

THE HOUSTON INDEPENDENT SCHOOL DISTRICT



AGENDA

**School Board
Meeting**

May 9, 2024

5:00 P.M. – BOARD AUDITORIUM – OPEN SESSION

- CALL TO ORDER
- MEDITATION AND PLEDGE OF ALLEGIANCE
- RECOGNITIONS
- SPEAKERS TO AGENDA ITEMS
- HEARING OF THE COMMUNITY
- CONSIDERATION AND APPROVAL OF AGENDA ITEMS
- REMARKS AND REPORTS
- RECESS TO CLOSED OR EXECUTIVE SESSION UNDER SECTIONS 551.004, 551.071, 551.072, 551.073, 551.074, 551.076, 551.082, 551.0821, 551.083, 551.084, AND 551.089 OF THE TEXAS GOVERNMENT CODE FOR THE PURPOSES LISTED IN THIS NOTICE
- RECONVENE IN OPEN SESSION
- CONSIDERATION AND POSSIBLE ACTION ON MATTERS DISCUSSED IN CLOSED OR EXECUTIVE SESSION

DISCUSSION AND REPORT ITEMS

1. Acceptance Of Board Monitoring Update: Presentation Of Goal 4 Progress Measures 4.1 And 4.2
 - May Goal Progress Report

ITEMS PULLED FROM CONSENT AGENDA

2. Selection Of District-Created Curriculum

CONSENT AGENDA

3. Approval Of Proposed Revisions To Board Policy FEC(LOCAL), *Attendance: Attendance For Credit-First Reading*
 - FEC(LOCAL), First Reading
4. Approval Of Proposed Community Engagement Plan
 - Community Engagement Plan

5. Approval Of 2024-2025 Texas Essential Knowledge And Skills Certification
6. Authority To Negotiate And Execute The Region 4 Regional Day School Program For The Deaf Shared Services Arrangement Agreement With Region 4 Education Service Center; Pasadena, Deer Park, Klein, Aldine, And Spring Independent School Districts; Bloom Academy; And Draw Academy For The 2024-2025 School Year
7. Approval Of Spending Limit Increase For Moving Expenses Of \$1,000,000
 - Purchasing Requests
8. Designation Of Personnel For Calculation Of District's No-New-Revenue Tax Rate And Voter-Approval Tax Rate For Tax Year 2024 And Subsequent Years
9. Approval Of Bus Stops In Hazardous Walk Zone Areas
 - Proposed Bus Stops For Hazardous Walk Zone Areas
10. Annual Review And Adoption Of Investment Policy And Strategies
 - Cash Management And Investment Policy
 - Resolution
11. Reappointment Of Houston Independent School District Representatives To Tax Increment Reinvestment Zones Boards Of Directors
12. Proposed Revisions To Board Policy FFB(LOCAL), *Student Welfare: Crisis Intervention*-First Reading
 - FFB(LOCAL), First Reading
13. Acceptance Of Proposed Revisions To The Board Monitoring Calendar
 - 2024 LSG Monitoring Calendar
14. Consideration And Approval Of Term Contract Employment Areas For Reduction In Force
15. Consideration And Approval Of Continuing Contract Teaching Fields For Reduction In Force
16. Consideration And Approval Of Minutes From Previous Meetings

REMARKS AND REPORTS

BOARD MEMBER REPORTS AND COMMENTS

Reports and comments from the board president and board members regarding meetings and conferences attended, including board committee meetings; schools visited; community and district activities; new initiatives; education programs; and continuing education. The items may be discussed, but no final action will be taken on these items at this meeting.

REPORTS FROM THE SUPERINTENDENT

Reports and comments by the superintendent of schools regarding meetings and conferences attended, schools visited, community and district activities, new initiatives, and education programs, on which there will be no action. The items may be discussed, but no final action will be taken on these items at this meeting.

CLOSED SESSION

Personnel

- a) Deliberate the duties of the superintendent of schools, chief officers, assistant superintendents, principals, employees, and board members; evaluations of the superintendent; consideration of compensation, and contractual provisions of same.
- b) Consider and approve proposed appointments, reassignments, proposed terminations, terminations/suspensions, contract lengths, proposed nonrenewals, renewals, and resignations/retirements of personnel including teachers, assistant principals, principals, chiefs, division superintendents, senior executive directors, executive directors, directors, and other administrators, and, if necessary, approve waiver and release and compromise agreements.
- c) Hear complaints against and deliberate the appointment, evaluation, and duties of public officers or employees and resolution of same.

