

THE HOUSTON INDEPENDENT SCHOOL DISTRICT



AGENDA

**Board of Education
Meeting**

December 02, 2021

THE HOUSTON INDEPENDENT SCHOOL DISTRICT
BOARD OF EDUCATION

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MEMBERS OF THE BOARD OF EDUCATION

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Millard House II, *Superintendent of Schools*

BOARD OF EDUCATION AGENDA
December 02, 2021

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 NOVEMBER 4, 2021, AND NOVEMBER 15, 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. Superintendent's Update To The Board

B. TRUSTEE ITEMS

C. CLOSED SESSION

- C-1. Personnel
 - a. Deliberate the duties of the superintendent of schools, chief officers, assistant superintendents, principals, employees, chief audit executive, and board members; evaluations of the superintendent and chief audit executive, consideration of compensation, and contractual provisions.
 - b. Consider and approve proposed appointments, reassignments, proposed terminations, terminations/suspensions, contract lengths, proposed nonrenewals, renewals, and resignations/retirements of personnel including teachers, assistant principals, principals, including resignation agreements and full and final release for chief officers, assistant superintendents, executive officers, and other administrators, and, if necessary, approve waiver and release and compromise agreements.

- c. Hear complaints against and deliberate the appointment, evaluation and duties of public officers or employees and resolution of same.

C-2. Legal Matters

- a. Matters on which the district's attorney's duty to the district under the Code of Professional Responsibility clearly conflicts with the Texas Open Meetings Law, including specifically any matter listed on this agenda and meeting notice.
- b. Pending or contemplated litigation matters and status report.
- c. Update on federal law enforcement activity on February 27, 2020.
- d. Legal discussion and advice concerning House Bill 1842 (84th Leg., 2015), Senate Bill 1882 (85th Leg., 2017), and the district's options.
- e. Legal discussion concerning Houston ISD v. Texas Education Agency, et al., in the 459th Judicial District Court, Travis County, Texas, Cause No. D-1-GN-19-003695.
- f. Legal Update on Special Education Accreditation Investigation.
- g. Discussion and possible action in the matter of Gerry Monroe v. Houston ISD; in the U. S. District Court for the Southern District of Texas, Houston Division; C.A. No. 4:19-cv-01991.

C-3. Real Estate

D. DEPUTY SUPERINTENDENT

E. SCHOOL OFFICES

F. ACADEMICS

G. TALENT

H. BUSINESS OPERATIONS

I. FINANCE

J. OTHER

K. POLICY

- K-1. Approval Of Proposed Revisions To Board Policy AE(LOCAL), *Educational Philosophy*—First Reading
- Explanatory Sheet
 - AE(LOCAL), First Reading
- K-2. Approval Of Proposed Deletion Of Board Policy CFEA(LOCAL), *Payroll Procedures: Salary Deductions And Reductions*—First Reading
- Explanatory Sheet
 - CFEA(LOCAL), First Reading
- K-3. Approval Of Proposed Revisions To Board Policy CPC(LOCAL), *Office Management: Records Management*—First Reading
- Explanatory Sheet
 - CPC(LOCAL), First Reading
- K-4. Approval Of Proposed Deletion Of Board Policy CRB(LOCAL), *Insurance And Annuities Management: Liability Insurance*—First Reading
- Explanatory Sheet
 - CRB(LOCAL), First Reading
- K-5. Approval Of Proposed Revisions To Board Policy CV(LOCAL), *Facilities Construction*—First Reading
- CV(LOCAL), First Reading
- K-6. Approval Of Proposed Revisions to Board Policy DED(LOCAL), *Compensation and Benefits: Vacations and Holidays*—First Reading
- Explanatory Sheet
 - DED(LOCAL), First Reading
- K-7. Approval Of Proposed Revisions To Board Policy EHBAF(LOCAL), *Special Education: Video/Audio Monitoring*—First Reading
- Explanatory Sheet
 - EHBAF(LOCAL), First Reading

- K-8. Approval Of Proposed Revisions To Board Policy EI(LOCAL), *Academic Achievement*—First Reading
- Explanatory Sheet
 - EI(LOCAL), First Reading
- K-9. Approval Of Proposed Revisions To Board Policy FNG(LOCAL), *Student Rights And Responsibilities: Student and Parent Complaints/Grievances*—First Reading
- Explanatory Sheet
 - FNG(LOCAL), First Reading
- K-10. Approval Of Proposed Revisions To Board Policy GF(LOCAL), *Public Complaints*—First Reading
- Explanatory Sheet
 - GF(LOCAL), First Reading
- K-11. Approval Of Proposed Revisions To Board Policy GKB(LOCAL), *Community Relations: Advertising and Fundraising*—First Reading
- Explanatory Sheet
 - GKB(LOCAL), First Reading
- K-12. Approval Of Proposed Revisions To Board Policy GRA(LOCAL), *Relations With Governmental Entities: State And Local Governmental Authorities*—First Reading
- Explanatory Sheet
 - GRA(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

Office of the Superintendent of Schools
Board of Education Meeting of December 2, 2021

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

**SUBJECT: APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY
AE(LOCAL), EDUCATIONAL PHILOSOPHY—FIRST READING**

The purpose of this agenda item is to request that the Houston Independent School District (HISD) Board of Education approves a revision to Board Policy AE(LOCAL), *Educational Philosophy*, to update the superintendent constraint progress measures. These changes complete the process of establishing progress measures for all of the previously approved constraints.

The proposed update to Board Policy AE(LOCAL), *Educational Philosophy*, 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 AE(LOCAL), *Educational Philosophy*, on first reading, effective December 3, 2021.

EXPLANATORY SHEET

ITEM	TITLE (SUBJECT)	SCHEDULED MEETING
K-1	APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY AE(LOCAL), EDUCATIONAL PHILOSOPHY—FIRST READING	December 2, 2021
INITIATED BY: Silvia Trinh, Chief of Staff		
<p>BACKGROUND: This item asks the Houston Independent School District (HISD) Board of Education to accept revisions to AE(LOCAL) policy on first reading. These revisions would complete the process of establishing goals and constraints for the superintendent through the 2023–2024 school year in accordance with House Bill 3 and the Lonestar Governance Framework. Specifically, during the prior approval process in September, trustees requested that the two progress measures noted below be brought forth within three months.</p> <p>Constraint 1: Background For this constraint, “strong teacher” is defined as a teacher rated Effective or Highly Effective in the Teacher Appraisal and Development System (TADS). In 2018–2019, 89 percent of teachers who received a TADS rating were rated Effective or Highly Effective. Due to staff changes, vacancies, and other factors, students may have a teacher who is not rated by TADS. The progress measure 1.2 for this constraint is designed to challenge the administration to reduce how often these situations occur, especially for the student groups that are more frequently impacted.</p> <p>For CPM 1.2, a student is counted as having strong teachers if at least 75 percent of the student’s teachers in core foundation courses across both semesters were rated Effective or Highly Effective in the prior school year. New teachers to HISD, longterm substitutes, and other teachers who do not have a TADS rating from the prior year do not count as strong teachers for this calculation.</p> <p>Constraint 1: Proposed Changes Values have been assigned to replace the “XX” placeholders in CPM 1.2.</p> <p>Constraint 5: Background State law outlines the following components of a high-quality pre-kindergarten program:</p> <ul style="list-style-type: none"> • Data Driven Instruction/Progress Monitoring • Teacher Quality • Family and Community Engagement • Student-to-Teacher Ratio • Environment • Curriculum and Instruction Implementation <p>HISD must document specific strategies and resources in each of these areas to remain in compliance.</p>		

Constraint 5: Proposed Changes

CPM 5.1 has been added.

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

EDUCATIONAL PHILOSOPHY

AE
(LOCAL)

Beliefs and Vision

The Board's Declaration of Beliefs and Vision for the Improvement of the District is as follows:

Beliefs

- We believe that equity is a lens through which all policy decisions are made.
- We believe that there should be no achievement gap between socio-economic groups or children of ethnic diversity.
- We believe that the District must meet the needs of the whole child providing wraparound services and social and emotional supports.
- We believe our classrooms/schools should be safe, vibrant, joyful spaces where students are guaranteed access to a challenging and deep educational experience.
- We believe that instruction should be customized/personalized to meet the learning needs for each individual child including students with disabilities, gifted and talented students, and English Language Learners so they have the support and opportunity they need to flourish.
- We believe that recruitment and retention of qualified and effective personnel are the keys to enhancing the quality of education and increasing student achievement.
- We believe that the community has a right to transparent operations across the District in all schools, departments, and divisions.
- We believe that meaningful engagement with the community is important in all major decision making.

Vision

Every child shall have equitable opportunities and equal access to an effective and personalized education in a nurturing and safe environment. Our students will graduate as critical thinkers and problem solvers; they will know and understand how to be successful in a global society.

Mission

To equitably educate the whole child so that every student graduates with the tools to reach their full potential.

Theory of Action

- If the District creates a culture of support and the expectation that every child can succeed regardless of existing challenges; and
- If the District allocates resources equitably, through a weighted funding formula based on student characteristics and performance, that distributes all resources to meet differentiated student needs; and

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- If the District offers equitable access to high-quality diverse school settings that meet the needs of its diverse community of students; and
- If the District defines and funds essential positions or functions that guarantee a basic standard for student health, safety, and well-being at every campus.

Then campuses will be able to accomplish the Board's student outcome goals while honoring the Board's constraints.

Mandate for Change

Human Capital

The District's greatest strength is its human capital. The personal, face-to-face contact between teacher and child shall always be the central event in education. Changes in the District's structure, governance, and policies underscore the importance of this relationship; that is, through reform, they exist to support the relationship. In addition, the District sets high expectations for school leadership to inspire creative thinking and innovative approaches that lead to instructional and operational excellence.

