



# 2024-2025 Texas Education for Homeless Children and Youth

Competitive Grant Application: Due 11:59 p.m. CT, April 23, 2024

NOGA ID

Application stamp-in date and time

TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Competitive grant applications and amendments to [competitivegrants@tea.texas.gov](mailto:competitivegrants@tea.texas.gov)

Authorizing legislation:

Grant period:  Pre-award costs:

Required attachments:

## Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

## 1. Applicant Information

Name of organization

CDN  Vendor ID  ESC  UEI

Address  City  ZIP  Phone

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

## 2. Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- Grant application, guidelines, and instructions
- General Provisions and Assurances
- Application-Specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- ESSA Provisions and Assurances requirements

Authorized Official Name  Title  Email

Phone  Signature  Date

Grant Writer Name  Signature  Date

Grant writer is an employee of the applicant organization.  Grant writer is not an employee of the applicant organization.

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**3. Shared Services Arrangements**

Shared services arrangements (SSAs) are permitted for this grant. Check the box below if applying as fiscal agent. See Program Guidelines for SSA limitations for this grant.

The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. Complete the attached **TEHCY ESC SSA Member Chart**, see the Program Guidelines for further guidance on completing the attachment.

**4. Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Improve attendance	Better identify those who may need transportation from hotels and motels as well as sending officers to make home visits
Students need basic supplies like clothes, school supplies, hygiene products and bedding.	Students need these basic supplies to be able to attend school and not have the stress of trying to acquire these. Most are "doubled up" and things like hygiene products and bedding will help take the pressure of homes in those situations.
Better support students in the Mentors Care program	Work closely with this organization to ensure homeless students in the mentor program have the proper resources.

**5. SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Starting with the 2024-2025 school years, with the use of state and federal funds, Ennis ISD will provide additional resources with supplemental interventions and supplemental materials for Homeless students to increase student attendance from 83% to 89% in 2025.

**6. Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

**First-Quarter Benchmark**

The first quarter will measure professional development for all campus counselors and office personnel on the identification process of Homeless students and resources available for them to access throughout the year. These resources include school supplies, hygiene bags, bedding and school district approved clothing. The Family and Community Engagement Coordinator is the Homeless Liaison for the district. This position will provide an increase capacity for serving Homeless student enrolled in the district.

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**6. Measurable Progress (Cont.)****Second-Quarter Benchmark**

Family and Community Engagement Coordinator is the Homeless Liaison for the district. This position will monitor the attendance rates for Homeless students and provide additional communication and support for students with low attendance rates. The campus counselors with support from Community in School site coordinators will communicate with the F&CE Coordinator with attendance needs of homeless students for campus intervention. Ongoing monitoring of grades and course credits will be reviewed to keep Homeless students on track for promotion and graduation. Additional program considerations will be provided for students identified and served by Special Education, Bilingual/ESL education, CTE, and Gifted and Talented. Supplemental clothing for the school approved dress code will be provided as appropriate.

**Third-Quarter Benchmark**

Family and Community Engagement Coordinator is the Homeless Liaison for the district. This position will monitor the attendance rates for Homeless students and provide additional communication and support for students with low attendance rates. The campus counselors with support from Community in School site coordinators will communicate with the F&CE Coordinator with attendance needs of homeless students for campus intervention. Ongoing monitoring of grades and course credits will be reviewed to keep Homeless students on track for promotion and graduation. Additional program considerations will be provided for students identified and served by Special Education, Bilingual/ESL education, CTE, and Gifted and Talented. Supplemental clothing for the school approved dress code will be provided as appropriate.

**7. Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

A final evaluation of attendance rates will be conducted to determine a 1-2% annual increase from the 2021 baseline data as progress toward the 6% increase by 2025. This data will be evaluated on the initial cohort group against population increases of homeless students in the district. If no progress is made Family and Community Engagement Coordinator will consider case by case needs of students with low attendance additional supports with Community In Schools site coordinators if applicable. This attendance data will be used to compare with student promotion rates for grade K-12 and graduation rates of all students vs. homeless students.

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**8. Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements
4. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2024-2025 Texas Education for Homeless Children and Youth Program Guidelines.
5. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2024-2025 Texas Education for Homeless Children and Youth Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
6. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
7. The applicant provides assurance that all data requests from TEA and any entity acting on the behalf of TEA are accurately and promptly reported.
8. The applicant provides assurance that performance evaluation reports are submitted for each year grant funds are received.
9. The applicant provides assurance that fiscal monitoring reports are submitted for each year grant funds are received.
10. The applicant provides assurance that the use of subgrant funds will comply with section 11432(g)(3) through (7) of the McKinney-Vento Homeless Assistance Act.
11. The applicant provides assurance that all homeless children and unaccompanied youth have equal access to the same free, appropriate public education, including public prekindergarten programs in accordance with TEC 29.153, as provided to other children and youth.
12. The applicant provides assurance that it will review and revise any policies that may act as barriers to the identification, enrollment, and retention of homeless children and unaccompanied youth; including policies related to outstanding fees, fines, absences, proof of residency, immunizations, birth certificates, guardianships, school records, transportation and other documentation.
13. The applicant provides assurance that it will provide access to educational and other services needed for homeless children and unaccompanied youth, to ensure that such children and youth have an opportunity to meet the same challenging state academic standards to which all students are held.

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**8. Statutory/Program Assurances (Cont.)**