Legal

- a) Matters on which the district's attorney's duty to the district under the Code of Professional Responsibility clearly conflicts with the Texas Open Meetings Law, including specifically any matter listed on this agenda and meeting notice.
- b) Pending or contemplated litigation matters and status report.
- c) Update on federal law enforcement activity on February 27, 2020.

Security Devices Or Security Audits

- a) Discussion Of Districtwide Intruder Detection Audit Report Findings And Corrective Actions Put Into Place

ADJOURN



5/9/2024

1.

Office of the Superintendent of Schools

Office of Academics

Acceptance Of Board Monitoring Update: Presentation Of Goal 4 Progress Measures
4.1 And 4.2

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

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

Attached to this update is a report regarding goals and goal progress measures (GPMs). The following measures have new data this month:

Goal 4: Students in grades 4 through 8 who receive special education services that achieve growth as measured by Domain 2 Part A of the state accountability system will increase from 63 percent in August 2023 to 78 percent in August 2028.

Goal Progress Measure 4.1: The percentage of students in grades 4 through 8 who receive special education services that have a Conditional Growth Index (CGI) of 0.6 or higher on NWEA MAP in reading will increase from 32 percent in January 2024 to 47 percent in May 2028.

Goal Progress Measure 4.2: The percentage of students in grades 4 through 8 who receive special education services that have a Conditional Growth Index (CGI) of 0.6 or higher on NWEA MAP in math will increase from 30 percent in January 2024 to 45 percent in May 2028.

May 2024 Goal Progress Monitoring Report—Goal Progress Measure 4.1 & 4.2

Goal 4

Students in grades 4 through 8 who receive special education services that achieve growth as measured by the Domain 2 Part A of the state accountability system will increase from 63% in August 2023 to 78% in August 2028.

Goal Progress Measure 4.1

The percentage of students in grades 4 through 8 who receive special education services that have a Conditional Growth Index (CGI) of 0.6 or higher on NWEA MAP in reading will increase from 32% in January 2024 to 47% in May 2028.

BACKGROUND

The Texas Education Agency (TEA) utilizes student proficiency growth to assess state accountability ratings in Domain 2 Part A. During the 2023-24 academic year, the district introduced the NWEA MAP as an interim assessment tool to monitor student growth. This assessment provides a cut score for comparison across test administrations and grade levels, allowing for the assessment of student growth over time.

At the Middle-of-Year (MOY) mark for reading, it is estimated that **32%** of the district's students with disabilities (SWDs) have achieved a conditional growth index (CGI) of 0.6 or higher in Reading. Considering NWEA MAP is an assessment new to HISD this school year, student growth could not be measured until middle-of-year (MOY). The district has established performance targets for middle-of-year (MOY) to End-of-Year (EOY) growth, aiming for 33% of SWDs to attain a CGI of 0.6 or higher. The district is on track to meet end-of-year (EOY) growth expectations.

Aligned with Goal 4, the district aims to achieve a minimum growth of 15 percentage points over the next five years. This objective reflects the community's vision for Houston ISD, emphasizing academic progress and achievement for all students.

