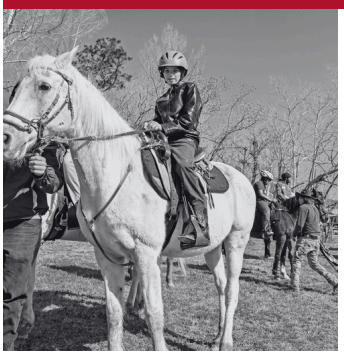
Harris County Department of Education

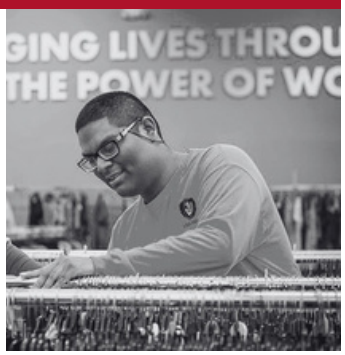
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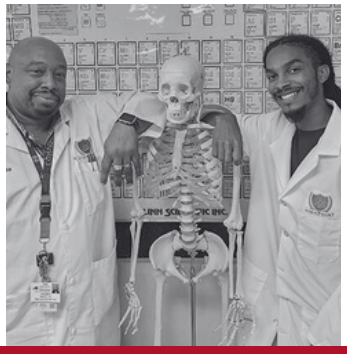
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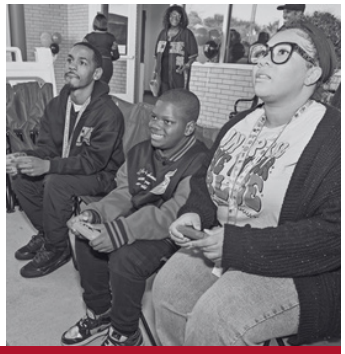


Placement & Enrollment Guide 2026-2027









Updated August 2026

THE HCDE IMPACT

The Harris County Department of Education is a public entity dedicated to helping meet the needs of uniquely challenged learners and schools, in the state's largest county, through innovative programming and support services. Annually, HCDE directly serves approximately 500 students across our four alternative campuses. With the evolving needs of our partner school districts, the staff of Special Schools remains committed to a standard of service excellence that targets high-need populations with a laser focus on each student becoming successful.

District Partnership

The HCDE model works well due to the collaborative partnership it builds with its surrounding districts. It prioritizes providing school districts and charter schools the opportunity to expand the diversity of school options when meeting the needs of their students. In this partnership, HCDE provides expertise and implementation of best practices in behavior modification, specialized learning, and turnaround support. Most importantly, these effective partnerships give targeted students access to safe and secure great schools with restorative and enduring behavioral supports aligned with standards-based teaching and learning to support student growth and consistent improvement.

Student placement priority is given to districts who renew annual contracts prior to the start of the academic year. Placement decisions at the HCDE schools are based on the ability to meet the student's needs and the availability of seats. Each school aims to provide engaging standards-based, small-group instruction while preparing students to return to their home schools.



HARRIS COUNTY DEPARTMENT OF EDUCATION - SPECIAL SCHOOLS DIVISION

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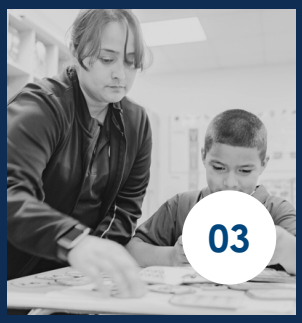
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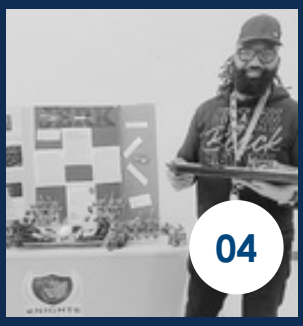
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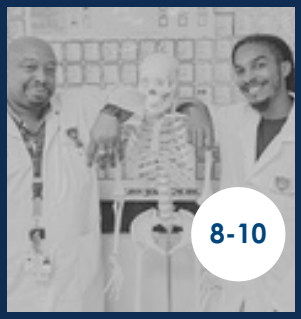
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ABS Bell Schedule



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THE PROCESS

Pre-enrollment Process

Harris County Department of Education

Prior to a student enrolling and attending any of the HCDE schools, districts must ensure:

1

STUDENT STAFFING

At least one member of the HCDE School staff (transition specialist) must be invited to participate in a student-centered staffing to review the full and specific student needs and whether the HCDE program can meet those academic and behavioral needs. If the student's needs can be met, the HCDE representative must be invited to the placement meeting where decisions are made including the ARD or 504 meeting. A scheduled student observation may be requested.

2

ARD/504 MEETING

For any student receiving special education or 504 services, the HCDE transition specialist or designated representative must be invited to attend the placement ARD/504 meeting to confirm each HCDE school's responsibilities, supports, resources, calendar, schedules, and courses. All ARD documents must delineate the scope of services that will be provided by the HCDE School and which services will be provided by the student's home district.

3

DOCUMENTATION

The most recently updated Full and Individualized Evaluation (FIE), ARD/504 documents, IEPs, schedule of services (aligned with HCDE school course offerings and course minutes), transition plan, return criteria, and the health/safety plan must be received by the HCDE school before starting the enrollment process. Also, home districts will be required to provide the following additional data:

- TX Unique Student ID
- Demographic Information
- At-Risk Information
- Special Populations Data
- Scores for State Testing, TELPAS, and SAT/ACT when appropriate
- Grad Plan/Current Transcript
- Behavioral Threat Assessments

Upon verification of all necessary documents, a **5-day window** is necessary to prepare for the student's arrival. The student's start date is contingent upon 1) receipt of all necessary documents, 2) parent/ student attendance at the campus orientation, and 3) completion of the electronic enrollment process in PowerSchool.

4

ORIENTATION

Both the parent and student must participate in the school's new/returning student orientation. The earliest available orientation date will be provided during the student staffing and/ or placement meeting. Orientations are held weekly.

Highpoint East and Fortis Academy

At Highpoint East and Fortis Academy, the pre-enrollment process begins with the partner district sending over a placement/referral letter. If the student is eligible for special education or 504 services, the home district must contact the HCDE campus' SPED/504 Administrator and case manager to schedule the placement ARD or 504 meeting.

Home districts will be required to submit the following data:

- TX Unique Student ID
- Demographic Information
- At-Risk Information
- Special Populations Data
- Scores for State Testing, TELPAS, and SAT/ACT when appropriate
- Grad Plan/Current Transcript
- Behavioral Threat Assessments

Parents are required to call the campus to schedule their orientation and receive the link to PowerSchool Enrollment Express. Both the parent and student are required to attend orientation.





Enrollment

HCDE utilizes the **PowerSchool Enrollment Express** platform for student enrollment. Parents must complete a parent portal request and the online student enrollment process. Campus staff is available to assist parents through this process, if needed.

