

THE HOUSTON INDEPENDENT SCHOOL DISTRICT



AGENDA

**Board of Education
Meeting**

January 06, 2022

THE HOUSTON INDEPENDENT SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Index

- | | |
|--------------------------------------|---------------------------------------|
| A. Superintendent's Priority Items | G. Talent |
| B. Trustee Items | H. Business Operations |
| C. Closed Session (Closed to Public) | I. Finance |
| D. Deputy Superintendent | J. Other |
| E. School Offices | K. Policy |
| F. Academics | L. Superintendent's Information Items |

MEMBERS OF THE BOARD OF EDUCATION

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

Millard House II, *Superintendent of Schools*

BOARD OF EDUCATION AGENDA

January 06, 2022

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 DECEMBER 2, 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
- A-3. Acceptance Of Board Monitoring Update: Presentation Of Goal 2 Progress Measures 1, 2, And 3
 - January 2022 Goal 2 Progress Measures 1–3 Update - *New*
 - January 2022 Goal 2 Progress Measures 1–3 Report - *New*

B. TRUSTEE ITEMS

C. CLOSED SESSION

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

and full and final release for chief officers, assistant superintendents, executive officers, and other administrators, and, if necessary, approve waiver and release and compromise agreements.

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

C-2. Legal Matters

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

C-3. Real Estate

D. DEPUTY SUPERINTENDENT

E. SCHOOL OFFICES

F. ACADEMICS

G. TALENT

H. BUSINESS OPERATIONS

I. FINANCE

J. OTHER

K. POLICY

- K-1. Approval To Establish New Board Policy CI(LOCAL), *School Properties Disposal*—First Reading
- Explanatory Sheet
 - CI(LOCAL), First Reading
- K-2. Approval Of The Establishment Of Board Policy CLE(LOCAL), *Buildings, Grounds, And Equipment Management: Flag Displays*—First Reading
- CLE(LOCAL), First Reading
- K-3. Approval Of The Establishment Of Board Policy CO(LOCAL), *Food Services Management*—First Reading
- CO(LOCAL), First Reading
- K-4. Approval Of Proposed Revisions To Board Policy EB(LOCAL), *School Year*—First Reading
- Explanatory Sheet
 - EB(LOCAL), First Reading
- K-5. Approval Of Proposed Revisions To Board Policy EIF(LOCAL), *Academic Achievement: Graduation*—First Reading
- Explanatory Sheet
 - EIF(LOCAL), First Reading
- K-6. Approval of Proposed Revisions To Board Policy FEB(LOCAL), *Attendance: Attendance Accounting*—First Reading
- Explanatory Sheet
 - FEB(LOCAL), First Reading
- K-7. Approval Of Proposed Revisions To Board Policy FEC(LOCAL), *Attendance: Attendance For Credit*—First Reading
- Explanatory Sheet
 - FEC(LOCAL), First Reading
- K-8. Approval To Establish New Board Policy FFF(LOCAL), *Student Welfare: Student Safety*—First Reading
- Explanatory Sheet
 - FFF(LOCAL), First Reading

K-9. Approval Of Proposed Revisions To Board Policy FMA(LOCAL), *Student Activities: School-Sponsored Publications*—First Reading

- Explanatory Sheet
- FMA(LOCAL), First Reading

L. SUPERINTENDENT'S INFORMATION ITEMS

AGENDA REVIEW FOR REGULAR BOARD MEETING

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

ADJOURN

REPORT FROM THE SUPERINTENDENT

Office of the Superintendent of Schools
Board of Education Meeting of January 6, 2022

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

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

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

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

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.

- GPM 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.
- GPM 2.2—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.
- GPM 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.

HOUSTON INDEPENDENT SCHOOL DISTRICT

Goal 2

Progress Measures 1–3

Date: 1/6/2022



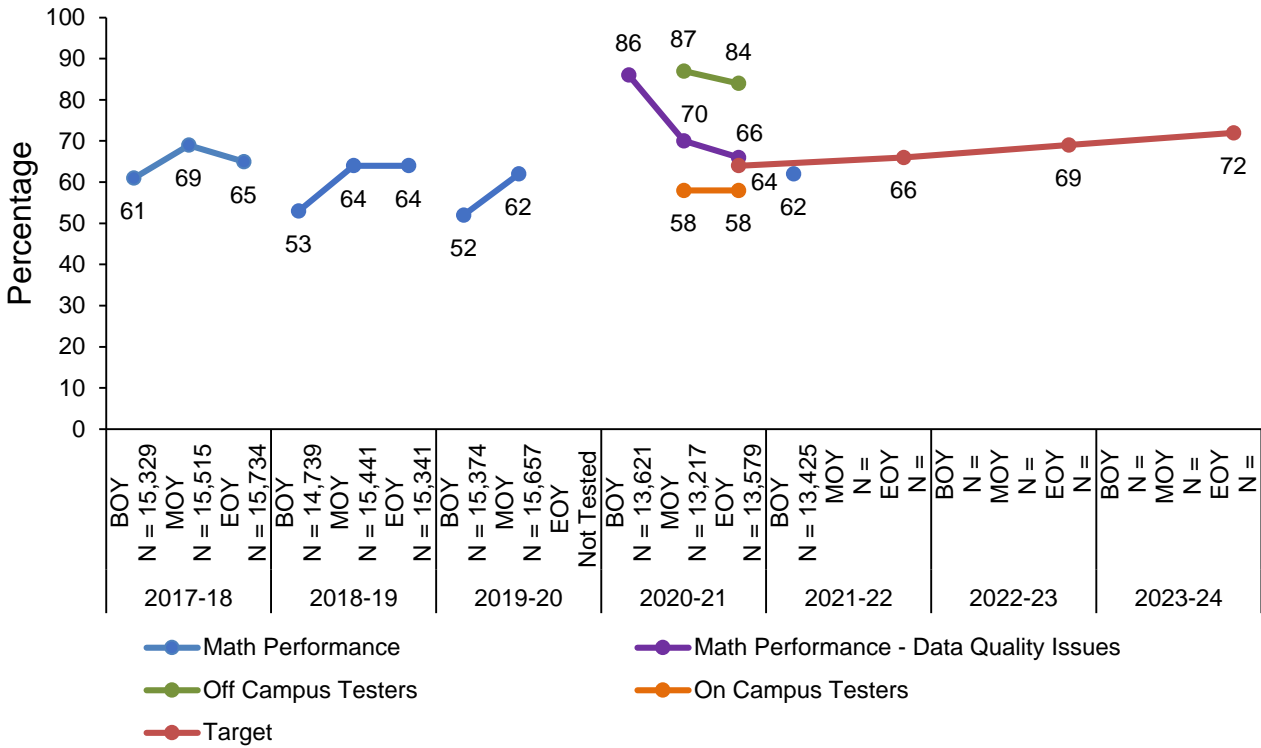
Goal 2

The percentage of 3rd grade 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% in spring 2019 to 54% in spring 2024.

Goal Progress Measure 2.1

The percentage of first-grade 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.

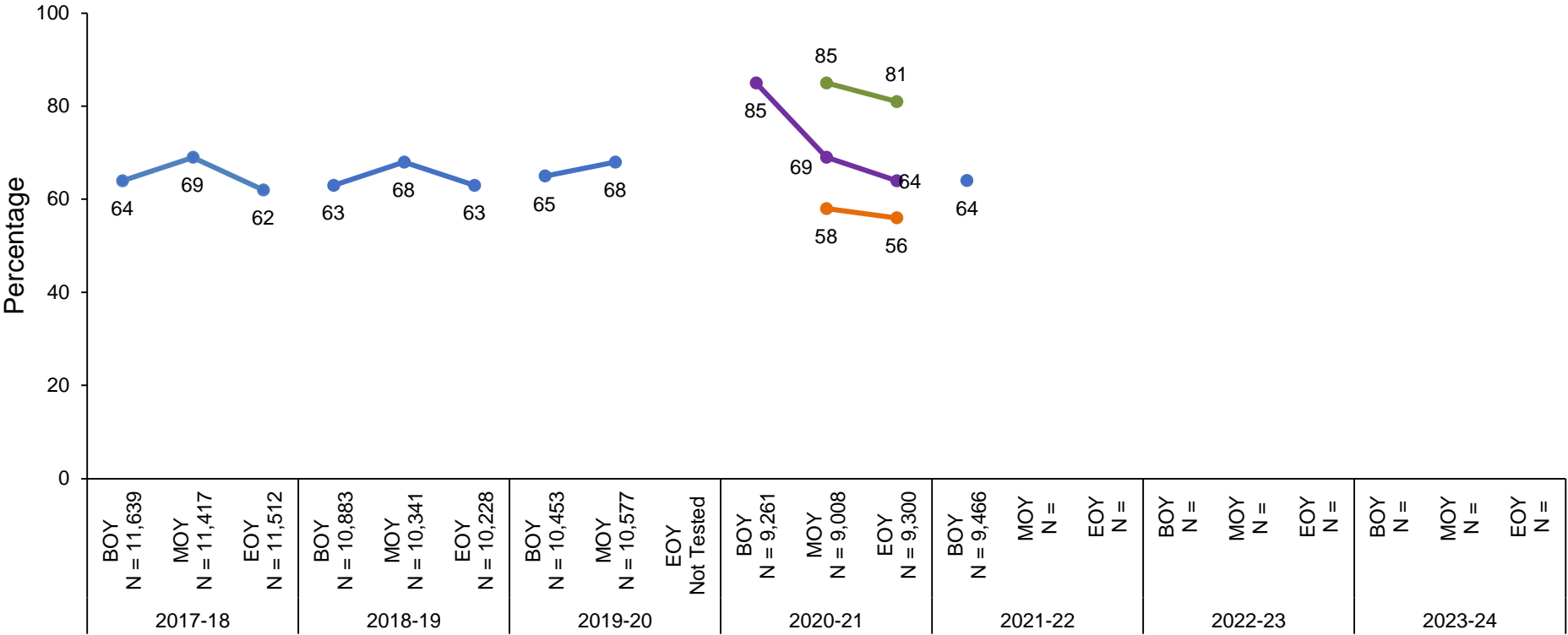
Percentage of 1st Grade Math Students At or Above Benchmark (40th Percentile) English and Spanish Results Combined



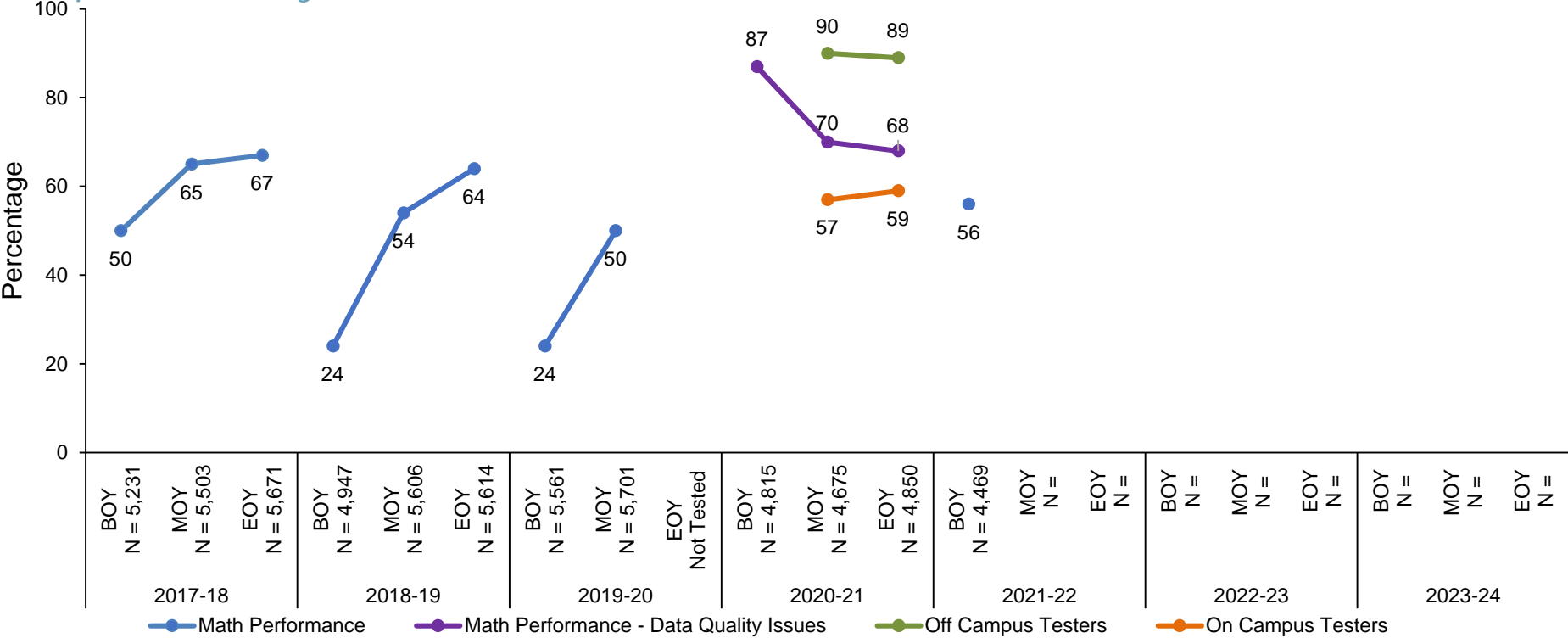
Not On Track

- Ren360 Spanish norms used for 2018–2020 were updated.