- Employees identified as high performers using value-added data should be rewarded. The District must establish levels of compensation and differentiated salaries driven by performance, value-added data, and accountability for all employees.
- Reform measures must focus on higher standards for recruitment and selection, job performance and compensation, and professional development and career planning and must provide employees with a viable career path within the organization.

School
Empowerment

Schools must be empowered to develop and implement the methods that best achieve their unique and individual instructional goals. The District is fully committed to a decentralized system of schools, giving principals the authority over the educational and operational systems. In such a system, the Board of Education remains accountable to the public for high-quality educational services for all children. The Board provides guidance and support to schools by establishing clear, consistent Districtwide goals, high standards and expectations, and effective systems of evaluation; but the individual school is held accountable for innovation and instructional results within those District-wide parameters.

The Board believes that:

- Principals are the leaders of the decision-making process affecting their schools, and their leadership is measured not only by results but also by their collaboration with teachers, parents, and the community.

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- Recognizing that schools are where decisions should be made and that successful decentralization is a function of leadership capacity at the school level, the District shall establish a tiered system of differentiated autonomy focusing on instructional competencies, budget, and business operational systems. Schools demonstrating higher levels of student performance, innovation, and operational excellence (including school safety) are further empowered with greater autonomy and decision making. However, other schools may need greater support and guidance; and until they reach acceptable levels of performance, the District must manage for them critical areas such as curriculum, professional development, and operational systems. When guidance over decision making is needed, structured interventions shall help develop the competencies toward greater autonomy. Annual performance monitoring of instruction, operations, and attractiveness to the community served shall determine the level of principal autonomy or central office intervention at the school.

School Choice

School choice must remain an integral part of the HISD system. School choice ignites the spirit of competition, motivates excellence, promotes innovation, and empowers parents to match their children with the schools that best meet their children's needs. It is important for the District to focus more on developing, improving, and using creative educational tools so that every child at every school has access to the instructional program that best suits ~~his or her~~their unique interests.

Equal access to instructional excellence requires adequate and equitable allocation of resources. That, in turn, requires fair funding formulas. The District shall remain a system of schools rather than a school system where every campus offers the same programs.

- The District shall offer diverse school settings to meet the needs of its diverse community of students. All schools, whether they are specialty, magnet, or neighborhood, shall be accountable to identify educational and programmatic standards, including a common core of academic subjects, approved by the administration and the Board of Education. All students are expected to meet those standards.
- Achievement gaps between student groups are unacceptable. Closing achievement gaps requires unequal resources for unequal needs. Weighted funding allocations address individual differences, allowing the money to follow the child in accordance with ~~his or her~~their unique instructional needs and thereby ensuring access to the resources that enhance student achievement.

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- The District must be proactive in the early identification of schools that may have too few students enrolled to provide adequate resources. The District must be ready to provide the school with appropriate interventions.

Meaningful
Engagement

Meaningful engagement is defined as actively listening to constructive input, collecting and exchanging information, and sharing outcomes. The Board of Education understands and appreciates the need for constructive engagement with both the community and District employees and shall aggressively solicit their opinions and ideas without relinquishing its responsibility as an elected body. As a publicly funded entity, the District must maintain open and respectful relationships, both internally and externally, and be a model for a service-oriented culture. Schools belong to the people; communities shall be engaged in the decision-making process.

- Everyone in the District, including the Board and the Superintendent, must be responsive to the District's diverse communities. Consistent, meaningful two-way communication with those who support the District as well as those with differing philosophies is essential to establishing public trust and confidence. The District shall provide parents and the public (and, where appropriate, students) with formal, structured systems for input into decision making that sets high achievement standards for all children.
- All employees must be encouraged to play a more active, visible role in representing the District to the community.

Change in Action

For nearly two decades, the District's Board of Education has been guided successfully by an uncompromising statement of its beliefs and its visions for improving education in Houston. We, the 2009 Board of Education, shall continue to move the District forward. We shall work openly and creatively with administrators, teachers, parents, and community leaders to put in action this new mandate for change.

Change is essential if we are to make our children's education our very highest priority. We, alone, cannot affect school transformation; and we, alone, cannot simply demand it. As our predecessors clearly understood, meaningful improvement is not a top-down exercise. It must include and involve everyone at all levels of the organization and the community. We pledge to seek input and ownership by those who will be most affected by reform and restructuring in the District, and we shall guide the Superintendent to ensure that the District is collaborative on issues of such importance to the entire community. This is a solemn pledge, and it is a privilege to accept this great responsibility on behalf of the children of Houston.

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Decentralization

The District shall decentralize. Effectiveness requires that decision making be placed as close as possible to the teacher and the student. Decisions should be made in schools; accordingly, principals shall be the leaders of that decision-making process. To accomplish this goal:

- The Board shall provide guidance and support to local schools by establishing clear goals, high standards, and effective systems of evaluation, while at the same time giving schools maximum freedom to develop and implement the methods that best achieve those goals.
- The central office shall turn the traditional management pyramid upside down and become an enabler rather than an enforcer. Its role shall be to train, consult, provide resources, and evaluate.
- The individual school shall be the unit of accountability and improvement.
- Schools shall be responsive to their communities, providing parents and members of the community (and where appropriate, students) with formal, structured input into decision making.
- Schools shall be given control over budgets, delivery of curriculum, teaching methodologies, and personnel, provided they are led by a strong and effective principal, function as a team, and collaboratively develop a vision and a plan to achieve that vision.

The following core beliefs and principles shall guide District decentralization:

1. Academic success is paramount;
2. All resources shall be at the schools unless managerial issues such as efficiency dictate otherwise;
3. The District shall pursue a goal of equity in funding;
4. Accountability and resource allocation decisions shall be matched (linked); and
5. Good sense shall guide implementation.

**Purpose and
Strategic Intent**

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

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Goals and Progress Measures

The District's strategic intent shall be to earn so much respect from the citizens of Houston that the District becomes their prekindergarten–grade 12 educational system of choice.

The District has adopted goals and goal progress measures in accordance with the Texas Education Agency (TEA) Lone Star Governance continuous improvement model and the Framework for School Board Development.

Goal 1

The percentage of grade 3 students performing at or above grade level in reading as measured by the Meets Grade Level Standard on the State of Texas Assessments of Academic Readiness (STAAR) will increase 8 percentage points from 42 percent in spring 2019 to 50 percent in spring 2024.

- Goal Progress Measure 1.1

The percentage of grade 1 students reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 63 percent in 2019 to 71 percent in 2024.

- Goal Progress Measure 1.2

The percentage of grade 2 students reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 61 percent in 2019 to 69 percent in 2024.

- Goal Progress Measure 1.3

The percentage of grade 3 students reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 57 percent in 2019 to 65 percent in 2024.

Goal 2

The percentage of grade 3 students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46 percent in spring 2019 to 54 percent in spring 2024.

- Goal Progress Measure 2.1

The percentage of grade 1 students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 64 percent in 2019 to 72 percent in 2024.

- Goal Progress Measure 2.2

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- The percentage of grade 2 students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 62 percent in 2019 to 70 percent in 2024.
- Goal Progress Measure 2.3
The percentage of grade 3 students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 69 percent in 2019 to 77 percent in 2024.
- Goal 3
- The percentage of graduates that meet the criteria for college, career, and military readiness (CCMR) as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63 percent for 2017–2018 graduates to 71 percent for 2022–2023 graduates reported in 2024.
- Goal Progress Measure 3.1
The percentage of students who by the end of grade 11 have demonstrated college readiness by satisfying the Texas Success Initiative (TSI) requirements via SAT, ACT, or Texas Success Initiative Assessment (TSIA) will increase eight percentage points from 24 percent in 2019 to 32 percent in 2024.
 - Goal Progress Measure 3.2
The percentage of students who by the end of grade 11 have demonstrated college readiness via Advanced Placement/International Baccalaureate (AP/IB) examinations, dual credit coursework, or dual-enrollment credit eligibility will increase eight percentage points from 26 percent in 2019 to 34 percent in 2024.
 - Goal Progress Measure 3.3
The percentage of students who by the end of grade 11 have demonstrated career readiness via an industry-based certification will increase 18 percentage points from 0 percent in 2019 to 18 percent in 2024.
- Goal 4
- The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3–8 Reading and STAAR end-of-course (EOC) English I and II assessments will increase 8 percentage points from 21 percent in spring 2019 to 29 percent in spring 2024.
- Goal Progress Measure 4.1

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The percentage of students receiving special education services in second- through fifth-grade reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 14 percent in 2019 to 22 percent in 2024.

- Goal Progress Measure 4.2

The percentage of students receiving special education services in sixth- through eighth-grade reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 7 percent in 2019 to 15 percent in 2024.

- Goal Progress Measure 4.3

The percentage of students receiving special education services enrolled in English I or II reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 5 percent in 2019 to 13 percent in 2024.

**Constraints and
Constraint Progress
Measures**

Board's Constraints
for the Board

The District has adopted constraints and constraint progress measures in accordance with the TEA Lone Star Governance continuous improvement model and the Framework for School Board Development.

Constraint 1

The Board will not conduct its duties without including students, families, teachers, and community members (inclusive of those that speak languages other than English) in a manner that inspires broad community ownership of Board policy.

Constraint 2

The Board will not support recommendations or policy that contribute to historic patterns of disproportionate discipline.

Constraint 3

The Board will not allow five years to pass without an equity audit, a Legislative Budget Board (LBB) review, and a special education (SPED) review.

Constraint 4

The Board will not operate without an annual review of strengths and weaknesses and a plan for team building and Board professional development that includes anti-racist training.