Electronic Reporting

Once the parent(s) is a registered user of the PowerSchool Parent Portal, they will receive electronic documentation including:

- Academic Progress reports (3 wks.)
- Report Cards (6 wks.)
- IEP progress monitoring (6 wks.)
- Behavior Progress Monitoring (daily - ABS Campuses)
- Incident Reports (same day)
- Restraint Report (same day)
- Discipline Report (same day)
- Other reports when requested

Designated representatives of each home district will receive weekly attendance reports and other electronic reports. Incident and restraint reports are provided to the district within 24 hours of the incident.

Beyond the typical weekly reports, we require a two-day window to respond to all other requests.

Individualized Education Program Development

The HCDE Schools use the SuccessEd program (compliance platform) to assist teachers with tracking compliance and services provided to students in special education and Section 504. The staff uses actionable data that enables continuous review of the effectiveness of implemented goals, strategies, accommodations, and methodologies, thereby creating opportunities for every student to be successful.

When preparing for ARD meetings, student case managers will provide updated and requested PDF documents including IEP goals, behavior goals, PLAAFPs, progress monitoring, etc. Individual school districts are responsible for uploading the PDF documents in their chosen compliance platform.

Please note, the HCDE staff is not able to log in and manipulate data in the various compliance platforms utilized by each school district.

Curriculum & Instruction

Written Curriculum

At HCDE, every student learns from the same curriculum as all public school districts in Texas. The standards and knowledge that every student should learn is called the "Texas Essential Knowledge and Skills," or TEKS.

The Individuals with Disabilities Education Act requires schools to provide students with disabilities "access to the general curriculum." Students with disabilities must receive instruction based on the same curriculum used with ALL students, the TEKS.

At HCDE, teachers are supported with ongoing professional development for effective curriculum implementation, focusing on the core curriculum in diverse classrooms. Additional professional development focuses on applying curriculum standards in alignment with IEP implementation.

The TEKS Resource System (TRS) is utilized as a curriculum model that aligns the written, taught, and tested curriculum. A collaboration of educators and Education Service Center personnel developed the TRS.

Taught Curriculum

In each HCDE school, teachers create and implement instruction based on the Texas Essential Knowledge and Skills (TEKS) and/ or alternate academic achievement standards/prerequisite skills. Weekly, grade bands of teachers attend Professional Learning Communities (PLCs) to discuss and understand the TEKS and best instructional practices to meet the needs of their specific group of students. The TEKS Lesson plans are stored and monitored using the PowerSchool Curriculum and Instruction program.

In addition, HCDE schools use various programs to support student needs. Some of those programs include:

- TCMPC - TEKS Resources (ESC6)
- McGraw Hill Textbooks
- N2Y Unique Learning
- iReady
- Imagine Learning- Edgenuity
- NewsELA
- Vizzle

Tested Curriculum

At HCDE, schools ensure that teacher-made tests and district assessments are aligned with what is written and taught. The campus team engages in PLC to analyze data to make instructional adjustments focused on individual student needs.

The team at HCDE supports the home district by administering the following state assessments in the required grades:

- TELPAS and TELPAS ALT
- 3-8th Grade Reading and Math STAAR and STAAR ALT II
- 8th Grade Social Studies STAAR and STAAR ALT
- 8th Grade Science STAAR and STAAR ALT II
- High School EOC - ELAR 1, ELAR 2, Algebra I, Biology, US History

Curriculum Alignment

Curriculum alignment is important because it ensures that the written, taught, and tested curriculum are aligned. This alignment helps to support students in reaching academic success and the requirements of the Graduation Plan.

Positive Behavior Intervention and Support System

Each school has implemented a unique Positive Behavior Intervention and Support System. Their schoolwide systems approach aims to establish a positive and safe student culture and individualized behavior support necessary to create an effective learning environment for all students. The Academic and Behavior Schools incorporate the Heinsight program with a schoolwide economy system.

The instructional staff on these campuses are trained in the components of the Functional Behavior Analysis and implementation of the Behavior Intervention Plans. Student behavior is progress monitored using the Insights to Behavior and/or N2Y Positivity software. 100% of the Special School's staff is trained in the Crisis Prevention Institute's Nonviolent Crisis Intervention® Protocol, including prohibiting aversive techniques. This model equips all staff with the skills to prevent and de-escalate medium to high-risk behavior using both restrictive and non-restrictive methods.

Our Process + Our Partner District = Positive Student Outcomes

IEP Implementation

ANNUAL & ONGOING

1 Student Profile - Student Program

Partner districts provide the HCDE Staff an opportunity to learn as much as possible about the student by thoroughly reviewing the FIE, PLAAFP, IEP, Functional Behavior Analysis, BIP, discipline data, medical/health plan, family dynamics, assessments, course transcripts/graduation plans, transition plan, student interests, etc. In our partnership with school districts, the pre-enrollment process must be followed so that the HCDE staff can get to know the student's profile and assist the district in making an informed decision on whether the student's needs can be best served at one of our campuses. If HCDE enrollment is the pathway, HCDE will clearly define the services that it can provide. In partnership with the ARD committee, **HCDE** will create an individualized educational program (IEP) that best meets the needs of the student. In the IEP program, the role and responsibilities of both partners (HCDE and the partner district) must be explicit. After the final ARD meeting, a minimum **five** school days is required so that the parent/guardian can complete the enrollment process, attend orientation, and the school can prepare for the student's arrival.

2 Alignment of Services

Partner District Lead
HCDE Lead: Transition Specialist/SPED Department Lead
HCDE Supervisor: Assistant Principal
Team: SPED Teacher (Case Mgr) & Behavior Specialist, ARD-C

For enrollment in an HCDE school, the following items must be included during the creation and update of the IEP:

1. Annual HCDE Special Schools Calendar (see pg.);
2. Daily operational minutes and instructional minutes (see pg. --) to be utilized on the Schedule of Services;
3. Available Courses;
4. Services provided by HCDE;
5. Services provided by the student's home (partner) district. When will the district provide the services? Who will provide the services? (Note: Virtual service delivery is not an option due to limited staff available for monitoring.)
6. Instructional Setting: ABS Campuses (60), Highpoint/Fortis (92, 93, 94, 95)

3 Create an Aligned PLAAFP

Partner District Lead
HCDE Lead: SPED Teacher/Case Mgr.
HCDE Supervisor: Assistant Principal
Team: SPED Teacher, Behavior Specialist, ARD-C

Annually, the staff of the ABS Campuses collaborates with the home district to update the PLAAFP that is aligned with the student's present levels of strength and critical needs. It MUST include detailed information that provides a good overall picture of the student. Information MUST come from multiple data sources and baselines (FIE, STAAR, FBA, assessments, classroom data, accommodations/modifications, observations, info from family, additional supports, etc.)



1. Identify and describe the **Disability** (FIE).
2. **Impact Statement**: How does the disability affect access to, participation in, and progress in the general ed. curriculum?
3. **Progress** on previous year's IEP goals in measurable terms/ Explanation of any lack of progress.
4. **Accommodations/Modifications**: Specific statements of conditions needed to access/make progress in curriculum; quantifiable data to support need.
5. **Information from Family**: student health, behavior, changes in the home, outside services, community activities, and interests.
6. **Additional Supports:** related services, speech therapy, assistive technology; quantifiable data to support need.



