

Building Bridges, Not Barriers: Statewide Collaboration to Reduce Suspension Rates for Homeless Students

Sunday, November 2, 2025
3:45 – 5:00 PM

Session Presenters



Dr. Desiree Viramontes
McKinney Vento State Coordinator

Highly Mobile and At-Risk (HMAR)
Student Programs



Dr. Ann H. Lê
Manager

Highly Mobile and At-Risk (HMAR)
Student Programs



Mary Scott
Student Policy/Discipline
Specialist

Office of Policy and Compliance





High-Level Agenda for Today's Presentation

Introductions

- Purpose and Background
- Key Principles to Understanding McKinney-Vento Eligibility

Authority and TSDS PEIMS

- Federal and State Law & Policy
- Discipline Meeting for Decision-Making

Best Practices

- Understanding Trauma and Homelessness
- Positive School Discipline Approaches

Tools and Strategies

- Exclusionary Discipline: Code of Conduct Factors to Consider
- Standalone Tool (Rubric and Accompanying Worksheet)

Wrapping Up

- Key Actions and Next Steps for School Leaders
- Q&As

Student Success & Behavior Support Guide

High Level Overview

Education

HISD illegally suspended 1 in 10 homeless students last school year, new data shows

by Asher Lehrer-Small
April 8, 2024 | 4:00 am

Texas schools illegally suspended thousands of homeless students

A 2019 law banned schools from suspending homeless students from school grounds but didn't money for enforcement.

BY ASHER LEHRER-SMALL, [HOUSTON LANDING](#) MAY 24, 2024 7 PM CENTRAL

Education

Four Houstonians got suspended from school while homeless. Here's how it changed their lives.



by Asher Lehrer-Small
May 23, 2024 | 4:00 am



TEHCY Discipline Resource Solutions & Outcomes

Development:

- TEHCY State Coordinator office created a unique collaboration with TEA's Student Discipline Division and Self-Reported Data Unit (SRDU).
- High-level overview and survey feedback led to webinars with scenario training for the state.

Implementation:

- In 2024-2025 we conducted webinars, released the first comprehensive resource.
- In 2025-2026 we updated our guide to be more concise and user-friendly

Texas has had a large adoption by LEAs with over 50 school districts in Texas have adopted the guide.

Reduced Suspension Rates: The implementation of the first comprehensive resource has led to a 15% reduction in suspension rates.



TEHCY Student Success & Behavior Support Guide

Updated

- Provides an overview of how to support and respond to students experiencing homelessness related to discipline.
- Includes practices, procedures, and tools that LEAs will be able to use to strengthen services and supports to students experiencing homelessness.
- Serves as both an orientation manual and a ready reference resource for new and experienced LEA leaders.
- Released: October 1st, 2025



TEHCY

Texas Education for Homeless
Children and Youth (TEHCY)

Student Success and Behavior Support Guide

Why does Discipline and McKinney-Vento Matter? (p. 3)

Students experiencing homelessness face many educational barriers due to the challenges of not having a fixed, regular and adequate place to live. In many cases, schools become the place where students are afforded stability, safety, and support. However, chronic absenteeism, truancy, and behaviors that lead to disciplinary challenges are common occurrences for students experiencing homelessness.



Chronic absenteeism, truancy, and behaviors that lead to disciplinary challenges are common occurrences for students experiencing homelessness.

Why does Discipline and McKinney-Vento Matter? (p. 5)



Can you identify the following for your LEA?

- Potential barriers within your local policies and procedures that may hinder the attendance, or success in school, of homeless children and youths in regard to your current discipline policies and procedures.
- Ways in which those identified barriers can be mitigated and strengthened with positive school discipline practices.
- Systems to provide wrap around supports to address the unique needs of students experiencing homelessness.

Key Principles to Understanding McKinney- Vento Eligibility

Key Principles to Understanding McKinney-Vento Eligibility (p. 6)

McKinney-Vento Eligibility Who is covered by the McKinney-Vento Homeless Assistance Act?
Children and youths who lack a **fixed, regular, and adequate** nighttime residence, including those who:



Doubled-up with
other people



Homeless Shelter



Hotel/Motel or
campground



Car, park, empty
building, bus or train
station

Educational Challenges include, but are not limited to:

- Lack of basic needs (e.g., food, clothing, water, shelter, etc.)
- Increased risk of illness, depression, stress, trauma, and exposure to violence
- Gaps in academic and functional abilities (e.g., below grade level achievement, failure to meet state standards, regression, difficulty establishing relationships and trust with adults and peers, etc.)
- Frequent transitions between temporary living locations
- Lack of stable transportation
- Frequent changing of schools
- Difficulties with enrollment due to lack of records (e.g., unaccompanied youth without parent or guardian present)
- Failure to be identified as a student experiencing homelessness.

The background of the slide is a blue-tinted photograph of a classroom. In the foreground, a Texas state flag is prominently displayed, hanging from a pole. The flag features a white star on a blue field and a white vertical stripe on a blue field. The word "Authority" is centered over the flag in a large, white, sans-serif font. Two thin white horizontal lines are positioned above and below the word.

Authority

Federal Law & Texas Law and Policy (pgs. 7 – 8)

McKinney-Vento Act
42 USC, [§11432\(g\)\(1\)\(i\)](#)

Texas Education Code
Truancy Prevention
Measures
[TEC §25.0915](#)

Texas Administrative
Code
Commissioner's Rules
Concerning Truancy
[19 TAC §129.1043](#)

Texas Education Code
Student Code of
Conduct
[TEC §37.001](#)

Texas Education Code
Suspension
[TEC §37.005](#)

Texas Education Code
Positive Behavior
Program
[TEC §37.0013](#)

The LEA Student Code of Conduct must specify:



Circumstances in which a student may be removed from classroom, campus, DAEP, or vehicle owned or operated by the district.



Conditions that authorize or require principal or administrator to transfer a student to a DAEP.



Conditions under which a student may be suspended or expelled.



Consideration of a student's homeless status is required in all discipline decisions, including suspension, DAEP, expulsion, and JJAEP. [TEC, §37.005\(d\)](#) allows OSS for specific behaviors and authorizes parent requests for ISS.



