

Called Meeting  
Monday, August 1, 2022 6:30 PM

Third Floor Training Room  
285 Uptown Blvd.  
Cedar Hill, Texas 75104

## **Agenda**

1. CALL TO ORDER  
FIRST ORDER OF BUSINESS - Announcement by the Board President whether a quorum is present, and that the notice of the meeting has been duly called, and posted in the time and manner required by the Texas Open Meetings Act, Texas Government Code Chapter 551.
2. CLOSED SESSION  
Recess to Executive Session, pursuant to Texas Open Meetings Act, Texas Government Code Section:

551.071) Private consultation with the board's attorney,  
551.074) To deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee  
551.082) Considering discipline of a public school child, or complaint or charge against personnel.

If, during the course of the meeting, the Board of Trustees should determine that a closed session is required, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code Section listed above.

The Board will vote on matters in Open Session considered in Closed Session or matters considered if the Board enters into a Closed meeting during the meeting, if applicable.

3. PUBLIC COMMENTS  
The Board encourages comments about the District from members of the public. Anyone who has signed up to speak in advance of the meeting in accordance with procedures may do so at this time. Each participant should address the Board from the podium microphone, stating their name and address before speaking. The Board asks that each participant's comments pertain to District business and be no longer than three (3) minutes. Copies of presentations should be made available to all Trustees and the Superintendent.
4. COMMUNICATIONS
5. LONE STAR GOVERNANCE  
Lone Star Governance (LSG) is a continuous-improvement model for governing teams—boards in collaboration with their superintendents—who choose to focus intensely on only one primary objective: Improving student outcomes. Lone Star Governance accomplishes this intense focus through tailored coaching aligned to the five pillars of the Texas Framework for School Board Development: Vision, Accountability, Structure, Advocacy, and Unity.  
5.A. Resilient Schools Support Program Update

# Cedar Hill Independent School District BOARD OF TRUSTEES

**Meeting Date:** August 1, 2022

**Presented by:** Dr. Gerald Hudson, Superintendent of Schools

**Subject:** Resilient Schools Support Program 2022-2023 Short Term Action Plan

## Information

**BOARD GOAL:**

- Increase the percentage of 3rd grade (all students) scholars reading at/or above grade level

**BACKGROUND INFORMATION:**

Achievement in third grade reading is contingent upon scholars making consistent progress in literacy development in the preceding grade levels. With this in mind RSSP focus in CHISD will shift to support teachers in Kindergarten and 1st grade in the implementation of the science of teaching reading. The TEA is continuing with the Resilient Schools Support Program (RSSP) to extend support to CHISD for SY22-23. By continuing in RSSP, CHISD will receive customized technical assistance over the course of the year to build robust literacy systems and progress monitoring expectations, and implement continuous improvement cycles. RSSP LEAs will seek to improve student outcomes in an approach that is inclusive and supportive of the broader school community, particularly campus leaders, teachers, and families.

**RECOMMENDATION:**

Information Only

**BOARD ACTION REQUIRED:**

None

**POLICY AUTHORIZATION:**

None

**CONTACT PERSON:**

Dr. Cherron Ukpaka, Executive Director of Teaching and Learning

**FUNDING SOURCE:**

None

**ENCLOSURES:**

RSSP Board Presentation

6. INFORMATION

These items are presented to the Board for information only. No presentations will be made unless specifically requested by the Board.

6.A. Facilities Committee Update

6.B. Huckabee and Associates - Election Ethics Training

**Cedar Hill Independent School District  
BOARD OF TRUSTEES**

**Meeting Date:** August 1, 2022

**Presented by:** Dr. Gerald Hudson, Superintendent of Schools

**Subject:** Huckabee & Associates - Election Ethics Training

**Information**

**BACKGROUND INFORMATION:**

In January, CHISD Board of Trustees approved a contract with Huckabee & Associates to assist the district with a facility assessment, educational adequacy assessment, long-range facility planning, bond planning and bond program development, as well as an informational campaign in the event a bond election is called.

During the August 1 meeting, Lesley Weaver, Director of Communications from Huckabee & Associates, will provide Trustees with information on best practices for elected officials, staff and community members related to election ethics prior to the Board taking action on a bond election,

**RECOMMENDATION:**

Information Only

**BOARD ACTION REQUIRED:**

None

**POLICY AUTHORIZATION:**

None

**CONTACT PERSON:**

Tierney Tinnin, Chief of Communications & Marketing

**FUNDING SOURCE:**

None

**ENCLOSURES:**

None

## 6.C. Student Code of Conduct

# Cedar Hill Independent School District BOARD OF TRUSTEES

**Meeting Date:** August 1, 2022

**Presented by:** Dr. Gerald Hudson, Superintendent of Schools

**Subject:** Student Code of Conduct

## Information

### **SUPERINTENDENT CONSTRAINT:**

- Increase the percentage of scholars graduating college career and military ready
- Increase the percentage of 3rd grade (all students) scholars reading at/or above grade level
- Increase the percentage of Algebra I scholars scoring Meets or above
- Increase the percentage of scholars participating in extra-curricular or co-curricular activities

### **BACKGROUND INFORMATION:**

The Student Code of Conduct, as required by Chapter 37 of the Texas Education Code, provides methods and options for managing student behavior, preventing and intervening in student discipline problems, and imposing discipline. This Student Code of Conduct has to be adopted each year by the Board of Trustees and developed with the advice of the district-level planning and decision-making committee. There are no material changes in the code of conduct this year.

### **RECOMMENDATION:**

N/A

### **BOARD ACTION REQUIRED:**

None

### **CONTACT PERSON:**

Dr. Norbert Whitaker, Executive Director of Student Services

### **FUNDING SOURCE:**

N/A

### **ENCLOSURES:**

N/A



# **ACKNOWLEDGMENT**

## ***Student Code of Conduct***

Dear Student and Parent:

As required by state law, the Board of Trustees has officially adopted the Student Code of Conduct in order to promote a safe and orderly learning environment for every student.

We urge you to read this publication thoroughly and to discuss it with your family. If you have any questions about the required conduct and consequences for misconduct, we encourage you to ask for an explanation from the student's teacher or appropriate campus administrator.

Thank you,

Mr. Tellauance L. Graham  
Assistant Superintendent of Administration/Student Services

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# Student Code of Conduct

## Accessibility

If you have difficulty accessing the information in this document because of disability, please contact Tellauance Graham, Assistant Superintendent of Student Services and Administration at [tellauance.graham@chisd.net](mailto:tellauance.graham@chisd.net) or 972-291-1581.

## Purpose

The Student Code of Conduct (“Code”), as required by Chapter 37 of the Texas Education Code, provides methods and options for managing student behavior, preventing and intervening in student discipline problems, and imposing discipline.

The law requires the district to define misconduct that may—or must—result in a range of specific disciplinary consequences, including removal from a regular classroom or campus, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), placement in a juvenile justice alternative education program (JJAEP), or expulsion from school.

This Student Code of Conduct has been adopted by the Cedar Hill Independent School District board of trustees and developed with the advice of the district-level planning and decision-making committee. It provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. This Code remains in effect during summer school and at all school-related events and activities outside the school year until the board adopts an updated version for the next school year.

In accordance with state law, the Code shall be posted at each school campus or shall be available for review at the campus principal’s office. Additionally, the Code shall be available at the campus behavior coordinator’s office and posted on the district’s website. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or JJAEP, expelled, or taken into custody by a law enforcement officer under Chapter 37 of the Education Code.

Because the Student Code of Conduct is adopted by the district’s board of trustees, it has the force of policy. In the event of a conflict between the Code and the Student Handbook, the Code shall prevail.

**Please note:** The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

## **School District Authority and Jurisdiction**

School rules and the district's authority to administer discipline apply whenever the interest of the district is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.

The district has disciplinary authority over a student:

- During the regular school day;
- While the student is traveling on district transportation;
- During lunch periods in which a student is allowed to leave campus;
- At any school-related activity, regardless of time or location;
- For any school-related misconduct, regardless of time or location;
- When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
- When a student engages in cyberbullying, as defined by Education Code 37.0832;
- When criminal mischief is committed on or off school property or at a school-related event;
- For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
- For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
- When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
- When the student is required to register as a sex offender.

### **Campus Behavior Coordinator**

As required by law, a person at each campus must be designated to serve as the campus behavior coordinator. The designated person may be the principal or any other campus administrator selected by the principal. The campus behavior coordinator is primarily responsible for maintaining student discipline. The district shall post on its website and in the Student Handbook, for each campus, the email address and telephone number of the person serving as campus behavior coordinator. Contact information may be found at [www.chisd.net](http://www.chisd.net) and in the families tab on the district's website.

### **Threat Assessment and Safe and Supportive School Team**

The campus behavior coordinator or other appropriate administrator will work closely with the campus threat assessment safe and supportive school team to implement the district's threat assessment policy and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code.

### **Searches**

District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and district policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. Refer to the district's policies at FNF(LEGAL) and FNF(LOCAL) for more information regarding investigations and searches.

The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable suspicion to believe it contains articles or materials prohibited by the district.

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice.

### **Reporting Crimes**

The principal *or* campus behavior coordinator and other school administrators as appropriate shall report crimes as required by law and shall call local law enforcement when an administrator suspects that a crime has been committed on campus.

### **Security Personnel**

To ensure the security and protection of students, staff, and property, the board employs police officers, school resource officers (SROs), **and/or** security personnel. In accordance with law, the board has coordinated with the campus behavior coordinator and other district employees to ensure appropriate law enforcement duties are assigned to security staff. The law enforcement duties of district peace officers are listed in policy CKE(LOCAL). The law enforcement duties of the District's Police Department and the Security Personnel are: [www.chisd.net/page97](http://www.chisd.net/page97).

### **How CHISD Police Department serves you:**

- Assisting campus administrators in providing safe and secure campuses
- Enforcing all laws, including Board Rules & Regulations, municipal ordinances, county ordinances, and state laws within the territorial boundaries of the District, when it affects the safety and welfare of the students, employees and/or District property
- Maintain direction and control of the school crossing guard program
- Enforcing school zone traffic laws, when reduced school zone speed limits are in effect
- Cedar Hill ISD police officers have the primary responsibility for law enforcement on all property owned, leased, or rented by the District. When Cedar Hill ISD police officers are working with officers of the Cedar Hill Police Department, the jurisdiction of the Cedar Hill ISD police officers also includes all territories within the jurisdiction of the City of Cedar Hill police officers.
- Dispatch Number: 469-272-2088

### **“Parent” Defined**

Throughout the Code of Conduct and related discipline policies, the term “parent” includes a parent, legal guardian, or other person having lawful control of the child.