- 14. The applicant provides assurance that all homeless children and unaccompanied youth receive prompt and appropriate placement in programs such as: Special Education, Career and Technical Education, Gifted and Talented, and English Learner.
- 15. The applicant provides assurance that it will collaborate with district stakeholders to implement and monitor early warning academic interventions, to ensure on time promotion and graduation for homeless children and unaccompanied youth.
- 16. The applicant provides assurance that collaboration will occur with the McKinney-Vento Liaison and district stakeholders for proper identification and coding of homeless children and unaccompanied youth.
- 17. The applicant provides assurance that services provided by grant funds will not replace regular academic programs.
- 18. The applicant provides assurance that all identified and enrolled are accurately reported in Texas Student Data System (TSDS) Public Education Information Management System (PEIMS) in a timely manner.
- 19. The applicant provides assurance of collaboration with local social service agencies to provide support services and community resources for homeless children, unaccompanied youth and their families.
- 20. The applicant provides assurance that all homeless children and unaccompanied youth receive free meals and transportation to the school of origin, when requested by the parent, guardian, or unaccompanied youth, if it is deemed in the best interest of the student.
- 21. The applicant provides assurance that it will remove barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs.
- 22. The applicant provides assurance that at least one person affiliated with the management of this grant will attend required trainings
- 23. The applicant provides assurance to submit a detailed report that includes all grant activities and usage of funds for the 2024-2025 Texas Education for Homeless Children and Youth (TEHCY) grant.
- 24. The applicant provides assurance that if services are provided on school grounds, the schools can use funds to provide the same services to other children and youth who are determined by the LEA to be at risk of failing in or dropping out of school. If programming does not occur on school grounds, the applicant cannot use McKinney Vento grant funds to pay for services to at-risk housed students [42 U.S.C. Section 11433\(a\)\(2\)\(B\)\(i\)](#).
- 25. Utilize [TEA Other Special Populations Self-Assessment](#) to review and analyze McKinney-Vento program implementation. This self-assessment activity must be completed by November 1, 2024, and used to inform program implementation and enhancements throughout the grant period.
- 26. Ensure program has a data informed plan and strategy in place to support program implementation across all campuses. Including the following data indicators: a. Review district level data to provide intensive support and targeted training and technical assistance to campuses who historically have had low or zero identification of students experiencing homelessness. b. Provide intensive support and targeted training and technical assistance to campuses who utilize the same identifier code for all students experiencing homelessness (e.g., 100% doubled-up, 100% unaccompanied homeless youth, etc.). c. Provide intensive support and targeted training and technical assistance to campuses who historically have had low or zero identification of students experiencing homelessness with a focus on campuses that have a poverty level of 30% or higher.

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**9. Statutory Requirements**

1. Provide a description of the proposed grant activities, programs, and services. This description should include how they address the identified needs and promote equitable access to program services needed to improve academic outcomes for homeless children and unaccompanied youth. Include the resources, strategies and/or systems that will be implemented to support target goals and outcomes, document progress and milestones, and observable results of the proposed grant activities, programs, and services. (\*Complete the attached TEHCY Grant Activity Chart, see the Program Guidelines for further guidance on completing the attachment)

Students in homeless situations are identified each day, this does not mean a Homeless ID for is made every school day, but the process of assessing students is ongoing and daily. The activities of this proposal (provision of appropriate clothing, school supplies hygiene products, and interaction with parents and students) occur daily. Supplies and clothing are provided as needed and parents are contacted as needs are identified. The Homeless Liaison will work with the community partners and school counselors to carry out grant activities. The Homeless Liaison will also regularly monitor the implementation of the proposed grant program. The number of students served, the number of parents contacted, and the expenditure of funds will be tracked carefully to ensure compliance.

2. Provide a description of the extent to which: A) The application reflects coordination/collaboration with other local and state agencies that serve homeless children and unaccompanied youth. Include a list of agency, community, and LEA collaborators and a brief description of the proposed coactivities that will support implementation of the proposed grant activities, programs, and services; B) the proposed use of funds will facilitate the enrollment, identification, and educational outcomes of homeless children and unaccompanied youth; C) the extent to which the applicant will promote the meaningful involvements of parents or guardians of homeless children and youth in the education of their children; and D) The extent to which homeless children and unaccompanied youth will be integrated into the regular education program.

Ennis ISD collaborates with the service agencies within the area. The homeless liaison collaborates with other liaisons through region 10 and surrounding districts. The liaison partners with the ACROSS shelter in town. Additionally, the directors of Helping Hands of Ennis- an emergency relief agency, Across- transitional housing, and Give a Kid a Chance- a faith based support charity, Ennis Cares - a support system resource for the community, all work with the Homeless Liaison of Ennis ISD. These groups will send information to the Homeless Liaison and refer families the Homeless Liaison and school counselors.

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**9. Statutory Requirements (Cont.)**

3. Identify the types, intensity, and coordination of services to be provided in coordination with Title I, Part A, Homeless Reservations including: A) The process to review and develop the LEA's plan for coordinating services to support eligible homeless children and unaccompanied youth using Title I, Part A Homeless Reservations. Include the actual reservation for 2022 -2023 and the planned reservation for 2023 -2024 (**Complete the attached Title I, Part A and McKinney-Vento Program Coordination Chart**), and B) How the LEA determine its reservation amount for services to support homeless children and unaccompanied youth. Include how the LEA assists staff in understanding the LEA's policy or procedure to support homeless children and unaccompanied youth on all campuses regardless of the Title I status, use of these funds, and how the LEA addresses the needs of homeless children and youth in their district or campus improvement plan.

A) All campuses within Ennis ISD are Title 1A school wide programs. All homeless students in Ennis ISD receive Title 1 services as members of the schoolwide campuses. Students in homeless situations take part in the support services as appropriate and benefit from the teachers who participate in staff development activities. In Ennis ISD, Title 1A funds instructional specialists that support instruction needs for all students. Title 1A district reservations provide professional development for English Language Arts, Math, Science, and Social Studies. All students benefit from well trained and supported teachers. B) The Campus Improvement Plan is a process that is a non-stop activity as the plan is regularly updated and adjusted based on campus identified needs. The EISD Homeless Liaison is directly involved in the Campus Improvement Plan process as a resource to all principals and campus staff and is a checkpoint for all campus improvement plans. Throughout the planning cycle, the Homeless Liaison answers questions, reviews content, and verifies that service requirements are met. Each campus includes strategies to address the needs of homeless students. As the number of homeless student in Ennis ISD has grown, the needs of this population have become more visible and support inclusion in the Comprehensive Needs Assessment and Campus Improvement Plan.

4. Provide a description of established LEA processes to develop, review and revise current LEA policies and procedures to ensure that its proposed grant activities, programs, and services will not isolate or stigmatize homeless children and unaccompanied youth. (**Complete the attached McKinney-Vento Policies and Procedures Chart**)

Ennis ISD school officials will meet with parents, guardians, and students determined to be homeless. Students will be enrolled immediately in school, needs identified, and educational services provided as needed. Campus counselors personally meet with the parent/guardian/student so that no family is inadvertently identified as homeless to others. The website is updated regularly with resources and contact information for those who have needs in the community.

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## 10. Program Requirements

**Note to Applicants: Refer to the TEHCY Program Implementation Levels of Service and Support when addressing the four program requirements listed below.**

1. Provide a description of the process and procedures that are utilized to enroll, identify, and provide all three levels of TEHCY program services and support for homeless children and unaccompanied youth who are: A) Entering and/or returning to their schools from summer or holiday break, B) Experiencing homelessness after the school year has started, C) Are not currently enrolled or attending school, and D) Are eligible for early childhood and/or prekindergarten programs.