Percentage of 1st Grade Math Students At or Above Benchmark (40th Percentile) English Only



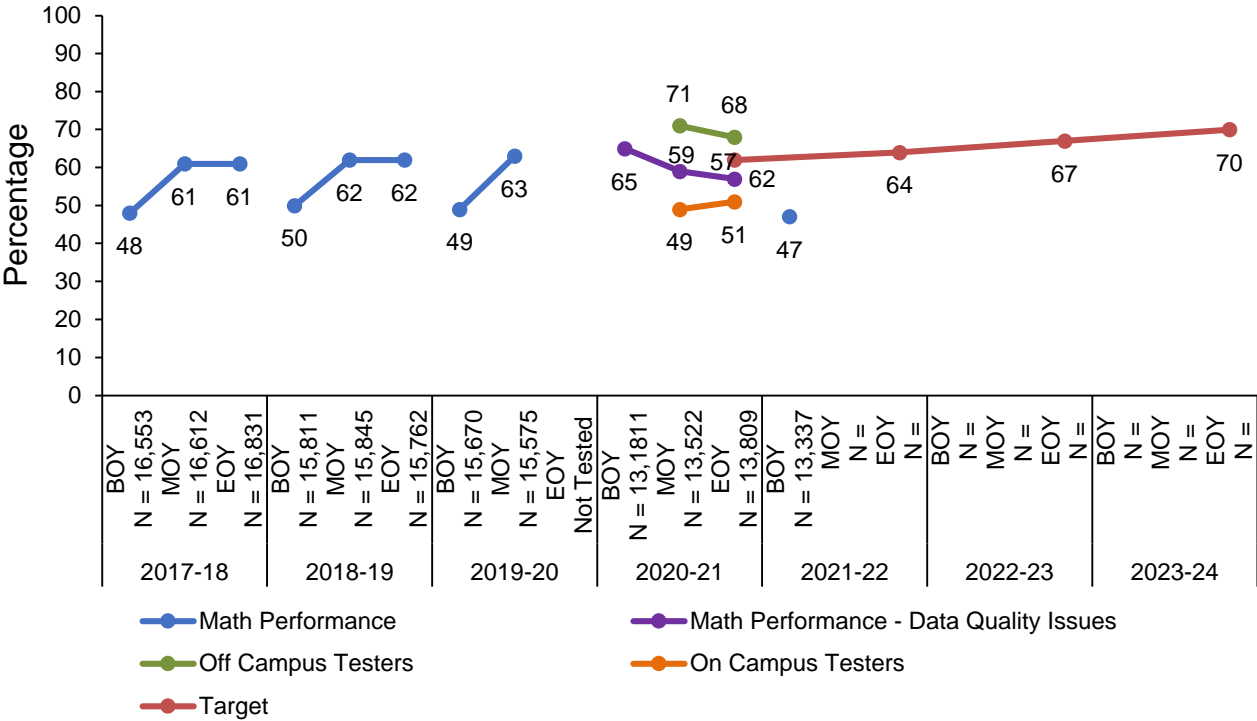
Percentage of 1st Grade Math Students At or Above Benchmark (40th Percentile) Spanish Only



Goal Progress Measure 2.2

The percentage of second-grade 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.

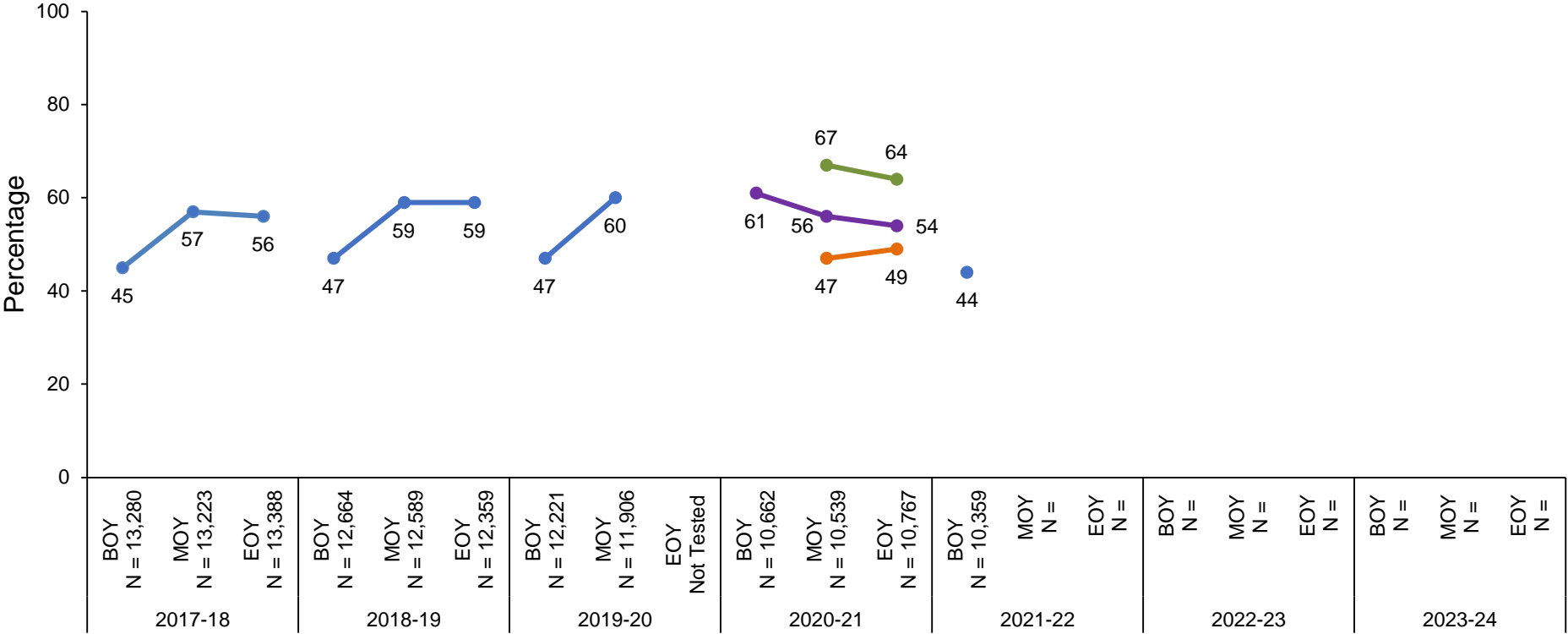
Percentage of 2nd Grade Math Students At or Above Benchmark (40th Percentile) English and Spanish Results Combined



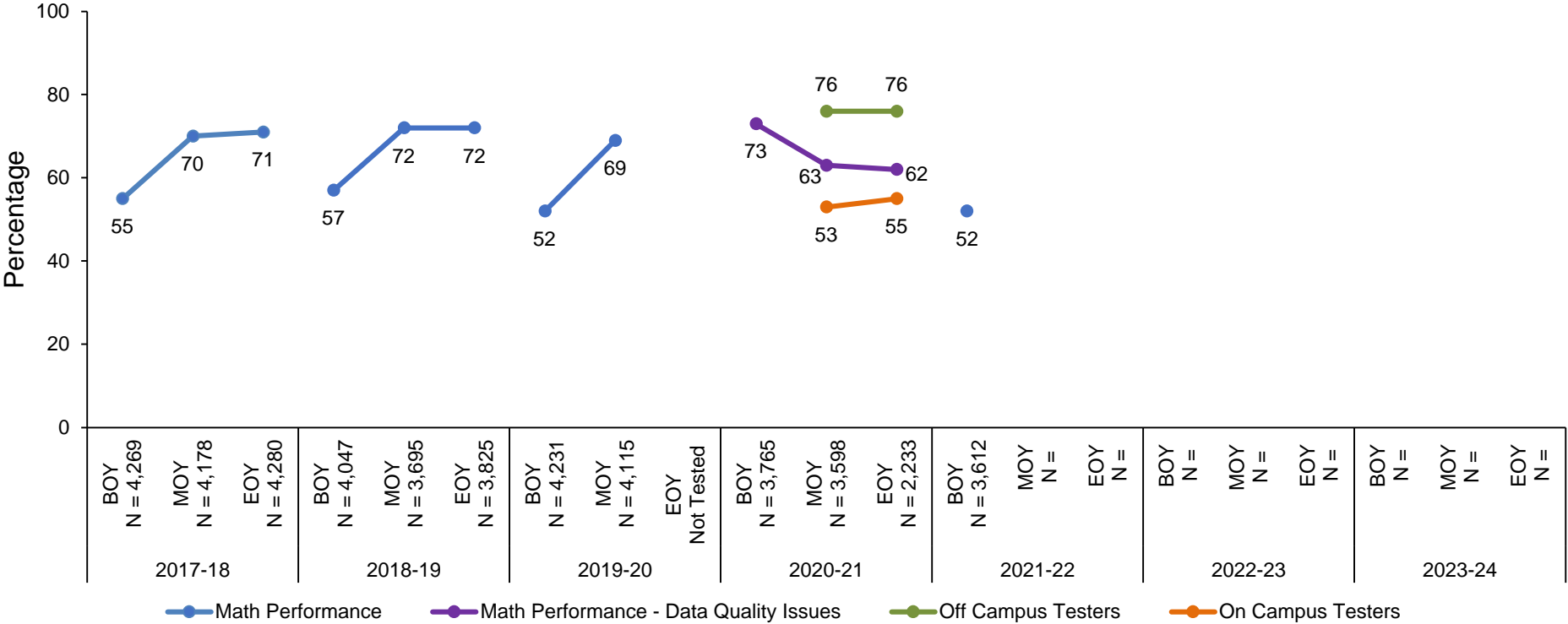
Not On Track

- 2021–2022 BOY is below 2019–2020 BOY.
- Losses primarily seen among girls.

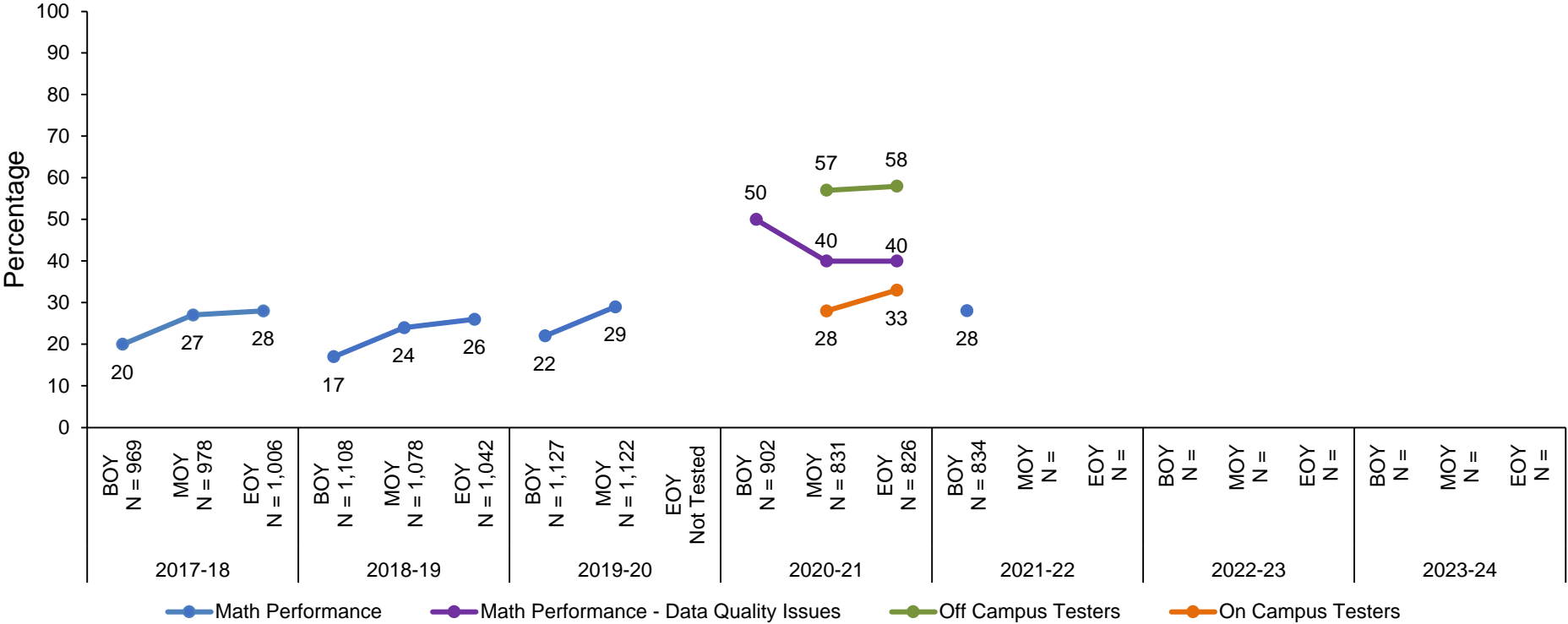
Percentage of 2nd Grade Math Students At or Above Benchmark (40th Percentile) English Only



Percentage of 2nd Grade Math Students At or Above Benchmark (40th Percentile) Spanish Only



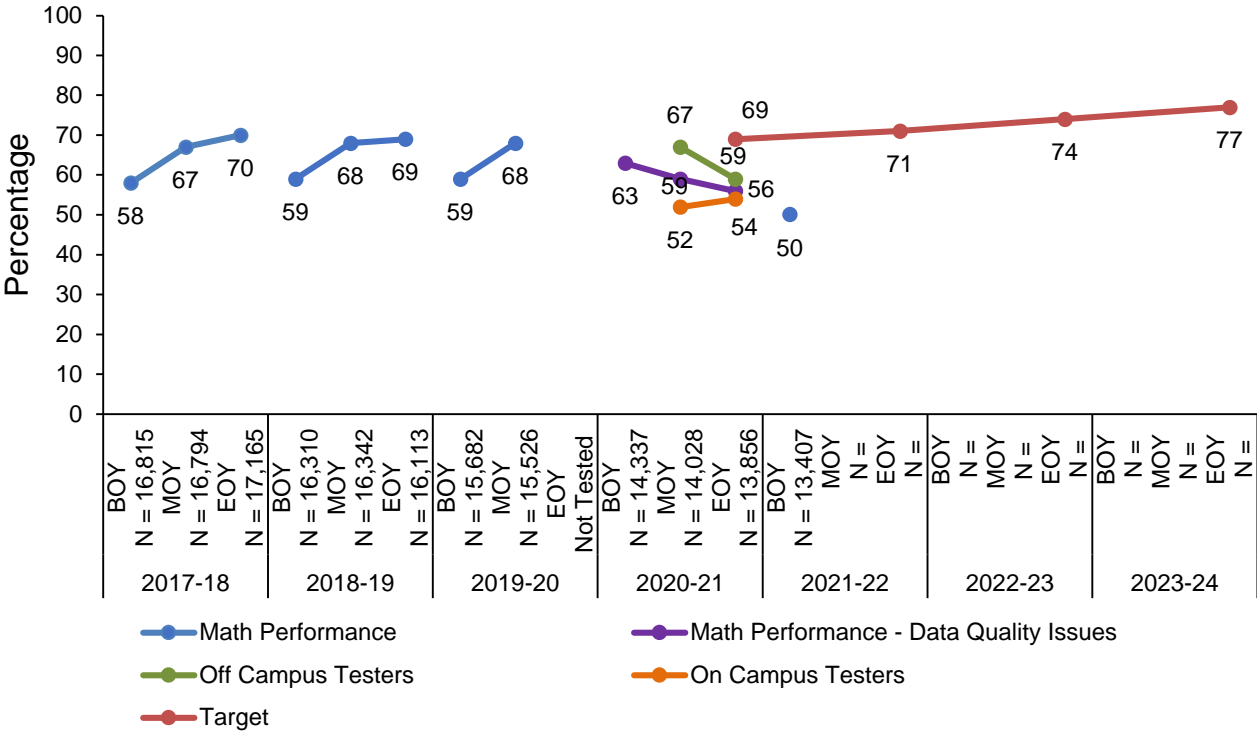
Percentage of 2nd Grade Math Students At or Above Benchmark (40th Percentile) Students with Disabilities – English and Spanish Combined



Goal Progress Measure 2.3

The percentage of third-grade 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.