Constraint 5

The Board will spend no less than 50 percent of its meeting time monitoring progress on student outcome goals – starting at zero today and shall be 50 percent by the end of the second quarter of 2022.

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Board's Constraints
for the
Superintendent

Constraint 1

The Superintendent will not allow the District to operate without a system to recruit/employ strong teachers, who meet the needs of students needing the most support.

- Constraint Progress Measure 1.1

The percentage of students receiving special education services served by strong teachers will increase three percentage points from 57 percent during the 2018–2019 school year to 60 percent during the 2023–2024 school year.

- Constraint Progress Measure 1.2

The percentage of English as a Second Language (ESL) students served by strong teachers will increase six percentage points from 49 percent during the 2018–2019 school year to 55 percent during the 2023–2024 school year.

- Constraint Progress Measure 1.3

The gap in retention rates of newly recruited teachers between identified campuses and other HISD campuses will decrease six percentage points from 20 percent during the 2019–2020 school year to 14 percent during the 2023–2024 school year.

Constraint 2

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

- Constraint Progress Measure 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.

- Constraint Progress Measure 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.

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- Constraint Progress Measure 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.

- Constraint Progress Measure 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.

- Constraint Progress Measure 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 during the 2019–2020 school year to 100 percent during the 2023–2024 school year.

Constraint 4

The Superintendent will not allow the District to operate without students receiving special education services meeting individualized education program (IEP) progress.

- Constraint Progress Measure 4.1

The percentage of students with up-to-date IEP progress recorded every six weeks in the IEP system will increase from 0 percent during the 2019–2020 school year to 100 percent during the 2023–2024 school year.

- Constraint Progress Measure 4.2

The percentage of audited IEPs showing standards-based goals shall increase from 0 percent during the 2019–2020 school year to 90 percent during the 2023–2024 school year.

- Constraint Progress Measure 4.3

The percentage of students demonstrating measurable progress for all IEP goals will increase from 0 percent during the 2019–2020 school year to 75 percent during the 2023–2024 school year.

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Constraint 5

The Superintendent shall not allow the District to operate without significantly increasing quality seats for early childhood education including prekindergarten 3, prekindergarten 4, and kindergarten.

- Constraint Progress Measure 5.1

The number of students enrolled in prekindergarten for 3- and 4-year-old students (PK3 and PK4) and kindergarten will increase 11,663 students from 24,837 students in 2020–2021 to 36,500 students in 2023–2024.

- Constraint Progress Measure 5.2

The district student to instructor ratio in prekindergarten will decrease from 15:1 in 2019–2020 to 11:1 or less in 2023–2024.

Core Values

The District's core values are as follows:

- Safety Above All Else.

Safety takes precedence over all else. A safe environment shall be provided for every student and employee.

- Student Learning is the Main Thing.

All decisions and actions, at any level, focus on and support the "main thing," which is effective student learning.

- Focus on Results and Excellence.

Each employee shall focus on results and excellence in individual and organizational efforts.

- Parents are Partners.

Parents are valued partners in the educational process, serving as the child's teacher in the home. All school and District activities shall give proper consideration to the involvement of parents.

- Common Decency.

The District shall be responsive and accountable to the public and its employees. Community members and employees shall receive respectful and courteous treatment.

- Human Capital.

Through recruitment, retention, dismissal, and professional development programs, the District shall work to make sure students are served by the top talent available, from teachers to superintendents.

EDUCATIONAL PHILOSOPHY

AE
(LOCAL)

**Central Office
Accountability
System**

The overall goal of the District's central office accountability system is to provide resources and services to schools in an efficient and timely manner that promotes schools' progress in achieving their educational missions.

Specifically, the objectives of the District central office accountability system are to:

- Establish and monitor progress toward performance indicators for each central office department, including evaluations of each departmental improvement plan goals and objectives;
- Determine which central office departments are meeting the District's objectives through the use of "customer" surveys; and
- Determine whether central office departments that are failing to meet the objectives require assistance, reorganization, and/or replacement.

Effective Date

This policy shall be effective as of the adoption date, ~~September 3~~December 10, 2021.

Office of the Superintendent of Schools
Board of Education Meeting of December 2, 2021

Office of Finance
Glenn Reed, Chief Financial Officer

**SUBJECT: APPROVAL OF PROPOSED DELETION OF BOARD POLICY
CFEA(LOCAL), PAYROLL PROCEDURES: SALARY DEDUCTIONS
AND REDUCTIONS—FIRST READING**

The purpose of this agenda item is to request that the Houston Independent School District (HISD) Board of Education approves the deletion of Board Policy CFEA(LOCAL), *Payroll Procedures: Salary Deductions and Reductions*. This local policy is recommended for deletion in the district's policy manual as several of the items listed as optional deductions are now included as mandatory deductions in the legally referenced policy at this code and are unnecessary to list in local policy. Other employee requests for deductions can be addressed in administrative regulations.

The proposed deletion of Board Policy CFEA(LOCAL), *Payroll Procedures: Salary Deductions and Reductions*, 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 deletion of CFEA(LOCAL), *Payroll Procedures: Salary Deductions and Reductions*, on first reading, effective December 3, 2021.

BOARD POLICY EXPLANATORY SHEET

POLICY CODE	TITLE (SUBJECT)	SUBTITLE
CFEA(LOCAL)	PAYROLL PROCEDURES	SALARY DEDUCTIONS AND REDUCTIONS
INITIATED BY: Texas Association of School Boards (TASB)		
TYPE OF REVISION: Deletion		
APPLICABILITY: This policy update applies to all district personnel.		
BACKGROUND: TASB-recommended changes are based on the following rationale: This local policy addressing salary deductions and reductions is recommended for deletion. Several of the items listed as optional deductions are now included as mandatory deductions in the legally referenced policy at this code and are unnecessary to list in local policy. Other employee requests for deductions can be addressed in administrative regulations.		
OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY: None		
ADMINISTRATIVE PROCEDURES REQUIRED: Administrative regulations will be revised in accordance with changes to policy.		

PAYROLL PROCEDURES
SALARY DEDUCTIONS AND REDUCTIONS

CFEA
(LOCAL)

ADDITIONAL
AMOUNTS

In addition to legally required deductions, the Board approved voluntary deductions [see CFEA(LEGAL)] will be allowed for:

1. Approved insurance programs;
2. United States Savings Bonds;
3. Annuities;
4. Deferred compensation programs (for existing participants only);
5. Other cafeteria plan options; and
6. The First Educators' Credit Union.

Employees may request additional voluntary salary deductions or change the amount(s) of those deductions in accordance with administrative procedures included in the *Finance Procedures Manual*.

EXCESS LEAVE

Deductions shall be made for unauthorized or excessive personal leave or sick leave. [See DEC]

Office of the Superintendent of Schools
Board of Education Meeting of December 2, 2021

Office of Information Technology
Scott Gilhousen, Chief Information Technology Officer

**SUBJECT: APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY
CPC(LOCAL), OFFICE MANAGEMENT: RECORDS MANAGEMENT—
FIRST READING**

The Houston Independent School District (HISD) Board of Education is asked to approve proposed revisions to Board Policy CPC(LOCAL), *Office Management: Records Management*, as recommended by the Texas Association of School Boards and the HISD administration.

The revisions include:

- Adding a definition of local government record;
- Adding sections about the records management officer, records control schedules, website postings, and training for the records management officer and certain other HISD employees; and
- Updating the section about records destruction practices.

A copy of the proposed revisions to Board Policy CPC(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 MODIFY BOARD POLICY.

RECOMMENDED: That the Board of Education accepts the proposed revisions to Board Policy CPC(LOCAL), *Office Management: Records Management*, on first reading, effective December 3, 2021.

BOARD POLICY EXPLANATORY SHEET

POLICY CODE	TITLE (SUBJECT)	SUBTITLE
CPC(LOCAL)	Office Management	Records Management
INITIATED BY: Texas Association of School Boards (TASB); Information Technology		
TYPE OF REVISION: Update		
APPLICABILITY: This policy update applies to all board members and district personnel.		
BACKGROUND: TASB-recommended changes are based on the following rationale: to reflect changes in law and to provide expanded guidance. Recommended updates to the local policy on records management include: <ul style="list-style-type: none"> • Adding a definition of “local government record” • Adding sections on the Local Government Records Act, the records management officer, records control schedules, website postings, and training • Updating the section on records destruction practices • Adding an Effective Date paragraph. 		
OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY: None		
ADMINISTRATIVE PROCEDURES REQUIRED: Administrative regulations will be revised in accordance with changes to policy.		

OFFICE MANAGEMENT
RECORDS MANAGEMENT

CPC
(LOCAL)

- The Superintendent shall oversee the performance of records management functions prescribed by state and federal law:
- ~~Records Management Officer, as prescribed by Local Government Code 203.023~~
- Records Administrator, as prescribed by Local Government Code 176.001 and 176.007 [See BBFA and CHE]
- Officer for Public Information, as prescribed by Government Code 552.201–.2045 [See GBAA]
- Public Information Coordinator, as prescribed by Government Code 552.012 [See BBD]

**Local Government
Records Act**

The term “local government record” shall pertain to all items identified as such by Section 201.003 (8) of the Local Government Records Act.

“Local Government
Record”

Records
Management
Officer

The Board shall designate the position of records management officer as prescribed by Local Government Code 203.025, who shall administer the District’s records management program pertaining to local government records in compliance with the Local Government Records Act.

Notification

The records management officer shall file their name with the Director and Librarian of the Texas State Library and Archives Commission (TSLAC) within 30 days after the date of designation.

Records Control
Schedules

The records management officer shall file with the TSLAC a written declaration that the District has adopted records control schedules that comply with records retention schedules issued by the TSLAC as provided by law.