A) At the start of each school year every parent completes an updated Pupil Registration Information sheet for each student whether new or a returning student. The Pupil Registration Information sheet contains the questions to identify students who meet the McKinney-Vento definition of homeless. Ennis ISD has chosen to include the questions on the form to ensure that information is collected for all students. B) Each campus of Ennis ISD has a certified counselor, with the secondary campuses having a certified counselor per grade level. All counselors and registrars in Ennis ISD are trained in the identification of homeless children. Both professionals work directly with students and teachers to monitor any changes in living arrangements. If a student does become homeless, a Homeless Identification form is completed listing specific needs for the student and submitted to the Homeless Liaison. Students in homeless situations are identified using the documentation and verbal communication with the parent/guardian/student throughout the year. Communications include teacher conferences and progress monitoring throughout the school year. If homelessness is experienced during the year activities of this proposal will provide clothing school supplies, and interaction with parents and students. Clothing and supplies are distributed as needed, and parents are contacted as needs are identified. C) Campus counselors and registrars at two Early Childhood Centers are trained in the identification of homeless children. Communication with local ECI contacts will provide opportunities to review current needs of students unenrolled and eligible for early childhood and/or prekindergarten programs.

2. Provide a description of the annual McKinney-Vento professional development plan that is currently in place to increase awareness, support enrollment and identification, and increase staff capacity to respond to the unique educational needs of homeless children and unaccompanied youth. Include training dates, duration of training, who was trained/will be trained, and a summary of the training content and evaluation process. Include both external and internal professional development activities.

Trainings covering Homeless identifications occur prior to the first day of school for students in August. These trainings are provided by the the Homeless Liaison. The content of the training includes definitions of homelessness, forms used to document needs, and procedures associated with communication with the Homeless Liaison. 1) Each campus of Ennis ISD has a certified counselor, with the secondary campuses having a certified counselor per grade level. All counselors and registrars in Ennis ISD are trained in the identification of homeless children. Both groups of professionals are the intial contact of a homeless identification. They work directly with students and teachers to monitor any changes in living arrangements. If a student does become homeless, a Homeless Identification form is completed listing specific needs for the student and submitted to the Homeless Liaison. 2) The transportation department staff are also trained in the indicators of homelessness. Often, a family will contact the transportation department to request a change in a bus stop at which point the transportation secretary works to determine if a child has become homeless. The transportation secretary will contact the Homeless Liaison and the school counselor to provide updated information. The school counselor will speak with the student and/or parent to confirm changes and complete a Homeless Identification Form. 3)Free lunch applications are also used during the school year to identify homeless students. If a family submits a new or changed application indicating homelessness or a dramatic reduction in income, the information is provided to the school counselor to communicate with the student and/or parent to determine if the child is homeless. Crisis events like house fires and employment reductions in the community are reported through this small town. When they occur, the school counselor reaches out to the family to identify any needs and possible homeless situations.

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**10. Program Requirements (Cont.)**

3. Provide a description of how the proposed grant activities, programs, and services will address the unique academic needs and support equitable outcomes for elementary homeless children and unaccompanied youth. Include a timeline, milestones, strategies, and/or systems that will be utilized to implement academic progress monitoring, interventions, and services to support: A) Attendance and engagement, B) On-time promotion, C) Coordination of targeted services for homeless children and unaccompanied youth who have been identified and are receiving other special program services (e.g. Special Education, English Learners, and Gifted and Talented), D) Bridging program support services, E) Assessment interventions and scores, F) Discipline interventions, G) Tutoring services, H) Supplemental academic programs, and I) Other programs or services.

The grant activities originate from the needs assessment looking at current student numbers, attendance data, and achievement data. The gathered data is reviewed and studied for trends of elementary homeless services. One activity is to provide school appropriate clothing to students. The assessment of this activity is the number of students receiving clothing. The parent involvement activity is individual contact with the family; a parent/family contact log will be maintained to document when contact was made with the family and a brief summary. Data collection begins immediately with Homeless ID forms collected by the Homeless Liaison. A) Attendance and engagement in school will be monitored by campus counselors with 9-week summaries provided to the Homeless Liaison B) On-time promotion will be monitored by campus counselors with 9-week summaries provided to the Homeless Liaison. C) Targeted services for special programs will be monitored by campus counselors with 9 week summaries provided to the Homeless Liaison. D) Bridging program support will be available through a Student Support committee, C.A.R.E. team, created on each campus. These teams meet every 6-9 weeks and consist of teachers, counselor, and campus principal. E) Assessment interventions and scores will be monitored by CARE team monitoring with 9-week summaries provided to the Homeless Liaison. F) Discipline interventions will be monitored by campus principals with 9-week summaries provided to the Homeless Liaison. G) Tutoring services will be available for Homeless students and will be monitored by campus counselors with 6-week summaries provided to the Homeless Liaison. H) Supplemental academic programs and I) Other are available for Homeless students and will be monitored by campus counselors with 6-week summaries provided to the Homeless Liaison.

4. A description of how the proposed grant activities, programs, and services will address the unique academic needs and support equitable outcomes for secondary homeless children and unaccompanied youth. Include a timeline, milestones, strategies, and/or systems that will be utilized to implement academic progress monitoring, interventions, and services to support: A) Attendance, engagement, and truancy interventions, B) On-time promotion, C) Coordination of targeted services for homeless children and unaccompanied youth who have been identified and are receiving other special program services (e.g., Special Education, English Learners, and Gifted and Talented), D) Advanced placement and dual credit course work, E) Transcript review for appropriate full or partial credit, F) Credit recovery or credit repairs services, G) Assessment interventions and scores, H) Discipline interventions, I) Four-year cohort graduation, J) Graduation of all homeless students (e.g., current cohort, continuers and early graduates), K) College and career readiness programs and support services, L) Post-secondary transition plan, and M) Other programs or services.

The grant activities originate from the needs assessment looking at current student numbers, attendance data, and achievement data. The gathered data is reviewed and studied for trends of secondary homeless students services. One activity is to provide school appropriate clothing to students. The assessment of this activity is the number of students receiving clothing. The parent involvement activity is an individual contact made with the family; a parent/family contact log will be maintained to document when contact was made with the family and a brief summary. Data collection begins immediately with Homeless ID forms collected by the Homeless Liaison. The proposed grant activities will address the unique academic needs of homeless students. By supporting their needs for clothing and school supplies with continuous monitoring and communication the student outcomes will increase for secondary homeless children and unaccompanied youth. At the secondary level school counselors will provide homeless students direct guidance with services of support using the SOAR program for credit recovery each semester. As school counselors monitor progress of student transcripts, advanced placements, and dual credit course work additional support from special programs will be provided to support the individual needs of homeless students. Campus counselors will use graduation plans to promote student college and career readiness. Other program support will be available as needed (i.e. AVID) to provide a homeless student with additional academic support. Graduation cohorts will be monitored and reported to the Homeless Liaison annually.