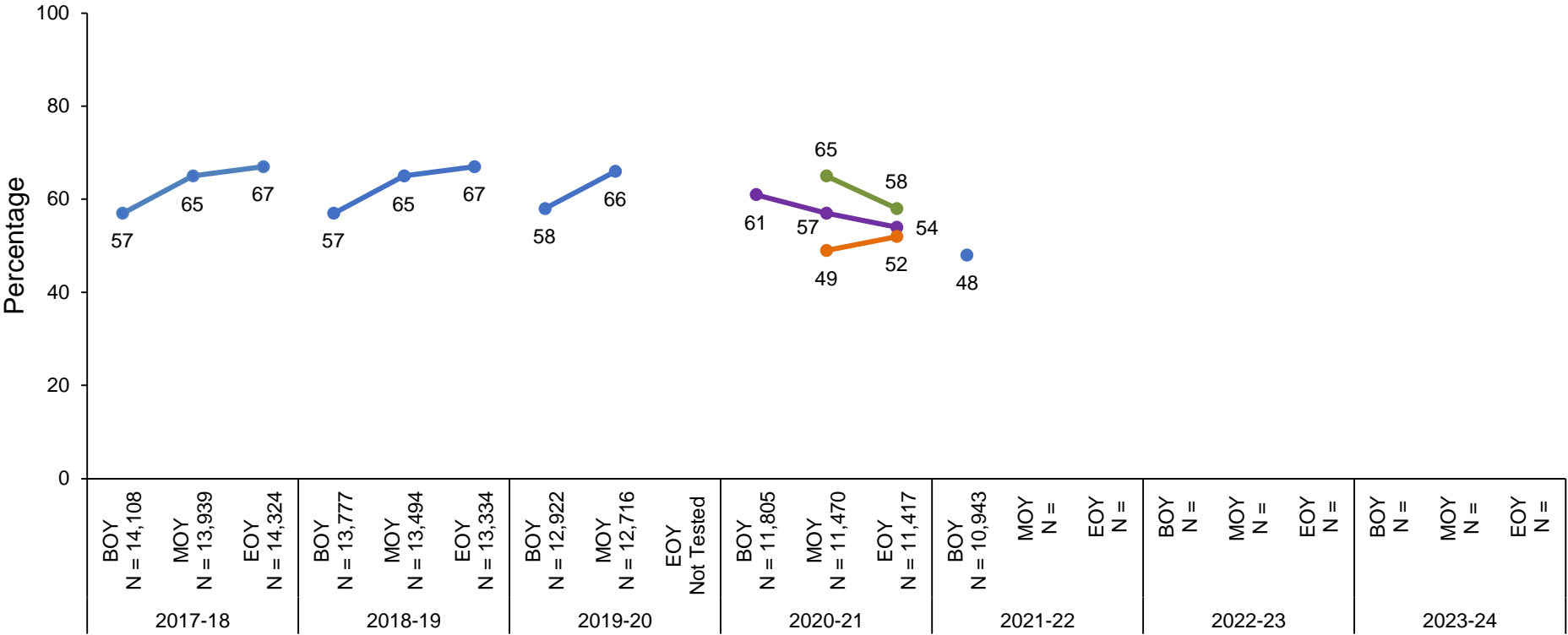
Percentage of 3rd Grade Math Students At or Above Benchmark (40th Percentile) English and Spanish Results Combined



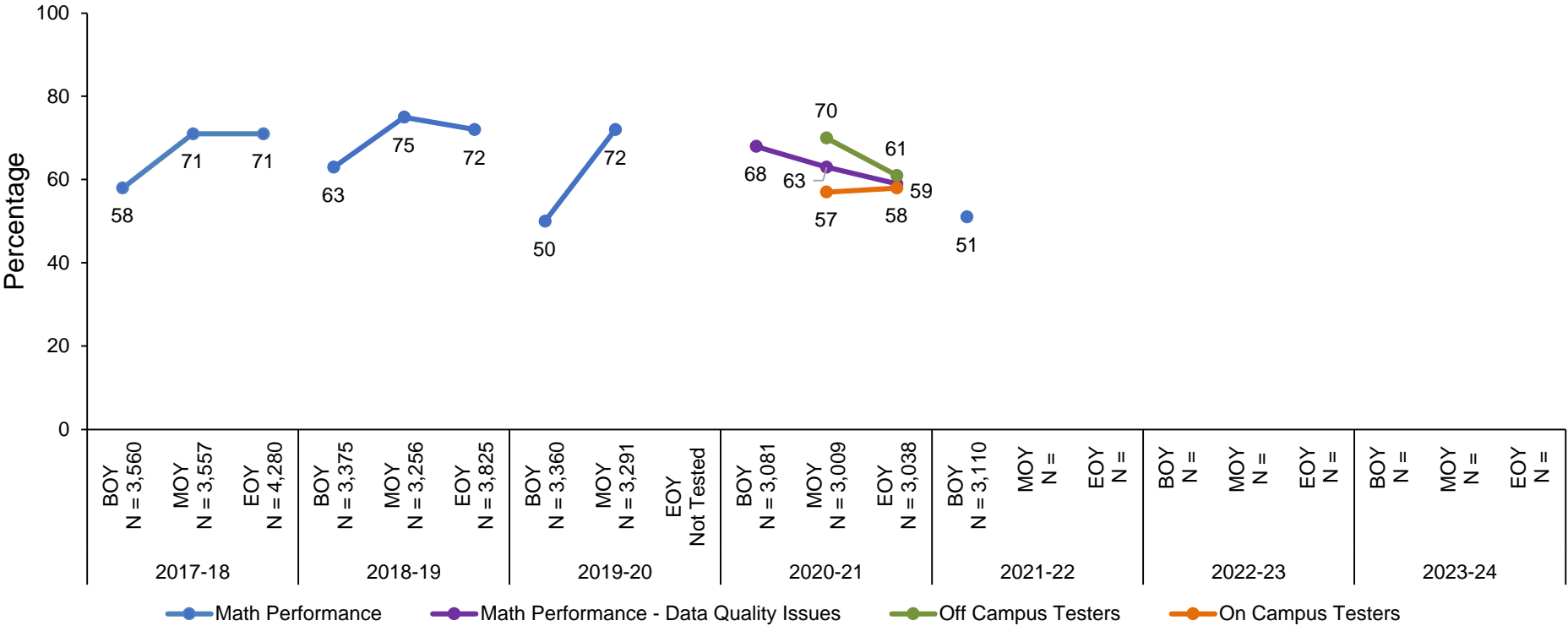
Not On Track

- 2021–2022 BOY is below 2019–2020 BOY.
- Significant decreases seen across nearly all groups.

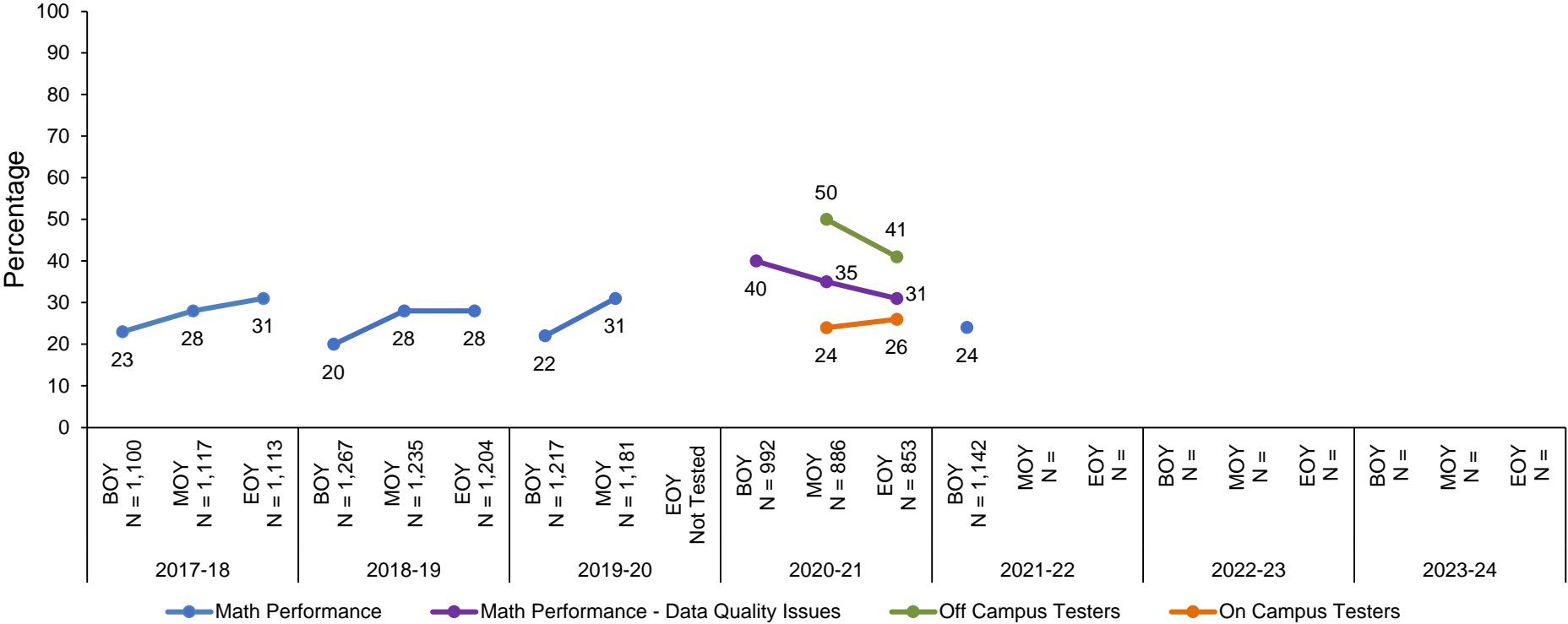
Percentage of 3rd Grade Math Students At or Above Benchmark (40th Percentile) English Only



Percentage of 3rd Grade Math Students At or Above Benchmark (40th Percentile) Spanish Only



Percentage of 3rd Grade Math Students
At or Above Benchmark (40th Percentile)
Students with Disabilities – English and Spanish Combined



Next Steps – High Leverage Areas

- High Quality Professional Learning
- Redesigned Mathematics Unit Planning Guide (UPG)
- HB3 Math Academy Framework

HOUSTON INDEPENDENT SCHOOL DISTRICT

Thank you



Goal Monitoring Report: January 2022

Goal 2, January 2022

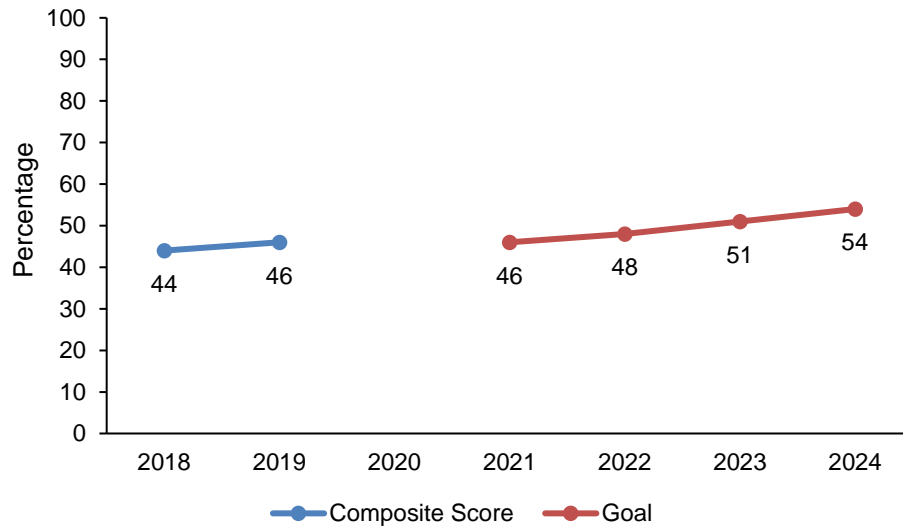
3rd Grade STAAR Math At or Above Grade Level

Goal Measure 2

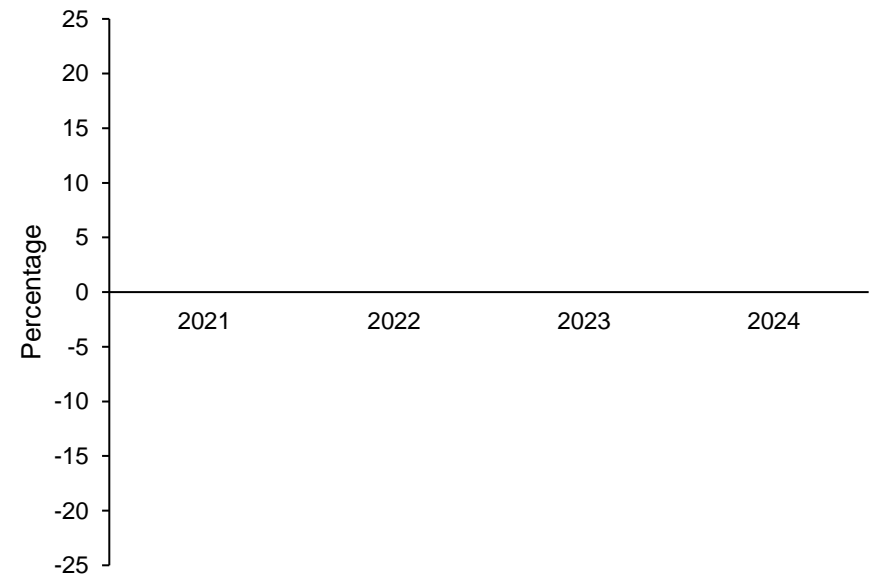
The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