Website Postings

Website postings that are the only copy of the record that exists must be retained according to the district’s records retention schedule. If the record copy is kept elsewhere (not on the district’s website), then the version posted on the website is a duplicate and does not need to be retained for the full retention period.

**Document Records
Destruction
Practices**

All local government records shall be considered District property and any unauthorized destruction or removal shall be prohibited. The District shall follow its records control schedules, records management program, and all applicable laws regarding document records destruction. However, the District shall preserve documents records, including electronically stored information, and suspend routine record destruction practices as applicable according to where appropriate and in accordance with procedures developed by the records management officer. Such procedures shall

OFFICE MANAGEMENT
RECORDS MANAGEMENT

CPC
(LOCAL)

describe the circumstances under which local government records scheduled for destruction must be retained.; Notification shall be given to appropriate staff when routine record destruction practices must be suspended and when they may be resumed.

1. In the event of pending or reasonably anticipated litigation;
2. In the event of an investigation by a federal agency or department or any bankruptcy case; or
3. In the event of a public information request.

Notification shall be given to appropriate staff of any applicable obligations to suspend routine record destruction practices.

Training

The records management officer shall receive appropriate training regarding the Local Government Records Act and shall ensure that custodians of records, as defined by law, and other applicable District staff are trained on the District's records management program, including this policy and corresponding procedures.

Effective Date

This policy shall be effective as of the adoption date, December 10, 2021.

Office of the Superintendent of Schools
Board of Education Meeting of December 2, 2021

Office of Finance
Glenn Reed, Chief Financial Officer

**SUBJECT: APPROVAL OF PROPOSED DELETION OF BOARD POLICY
CRB(LOCAL), INSURANCE AND ANNUITIES MANAGEMENT:
LIABILITY INSURANCE—FIRST READING**

The purpose of this agenda item is to request that the Houston Independent School District (HISD) Board of Education approves deletion of Board Policy CRB(LOCAL), *Insurance and Annuities Management: Liability Insurance*. This local policy is recommended for deletion in the district's policy manual as these decisions are typically made during the budget process and there is no requirement to reflect these decisions in board policy.

The proposed update to Board Policy CRB(LOCAL), *Insurance and Annuities Management: Liability Insurance*, 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 deletion of CRB(LOCAL), *Insurance and Annuities Management: Liability Insurance*, on first reading, effective December 3, 2021.

BOARD POLICY EXPLANATORY SHEET

POLICY CODE	TITLE (SUBJECT)	SUBTITLE
CRB(LOCAL)	INSURANCE AND ANNUITIES MANAGEMENT	LIABILITY INSURANCE
INITIATED BY: Texas Association of School Boards (TASB)		
TYPE OF REVISION: Deletion		
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 addressing the various types of insurance the district will purchase is recommended for deletion, as these decisions are typically made during the budget process and there is no requirement to reflect these decisions in board policy.		
OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY: None		
ADMINISTRATIVE PROCEDURES REQUIRED: Administrative regulations will be revised in accordance with changes to policy.		

INSURANCE AND ANNUITIES MANAGEMENT
LIABILITY INSURANCE

CRB
(LOCAL)

TRUSTEES

~~The District shall purchase insurance as provided in CRB(LEGAL) to fund the cost of litigation to protect the District and Trustees who are exposed to individual liability by virtue of their official duties. [See CRB(LEGAL)]~~

TORT CLAIMS

~~In addition, the District shall purchase insurance to protect the District and employees from liability under the Tort Claims Act. [See CRB(LEGAL)]~~

Office of the Superintendent of Schools
Board of Education Meeting of December 2, 2021

Office of Business Operations
Wanda Paul, Chief Operating Officer

**SUBJECT: APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY
CV(LOCAL), FACILITIES CONSTRUCTION—FIRST READING**

The purpose of this agenda item is to request that the Houston Independent School District (HISD) Board of Education approves proposed revisions to Board Policy CV(LOCAL), *Facilities Construction*, as recommended by the Texas Association of School Boards and the HISD administration.

This update to CV(LOCAL) addresses delegation to the superintendent for emergency contracting. In order to align with Board Policy CH(LOCAL), *Purchasing and Acquisition*, it is recommended to delete the emergency contracting provision in CV(LOCAL), which is limited to construction contracts. The broader delegation outlined in CH(LOCAL) addresses all emergency purchases and/or repairs, including equipment and facilities- and construction-related purchases/repairs, and will provide additional flexibility.

A copy of the revised Board Policy CV(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 NOT REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the Board of Education accepts the proposed revisions to Board Policy CV(LOCAL), *Facilities Construction*, on first reading, effective December 3, 2021.

FACILITIES CONSTRUCTION

CV
(LOCAL)

Compliance with Law

The Superintendent shall be responsible for establishing procedures that ensure that all school facilities within the District comply with applicable laws and local building codes.

Professional Services

The administration shall recommend employment of such professional services as needed for architectural and engineering design and appraisals, soil analyses, construction testing services, planning, and for other specific job requirements. Fees shall be established at the time of employment and shall be no more than the prevailing rate for such services.

Emergency Repairs

~~The Board delegates to the Superintendent authority for approving emergency repairs of equipment provided that any such items are presented to the Board at its next meeting for ratification. [See CH(LEGAL) and (LOCAL)]~~

Construction Contracts

For each construction contract valued at or above \$50,000, the Superintendent shall recommend to the Board the project delivery/contract award method that ~~he or she~~they determines provides the best value to the District. [See CV series generally and CBB(LEGAL) for requirements if federal funds are involved; see also CH(LEGAL) and (LOCAL) and CV series]

The Board may approve one or more general construction delivery methods for all projects subject to approval of alternate methods for individual projects.

For construction valued at or above \$50,000, the Superintendent shall submit the required contracts to the Board for approval. Lesser expenditures for construction and construction-related materials or services shall be at the discretion of the Superintendent and consistent with law and policy. [See CH(LEGAL) and (LOCAL) and CBB(LEGAL)]

The Board may approve one or more general construction delivery methods for all projects subject to approval of alternate methods for individual projects.

Note: For provisions regarding delegation of authority for construction contracts in the event of a catastrophe, emergency, or natural disaster affecting the District, see CH(LOCAL).

Project Administration

All construction projects shall be administered by the Superintendent or designee.

The Superintendent shall keep the Board informed concerning construction projects and also shall provide information to the general public. [See CH series]

FACILITIES CONSTRUCTION

CV
(LOCAL)

Change Orders

Change orders allowances shall be approved by the Board or its designee prior to any changes being made in the approved plans or the actual construction of the facility.

Final Payment

Final payments for construction work and/or the supervision of such work in the District shall not be made until the work has been completed and accepted by the Officer, Construction and Facility Services or designee, and all releases of liens have been provided confirming payment to subcontractors.

Bond Oversight Committee

The Bond Oversight Committee encourages greater accountability, transparency, public support, and confidence in the effective and efficient use of bond proceeds. The committee's charge, as outlined in the committee charter [see CV5(REGULATION)], is to monitor all applicable bond-funded construction projects and help interested Houstonians stay informed about new construction and renovation projects in the District.

Effective Date

This policy shall be effective as of the adoption date, ~~December 11, 2015~~ December 10, 2021.

Office of the Superintendent of Schools
Board of Education Meeting of December 2, 2021

Office of Talent
Rick Cruz, Deputy Superintendent

SUBJECT: APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY DED(LOCAL), COMPENSATION AND BENEFITS: VACATIONS AND HOLIDAYS—FIRST READING

The purpose of this agenda item is to request that the Houston Independent School District (HISD) Board of Education approves proposed revisions to Board Policy DED(LOCAL), *Compensation and Benefits: Vacations and Holidays*, recommended by the Texas Association of School Boards (TASB) and the HISD administration.

Updates are also recommended to clarify the number of vacation days employees are able to carry over and to grant the superintendent authority to negotiate the accrual of up to 10 additional vacation days per year.

The proposed update to Board Policy DED(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 Board Policy DED(LOCAL), *Compensation and Benefits: Vacations and Holidays*, on first reading, effective December 3, 2021.

BOARD POLICY EXPLANATORY SHEET

POLICY CODE	TITLE (SUBJECT)	SUBTITLE
DED(LOCAL)	Compensation and Benefits	Vacations and Holidays
INITIATED BY: Office of Talent		
TYPE OF REVISION: Update		
RATIONALE: <p>The purpose of this agenda item is to adopt recommendations from the Texas Association of School Boards (TASB) and the district administration as they relate to the clarification of the number of vacation carryover days and the superintendent's authority to negotiate the accrual of up to 10 additional vacation days per year.</p>		
OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY: None		
ADMINISTRATIVE PROCEDURES REQUIRED: Administrative regulations will be revised in accordance with changes to policy. This item requires consultation.		

COMPENSATION AND BENEFITS
VACATIONS AND HOLIDAYS

DED
(LOCAL)

Vacation Days
— 12-Month
Employees Only

Eligible employees in positions normally requiring 12 months of service annually shall receive paid vacation days in accordance with administrative regulations that address the following:

1. Eligibility criteria;
2. Accrual rates and availability;
3. Request and approval processes;
4. Accumulation and carryover limits; and
5. Treatment of vacation days upon separation from service.

The District shall provide paid vacation time for all employees in 12-month full-time assignments:

1. During the first year of employment, employee vacation time shall accrue at 5/6 of a day for each month worked, up to ten days.
2. After the first year of employment, vacation shall accrue as follows:

1–9 years of continuous service	2 weeks (10 days)
10–18 years of continuous service	3 weeks (15 days)
19 years or more of continuous service	4 weeks (20 days)

Employees shall be expected to use vacation days in the year in which they are earned. Employees may accumulate and carry over vacation days for a total maximum of 50 days at the close of the school year. Unused vacation days in excess of the maximum will be lost. Time of vacation shall be subject to approval of the immediate supervisor.