### **Participating in Graduation Activities**

The district has the right to limit a student's participation in graduation activities for violating the district's Code.

Participation might include a speaking role, as established by district policy and procedures.

Students eligible to give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered eligible, a student shall not have engaged in any misconduct that resulted in an out-of-school suspension, removal to STRIVE, or expulsion during the semester immediately preceding graduation.

The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct that resulted in an out-of-school suspension, removal to STRIVE, or expulsion during the semester immediately preceding graduation.

### **Unauthorized Persons**

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer shall have the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and:

1. The person poses a substantial risk of harm to any person; or
2. The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.
3. In the event a scholar invites an unauthorized person to campus.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL), as appropriate. However, the timelines for the district's grievance procedures shall be adjusted as necessary to permit the person to address the board in person within 90 calendar days, unless the complaint is resolved before a board hearing.

See **STRIVE—Restrictions During Placement** on page 24 for information regarding a student assigned to STRIVE at the time of graduation.

### **Standards for Student Conduct**

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner.
- Exercise self-discipline.
- Attend all classes regularly and on time.
- Bring appropriate materials and assignments to class.
- Meet district and campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other district staff and volunteers.
- Respect the property of others, including district property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.
- Adhere to the requirements of the Student Code of Conduct.

## General Conduct Violations

The categories of conduct below are prohibited at school, in vehicles owned or operated by the district, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on **Out-of-School Suspension** on page 18, **STRIVE Placement** on page 19, **Placement and/or Expulsion for Certain Offenses** on page 26, and **Expulsion** on page 28, those offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in **Removal from the Regular Educational Setting** as detailed on page 17.

### Disregard for Authority

Students shall not:

- Fail to comply with directives given by school personnel.
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct in district vehicles.
- Refuse to accept discipline or consequence assigned by a teacher or principal.

### Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault, see **STRIVE—Placement and/or Expulsion for Certain Offenses** on page 26.)
- Threaten a district student, employee, or volunteer, including off school property if the conduct causes a substantial disruption to the educational environment.
- Engage in bullying, cyberbullying, harassment, or making hit lists. (See **glossary** for all four terms.)
- Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Engage in sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct directed toward another person, including a district student, employee, board member, or volunteer.
- Engage in conduct that constitutes dating violence. (See **glossary**.)
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. (See **glossary**.)
- Coerce an individual to act through the use or threat of force.
- Commit extortion or blackmail.
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.
- Record the voice or image of another without the prior consent of the individual being recorded or in any way that disrupts the educational environment or invades the privacy of others.

## Property Offenses

Students shall not:

- Damage or vandalize property owned by others. (For felony criminal mischief, see **STRIVE—Placement and/or Expulsion for Certain Offenses** on page 26.)
- Deface or damage school property, including textbooks, technology and electronic resources, lockers, furniture, and other equipment, with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft, even if it does not constitute a felony according to the Penal Code. (For felony robbery, aggravated robbery, and theft, see **STRIVE— Placement and/or Expulsion for Certain Offenses** on page 26.)
- Enter, without authorization, district facilities that are not open for operations.

## Possession of Prohibited Items

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A “look-alike” weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon;
- An air gun or BB gun;
- Ammunition;
- A hand instrument designed to cut or stab another by being thrown;
- A firearm silencer or suppressor;
- \*A location-restricted knife;
- \*A club;
- \*A firearm;
- A stun gun;
- Knuckles;
- A pocket knife or any other small knife;
- Mace or pepper spray;
- Pornographic material;
- Tobacco products, cigarettes, e-cigarettes, and any component, part, or accessory for an e-cigarette device;
- Matches or a lighter;
- A laser pointer, unless it is for an approved use; or
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.

\*For weapons and firearms, see **STRIVE—Placement and/or Expulsion for Certain Offenses** on page 26. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

### **Possession of Telecommunications or Other Electronic Devices**

Students shall not:

- Display, turn on, or use a telecommunications device, including a cell phone, or other electronic device on school property during the school day.
- Use a telecommunications device, including a cell phone, or other electronic device in violation of district and campus rules.

### **Illegal, Prescription, and Over-the-Counter Drugs**

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. (Also see **STRIVE Placement** on page 19 and **Expulsion** on page 28 for mandatory and permissive consequences under state law.)
- Possess or sell seeds or pieces of marijuana in less than a usable amount.
- Possess, use, give, or sell paraphernalia related to any prohibited substance. (See **glossary** for “paraphernalia.”)
- Possess, use, abuse, or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student’s own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person’s prescription drug on school property or at a school-related event. (See **glossary** for “abuse.”)
- Abuse over-the-counter drugs. (See **glossary** for “abuse.”)
- Be under the influence of prescription or over-the-counter drugs that cause impairment to body or mind. (See **glossary** for “under the influence.”)
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

### **Misuse of Technology Resources and the Internet**

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student’s parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including, but not limited to, computers and related equipment, district data, the data of others, or other networks connected to the district’s system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use the internet or other electronic communications to threaten or harass district students, employees, board members, or volunteers, including off school property if the conduct

causes a substantial disruption to the educational environment or infringes on the rights of another student at school.

- Send, post, deliver, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting," either on or off school property, if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Use the internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.

### **Safety Transgressions**

Students shall not:

- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Throw objects that can cause bodily injury or property damage.
- Discharge a fire extinguisher without valid cause.

### **Miscellaneous Offenses**

Students shall not:

- Violate dress and grooming standards as communicated in the Student Handbook.
- Engage in academic dishonesty, which includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination.
- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.

The district may impose campus or classroom rules in addition to those found in the Code. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code.

## **Discipline Management Techniques**

Discipline shall be designed to improve conduct and encourage students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques, including restorative practices. Discipline shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

### **Students with Disabilities**

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. In the event of any conflict, the district shall comply with federal law. For more information regarding discipline of students with disabilities, see policy FOF(LEGAL).

In accordance with the Education Code, a student who receives special education services may not be disciplined for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists (see **glossary**) until an ARD committee meeting has been held to review the conduct.

In deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

### **Techniques**

The following discipline management techniques may be used alone, in combination, or as part of progressive interventions for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or a brief "time-out" period, in accordance with law.
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).
- Classroom circles.
- Family group conferencing.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours.

- Sending the student to the office, another assigned area, or to in-school suspension.
- Assignment of school duties, such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- Corporal punishment, unless the student's parent or guardian has provided a signed statement prohibiting its use.
- Out-of-school suspension, as specified in **Out-of-School Suspension** on page 18.
- Placement in a STRIVE, as specified in **STRIVE** on page .
- Expulsion and/or placement in an alternative educational setting, as specified in **Placement and/or Expulsion for Certain Offenses** on page 19.
- Expulsion, as specified in **Expulsion** on page 28.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

### **Prohibited Aversive Techniques**

Aversive techniques are prohibited for use with students and are defined as techniques or interventions intended to reduce the reoccurrence of a behavior by intentionally inflicting significant physical or emotional discomfort or pain. Aversive techniques include:

- Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by district policy. [See policy FO(LOCAL).]
- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face.
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint.
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face.
- Restricting the student's circulation.
- Securing the student to a stationary object while the student is standing or sitting.

- Inhibiting, reducing, or hindering the student's ability to communicate.
- Using chemical restraints.
- Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student using physical barriers.
- Depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP).

### **Notification**

The campus behavior coordinator shall promptly notify a student's parent by phone or in person of any violation that may result in in-school or out-of-school suspension, placement in a STRIVE, placement in a JJAEP, or expulsion. The campus behavior coordinator shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of the Education Code.

A good-faith effort shall be made to provide written notice of the disciplinary action to the student, on the day the action was taken, for delivery to the student's parent. If the parent has not been reached by telephone or in person by 5:00 p.m. of the first business day after the day the disciplinary action was taken, the campus behavior coordinator shall send written notification by U.S. Mail. If the campus behavior coordinator is not able to provide notice to the parent, the principal or designee shall provide the notice.

Before the principal or appropriate administrator assigns a student under age 18 to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

### **Appeals**

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or campus behavior coordinator, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of the policy may be obtained from the principal's office, the campus behavior coordinator's office, or the central administration office or through Policy On Line at the following address: [www.chisd.net](http://www.chisd.net).

The district shall not delay a disciplinary consequence while a student or parent pursues a grievance.

## **Removal from the School Bus**

A bus driver may refer a student to the principal's office or the campus behavior coordinator's office to maintain effective discipline on the bus. The principal or campus behavior coordinator must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges.

Since the district's primary responsibility in transporting students in district vehicles is to do so as safely as possible, the operator of the vehicle must focus on driving and not have his or her attention distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal or campus behavior coordinator may restrict or revoke a student's transportation privileges, in accordance with law.

## **Removal from the Regular Educational Setting**

In addition to other discipline management techniques, misconduct may result in removal from the regular educational setting in the form of a routine referral or a formal removal.

### **Routine Referral**

A routine referral occurs when a teacher sends a student to the campus behavior coordinator's office as a discipline management technique. The campus behavior coordinator shall employ alternative discipline management techniques, including progressive interventions. A teacher or administrator may remove a student from class for behavior that violates this Code to maintain effective discipline in the classroom.

### **Formal Removal**

A teacher may initiate a formal removal from class if:

1. A student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach the class or with other students' ability to learn; or
2. The behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannot learn.

Within three school days of the formal removal, the campus behavior coordinator or appropriate administrator shall schedule a conference with the student's parent, the student, the teacher who removed the student from class, and any other appropriate administrator.

At the conference, the campus behavior coordinator or appropriate administrator shall inform the student of the alleged misconduct and the proposed consequences. The student shall have an opportunity to respond to the allegations.

When a student is removed from the regular classroom by a teacher and a conference is pending, the campus behavior coordinator or other administrator may place the student in:

- Another appropriate classroom.
- In-school suspension
- Out-of-school suspension.
- STRIVE (DAEP).