On Track

Figure 1 . GPM 4.1: Met CGI in Reading

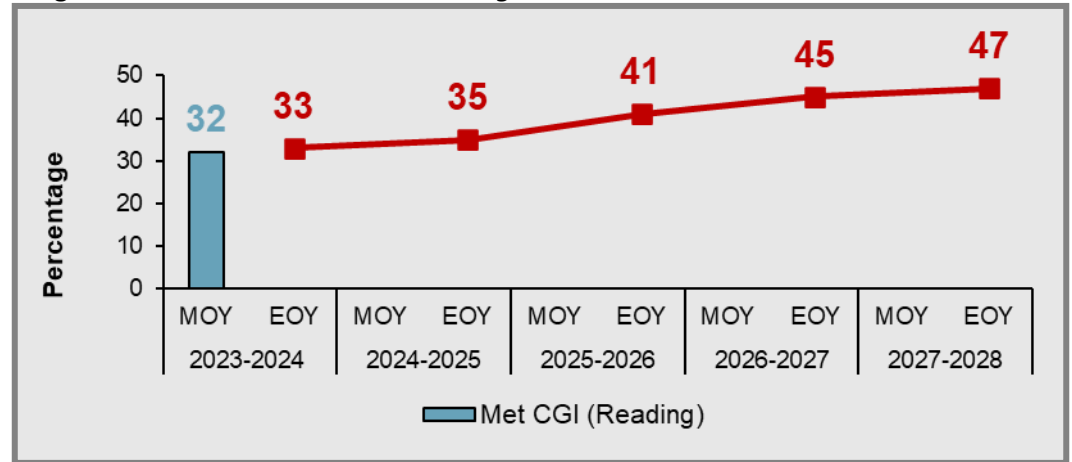


Figure 2. Goal 4: Met Growth in Domain 2A

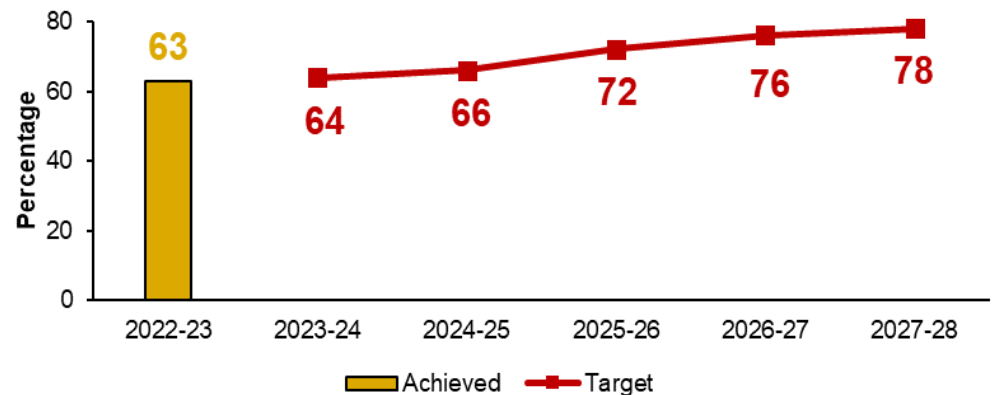


Figure 1: NWEA MAP Reading, SWDs only, Grades 4-8, English & Spanish combined, program information sourced from Fall PEIMS | Figure 2: STAAR Reading, SWDs only, Grades 4-8, English & Spanish combined

May 2024 Goal Progress Monitoring Report—Goal Progress Measure 4.1 & 4.2

Table 1 . Met CGI in Reading, MOY

Student Group	23-24 MOY	23-24 EOY Target
	(%)	(%)
ALL SWDs	32	33
Eco Dis	32	33
EB	31	32
African American	35	36
Hispanic	31	32
White	36	37
Asian	30	31
Two +	32	33

Figure 3. Met CGI in Reading, MOY

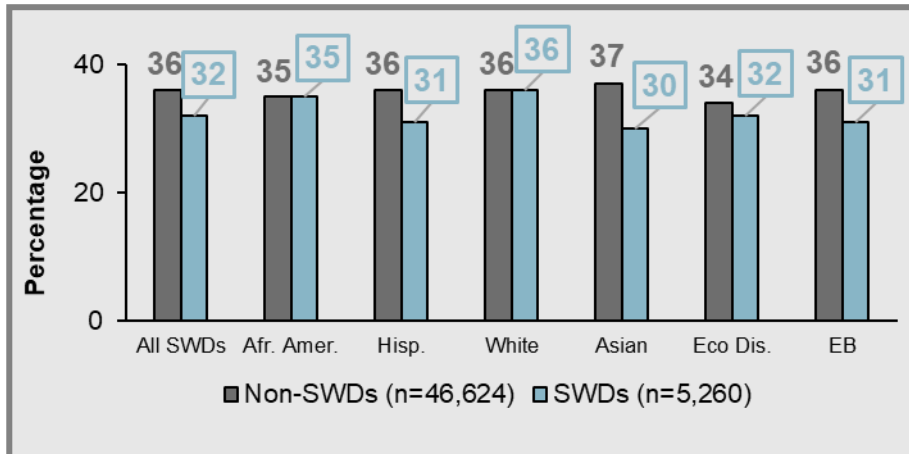


Table 1 & Figure 3: NWEA MAP Reading, SWDs only, Grades 4-8, English & Spanish results combined, program information sourced from Fall PEIMS.