Exceptions

1. The Board extends to the Superintendent authority to allow all eligible employees the opportunity to carry vacation over the maximum, up to 50 days.
2. The Board extends to the Superintendent authority to negotiate the accrual of up to ten additional vacation days per year, not to exceed a total of 20 vacation days in any given year. Carryover provisions articulated above shall apply. This authority shall be limited to employment negotiations with staff members who report directly to the Superintendent and shall be exercised only during negotiation of such an individual's employment contract.

COMPENSATION AND BENEFITS
VACATIONS AND HOLIDAYS

DED
(LOCAL)

Effective Date

This policy shall be effective as of the adoption date, December 10, 2021.

Office of the Superintendent of Schools
Board of Education Meeting of December 2, 2021

Office of Academics
Rick Cruz, Deputy Superintendent

**SUBJECT: APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY
EHBAF(LOCAL), SPECIAL EDUCATION: VIDEO/AUDIO
MONITORING—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 EHBAF(LOCAL), *Special Education: Video/Audio Monitoring*, as recommended by the Texas Association of School Boards (TASB).

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports district goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3–8 Reading and STAAR end-of-course (EOC) English I and II assessments will increase 8 percentage points from 21 percent in spring 2019 to 29 percent in spring 2024, and is aligned to Core Initiative 5: Culture of Trust through Action.

THIS ITEM DOES REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the Board of Education accepts the proposed revisions to EHBAF(LOCAL), *Special Education: Video/Audio Monitoring*, on first reading, effective December 3, 2021.

BOARD POLICY EXPLANATORY SHEET

POLICY CODE	TITLE (SUBJECT)	SUBTITLE
EHBAF(LOCAL)	Special Education	Video/Audio Monitoring
INITIATED BY: Texas Association of School Boards (TASB)		
TYPE OF REVISION: Update		
APPLICABILITY: This policy update applies to all board members, district personnel, students, and students' parents and guardians.		
BACKGROUND: <p>This local policy on video and audio monitoring of special-education classrooms and other settings has been extensively revised in accordance with Senate Bill (SB) 1398 to include:</p> <ul style="list-style-type: none"> • The identification of the superintendent as the administrator responsible for coordinating the provision of equipment to campuses; • New provisions regarding when a parent may request that a video camera be placed in a classroom for the following year; • For current-year requests, reference to the specific procedures in law that must be followed; • The new requirement that the district must provide a response to a request within seven business days; • Reference to the time frames in law for installation and operation of a video camera and details on when operation of a camera may be discontinued during the school year; • Additional details on retention and confidentiality of recordings; and • A new provision referring to an appeal to the commissioner of education. 		
OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY: None		
ADMINISTRATIVE PROCEDURES REQUIRED: Administrative regulations will be revised in accordance with changes to policy.		

SPECIAL EDUCATION
VIDEO/AUDIO MONITORING

EHBAF
(LOCAL)

Note: Unless otherwise noted, the terms “video recording,” “video surveillance,” and “video monitoring” shall also include any associated audio recordings. In addition, the term “classroom” shall also include other special education settings subject to video and audio recording required by law.

To promote student safety, the District shall comply with requests for video and audio monitoring of certain self-contained special education classrooms and settings as required by law to promote student safety in those settings. Regular or continual monitoring of video recordings shall be prohibited. Video recordings shall not be used for teacher evaluation or monitoring or for any purpose other than the promotion of student safety.

The Executive Director of the Office of Special Education or other person designated by the Superintendent is responsible for coordinating the provision of equipment to campuses in compliance with the law.

The Superintendent shall ensure that administrative regulations are developed to implement this policy.

Requests and Notice
For Following Year

A parent, Trustee, or staff member making a request of a student receiving special education services and whose placement for the following school year will be in a self-contained classroom eligible for video surveillance under this policy shall submit the request in writing that a video camera be placed in the classroom by the end of the current school year or by the tenth business day after the student’s admission, review, and dismissal (ARD) committee determines the student’s placement, whichever is later. If such a request is made, the campus shall begin operation of the camera by the deadlines in law.

For Current Year

Written requests from a parent, assistant principal on a form provided by the District, and the principal, staff member, or the Board shall be submitted and processed in accordance with the procedures in law.

Response

As required by law, the District shall provide a response to the requestor within ten District not later than the seventh business days after receipt of the request and either authorize the request or state the reason for denying the request.

Notice

Before a camera is activated, the principal shall provide advance written notice to staff on the campus and to parents of the students assigned to or engaging in school activities in the classroom or setting that video and audio surveillance will be conducted in the

SPECIAL EDUCATION
VIDEO/AUDIO MONITORING

EHBAF
(LOCAL)

**Installation and
Operation**

~~classroom or setting. The Superintendent shall develop administrative regulations as necessary to implement these request, response, and notice provisions.~~

The classroom subject to the request shall begin operation of video surveillance not later than the time frames required in law, except when the District is granted an extension of time.

When the District has installed video cameras in a classroom ~~or other setting~~ as required by law, the District shall operate the cameras during the instructional day at all times when one or more students are in the classroom ~~or other setting~~. For purposes of this policy, the instructional day shall be defined as the portion of a school day during which instruction is taking place in the classroom ~~or other setting~~.

For the school year in which a campus receives a request for video and audio surveillance, the~~A~~ campus shall continue to operate and maintain any video cameras placed in the classroom ~~or other setting~~ for as long as the classroom ~~or other setting~~ continues to satisfy the requirements in Education Code 29.022(a). However, the campus may discontinue operation of the video camera during the year if the requester withdraws the request in writing and no request is submitted to continue the surveillance. Before a camera is deactivated, the principal shall provide advance written notice to staff on the campus and to parents of the students assigned to or engaging in school activities in the classroom that video and audio surveillance will be discontinued in the classroom and of the opportunity to request continued video and audio surveillance.

Video cameras must be capable of recording video and audio of all areas of the classroom ~~or setting~~, including a room attached to the classroom used for time out as defined by law. No visual monitoring, other than incidental coverage, except that no video surveillance shall be conducted of the inside of a bathroom or other area used for toileting or diapering a student or removing or changing a student's clothes.

The District shall post notice at the entrance to a classroom ~~or other setting~~ in which video cameras are placed stating that video and audio surveillance is conducted in that classroom ~~or setting~~.

**Retention of
Recordings**

Video recordings shall be retained for at least ~~six~~ three months after the date of the recording but may be retained for a longer period in accordance with the District's records management program or as required by law. [See CPC]

**Confidentiality of
Recordings**

Video recordings made in accordance with this policy shall be confidential and shall only be ~~accessed~~ released or viewed by the

SPECIAL EDUCATION
VIDEO/AUDIO MONITORING

EHBAF
(LOCAL)

individuals and in the limited circumstances permitted by law. Contractors and District personnel with job duties related to the installation, operation, or maintenance of video equipment, or the retention of video recordings, who incidentally view recordings when performing regular job duties such as ensuring the proper functioning of the equipment or pulling specific footage shall not be considered in violation of the confidentiality provisions. The following individuals shall have authority to view video recordings to the extent permitted by the Family Educational Rights and Privacy Act (FERPA):

1. A District employee or a parent of a student who is involved in an alleged incident documented by a recording for which a complaint has been and reported to the District;
2. Appropriate Department of Family and Protective Services (DFPS) personnel as part of an investigation of alleged abuse or neglect of a child;
3. A peace officer, school nurse, District administrator trained in de-escalation and restraint techniques, or human resource Talent Office staff member in response to a complaint report of an alleged incident or an investigation of an incident employee or a report of alleged abuse committed by a student; and
4. Appropriate Texas Education Agency or State Board for Educator Certification personnel or their agents as part of an investigation.

For purposes of this policy, the term "human resource Talent Office staff member" shall include the Superintendent, a principal, an assistant principal or other campus administrator, and any supervisory position within the District's human resources Talent Office, as approved by the Chief Talent Officer. If an individual listed in items 2 through 4 above believes that a recording shows a violation of District policy or campus procedures, the individual may allow access to the recording by appropriate legal and human resources Talent Office personnel designated by the District for the purpose of determining whether a policy or procedure has been violated.

Any person who suspects that child abuse or neglect has occurred shall report this suspicion as required by law and District policy. [See FFG]

**Reporting an
Incident**

A person alleging that an incident, as defined by law, has occurred in a classroom or other setting in which video surveillance is conducted shall file a report on the form provided by the District with the principal as soon as possible after the person suspects the

SPECIAL EDUCATION
VIDEO/AUDIO MONITORING

EHBAF
(LOCAL)

alleged incident. If possible, an incident report form shall be filed within 48 hours of the facts giving rise to the allegation. The principal shall promptly view, or direct an authorized individual to view, the video surveillance footage to identify the relevant portion of the recording. No later than ten District business days after the report is filed, the principal or designee shall respond by notifying the person whether the alleged incident was recorded in the District's video surveillance footage and shall initiate other steps as required by law, District policy, or local procedures.

Complaints

Complaints related to video and audio recordings under this policy shall be filed in accordance with DGBA, FNG, or GF, as applicable. A complainant who is dissatisfied with the outcome of the District's complaint process may appeal in writing to the commissioner of education in accordance with Education Code 7.057 and 19 Administrative Code 103.1303. A parent, staff member, or District administrator may request an expedited review in accordance with 19 Administrative Code 103.1303.

Effective Date

This policy shall be effective as of the adoption date: October 14, 2016. December 10, 2021.