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**11. Equitable Access and Participation**

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

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**12. Request for Grant Funds**

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

**Payroll Costs**

1.		
2.		
3.		
4.		
5.		

**Professional and Contracted Services**

6.	Mentors Care	3095.00
7.		
8.		
9.		
10.		

**Supplies and Materials**

11.	clothing, hygiene items, shoes	2500.00
12.	school supplies	1000.00
13.	General Program Supplies	2286.00
14.		

**Other Operating Costs**

15.	travel costs for employee to conferences	1500.00
16.		
17.		

**Capital Outlay**

18.		
19.		
20.		

Direct and indirect administrative costs:

**TOTAL GRANT AWARD REQUESTED:** 10,381.00

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**Appendix I: Negotiation and Amendments**

Leave this section blank when completing the initial application for funding.

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be emailed to [competitivegrants@tea.texas.gov](mailto:competitivegrants@tea.texas.gov) Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. More detailed amendment instructions can be found on the last page of the budget template.

*You may duplicate this page.*

For amendments, choose the section you wish to amend from the drop down menu on the left. In the text box on the right, describe the changes you are making and the reason for them.

Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

Section Being Negotiated or Amended	Negotiated Change or Amendment
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**Statutory Requirement #1 - TEHCY Grant Activity Chart**

**Describe the grant activities, programs, and services that will be provided to address the unique identified needs of students experiencing homelessness. Indicate which quantifiable identified needs these grant funds will address. The information in this chart should align with your SMART Goal you have identified for this application and related to student outcomes consistent with the grant's purpose. Limit to 10 Activities.**

<b>Activity Description and Targeted Student Outcomes</b>	<b>Estimated # of Participants</b>	<b>Position Responsible for Completing Activity</b>	<b>Related Identified Need</b>	<b>Budget Allocation</b>
Counselors, liaison and school personnel will monitor attendance of identified homeless students.	125	Counselors, liaison and school personnel.	1	1000.00
Provide clothing, school supplies, hygiene bags.	75	counselors and liaison	2	3500.00
Fund students who are identified as homeless in the Mentors care program.	3	counselors, liaison and Mentors Care coordinator	3	3095.00
School officials will meet with parents and students immediately, identify needs, and provide educational services as needed. Parent involvement is done personally so that no family is inadvertently identified as homeless.	125	Counselors, office personnel and liaison	1	2286.00

**Statutory Requirement 3a - Title I, Part A and McKinney-Vento Program Coordination:**

Complete the following table regarding the use of Title I, Part A Homeless Reservation funds. For applicants applying as a SSA, complete a separate table and set of questions for each LEA.

	<b>Homeless Reservation Amount</b>	<b>Use/Activities/Staffing</b>
<b>Actual Title I, Part A Homeless Reservation for FY23 (2022-2023)</b>	\$100	Reservation
<b>Actual Title I, Part A Homeless Reservation for FY24 (2023-2024)</b>	1758.00	

<b>Statutory Requirement #4:</b> Indicate if current LEA McKinney-Vento policies and procedures are current and their applicable revision date. If you indicated yes for "Dispute Resolution" "Transition Assistance" "Truancy and Discipline": provide the additional information requested below.	
McKinney-Vento Policies and Procedures	Current Policy/Procedure (Indicate Yes or No)
<b>McKinney-Vento Liaison Designation and Duties:</b> The LEA, in collaboration with the McKinney-Vento Liaison, has established policies and procedures to inform LEA and campus staff annually LEA McKinney-Vento Liaison duties and contact information <u>42 US Code §11432(g)(6)(A).</u>	Yes
<b>Public Notice of Educational Rights:</b> The LEA in collaboration with the McKinney-Vento Liaison has established policies and procedures to ensure the public notice of the educational rights of homeless children and unaccompanied youth <u>42 US Code §11432(g)(6)(A)(vi).</u>	Yes
<b>Immediate Enrollment:</b> The LEA in collaboration with the McKinney-Vento Liaison has established policies and procedures to review and revise any LEA or campus enrollment policies or practices that may act as a barrier to the enrollment of homeless children and unaccompanied youth. <u>42 US Code §11432(g)(3)(C).</u>	Yes
<b>Identification:</b> The LEA in collaboration with the McKinney-Vento Liaison has established policies and procedures to ensure that homeless children and unaccompanied youth are identified by LEA and campus personnel. <u>42 US Code §11432(g)(7)(A).</u>	Yes
<b>School Selection:</b> The LEA, with the McKinney-Vento Liaison, has established policies and procedures to ensure homeless children and unaccompanied can attend their zoned school in their attendance area or remain in their school. State law also permits homeless children and unaccompanied youth to attend any LEA in Texas TEC § 25.001(b)(5).	Yes
<b>Dispute Resolution Process:</b> The LEA in collaboration with the McKinney-Vento Liaison has developed and implemented local policies and procedures to address McKinney-Vento disputes over eligibility, school selection, or enrollment in school and ensures that they are mediated and resolved in a timely manner. <u>42 US Code §11432(g)(3)(E).</u>	Yes
<b>Do you have a local Dispute Resolution Policy? If you indicated yes, provide an attachment of the local board policy and any attachments that support this process.</b>	
<b>School of Origin Transportation:</b> The LEA in collaboration with the McKinney-Vento Liaison has established policies and procedures to ensure School of Origin transportation services are provided in a timely manner when requested by the parent, guardian, or unaccompanied youth <u>42 US Code §11432(g)(6)(A)(viii).</u>	Yes
<b>Free meals:</b> The LEA in collaboration with the McKinney-Vento Liaison has established policies and procedures to implement enrollment in school nutrition programs for homeless children and unaccompanied youth <u>42 US Code §11432(3)(C)(cc).</u>	Yes
<b>Comparable Services:</b> The LEA in collaboration with the McKinney-Vento Liaison has established policies and procedures to support equitable access and continuity of comparable services to: Head Start and LEA preschool programs, Special Education,	Yes