Note: MOY results in **bold blue** indicate **on-track** to meet target.

SUPERINTENDENT EVALUATION OF PERFORMANCE

Just as the Goal Progress Monitoring Report indicated in March, it's imperative to consider that this is the first instance of administering the NWEA MAP assessment district wide. The district is creating initial benchmarks and should be cautious about making significant interpretations from this initial data. After conducting the NWEA MAP assessments in May 2024, we will be able to set our end-of-year baseline.

Our projection is to sustain our current progress of achievement with students from grades 4 to 8 who are receive special education services and who achieve growth. The middle-of-year (MOY) assessment data reveals that 32% of the district's students with disabilities (SWDs) have achieved a conditional growth index (CGI) of 0.6 or higher in reading. Additionally, our MOY growth and target by group data indicate 8 of the 8 student groups are on track to meet target.

Figure 3 provides a comparison of students with disabilities and their non-disabled peers. African American SWD conditional growth index is in alignment with their nondisabled peers. White SWD exceeded their non-disabled peers by 1%. All other groups were within 7% from their non-disabled peers.

Root-Cause Analysis:

Students with IEPs historically have underperformed in comparison to their peers without disabilities. NWEA MAP assesses student proficiency in reading comprehension & mathematics and in many of the core TEKS (Texas Essential Knowledge and Skills).

There are 3 root causes for our students' low proficiency in reading.

1. Quality Instruction

Effective curriculum implementation and the delivery of high-quality instruction by teachers are paramount. Based on extensive observations conducted by school leaders this year, it's evident that there is a need for overall improvement in instructional quality across all grade levels, with particular attention required in the early years. Although progress has been made in enhancing instructional quality throughout the first semester, it remains at a 'progressing' level, underscoring the ongoing need for continued efforts towards improvement.

2. Science of Reading Curriculum

The research confirms the necessity for students learning to read to acquire decoding and language comprehension skills. To address this, the district embarked on an evaluation and enhancement of its reading curriculum during the 2022-2023 school year, piloting the Amplify program—a science-of-reading curriculum—in six schools. However, many schools in the district lacked intentional efforts to provide students with a comprehensive science-of-reading curriculum. While progress has been made in updating curricular materials across schools during this initial semester, there remains a key imperative to ensure consistent adoption and integration of high-quality instructional materials district-wide in the forthcoming years.

3. Specially Designed Instruction

The district has made strides in training our teachers to implement targeted professional development interventions focused on Specially Designed Instruction (SDI). As a result, we are progressing toward achieving our EOY goal of 33% for the 2023-2024 school year, as indicated in Table 1. After comparing the data between students with disabilities and those without, it is evident that our department must focus on providing effective Specially Designed Instruction (SDI).

To ensure EOY goals are met for all student groups including NES AND Non-NES, the Office of Special Education will continue monitoring MAP test scores over time to gauge the effectiveness of interventions. We will also adapt strategies as necessary, guided by ongoing data analysis and feedback. Additionally, efforts are underway to develop a district-wide support plan ensuring sustained assistance and prioritization of special education initiatives, including collaboration with general education teachers.

Supplemental Data:

Figure 4 compares SWD conditional growth with meets grade level. **Figure 5** illustrates SWD at NES schools demonstrated a higher conditional growth than Non-NES/A. **Figure 6** compares PK-3 and PK-4 SWD with their non-disabled peers. Based on the CIRCLE results at MOY, we see that our SWD are struggling with letter sounds. This data will inform our professional development plan as we train our staff to create and implement IEP goals which address letter sounds. **Figure 7** compares K-3 SWD with their nondisabled peers. The population of SWD in the earlier grades is smaller, however the district utilizes DIBELS as one source of data when identifying students who may have a disability. The data from the DIBELS provides specific information in which IEPs can address.

