affecting the District, the Board delegates to the Superintendent the authority to suspend the applicability of Government Code Chapter 552 to the District for the period of time permitted by law and provide the required notices to the attorney general and public. The Board shall approve any extension of an initial suspension period.