<p><b>Statutory Requirement #4:</b> Indicate if current LEA McKinney-Vento policies and procedures are current and their applicable revision date. If you indicated yes for “Dispute Resolution” “Transition Assistance” “Truancy and Discipline”: provide the additional information requested below.</p>	
<p>English Learners, Career and Technical Education, and Gifted and Talented programs for homeless children and unaccompanied youth <u>42 US Code §11432(q)(4).</u></p>	
<p><b>Pre-School:</b> The LEA in collaboration with the McKinney-Vento Liaison has established policies and procedures to support equitable access for homeless children and unaccompanied youth to enroll in LEA-based prekindergarten programs in accordance with <u>TEC §29.153.</u></p>	<p>Yes</p>
<p><b>Coordination of Resources:</b> The LEA in collaboration with the McKinney-Vento Liaison has established policies and procedures to provide community resources to homeless students and families for health care, dental services, mental health, substance abuse, housing services, and other appropriate services <u>42 US Code §11432(q)(6)(A)(iv).</u></p>	<p>Yes</p>
<p><b>Postsecondary Transition:</b> The LEA in collaboration with the McKinney-Vento Liaison has established policies and procedures to assist homeless children and unaccompanied youth with post-secondary planning. Including but not limited to, development of a four-year plan that includes post-secondary college and career options, information on dual credit courses, assistance with career interest inventories, verification of independent status for homeless unaccompanied youth, etc., <u>42 US Code §11432(q)(6)(A)(x)(3).</u></p>	<p>No</p>
<p><b>Training:</b> The LEA in collaboration with the McKinney-Vento Liaison has established policies and procedures to provide McKinney-Vento professional development to increase awareness, support enrollment and identification, and increase staff capacity to respond to the unique educational needs of homeless children and unaccompanied youth <u>42 US Code §11432(d)(5).</u></p>	<p>Yes</p>
<p><b>Transition Assistance:</b> The LEA has policies and practices in place to align with requirements of <u>Texas Administrative Code 89 Subchapter FF. Commissioner's Rules Concerning Transition Assistance for Highly Mobile Students Who Are Homeless or Substitute Care,</u> specifically relating to students experiencing homelessness.</p> <p><b>Do you have a local Transition Assistance Policy? If you indicated yes, provide an attachment of the local board policy and any attachments that support this process.</b></p>	<p>Yes</p>
<p><b>Truancy and Discipline:</b> The LEA has policies and practices in place in alignment with <u>TEC § 37.001(4)(F); 37.005(d)</u> to consult with the McKinney-Vento Liaison in regard to attendance/truancy matters and for disciplinary measures for students experiencing homelessness.</p> <p>The LEA has policies in place to support implementation of <u>Commissioner Rules Concerning Truancy §129.1045. Best Practices</u> for addressing the needs of students experiencing homelessness.</p> <p><b>Do you have a local Truancy and Discipline Policy? If you indicated yes, provide an attachment of the local board policy and any attachments that support this process.</b></p>	<p>Yes</p>



TEA shall provide information to the liaisons on practices for facilitating the enrollment in or transfer to a public school of children who are in the conservatorship of the state.

*Education Code 33.904*

**Transition to Higher Education**

A district, in coordination with the Department of Family and Protective Services (DFPS), shall facilitate the transition of each child enrolled in the district who is eligible for a tuition and fee waiver under Education Code 54.366, and who is likely to be in the conservatorship of DFPS on the day preceding the child's 18th birthday to an institution of higher education by:

1. Assisting the child with the completion of any applications for admission or financial aid;
2. Arranging and accompanying the child on campus visits;
3. Assisting the child in researching and applying for private or institution-sponsored scholarships;
4. Identifying whether the child is a candidate for appointment to a military academy;
5. Assisting the child in registering and preparing for college entrance examinations, including, subject to the availability of funds, arranging for the payment of any examination fees by DFPS; and
6. Coordinating contact between the child and a liaison designated by the Higher Education Coordinating Board for students who were formerly in the conservatorship of DFPS.

*Family Code 264.1212 [See FFEA]*

**Transition Assistance for Highly Mobile Students**

Definitions

*Educational and Course Programs*

"Educational and course programs" means programs intended to provide instruction to students in conjunction with or outside of the required curriculum, which may include, but are not limited to, gifted and talented services, bilingual or special language services for emergent bilingual students, career and technical education, and early college high school.

*Enrollment Conference*

"Enrollment conference" means a student-centered meeting between key district staff and the newly enrolled student and/or the student's parent or guardian that occurs within the first two weeks of enrollment, as soon as feasible, at a new school to collaboratively ease transitions; identify the student's academic strengths and extracurricular interests; introduce school processes and opportunities for engagement; and identify any interventions and additional support services (e.g., special education or Section 504

services, academic and/or behavioral interventions, social and emotional needs, college and career readiness). The student's attendance in the conference should be addressed on a case-by-case basis.

*Records*

"Records" means documents in printed or electronic form that include, but are not limited to, student transcripts; individual course grades; academic achievement records; course credits, whether full or partial; individualized education program referrals; intervention data; immunizations; state assessment scores; student attendance data; disciplinary reports; graduation endorsements; special education/Section 504 committee records; performance acknowledgements; and personal graduation plans.

*Welcome Packet*

"Welcome packet" means a compilation of district and community resources provided to new students within the first two weeks of enrollment at a new school that helps to familiarize the student with the school.

*19 TAC 89.1601(2), (4), (9), (11)*

Transfer of Student  
Records

Each district shall ensure that school records for students who are identified as homeless or in substitute care are transferred to the student's new school after receiving a request for records. Student records must be requested, sent, and received using the Texas Records Exchange (TREx) system.

Each district is required to transfer student records within ten working days of receipt of a request from a district to which a student who is homeless or in substitute care enrolls, as required by Education Code 25.002(a-1) [see FD(LEGAL)]. The discretionary authority under Education Code 31.104(d) [see CMD(LEGAL)] to withhold records of a student if the student has not returned or paid for instructional materials or technological equipment does not exempt a district from the mandatory provision to send records to another public school in which the student enrolls.

If a district fails to receive the required information within ten working days, the requesting district may report the noncompliant district to the division responsible for TREx Support at TEA.

Proof of enrollment in a different district permits retroactive withdrawal to the date a student enrolled in the new school. The date of enrollment in the new district is considered the date of withdrawal from the previous district.