1. Identify student's **strengths** and **critical areas of need** in enrolled grade-level curriculum and in functional areas (communication, social skills, self-help skills, etc.)
2. When age appropriate, address **transition and post-secondary needs**: vocational, employment, independent living, adult services, and/or community participation.

4 Write Aligned IEP Goals

Annually, the staff of the ABS Campuses collaborates with the home district to write student goals. Goals are written for academic/functional **critical needs** identified in the FIE and PLAAFP, for each content area/subject in which content is modified, and/or the student is removed from the general education setting. **Academic Goals** are based on grade-level standards for the grade in which the student is enrolled. For students ages 14 and over, goals are written for areas of critical need in the **transition** PLAAFP. If the student is working on alternative or prerequisite standards, HCDE encourages at least **two short-term objectives for each academic goal**, 1st semester and 2nd semester. The **TEKS vertical alignment tool** is highly recommended to assist with writing appropriate standards-based goals. **Behavior goals** are aligned to the FBA and target the critical behaviors that impede the learning process. Each goal includes a *timeframe, condition, behavior, and criterion.*

5 Monitor Progress

Progress on a goal should be reported in the same clear, observable, measurable terms as that goal criterion. Progress on short-term objectives/benchmarks should be reported in the same clear, observable, measurable terms as that short-term objective/benchmark criterion. Any instructional changes that may have occurred during the timeframe due to insufficient progress towards a goal or short-term objective/benchmark should be clearly indicated. At HCDE, progress monitoring of academic and functional goals are expected to take place at least twice a week. Behavior goals are progress monitored daily. IEP Progress Reports are provided to parents and district partners each grading period.

Resource: Texas Complete Access Network - Quality & Rigor Action Plan for Continuous Improvement

How we Support Students with their Graduation Program

Side by Side Graduation Program Options

Foundation- Only 22 Credits

English (4 credits)
- ELA I, II, III, IV or one credit in an advanced English course

Mathematics (3 credits)
- Algebra I, Geometry, an advanced math course

Science (3 credits)
- Biology, IPC/Chemistry/Physics, and another advanced science course

Social Studies (3 credits)
- US History, Government (.5 credit), Economics (.5 credit), World Geography and/or World History

Physical Education (1 credit)
- Physical Education

Languages Other Than English (2 credits in same language)
- 2 credits World Language, Computer Science (level I and level II), or another authorized substitution

Fine Arts (1 credit)
- Art I

Speech - Speech Requirement embedded in other coursework.

Electives (5 credits)
- 1/2 credit Health
- 4.5 credits in electives

Parent or guardian must provide approval for student to pursue the Foundation-Only option for graduation.

Foundation + Endorsements 26 Credits

English (4 credits)
ELA I, II, III, IV or one credit in an advanced English course

Mathematics (4 credits)
Algebra I, Geometry, and two advanced math courses

Science (4 credits)
Biology, IPC/Chemistry/Physics, and two advanced science courses

Social Studies (3 credits)
US History, Government (.5 credit), Economics (.5 credit), World Geography and/or World History

Physical Education (1 credit)
Physical Education

Languages Other Than English (2 credits in same language)
• 2 credits World Language, Computer Science (level I and level II), or another authorized substitution

Fine Arts (1 credit)
Art I

Speech - Speech Requirement embedded in other coursework.

Electives (7 credits)
• 1/2 credit Health
• 6.5 credits in electives

Distinguished Level of Achievement 26 Credits

English (4 credits)
ELA I, II, III, IV or one credit in an advanced English course

Mathematics (4 credits)
Algebra I, Geometry, Algebra II and one advanced math courses

Science (4 credits)
Biology, IPC/Chemistry/Physics, and two advanced science courses

Social Studies (3 credits)
US History, Government (.5 credit), Economics (.5 credit), World Geography and/or World History

Physical Education (1 credit)
Physical Education

Languages Other Than English (2 credits in same language)
2 credits World Language, Computer Science (level I and level II), or another authorized substitution

Fine Arts (1 credit)
Art I

Speech - Speech Requirement embedded in other coursework.

Electives (7 credits)
• 0.5 credit Health
• 6.5 credits in electives

Credit requirements specific to at least one endorsement.



Resource: https://tea.texas.gov/academics/graduation-information/state-graduation-requirements

HCDE Special Schools and Districts Partnering to Provide Student Services

Partner Visits

Our students thrive when there is ongoing, open, two-way communication between our campuses and their home districts. As we continue to strengthen our partnership, we strongly encourage each home district to conduct a once-a-month student check-in visit. Let us know when you will stop by.

Confidentiality of Student Information

Annually, all HCDE staff receive mandatory training on the importance of student confidentiality, specifically on the FERPA and IDEA laws. All staff is required to protect the confidentiality of student records, which include personally identifiable information like a student's name, address, grades, discipline, IEPs, etc. Each campus principal is responsible for ensuring the confidentiality of any personally identifiable information of students.

Highly Qualified Personnel

HCDE employs a team of individuals who hold the necessary certifications or licenses to serve in their respective roles and to carry out their responsibilities in an ethical manner. Each employee has gone through a criminal background check that is consistent with public school employees, including fingerprinting.

Annual Training

All HCDE Special Schools staff is required to complete a plethora of mandatory training including, but not limited to the following: 1) Educator Ethics, 2) CPI, 3) Emergency Behavior Interventions, 4) Prohibited Aversive Techniques, 5) IEP Implementation, 6) FERPA, 7) CPR, and 8) Stop the Bleed. Other intentional trainings are required for specific staff members. Staff is held accountable for the proper application of each of these trainings.

Graduation Plans/Endorsements

In our partner districts, students generally select an endorsement, program, or pathway for the Foundation+ Endorsement and Distinguished Level of Achievement graduation options. Developing the graduation plan is the responsibility of the student's home district. The home district is also responsible for monitoring earned credits and progress toward meeting the requirements of the graduation plan. **HCDE schools need a copy of the graduation plan before enrollment.**

At HCDE, we offer the Face-to-Face core courses needed for the Foundation-only option. The HCDE staff works collaboratively with the districts to offer expanded course options that may align with district offerings and support student-selected endorsements through various means like the Imagine Learning Edgenuity program and TEA Approved Innovative courses.

Earned Course Credit

HCDE reports earned credits to partner school districts at the end of the first and second semesters via the student report cards. This information is also shared during the ARD and/or transition (back to home district) meeting. Earned credits are also electronically stored in the PowerSchool Student Information System and shared with partner districts upon request. **Edgenuity course** completion certificates are sent to the district once the student completes the online course. The home district awards credit. **Edgenuity course scores** will **NOT** appear on the report cards.

HCDE Special Schools and Districts Partnering to Provide Student Services

Behavioral Threat Assessments

Districts are required to provide any behavioral threat assessments that are completed for any student who will enroll in an HCDE Special Schools. These threat assessments should also be updated in the ***Texas Education Agency Sentinel*** system, a centralized school safety and data reporting platform.

Other Related Services

At the Academic and Behavioral campuses, we support students' behavioral needs, by providing counseling services through a LSSP and/or campus counselor. In addition, HCDE provides many other opportunities to support our student's mental well-being.