Updated per
HB 6 (2025)

Suspension | [TEC §37.005\(d\)](#)

LEAs may assign OSS to a student experiencing homelessness if the student engages in conduct described in TEC §37.005(c)(1)–(4), which includes serious offenses such as weapons, drugs, threats to safety, or repeated classroom disruptions. [TEC §37.005\(c\)\(1\)-\(4\)](#)

Conduct that contains the elements of an offense related to weapons under Section 46.02 or 46.05, Penal Code

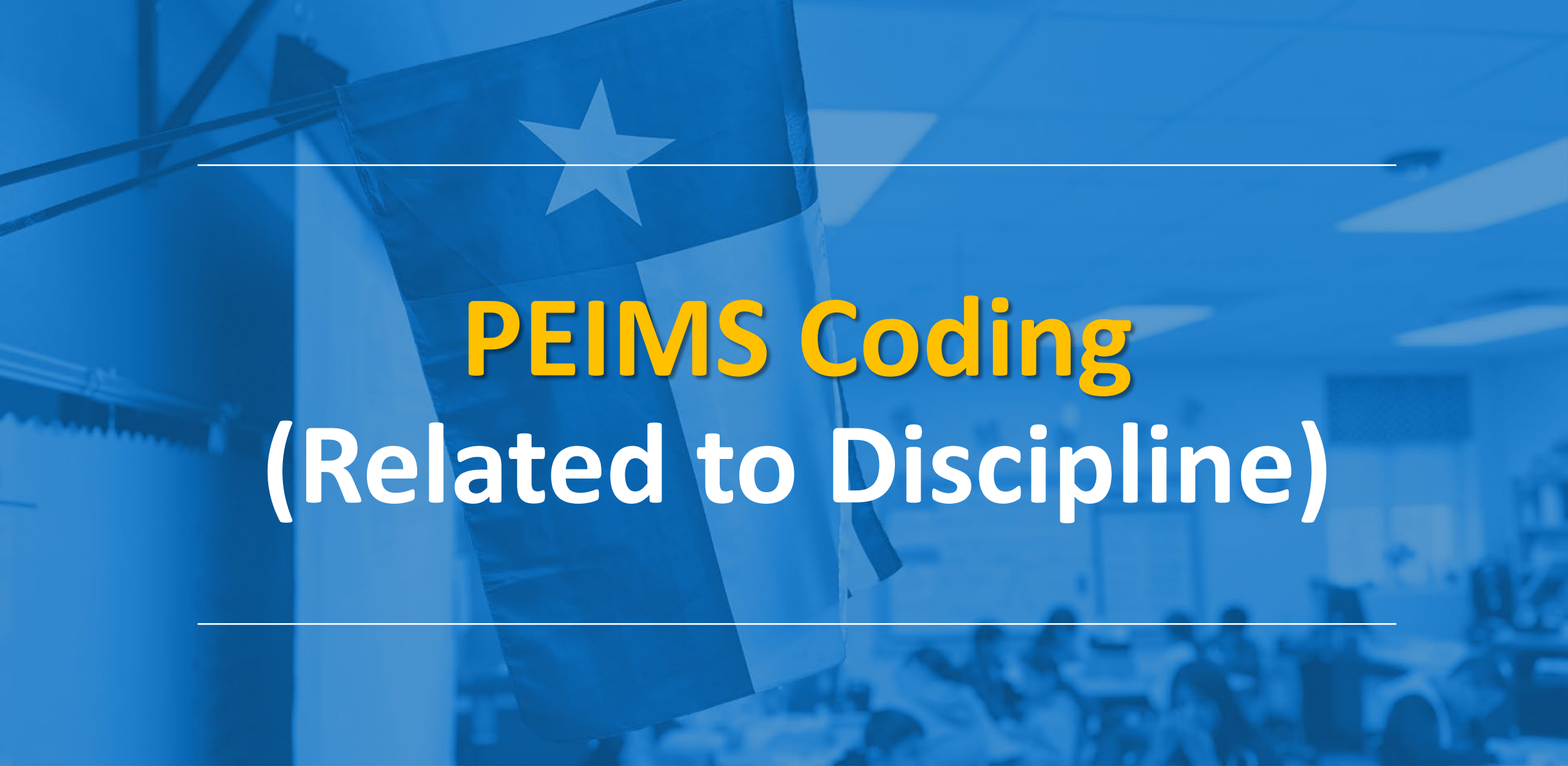
Unlawfully carrying a handgun under Penal Code 46.02.

Commits an offense with a prohibited weapon under Penal Code 46.05.

Documented conduct that results in repeated or significant disruption to the classroom

Conduct that threatens the immediate health and safety of other students in the classroom

Selling, giving, delivering to another person, possessing, using, being under the influence of any amount of marihuana, a controlled substance, a dangerous drug, or alcoholic beverage



PEIMS Coding **(Related to Discipline)**

Texas Student Data System (TSDS) PEIMS (pgs. 8, 11)

- LEAs are required to report the homeless status of students by living situation in PEIMS.
- This information lives in TSDS PEIMS:
 - **C189 (Homeless Status Descriptors)** and
 - **C192 (Unaccompanied Youth Descriptors)**
- LEAs are required to report disciplinary information in TSDS PEIMS for all students who are subjected to a removal due to a discipline action.
 - **C164 (Discipline Descriptors)**
 - **C165 (Behavior Descriptors)**
- PEIMS data for OSS is required under **TEC §37.020**

Behavior Descriptors	Definition
05	<u>Sells</u> , 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 an alcoholic beverage.
12	Unlawful Carrying of a Location-Restricted Knife
14	Conduct Containing the Elements of an Offense Relating to Prohibited Weapons
36	Sells, gives, or delivers to another person, or possesses <u>or</u> , uses, or is under the influence of a Felony Level Controlled Substance or dangerous drug (excluding marihuana and THC)
62	Possesses, uses, or is under the influence of, or sells, gives, or delivers to another person marihuana or tetrahydrocannabinol (THC)
64	Sells, gives, delivers to another person, possesses, uses, or is under the influence of a controlled substance (non-felony)
65	Threatens Immediate Health and Safety of Other Students in Classroom
66	Documented Repeated or Significant Disruption to the Classroom
69	Disorderly Conduct Involving a Firearm
73	Exhibits, Uses, or Threatens to Exhibit or Use a Firearm

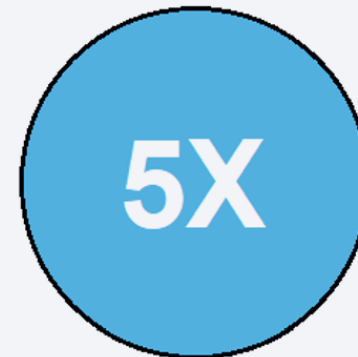
Youths experiencing homelessness are most commonly referred to these three (3) types of exclusionary discipline: ISS, OSS, and DAEP for violating student codes of conduct, which are the lowest level of disciplinary violation.