Evaluation

Percent of Tests
At or Above Grade Level



Percentage Points Above or Below Goal



Data Source

- TAPR statewide district data download

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ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: January 2022

Goal Measure 2 (Early Mathematics) Support Data

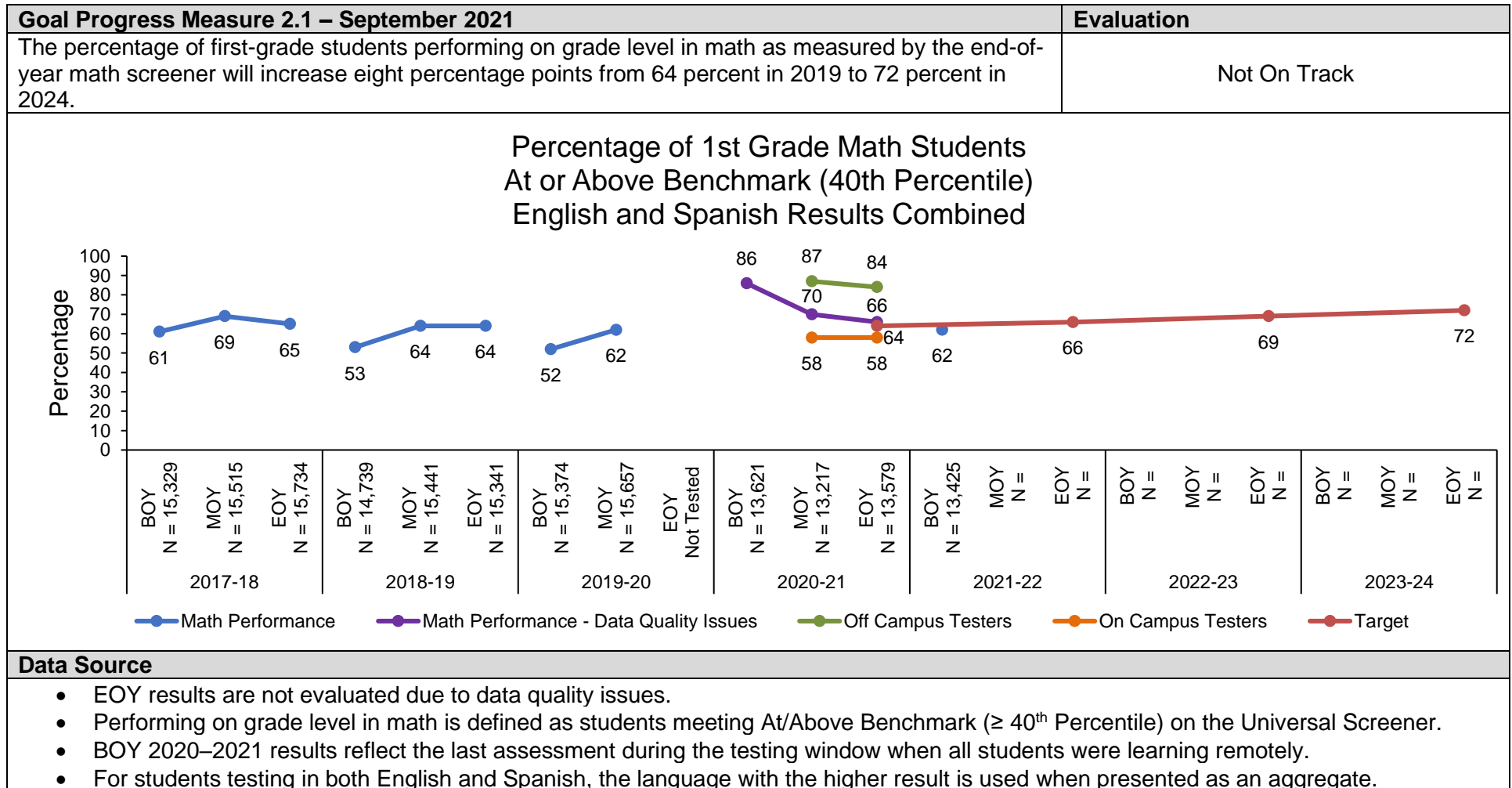
Houston ISD		School Year						
		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
All Students	Actual	44%	46%	n/a				
	Target				46%	48%	51%	54%
Econ. Dis.	Actual	39%	40%	n/a				
	Target				40%	43%	46%	50%
Race/Ethnicity	African American	Actual	29%	31%	n/a			
		Target			31%	35%	39%	44%
	Hispanic	Actual	43%	45%	n/a			
		Target			45%	47%	50%	53%
	White	Actual	71%	72%	n/a			
		Target			72%	73%	74%	75%
	American Indian	Actual	---	---	n/a			
		Target			---	---	---	---
	Asian	Actual	83%	85%	n/a			
		Target			85%	86%	87%	88%
	Pacific Islander	Actual	---	---	n/a			
		Target			---	---	---	---
	Two or More	Actual	67%	71%	n/a			
		Target			71%	72%	73%	74%
Special Pops.	Special Ed.	Actual	30%	28%	n/a			
		Target			28%	32%	37%	42%
	Special Ed. (Former)	Actual	43%	46%	n/a			
		Target			46%	48%	51%	54%
	ELs*	Actual	45%	46%	n/a			
		Target			46%	48%	51%	54%
Mobility	Cont. Enrolled	Actual	46%	48%	n/a			
		Target			48%	50%	52%	54%
	Non-Cont. Enrolled	Actual	37%	38%	n/a			
		Target			38%	41%	45%	49%

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

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ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: January 2022



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ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: January 2022

Goal Progress Measure 2.1 Support Data by Student Groups

Houston ISD		School Year						
		2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
All Students	BOY	61%	53%	52%	86%	62%		
	MOY	69%	64%	62%	70%			
	EOY	65%	64%		66%			
Econ. Dis.	BOY	57%	47%	44%	84%	56%		
	MOY	66%	58%	56%	65%			
	EOY	61%	58%		61%			
ELs**	BOY	57%	41%	37%	87%	58%		
	MOY	68%	59%	56%	72%			
	EOY	67%	64%		69%			
Males	BOY	61%	54%	51%	86%	64%		
	MOY	69%	63%	62%	71%			
	EOY	65%	62%		68%			
Females	BOY	62%	53%	52%	86%	61%		
	MOY	70%	65%	62%	70%			
	EOY	66%	65%		67%			
Migrant	BOY	*	*	*	*	*		
	MOY	*	*	*	*			
	EOY	*	*		*			
Homeless	BOY	61%	53%	36%	86%	48%		
	MOY	68%	50%	48%	59%			
	EOY	63%	49%		56%			

* <25 students tested ** Includes current only

Grey cells indicate canceled progress monitoring; Purple shaded cells indicate data quality issues.

PEIMS snapshot data used for 2020–2021 student groups. BOY 2020–2021 results updated during the May Board Monitoring Update. SIS data used for other year student groups.

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ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: January 2022

Goal Progress Measure 2.1 Support Data by Race/Ethn.

Houston ISD		School Year						
		2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
African American	BOY	56%	54%	56%	80%	55%		
	MOY	61%	57%	56%	58%			
	EOY	52%	50%		54%			
Hispanic	BOY	58%	46%	42%	85%	58%		
	MOY	68%	60%	58%	69%			
	EOY	65%	63%		65%			
White	BOY	81%	81%	82%	94%	86%		
	MOY	87%	88%	87%	90%			
	EOY	86%	87%		89%			
American Indian	BOY	*	*	*	*	*		
	MOY	*	*	*	*			
	EOY	54%	*		*			
Asian	BOY	85%	87%	87%	96%	90%		
	MOY	88%	91%	89%	93%			
	EOY	89%	87%		92%			
Pacific Islander	BOY	*	*	*	*	*		
	MOY	*	*	*	*			
	EOY	*	*		*			
Two or More	BOY	79%	78%	75%	94%	84%		
	MOY	86%	87%	86%	87%			
	EOY	82%	86%		87%			

* <25 students tested

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PEIMS snapshot data used for 2020–2021 student groups. BOY 2020–2021 results updated during the May Board Monitoring Update. SIS data used for other year student groups.

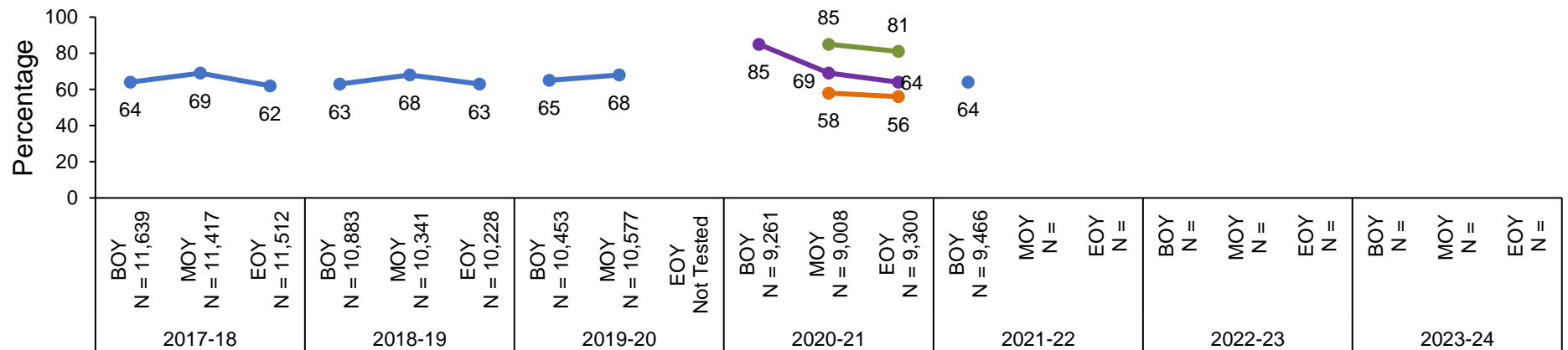
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ANALYZING DATA, MEASURING PERFORMANCE.

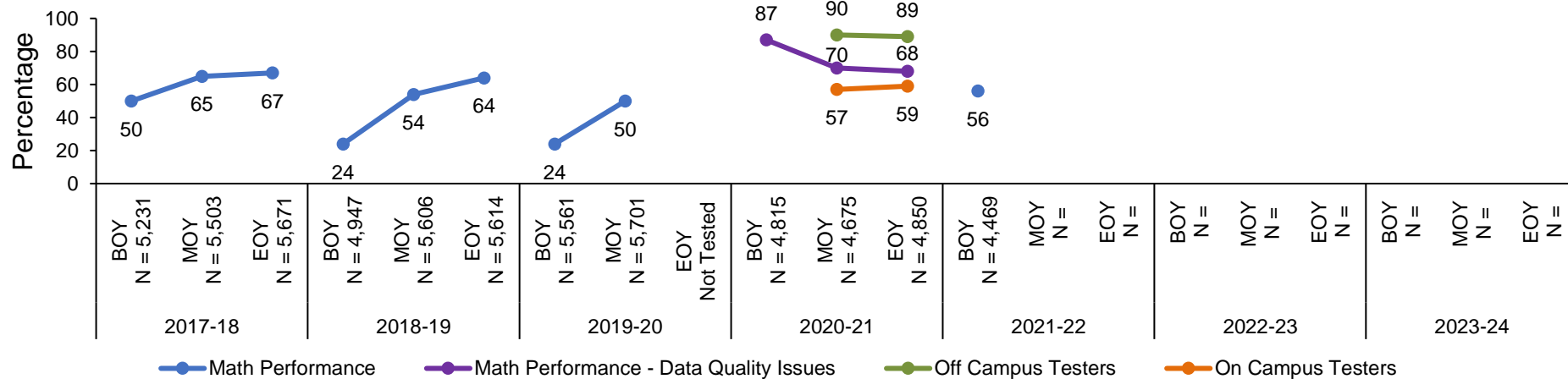
Goal Monitoring Report: January 2022

Goal Progress Measure 2.1 Support Data

Percentage of 1st Grade Math Students At or Above Benchmark (40th Percentile) English Only