At all four campuses, HCDE allows partner districts to send their staff to provide instruction in specialized courses. When courses or services require specialized certifications or additional staff for monitoring, we accommodate partnering districts by providing space for district staff to provide these services in a private environment. As a participant in the ARD process, an HCDE staff member provides input on the services that HCDE can and cannot provide to enrolled students.

Some of the common related services that **home districts** are responsible for providing when included in the student's IEP:

- Assistive Technology
- Dyslexia Services
- Speech Therapy
- Occupational Therapy
- HB 4545 & HB 1416 Intervention (see pg. 7b for additional A-la-carte services)
- Transportation (Please ensure transportation to and from school is set up and ready once the student's enrollment is complete and that transportation is aligned with the HCDE bell schedule.)

Currently, **virtual** instruction for dyslexia and speech **cannot** be supported.

Return/Reintegration Services

At all campuses, the transition specialist collects various forms of academic and behavioral data including teacher and counselor feedback to share with home campus personnel. When the student meets the criteria to return to their home campus, the transition specialist or recovery coach follows up with 1-2 campus visits to support the student's reintegration.

At the Academic Behavior Schools, the following items must be included in the reintegration plan created by the home district for students with a disability: 1) what observable behaviors including developmentally appropriate criteria must be gained (zero instances is never appropriate), 2) what is the anticipated timeframe that the student will reintegrate, 3) what are the home district needs (staff/equipment/facility) to ensure an adequate program when the student returns, and 4) what are the student and family needs to ensure implementation of the IEP when the student returns. Guidance can be found in **19 Texas Academic Code (TAC) §89.1094**.

Data Required

Each year during the pre-enrollment process, HCDE requires the following data from the home district:

- Residence and Family Data
- TX Unique Student ID
- Demographic Information
- At-Risk Information
- Special Populations Data
- Scores for State Testing, TELPAS, and SAT/ACT when appropriate
- Behavioral Threat Assessments

HCDE SERVICES

As a premier provider of specialized educational services in the region, we are constantly evolving to meet the needs of our clients. We have provided an a-la-carte option below and our fee schedule is available to partner districts. 100% of the annual total amount due will be invoiced in September 2026. Payment is due immediately upon receipt of invoice.

ADDITIONAL SERVICES *À la carte*

Unfortunately, based on required certifications, annual schedules, campus capacity, and other staffing responsibilities, we are limited in providing some required student services. In our partnership with over 50 local ISDs, we utilize feedback data to create and improve programs to meet the academic and behavioral needs of our students. The additional optional services listed below were created based on ISD requests and feedback.

ACCELERATED INSTRUCTION (AI) SUMMER CAMP & ESY

DURATION: 18 DAYS
SESSIONS: 1 SUMMER

- INDIVIDUALIZED AI PLAN
- DAILY PROGRESS TRACKING
- LUNCH PROVIDED
- ENRICHMENT ACTIVITIES

$6,550 IN-COUNTY FEE PER STUDENT SEAT
$7,350 OUT-OF-COUNTY FEE PER STUDENT SEAT
Limited seating. Per seat purchase is non-transferrable.

Accelerated Instruction is a requirement in Texas for all students who do not achieve approaches or higher on STAAR grades 3 through 8 or EOC assessments. Texas law requires that qualifying students must be provided with accelerated instruction. These requirements have been modified by HB 4545 and updated for flexibility with HB 1416. Although HCDE Schools are not able to provide these services during the school year, the AI Summer Camp is an option for school districts who have students enrolled at the ABS Campuses. Contact Denise Alamos-Jones for a quote, dalamos@hcde-texas.org.

1 : 1 AIDE

DURATION: ANNUALLY
SERVICE: ARD REQUIRED

- ADDITIONAL SUPPORT REQUIRED
- HCDE TEACHER AIDE
- ARDED SERVICE

$40,000 IN-COUNTY FEE PER STUDENT SEAT
$42,000 OUT-OF-COUNTY FEE PER STUDENT SEAT
Limited seating.

A One-to-One (1:1) Aide in special education services is a paraprofessional who provides additional support to children with disabilities who require this service in order to receive a free appropriate public education (FAPE). A 1:! aide may be assigned for behavior management, instructional support, activities of daily living, social skills training, task redirection, discreet trial training, and other reasons. Contact Denise Alamos-Jones for a quote, dalamos@hcde-texas.org.

DYSLEXIA SERVICES

DURATION: ANNUALLY
SERVICE: ARD REQUIRED

- ADDITIONAL SUPPORT REQUIRED
- TEACHER TRAINED IN THE READING BY DESIGN DYSLEXIA PROGRAM
- ARDED SERVICE

2026-27 School Year PILOT

$15,000 FEE PER STUDENT SEAT/YR OR $7,500 FEE PER STUDENT SEAT/SEMESTER Limited seats available.

Reading by Design (RbD) is a systematic, explicit, and intensive reading program used in Texas schools to improve reading, spelling, and writing skills for students with dyslexia. It is evidence-based, multisensory, and aligned with the Texas Dyslexia Handbook. Contact Denise Alamos-Jones for a quote, dalamos@hcde-texas.org.

For more information please contact the HCDE school.

State Assessment

The HCDE District Testing Coordinator attends all Texas Education Agency and Region IV required testing coordinator trainings, then trains all Campus Testing Coordinators (CTC). Each CTC trains its campus staff. The HCDE staff administers the STAAR, STAAR Alternate 2, TELPAS, and TELPAS Alternate assessments in a secure setting.

It is the responsibility of the home district to confirm which state test and relative accommodations each student is required to access. This information must be communicated to the HCDE campus during the placement meeting. The HCDE Schools' staff are the test administrators, only. The home district is responsible for inputting all data into the Texas Testing Information and Distribution Engine (TIDE) and Secure File Center.

Available Courses

All HCDE campuses offer a seven-period daily schedule. Elementary and middle school students receive instruction in all core subjects. HCDE provides the following high school course options:

HIGH SCHOOL CORE COURSES

MATH	ELAR	HISTORY	SCIENCE	ELECTIVES
Algebra I	English I	World Geography**	Biology	Spanish I *
Geometry	English II	World History*	Chemistry**	Spanish II *
Algebra II*	English III	US History	Physics**	Health PE
Pre-Cal*	English IV			

*In-person courses are offered at Highpoint East and Fortis Academy only.
**In-person courses offered at Fortis, only.