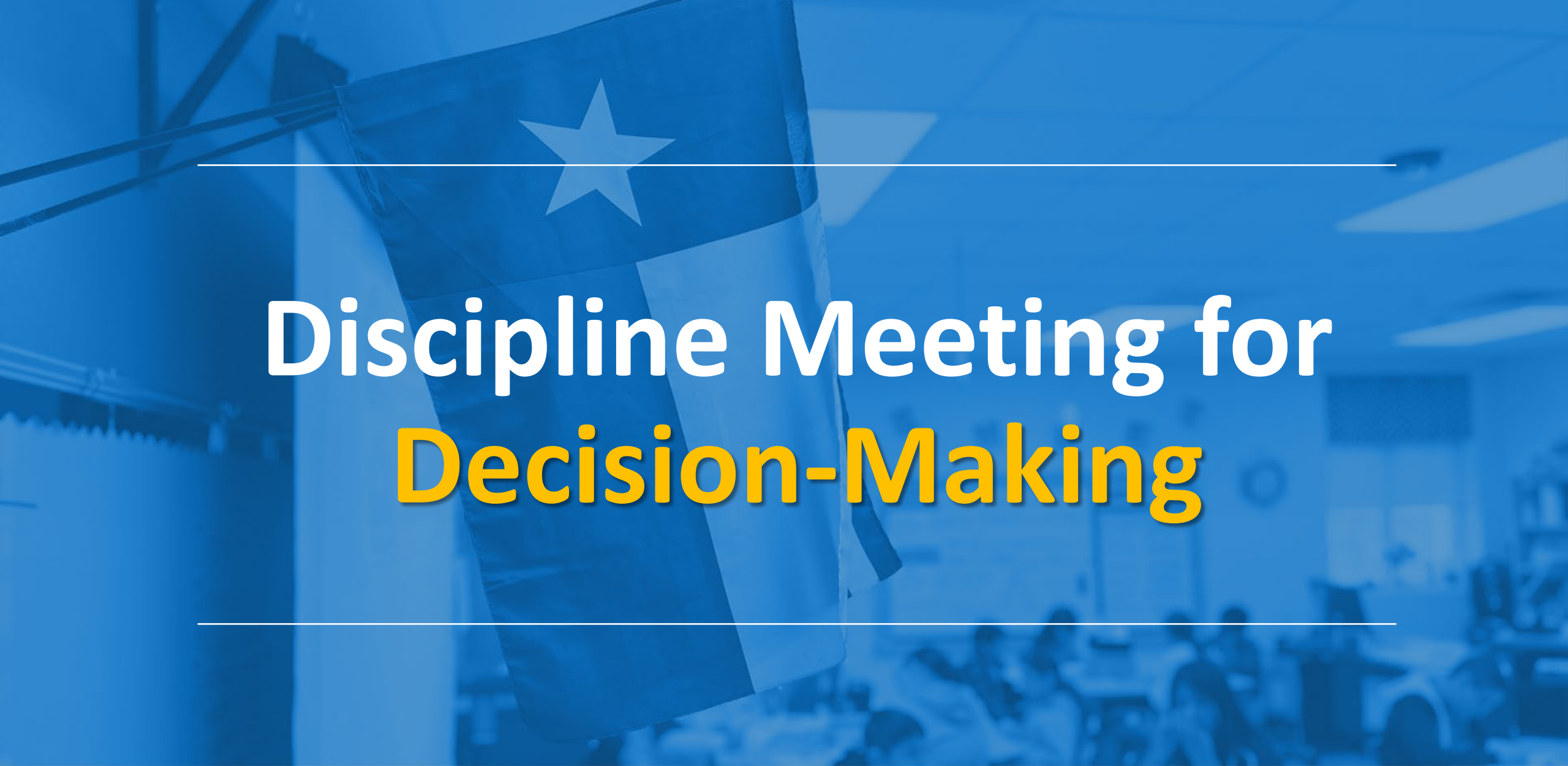
More likely to be suspended from school (OSS), despite not having a stable home to which to return.



As likely to be referred to In-School Suspension (ISS).