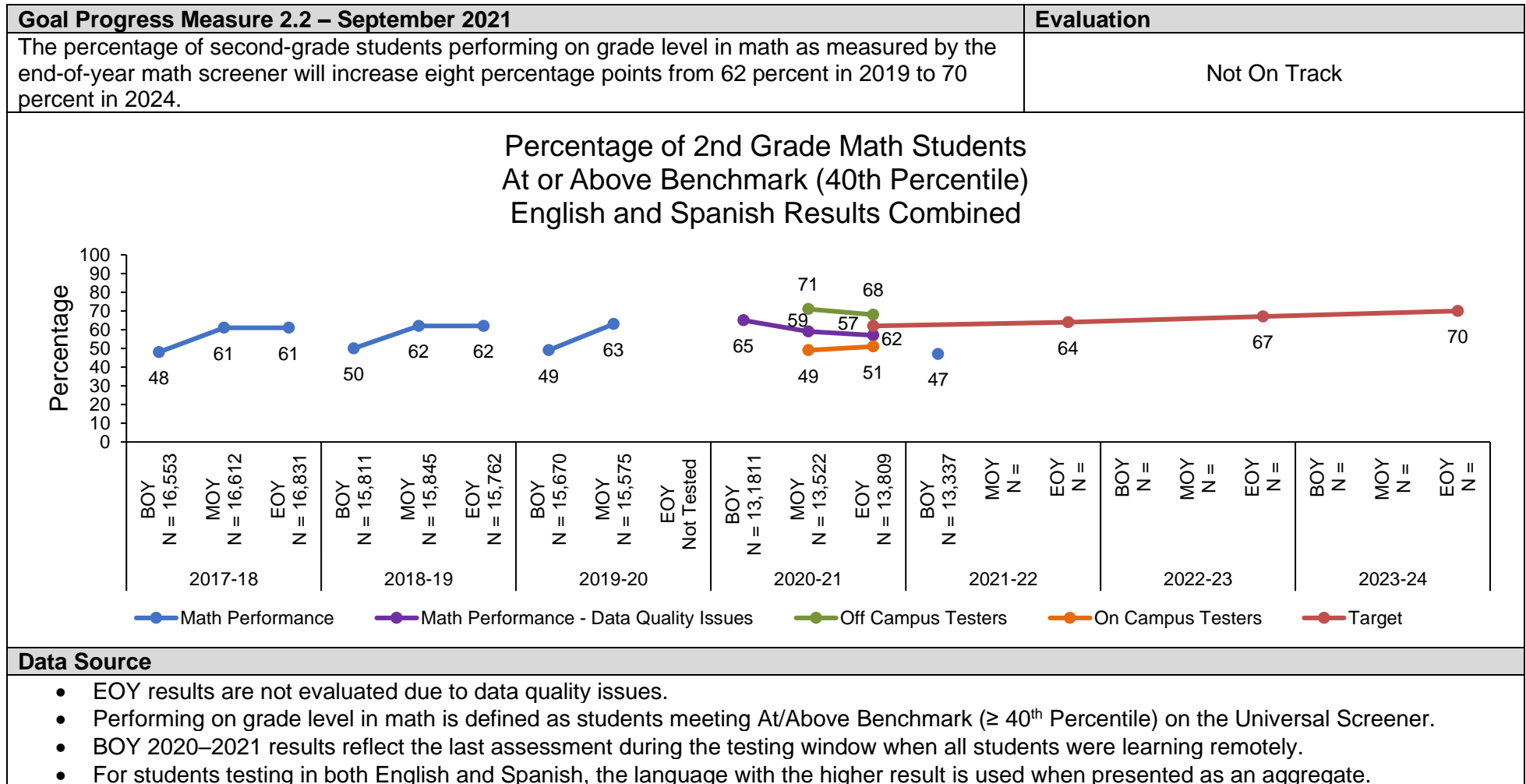
Spanish Only



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ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: January 2022



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ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: January 2022

Goal Progress Measure 2.2 Support Data by Student Groups

Houston ISD		School Year						
		2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
All Students	BOY	48%	50%	49%	65%	47%		
	MOY	61%	62%	63%	59%			
	EOY	61%	62%		57%			
Econ. Dis.	BOY	43%	44%	43%	60%	39%		
	MOY	57%	56%	57%	53%			
	EOY	56%	57%		51%			
Special Ed.	BOY	20%	17%	22%	50%	28%		
	MOY	27%	24%	29%	40%			
	EOY	28%	26%		40%			
ELs**	BOY	47%	50%	47%	67%	48%		
	MOY	62%	62%	63%	59%			
	EOY	63%	63%		57%			
Males	BOY	48%	50%	49%	66%	49%		
	MOY	61%	62%	63%	62%			
	EOY	60%	62%		60%			
Females	BOY	48%	50%	50%	64%	45%		
	MOY	61%	62%	63%	58%			
	EOY	61%	62%		56%			
Migrant	BOY	*	*	*	*	*		
	MOY	*	*	*	*			
	EOY	*	*		*			
Homeless	BOY	48%	50%	*	65%	30%		
	MOY	58%	47%	*	45%			
	EOY	59%	49%		44%			

* <25 students tested ** Includes current and monitored

Grey cells indicate canceled progress monitoring; Purple shaded cells indicate data quality issues.

PEIMS snapshot data used for 2020–2021 student groups. BOY 2020–2021 results updated during the May Board Monitoring Update. SIS data used for other year student groups.

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ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: January 2022

Goal Progress Measure 2.2 Support Data by Race/Ethn.

Houston ISD		School Year						
		2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
African American	BOY	33%	35%	35%	52%	31%		
	MOY	44%	47%	46%	46%			
	EOY	42%	48%		44%			
Hispanic	BOY	48%	50%	47%	63%	44%		
	MOY	62%	62%	63%	57%			
	EOY	62%	62%		54%			
White	BOY	73%	76%	78%	86%	77%		
	MOY	82%	84%	87%	87%			
	EOY	83%	84%		86%			
American Indian	BOY	*	*	*	*	*		
	MOY	*	*	*	*			
	EOY	60%	*		*			
Asian	BOY	82%	81%	81%	90%	84%		
	MOY	88%	87%	85%	89%			
	EOY	87%	86%		87%			
Pacific Islander	BOY	*	*	*	*	*		
	MOY	*	*	*	*			
	EOY	*	*		*			
Two or More	BOY	70%	71%	74%	84%	70%		
	MOY	77%	84%	84%	83%			
	EOY	79%	82%		82%			

* <25 students tested

Grey cells indicate canceled progress monitoring; Purple shaded cells indicate data quality issues. PEIMS snapshot data used for 2020–2021 student groups. BOY 2020–2021 results updated during the May Board Monitoring Update. SIS data used for other year student groups.

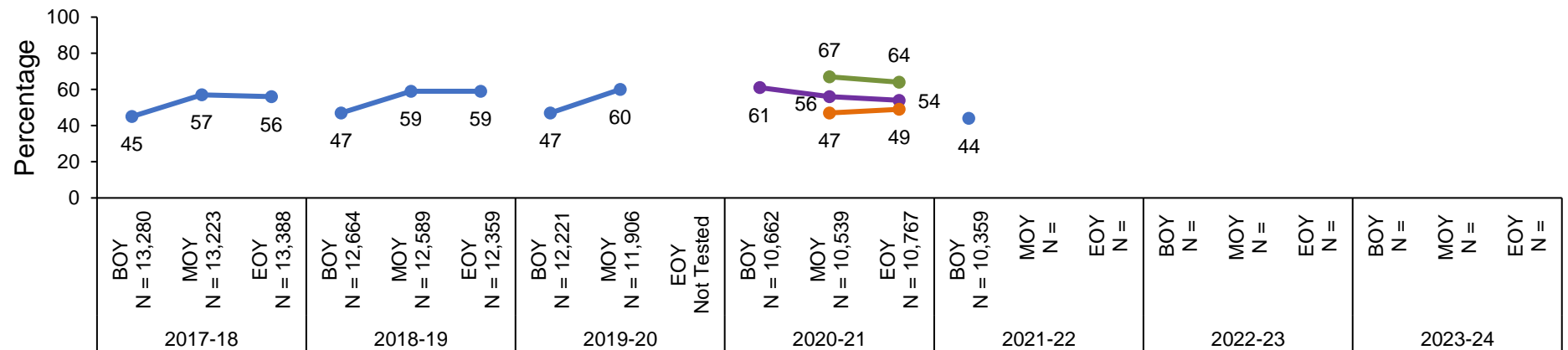
HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

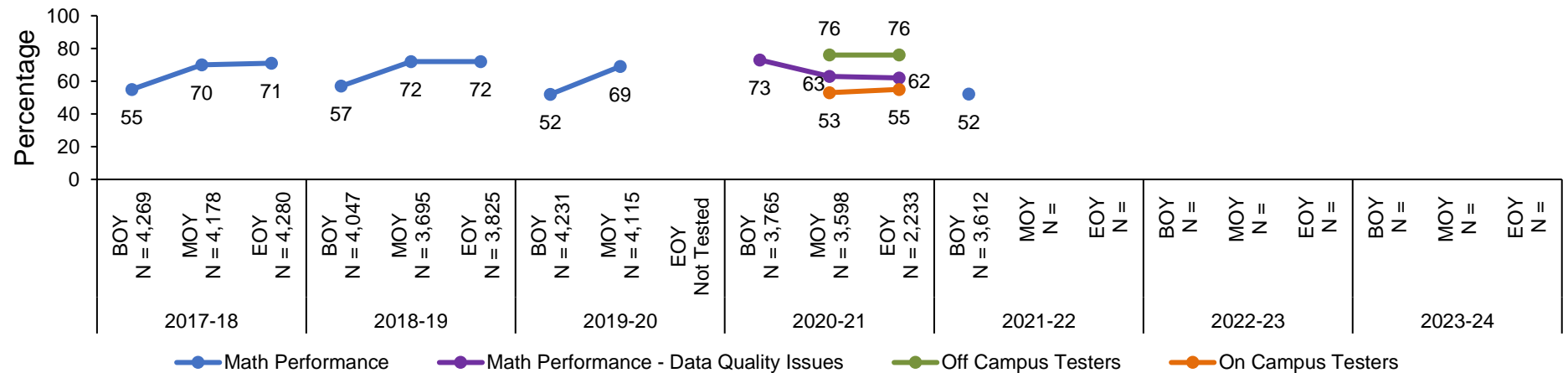
Goal Monitoring Report: January 2022

Goal Progress Measure 2.2 Support Data

Percentage of 2nd Grade Math Students At or Above Benchmark (40th Percentile) English Only



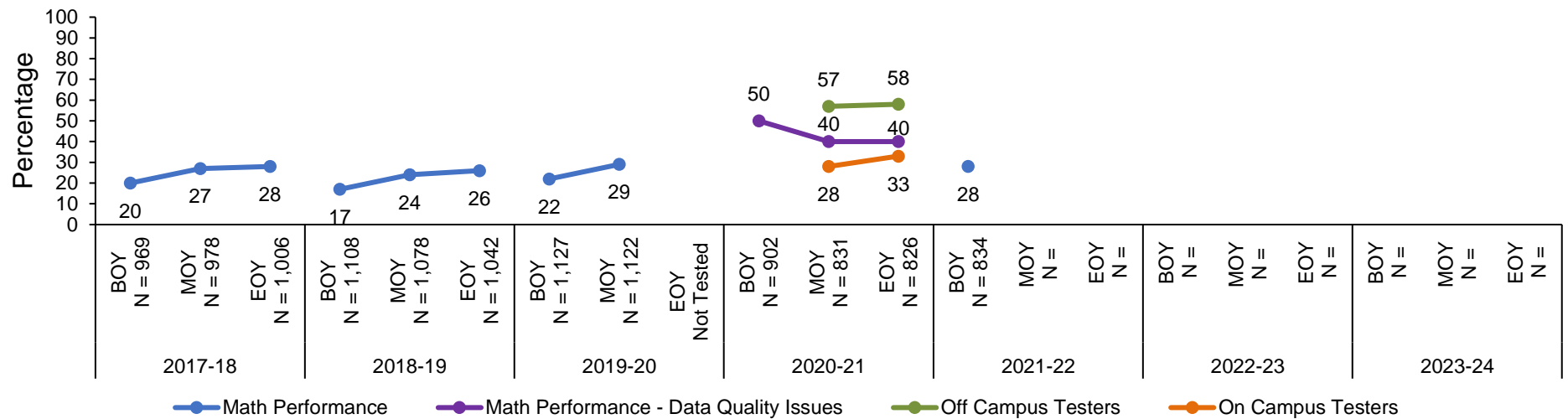
Spanish Only



Goal Monitoring Report: January 2022

Goal Progress Measure 2.2 Support Data – Students with Disabilities

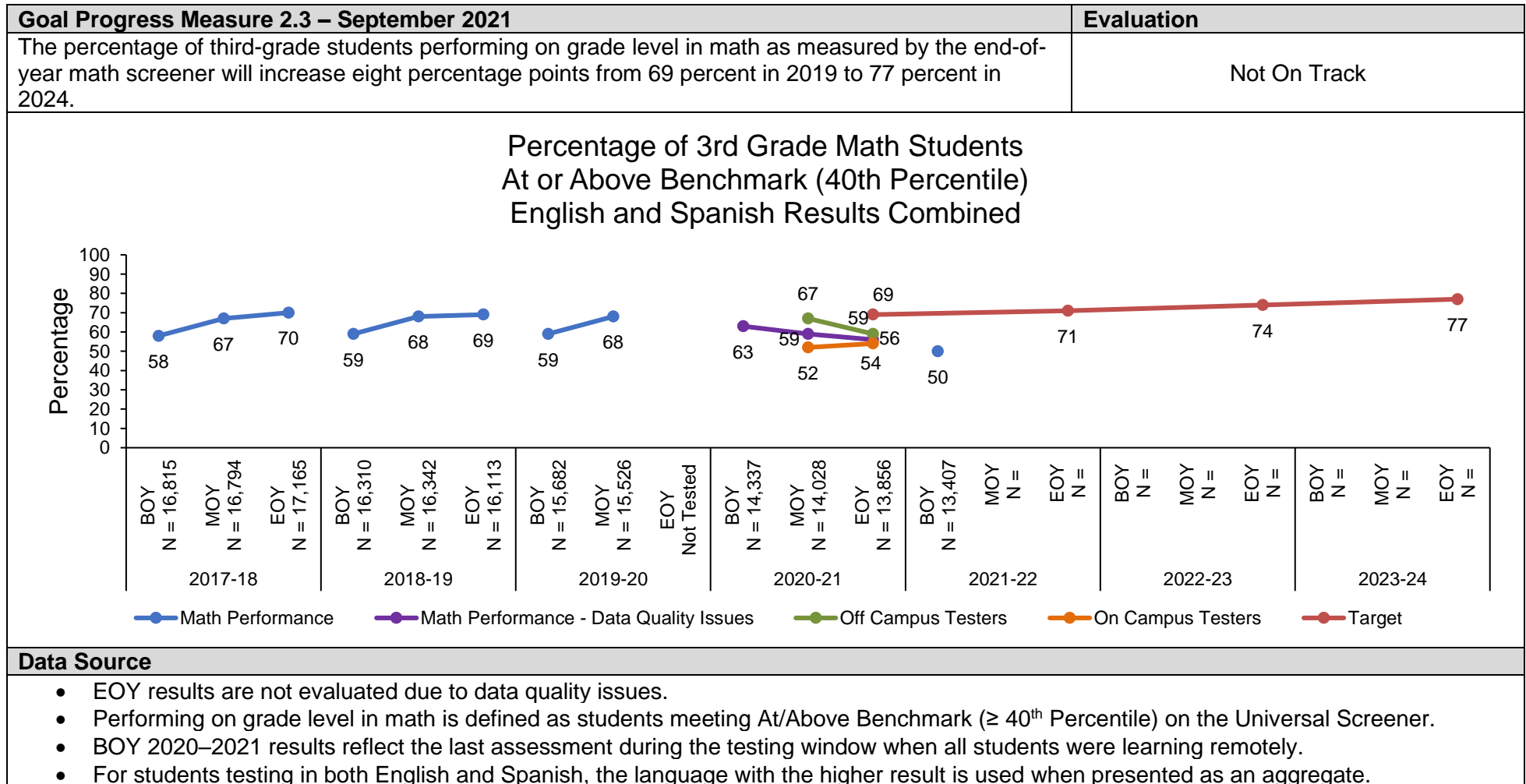
Percentage of 2nd Grade Math SWDs
At or Above Benchmark (40th Percentile)
English and Spanish Results Combined