Expanded Course Options

Edgenuity

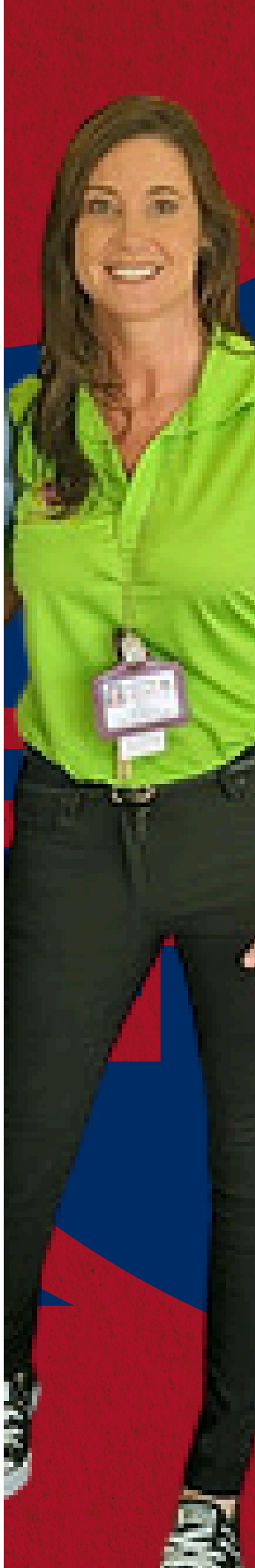
Edgenuity is utilized at all four campuses to assist with credit recovery and initial credit classes. Students are offered a host of support while enrolled in the online program to ensure that learning gains are made. Edgenuity course scores will NOT be reported on the report card beginning in the 2025-26 school year. Instead, home districts will receive an Edgenuity report that will include the course grade with course completion certificate. The home district/home school will be responsible for reconciling the student's transcript.

N2Y Unique Learning System

The N2Y Unique Learning System is utilized at the ABS campuses for eligible students with the most significant disabilities who are 1) receiving special education services and 2) who are assessed on alternate academic achievement standards. ULS provides standard-based content, teaching resources, and supplemental tools.

Innovative Course

HCDE has adopted several TEA Approved Innovative Courses that provide learning standards that meet the needs of our students.



HCDE COURSE OFFERINGS

Focusing on our differences - Academic & Behavior Schools Electives (K-12)

CHARACTER & CAREER EXPLORATION K-5, 6-8

Course Numbers: 5002, 5002ALT
Offered in: K-5, 6-8
TEKS: 120.3 (K-2), 120.5 (3-5), 120.7 (6-8)
Related Courses: Social Skills, Character Traits

This character education course provides opportunities for all students to practice character traits and personal empowerment skills during career exploration in connection with the BoysTown program.

CHARACTER & CAREER EXPLORATION (1-4) - HS

Course Number: 5002 (ALT, A/B)
Offered in: 9-12
TEKS: 120.9 (9-12)
Credits: 1 *(May be repeated with grade level appropriate character traits varied levels of career development and demonstration of proficiency in additional and more advanced knowledge and skills.)*
Related Courses: Social Skills, Character Traits

This character education course provides opportunities for students to practice character traits and independence through career exploration and work-based learning in connection with the BoysTown program.

READING CONNECTIONS (CXT) K-5, 6-8

Course Numbers: 5041, 5041ALT, 5042, 5042ALT
Offered in: K-5, 6-8
TEKS: Self-Determination TEKS
Related Course: ELAR (double block)

This course is an extension of the ELAR TEKS that focus on the transition skills that align with self-determination as defined by the research of Dr. Michael Wehmeyer and The National Gateway to Self-Determination Project. A strong focus in on reading connections across the core curriculum and community.

READING CONNECTIONS (CXT) HS

Course Numbers: 5043, 5044, 5045, 5046 (ALT, A/B)
Offered in: 9-12
TEKS: Self-Determination TEKS
Credits: 1 (May be repeated with grade ELAR content and demonstration of proficiency in additional and more advanced knowledge and skills.)
Related Course: ELAR (double block)

This course is an extension of the ELAR TEKS that focus on the transition skills that align with self-determination as defined by the research of Dr. Michael Wehmeyer and The National Gateway to Self-Determination Project. A strong focus in on reading connections across the core curriculum and community.

ACHIEVING SUCCESS 6-8

Course Numbers: 5002ALI, 50022ALI, 50023ALI
Offered in: 6-8
TEKS:
Related Courses: Social Skills, Character Traits

This character education course provides opportunities for students to engage in opportunities to make decisions that promote personal success

CAREER PREP I, II - HS

Course Number: 5025, 5026 (ALT, AB)
Offered in: 9-12
Credits: 1 (May be repeated one time for credit provided that the student is experiencing different aspects of an industry and demonstrating proficiency in additional and more advanced knowledge and skills.
TEKS: 127.20
Related Courses: Exp Careers

Career Prep instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

MAPS -HS

Course Numbers: 5038ALI (ALT, A/B)
Offered in: 9-12
TEKS: MAPS (PEIMS CODE N1130021)
Credits: 1 each
Related Courses: Transition
Note: Approved Innovative Course

The Methods of Academic and Personal Success (MAPS) course focuses on the skills and strategies necessary for students to make a successful transition into high school and an academic career. Students will explore the options available in high school, higher education, and the professional world in order to establish both immediate and long-range personal goals.

MAKING CONNECTIONS I, II, III, IV HS

Course Numbers: 5030ALI, 5031ALI, 5032ALI, 5033ALI (ALT, A/B)
Offered in: 9-12
TEKS: MAKECON1 (PEIMS CODE N1290332, ...3, ...4, ...5)
Credits: 0.5 each
Related Courses: Transition
Note: Approved Innovative Course

The Making Connections course sequence serves students who have an autism spectrum disorder or a related disorder such as social (pragmatic) communication disorder which causes them to have difficulty with social skills. The courses also assist the students with developing and generalizing appropriate and beneficial social skills and in turn increases that student's postsecondary outcome.

HCDE COURSE OFFERINGS

Focusing on our Differences - Academic & Behavior Schools Electives (K-12)

READ I, II, III - HS

Course Numbers: 5022, 5023, 5024 (ALT, A/B)
Offered in: 9-12
TEKS 110.47
Credits: 1 each
Related Courses: LOTE

Reading I, II, III offers students reading instruction to successfully navigate academic demands while attaining life-long literacy skills (word recognition, vocabulary, comprehension strategies, and fluency) with competence, confidence, and understanding.

GENERAL EMPLOYABILITY SKILLS

Course Numbers: 5037ALI (ALT, A/B)
Offered in: 9-12
TEKS: GEMPLS (PEIMS CODE N1270153)
Credits: 1 each
Related Courses: Employability, Career Development
Note: Approved Innovative Course

This course provides students with knowledge of the prerequisite skills for general employment as well as the means of obtaining those skills. Employability skills include fundamentals of maintenance of personal appearance and grooming. The course also includes the knowledge, skills, and attitudes that allow employees to get along with their co-workers, make important work-related decisions, and become strong members of the work team.

DAILY LIVING SKILLS I, II - HS

Course Numbers: 5034ALI, 5035ALI (ALT, A/B)
Offered in: 11-12
TEKS:
Credits: 1 each
Related Courses: Self-Advocacy
Note: Approved Innovative Course

This course is designed to teach students with special needs the essential life skills they need to function independently and confidently in their everyday lives[1]. It focuses on daily living skills essential for personal independence, including self-awareness, health and self-care, social interaction, problem solving, household and money management, and career awareness[23]. The program is tailored to specific student needs based on Individual Educational Plans.