Office of the Superintendent of Schools
Board of Education Meeting of December 2, 2021

Office of the Deputy Superintendent
Rick Cruz, Deputy Superintendent

**SUBJECT: APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY
EI(LOCAL), ACADEMIC ACHIEVEMENT—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 EI(LOCAL), *Academic Achievement*, as recommended by the Texas Association of School Boards (TASB).

The proposed Board Policy EI(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 MODIFY BOARD POLICY.

RECOMMENDED: That the Board of Education accepts the proposed revisions to EI(LOCAL), *Academic Achievement*, on first reading, effective December 3, 2021.

BOARD POLICY EXPLANATORY SHEET

POLICY CODE	TITLE (SUBJECT)	SUBTITLE
El(Local)	Academic Achievement	
INITIATED BY: Texas Association of School Boards (TASB)		
TYPE OF REVISION: Update		
APPLICABILITY: This policy update applies to all board members, district personnel, students, and students' parents and guardians.		
BACKGROUND: <p>Provisions on partial credit have been updated to reflect revised Texas Administrative Code rules, which changed terminology regarding awarding of credit proportionately when a student receives a passing grade in "half" of a course, rather than per "semester."</p> <p>To provide flexibility, TASB recommends deletion of the statement that a student shall be required to retake only the portion of the course with a failing grade. The ways a student can earn credit for the failed part of a course can include various methods other than retaking the failed portion, and board policy is not required to specify which method may be used.</p>		
OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY: None		

ACADEMIC ACHIEVEMENT

EI
(LOCAL)

**Certificate of
Coursework
Completion**

The District shall issue a certificate of coursework completion to a student who has successfully completed state and local credit requirements for graduation but has failed to meet all applicable state testing requirements. [See EIF, FMH]

Partial Credit

When a student earns a passing grade in only ~~one semester~~ half of a ~~two semester~~ course and the combined grade for ~~the two semesters~~ both halves is lower than 70, the District shall award the student credit for the semester half with the passing grade. ~~The student shall be required to retake only the semester in which he or she earned the failing grade.~~

**Withdrawal or Late
Enrollment**

A migrant or homeless student who enrolls after the first day of instruction or who withdraws early shall be provided opportunities to achieve mastery of the essential knowledge and skills to meet course requirements. Teachers and counselors shall consider the student's particular circumstances in determining appropriate opportunities, which may include, but are not limited to:

1. Individualized work.
2. Tutorial sessions.
3. Testing to verify mastery of the essential knowledge and skills.
4. Early final examinations.

Effective Date

This policy shall be effective as of the adoption date, December 10, 2021.

Office of the Superintendent of Schools
Board of Education Meeting of December 2, 2021

Office of Talent
Rick Cruz, Deputy Superintendent

**SUBJECT: APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY
FNG(LOCAL), STUDENT RIGHTS AND RESPONSIBILITIES: STUDENT
AND PARENT COMPLAINTS/GRIEVANCES—FIRST READING**

The purpose of this agenda item is to request that the Houston Independent School District (HISD) Board of Education approves proposed revisions to Board Policy FNG(LOCAL), *Student Rights and Responsibilities: Student and Parent Complaints/Grievances*, recommended by the Texas Association of School Boards (TASB) and the HISD administration.

The proposed update to Board Policy FNG(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 Board Policy FNG(LOCAL), *Student Rights and Responsibilities: Student and Parent Complaints/Grievances*, on first reading, effective December 3, 2021.

BOARD POLICY EXPLANATORY SHEET

POLICY CODE	TITLE (SUBJECT)	SUBTITLE
FNG(LOCAL)	Student Rights and Responsibilities	Student and Parent Complaints/Grievances
INITIATED BY: Office of Talent		
TYPE OF REVISION: Update		
<p>RATIONALE:</p> <p>The purpose of this agenda item is to adopt recommendations from the Texas Association of School Boards (TASB) and the HISD Administration as they relate to Student and Parent Complaints/Grievances. Revisions include:</p> <ul style="list-style-type: none"> Aligning the language as it relates to “days” between Board Policy FNG(LOCAL) and GF(LOCAL) to reflect district business days. Clarifying the definition of discrimination to ensure FNG(LOCAL) aligns with the district’s student anti-discrimination statement. The addition of “Refusal of Entry to or Ejection from District Property” section to align with the Texas Administrative Code. Clarifying that engaging in the informal resolution process will not extend deadlines set forth in FNG(LOCAL), unless by mutual written consent. Expanding the scheduling conferences section to include the allowance of a representative to appear in place of the student or parent, with written approval from the hearing officer. Removing language of “holding” a conference within the specified timeframe and replacing with “scheduling.” 		
OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY: None		
<p>ADMINISTRATIVE PROCEDURES REQUIRED: Administrative regulations will be revised in accordance with changes to policy. This item requires consultation.</p>		

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

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Definitions

Days

For purposes of this policy, “days” shall mean ~~calendar district business~~ days unless otherwise noted in this policy. In calculating time-lines under this policy, the day a document is filed is “day zero.” The following calendar day is “day one.”

Superintendent

For the purposes of this policy, “Superintendent” shall mean the Superintendent or ~~his or her~~ their designee.

Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint Processes

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

1. Complaints alleging discrimination or harassment based on ~~age, race, color, religion, sex, gender, ancestry,~~ national origin, ~~age, sex, handicap or disability, ancestry,~~ marital status, ~~religion,~~ veteran status, political affiliation, sexual orientation, gender identity, and/or gender expression, or any other basis prohibited by law, that adversely affects the student [see FFH] shall be submitted in accordance with FFH.
2. Complaints concerning dating violence shall be submitted in accordance with FFH.
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with FFH.
4. Complaints concerning cyberbullying, bullying, or retaliation related to bullying shall be submitted in accordance with FFI.
5. Complaints concerning ~~loss of~~ failure to award credit or a final grade on the basis of attendance shall be submitted in accordance with FEC.
6. Complaints concerning removal to a disciplinary alternative education program (DAEP) shall be submitted in accordance with FOC and the Code of Student Conduct.
7. Complaints concerning expulsion shall be submitted in accordance with FOD and the Code of Student Conduct.
8. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB.

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9. Complaints concerning identification, evaluation, or educational placement of a student with a disability within the scope of Section 504 shall be submitted in accordance with FB and the procedural safeguards handbook.
10. Complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability within the scope of the Individuals with Disabilities Education Act (IDEA) shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.
11. Complaints concerning instructional materials shall be submitted in accordance with EFA.
12. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with CKE.
13. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.
14. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.

**Refusal of Entry to
or Ejection from
District Property**

Complaints to appeal refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

**Notice to Students
and Parents**

The District shall inform students and parents of this policy through appropriate District publications.

Guiding Principles
Informal Process

The Board encourages students and parents to discuss their concerns and complaints through informal conferences with the appropriate teacher, principal, or other campus administrator who has the authority to address the concerns. ~~with the appropriate teacher, principal, or other campus administrator.~~

Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

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

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Formal Process	<p>If an informal conference regarding a complaint fails to reach the outcome requested by the student or parent, the A student or parent may initiate the formal process described below by timely filing a written complaint form.</p> <p>Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.</p> <p>The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any level.</p>
Freedom from Retaliation	<p>Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.</p>
General Provisions	
Filing	<p>Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including e-mail and fax, or by fax, or U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communicationFax filings shall be timely filed if they are received on or before the close of business on the deadline, as indicated by the date/time shown on the electronic communicationfax copy. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.</p>
Scheduling Conferences	<p>The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. The student or parent is expected to participate in each phase of the complaint process. If the student and parent are unable to attend a conference, they must seek prior written approval from the hearing officer to allow a representative to appear at the conference in their place or to seek a postponement of the hearing. Failure to obtain prior written approval shall result in dismissal of the dispute.</p>
Withdrawal	<p>A grievant may withdraw a dispute at any time. Once withdrawn, a dispute may not be reopened.</p> <p>Unless modified by written mutual consent, a dispute shall be deemed withdrawn if a grievant fails to pursue the dispute or otherwise is deemed to be unreasonably protracting the process, including failure to attend a scheduled Level One or Level Two conference or Level Three hearing. Once withdrawn, a dispute cannot be reopened.</p>

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Response	At Levels One and Two, “response” shall mean a written communication to the student or parent from the appropriate administrator. Responses may be hand-delivered or sent by U.S. Mail to the student’s or parent’s mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.
Days	“Days” shall mean District business days. In calculating time lines under this policy, the day a document is filed is “day zero.” The following business day is “day one.”
Representative	<p>“Representative” shall mean any person who or organization that is designated by the student or parent to represent the student or parent in the complaint process. A student may be represented by an adult at any level of the complaint.</p> <p>The student or parent may designate a representative through written notice to the District at any level of this process. If the student or parent designates a representative with fewer than three days’ notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District’s counsel. The District may be represented by counsel at any level of the process.</p>
Consolidating Complaints	Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student or parent shall not bring separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.
Untimely Filings	<p>All time limits shall be strictly followed unless modified by mutual written consent.</p> <p>If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.</p>
Withdrawal	<p>A grievant may withdraw a dispute at any time. Once withdrawn, a dispute may not be reopened.</p> <p>Unless modified by written mutual consent, a dispute shall be deemed withdrawn if a grievant fails to pursue the dispute or otherwise is deemed to be unreasonably protracting the process, including failure to attend a scheduled Level One or Level Two conference or Level Three hearing. Once withdrawn, a dispute cannot be reopened.</p>

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

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

Level One

Complaint forms must be filed:

1. Within 15 days of the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

In most circumstances, students and parents shall file Level One complaints with the campus principal.