*19 TAC 89.1603*

**Student Code of Conduct**

The board shall adopt a Student Code of Conduct for a district, with the advice of its district-level committee. The Student Code of Conduct must:

1. Specify the circumstances, in accordance with Education Code Chapter 37, Subchapter A, under which a student may be removed from a classroom, campus, disciplinary alternative education program (DAEP), or vehicle owned or operated by the district.
2. Specify conditions that authorize or require a principal or other appropriate administrator to transfer a student to a DAEP.
3. Outline conditions under which a student may be suspended, as provided by Education Code 37.005 [see FOB], or expelled, as provided by Education Code 37.007 [see FOD].
4. Specify that consideration will be given, as a factor in each decision concerning suspension, removal to a DAEP, expulsion, or placement in a juvenile justice alternative education program (JJAEP), regardless of whether the decision concerns a mandatory or discretionary action, to:
  - a. Self-defense;
  - b. Intent or lack of intent at the time the student engaged in the conduct;
  - c. A student's disciplinary history;
  - d. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
  - e. A student's status in the conservatorship of the Department of Family and Protective Services; or
  - f. A student's status as a student who is homeless.
5. Provide guidelines for setting the length of removal to a DAEP or of expulsion. Except as provided by Education Code 37.007(e) (Gun-Free Schools Act [see FOD]), a district is not required to specify a minimum term of removal or expulsion.
6. Address the notification of the parent or guardian of a student's violation of the Student Code of Conduct that results in suspension, removal to a DAEP, or expulsion.
7. Prohibit bullying, harassment, and making hit lists and ensure that district employees enforce those prohibitions. "Bullying" has the meaning provided by Education Code 37.0832. [See

FFI] "Harassment" means threatening to cause harm or bodily injury to another student, engaging in sexually intimidating conduct, causing physical damage to the property of another student, subjecting another student to physical confinement or restraint, or maliciously taking any action that substantially harms another student's physical or emotional health or safety. "Hit list" means a list of people targeted to be harmed using a firearm, as defined by Penal Code 46.01(3) [see FNCG]; a knife, as defined by Penal Code 46.01(7) (any bladed hand instrument that is capable of inflicting serious bodily injury or death by cutting or stabbing a person with the instrument); or any other object to be used with intent to cause bodily harm.

8. Provide, as appropriate for students at each grade level, methods, including options, for:
  - a. Managing students in the classroom, on school grounds, and on a vehicle owned or operated by the district;
  - b. Disciplining students; and
  - c. Preventing and intervening in student discipline problems, including bullying, harassment, and making hit lists.
9. Include an explanation of the provisions regarding refusal of entry to or ejection from district property under Education Code 37.105 [see GKA], including the appeal process established under 37.105(h).

The methods adopted must provide that a student who is enrolled in a special education program under Education Code Chapter 29, Subchapter A, may not be disciplined for bullying, harassment, or making hit lists until an admission, review, and dismissal (ARD) committee meeting has been held to review the conduct. [See FOF]

*Education Code 37.001(a)-(b-1), (e)*

Law Enforcement  
Duties

The law enforcement duties of peace officers, school resource officers, and security personnel [see CKE] must be included in the Student Code of Conduct. *Education Code 37.081(d)(2)*

Changes in SCOC

Once a Student Code of Conduct is promulgated, any change or amendment shall be approved by a board.



STUDENT DISCIPLINE

FO  
(LEGAL)

Posting	<p>The Student Code of Conduct must be posted and prominently displayed at each school campus or made available for review at the office of the campus principal.</p> <p><i>Education Code 37.001(b-1)-(c)</i></p>
Notice to Parents	<p>Each school year, a district shall provide parents with notice of and information regarding the Student Code of Conduct. <i>Education Code 37.001(d)</i></p>
<i>Noncustodial Parent</i>	<p>A noncustodial parent may request in writing that, for the remainder of the school year in which the request is received, a district provide that parent with a copy of any written notification that is generally provided to a student's parent or guardian, relating to student misconduct under Education Code 37.006 or 37.007. A district may not unreasonably deny the request. Notwithstanding this requirement, a district shall comply with any applicable court order of which the district has knowledge. <i>Education Code 37.0091</i></p>
<b>Copies to Staff</b>	<p>The district shall provide each teacher and administrator with a copy of Education Code Chapter 37, Subchapter A regarding student discipline and with a copy of the related local policy. <i>Education Code 37.018</i></p>
<b>Campus Behavior Coordinator</b>	<p>A person at each campus must be designated to serve as the campus behavior coordinator (CBC). The person may be the campus principal or any other campus administrator selected by the principal.</p> <p>The CBC is primarily responsible for maintaining student discipline and the implementation of Education Code Chapter 37, Subchapter A.</p>
Duties	<p>The specific duties of the CBC may be established by campus or district policy. Unless the policy provides otherwise, duties imposed on a campus principal or other campus administrator by Education Code Chapter 37, Subchapter A must be performed by the CBC and a power granted to a campus principal may be exercised by the CBC.</p>
Notice to Parents	<p>The CBC shall promptly notify a student's parent or guardian if the student is placed into in-school or out-of-school suspension, placed in a DAEP, expelled, or placed in a JJAEP or is taken into custody by a law enforcement officer.</p> <p>A CBC must provide notice by promptly contacting the parent or guardian by telephone or in person; and making a good faith effort to provide written notice of the disciplinary action to the student, on the day the action is taken, for delivery to the student's parent or guardian.</p>

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If a parent or guardian entitled to notice has not been reached by telephone or in person by 5 p.m. of the first business day after the day the disciplinary action is taken, a CBC shall mail written notice of the action to the parent or guardian at the parent's or guardian's last known address.

If a CBC is unable or not available to promptly provide notice, the principal or other designee shall provide the notice.

*Education Code 37.0012*

**Website  
Requirement**

A district shall post on the district's website, for each campus, the email address and dedicated telephone number of a person clearly identified as:

1. The campus behavior coordinator; or
2. If the district has been designated as a district of innovation under Education Code Chapter 12A [see AF] and is exempt from the requirement to designate a campus behavior coordinator under the district's local innovation plan, a campus administrator designated as being responsible for student discipline.

*Education Code 26.015*

**No Unsupervised  
Setting**

Except for students who are suspended or expelled, no student may be placed in an unsupervised setting as a result of conduct for which a student may be placed in a DAEP. *Education Code 37.008(h)*

**Continuation of  
Disciplinary Action**

If a district takes disciplinary action against a student and the student subsequently enrolls in another district or school before the expiration of the period of disciplinary action, the district or school taking the disciplinary action shall provide to the district or school in which the student enrolls, at the same time other records of the student are provided, a copy of the order of disciplinary action.