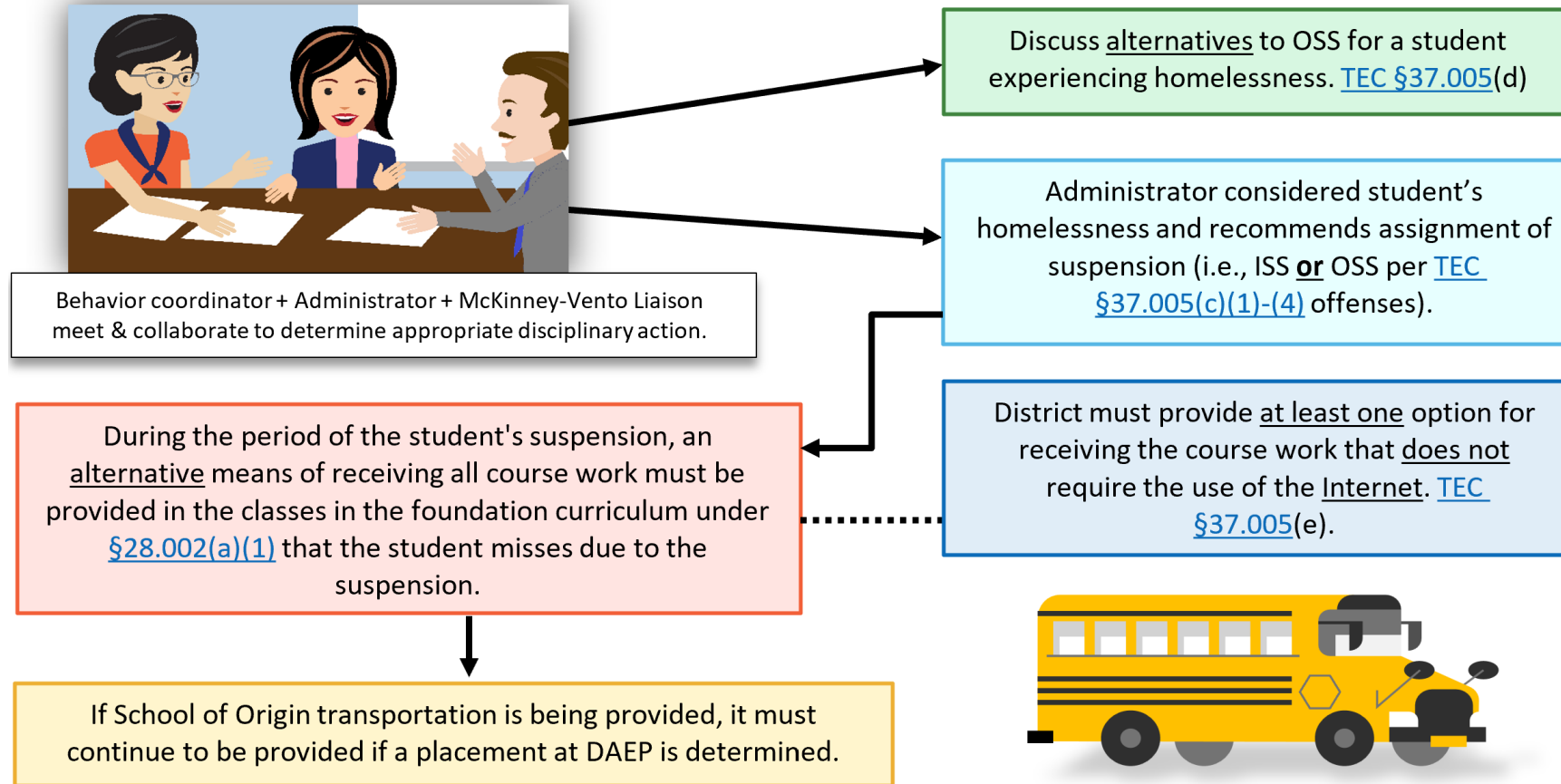


More likely to be referred to a Disciplinary Alternative Education Program (DAEP).



Discipline Meeting for Decision-Making

Discipline Meeting for Decision-Making (p. 13)

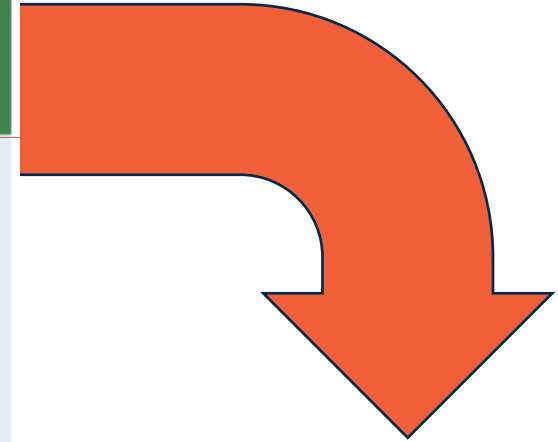


To ensure effective disciplinary decision-making for students experiencing homelessness, it is encouraged that all disciplinary decisions be conducted through a collaborative team approach and not be made by a single individual, whenever possible.



Behavior Coordinator and Homeless Liaison Working Together: Purpose of Collaboration and a Coordinated Team Meeting to Support Discipline Decision-Making for Students Experiencing Homelessness

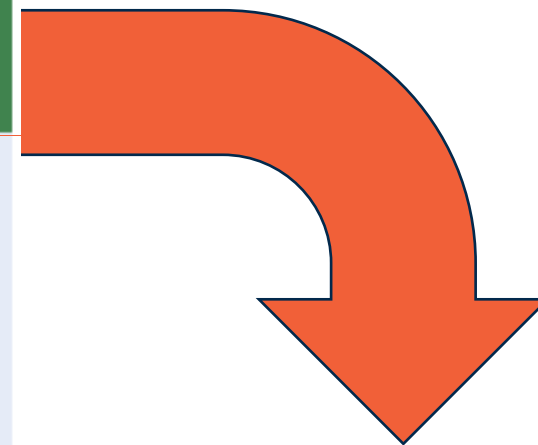
- According to [TEC §37.0012](#), 'a person at each campus must be designated to serve as the campus behavior coordinator'. The primary responsibility of the behavior coordinator is to maintain student discipline and behavior management.
- Additionally, one of the key duties of a McKinney-Vento liaison is to ensure that students experiencing homelessness, and their families, have access to educational services for which they are eligible. Chronic absenteeism, truancy, and behaviors that lead to disciplinary challenges are common occurrences and barriers to educational access for students experiencing homelessness.





Behavior Coordinator and Homeless Liaison Working Together: Purpose of Collaboration and a Coordinated Team Meeting to Support Discipline Decision-Making for Students Experiencing Homelessness

- Key personnel for these discipline meetings should include campus administrator, McKinney-Vento liaison, and/or behavior coordinator at minimum. Whenever possible, including additional staff who work closely with the student experiencing homelessness (e.g., instructional staff, counselor, etc.) can help to provide additional context and considerations to the collaborative team toward a whole child approach.
- In light of this, the role of the behavior coordinator and McKinney-Vento liaison during the discipline meeting is crucial to identifying and removing barriers for children and youths experiencing homelessness as they relate to disciplinary actions.

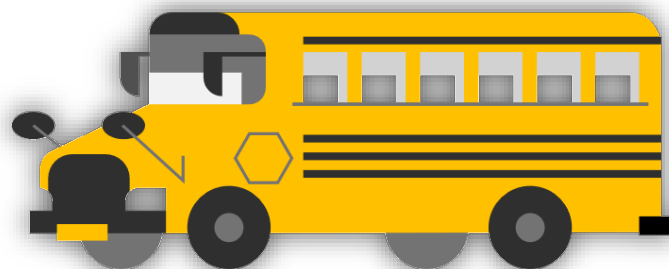




Transportation Considerations

The McKinney-Vento Homeless Assistance Act requires school districts to adopt policies and practices to ensure that transportation is provided to and from the school of origin at the request of the parent, guardian, and/or unaccompanied youth. LEAs must provide comparable services for students experiencing homelessness in consideration of discipline determinations (e.g., special education transportation). It is important that school leaders address transportation needs for homeless students when discipline and truancy matters occur. The following is a list of key-laws and important factors to consider when addressing discipline and truancy circumstances.

- The child's or youth's transportation to and from the school of origin must be provided by the LEA, when the child or youth continues to live in the area served by the LEA in which the school of origin is located. In these instances, school of origin, transportation must continue to be provided if a placement at DAEP is determined.
- In circumstances when, school of origin transportation is being provided by two school districts, it must continue to be provided if a placement at DAEP is determined. School districts should develop a system, so the student experiencing homelessness is not considered absent or have truancy notifications, when there are transportation set-up delays.