A teacher or administrator must remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in STRIVE or

expelled. When removing for those reasons, the procedures in the subsequent sections on STRIVE or expulsion shall be followed.

### **Returning a Student to the Classroom**

A student who has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, or aggravated sexual assault may not be returned to the teacher's class without the teacher's consent.

A student who has been formally removed by a teacher for any other conduct may be returned to the teacher's class without the teacher's consent if the placement review committee determines that the teacher's class is the best or only alternative available.

## **Out-of-School Suspension**

### **Misconduct**

Students may be suspended for behavior listed in the Code as a general conduct violation, STRIVE offense, or expellable offense.

The district shall not use out-of-school suspension for students in grade 2 or below unless the conduct meets the requirements established in law.

A student below grade 3 or a student who is homeless shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in Penal Code sections 46.02 or 46.05;
- Conduct that contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

The district shall use a positive behavior program as a disciplinary alternative for students below grade 3 who commit general conduct violations instead of suspension or placement in a STRIVE. The program shall meet the requirements of law.

### **Process**

State law allows a student to be suspended for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

Before being suspended a student shall have an informal conference with the campus behavior coordinator or appropriate administrator, who shall inform the student of the alleged misconduct and give the student an opportunity to respond to the allegation before the administrator makes a decision.

The campus behavior coordinator shall determine the number of days of a student's suspension, not to exceed three school days.

In deciding whether to order out-of-school suspension, the campus behavior coordinator shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

### **Coursework During Suspension**

The district shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school or out-of-school suspension, including at least one method of receiving this coursework that doesn't require the use of the internet.

A student removed from the regular classroom to in-school suspension or another setting, other than STRIVE, will have an opportunity before the beginning of the next school year to complete each course the student was enrolled in at the time of removal. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district.

### **Success Through Responsible Individualized Virtual Education (STRIVE) Formally (DAEP) Placement**

STRIVE shall be provided in a setting other than the student's regular classroom. An elementary school student may not be placed in STRIVE with a student who is not an elementary school student.

For purposes of STRIVE, elementary classification shall be kindergarten–grade 5 and secondary classification shall be grades 6–12.

Summer programs provided by the district shall serve students assigned to STRIVE in conjunction with other students.

A student who is expelled for an offense that otherwise would have resulted in a STRIVE placement does not have to be placed in STRIVE in addition to the expulsion.

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

## **Discretionary Placement: Misconduct That May Result in a STRIVE Placement**

A student **may** be placed in a STRIVE for the following conduct violations:

### **Misconduct Identified in State Law**

In accordance with state law, a student **may** be placed in a DAEP for any of the following offenses:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Involvement in a public school fraternity, sorority, or secret society, or gang including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. (See **glossary**.)
- Involvement in criminal street gang activity. (See **glossary**.)
- Criminal mischief, not punishable as a felony.
- Assault (no bodily injury) with threat of imminent bodily injury.
- Assault by offensive or provocative physical contact.

In accordance with state law, a student **may** be placed at STRIVE if the superintendent or the superintendent's designee has reasonable belief (see **glossary**) that the student engaged in conduct punishable as a felony, other than aggravated robbery or those listed as offenses in Title 5 (see **glossary**) of the Penal Code, that occurs off school property and not at a school-sponsored or school-related event, if the student's presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

The campus behavior coordinator **may** place a student at STRIVE for off-campus conduct for which a STRIVE placement is required by state law if the administrator does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.

## **Mandatory Placement: Misconduct That Requires STRIVE Placement**

A student **must** be placed in a DAEP if the student:

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See **glossary**.)
- Commits the following offenses on school property, within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
  - Engages in conduct punishable as a felony.
  - Commits an assault (see **glossary**) under Penal Code 22.01(a)(1).
  - Sells, gives, or delivers to another person or possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (School-related felony drug offenses are addressed in

**Expulsion** on page 28.) (See **glossary** for “under the influence” “controlled substance,” and “dangerous drug.”)

- Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol, if the conduct is not punishable as a felony offense. (School-related felony alcohol offenses are addressed in **Expulsion** on page 28.)
  - Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
  - Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure. (See **glossary**.)
  - Engages in conduct that contains the elements of an offense of harassment against an employee under Penal Code 42.07(a)(1), (2), (3), or (7).
- Engages in expellable conduct and is between six and nine years of age.
  - Commits a federal firearms violation and is younger than six years of age.
  - Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in **Expulsion** on page .)
  - Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see **glossary**) of the Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:
    1. The student receives deferred prosecution (see **glossary**),
    2. A court or jury finds that the student has engaged in delinquent conduct (see **glossary**), or
    3. The superintendent or designee has a reasonable belief (see **glossary**) that the student engaged in the conduct.

## **Sexual Assault and Campus Assignments**

If a student has been convicted of continuous sexual abuse of a young child or children or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus, and if the victim’s parent or another person with the authority to act on behalf of the victim requests that the board transfer the offending student to another campus, the offending student shall be transferred to another campus in the district. If there is no other campus in the district serving the grade level of the offending student, the offending student shall be transferred to STRIVE.

## **Process**

Removals to STRIVE shall be made by the campus behavior coordinator with approval from the Executive Director of Student Services.

## **Conference**

When a student is removed from class for a STRIVE offense, the campus behavior coordinator or appropriate administrator shall schedule a conference within three school days with the student’s parent, the student, and, in the case of a teacher removal, the teacher.

At the conference, the campus behavior coordinator or appropriate administrator shall provide the student:

- Information, orally or in writing, of the reasons for the removal;
- An explanation of the basis for the removal; and
- An opportunity to respond to the reasons for the removal.

Following valid attempts to require attendance, the district may hold the conference and make a placement decision regardless of whether the student or the student's parents attend the conference.

### **Consideration of Mitigating Factors**

In deciding whether to place a student at STRIVE, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator and Executive Director of Student Services shall take into consideration:

- Self-defense (see **glossary**),
- Intent or lack of intent at the time the student engaged in the conduct,
- The student's disciplinary history,
- A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
- A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
- A student's status as homeless.

### **Placement Order**

After the conference, if the student is placed at STRIVE, the campus behavior coordinator shall write a placement order. A copy of the STRIVE placement order shall be sent to the student and the student's parent.

Not later than the second business day after the conference, the board's designee shall deliver to the juvenile court a copy of the placement order and all information required by Section 52.04 of the Family Code.

If the student is assigned to STRIVE and the length of placement is inconsistent with the guidelines included in this Code, the placement order shall give notice of the inconsistency.

### **Coursework Notice**

The parent or guardian of a student assigned to STRIVE shall be given written notice of the student's opportunity to complete, at no cost to the student, a foundation curriculum course in which the student was enrolled at the time of removal and which is required for graduation. The notice shall include information regarding all methods available for completing the coursework.

### **Length of Placement**

The Executive Director of Student Services shall determine the duration of a student's placement at STRIVE.

The duration of a student's placement shall be determined case by case based on the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the student's attitude, and statutory requirements.

The maximum period of a STRIVE placement shall be one calendar year, except as provided below.

Unless otherwise specified in the placement order, days absent from STRIVE shall not count toward fulfilling the total number of days required in a student's STRIVE placement order.

The district shall administer the required pre- and post-assessments for students assigned to STRIVE for a period of 90 days or longer in accordance with established district administrative procedures for administering other diagnostic or benchmark assessments.

### **Exceeds One Year**

Placement in STRIVE may exceed one year when a review by the district determines that the student is a threat to the safety of other students or to district employees.

The statutory limitations on the length of a STRIVE placement do not apply to a placement resulting from the board's decision to place a student who engaged in the sexual assault of another student so that the students are not assigned to the same campus.

### **Exceeds School Year**

Students who are in a STRIVE placement at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement.

For placement at STRIVE to extend beyond the end of the school year, the campus behavior coordinator or the board's designee must determine that:

- The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others, or
- The student has engaged in serious or persistent misbehavior (see **glossary**) that violates the district's Code.

### **Exceeds 60 Days**

For placement at STRIVE to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student's parent shall be given notice and the opportunity to participate in a proceeding before the board or the board's designee.

### **Appeals**

Questions from parents regarding disciplinary measures should be addressed to the campus principal or designee.

Student or parent appeals regarding a student's placement at STRIVE should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the principal's office, the campus behavior coordinator's office, the central administration office, or through Policy On Line at the following address: [www.chisd.net](http://www.chisd.net).

Appeals shall begin at Level One with the principal or designee or Level Two with the Executive Director of Student Services.

The district shall not delay disciplinary consequences pending the outcome of an appeal. The decision to place a student assigned to STRIVE cannot be appealed beyond the board.

### **Restrictions During Placement**

The district does not permit a student who is assigned to STRIVE to participate in any school-sponsored or school-related extracurricular or co-curricular activity, including seeking or holding honorary positions and/or membership in school-sponsored clubs and organizations.

A student assigned to STRIVE shall not be provided transportation unless he or she is a student with a disability who is entitled to transportation in accordance with the student's individualized education program (IEP) or Section 504 plan.

For seniors who are eligible to graduate and are assigned to STRIVE at the time of graduation, the last day of placement in the program shall be the last instructional day, and the student shall be allowed to participate in the graduation ceremony and related graduation activities unless otherwise specified in the STRIVE placement order.

### **Placement Review**

A student assigned to STRIVE shall be provided a review of his or her status, including academic status, by the campus behavior coordinator or the board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

### **Additional Misconduct**

If during the term of placement at STRIVE the student engages in additional misconduct for which placement at STRIVE or expulsion is required or permitted, additional proceedings may be conducted, and the campus behavior coordinator may enter an additional disciplinary order as a result of those proceedings.

### **Notice of Criminal Proceedings**

When a student is assigned to STRIVE for certain offenses, the office of the prosecuting attorney shall notify the district if:

- Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence, and no formal proceedings, deferred adjudication (see **glossary**), or deferred prosecution will be initiated; or
- The court or jury found a student not guilty or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

If a student was assigned to STRIVE for such conduct, on receiving the notice from the prosecutor, the superintendent or designee shall review the student's placement and schedule a review with the student's parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

After reviewing the notice and receiving information from the student's parent, the superintendent or designee may continue the student's placement if there is reason to believe

that the presence of the student in the regular classroom threatens the safety of other students or teachers.