"Disciplinary action" means a suspension, expulsion, placement in an alternative education program, or other limitation in enrollment eligibility of a student.

"District or school" includes an independent school district, a home-rule school district, a campus or campus program charter holder, or an open-enrollment charter school.

*Education Code 37.022*

**Opportunity to  
Complete Courses**

If a student is placed in in-school suspension or other alternative setting other than a DAEP, a district shall offer the student the opportunity to complete, before the beginning of the next school year,

each course in which the student was enrolled at the time of removal. A district may provide the opportunity by any method available, including a correspondence course, distance learning, or summer school. *Education Code 37.021* [For DAEP notice requirements, see FOCA.]

**Alternative Means to Receive Coursework**

A district shall provide to a student during the period of the student's suspension under Education Code 37.005, regardless of whether the student is placed in in-school or out-of-school suspension, an alternative means of receiving all coursework provided in the classes in the foundation curriculum under Education Code 28.002(a)(1) that the student misses as a result of the suspension. A district must provide at least one option for receiving the coursework that does not require the use of the internet. *Education Code 37.005(e)*

**Seclusion**

A district employee or volunteer or an independent contractor of a district may not place a student in seclusion. *Education Code 37.0021(c)*

"Seclusion" means a behavior management technique in which a student is confined in a locked box, locked closet, or locked room that:

1. Is designed solely to seclude a person; and
2. Contains less than 50 square feet of space.

*Education Code 37.0021(b)(2)*

This section and any rules or procedures adopted under this section apply to a peace officer only if the peace officer:

1. Is employed or commissioned by a school district; or
2. Provides, as a school resource officer, a regular police presence on a school district campus under a memorandum of understanding between the district and a local law enforcement agency.

*Education Code 37.0021(h)*

**Exceptions**

This prohibition on seclusion does not apply to:

1. A peace officer performing law enforcement duties; or
2. An educational services provider with whom a student is placed by a judicial authority, unless the services are provided in an educational program of a school district.

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FO  
(LEGAL)

*Law Enforcement  
Duties*

“Law enforcement duties” means activities of a peace officer relating to the investigation and enforcement of state criminal laws and other duties authorized by the Code of Criminal Procedure.

*Education Code 37.0021(b)(4), (g)*

[For information on seclusion involving students in special education, see FOF.]

**Officer or Security  
Personnel Use of  
Restraint or Taser**

“Restraint” means the use of physical force or a mechanical device to significantly restrict the free movement of all or a portion of a student’s body.

Definitions

“Taser” means a device manufactured, sold, or distributed by Taser International, Incorporated, that is intended, designed, made, or adapted to incapacitate a person by inflicting an electrical charge through the emission of a projectile or conductive stream. The term, for purposes of this provision, includes a similar device manufactured, sold, or distributed by another person.

Prohibition

A peace officer performing law enforcement duties or school security personnel performing security-related duties on school property or at a school-sponsored or school-related activity may not restrain or use a chemical irritant spray or Taser on a student enrolled in fifth grade or below unless the student poses a serious risk of harm to the student or another person.

*Education Code 37.0021(b)(1), (b)(5), (j)*

[For information on restraint involving students in special education, see FOF.]

**Restraint Reports**

A district shall report electronically to the Texas Education Agency (TEA), in accordance with standards provided by commissioner rule, information relating to the use of restraint by a peace officer performing law enforcement duties on school property or during a school-sponsored or school-related activity. The report must be consistent with the requirements adopted by commissioner rule for reporting the use of restraint involving students with disabilities [see FOF]. *Education Code 37.0021(i)*

**Corporal  
Punishment**

If the board adopts a policy under Education Code 37.001(a)(8) under which corporal punishment is permitted as a method of student discipline, a district educator may use corporal punishment to discipline a student unless the student’s parent or guardian or other person having lawful control over the student has previously provided a written, signed statement prohibiting the use of corporal punishment as a method of student discipline. *Education Code 37.0011(b)*

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(LEGAL)

Parent Statement	To prohibit the use of corporal punishment as a method of student discipline, each school year a student's parent or guardian or other person having lawful control over the student must provide a separate written, signed statement to the board in the manner established by the board. The student's parent or guardian or other person having lawful control over the student may revoke the statement provided to the board at any time during the school year by submitting a written, signed revocation to the board in the manner established by the board. <i>Education Code 37.0011(c)-(d)</i>
Definition	"Corporal punishment" means the deliberate infliction of physical pain by hitting, paddling, spanking, slapping, or any other physical force used as a means of discipline. The term does not include physical pain caused by reasonable physical activities associated with athletic training, competition, or physical education or the use of restraint as authorized under Education Code 37.0021 [see FOF]. <i>Education Code 37.0011(a)</i>
<b>Use of Force to Maintain Discipline</b>	The use of force, but not deadly force, against a student is justified if the teacher or administrator is entrusted with the care, supervision, or administration of the student when, and to the degree the teacher or administrator reasonably believes the force is necessary, to further the purpose of education or to maintain discipline in a group. <i>Penal Code 9.62</i>
<b>Aversive Techniques</b>	A district or district employee or volunteer or an independent contractor of a district may not apply an aversive technique, or by authorization, order, or consent, cause an aversive technique to be applied, to a student.  "Aversive technique" means a technique or intervention that is intended to reduce the likelihood of a behavior reoccurring by intentionally inflicting on a student significant physical or emotional discomfort or pain. The term includes a technique or intervention that: <ol style="list-style-type: none"><li data-bbox="570 1432 1409 1528">1. Is designed to or likely to cause physical pain, other than an intervention or technique permitted under Education Code 37.0011 [see Corporal Punishment, above];</li><li data-bbox="570 1558 1432 1688">2. Notwithstanding the above corporal punishment provisions, is designed to or likely to cause physical pain through the use of electric shock or any procedure that involves the use of pressure points or joint locks;</li><li data-bbox="570 1717 1422 1778">3. Involves the directed release of a noxious, toxic, or otherwise unpleasant spray, mist, or substance near the student's face;</li><li data-bbox="570 1808 1432 1869">4. Denies adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility;</li></ol>

5. Ridicules or demeans the student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse;
6. Employs a device, material, or object that simultaneously immobilizes all four extremities, including any procedure that results in such immobilization known as prone or supine floor restraint;
7. Impairs the student's breathing, including any procedure that involves:
  - a. Applying pressure to the student's torso or neck; or
  - b. Obstructing the student's airway, including placing an object in, on, or over the student's mouth or nose or placing a bag, cover, or mask over the student's face;
8. Restricts the student's circulation;
9. Secures the student to a stationary object while the student is in a sitting or standing position;
10. Inhibits, reduces, or hinders the student's ability to communicate;
11. Involves the use of a chemical restraint;
12. Constitutes a use of timeout that precludes the student from being able to be involved in and progress appropriately in the required curriculum and, if applicable, toward the annual goals included in the student's individualized education program, including isolating the student by the use of physical barriers; or
13. Except as provided below, deprives the student of the use of one or more of the student's senses.