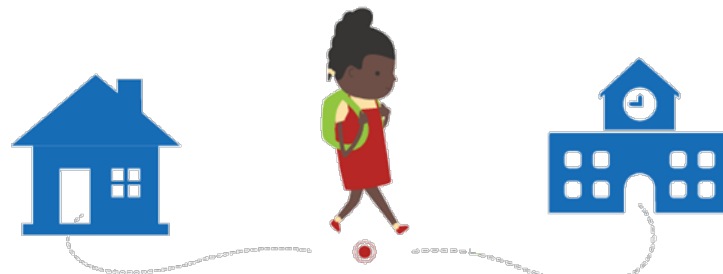




Transportation Considerations

The McKinney-Vento Homeless Assistance Act requires school districts to adopt policies and practices to ensure that transportation is provided to and from the school of origin at the request of the parent, guardian, and/or unaccompanied youth. LEAs must provide comparable services for students experiencing homelessness in consideration of discipline determinations (e.g., special education transportation). It is important that school leaders address transportation needs for homeless students when discipline and truancy matters occur. The following is a list of key-laws and important factors to consider when addressing discipline and truancy circumstances.

- The child's or youth's transportation to and from the school of origin must be provided by the LEA, when the child or youth continues to live in the area served by the LEA in which the school of origin is located. In these instances, school of origin, transportation must continue to be provided if a placement at DAEP is determined.
- In circumstances when, school of origin transportation is being provided by two school districts, it must continue to be provided if a placement at DAEP is determined. School districts should develop a system, so the student experiencing homelessness is not considered absent or have truancy notifications, when there are transportation set-up delays.



Next Steps and Considerations: Student Support

- The campus behavior coordinator may coordinate with the LEA McKinney-Vento liaison to identify appropriate alternatives to out-of-school suspension students experiencing homelessness. (TEC §37.005(d)).
- LEAs should explore all available options, such as ISS and alternative means of receiving coursework, to meet the individual needs of each student.

TEA Student Discipline Contact Information

StudentDisciplineSupport@tea.texas.gov

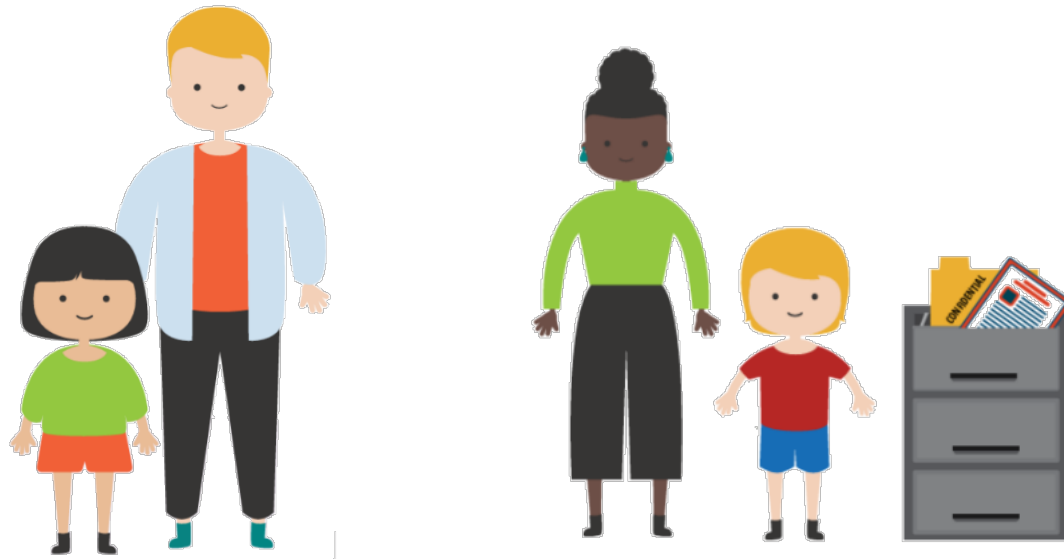
[TEA Student Discipline](#)



Best Practices for Supporting Students Experiencing Homelessness

Understanding Trauma and Homelessness: Implications for School Discipline Responses (p. 17)

- Trauma can shape not only the individual's behaviors but also the way they view the world.
- The early experiences of young children have a tremendous influence on their developing brains, and trauma can have lifelong impacts.





In making **disciplinary considerations** for students experiencing **homelessness**, educational leaders need to be cognizant of how homelessness can be **accompanied by trauma and stress factors** due to the student living in **transitional living situations**.

[42 U.S.C., §114311](#); [TEC §37.001\(a\)\(4\)\(F\)](#)



Prolonged **lack of basic needs** (e.g., food, water, clothing, etc.), **frequent transitions** between temporary living locations and changing of schools and **widened gaps in academic** and functional abilities (e.g., below grade level achievement, difficulty establishing relationships and trust with adults and peers, etc.) can contribute to the development of toxic stress.



Opportunity to help teach social and emotional skills so students experiencing homelessness can learn to resolve disagreements in socially acceptable ways.

Use of encouraging words and actions rather than punishment to help students experiencing homelessness to develop self-control and make positive choices.

A restorative approach to support students experiencing homelessness in forming positive relationships and focus on repairing harm by engaging all stakeholders in inclusive processes, which has been found to increase attendance and decrease severe behavior incidents.