If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and hold schedule a conference with the student or parent within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, tThe administrator shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider in-

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formation provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

Level Two

If the student or parent did not receive the relief requested at Level One or if the time for a response has expired, the student or parent may request a conference with the Superintendent or designee to appeal the Level One decision.

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

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

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the student or parent at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall initiate the Level Two hearing scheduling process by contacting both parties hold a conference within ten days after the appeal notice is filed to determine availability and a mutually agreed upon date and time for the hearing. The conference shall be limited to the issues raised in the FNG Dispute Resolution Form and documents presented by the student or parent at the Level One conference and identified in the Level Two appeal notice. At the conference, the student or parent may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The conference is not an evidentiary or due process hearing. There shall be no cross-examination of witnesses. The student or parent shall be allotted a specific amount of time to present his or her ~~their~~ concerns. The student or parent may also present witnesses and may submit any available documentation. The administration shall

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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 Superintendent or designee within the time restrictions set by the Superintendent or designee.~~

The Superintendent or designee shall provide the student or parent a written response within ten days following the ~~conference~~ Superintendent or designee's receipt of the court reporter's transcript of the Level Two hearing, unless otherwise mutually agreed upon between the parties and the hearing officer. The written response shall set forth the basis of the decision. In reaching a decision, the Superintendent or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint. In the event the Level Two hearing officer's decision is adverse to the administration, the administration may appeal the decision to Level Three.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

It is expected for the grievant to participate in each phase of the dispute resolution process. Therefore, if the grievant is unable to attend a conference, the grievant must seek prior written approval from the hearing officer to allow a representative to appear at the conference in the grievant's place or to seek a postponement of the hearing. Failure to obtain prior written approval will result in dismissal of the dispute.

Level Three

If the student or parent did not receive the relief requested at Level Two or if the time for a response has expired, the student or parent may appeal the decision to the Board.

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

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

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The Superintendent or designee shall provide the Board the record of the Level Two appeal. The student or parent may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the administration in reaching the Level Two decision.

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

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

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

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

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

Effective Date

This policy shall be effective as of the adoption date, December 10, 2021.

DATE ISSUED: 10/22/2018
LDU 2018.08
FNG(LOCAL)-X

ADOPTED:

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Office of the Superintendent of Schools
Board of Education Meeting of December 2, 2021

Office of Talent
Rick Cruz, Deputy Superintendent

**SUBJECT: APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY
GF(LOCAL), PUBLIC COMPLAINTS—FIRST READING**

The purpose of this agenda item is to request that the Houston Independent School District (HISD) Board of Education approves proposed revisions to Board Policy GF(LOCAL), *Public Complaints*, recommended by the Texas Association of School Boards (TASB) and the HISD administration.

The proposed update to Board Policy GF(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 Board Policy GF(LOCAL), *Public Complaints*, on first reading, effective December 3, 2021.

BOARD POLICY EXPLANATORY SHEET

POLICY CODE	TITLE (SUBJECT)	SUBTITLE
GF(LOCAL)	Public Complaints	
INITIATED BY: Office of Talent		
TYPE OF REVISION: Update		
RATIONALE: <p>The purpose of this agenda item is to adopt recommendations from the Texas Association of School Boards (TASB) and the HISD administration as they relate to Public Complaints. Revisions include:</p> <ul style="list-style-type: none"> • Aligning the language as it relates to “days” between Board Policy FNG(LOCAL) and GF(LOCAL) to reflect district business days. • The addition of “Refusal of Entry to or Ejection from District Property” section to align with the Texas Administrative Code. • Clarifying that engaging in the informal resolution process will not extend deadlines set forth in GF(LOCAL), unless by mutual written consent. • Expanding the scheduling conferences section to include the allowance of a representative to appear in place of the grievant, with written approval from the hearing officer. • Removing language of “holding” a conference within the specified timeframe and replacing with “scheduling.” 		
OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY: None		
ADMINISTRATIVE PROCEDURES REQUIRED: Administrative regulations will be revised in accordance with changes to policy. This item requires consultation.		

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(LOCAL)

Definitions

Days

For purposes of this policy, "days" shall mean district business days unless otherwise noted in this policy. In calculating timelines under this policy, the day a document is filed is "day zero." The following calendar day is "day one."

Superintendent

For the purposes of this policy, "Superintendent" shall mean the Superintendent or his or her designee.

Complaints

In this policy, the terms "complaint" and "grievance" shall have the same meaning.

Other Complaint Processes

Complaints by members of the public 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 GF after the relevant complaint process.

1. Complaints concerning instructional materials shall be filed in accordance with EFA.
2. Complaints concerning a commissioned peace officer who is an employee of the District shall be filed in accordance with CKE.

Refusal of Entry to or Ejection from District Property

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Guiding Principles

Informal Process

The Board encourages the public to discuss concerns and complaints ~~through informal conferences~~ with the appropriate administrator who has the authority to address the concerns.

Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Formal Process

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

~~If an informal conference regarding a complaint fails to reach the outcome requested by a~~ An individual, ~~he or she~~ may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, individuals are encouraged to seek informal resolution of their concerns. An individual whose concerns are resolved may withdraw a formal complaint at any time.

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The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any level.

**Freedom From
Retaliation**

Neither the Board nor any District employee shall unlawfully retaliate against any individual for bringing a concern or complaint.

General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic information, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. ~~Fax filings~~ submitted by electronic communication shall be timely filed if they are received on or before the close of business on the deadline, as indicated by the date/time shown on the ~~fax copy~~ electronic communication. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

Scheduling
Conferences

The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. The grievant is expected to participate in each phase of the complaint process. If the grievant is unable to attend a conference, they must seek prior written approval from the hearing officer to allow a representative to appear at the conference in their place or to seek a postponement of the hearing. Failure to obtain prior written approval shall result in dismissal of the dispute.

Withdrawal

A grievant 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 a grievant fails to pursue the dispute or otherwise is deemed to be unreasonably protracting the process, including failure to attend a scheduled Level One or Level Two conference or Level Three hearing. Once withdrawn, a dispute cannot be reopened.

Response

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

Days

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

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Representative	<p>“Representative” shall mean any person who or organization that is designated by an individual to represent the individual in the complaint process.</p> <p>The individual may designate a representative through written notice to the District at any level of this process. If the individual designates a representative with fewer than three days’ notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District’s counsel. The District may be represented by counsel at any level of the process.</p>
Consolidating Complaints	<p>Complaints arising out of an event or a series of related events shall be addressed in one complaint. An individual shall not bring separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.</p>
Untimely Filings	<p>All time limits shall be strictly followed unless modified by mutual written consent.</p> <p>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.</p>
Withdrawal	<p>A grievant may withdraw a dispute at any time. Once withdrawn, a dispute may not be reopened.</p> <p>Unless modified by written mutual consent, a dispute shall be deemed withdrawn if a grievant fails to pursue the dispute or otherwise is deemed to be unreasonably protracting the process, including failure to attend a scheduled Level One or Level Two conference or Level Three hearing. Once withdrawn, a dispute cannot be reopened.</p>
Costs Incurred	<p>Each party shall pay its own costs incurred in the course of the complaint.</p>
Complaint <u>and</u> <u>Appeal</u> Forms	<p>Complaints <u>and appeals</u> under this policy shall be submitted in writing on a form provided by the District.</p> <p>Copies of any documents that support the complaint should be attached to the complaint form. If the individual does not have copies of these documents, they may be presented at the Level One conference. After the Level One conference, no new documents may</p>

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be submitted by the individual unless the individual did not know the documents existed before the Level One conference.

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

Level One

Complaint forms must be filed:

1. Within 15 days of the date the individual first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and ~~hold schedule~~ a conference with the individual within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

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

Level Two

If the individual did not receive the relief requested at Level One or if the time for a response has expired, ~~he or she~~ they may request a conference with the Superintendent or designee to appeal the Level One decision.

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

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

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the individual at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall ~~hold a conference to initiate the Level Two hearing scheduling process by contacting both parties within ten days after the appeal notice is filed to determine availability and a mutually agreed upon date and time for the hearing.~~ The conference shall be limited to the issues raised in the GF Dispute Resolution form and documents presented by the individual at the Level One and identified in the Level Two appeal notice ~~conference~~. At the conference, the individual may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The conference is not an evidentiary or due process hearing. ~~There shall be no cross-examination of witnesses.~~ The individual shall be allotted a specific amount of time to present ~~his or her~~ their concerns. The individual 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 Superintendent or designee within the time restrictions set by the Superintendent or designee.~~

The Superintendent or designee shall provide the individual a written response within ten days following the ~~conference~~ Superintendent or designee's receipt of the court reporter's transcript of the Level Two hearing, unless otherwise mutually agreed upon between the parties and the hearing officer. The written response shall set forth the basis of the decision. In reaching a decision, the Superintendent or designee may consider the Level One record,

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information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint. In the event the Level Two hearing officer's decision is adverse to the administration, the administration may appeal the decision to Level Three.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

The grievant is expected to participate in each phase of the dispute resolution process. Therefore, if the grievant fails to attend a conference or hearing, the District will deem the failure to appear a withdrawal of the grievance.

Level Three

If the individual did not receive the relief requested at Level Two or if the time for a response has expired, ~~he or she~~ they may appeal the decision to the Board.

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

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

The 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 Superintendent or designee shall provide the Board the record of the Level Two appeal. The individual may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the administration in reaching the Level Two decision.

The appeal shall be limited to the issues and documents considered at Level Two, except if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the individual notice of the nature of the evidence at least three days before the hearing.

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GF
(LOCAL)

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

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

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

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

Effective Date

This policy shall be effective as of the adoption date, December 10, 2021.