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ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: January 2022



HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: January 2022

Goal Progress Measure 2.3 Support Data by Student Groups

Houston ISD		School Year						
		2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
All Students	BOY	58%	59%	59%	63%	50%		
	MOY	67%	68%	68%	59%			
	EOY	70%	69%		56%			
Econ. Dis.	BOY	54%	53%	53%	57%	42%		
	MOY	63%	63%	63%	53%			
	EOY	66%	65%		49%			
Special Ed.	BOY	23%	20%	22%	40%	24%		
	MOY	28%	28%	31%	35%			
	EOY	31%	28%		31%			
ELs**	BOY	56%	58%	56%	62%	47%		
	MOY	67%	69%	67%	58%			
	EOY	73%	71%		55%			
Males	BOY	59%	59%	60%	65%	52%		
	MOY	66%	67%	68%	61%			
	EOY	69%	69%		58%			
Females	BOY	57%	59%	58%	62%	47%		
	MOY	67%	68%	68%	58%			
	EOY	71%	70%		55%			
Migrant	BOY	*	*	*	*	*		
	MOY	*	*	*	*			
	EOY	*	*		*			
Homeless	BOY	56%	43%	*	46%	37%		
	MOY	63%	48%	*	38%			
	EOY	68%	51%		34%			

* <25 students tested ** Includes current and monitored

Grey cells indicate canceled progress monitoring; Purple shaded cells indicate data quality issues.

PEIMS snapshot data used for 2020–2021 student groups. BOY 2020–2021 results updated during the May Board Monitoring Update. SIS data used for other year student groups.

HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

Goal Monitoring Report: January 2022

Goal Progress Measure 2.3 Support Data by Race/Ethn.

Houston ISD		School Year						
		2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
African American	BOY	45%	42%	45%	51%	34%		
	MOY	50%	48%	53%	45%			
	EOY	51%	51%		40%			
Hispanic	BOY	58%	59%	58%	61%	47%		
	MOY	68%	70%	68%	58%			
	EOY	73%	71%		54%			
White	BOY	83%	83%	83%	88%	82%		
	MOY	88%	89%	87%	86%			
	EOY	89%	89%		85%			
American Indian	BOY	*	*	*	*	*		
	MOY	*	*	*	*			
	EOY	*	*		*			
Asian	BOY	88%	88%	87%	88%	83%		
	MOY	89%	91%	88%	87%			
	EOY	90%	92%		88%			
Pacific Islander	BOY	*	*	*	*	*		
	MOY	*	*	*	*			
	EOY	*	*		*			
Two or More	BOY	80%	80%	82%	86%	80%		
	MOY	85%	84%	86%	85%			
	EOY	85%	86%		83%			

* <25 students tested

Grey cells indicate canceled progress monitoring; Purple shaded cells indicate data quality issues. PEIMS snapshot data used for 2020–2021 student groups. BOY 2020–2021 results updated during the May Board Monitoring Update. SIS data used for other year student groups.

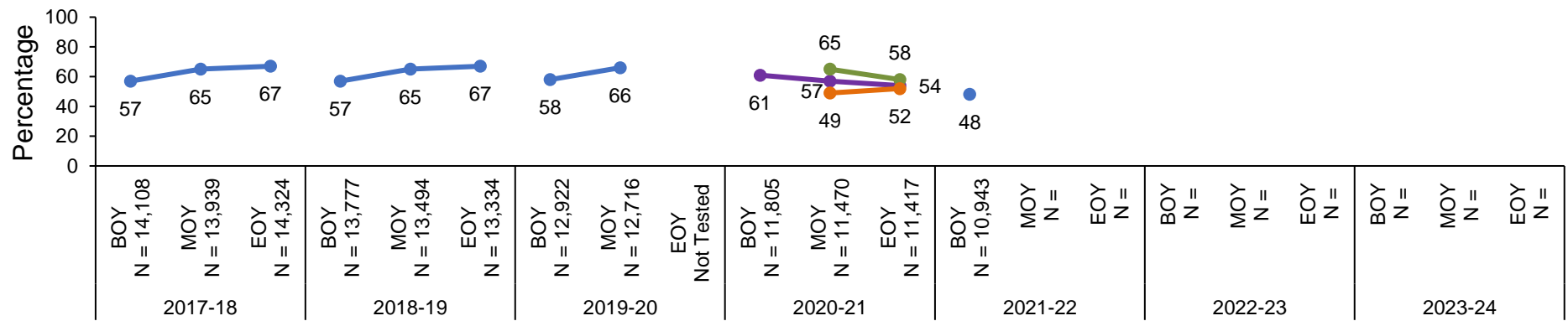
HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

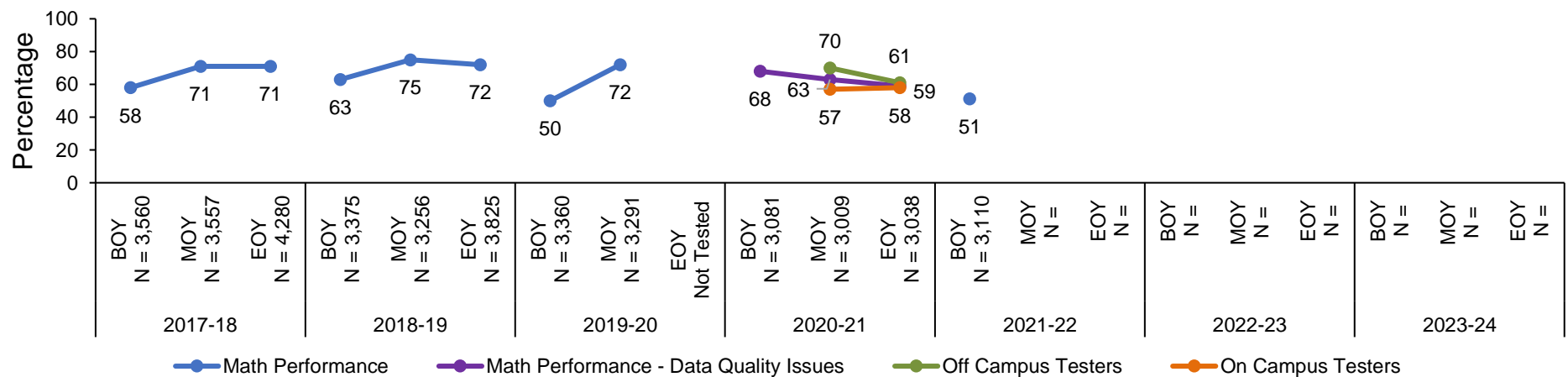
Goal Monitoring Report: January 2022

Goal Progress Measure 2.3 Support Data

Percentage of 3rd Grade Math Students
At or Above Benchmark (40th Percentile)
English Only



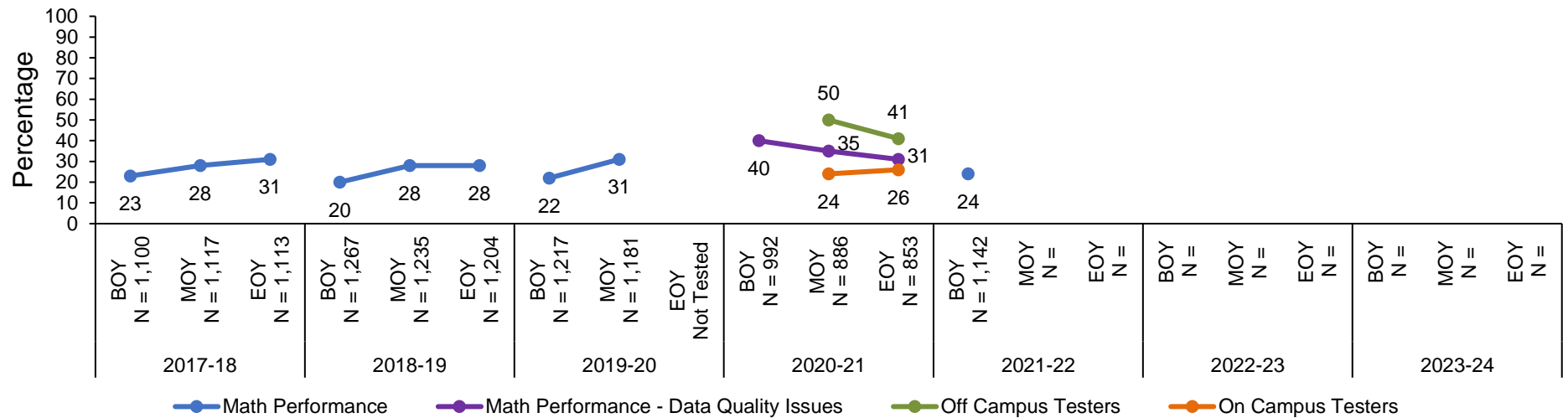
Spanish Only



Goal Monitoring Report: January 2022

Goal Progress Measure 2.3 Support Data – Students with Disabilities

Percentage of 3rd Grade Math SWDs
At or Above Benchmark (40th Percentile)
English and Spanish Results Combined



Goal Monitoring Report: January 2022

Goal 2 Superintendent's Response

As suggested through formative assessment data during the 2020–2021 school year, we are seeing significant declines in mathematics performance compared to pre-pandemic. Continued, intense efforts are needed to address these declines to improve achievement at all grade levels. There are multiple possible root causes that may have generated the lowered student outputs seen in the Renaissance assessment including, but not limited to, social and emotional wellbeing during a pandemic, initial school closures in spring 2020, and remote vs in person learning. These impacts will be studied and quantified over the coming years by scholars throughout universities and non-profits, however the path forward in Houston ISD is to identify and support where are students are currently.

Therefore, to combat the learning gaps in mathematics, I have had the Elementary Curriculum department focus on multiple high leverage areas:

I have had the Elementary Curriculum and Development department create a framework to develop high quality mathematics professional learning to ensure the needs of all students are addressed. The state has required accelerated instruction through tutoring only for those students performing below the Approaches Grade Level Standard on formative assessments. However, this does not address the needs of students that performed at or above the Approaches Standard. Significant, timely scaffolds and interventions using rigorous aligned curriculum facilitated by effective teachers is required to accelerate instruction to close learning gaps for students at all levels of mastery. Investment in our educators is key.

The Mathematics Unit Planning Guide (UPG) has been redesigned to include supports specifically for closing significant learning gaps caused from disrupted schooling due to COVID. These supports include rigorous instructional materials, “Recovery Days” and “Mini Lessons”, that all address prerequisite and foundational skills and the link to accelerate learning to ensure students’ mastery on grade level TEKS. Teachers use these resources to scaffold first instruction, facilitate small groups, and provide timely intervention support to meet the needs of students and address learning loss they may have experienced during the pandemic.

A strong foundation in mathematics begins with a focus on kindergarten through third grade effective instruction, fluency, and research-based best practices embedded within a well-developed rigorous curriculum. The Elementary Curriculum department has implemented the HB3 Math Academy framework that supports kindergarten through third grade. The primary goal is to increase teacher content capacity and build numerical fluency in conjunction with Guided Math on grade level curriculum through professional learning and individualized coaching. The HB3 Math Academy helps students develop numerical fluency with conceptual understanding and computational accuracy, including basic addition, subtraction, multiplication, and division facts, through rigorous instruction.

Office of the Superintendent of Schools
Board of Education Meeting of January 6, 2022

Office of Finance
Glenn Reed, Chief Financial Officer

**SUBJECT: APPROVAL TO ESTABLISH NEW BOARD POLICY CI(LOCAL),
SCHOOL PROPERTIES DISPOSAL—FIRST READING**

The purpose of this agenda item is to request that the Houston Independent School District (HISD) Board of Education approves the establishment of Board Policy CI(LOCAL), *School Properties Disposal*. This new local policy is recommended to be added to the district's policy manual to authorize the superintendent or designee to declare district materials, equipment, and supplies to be unnecessary and appropriately dispose of those items. In addition, the policy includes statements that instructional materials must be disposed of in accordance with law, as the Education Code requires the board to determine that the materials are not needed by the district and that property obtained with federal funds or as federal surplus must be managed in accordance with federal law. This policy includes recommendations from both the Texas Association of School Boards (TASB) and district administration.

The proposed new policy, Board Policy CI(LOCAL), *School Properties Disposal*, is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four district goals and is aligned to all five core initiatives. It also allows HISD to fulfill its purposes and strategic intent.

THIS ITEM DOES NOT REQUIRE CONSULTATION.

THIS ITEM DOES ESTABLISH BOARD POLICY.

RECOMMENDED: That the Board of Education accepts the establishment of CI(LOCAL), *School Properties Disposal*, on first reading, effective January 7, 2022.