Best Practices for Supporting Students Experiencing Homelessness

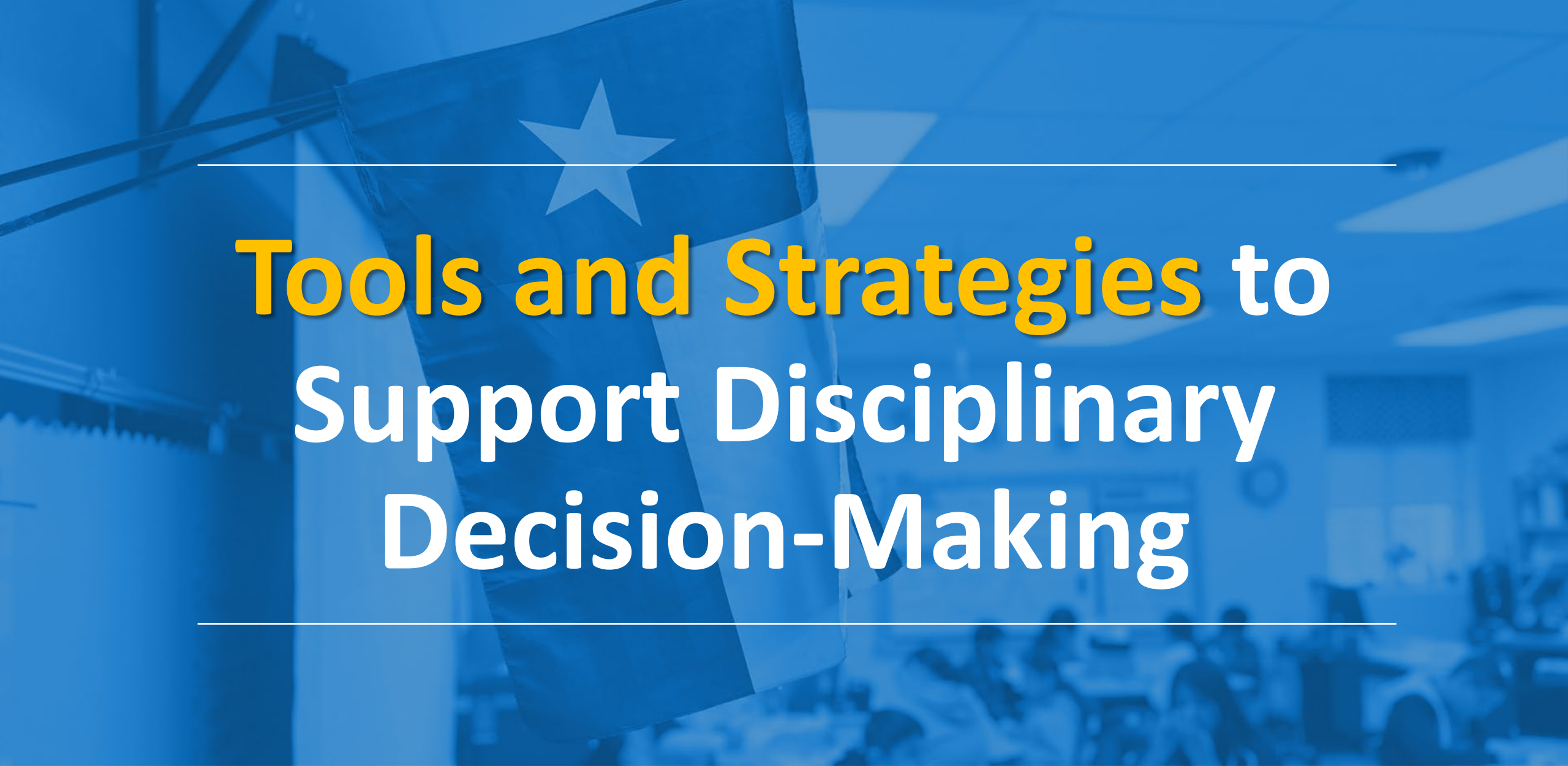


Foster a sense of belonging through a positive, safe, welcoming, and inclusive school environment.

Support social, emotional, physical, and mental health needs of all students through evidence-based strategies.

Recruit and retain a diverse educator workforce and increase educator capacity by adequately supporting high-quality teaching and learning.

Ensure fair administration of student discipline policies in ways that treat students with dignity and respect (including through systemwide policy and staff development and monitoring strategies).

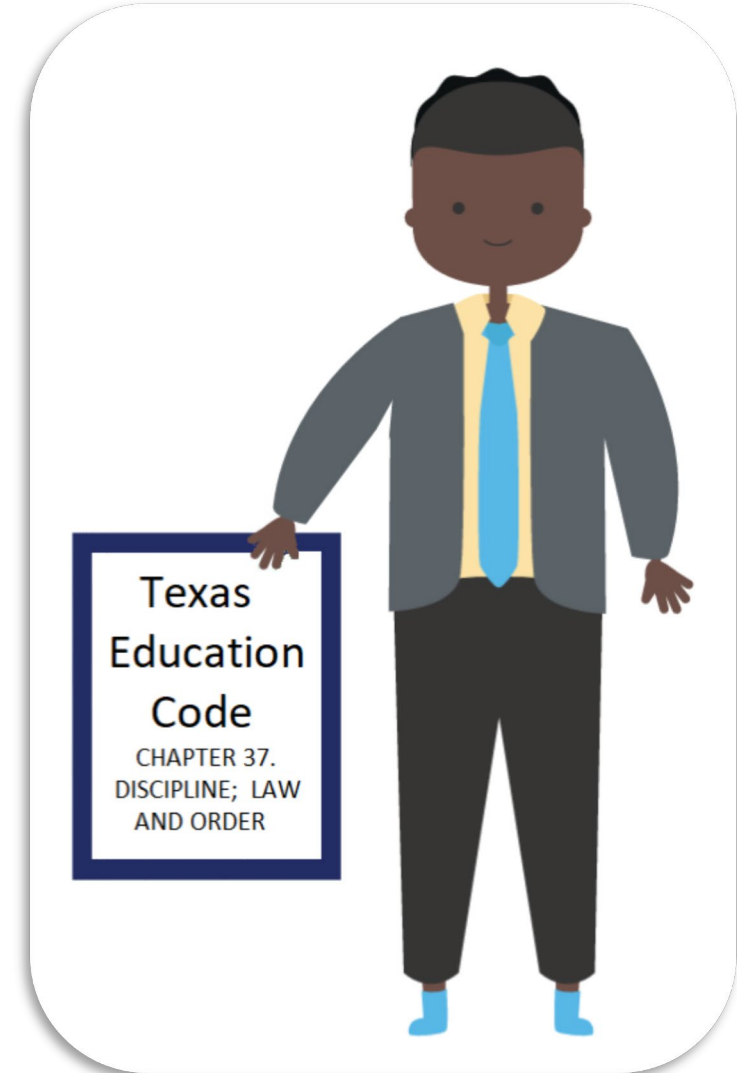


Tools and Strategies to Support Disciplinary Decision-Making

Before deciding whether to place a student in DAEP, there must be consideration of mitigating factors regardless of whether the action is mandatory or discretionary.

Factors to consider as stated in [TEC §37.001](#) include:

- Was it **self-defense**?
- Was there intent or lack of **intent** at the time the student engaged in the conduct?
- What is the student's disciplinary **history**?
- Is there a **disability** that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct?
- Is student's **status** identified as a student who is homeless?
- Is the student's **status** identified as a student who is in the conservatorship of the Department of Family and Protective Services?





Additional considerations include:

- Has the student been afforded the opportunity for **behavioral interventions** to be implemented?
- What is the **safety** and/or **risk factors** of inappropriate behavior?