May 2024 Goal Progress Monitoring Report—Goal Progress Measure 4.1 & 4.2

Figure 4. GPM 4.1 Met CGI & Meets Grade Level in Reading at MOY

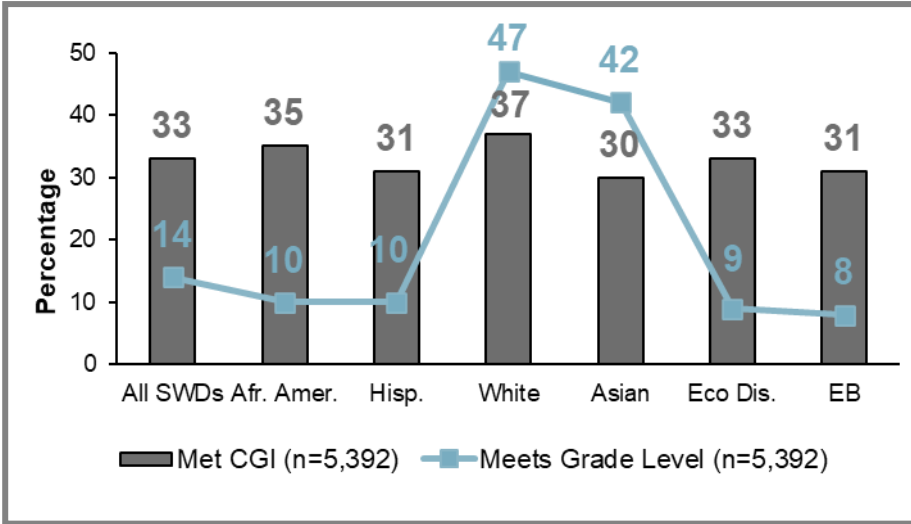
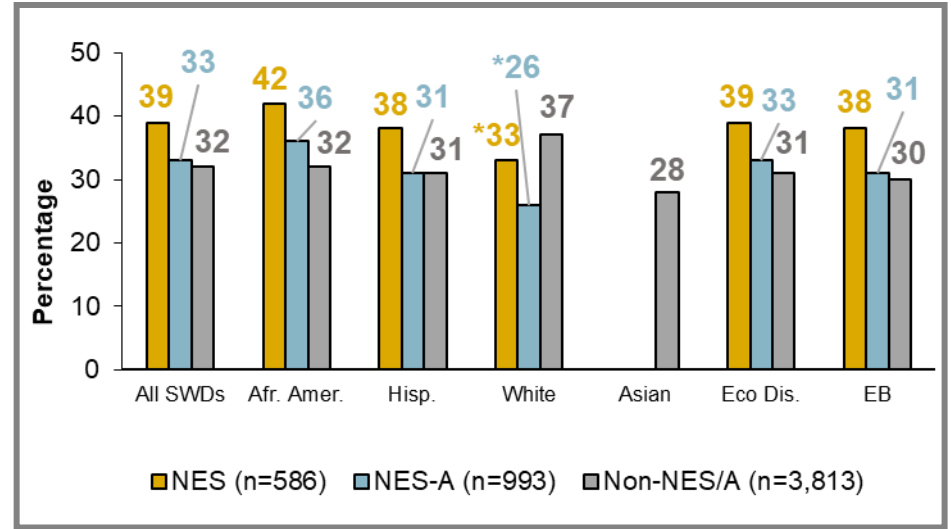


Figure 5. GPM 4.1—MOY Met CGI in Reading



Figures 4 & 5: NWEA MAP Reading, SWDs Grades 4-8, English & Spanish Combined; Metrics align with latest data pull from SIS as of 01/29/24.

*Some groups for NES/NES-A campuses were less than 25 students. Groups less than 5 students were masked (not reported).