BOARD POLICY EXPLANATORY SHEET

POLICY CODE	TITLE (SUBJECT)	SUBTITLE
CI(LOCAL)	SCHOOL PROPERTIES DISPOSAL	
INITIATED BY: Texas Association of School Boards (TASB) and district administration		
TYPE OF REVISION: Addition		
APPLICABILITY: This policy update applies to all board members and all district personnel.		
<p>BACKGROUND:</p> <p>TASB-recommended addition and Houston Independent School District (HISD) modifications are based on the following rationale:</p> <p>Recommended local policy that authorizes the superintendent or designee to declare district materials, equipment, and supplies to be unnecessary and appropriately dispose of those items.</p> <p>In addition, the policy includes statements that instructional materials must be disposed of in accordance with law, as the Education Code requires the board to determine that the materials are not needed by the district and that property obtained with federal funds or as federal surplus must be managed in accordance with federal law.</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.		

SCHOOL PROPERTIES DISPOSAL

CI
(LOCAL)

The Superintendent or designee is authorized to declare that District materials, equipment, personal property such as vehicles, and supplies are no longer necessary for the operation of the school district and shall dispose of unnecessary materials, equipment, personal property such as vehicles, and supplies for fair market value. If the unnecessary property has no value, the Superintendent or designee may dispose of such property according to administrative discretion.

Instructional materials shall be disposed of in accordance with law. [See CMD(LEGAL)]

Property obtained with federal funds or as federal surplus shall be managed in accordance with federal law.

Effective Date

This policy shall be effective as of the adoption date, January 13, 2022.

Office of the Superintendent of Schools
Board of Education Meeting of January 6, 2022

Office of Business Operations
Wanda Paul, Chief Operating Officer

**SUBJECT: APPROVAL OF THE ESTABLISHMENT OF BOARD POLICY
CLE(LOCAL), BUILDINGS, GROUNDS, AND EQUIPMENT
MANAGEMENT: FLAG DISPLAYS—FIRST READING**

The purpose of this agenda item is to request that the Houston Independent School District (HISD) Board of Education approves the establishment of Board Policy CLE(LOCAL), *Buildings, Grounds, And Equipment Management: Flag Displays*, as recommended by the Texas Association of School Boards and the HISD administration.

This local policy is recommended for inclusion in HISD Board Policy to provide evidence that the board requires the prominent display of the United States and Texas flags in classrooms during the pledges of allegiance to the flags, as required by state law.

A copy of the proposed Board Policy CLE(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 ESTABLISH BOARD POLICY.

RECOMMENDED: That the Board of Education accepts the establishment of Board Policy CLE(LOCAL), *Buildings, Grounds, and Equipment Management: Flag Displays*, on first reading, effective January 7, 2022.

BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT
FLAG DISPLAYS

CLE
(LOCAL)

The U.S. and Texas flags shall be prominently displayed in each classroom to which a student is assigned during the time that the pledges of allegiance to those flags are recited.

Effective Date

This policy shall be effective as of the adoption date, January 14, 2022.

Office of the Superintendent of Schools
Board of Education Meeting of January 6, 2022

Office of Business Operations
Wanda Paul, Chief Operating Officer

**SUBJECT: APPROVAL OF THE ESTABLISHMENT OF BOARD POLICY
CO(LOCAL), FOOD SERVICES MANAGEMENT—FIRST READING**

The purpose of this agenda item is to request that the Houston Independent School District (HISD) Board of Education approves the establishment of Board Policy CO(LOCAL), *Food Services Management*, as recommended by the Texas Association of School Boards and the HISD administration.

This local policy is recommended for inclusion in HISD Board Policy to authorize the superintendent to develop regulations to donate or otherwise dispose of leftover food in accordance with law.

A copy of the proposed Board Policy CO(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 ESTABLISH BOARD POLICY.

RECOMMENDED: That the Board of Education accepts the establishment of Board Policy CO(LOCAL), *Food Services Management*, on first reading, effective January 7, 2022.

FOOD SERVICES MANAGEMENT

CO
(LOCAL)

Food Donation

The Superintendent shall be authorized to develop regulations for the District to donate or otherwise dispose of leftover food in accordance with law.

Effective Date

This policy shall be effective as of the adoption date, January 14, 2022.

Office of the Superintendent of Schools
Board of Education Meeting of January 6, 2022

Office of the Deputy Superintendent
Rick Cruz, Deputy Superintendent

**SUBJECT: APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY
EB(LOCAL), SCHOOL YEAR—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 EB(LOCAL), *School Year*, as recommended by the Texas Association of School Boards (TASB).

The proposed Board Policy EB(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 3: Rigorous Instructional Standards and Supports.

THIS ITEM DOES REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the Board of Education accepts the proposed revisions to EB(LOCAL), *School Year*, on first reading, effective January 7, 2022.

BOARD POLICY EXPLANATORY SHEET

POLICY CODE	TITLE (SUBJECT)	SUBTITLE
EB(LOCAL)	School Year	
INITIATED BY: Texas Association of School Boards (TASB)		
TYPE OF REVISION: Revision		
APPLICABILITY: This policy update applies to all board members, district personnel, students, and students' parents and guardians.		
BACKGROUND: <p>TASB's recommendation on EB(LOCAL) is that the superintendent be authorized to approve variations from the board-approved school calendar, as necessary, including the closure of schools for reasons of public health and safety.</p> <p>TASB recommends deletion of the specific items to be included on the calendar because this procedure falls under the scope of administrative regulations. EB1(REGULATION) directly addresses the deleted section.</p>		
OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY: None		

SCHOOL YEAR

EB
(LOCAL)

School Calendar

The Superintendent annually shall recommend a school calendar that complies with legal requirements for approval by the Board. Once approved, the calendar shall be made available to students, staff, and parents authorized to approve variations from the Board-approved school calendar, as necessary.

The calendar shall include, but not be limited to, dates for the following items:

1. Teacher service/preparation days,
2. Student registration,
3. Teachers' report for duty,
4. Opening and closing of school,
5. Grade reporting periods exam days,
6. Semester beginnings and endings,
7. Scheduled holidays, and
8. Scheduled staff development activities.

Emergencies

The Superintendent is authorized to make decisions regarding variations from the school calendar in case of emergencies, subject to Board ratification of such changes.

School Closure

The Board delegates to the Superintendent the authority to close schools for reasons of public health and safety.

Effective Date

This policy shall be effective as of the adoption date, January 14, 2022.

Office of the Superintendent of Schools
Board of Education Meeting of January 6, 2022

Office of the Deputy Superintendent
Rick Cruz, Deputy Superintendent

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

The proposed Board Policy EIF(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 EIF(LOCAL), *Academic Achievement: Graduation*, on first reading, effective January 7, 2022.

BOARD POLICY EXPLANATORY SHEET

POLICY CODE	TITLE (SUBJECT)	SUBTITLE
EIF(LOCAL)	Academic Achievement	Graduation
INITIATED BY: Texas Association of School Boards (TASB)		
TYPE OF REVISION: Revision		
APPLICABILITY: This policy update applies to all board members, district personnel, students, and students' parents and guardians.		
BACKGROUND: <p>This local policy on graduation has been revised by TASB to delete references to the minimum, recommended, and advanced/distinguished achievement graduation programs. House Bill (HB) 5 required the Commission of Education to replace the Minimum High School Program (MHSP), Recommended High School Program (RHSP), and Distinguished Achievement Program (DAP) with the Foundation High School Program beginning with the 2014–2015 School Year.</p>		
OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY: None		

ACADEMIC ACHIEVEMENT
GRADUATION

EIF
(LOCAL)

**High School
Personal Graduation
Plan**

~~Beginning in the 2014–15 school year,~~The high school principal shall designate a school counselor or administrator to review personal graduation plan (PGP) options with each student entering grade 9 together with the student's parent or guardian. The PGP review must include the options for the Distinguished Level of Achievement and the endorsements. Before the conclusion of the school year, the student and the student's parent or guardian must confirm and sign a PGP for the student. The plan may be revised according to the student's interest and the availability of particular programming at the campus. Each year, the campus and the student shall refer to the plan while developing the student's course schedule. The plan and the course selection sheet shall be kept on file by the school counselor or administrator.

A high school PGP must:

1. Identify a course of study that promotes:
 - a. College or workforce readiness; and
 - b. Career placement and advancement.
2. Facilitate the student's transition from secondary to post-secondary education.

**Middle School
Personal Graduation
Plan**

A middle school principal shall designate a guidance counselor, teacher, or other appropriate individual to develop and administer a PGP for students enrolled in grades 6–8 who:

1. Failed a ~~State of Texas Assessments of Academic Readiness (STAAR) exam~~state-mandated assessment; or
2. Is not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade 9 as determined by the District.

A PGP must:

1. Identify educational goals for the student;
2. Include diagnostic information, appropriate monitoring and intervention, and other evaluation strategies;
3. Include an intensive instruction program described in Education Code 28.0213 [see EHBC and EHBAB];
4. Address participation of the student's parent or guardian, including consideration of the parent's or guardian's educational expectations for the student; and
5. Provide innovative methods to promote the student's advancement, including flexible scheduling, alternative learning

ACADEMIC ACHIEVEMENT
GRADUATION

EIF
(LOCAL)

environments, online instruction, and other interventions that are proven to accelerate the learning process and have been scientifically validated to improve learning and cognitive ability.

**Diploma and
Academic
Achievement Record**

All graduates, including special education students, shall be awarded the same type of diploma. The academic achievement record (transcript) shall include the individual accomplishments, achievements, and courses completed. Also, the appropriate seal representing the student's academic program shall be affixed to the academic achievement record.

**Graduation
Requirements**

Graduation requirements for a particular student shall be those in effect when the student first enters grade 9 or as otherwise adopted by the Board. Students may graduate under the programs listed below. Details regarding the number of credits and specific courses for each of the programs are found in EIF(EXHIBIT).

Upon reaching the age of 26, a former student who attended District schools during grade 12 but did not graduate under District requirements will be eligible to graduate under the minimum state requirements in effect at ~~his or her~~**their** grade 9 entry, provided Houston ISD was the last district of enrollment.

~~All students entering grade 9 prior to the 2014-15 school year shall be automatically enrolled in the Recommended High School Program, and parental approval shall be required to leave the program.~~ All students entering grade 9 in the 2014-15 school year and thereafter shall be automatically enrolled in the distinguished level of achievement plan in the foundation high school program, and parental approval shall be required to leave the plan to graduate under the 22-credit Texas Education Agency (TEA) foundation high school program or the 22-credit HISD foundation high school program.

~~The following graduation programs are available for students entering grade 9 prior to the 2012-13 school year:~~

- ~~1. The Texas Minimum High School Program (requires principal approval based on extenuating circumstances);~~
- ~~2. District Core Program (Regular High School Program);~~
- ~~3. District Advanced Program (Recommended High School Program); and~~
- ~~4. Advanced/Distinguished Achievement Program.~~

~~The following graduation programs are available for students entering grade 9 in the 2012-13 through 2013-14 school years:~~

ACADEMIC ACHIEVEMENT
GRADUATION

EIF
(LOCAL)

1. ~~The Texas Minimum High School Program;~~
2. ~~The Recommended High School Program; and~~
3. ~~The Advanced/Distinguished Achievement High School Program (Advanced High School Program).~~

~~The foundation high school program is required for students entering grade 9 in the 2014–15 school year and thereafter.~~

A seal on each student's transcript shall identify the program under which the student graduated. For specific course and other requirements of each program, see EIF(LEGAL) and the *Secondary School Guidelines* for the current year. [See also EI(LEGAL) and (LOCAL) and FMH(LOCAL)]

Special Education

A student receiving special education services shall be eligible to graduate upon completion of the requirements specified in ~~his or her~~ the individualized education program (IEP) as determined by the student's admission, review, and dismissal (ARD) committee. [See options for graduation under the Special Education Program in the *School Guidelines* for the current year]

The secondary program of a student receiving special education services shall terminate either with graduation or when the student no longer meets the age requirement. When a student graduates with a regular diploma, or when the student no longer meets the age eligibility for FAPE, the District must provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals. [See 300.305(e) (3) – IDEIA IDEA]

**Physical Education
Substitutions**

**Classification For
Physical Education**

All students must satisfy District graduation requirements for physical education. The District shall classify students for physical education on the basis of health into one of the following categories:

1. Unrestricted – not limited in activities.
2. Restricted – may exclude the more vigorous activities. The two types of restricted classification are:
 - a. Permanent — A member of the healing arts licensed to practice in the State of Texas shall provide written documentation to the school as to the nature of the impairment and the expectations for physical activity for the student.
 - b. Temporary — A student may be restricted from certain physical activity of the physical education class. A member of the healing arts licensed to practice in the State of

ACADEMIC ACHIEVEMENT
GRADUATION

EIF
(LOCAL)

Texas shall provide written documentation to the school as to the nature of the impairment and the expectations for physical activity for the student.

During recovery time, the student shall continue to learn the concepts of the lessons but shall participate to the level indicated by the licensed health-care professional.

3. Adapted and remedial — Specific activities prescribed or prohibited for students so classified as directed by a member of the healing arts licensed to practice in the State of Texas.

**Olympic-Caliber
Physical Activity
Programs**

The District has chosen to award state credit for physical education for appropriate private or commercially sponsored physical activity programs conducted either on or off campus, upon program approval by the Board and participation approval by the Health and Physical Education Department.

~~Reading Credits~~

~~The District shall offer up to 3 state graduation elective credits for reading in all graduation plans.~~

**Transfer of Credits
During Senior Year
for Students from
Out of District**

Students leaving the District in the last semester of their senior year shall be allowed to transfer credits back from any accredited high school where they complete graduation requirements and receive a high school diploma from the District.

**In-District Transfer
of Students During
Spring of Senior
Year**

In order to receive a diploma from a District high school, a senior student transferring from another District school:

1. Shall have enrolled in that high school, at the latest, during the first 15 days of the last semester of the senior year;
2. Must have earned at least 2 credits from the District high school; and
3. Must have completed District graduation requirements, including satisfactory performance on the state-mandated assessment.

A student who does not meet these qualifications may have ~~his or her~~their complete coursework transferred back to the previous District school and then receive a diploma from the school ~~he or she~~they previously attended.

To be eligible for honors based on academic achievement, a transfer senior student must earn ~~his or her~~the last 5 credits at the school in which the awards are presented, at least 2 credits of which must be completed before class ranking time.