Standalone Exclusionary Discipline Rubric Tool

Factors to Consider (TEC §37.001)	Score 1	Score 2	Score 3
Self-defense	The behavior was not a direct result of self-defense.	N/A	The behavior is a direct result of reasonable self-defense.
Intent	The behavior was clearly purposeful and planned . The student demonstrated intent to harm.	The behavior was determined to be impulsive and not planned to harm.	No intent to harm determined.
Discipline History	Demonstrated similar inappropriate behavior over a 1–3-month period. The pattern of behavior is highly disruptive to the learning environment.	Demonstrated similar inappropriate behavior over 1-2 months. The pattern is moderately disruptive to the learning environment.	First time offense . There is no established pattern for the inappropriate behavior.
Student's Age	The student clearly understands the impact of the inappropriate behavior.	The student somewhat understands the impact of the inappropriate behavior.	Developmentally , the student does not/is not able to understand the impact of the inappropriate behavior.
Disability *Must collaborate with 504/SPED personnel if there's a disability*	There is no identified disability. Considering the impact of the student's disability, the student clearly understands the impact of the inappropriate behavior.	Considering the impact of the student's disability, the student somewhat understands the impact of the inappropriate behavior.	Considering the impact of the student's disability, the student does not/is not able to understand the impact of the inappropriate behavior.
Student Status *(e.g., CPS involvement, highly mobile, protective order, etc.) *	The behavior is not directly linked to possible trauma associated with homeless status.	The behavior is not directly linked to possible trauma associated with homeless status but is somewhat associated .	The behavior is clearly linked to possible trauma associated with homeless status.
Behavioral Interventions	The Campus intervention team formed to discuss (a) student's disruptive behavior, and (b) interventions to implement and document for at least 3 weeks .	The classroom teacher implemented and documented behavioral interventions for 3 - 5 weeks .	Interventions have not been applied or have been implemented for less than 3 weeks . The behavior is not connected to current reason for referral.
Safety and/or Risk Factors	The behavior poses imminent and continued danger and harm to self, others, and/or property on campus.	The behavior poses a limited danger and harm to self, others, and/or property on campus (currently or in the future).	The behavior poses no/not continued safety risk to self, others, and/or property on campus.

Purpose of the Tool

- Designed to guide **disciplinary decision-making** for students experiencing homelessness.
- Encourages a **whole-child approach** by considering **mitigating factors** before exclusionary discipline (e.g., DAEP placement or suspension).

Instructions for Use

- Schedule a **discipline meeting** with key personnel.
- Bring **formal and informal data** (e.g., attendance, behavior history, IEP/504 plans).
- Discuss each rubric area **collaboratively** and assign scores.
- Use the worksheet to **document decisions and next steps**.
- The tool can be included in **disciplinary hearings** as informal documentation.

Team Meeting Worksheets

Exclusionary Discipline – Team Meeting Worksheet

Self-Defense	Score Selected: _____
Supporting Data or Information for Selected Score	
Action Considered/Tried:	
Action Needed or Next Steps:	
Additional Notes:	

Key Considerations

- The rubric is **flexible** and **not prescriptive**
- It supports **collaborative, data-informed, team-based decision-making**.
- It prioritizes practices that are **sensitive** to student experiences and **responsive** to the needs of students experiencing homelessness.
- It promotes **relationship-centered approaches** and **comprehensive** student support systems.

Case Study Example

- A fictional student scenario illustrates how the rubric and worksheet can be applied.
- Demonstrates how **mitigating factors** (e.g., disability, trauma, homelessness) influence disciplinary decisions.
- Highlights **alternative actions** such as counseling, mentorship, and IEP review.

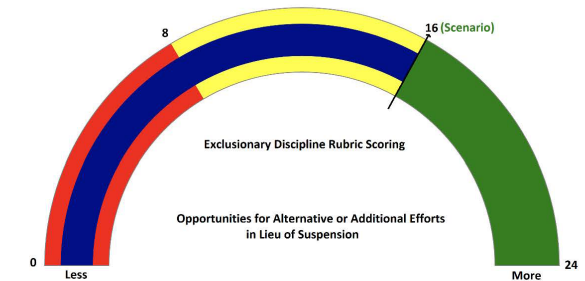
Scenario Interpretation: A Summary of Key Takeaways and Actions for LEA Leaders

Reminder: The rubric is designed to elicit conversations around mitigating factors that may impact the student's behavioral outputs.

- The rubric is a tool to help guide decisions around behavior and discipline. There is no direct cutoff of total points for determining disciplinary consequences.
- This tool is only one resource, and the final determination should be made by an intervention team, be holistic, and include all available formal and informal data.
- For guiding reference, the larger the sum for all 8 of the consideration areas (e.g., 21-24), the more opportunities there are for alternative or additional efforts the campus can take in lieu of suspension.

The provided fictional student scenario offers educational leaders the opportunity to understand the value of using the exclusionary discipline rubric and accompanying worksheet when considering discipline matters for students experiencing homelessness. Based on the descriptions provided for each of the 8 areas of consideration (i.e., self-defense, intent, disciplinary history, age, disability, homeless status, interventions, safety), readers can glean several "action needed or next steps" for the case of Jane.

The total sum of the 8 areas of consideration was 16. This number represents that majority of the scores were in the 2 or 3 categories. Cumulatively, the campus has some opportunities for addressing the behavioral incident with alternatives or additional efforts in lieu of suspension. This is not to say that the campus cannot suspend the student per local policies. However, when behaviors are directly related to a student's homelessness, considerations must be made to guarantee schools do not miss vital opportunities to support students' needs and put students on the path toward success.



For Jane's case, here are some key actions pulled from the collaborative team's worksheet presented in Appendix A.

- Schedule an ARD/IEP meeting to discuss current supports and services and whether additional accommodations or supports are warranted.
- Connect with the McKinney-Vento liaison and school counselor to work on finding additional community resources (e.g., food, shelter, free clinics, etc.) that are available, connecting her with wraparound supports, and include her in weekly general education counseling groups for emotional management, social skills, etc.
- Utilize the strong relationship she has developed with the SPED paraprofessional to integrate coping skills strategies and who can serve as an adult mentor. Build in restorative practices and work towards restorative circles.
- Given Jane's scenario, what additional opportunities or key actions have you identified or considered?



Wrapping Up

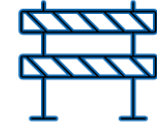
Key Actions and Next Steps for School Leaders (p. 23)



Consider homelessness in disciplinary policies and discuss alternative methods to address misbehavior.



Raise awareness in schools about supports available and incorporate training on school discipline, trauma, and homelessness.



Ensure schools and districts do not have policies that create barriers to full school engagement for students experiencing homelessness.



Leverage grant funding to train specific individuals.



Track and Analyze Data

Key Take-Aways from Today's Presentation

That was a lot of information! Let's wrap up with a summarized list of key take-aways.

Key Facts

- There are both federal and state law requirements for McKinney-Vento eligible students in relation to disciplinary matters.
- Conduct a coordinated meeting with key stakeholders when considering discipline related decision-making for students experiencing homelessness.
- Trauma can manifest in the classroom and schools in many ways. Educational leaders should be aware of how trauma can impact the behavior of students experiencing homelessness.
- By addressing the underlying root causes of a student's conduct, as opposed to solely imposing a punishment, a positive school discipline approach yields a more effective impact on the whole child.