FORTIS ACADEMY

11902 Spears Rd, Houston, TX 77067

Changing Mindsets

Fortis Academy was opened in 2018 to serve students who are recovering from substance use disorders. In a substance recovery program, three distinct components exist: coaching, counseling and academics. Recovery coaches are staff members who teens can relate to and who have experiences with adolescents. They are considered to be team mentors, cheerleaders, and advocates in recovery. Licensed counselors are available onsite to provide additional support. The school's academic team helps students achieve the ultimate goal of receiving a diploma in a safe and sober environment. All students enrolled in the school are recovering from substance-use disorders. Fortis' philosophy is to change mindsets surrounding recovery from punitive to support and assistance. Each student who attends Fortis has the opportunity to participate in recovery meetings, individual and/or group counseling, personalized recovery, coaching, and animal assisted therapy with Blayke-the-therapy dog.

If you are in the Harris or a surrounding county, schedule a visit with the campus principal to determine if the school could serve the needs of your students.

A hallmark feature of Fortis is the option for students to engage in its culinary arts program which include the following course offerings.



LEVEL 1: INTRODUCTION TO CULINARY ARTS TO CULINARY ARTS

Grades: 9-10

Introduction to Culinary Arts will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Introduction to Culinary Arts will provide insight into food production skills, various levels of industry management, and hospitality skills. This is an entry level course for students interested in pursuing a career in the food service industry. This course is offered as a classroom and laboratory-based course. Food handler certification is obtained. Students also have an opportunity to join the National Technical Honor Society.

LEVEL 2: CULINARY ARTS

Grades: 10-12

Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Students can pursue a national sanitation certification or other appropriate industry certifications. This course is offered as a laboratory-based course. Food handler certification is obtained. Students also have an opportunity to join the National Technical Honor Society.

LEVEL 3: ADVANCED CULINARY ARTS

Grades: 10-12

Advanced Culinary Arts will extend content and enhance skills introduced in Culinary Arts by in-depth instruction of industry-driven standards to prepare students for success in higher education, certifications, and/or immediate employment. Food manager certification and job placement are available as part of this course. Students also have an opportunity to join the National Technical Honor Society.

LEVEL 4: FOOD SCIENCE

Grades: 11-12

In Food Science, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Food Science is the study of the nature of foods, the causes of deterioration in food products, the principles underlying food processing, and the improvement of foods for the consuming public. This course is taught collaboratively with our science teacher and culinary arts teacher. Students also have an opportunity to join the National Technical Honor Society.

Harris County Department of Education

ADULT TRANSITION PROGRAM

Special Schools



Supporting the student's journey from school to adult life

Transition services are intended to prepare students to make the transition from the world of school to the world of adulthood.

EAGLES

Academic and Behavior Schools (ABS) East
7710 Office City Drive
Houston, TX 77012
Phone: 713-242-8036
Fax: 713-645-5773
Mercedes Love
Principal

KNIGHTS

Academic and Behavior Schools (ABS) West
12772 Medfield Dr.
Houston, TX 77082
Phone: 713-339-9411
Fax: 713-978-7662
Jatata Hutton
Principal

ABS East and ABS West

Adult Transition Program

The Harris County Department of Education's Schools Division believes in working collaboratively with students, families, school personnel, service providers, and others to help students make a smooth transition to adulthood. HCDE provides services that are individually programmed by the student's home school district along with the student's ARD committee.

#betheimpact

What is Transition Planning?

Schools help all students prepare for their future. When students have a disability and receive special education services, there is a process called transition planning included in the Individualized Education Program (IEP) by the time a student is age 14. This process helps the student decide on what they are most interested in for their adult life and figure out the steps to take to meet employment and living goals. Transition planning supports a team effort between the student, the school and important people in the student's life, such as family and teachers. This process is guided by the strengths, needs and interests of the student. For students attending HCDE campuses, this process is facilitated and monitored by the student's home district while many of the special education services are implemented and progress monitored by the personnel of the ABS East or ABS West schools.



	Education/Training	Independent Living	Employability
FULL DAY 450 min.	**165 minutes**	**120 minutes**	**165 minutes**
HALF DAY 225 min.	**80 minutes**	**65 minutes**	**80 minutes**

Education/Training

Assist students learn executive functioning skills, behavioral strategies, and self-advocacy.

HCDE Schools will provide:

- Practice with communication and social skills
- Practice in using executive function
- Training in self-advocacy
- Training on finding community resources for educational opportunities
- Training on finding community resources to support everyday living activities

Independent Living

Assist students with acquiring skills necessary for their level of independent living.

HCDE Schools will provide:

- Practice on financial literacy and budgeting
- Practice on life skills using the campus mock apartment
- Behavioral management strategies
- Training on safe practices during emergencies
- Practice on grocery shopping, food preparation, cooking, and dining
- Practice proper laundry techniques
- Training on finding and using community resources

Employability

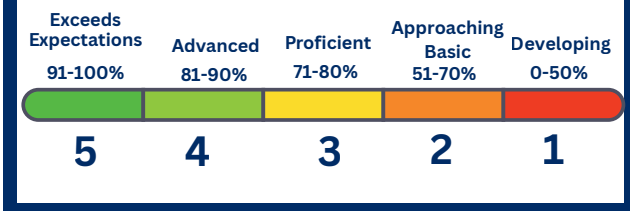
Assist students with preparation for productive employment.

HCDE Schools will provide:

- Practice on searching for the right job
- Training on hard and soft employment skills
- Training on skills needed for a work environment
- Practice in a real-world (simulated) environment
  - Production Lab
  - Recycle Center
  - Library on wheels
  - Maintenance and Operations
  - Campus Economy Delivery

NOTE: Current community partners include Goodwill and the Houston Food Bank.

Performance Ratings



At ABS East and ABS West Campuses, students engage in the n2y Unique Learning System's (ULS) Adult Transition curriculum. The ULS integrates transition learning skills throughout the six grade bands, beginning at preschool. Students with disabilities build transition skills that promote independence and success in life with focused instruction. Transition Planning helps educators guide students to independence with future planning that meets real-world expectations for employment, daily living needs and community awareness.

CAMPUS SCHEDULES

HCDE SCHOOLS DIVISION DAILY MINUTES

According to the 2025-2026 Student Attendance Accounting Handbook, school districts are responsible for having 75,600 operational minutes. HCDE's annual school calendar includes 76,570 operational minutes. Review each campus' daily schedule when preparing to enroll students at one of our campuses. Make sure that any Schedule of Services matches the minutes per period listed below. Find the current HCDE Academic School Calendar on the website: hcde.org/schools.