Effective Date

DATE ISSUED: 6/13/2014
LDU 2014.08
EIF(LOCAL)-X

ACADEMIC ACHIEVEMENT
GRADUATION

EIF
(LOCAL)

This policy shall be effective as of the adoption date, ~~April 11, 2014~~ January 14, 2022.

Office of the Superintendent of Schools
Board of Education Meeting of January 6, 2022

Office of the Deputy Superintendent
Rick Cruz, Deputy Superintendent

SUBJECT: APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY FEB(LOCAL), ATTENDANCE: ATTENDANCE ACCOUNTING—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 FEB(LOCAL), *Attendance: Attendance Accounting*, as recommended by the Texas Association of School Boards (TASB).

The proposed Board Policy FEB(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 FEB(LOCAL), *Attendance: Attendance Accounting*, on first reading, effective January 7, 2022.

BOARD POLICY EXPLANATORY SHEET

POLICY CODE	TITLE (SUBJECT)	SUBTITLE
FEB(LOCAL)	Attendance	Attendance Accounting
INITIATED BY: Texas Association of School Boards (TASB)		
TYPE OF REVISION: Revision		
APPLICABILITY: This policy update applies to all board members, district personnel, students, and students' parents and guardians.		
BACKGROUND: <p>TASB-recommended revisions to this local policy on attendance accounting are to address amended Texas Administrative Code rules that delete the reference to taking attendance during the second or fifth instructional hour and specify that attendance shall be determined at the official attendance-taking time during the campus's instructional day.</p> <p>The recommended text assigns to the superintendent the responsibility of designating the district's official attendance-taking time. Note that there is no requirement to include the official attendance-taking time in policy; it may be designated in district procedures.</p>		
OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY: None		

ATTENDANCE
ATTENDANCE ACCOUNTING

FEB
(LOCAL)

**Attendance
Accounting System**

The Superintendent shall be responsible for designating the official attendance-taking time during the campus's instructional day and maintaining a student attendance accounting system in accordance with statutory and TEA requirements. [See also FD for admissions and residency requirements.]

Alternative
Recording
Attendance-Taking
Time

~~When appropriate, the Superintendent shall be authorized to establish written procedures permitting a campus to specify record absences in an alternative time for taking hour from the District's official attendance-taking time other than the second or fifth instructional hour. Exceptions may be authorized for an entire campus or for a designated group of students at a campus. The alternative time for recording attendance-taking time shall be determined in accordance with TEA's *Student Attendance Accounting Handbook* and administrative regulations.~~

**Parental Consent to
Leave Campus**

The Superintendent shall establish procedures regarding parental consent for a student to leave campus, including procedures for documenting a student's absence. The procedures shall be communicated in the employee and student handbooks.

Effective Date

This policy shall be effective as of the adoption date, January 14, 2022.

Office of the Superintendent of Schools
Board of Education Meeting of January 6, 2022

Office of the Deputy Superintendent
Rick Cruz, Deputy Superintendent

**SUBJECT: APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY
FEC(LOCAL), ATTENDANCE: ATTENDANCE FOR CREDIT—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 FEC(LOCAL), *Attendance: Attendance for Credit*, as recommended by the Texas Association of School Boards (TASB) and district administration.

The proposed Board Policy FEC(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 FEC(LOCAL), *Attendance: Attendance for Credit*, on first reading, effective January 7, 2022.

BOARD POLICY EXPLANATORY SHEET

POLICY CODE	TITLE (SUBJECT)	SUBTITLE
FEC (LOCAL)	Attendance	Attendance for Credit
INITIATED BY: Texas Association of School Boards (TASB) and Houston Independent School District (HISD) administration		
TYPE OF REVISION: Revision		
APPLICABILITY: This policy update applies to all attendance committees and other relevant employees, students, and students' parents and guardians.		
BACKGROUND: <p>TASB makes several recommendations for policy FEC(LOCAL), beginning with the specification that the policy only applies to students who have not been in attendance for 90 percent of the days that the class is offered, which is written into Section 25.092 of the Education Code. The HISD administration is recommending some but not all TASB suggestions.</p> <p>Provisions on the attendance committee's consideration of the best interest of the student, extenuating circumstances, and conditions for awarding credit or a final grade have been revised and reordered to emphasize a student's mastery of the essential knowledge and skills and maintaining a passing grade rather than assigning a student to attend programs for an amount of time equivalent to the student's absences.</p>		
OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY: None		

ATTENDANCE
ATTENDANCE FOR CREDIT

FEC
(LOCAL)

This policy shall apply to a student who has not been in attendance for 90 percent of the days the class is offered.

Consideration of all Absences

All absences shall be considered in determining whether a student has attended the required percentage of days under this policy.

Attendance Committees

Campus-based attendance committees shall be established in accordance with Education Code 25.092.

The Superintendent or designee shall make the specific appointments in accordance with legal requirements. The principal shall be responsible for establishing high standards of attendance and punctuality for every student. [See the *Elementary School Guidelines* and *Secondary School Guidelines*]

Parental Notice of Excessive Absences

A student and the student's parent or guardian shall be given written notice prior to and at such time when a student's attendance in any class drops below the required number of days established in the *Elementary School Guidelines* and *Secondary School Guidelines* for the current school year.

Methods for Regaining Credit or Awarding a Final Grade

When a student's attendance drops below 90 percent but remains at least at 75 percent of the days the class is offered, the student may earn credit for the class or a final grade by completing a plan approved by the principal. This plan must provide for the student to meet the instructional requirements of the class as determined by the principal.

If the student fails to successfully complete the plan, or when a student's attendance drops below 75 percent of the days the class is offered, the student, parent, or representative may request award of credit or a final grade by submitting a written petition to the appropriate attendance committee.

Petitions for credit or a final grade may be filed at any time the student receives notice but, in any event, no later than 30 days after the last day of classes or the date the parent or adult student receives notification.

The attendance committee shall review the student's entire attendance record and the reasons for absences and shall determine whether to award credit or a final grade. The attendance committee may also, whether a petition is filed or not, review the records of all students whose attendance drops below 90 percent of the days the class is offered.

Students who have lost credit or have not received a final grade because of excessive absences may regain credit or be awarded a final grade by fulfilling the requirements established by the attendance committee.

ATTENDANCE
ATTENDANCE FOR CREDIT

FEC
(LOCAL)

**Guidelines on
Extenuating
Circumstances**

The attendance committee shall adhere to the following guidelines to determine attendance for award of credit or a final grade:

- | | |
|------------------------------------|---|
| Days of Attendance | 1. All absences shall be considered in determining whether a student has attended the required percentage of days. If makeup work is completed satisfactorily, excused absences that are allowed under compulsory attendance requirements shall be considered days of attendance for this purpose <u>award of credit or final grade</u> . [See FEA(LEGAL) at Excused Absences for Compulsory Attendance Determinations] |
| Transfers / Migrant Students | 2. A transfer or migrant student incurs absences only after his or her <u>their</u> enrollment in the District. |
| Best Interest Standard | 3. In reaching consensus regarding a student's absences, the committee shall attempt to ensure that its decision is in the best interest of the student. The Superintendent or designee shall develop administrative regulations addressing the committee's documentation of the decision. |
| Documentation | 4. 3. The committee shall consider the acceptability and authenticity of documented reasons for the student's absences. |
| Consideration of Control | 5. 4. The committee shall consider whether the absences were for reasons out of the student's or parent's control. |
| Student's Academic Record | 6. 5. The committee shall consider whether or not the student has completed assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject. |
| Information from Student or Parent | 6. The student or parent shall be given an opportunity to present any information to the committee about the absences and to discuss ways to earn or regain credit or be awarded a final grade. |
| Best Interest Standard | 7. In reaching consensus regarding a student's absences, the committee shall attempt to ensure that its decision is in the best interest of the student. The Superintendent or designee shall develop administrative regulations addressing the committee's documentation of the decision. |

**Imposing Conditions
for Awarding Credit
or a Final Grade**

The committee may impose any of the following conditions for students with excessive absences to regain credit or be awarded a final grade:

1. Completing additional assignments, as specified by the committee or teacher.

ATTENDANCE
ATTENDANCE FOR CREDIT

FEC
(LOCAL)

2. Attending tutorial sessions as scheduled, which may include before- and after-school programs.
3. Maintaining the attendance standards for the rest of the semester.
4. Taking an examination to earn credit. [See EHDB]
5. Attending a flexible school day program.
6. Attending summer school.

In all cases, the student must also earn a passing grade in order to receive credit.

Appeals

The attendance committee's decision may be appealed in accordance with provisions included in the *Elementary School Guidelines* and *Secondary School Guidelines*.

Effective Date

This policy shall be effective as of the adoption date, ~~April 11, 2014~~
January 14, 2022.

Office of the Superintendent of Schools
Board of Education Meeting of January 6, 2022

Office of School Offices
Denise Watts, Chief of Schools

**SUBJECT: APPROVAL TO ESTABLISH NEW BOARD POLICY FFF(LOCAL),
STUDENT WELFARE: STUDENT SAFETY—FIRST READING**

The purpose of this agenda item is to request that the Houston Independent School District (HISD) Board of Education approves establishing new Board Policy FFF(LOCAL), *Student Welfare: Student Safety*, as recommended by the Texas Association of School Boards (TASB).

The proposed Board Policy FFF(LOCAL) is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

THIS ITEM DOES REQUIRE CONSULTATION.

THIS ITEM DOES ESTABLISH BOARD POLICY.

RECOMMENDED: That the Board of Education accepts the establishment of new policy FFF(LOCAL), *Student Welfare: Student Safety*, on first reading, effective January 7, 2022.

BOARD POLICY EXPLANATORY SHEET

POLICY CODE	TITLE (SUBJECT)	SUBTITLE
FFF(LOCAL)	Student Welfare	Student Safety
INITIATED BY: Texas Association of School Boards (TASB)		
TYPE OF REVISION: New Policy		
APPLICABILITY: This policy update applies to all board members, district personnel, students, and students' parents and guardians.		
BACKGROUND: <p>This is a new local policy based on Senate Bill (SB) 7 and aligned to FFF(LEGAL) policy. SB 7 relates to improper relationships between educators and students and the reporting of educator misconduct.</p> <p>SB 7 requires that the district have a policy to notify the parent of a student with whom an educator is alleged to have engaged in certain misconduct.</p> <p>This recommended policy provides the definition of misconduct, along with cross-references to FFG(LOCAL) for child abuse reporting requirements and to FFH(LOCAL) for parental notification requirements if the misconduct meets the definition of prohibited conduct.</p>		
OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY: None		

STUDENT WELFARE
STUDENT SAFETY

FFF
(LOCAL)

The District shall notify a parent of a student with whom an educator is alleged to have engaged in misconduct, informing the parent:

1. As soon as feasible that the alleged misconduct may have occurred;
2. Whether the educator was terminated following an investigation of the alleged misconduct or resigned before completion of the investigation; and
3. Whether a report was submitted to the State Board for Educator Certification (SBEC) concerning the alleged misconduct.

For purposes of this policy, misconduct is defined as an educator's alleged abuse or commission of an otherwise unlawful act with the student or involvement in a romantic relationship, or soliciting or engaging in sexual contact with the student.

[See also FFG for reporting requirements related to child abuse and FFH for parental notification requirements regarding alleged Title IX violations and other prohibited conduct as defined by that policy.]

Effective Date

This policy shall be effective as of the adoption date, January 14, 2022.

Office of the Superintendent of Schools
Board of Education Meeting of January 6, 2022

Office of School Offices
Denise Watts, Chief of Schools

**SUBJECT: APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY
FMA(LOCAL), STUDENT ACTIVITIES: SCHOOL-SPONSORED
PUBLICATIONS—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 FMA(LOCAL), *Student Activities: School-Sponsored Publications*, as recommended by the Texas Association of School Boards (TASB).

The proposed Board Policy FMA(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 FMA(LOCAL), *Student Activities: School-Sponsored Publications*, on first reading, effective January 7, 2022.

BOARD POLICY EXPLANATORY SHEET

POLICY CODE	TITLE (SUBJECT)	SUBTITLE
FMA(LOCAL)	Student Activities	School-Sponsored Publications
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.		
<p>BACKGROUND:</p> <p>The TASB-recommended revisions to this local policy clarify that district and campus publications are under the district's control and school-sponsored publications approved by a principal and published by students are part of the instructional program. The provision outlining the principal's administrative responsibilities for publications is recommended for deletion, as such a statement need not be included in board policy.</p> <p>TASB also recommended replacing the text on advertising with a note pointing to GKB, to consolidate and eliminate duplication of advertising provisions; and deleting the unnecessary complaint provision as complaints are addressed in Board Policy FNG(LOCAL).</p>		
OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY: None		

STUDENT ACTIVITIES
SCHOOL-SPONSORED PUBLICATIONS

FMA
(LOCAL)

All publications edited, ~~printed~~ published, ~~or~~ and distributed in ~~print~~ or electronically in the name of ~~or within~~ the District ~~schools or an individual campus~~ shall be under the control of the ~~school campus and District~~ administration and the Board. All ~~school-sponsored~~ publications approved and issued by a principal and published by students at an individual ~~schools campus~~ shall be part of the instructional program, under the supervision of a faculty sponsor, and shall be carefully edited to reflect the ideals and expectations of the citizens of the District for their schools. The exercise of appropriate economy in materials and production is expected without jeopardy to the content. The principal shall be responsible for all matters pertaining to the organization, issuance, and sale of such publications and any other publication procedure, subject to the Superintendent's approval.

Note: For provisions regarding advertising, including advertising in District- or school-sponsored publications, see GKB.

Advertising

Advertising in individual school publications may be accepted from bona fide business firms, subject to the approval of professional employees exercising editorial supervision over the publications. Advertising deemed inappropriate for student readers or that advertises products presenting a health hazard, such as alcohol, tobacco products, electronic cigarettes, or any other nicotine delivery device or substance for consumption containing nicotine, shall not be accepted.

Complaints

Students who have a complaint regarding the procedures or a professional decision affecting the content or style of a school-sponsored publication shall present that complaint in accordance with FNG.

Effective Date

This policy shall be effective as of the adoption date, January 14, 2022.