Resources

- [TEHCY Student Success & Behavior Support Guide](#)

TEHCY Student Success & Behavior Support Resources




Texas Education for Homeless Children and Youth (TEHCY)

Student Success and Behavior Support Guide






The purpose of the McKinney-Vento Homeless Assistance Act is to identify and remove barriers for children and youth experiencing homelessness and ensure that students in these circumstances have comparable access to all available supports and resources to meet the same challenging state academic standards established for all students.

Who is Covered by the McKinney-Vento Act?

Children and youth who lack a **fixed, regular, and adequate** night-time residence, including those who:

- Are sharing the housing of other persons (doubled up) due to loss of housing, economic hardship, or similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals.
- Have a primary night-time residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
- Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Are migratory children living in the above circumstances.
- Unaccompanied youth include a homeless child or youth not in the physical custody of a parent or guardian.

 Doubled-up with other people
  Homeless Shelter

 Hotel/Motel or campground
  Car, park, empty building, bus or train station

42 United States Code (USC), §11434(a)

Did You Know?

Children and youth experiencing homelessness face many educational barriers due to the disruption and trauma of not having a **fixed, regular, and adequate** place to live. In many cases, schools often become the one place where these children and youth are afforded **stability, safety, and support**. Chronic absenteeism, truancy, and behaviors that lead to disciplinary challenges can be common for students experiencing homelessness.

State and local educational agencies must review and undertake steps to revise any requirements in laws, regulations, practices, or policies that may act as a barrier to the identification of, or the enrollment, attendance, or success in school of, children and youths experiencing homelessness ([42 USC, §11431](#)).

Disciplinary Challenges

Disruptive or defiant behaviors, such as Fight-Flight-Freeze responses, can be a result of situationally developed trauma for a student experiencing homelessness. These could include, but are not limited to:

- Prolonged lack of basic needs (e.g., food, water, clothing, etc.)
- Frequent transitions between temporary living locations and changing schools.
- Gaps in academic and functional abilities (e.g., below grade level achievement, difficulty establishing relationships and trust with adults and peers, etc.)

Stress from Adverse Childhood Experiences (ACEs) can change brain development and affect how the body responds to stress. LEAs should be aware of how trauma can impact the behavior of students experiencing homelessness.

 FIGHT
  FLIGHT
  FREEZE

tea.texas.gov
tea.texas.gov/TEHCY

Factors to Consider (TEC §37.001)	Score 1	Score 2	Score 3
Self-defense	The behavior was not a direct result of self-defense.	N/A	The behavior is a direct result of reasonable self-defense.
Intent	The behavior was clearly purposeful and planned . The student demonstrated intent to harm.	The behavior was determined to be impulsive and not planned to harm.	No intent to harm determined.
Discipline History	Demonstrated similar inappropriate behavior over a 1–3-month period. The pattern of behavior is highly disruptive to the learning environment.	Demonstrated similar inappropriate behavior over 1-2 months. The pattern is moderately disruptive to the learning environment.	First time offense . There is no established pattern for the inappropriate behavior.
Student's Age	The student clearly understands the impact of the inappropriate behavior.	The student somewhat understands the impact of the inappropriate behavior.	Developmentally , the student does not/is not able to understand the impact of the inappropriate behavior.
Disability *Must collaborate with 504/SPED personnel if there's a disability*	There is no identified disability. Considering the impact of the student's disability, the student clearly understands the impact of the inappropriate behavior.	Considering the impact of the student's disability, the student somewhat understands the impact of the inappropriate behavior.	Considering the impact of the student's disability, the student does not/is not able to understand the impact of the inappropriate behavior.
Student Status * (e.g., CPS involvement, highly mobile, protective order, etc.) *	The behavior is not directly linked to possible trauma associated with homeless status.	The behavior is not directly linked to possible trauma associated with homeless status but is somewhat associated.	The behavior is clearly linked to possible trauma associated with homeless status.
Behavioral Interventions	The Campus intervention team formed to discuss (a) student's disruptive behavior, and (b) interventions to implement and document for at least 3 weeks .	The classroom teacher implemented and documented behavioral interventions for 3 - 5 weeks .	Interventions have not been applied or have been implemented for less than 3 weeks . The behavior is not connected to current reason for referral.
Safety and/or Risk Factors	The behavior poses imminent and continued danger and harm to self, others, and/or property on campus.	The behavior poses a limited danger and harm to self, others, and/or property on campus (currently or in the future).	The behavior poses no/not continued safety risk to self, others, and/or property on campus.

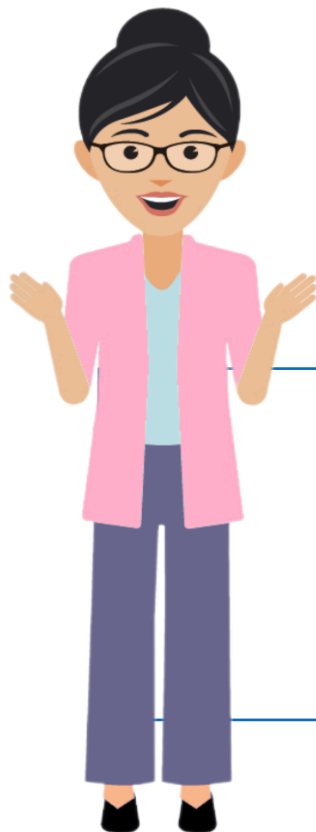
Thank You for Attending our Presentation!



Dr. Desiree Viramontes

McKinney Vento State
Coordinator

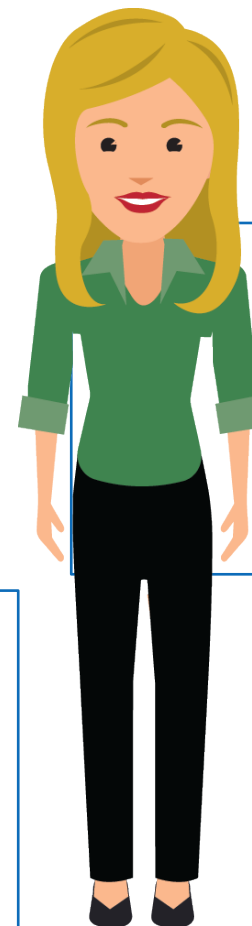
*Highly Mobile and At-Risk (HMAR)
Student Programs*



Dr. Ann H. Lê

Manager of HMAR

*Highly Mobile and At-Risk
(HMAR) Student Programs*



Mary Scott

Student Policy/Discipline
Specialist

*Office of Policy and
Compliance*

For technical assistance support, please contact us at: HomelessEducation@Tea.Texas.gov