The student or the student's parent may appeal the superintendent's or designee decision to the board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the board shall, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student's parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board shall make a record of the proceedings.

If the board confirms the decision of the superintendent or designee, the student and the student's parents may appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.

### **Withdrawal During Process**

When a student violates the district's Code in a way that requires or permits the student to be assigned to STRIVE and the student withdraws from the district before a placement order is completed, the campus behavior coordinator may complete the proceedings and issue a placement order. If the student then re-enrolls in the district during the same or a subsequent school year, the district may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district. If the campus behavior coordinator or the board fails to issue a placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a placement order.

### **Newly Enrolled Students**

The district shall continue the STRIVE placement of a student who enrolls in the district and was assigned to a DAEP in an open-enrollment charter school or another district including a district in another state.

When a student enrolls in the district with a STRIVE placement from a district in another state, the district has the right to place the student at STRIVE to the same extent as any other newly enrolled student if the behavior committed is a reason for a STRIVE placement in the receiving district.

State law requires the district to reduce a placement imposed by a district in another state that exceeds one year so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district determines that the student is a threat to the safety of other students or employees or the extended placement is in the best interest of the student.

### **Emergency Placement Procedure**

When an emergency placement is necessary because the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with classroom or school operations, the student shall be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student shall be given the appropriate conference required for an assignment to STRIVE.

### **Transition Services**

In accordance with law and district procedures, campus staff shall provide transition services to a student returning to the regular classroom from an alternative education program, including a STRIVE placement. See policy FOCA(LEGAL) for more information.

## **Placement and/or Expulsion for Certain Offenses**

This section includes two categories of offenses for which the Education Code provides unique procedures and specific consequences.

### **Registered Sex Offenders**

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the district must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement.

If the student is under any form of court supervision, including probation, community supervision, or parole, the student shall be placed either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the student may be assigned to STRIVE or JJAEP for one semester or placed in a regular classroom. The student may not be placed in the regular classroom if the board or its designee determines that the student's presence:

- Threatens the safety of other students or teachers,
- Will be detrimental to the educational process, or
- Is not in the best interests of the district's students.

### **Review Committee**

At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene a committee, in accordance with state law, to review the student's placement. The committee shall recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the board or its designee must follow the committee's recommendation.

The placement review of a student with a disability who receives special education services must be made by the ARD committee.

### **Newly Enrolled Students**

If a student enrolls in the district during a mandatory placement as a registered sex offender, the district may count any time already spent by the student in a placement or may require an additional semester in an alternative placement without conducting a review of the placement.

### **Appeal**

A student or the student's parent may appeal the placement by requesting a conference between the board or its designee, the student, and the student's parent. The conference is limited to the factual question of whether the student is required to register as a sex offender. Any decision of the board or its designee under this section is final and may not be appealed.

### **Certain Felonies**

Regardless of whether placement or expulsion is required or permitted by one of the reasons in the STRIVE Placement or Expulsion sections, in accordance with Education Code 37.0081, a student may be expelled and placed at either STRIVE or JJAEP if the board or campus behavior coordinator makes certain findings and the following circumstances exist in relation to

aggravated robbery or a felony offense under Title 5 (see **glossary**) of the Penal Code. The student must:

- Have received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense; or
- Have received probation or deferred adjudication or have been arrested for, charged with, or convicted of aggravated robbery or a Title 5 felony offense.

The district may expel the student and order placement under these circumstances regardless of:

- The date on which the student's conduct occurred,
- The location at which the conduct occurred,
- Whether the conduct occurred while the student was enrolled in the district, or
- Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

### **Hearing and Required Findings**

The student must first have a hearing before the board or its designee, who must determine that in addition to the circumstances above that allow for the expulsion, the student's presence in the regular classroom:

- Threatens the safety of other students or teachers,
- Will be detrimental to the educational process, or
- Is not in the best interest of the district's students.

Any decision of the board or the board's designee under this section is final and may not be appealed.

### **Length of Placement**

The student is subject to the placement until:

- The student graduates from high school,
- The charges are dismissed or reduced to a misdemeanor offense, or
- The student completes the term of the placement or is assigned to another program.

### **Placement Review**

A student assigned to STRIVE or JJAEP under this section is entitled to a review of his or her status, including academic status, by the campus behavior coordinator or board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the

student or the student's parent shall have the opportunity to present arguments for the student's return to the regular classroom or campus.

### **Newly Enrolled Students**

A student who enrolls in the district before completing a placement under this section from another school district must complete the term of the placement.

## **Expulsion**

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

- Self-defense (see **glossary**),
- Intent or lack of intent at the time the student engaged in the conduct,
- The student's disciplinary history,
- A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
- A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
- A student's status as homeless.

### **Discretionary Expulsion: Misconduct That May Result in Expulsion**

Some of the following types of misconduct may result in mandatory placement in a STRIVE, whether or not a student is expelled. (See **STRIVE Placement** on page 19.)

#### **Any Location**

A student **may** be expelled for:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
- Criminal mischief, if punishable as a felony.
- Engaging in conduct that contains the elements of one of the following offenses against another student:
  - Aggravated assault.
  - Sexual assault.
  - Aggravated sexual assault.
  - Murder.
  - Capital murder.
  - Criminal attempt to commit murder or capital murder.

- Aggravated robbery.
- Breach of computer security. (See **glossary**.)
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

### **At School, Within 300 Feet, or at a School Event**

A student **may** be expelled for committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, or a dangerous drug, if the conduct is not punishable as a felony. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (See **glossary** for "under the influence.")
- Selling, giving, or delivering another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol, if the conduct is not punishable as a felony.
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in conduct that contains the elements of assault under Penal Code 22.01(a)(1) against an employee or a volunteer.
- Engaging in deadly conduct. (See **glossary**.)

### **Within 300 Feet of School**

A student **may** be expelled for engaging in the following conduct while within 300 feet of school property, as measured from any point on the school's real property boundary line:

- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson. (See **glossary**.)
- Murder, capital murder, or criminal attempt to commit murder or capital murder.
- Indecency with a child.
- Aggravated kidnapping.
- Manslaughter.
- Criminally negligent homicide.
- Aggravated robbery.
- Continuous sexual abuse of a young child or disabled individual.
- Felony drug- or alcohol-related offense.
- Unlawfully carrying on or about the student's person a handgun or a location-restricted knife, as these terms are defined by state law. (See **glossary**.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined by state law. (See **glossary**.)
- Possession of a firearm, as defined by federal law. (See **glossary**.)

### **Property of Another District**

A student **may** be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the student is attending a school-sponsored or school-related activity of a school in another district in Texas.

### **While at STRIVE**

A student may be expelled for engaging in documented serious misbehavior that violates the district's Code, despite documented behavioral interventions while assigned to STRIVE. For purposes of discretionary expulsion from STRIVE, serious misbehavior means:

- Deliberate violent behavior that poses a direct threat to the health or safety of others;
- Extortion, meaning the gaining of money or other property by force or threat;
- Conduct that constitutes coercion, as defined by Penal Code 1.07; or
- Conduct that constitutes the offense of:
  - a. Public lewdness under Penal Code 21.07;
  - b. Indecent exposure under Penal Code 21.08;
  - c. Criminal mischief under Penal Code 28.03;
  - d. Hazing under Education Code 37.152; or
  - e. Harassment under Penal Code 42.07(a)(1) of a student or district employee.

### **Mandatory Expulsion: Misconduct That Requires Expulsion**

A student **must** be expelled under federal or state law for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:

#### **Under Federal Law**

- Bringing to school or possessing at school, including any setting that is under the district's control or supervision for the purpose of a school activity, a firearm, as defined by federal law. (See **glossary**.)

**Note:** Mandatory expulsion under the federal Gun Free Schools Act does not apply to a firearm that is lawfully stored inside a locked vehicle or to firearms used in activities approved and authorized by the district when the district has adopted appropriate safeguards to ensure student safety.

#### **Under the Penal Code**

- Unlawfully carrying on or about the student's person the following, in the manner prohibited by Penal Code 46.02:
  - A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. (See **glossary**.) *Note:* A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus; while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or

supported by the Parks and Wildlife Department; or a shooting sports sanctioning organization working with the department. [See policy FNCG(LEGAL).]

- A location-restricted knife, as defined by state law. (See **glossary**.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. (See **glossary**.)
- Behaving in a manner that contains elements of the following offenses under the Penal Code:
  - Aggravated assault, sexual assault, or aggravated sexual assault.
  - Arson. (See **glossary**.)
  - Murder, capital murder, or criminal attempt to commit murder or capital murder.
  - Indecency with a child.
  - Aggravated kidnapping.
  - Aggravated robbery.
  - Manslaughter.
  - Criminally negligent homicide.
  - Continuous sexual abuse of a young child or disabled individual.
  - Behavior punishable as a felony that involves selling, giving, or delivering to another person or possessing, using, or being under the influence of marijuana, a controlled substance, a dangerous drug, or alcohol, or committing a serious act or offense while under the influence of alcohol.
- Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses

### **Under Age Ten**

When a student under the age of ten engages in behavior that is expellable behavior, the student shall not be expelled, but shall be assigned to STRIVE. A student under age six shall not be assigned to STRIVE unless the student commits a federal firearm offense.

### **Process**

If a student is believed to have committed an expellable offense, the campus behavior coordinator or other appropriate administrator shall schedule a hearing within a reasonable time. The student's parents shall be invited in writing to attend the hearing.

Until a hearing can be held, the campus behavior coordinator or other administrator may place the student in:

- Another appropriate classroom.
- In-school suspension.
- Out-of-school suspension.
- STRIVE.

## **Hearing**

A student facing expulsion shall be given a hearing with appropriate due process. The student is entitled to:

- Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district,
- An opportunity to testify and to present evidence and witnesses in the student's defense, and
- An opportunity to question the witnesses called by the district at the hearing.
- After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends.

The board of trustees delegates to the Assistant Superintendent of Student Services and Administration to conduct hearings and expel students.

## **Board Review of Expulsion**

After the due process hearing, the expelled student may request that the board review the expulsion decisions. The student or parent must submit a written request to the superintendent within seven days after receipt of the written decision. The superintendent must provide the student or parent written notice of the date, time, and place of the meeting at which the board will review the decision.

The board shall review the record of the expulsion hearing in a closed meeting unless the parent requests in writing that the matter be held in an open meeting. The board may also hear a statement from the student or parent and from the board's designee.