ACADEMIC & BEHAVIOR SCHOOL EAST

7:40 AM - 3:10 PM
K - 12TH GRADE
SPED INSTRUCTIONAL SETTING CODE - 60

Daily Activity	Minutes/Activity	Tot Min
7 Class Periods	55 min. each	385 min.
Lunch	35 min.	35 min.
Homeroom	30 min.	30 min.
	450 Daily Minutes	

ACADEMIC & BEHAVIOR SCHOOL WEST

7:40 AM - 3:10 PM
K - 12TH GRADE
SPED INSTRUCTIONAL SETTING CODE - 60

Daily Activity	Minutes/Activity	Tot Min
7 Class Periods	55 min. each	385 min.
Lunch	35 min.	35 min.
Homeroom	30 min.	30 min.
	450 Daily Minutes	

FORTIS ACADEMY

7:40 AM - 3:10 PM
9 - 12TH GRADE
SPED INSTRUCTIONAL SETTING CODE - 91

Daily Activity	Minutes/Activity	Tot Min
7 Class Periods	50 min. each	385 min.
Lunch	30 min.	35 min.
Group Counseling	50 min.	30 min.
	450 Daily Minutes	

HIGHPOINT EAST SCHOOL

7:40 AM - 3:10 PM
6 - 12TH GRADE
SPED INSTRUCTIONAL SETTING CODE - 91, 92, OR 93

Daily Activity	Minutes/Activity	Tot Min
7 Class Periods	50 min. each	385 min.
Lunch	30 min.	35 min.
Advisory/Homeroom	50 min.	30 min.
	450 Daily Minutes	





bell SCHEDULE

Time	Bell
7:40 am	First Bell
7:40 - 8:35	1st Period
8:36 - 9:09	Homeroom
9:10 - 10:05	2nd Period
10:06 - 11:01	3rd Period
11:02 - 12:22	4th Period and Lunch
12:23- 1:18	5th Period
1:19 - 2:14	6th Period
2:15 - 3:10	7th Period
3:15	Dismissal

Harris County Department of Education
Special Schools

PRE-ENROLLMENT DATA REQUIREMENTS

Must be completed by the home district contact, **PRIOR** to student orientation and enrollment. Attach current student transcript and test scores.

Date: _____

Program Enrollment

- ☐ DAEP
- ☐ Adaptive Behavior
- ☐ Substance Use Recovery
- ☐ Life Skills
- ☐ Adult Transition

- ☐ ABS East School
- ☐ ABS West School
- ☐ Fortis Academy
- ☐ Highpoint East School

STUDENT INFORMATION

Last Name_____ First Name _____

DOB _____ TX Unique ID # _____

Home District _____ Home School _____

Student Grade Level: _____ Student Current Reading Level (Lexile): _____

DEMOGRAPHICS

Gender:
- ☐ Female
- ☐ Male

Ethnicity
- ☐ Hispanic
- ☐ Non-Hispanic

Race:
- ☐ American Indian/Alaska Native
- ☐ Native Hawaiian or Pacific Islander
- ☐ Asian
- ☐ Black or African American
- ☐ White
- ☐ Multi-Racial

Check all that apply.
- ☐ Emergent Bilingual
- ☐ Economic Disadvantaged
- ☐ Immigrant
- ☐ Migrant
- ☐ McKinney Vento - Homeless

SPECIAL PROGRAMS

Check all that apply.
- ☐ 504
- ☐ Special Education
  - ☐ Primary: _____
  - ☐ Secondary: _____
  - ☐ Tertiary: _____
- ☐ Dyslexia Services
- ☐ Accelerated Instruction
- ☐ Intervention
- ☐ Gifted and Talented
- ☐ English Language Learner

At-Risk Categories:
- ☐ Failed Course
- ☐ Retained
- ☐ Failed State Assessment
- ☐ Pregnant/Parent
- ☐ Expelled
- ☐ Juvenile Justice/Parole
- ☐ Dropout
- ☐ DAEP/AEP Placement
- ☐ Limited English Proficiency
- ☐ Care/Custody of State
- ☐ Reside in Residential Facility
- ☐ Incarcerated
- ☐ Primary Caregiver Incarcerated
- ☐ Substance Use

Credit Recovery Courses Needed:
- ☐ ELAR: _____
- ☐ Math: _____
- ☐ Science: _____
- ☐ Social Studies: _____
- ☐ Elective: _____

Current School Year # of Days of Suspensions:

☐ ISS: _____ ☐ OSS: _____

Has a threat assessment been done for this student? ____Yes ___ No

ASSESSMENT HISTORY

For Emergent Bilingual students, what is the student's current English Language Proficiency Level?

Listening: _____

Speaking: _____

Reading: _____

Writing: _____

Does the student need to take **TELPAS**? ☐ YES ☐ NO

Assessments Completed:

Check all that apply and attach evidence of scores.
- ☐ ACT: Composite Score:_____
- ☐ SAT: Total Score: _____
- ☐ STAAR/EOC
- ☐ STAAR ALT II
- ☐ TELPAS

Please attach copies of the student's most recent assessment scores from applicable categories above.

DISTRICT CONTACT: INFORMATION FOR PERSON COMPLETING FORM.

Name: _____ Title: _____

Contact Phone Number: _____ Email Address: _____

Harris County Department of Education

Student Name: _____ ID: _____ Date:_____Campus: _____

STUDENT ENROLLMENT CHECKILIST

□ **Staffing** with HCDE Schools' Team to ensure **BEST** placement for student.
□ **Contractual Agreement** signed and processed.
□ HCDE representative is in **attendance at ARD** and 504 meetings, when applicable.
□ **Current, complete, and compliant FIE, ARD**, and **504** documents provided, when applicable, and prior to student enrollment.
□ Parent and student attendance at **campus orientation**.
□ **Pre-enrollment Form** and **ALL data requirements** have been submitted to campus by home district.
□ **PowerSchool Enrollment Process** completed by parent/guardian.
□ **Full Enrollment Process** completed.
□ Any necessary student **Assistive Devices** provided.
□ **Transportation** has been set-up using HCDE Schools Calendar/Schedule.
□ **Medication Authorization** and **Student Health Plan** are provided, when applicable.
□ **Medicaid Form** provided, when applicable.
□ *Placement completed.*
□ Partner District engages in **Campus Visits** (at least one each semester).
□ Hold **Compliant ARD** and **504** meetings, when applicable.

Special Schools

Initial: _____

ACADEMIC AND BEHAVIOR SCHOOLS EAST AND WEST
FORTIS ACADEMY AND HIGHPOINT EAST
2026-2027EmployeeCalendar

Harris County Department of Education

Special Schools

213 DAY EMPLOYEE CALENDAR

August 2026

S	M	T	W	TH	F	S
						1
2	3	4	5 1	6 2	7 3	8
9	10 4	11 5	12 6	13 7	14 8	15
16	17 9	18 10	19 11	20 12	21 13	22
23	24 14	25 15	26 16	27 17	28 18	29
30	31 19					

September 2026

S	M	T	W	TH	F	S
		1 20	2 21	3 22	4 23	5
6	7	8 24	9 25	10 26	11 27	12
13	14 28	15 29	16 30	17 31	18 32	19
20	21 33	22 34	23 35	24 36	25 37	26
27	28 38	29 39	30 40			

October 2026

S	M	T	W	TH	F	S
				1 41	2 42	3
4	5 43	6 44	7 45	8 46	9 47	10
11	12 48	13 49	14 50	15 51	16 52	17
18	19 53	20 54	21 55	22 56	23 57	24
25	26 58	27 59	28 60	29 61	30 62	31