*Education Code 37.0023(a)-(b)*

An aversive technique that deprives the student of the use of one or more of the student's senses may be used if the technique is executed in a manner that:

1. Does not cause the student discomfort or pain; or
2. Complies with the student's individualized education program or behavior intervention plan.



Nothing in this section may be construed to prohibit a teacher from removing a student from class under Education Code 37.002. [See FOA]

*Education Code 37.0023(c)-(d)*

**Videotapes and Recordings**

A district employee is not required to obtain the consent of a child's parent before the employee may make a videotape of the child or authorize the recording of the child's voice if the videotape or recording is to be used only for purposes of safety, including the maintenance of order and discipline in common areas of the school or on school buses. *Education Code 26.009(b)(1)*

**Teacher Documentation**

A teacher may document any conduct by a student that does not conform to the Student Code of Conduct and may submit that documentation to the principal. A district may not discipline a teacher on the basis of the submitted documentation. *Education Code 37.002(b-1)*

**Reports**

Disciplinary  
Alternative  
Education  
Programs

For each placement in a disciplinary alternative education program (DAEP), a district shall annually report to the commissioner:

1. Information identifying the student, including the student's race, sex, and date of birth, that will enable TEA to compare placement data with information collected through other reports;
2. Information indicating whether the placement was based on:
  - a. Conduct violating the Student Code of Conduct;
  - b. Conduct for which a student may be removed from class by a teacher [see FOA and the Student Code of Conduct];
  - c. Conduct for which placement in a DAEP is required [see FOC and the Student Code of Conduct]; or
  - d. Conduct occurring while a student was enrolled in another district and for which placement in a DAEP is permitted by Education Code 37.008(j);
3. The number of full or partial days the student was assigned to the program and the number of full or partial days the student attended the program; and
4. The number of placements that were inconsistent with the guidelines on length of placement in the Student Code of Conduct.

Expulsions

For each expulsion, a district shall annually report to the commissioner:

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1. Information identifying the student, including the student's race, sex, and date of birth, that will enable TEA to compare placement data with information collected through other reports;
2. Information indicating whether the expulsion was based on:
  - a. Conduct for which expulsion is required, including information specifically indicating whether a student was expelled for bringing a firearm to school; or
  - b. Conduct for which expulsion is permitted;
3. The number of full or partial days the student was expelled;
4. Information indicating whether:
  - a. The student was placed in a JJAEP;
  - b. The student was placed in a DAEP; or
  - c. The student was not placed in a JJAEP or other alternative education program; and
5. The number of expulsions that were inconsistent with the guidelines on length of expulsion in the Student Code of Conduct.

Out-of-School  
Suspensions

For each out-of-school suspension under Education Code 37.005, a district shall report:

1. Information identifying the student, including the student's race, sex, and date of birth, that will enable TEA to compare placement data with information collected through other reports;
2. Information indicating the basis for the suspension;
3. The number of full or partial days the student was suspended; and
4. The number of out-of-school suspensions that were inconsistent with the guidelines included in the Student Code of Conduct under Education Code 37.001(a)(3) [see Student Code of Conduct, item 3, above].

*Education Code 37.020*

STUDENT DISCIPLINE  
OUT-OF-SCHOOL SUSPENSION

FOB  
(LEGAL)

**Suspension  
Authorized**

The principal or other appropriate administrator may suspend a student who engages in conduct identified in the Student Code of Conduct as conduct for which a student may be suspended. *Education Code 37.005(a)*

Maximum Length

A suspension may not exceed three school days. *Education Code 37.005(b)*

[See FO for provisions regarding coursework to students in suspension.]

Students Below  
Grade 3

A student who is enrolled in a grade level below grade 3 may 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 of school property, the student engages in:

1. Conduct that contains the elements of an offense related to weapons under Penal Code 46.02 or 46.05;
2. Conduct that contains the elements of a violent offense related under Penal Code 22.01, 22.011, 22.02, 22.021; or
3. Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of:
  - a. Marihuana or a controlled substance, as defined by Health and Safety Code Chapter 481, or by 21 U.S.C. Section 801 et seq.;
  - b. A dangerous drug, as defined by Health and Safety Code Chapter 483; or
  - c. An alcoholic beverage, as defined by Alcoholic Beverage Code 1.04.

*Education Code 37.005(c)*

Students Who Are  
Homeless

A district may not place a student who is homeless in out-of-school suspension unless the student engages in conduct described at items 1–3, above, while on school property or while attending a school-sponsored or school-related activity on or off of school property. The campus behavior coordinator may coordinate with the district's homeless education liaison to identify appropriate alternatives to out-of-school suspension for a student who is homeless. In Education Code 37.005(d), "student who is homeless" has the meaning assigned to the term "homeless children and youths" under 42 U.S.C. Section 11434a. *Education Code 37.005(d)*

**Positive Behavior  
Program**

A district may develop and implement a program, in consultation with campus behavior coordinators employed by the district [see FO] and representatives of a regional education service center,

STUDENT DISCIPLINE  
OUT-OF-SCHOOL SUSPENSION

FOB  
(LEGAL)

that provides a disciplinary alternative for a student enrolled in a grade level below grade 3 who engages in conduct described by Education Code 37.005(a) [at Suspension Authorized, above] and is not subject to 37.005(c) [at Students below Grade 3, above]. The program must:

1. Be age-appropriate and research-based;
2. Provide models for positive behavior;
3. Promote a positive school environment;
4. Provide alternative disciplinary courses of action that do not rely on the use of in-school suspension, out-of-school suspension, or placement in a disciplinary alternative education program to manage student behavior; and
5. Provide behavior management strategies including:
  - a. Positive behavioral intervention and support;
  - b. Trauma-informed practices;
  - c. Social and emotional learning;
  - d. A referral for services, as necessary; and
  - e. Restorative practices.

A district may annually conduct training for district staff on the program adopted.

*Education Code 37.0013*