The board shall consider and base its decision on evidence reflected in the record and any statements made by the parties at the review. The board shall make and communicate its decision orally at the conclusion of the presentation. Consequences shall not be deferred pending the outcome of the hearing.

## **Expulsion Order**

Before ordering the expulsion, the Executive Director of Student Services or designee shall take into consideration:

- Self-defense (see **glossary**),
- Intent or lack of intent at the time the student engaged in the conduct,
- The student's disciplinary history,
- A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
- A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
- A student's status as homeless.

If the student is expelled, the board or its designee shall deliver to the student and the student's parent a copy of the order expelling the student.

Not later than the second business day after the hearing, the Executive Director of Student Services shall deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code.

If the length of the expulsion is inconsistent with the guidelines included in the Student Code of Conduct, the expulsion order shall give notice of the inconsistency.

### **Length of Expulsion**

The length of an expulsion shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements.

The duration of a student's expulsion shall be determined on a case-by-case basis. The maximum period of expulsion is one calendar year, except as provided below.

An expulsion may not exceed one year unless, after review, the district determines that:

- The student is a threat to the safety of other students or to district employees, or
- Extended expulsion is in the best interest of the student.

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the superintendent may modify the length of the expulsion on a case-by-case basis.

Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

### **Withdrawal During Process**

When a student violated the district's Code in a way that requires or permits expulsion from the district and the student withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and student.

If the student then re-enrolls in the district during the same or subsequent school year, the district may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another district.

If the campus behavior coordinator or the board fails to issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings.

### **Additional Misconduct**

If during the expulsion, the student engages in additional conduct for which assigned to STRIVE or expulsion is required or permitted, additional proceedings may be conducted, and the campus behavior coordinator or the board may issue an additional disciplinary order as a result of those proceedings.

### **Restrictions During Expulsion**

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

No district academic credit shall be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved program.

## **Newly Enrolled Students**

The district shall continue the expulsion of any newly enrolled student expelled from another district or an open-enrollment charter school until the period of the expulsion is completed.

If a student expelled in another state enrolls in the district, the district may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if:

- The out-of-state district provides the district with a copy of the expulsion order, and
- The offense resulting in the expulsion is also an expellable offense in the district in which the student is enrolling.

If a student is expelled by a district in another state for a period that exceeds one year and the district continues the expulsion or places the student in a STRIVE, the district shall reduce the period of the expulsion or STRIVE placement so that the entire period does not exceed one year, unless after a review it is determined that:

- The student is a threat to the safety of other students or district employees, or
- Extended placement is in the best interest of the student.

## **Emergency Expulsion Procedures**

When an emergency expulsion is necessary to protect persons or property from imminent harm, the student shall be given verbal notice of the reason for the action. Within ten days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

## **STRIVE Placement of Expelled Students**

The district may provide educational services to any expelled student assigned to STRIVE; however, educational services at STRIVE must be provided if the student is less than ten years of age.

## **Transition Services**

In accordance with law and district procedures, campus staff shall provide transition services for a student returning to the regular classroom from placement in an alternative education program, including an assignment to STRIVE or JJAEP. See policies FOCA(LLEGAL) and FODA(LLEGAL) for more information.

## Glossary

**Abuse** is improper or excessive use.

**Aggravated robbery** is defined in part by Penal Code 29.03(a) as when a person commits robbery and:

- Causes serious bodily injury to another;
- Uses or exhibits a deadly weapon; or
- Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
  - a. 65 years of age or older, or
  - b. A disabled person.

**Armor-piercing ammunition** is defined by Penal Code 46.01 as handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

**Arson** is defined in part by Penal Code 28.02 as a crime that involves:

- Starting a fire or causing an explosion with intent to destroy or damage:
  - a. Any vegetation, fence, or structure on open-space land; or
  - b. Any building, habitation, or vehicle:
    - (1) Knowing that it is within the limits of an incorporated city or town,
    - (2) Knowing that it is insured against damage or destruction,
    - (3) Knowing that it is subject to a mortgage or other security interest,
    - (4) Knowing that it is located on property belonging to another,
    - (5) Knowing that it has located within it property belonging to another, or
    - (6) When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
- Recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance if the fire or explosion damages any building, habitation, or vehicle; or
- Intentionally starting a fire or causing an explosion and in so doing:
  - a. Recklessly damaging or destroying a building belonging to another, or
  - b. Recklessly causing another person to suffer bodily injury or death.

**Assault** is defined in part by Penal Code 22.01 as intentionally, knowingly, or recklessly causing bodily injury to another; intentionally or knowingly threatening another with imminent bodily injury; or intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

**Breach of computer security** includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in Penal Code 33.02, if the conduct involves accessing a computer, computer network, or computer system owned by or

operated on behalf of a school district and the student knowingly alters, damages, or deletes school district property or information or commits a breach of any other computer, computer network, or computer system.

**Bullying** is defined as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or damage to the student's property;
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school.

Bullying includes cyberbullying. (See below.) This state law on bullying prevention applies to:

- Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
- Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
- Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

**Chemical dispensing device** is defined by Penal Code 46.01 as a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

**Club** is defined by Penal Code 46.01 as an instrument, specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, and includes but is not limited to a blackjack, nightstick, mace, and tomahawk

**Controlled substance** means a substance, including a drug, an adulterant, and a dilutant, listed in Schedules I through V or Penalty Group 1, 1-A, 1-B, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinols (THC) in hemp.

**Criminal street gang** is defined by Penal Code 71.01 as three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

**Cyberbullying** is defined by Education Code 37.0832 as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of

telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

**Dangerous drug** is defined by Health and Safety Code 483.001 as a device or a drug that is unsafe for self-medication and that is not included in Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act. The term includes a device or drug that federal law prohibits dispensing without prescription or restricts to use by or on the order of a licensed veterinarian.

**Dating violence** occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by Section 71.0021 of the Family Code.

**Deadly conduct** under Penal Code 22.05 occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

**Deferred adjudication** is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

**Deferred prosecution** may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

**Delinquent conduct** is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

**Discretionary** means that something is left to or regulated by a local decision maker.

**E-cigarette** means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device or a consumable liquid solution or other material aerosolized or vaporized during the use of an electronic cigarette or other device described by this provision. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

**Explosive weapon** is defined by Penal Code 46.01 as any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

**False alarm or report** under Penal Code 42.06 occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

- Cause action by an official or volunteer agency organized to deal with emergencies;
- Place a person in fear of imminent serious bodily injury; or
- Prevent or interrupt the occupation of a building, room, or place of assembly.

**Firearm** is defined by federal law (18 U.S.C. 921(a)) as:

- Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
- The frame or receiver of any such weapon;
- Any firearm muffler or firearm silencer, defined as any device for silencing, muffling, or diminishing the report of a portable firearm; or
- Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Such term does not include an antique firearm.

**Graffiti** includes markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

**Handgun** is defined by Penal Code 46.01 as any firearm that is designed, made, or adapted to be fired with one hand.

**Harassment** includes:

- Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL);
- Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in Education Code 37.001(b)(2); or
- Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:
  - a. Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
  - b. Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
  - c. Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury;
  - d. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another; and
  - e. Publishing on an internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern, as defined by law.

**Hazing** is defined by Education Code 37.151 as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the

purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

- Any type of physical brutality;
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; or

Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated. **Hit list** is defined in Education Code 37.001(b)(3) as a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

**Improvised explosive device** is defined by Penal Code 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

**Indecent exposure** is defined by Penal Code 21.08 as an offense that occurs when a person exposes the person's anus or any part of the person's genitals with intent to arouse or gratify the sexual desire of any person, and is reckless about whether another is present who will be offended or alarmed by the act.

**Intimate visual material** is defined by Civil Practices and Remedies Code 98B.001 and Penal Code 21.16 as visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

**Location-restricted knife** is defined by Penal Code 46.01 as a knife with a blade over five and one-half inches.

**Knuckles** means any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

**Look-alike weapon** means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

**Machine gun** as defined by Penal Code 46.01 is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

**Mandatory** means that something is obligatory or required because of an authority.

**Paraphernalia** are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

**Possession** means to have an item on one's person or in one's personal property, including, but not limited to:

107. Clothing, purse, or backpack;

108. A private vehicle used for transportation to or from school or school-related activities, including, but not limited to, an automobile, truck, motorcycle, or bicycle;
109. Telecommunications or electronic devices; or
110. Any school property used by the student, including, but not limited to, a locker or desk.

**Prohibited weapon** under Penal Code 46.05(a) means:

111. The following items, unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice: An explosive weapon;
  - a. A machine gun;
  - b. A short-barrel firearm;
112. Armor-piercing ammunition;
113. A chemical dispensing device;
114. A zip gun;
115. A tire deflation device; or
116. An improvised explosive device.

**Public Lewdness** is defined by Penal Code 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, when the person is reckless about whether another is present who will be offended or alarmed by the act.

**Public school fraternity, sorority, secret society, or gang** means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Education Code 37.121(d) are excepted from this definition.

**Reasonable belief** is that which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information, including the notice of a student's arrest under Code of Criminal Procedure Article 15.27.

**Self-defense** is the use of force against another to the degree a person reasonably believes is immediately necessary to protect himself or herself.

**Serious misbehavior** means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
  - a. Public lewdness under Penal Code 21.07;
  - b. Indecent exposure under Penal Code 21.08;

- c. Criminal mischief under Penal Code 28.03;
- d. Hazing under Education Code 37.152; or
- e. Harassment under Penal Code 42.07(a)(1) of a student or district employee.