Office of the Superintendent of Schools
Board of Education Meeting of December 2, 2021

Office of Communications
Silvia Trinh, Chief of Staff

**SUBJECT: APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY
GKB(LOCAL), COMMUNITY RELATIONS: ADVERTISING AND
FUNDRAISING—FIRST READING**

The purpose of this agenda item is to obtain Houston Independent School District (HISD) Board of Education approval of changes to GKB(LOCAL), *Community Relations: Advertising and Fundraising*, as recommended by the Texas Association of School Boards (TASB) and HISD administration.

The TASB-recommended change is to add the section *Sponsorships and Donations*, which clarifies that a district's acknowledgment of sponsorships and donations may be through whatever means the district deems appropriate, and the district retains full editorial control, even if donors may suggest text for the acknowledgment.

The HISD administration recommends adding a statement of the policy's effective date.

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 GKB(LOCAL), *Community Relations: Advertising and Fundraising*, on first reading, effective December 3, 2021.

BOARD POLICY EXPLANATORY SHEET

POLICY CODE	TITLE (SUBJECT)	SUBTITLE
GKB(LOCAL)	Community Relations	Advertising and Fundraising
INITIATED BY: Texas Association of School Boards (TASB)		
TYPE OF REVISION: Update		
APPLICABILITY: This policy update applies to all district community members.		
BACKGROUND: TASB-recommended changes are based on the following rationale: <ul style="list-style-type: none"> • New provisions are recommended to clarify that a district's acknowledgment of sponsorships and donations may be through whatever means the district deems appropriate and the district retains full editorial control, even if donors may suggest text for the acknowledgment. • No other changes have been made to the district's unique provisions throughout the remainder of this policy. The district administration recommends adding a statement of the policy's effective date.		
OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY: None		
ADMINISTRATIVE PROCEDURES REQUIRED: Administrative regulations will be revised in accordance with changes to policy.		

COMMUNITY RELATIONS
ADVERTISING AND FUND RAISING IN THE SCHOOLS

GKB
(LOCAL)

**Political / Sectarian
Groups**

Except as provided in this policy, school facilities shall not be used to advertise, promote, sell tickets, or collect funds for any organization or program defined as political or sectarian in nature without prior approval of the Superintendent or designee.

Criteria for Approval

In granting approval under this policy, the Superintendent or designee shall reject any proposals or materials that are reasonably foreseeable to be disruptive, libelous, obscene, inflammatory, sexually inappropriate for the age of the audience, or that endorse actions endangering the health or safety of students. The Superintendent or designee shall grant or reject the request within five school days, and decisions may be appealed to the Board.

Advertising

Advertising, with the approval of the Superintendent or designee, shall be permitted on book covers, school calendars, and similar materials provided by the District. Advertising in school publications and in instructional materials shall be in accordance with policies FMA and EFA, respectively.

**Civic / Cultural
Groups**

The Superintendent or designee may authorize nonprofit civic or cultural organizations to advertise shows, events, or activities; to distribute free tickets or ticket discounts or options; or to make commercial announcements in the schools. Schools shall not sell tickets, collect funds, or distribute advertising literature by or through students without prior approval of the Superintendent or designee.

**Houston ISD Digital
Media, Athletic
Facilities, and Other
Approved Venues**

Advertising on District-operated digital media, District athletic facilities, District school buses and other District vehicles, and other District venues approved by the Board shall be in accordance with the following:

1. All advertisements must be submitted to the Superintendent or designee in accordance with administrative regulations.
2. Using the standards found in this policy, the Superintendent or designee shall approve or reject the submitted advertisement within ten school days of the time the advertisement was received.
3. The District shall consider advertisements only from commercial businesses or nonprofit entities whose primary purpose is serving children or other humanitarian ends. An advertisement shall not be approved if:
 - a. The advertisement is obscene or vulgar.
 - b. The advertisement endorses actions endangering the health or safety of the public.

COMMUNITY RELATIONS
ADVERTISING AND FUND RAISING IN THE SCHOOLS

GKB
(LOCAL)

- c. The advertisement promotes use of alcohol, cigarettes or other tobacco products, electronic (smokeless) cigarettes, illegal drugs, or other controlled substances.
- d. The advertisement would violate the intellectual property rights, privacy rights, or other rights of another person.
- e. The advertisement contains defamatory statements about public figures or others.
- f. The advertisement advocates imminent lawless or disruptive action and is likely to incite or produce such action.
- g. The advertisement scurrilously attacks ethnic, religious, or racial groups or contains content aimed at creating hostility and violence and would materially and substantially interfere with the rights of others.
- h. There is reasonable cause to believe that the advertisement would result in material and substantial interference with the rights of others.
- i. The advertisement is political, including advertising for or against political candidates, or for or against political propositions and/or referendums.
- j. The advertisement promotes food products that are at variance with national school nutritional standards as set forth in regulations implementing the Healthy, Hunger-Free Kids Act of 2010, or other appropriate nutritional guidelines.
- k. The advertisement is for adult entertainment or sexually oriented businesses of any sort.

Sponsorships and Donations

If the District or any campus accepts financial or in-kind donations to support District-sponsored activities, the District reserves the right to acknowledge donors through whatever means the District deems appropriate. The District retains full editorial control over its acknowledgment or display of donations, even if donors are permitted to suggest text for the acknowledgment.

Appeals

In the event there is a question concerning the appropriateness of any advertising intended for dissemination by the District, the Superintendent or designee, using the above-listed standards, shall have final approval authority in such matter.

Effective Date

This policy shall be effective as of the adoption date, December 10, 2021.

Office of the Superintendent of Schools
Board of Education Meeting of December 2, 2021

Office of School Offices
Denise Watts, Chief of Schools

**SUBJECT: APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY
GRA(LOCAL), RELATIONS WITH GOVERNMENTAL ENTITIES: STATE
AND LOCAL GOVERNMENTAL AUTHORITIES—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 GRA(LOCAL), *Relations with Governmental Entities: State and Local Governmental Authorities*, as recommended by the Texas Association of School Boards (TASB).

The proposed Board Policy GRA(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 MODIFY BOARD POLICY.

RECOMMENDED: That the Board of Education accepts the proposed revisions to GRA(LOCAL), *Relations with Governmental Entities: State and Local Governmental Authorities*, on first reading, effective December 3, 2021.

BOARD POLICY EXPLANATORY SHEET

POLICY CODE	TITLE (SUBJECT)	SUBTITLE
GRA(LOCAL)	Relations with Governmental Entities	State and Local Governmental Authorities
INITIATED BY: Texas Association of School Boards (TASB)		
TYPE OF REVISION: Update		
APPLICABILITY: This policy update applies to all board members, district personnel, students, and students' parents and guardians.		
BACKGROUND: <p>This revision to GRA(LOCAL) specifies the guidelines for when the Department of Family and Protective Services (DFPS) or another lawful authority requests to question or interview a student who has allegedly been a victim of child abuse or neglect.</p> <p>The amended guidelines specify that the principal verify and record the identity of the DFPS or other lawful authority, verify that the student is a subject of the abuse or neglect investigation, and may request that a school official be present during the interview; however, a school official cannot deny access to the student if the request for a school official to attend the interview is denied.</p>		
OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY: None		

RELATIONS WITH GOVERNMENTAL ENTITIES
STATE AND LOCAL GOVERNMENTAL AUTHORITIES

GRA
(LOCAL)

**Child Abuse
Investigation**

When a representative of the Department of Family and Protective Services (DFPS) or another lawful authority ~~desires requests~~ to question or interview ~~an allegedly victimized~~ student at school as part of a child abuse ~~or neglect~~ investigation ~~of the subject student~~, the following guidelines shall apply:

1. The principal shall verify and record the identity of the DFPS representative or other lawful authority before the interview with the student.
2. The principal shall verify that the student is the subject of the abuse or neglect investigation.
3. The principal may request that a school official be present during the interview. However, a school official shall not deny access to the student or prohibit the interview if the request for a school official to attend the interview is denied.
4. ~~T~~he principal shall cooperate fully with the official's requests regarding the conditions of the interview or questioning.

**Other Questioning of
Students**

When law enforcement officers or other lawful authorities ~~desire re-~~
~~quest~~ to question or interview a student at school for any purpose other than a child abuse ~~or neglect~~ investigation ~~of the subject~~
~~child~~, the following guidelines shall apply:

1. The principal shall verify and record the identity of the officer or other authority and request an explanation of the need to question or interview the student at school.
2. The principal ordinarily shall make reasonable efforts to notify the student's parents or other person having lawful control of the student. If the interviewer raises what the principal considers to be a valid objection to the notification, ~~the~~ parents shall not be notified.
3. The principal or a designee ordinarily shall be present during the questioning or interview. If the interviewer raises what the principal considers to be a valid objection to a third party's presence, the interview shall be conducted without that person's presence.

**Students Taken into
Custody**

Before a student at school is arrested or taken into custody by a law enforcement officer or other legally authorized person, the principal shall verify the official's identity. To the best of ~~his or her~~ ~~their~~ ability, the principal shall verify the official's authority to take custody of the student ~~[see GRA]~~ and then shall deliver over the student.

RELATIONS WITH GOVERNMENTAL ENTITIES
STATE AND LOCAL GOVERNMENTAL AUTHORITIES

GRA
(LOCAL)

The principal shall immediately notify the Superintendent and ordinarily shall notify the parents or other person having lawful control of the student. If the officer or other authorized person raises what the principal considers to be a valid objection to notifying the parents at that time, the principal shall not notify the parents.

[See FO for notification requirements by the campus behavior coordinator under Education Code Chapter 37.]

Effective Date

This policy shall be effective as of the adoption date, December 10, 2021.