November 2026

S	M	T	W	TH	F	S
1	2 63	3 64	4 65	5 66	6 67	7
8	9 68	10 69	11 70	12 71	13 72	14
15	16 73	17 74	18 75	19 76	20 77	21
22	23	24	25	26	27	28
29	30 78					

December 2026

S	M	T	W	TH	F	S
		1 79	2 80	3 81	4 82	5
6	7 83	8 84	9 85	10 86	11 87	12
13	14 88	15 89	16 90	17 91	18 92	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2027

S	M	T	W	TH	F	S
					1	2
3	4 93	5 94	6 95	7 96	8 97	9
10	11 98	12 99	13 100	14 101	15 102	16
17	18	19 103	20 104	21 105	22 106	23
24	25 107	26 108	27 109	28 110	29 111	30
31						

February 2027

S	M	T	W	TH	F	S
	1 112	2 113	3 114	4 115	5 116	6
7	8 117	9 118	10 119	11 120	12 121 122	13
14	15	16 122	17 123	18 124	19 125	20
21	22 126	23 127	24 128	25 129	26 130	27
28						

March 2027

S	M	T	W	TH	F	S
	1 131	2 3 132 133	4 134		5 135	6
7	8	9 10 11			12	13
14	15 136	16 137	17 138	18 139	19 140	20
21	22 141	23 142	24 143	25 144	26	27
28	29 145	30 146	31 147			

April 2027

S	M	T	W	TH	F	S
				1 148	2 149	3
4	5 150	6 151	7 152	8 153	9 154	10
11	12 155	13 156	14 157	15 158	16 159	17
18	19 160	20 161	21 162	22 163	23 164	24
25	26 165	27 166	28 167	29 168	30 169	

May 2027

S	M	T	W	TH	F	S
						1
2	3 170	4 171	5 172	6 173	7 174	8
9	10 175	11 176	12 177	13 178	14 179	15
16	17 180	18 181	19 182	20 183	21 184	22
23	24 185	25 186	26 187	27 188	28 189	29
30	31					

June 2027

S	M	T	W	TH	F	S
		1 190	2 191	3 192	4 193	5
6	7 194	8 195	9 196	10 197	11	12
13	14 198	15 199	16 200	17 201	18	19
20	21 202	22 203	23 204 205	24	25	26
27	28 206 207	29	30 208			

July 2027

S	M	T	W	TH	F	S
				1 209	2	3
4	5 210	6 211	7 212	8 213	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

IMPORTANT DATES

Students First Day	August 24, 2026 January 5, 2027
Students Last Day / Early Dismissal	December 18, 2026 June 3, 2027

STAFF DEVELOPMENT/WORK DAY (Student Holiday)

August 7-21, 2026
November 2 & 3, 2026
January 4, 2027
February 12, 2027
June 4, 2027

*InclementWeatherDays:Please note thatsomeHCDEschoolsmay experiencecalendaradjustments due to inclement weather.

HOLIDAYS

September 7, 2026 - Labor Day
November 23-27, 2026 - Thanksgiving Break
December 21, 2026- January 4, 2027 Winter Break
January 18, 2027 - Martin Luther King Day
February 15, 2027 - President's Day
March 8-12, 2027 Spring Break
March 26, 2027 Good Friday
May 31, 2027 Memorial Day

SIX WEEK GRADING PERIOD

1st: August 24 - October 2, 2026
2nd: October 5 - November 13, 2026
3rd: November 16, 2026 – January 15, 2027
4th: January 19 – February 26, 2027
5th: March 1 - April 16, 2027
6th: April 19 - June 3, 2027

PROGRESS REPORT

September 11, 2026
October 23, 2026
December 11, 2026
February 5, 2027
March 25, 2027
May 7, 2027

REPORT CARD

October 9, 2026
November 20, 2026
January 22, 2027
March 5, 2027
April 23, 2027
June 3-4, 2027

TESTING

Fall Testing Dates: November 30, 2026-December 11, 2026
TELPAS & TELPAS Alt: February 15 - March 26, 2027
STAAR Alt: March 15 - April 16, 2027
STAAR: April 5 - 30, 2027
Summer Testing: June 14 - 25, 2027

"Providing Alternative Pathways for Student Success Ages 5-22"

LEGEND

- First/Last Day
- Staff Development Day / Student Holiday
- Early Dismissal
- Holiday
- Extended School Year Services

EXTENDED SCHOOL YEAR SERVICES: ABSE & ABSW

(Monday through Thursday from 9:00 am - 2:00 pm)
June 9, 2027- July 8, 2027

NOTES: 450 Minutes per Instructional Day
260 Minutes per Early Dismissal Day

Academic & Behavior School East, Academic & Behavior School West, Fortis Academy & Highpoint School East

Regular School Day Hours	7:40 AM to 3:10 PM	(450 Minutes per day)	Schedule	August 5, 2026 - May28,2027 (8 hr days)
Early Dismissal	7:40 AM to 12:00 PM	(260 Minutes per day)		June 1 - June 4, 2027 (8 hr days)
				June 7 - July 8, 2027 (10 hr days)

HARRIS COUNTY DEPARTMENT OF EDUCATION
Schools Division 6300 Irvington Blvd. | Houston, Texas 77022 | www.hcde-texas.org

ACADEMIC AND BEHAVIOR SCHOOL EAST

7710 Office City Drive Houston, Texas 77012 Phone: 713-242-8036
Target Audience: Students with severe emotional or cognitive disabilities.

ACADEMIC AND BEHAVIOR SCHOOL WEST

12772 Medfield Dr. Houston, Texas 77082 Phone: 713-339-9411
Target Audience: Students with severe emotional or cognitive disabilities.

FORTIS ACADEMY

11902 Spears-Gears Rd. Houston, TX 77067 Phone: 713-696-2195
Target Audience: Students who are recovering from substance use disorders.

HIGH POINT SCHOOL EAST

8003 East Sam Houston Pkwy. N. Houston, Texas 77049 Phone: 713-696-2160
Target Audience: Students who have been expelled or ajudicated.

SEE HOW OUR SCHOOLS
CHANGE LIVES

Harris County Department of Education

The Harris County Department of Education (HCDE) is dedicated to providing high-quality, cost-effective educational services to school districts, educators, government and non-profit organizations in Harris County.

Through schools for students with profound special needs, Head Start early childhood education, school-based therapy services and afterschool programs, HCDE supports all area school districts in meeting the needs of uniquely challenged learners while saving them millions of dollars each year through shared services. The Department is an innovative leader of literacy and workforce development programming for adult learners across the county. HCDE also provides various other educational support services including professional development for educators, school safety programs, educator certification, records management, and a national purchasing cooperative.

HCDE impacts an average of 150,000 students and educators each year. Using fees for service, grants, and the purchasing cooperative, HCDE turns one dollar of property taxes into five dollars of services.

HCDE is separate and distinct from other agencies of Harris County. The Department's primary service area covers 1,788 square miles but also provides support to school districts, education service centers and other governmental agencies across Texas and the nation.

6300 Irvington Blvd.
Houston, TX 77022
713-694-6300
www.hcde-texas.org