**Serious or persistent misbehavior** includes, but is not limited to:

- Behavior that is grounds for permissible expulsion or mandatory DAEP placement.
- Behavior identified by the district as grounds for discretionary DAEP placement.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Refusal to attempt or complete schoolwork as assigned.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Leaving school grounds without permission.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

**Short-barrel firearm** is defined by Penal Code 46.01 as a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

**Terroristic threat** is defined by Penal Code 22.07 as a threat of violence to any person or property with intent to:

- 5. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
- 6. Place any person in fear of imminent serious bodily injury;
- 7. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
- 8. Cause impairment or interruption of public communications; public transportation; public water, gas, or power supply; or other public service;
- 9. Place the public or a substantial group of the public in fear of serious bodily injury; or
- 10. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

**Tire deflation device** is defined in part by Penal Code 46.01 as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

**Title 5 felonies** are those crimes listed in Title 5 of the Penal Code that typically involve injury to a person and may include:

- Murder, manslaughter, or homicide under Sections 19.02–.05;
- Kidnapping under Section 20.03;
- Trafficking of persons under Section 20A.02;

- Smuggling or continuous smuggling of persons under Sections 20.05–.06;
- Assault under Section 22.01;
- Aggravated assault under Section 22.02;
- Sexual assault under Section 22.011;
- Aggravated sexual assault under Section 22.021;
- Unlawful restraint under Section 20.02;
- Continuous sexual abuse of a young child or disabled individual under Section 21.02;
- Bestiality under Section 21.09;
- Improper relationship between educator and student under Section 21.12;
- Voyeurism under Section 21.17;
- Indecency with a child under Section 21.11;
- Invasive visual recording under Section 21.15;
- Disclosure or promotion of intimate visual material under Section 21.16;
- Sexual coercion under Section 21.18;
- Injury to a child, an elderly person, or a disabled person of any age under Section 22.04;
- Abandoning or endangering a child under Section 22.041;
- Deadly conduct under Section 22.05;
- Terroristic threat under Section 22.07;
- Aiding a person to commit suicide under Section 22.08; and
- Tampering with a consumer product under Section 22.09.

**Under the influence** means lacking the normal use of mental or physical faculties. Impairment of a person’s physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student “under the in-fluence” need not be legally intoxicated to trigger disciplinary action.

**Use** means voluntarily introducing into one’s body, by any means, a prohibited substance.

**Zip gun** is defined by Penal Code 46.01 as a device or combination of devices that was not originally a firearm and is adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

6.D. 2022-2023 Allotment & TEKS Certification

# Cedar Hill Independent School District BOARD OF TRUSTEES

**Meeting Date:** August 1, 2022

**Presented by:** Dr. Gerald Hudson, Superintendent of Schools

**Subject:** 2022-2023 TEKS Allotment & Certification

## Information

**BACKGROUND INFORMATION:**

In accordance with TEC 31.04, school districts and charter schools are required to certify annually to the State Board of Education and the commissioner that, for each subject in the required curriculum other than physical education, students have access to instructional materials that cover all the Texas Essential Knowledge and Skills (TEKS). Districts and charters will be unable to order 2022–23 instructional materials through EMAT until the certification has been received by the Texas Education Agency (TEA).

**RECOMMENDATION:**

N/A

**BOARD ACTION REQUIRED:**

N/A

**POLICY AUTHORIZATION:**

DC (LOCAL) Employment Practices  
DFE (LOCAL) Termination of Contract: Resignation  
DCD (LOCAL) Employment Practices: At-Will Employment

**CONTACT PERSON:**

Ms. Shemeka Millner-Williams, Assistant Superintendent of Academics

**FUNDING SOURCE:**

As provided in the district budget per CHISD compensation plan.

**ENCLOSURES:**

Under separate cover.

## Response Summary:

# 2022–2023 Allotment & TEKS Certification Form

In accordance with [TEC 31.04](#), school districts and charter schools are required to certify annually to the State Board of Education and the commissioner that, for each subject in the required curriculum other than physical education, students have access to instructional materials that cover all the Texas Essential Knowledge and Skills (TEKS). Districts and charters will be unable to order 2022–23 instructional materials through EMAT until the certification has been received by the Texas Education Agency (TEA).

Complete the form below, indicating the instructional materials the district has adopted or plans to adopt for the 2022–23 school year for each grade level and core subject or core course.

## Form Instructions:

The certification must be ratified by the LEA’s board of trustees or governing body in an open, public-noticed meeting. The recommended steps are included below:

**1. Gather information** – Start by downloading a sample copy of the online survey to assist with collecting the information needed to complete the form. This can be found on the [Instructional Materials and Implementation](#) website. The form asks LEAs to indicate the instructional materials the LEA has

adopted or plans to adopt for the 2022–23 school year for each grade level and core subject or core course, and some additional questions about instructional materials and local adoption procedures.

**2. Complete online form for approval** - The superintendent may identify a district representative to complete this survey. This may be the instructional materials coordinator or another district representative. *Note: the form will not be considered finalized until the superintendent submits final approval.*

- At the end of the survey, click *Generate Response Summary* to download and print a PDF version of the completed form which will be needed to complete step 3.
- After the PDF is generated, click *Next* to submit the draft of the survey. This will automatically send a copy of the survey to the superintendent's email address provided in the survey, with instructions for submitting final approval (step 4 below).

**3. Obtain local board approval** - The LEA may take the PDF version of the completed form to the board meeting to obtain approval. *Note: board signatures are not required to be uploaded or submitted, so LEAs should plan to maintain documentation at the local level.*

**4. Superintendent to submit approved version** - After the district representative completes the form, the superintendent will get an email requesting approval of the completed form. Using a link in the email, the superintendent may go into the form and make any changes to the draft based on the local board meeting. Once the form is completed accurately, the superintendent may select *Approve* on the last page of the

survey to officially submit the LEA's response to TEA.

If you have any questions or concerns, please submit a [Help Desk Ticket](#) on the Instructional Materials and Implementation website.

## Background Information

Name. **Enter your name below.**

<b><i>First and Last Name</i></b>	Shemeka Millner
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Email. **Enter your email address below.**

<b><i>Email</i></b>	shemeka.millner@chisd.net
---------------------	---------------------------

Role. **Select the role that best describes your position at your district or charter.**

- Curriculum Director

District and Region. **Select your region and district from the list below.**

<b><i>ESC Region</i></b>	ESC 10 - Richardson
<b><i>District Name and Number</i></b>	ESC 10 - Richardson ~ CEDAR HILL ISD (57904)

## District Information

Superintendent Name. **Enter the superintendent's name below.**

<b><i>First and Last Name</i></b>	Gerald Hudson
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Superintendent Email. **Enter the superintendent's email address below.**

<b>Email</b>	gerald.hudson@chisd.net
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Board Pres Name. **Enter the school board president's name below.**

<b>First and Last Name</b>	Robert Riggs
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Board Pres Email. **Enter the school board president's email address below.**

<b>Email</b>	robert.riggs@chisd.net
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Board Meeting Date. **Enter the date of the school board meeting at which the TEKS Certification Form will be presented and approved.**

<b>Date (MM/DD/YYYY)</b>	07/11/2022
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## Reading Language Arts TEKS Certification

English RLACoverage . **Does your district have materials to cover 100% of the English K-5 RLA TEKS?**

- Yes

RLA K-5 Core . **Select all curriculum, materials, and supplemental materials that teachers in your district or charter will regularly use (once a week or more, on average) for K-5 English RLA instruction to ensure coverage of 100% of the TEKS.**

***Note: Materials are in alphabetical order***

<b><i>Achieve3000</i></b>	<b>Instructional Materials, Supplemental</b>
<b><i>Amplify - Amplify Texas Elementary Literacy Program (TEA Available Materials)</i></b>	<b>Instructional Materials, Supplemental</b>
<b><i>District Created Materials</i></b>	<b>Supplemental</b>
<b><i>HMH - Texas Houghton Mifflin Harcourt Into Reading</i></b>	<b>Instructional Materials, Supplemental</b>
<b><i>TEKS Resource System (TRS)</i></b>	<b>Curriculum</b>

Spanish RLA Coverage. Does your district have materials to cover 100% of the Spanish K-5 RLA TEKS?

- Yes

SLAR Core. **Select all curriculum, materials, and supplemental materials that teachers in your district or charter will regularly use (once a week or more, on average) for K-5 Spanish RLA instruction to ensure coverage of 100% of the TEKS.**

***Note: Materials are in alphabetical order***

<b><i>Amplify - Amplify Texas Lectoescritura en Español (TEA Available Materials)</i></b>	<b>Instructional Materials, Supplemental</b>
<b><i>District Created Materials</i></b>	<b>Instructional Materials, Supplemental</b>
<b><i>HMH - Texas Houghton Mifflin Harcourt ¡Arriba la lectura!</i></b>	<b>Instructional Materials, Supplemental</b>
<b><i>TEKS Resource System (TRS)</i></b>	<b>Curriculum</b>

Coverage RLA 6-8. **Does your district have materials to cover 100% of the 6–8 RLA TEKS?**

- Yes

RLA 6-8 Core. **Select all curriculum, materials, and supplemental materials that teachers in your district or charter will regularly use (once a week or more, on average) for Grades 6-8 RLA instruction to ensure coverage of 100% of the TEKS.**

***Note: Materials are in alphabetical order***

<b><i>Achieve3000</i></b>	<b>Instructional Materials, Supplemental</b>
<b><i>HMH - Texas Houghton Mifflin Harcourt Into Literature</i></b>	<b>Instructional Materials, Supplemental</b>
<b><i>TEKS Resource System (TRS)</i></b>	<b>Curriculum</b>

Coverage RLA 9-12 . **Does your district have materials to cover 100% of the Grades 9–12 RLA TEKS?**

- Yes

RLA 9-12 Core. **Select all curriculum, materials, and supplemental materials that teachers in your district or charter will regularly use (once a week or more, on average) for Grades 9-12 RLA instruction to ensure coverage of 100% of the TEKS.**

***Note: Materials are in alphabetical order***

<i>Achieve3000</i>	<b>Instructional Materials, Supplemental</b>
<i>District Created Materials</i>	<b>Instructional Materials, Supplemental</b>
<i>HMH - HMH Into Literature Texas</i>	<b>Instructional Materials, Supplemental</b>
<i>TEKS Resource System (TRS)</i>	<b>Curriculum</b>
<i>The College Board - SpringBoard, English Language Arts, Texas Edition</i>	<b>Curriculum, Instructional Materials, Supplemental</b>

RLA TRR Request. **Would you request all RLA products listed previously and/or other products used by Texas educators be reviewed for quality?**

- Request that all RLA materials listed above receive quality reviews

## **Mathematics TEKS Certification**

Coverage Math K-5. **Does your district have materials to cover 100% of the grades K–5 math TEKS?**

- Yes

Math K-5 Core. **Select all curriculum, materials, and supplemental materials that teachers in your district or charter will regularly use (once a week or more, on average) for Grades K-5 mathematics instruction to ensure coverage of 100% of the TEKS.**

***Note: Materials are in alphabetical order***

<b><i>District Created Materials</i></b>	<b>Instructional Materials, Supplemental</b>
<b><i>IXL Math</i></b>	<b>Instructional Materials, Supplemental</b>
<b><i>Savvas (formerly Person Education, Inc.) - enVisionMATH Texas 2.0</i></b>	<b>Instructional Materials, Supplemental</b>
<b><i>Savvas (formerly Person Education, Inc.) - enVisionMATH Texas 2.0 en español</i></b>	<b>Instructional Materials, Supplemental</b>
<b><i>TEKS Resource System (TRS)</i></b>	<b>Curriculum</b>

Coverage Math 6-8. **Does your district have materials to cover 100% of the grades 6–8 math TEKS?**

- Yes

Math 6-8 Core. **Select all curriculum, materials, and supplemental materials that teachers in your district or charter will regularly use (once a week or more, on average) for Grades 6-8 mathematics instruction to ensure coverage of 100% of the TEKS.**

***Note: Materials are in alphabetical order***

<b><i>District Created Materials</i></b>	<b>Instructional Materials, Supplemental</b>
<b><i>HMH - Texas Go Math!</i></b>	<b>Instructional Materials, Supplemental</b>
<b><i>IXL Math</i></b>	<b>Instructional Materials, Supplemental</b>
<b><i>TEKS Resource System (TRS)</i></b>	<b>Curriculum</b>

Coverage Math 9-12. **Does your district have materials to cover 100% of the grades 9–12 math TEKS?**

- Yes

Core Math 9-12. **Select all curriculum, materials, and supplemental materials that teachers in your district or charter will regularly use (once a week or more, on average) for Grades 9-12 mathematics instruction to ensure coverage of 100% of the TEKS.**

**Note: Materials are in alphabetical order**

<b>District Created Materials</b>	<b>Instructional Materials, Supplemental</b>
<b>IXL Math</b>	<b>Instructional Materials, Supplemental</b>
<b>McGraw-Hill - Texas Algebra 1/Algebra 2/Geometry/Precalculus</b>	<b>Instructional Materials, Supplemental</b>
<b>TEKS Resource System (TRS)</b>	<b>Curriculum</b>
<b>Other (Enter as "Publisher - Title") Cengage Calculus</b>	<b>Curriculum, Instructional Materials, Supplemental</b>

Math TRR Request. **Would you request all math products listed previously and/or other products used by Texas educators be reviewed for quality?**

- Request that all math materials listed above receive quality reviews

## Social Studies TEKS Certification

Coverage SS K-5. **Does your district have materials to cover 100% of the grades K–5 social studies TEKS?**

- Yes

Core SS K-5. **Select all curriculum, materials, and supplemental materials that teachers in your district or charter will regularly use (once a week or more, on average) for Grades K-5 social studies instruction to ensure coverage of 100% of the TEKS.**

***Note: Materials are in alphabetical order***

<b><i>District Created Materials</i></b>	<b>Instructional Materials, Supplemental</b>
<b><i>Studies Weekly</i></b>	<b>Instructional Materials, Supplemental</b>
<b><i>TEKS Resource System (TRS)</i></b>	<b>Curriculum</b>
<b><i>Other (Enter as "Publisher - Title") McGraw Hill</i></b>	<b>Instructional Materials, Supplemental</b>

Coverage SS 6-8. **Does your district have materials to cover 100% of the grades 6–8 social studies TEKS?**

- Yes

Core SS 6-8. **Select all curriculum, materials, and supplemental materials that teachers in your district or charter will regularly use (once a week or more, on average) for Grades 6-8 social studies instruction to ensure coverage of 100% of the TEKS.**

***Note: Materials are in alphabetical order***

<b><i>District Created Materials</i></b>	<b>Instructional Materials, Supplemental</b>
<b><i>McGraw-Hill School Education LLC - World Cultures and Geography/Texas History/US History</i></b>	<b>Instructional Materials, Supplemental</b>
<b><i>TEKS Resource System (TRS)</i></b>	<b>Curriculum</b>

Coverage SS 9-12. **Does your district have materials to cover 100% of the grades 9–12 social studies TEKS?**

- Yes

Core SS 9-12. **Select all curriculum, materials, and supplemental materials that teachers in your district or charter will regularly use (once a week or more, on average) for Grades 9-12 social studies instruction to ensure coverage of 100% of the TEKS.**

***Note: Materials are in alphabetical order***

<b><i>District Created Materials</i></b>	<b>Instructional Materials, Supplemental</b>
<b><i>McGraw-Hill School Education LLC - United States Government/US History/World Geography/World History</i></b>	<b>Instructional Materials, Supplemental</b>
<b><i>TEKS Resource System (TRS)</i></b>	<b>Curriculum</b>

SS TRR Request. **Would you request all social studies products listed previously and/or other products used by Texas educators be reviewed for quality?**

- Request that all social studies materials listed above receive quality reviews

## **Science TEKS Certification**

Coverage Science K-5. **Does your district have materials to cover 100% of the grades K–5 science TEKS?**

- Yes

Core Science K-5. **Select all curriculum, materials, and supplemental materials that teachers in your district or charter will regularly use (once a week or more, on average) for Grades K-5 science instruction to ensure coverage of 100% of the TEKS.**

***Note: Materials are in alphabetical order***

<b><i>District Created Materials</i></b>	<b>Instructional Materials, Supplemental</b>
<b><i>HMH - Texas ScienceFusion</i></b>	<b>Instructional Materials, Supplemental</b>
<b><i>STEMscopes, Incorporated - STEMscopes 2.0</i></b>	<b>Instructional Materials, Supplemental</b>
<b><i>TEKS Resource System (TRS)</i></b>	<b>Curriculum</b>

Coverage Science 6-8. **Does your district have materials to cover 100% of the grades 6–8 science TEKS?**

- Yes

Core Science 6-8. **Select all curriculum, materials, and supplemental materials that teachers in your district or charter will regularly use (once a week or more, on average) for Grades 6-8 science instruction to ensure coverage of 100% of the TEKS.**

***Note: Materials are in alphabetical order***

<b><i>District Created Materials</i></b>	<b>Instructional Materials, Supplemental</b>
<b><i>Savvas (formerly Pearson Education, Inc.) - Texas Interactive Science</i></b>	<b>Instructional Materials, Supplemental</b>
<b><i>STEMscopes, Incorporated - STEMscopes 2.0</i></b>	<b>Instructional Materials, Supplemental</b>
<b><i>TEKS Resource System (TRS)</i></b>	<b>Curriculum</b>

Coverage Science 9-1. **Does your district have materials to cover 100% of the grades 9–12 science TEKS?**

- Yes

Core Science 9-12. **Select all curriculum, materials, and supplemental materials that teachers in your district or charter will regularly use (once a week or more, on average) for Grades 9-12 science instruction to ensure coverage of 100% of the TEKS.**

**Note: Materials are in alphabetical order**

<i>District Created Materials</i>	<b>Instructional Materials, Supplemental</b>
<i>McGraw-Hill Education - Texas Glencoe Biology/Texas Chemistry/IPC/Physics</i>	<b>Instructional Materials, Supplemental</b>
<i>Savvas (Pearson Education, Inc.) - Pearson/Savvas Biology/Chemistry, Texas Edition</i>	<b>Instructional Materials, Supplemental</b>
<i>STEMscopes, Incorporated - STEMscopes 2.0, Biology/Chemistry/Physics</i>	<b>Instructional Materials, Supplemental</b>
<i>TEKS Resource System (TRS)</i>	<b>Curriculum</b>

Sci TRR Request. **Would you request all science products listed previously and/or other products used by Texas educators be reviewed for quality?**

- Request that all science materials listed above receive quality reviews

## Phonics Informational Questions

[House Bill \(HB\) 3](#), 86th Texas Legislature, 2019, requires all Texas school districts provide phonics curriculum that uses systematic, direct instruction in kindergarten through third grade to ensure all students obtain necessary early-literacy skills. The commissioner of education is in the process of developing a recommended list of phonics programs in accordance with [House Bill 3, 86<sup>th</sup> Texas Legislature, 2019](#), to ensure all students obtain necessary early literacy skills and that districts have access to phonics materials that include systematic direct instruction and integrated reading instruments. Phonics programs will undergo the [Texas Resource Review process](#) to determine inclusion on the commissioner's recommended list in accordance with 19 Texas Administrative Code §74.2001.

This section of the form is not evaluative and data will be used to help inform TEA on what additional resources or services are needed to support LEAs in providing students direct, systematic phonics instruction.

Phon: Curriculum Use. **Select the statement that best describes how phonics materials are selected for use within your district.**

- We select phonics material at the district-level, and all campuses are required to use the same phonics curriculum.

Type of Phonics#1. **Select the statement(s) that reflect(s) the type of phonics material used in your district.**

**Select all that apply**

**- For English Phonics**

<b><i>Our district covers phonics as part of our core RLA approach</i></b>	Check all that apply
<b><i>Our district uses additional supplemental products to support phonics instruction</i></b>	Check all that apply

Type of Phonics#2. **Select the statement(s) that reflect(s) the type of phonics material used in your district.**

**Select all that apply**

**- For Spanish Phonics**

<b><i>Our district covers phonics as part of our core RLA approach</i></b>	Check all that apply
<b><i>Our district uses additional supplemental products to support phonics instruction</i></b>	Check all that apply

Phonics Product. **Select all materials that teachers in your district or charter will regularly use (once a week or more, on average) for Grades K-3 phonics instruction.**

If your district or charter does not use the materials listed, select "Other" and enter the Publisher and Title, separated by a dash, in the text box below.

<i>Amplify - Amplify Texas Skills Unit (TEA Available Materials)</i>	Curriculum, Instructional Materials, Supplemental
<i>HMH - Arriba la lectura</i>	Curriculum, Instructional Materials, Supplemental
<i>HMH - Into Reading</i>	Curriculum, Instructional Materials, Supplemental

Phonics TRR Request. **Would you request all phonics products listed previously and/or other products used by Texas educators be reviewed for quality?**

**Select all that apply.**

- Request that all phonics materials listed previously receive quality reviews

## Additional Informational Questions

TRR (a). **Has your district or charter ever used the Texas Resource Review (TRR) to make decisions about which instructional materials to use?**

- Yes

TRR (b). **In which subject areas have you used the TRR to obtain information about the quality of products?**

- English reading language arts
- Spanish reading language arts

Assessments#1. **Select the assessment platform (if any) your district leverages for unit/module, diagnostic, or interim, and for which type of assessments.**

- Select the assessment(s) your district requires or encourages in the platform(s) below.

<b><i>STAAR Interim</i></b>	Interim
<b><i>Other (Enter platform below) NWEA MAP</i></b>	Diagnostic

CIPA.

## **The Children's Internet Protection Act**

The Children's Internet Protection Act (CIPA) was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the Internet. (You may find more information on the [FCC website](#).)

It is the intent of the Legislature that the State Board of Education ensure that any instructional materials and technology purchased using funds disbursed from the State Instructional Materials and Technology Fund meet the requirements for certification under 47 U.S.C. Sections 254(h)(5)(B) and (C) to the extent the certification is applicable to those materials. (See [S.B. No. 1, General Appropriations Act, Eighty-seventh Legislature](#))

**Does your district or charter have a filter or a monitor in place to ensure that students accessing digital instructional materials do not have access to obscene or harmful content?**

- Yes

**Resources. What resources and/or PD would you like for TEA to provide to LEAs to support adoption purchasing and/or implementation of instructional materials?**

additional funding, TEKS Clarification, traditional virtual PD options

**Approval . TEKS Certification Form - Approval**

- By selecting this box, I confirm that the school board has certified the responses and information provided in this document.
-

7. CONSENT AGENDA

7.A. Chief Financial Officer

**Cedar Hill Independent School District  
BOARD OF TRUSTEES**

**Meeting Date:** August 1, 2022

**Presented by:** Dr. Gerald Hudson, Superintendent of Schools

**Subject:** Chief Financial Officer

**Consent**

**BACKGROUND INFORMATION:**

Administration seeks to fill the position of Chief Financial Officer with the Superintendent's recommendation.

**RECOMMENDATION:**

N/A

**BOARD ACTION REQUIRED:**

N/A

**POLICY AUTHORIZATION:**

DC (Local) Employment Practices  
DFE (Local) Termination of Contract: Resignation  
DCD (Local) Employment Practices: At-Will Employment

**CONTACT PERSON:**

Ms. Hallema Jackson, Assistant Superintendent of Human Resources

**FUNDING SOURCE:**

199 General Fund

**ENCLOSURES:**

Under separate cover.

7.B. Principal Lake Ridge Elementary

**Cedar Hill Independent School District  
BOARD OF TRUSTEES**

**Meeting Date:** August 1, 2022

**Presented by:** Dr. Gerald Hudson, Superintendent of Schools

**Subject:** Principal Lake Ridge Elementary

**Consent**

**BACKGROUND INFORMATION:**

Administration seeks to fill the position of Principal at Lake Ridge Elementary with the Superintendent's recommendation.

**RECOMMENDATION:**

N/A

**BOARD ACTION REQUIRED:**

N/A

**POLICY AUTHORIZATION:**

DC (Local) Employment Practices  
DFE (Local) Termination of Contract: Resignation  
DCD (Local) Employment Practices: At-Will Employment

**CONTACT PERSON:**

Ms. Hallema Jackson, Assistant Superintendent of Human Resources

**FUNDING SOURCE:**

199 General Fund

**ENCLOSURES:**

Under separate cover.

8. ACTION ITEMS

8.A. Endorsement for TASB Board of Directors



# TASB ENDORSEMENT FORM

DATE: \_\_\_\_\_

Our school board endorses the candidacy of the following individual nominated to fill a position on the TASB Board of Directors.

## CANDIDATE INFORMATION

NAME: \_\_\_\_\_

SCHOOL DISTRICT: \_\_\_\_\_

This endorsement was approved by our school district's board of trustees at a duly called meeting on

\_\_\_\_\_  
(Date)

Best regards,

\_\_\_\_\_  
(Signature of board president or officer)

PRINTED NAME: \_\_\_\_\_

SCHOOL DISTRICT: \_\_\_\_\_

MAILING ADDRESS: \_\_\_\_\_

CITY: \_\_\_\_\_ ZIP: \_\_\_\_\_

This form is to be used to endorse a nominated individual from a board of trustees within your TASB Region who is a timely candidate for a position on the TASB Board of Directors.

**Must be received by TASB on or before AUGUST 29, 2022.**

**RETURN TO: E-mail: [boardcommunications@tasb.org](mailto:boardcommunications@tasb.org)  
FAX: 512.467.3554**

## TASB Director Candidates

\*Indicates Large District Director Positions

(I) Incumbents that have indicated they will be seeking re-election

<b><u>REGION/POSITION</u></b>	<b><u>DIRECTOR</u></b>	<b><u>DISTRICT</u></b>	<b><u>TERM</u></b>
Region 1, Position B	<a href="#">Janie Lopez</a>	San Benito CISD	2022–2025
	<a href="#">Sylvia Sánchez Garza (I)</a>	South Texas ISD	
Region 2	<a href="#">Moises Alfaro (I)</a>	Mathis ISD	2022–2025
Region 4, Position D*	<a href="#">Myrna Guidry (I)</a>	Houston ISD	2022–2023
Region 4, Position E*	<a href="#">Rebecca Fox</a>	Katy ISD	2022–2025
Region 4, Position F*	<a href="#">Julie Hinaman (I)</a>	Cypress-Fairbanks ISD	2022–2024
Region 4, Position G*	<a href="#">Kristen Davison Malone</a>	Fort Bend ISD	2022–2023
Region 6, Position A	<a href="#">William Foster</a>	Caldwell ISD	2022–2025
	<a href="#">Kenneth Holland</a>	Huntsville ISD	
	<a href="#">Beth Prykryl</a>	New Caney ISD	
Region 6, Position B*	<a href="#">Scott Moore (I)</a>	Conroe ISD	2022–2025
Region 7	<a href="#">Tony Raymond (I)</a>	Sabine ISD	2022–2025
Region 9	<a href="#">Les Healton</a>	Burkburnett ISD	2022–2025
	<a href="#">Mark Lukert (I)</a>	Wichita Falls ISD	
Region 10, Position B	<a href="#">Nichole Bentley</a>	Coppell ISD	2022–2025
	<a href="#">DeAndrea Fleming</a>	DeSoto ISD	
	<a href="#">LaSonja Flowers-Ivory</a>	Duncanville ISD	
	<a href="#">Linda Gooch (I)</a>	Sunnyvale ISD	
	<a href="#">Carolyn Ann Morris</a>	Lancaster ISD	
	<a href="#">Jeff Striplin</a>	Bland ISD	
Region 10, Position C*	<a href="#">Dan Micciche (I)</a>	Dallas ISD	2022–2025
Region 11, Position A	<a href="#">Julie Cole</a>	Hurst-Eules-Bedford ISD	2022–2025
	<a href="#">Tammy Nakamura</a>	Grapevine-Colleyville ISD	
	<a href="#">Patsy Sosa-Sánchez</a>	Denton ISD	
Region 11, Position B*	<a href="#">Quinton Phillips</a>	Fort Worth ISD	2022–2023

## TASB Director Candidates

\*Indicates Large District Director Positions

(I) Incumbents that have indicated they will be seeking re-election

<b><u>REGION/POSITION</u></b>	<b><u>DIRECTOR</u></b>	<b><u>DISTRICT</u></b>	<b><u>TERM</u></b>
Region 11, Position D	<a href="#">Mac Belmontes</a> <a href="#">Steven Newcom</a>	Lake Worth ISD Eagle Mountain-Saginaw ISD	2022–2024
Region 13, Position A*	<a href="#">Lynn Boswell</a>	Austin ISD	2022–2025
Region 16	<a href="#">Eddie Fuentes</a> <a href="#">Cindy Spanel (I)</a>	Bushland ISD Highland Park ISD-Potter County	2022–2025
Region 20, Position D	<a href="#">Robert Westbrook (I)</a>	Schertz-Cibolo-Universal City ISD	2022–2025

## 8.B. Budget Amendment

# Cedar Hill Independent School District BOARD OF TRUSTEES

**Meeting Date:** August 1, 2022

**Presented by:** Dr. Gerald Hudson, Superintendent of Schools

**Subject:** Budget Amendment #1 – General Fund

## Action Item

### **SUPERINTENDENT CONSTRAINT:**

- Shall not make budget decisions that increase taxes

### **BACKGROUND INFORMATION:**

Budget amendments are to be made prior to exceeding a detailed functional expenditure category, and these amendments are to be recorded in the board minutes. The attached budget amendment is necessary to make adjustments by function to the General Operating budget highlighted as follows:

#### Expenditures

1. *Purchase order rollover funding for items not received before June 30, 2022 for a total of \$93,910; bond planning \$88,875 and firearms in transit \$5,035. The bond planning services were not fully completed prior to the end of the fiscal year. The firearms were ordered and were to be delivered prior to June 30, 2022, due to production issues the delivery has been delayed.*
2. *Budget neutral transfer to increase Function 71 budget codes due to GASB 96 Implementation (related to subscription-based information technology arrangements). Many of the software renewal quotes were not available before budget adoption.*
3. *Budget neutral transfer within HR's departmental budget to increase Function 13 budget codes by \$12,000 for professional development related to the Grow Your Own Program.*
4. *Budget neutral transfer of \$11,000 from contingency to Function 99 due to increased costs for Dallas County Appraisal District services.*
5. *Increase revenue and expense budgets related to the E-Rate award for network equipment. Total equipment purchase is \$441,000 of which the district is responsible for \$103,000. Award received July 7, 2022.*

### **RECOMMENDATION:**

Administration recommends approval of the General Fund Budget Amendment #1 as presented in the attached supporting document.

### **BOARD ACTION REQUIRED:**

Motion to approve budget amendment #1 as presented on the attached supporting document.

### **POLICY AUTHORIZATION:**

CHISD POLICY CE (LOCAL) and Texas Education Code, Section 44.006

### **CONTACT PERSON(S):**

Carla Settle, Executive Director of Finance

**Funding Source:**

General Operating (199)

**ENCLOSURES:**

Attached

9. BOARD DISCUSSION
10. SUPERINTENDENT'S REPORT
11. ADJOURN