Figure 6. PK-3 & PK-4 CIRCLE SWDs & Non-SWDs: Met Proficiency in Reading, MOY

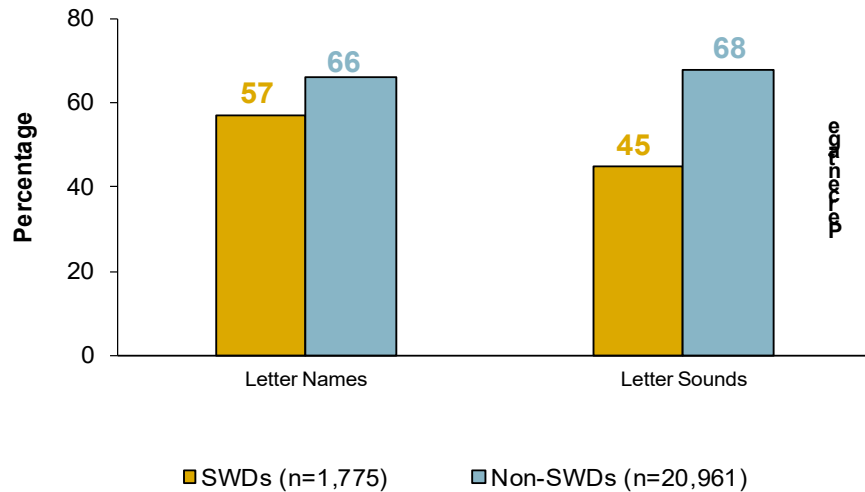
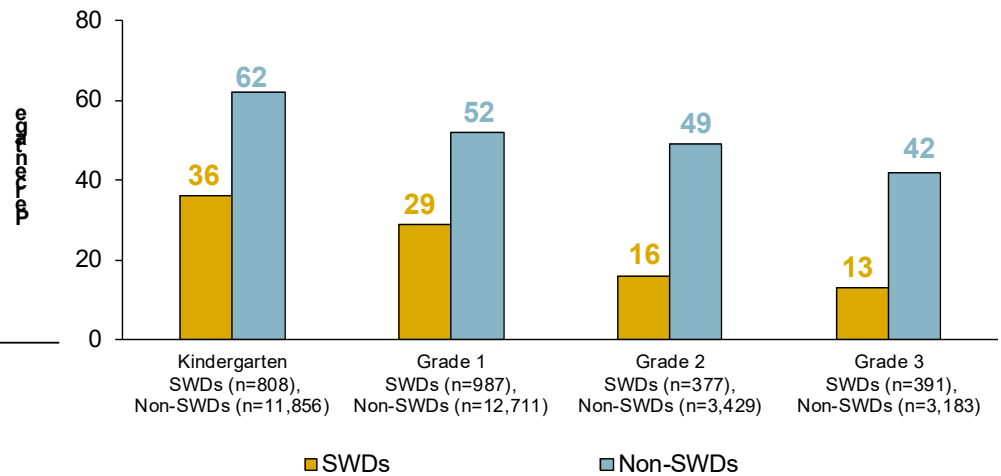


Figure 7. DIBELS/LECTURA SWDs & Non-SWDs: Met Proficiency (Grades K-3), MOY



Figures 6 & 7: various data sets, English & Spanish Combined; Metrics align with latest data pull from SIS as of 01/29/24. Students at NES/A participate in DIBELS/Lectura in grades K—4; Non-NES/A participate only in grades K-1.

Goal Progress Measure 4.1 Action Steps:

The data has highlighted the current performance of students receiving special education services (SWD) in grades 4 through 8 on NWEA MAP assessments. It has provided a detailed look into the growth of our students with IEPs. In response to the data and analysis, several actions have been taken and will continue to be implemented. These include:

- Developed Special Education Unit teams to bring support closer to campuses.
- Included special education compliance and instruction as part of the principal evaluation.
- Providing targeted professional development interventions focused on Specially Designed Instruction (SDI) for teachers.
- Monitoring MAP test scores over time to assess the impact of interventions.
- Adjusting strategies based on ongoing data analysis and feedback.
- Establishing a district-wide support plan to ensure ongoing support and prioritization of special education initiatives, including collaboration with general education teachers.
- Increased salaries of special education teachers to attract quality teachers.

The changes are informed by research-based practices in special education and instructional strategies tailored to meet the diverse needs of students with disabilities. When implemented with fidelity, students with disabilities demonstrate improved academic achievement in the areas of reading.

May 2024 Goal Progress Monitoring Report—Goal Progress Measure 4.1 & 4.2

Goal 4

Students in grades 4 through 8 who receive special education services that achieve growth as measured by the Domain 2 Part A of the state accountability system will increase from 63% in August 2023 to 78% in August 2028.

Goal Progress Measure 4.2

The percentage of students in grades 4 through 8 who receive special education services that have a Conditional Growth Index (CGI) of 0.6 or higher on NWEA MAP in Math will increase from 30% in January 2024 to 45% in May 2028.

BACKGROUND

In reflection of Goal Progress Measure (GPM) 4.1, the district utilized the NWEA MAP Conditional Growth Index of 0.6 or higher as an interim indicator tool to monitor student growth overtime. As previously mentioned, the NWEA MAP assessment provided a cut score to compare across test administrations and grade levels to predict student proficiency growth as defined by the Texas Education Agency (TEA) to assess state accountability ratings in Domain 2 Part A.

Currently, Middle-of-Year (MOY) for math is projected at **30%** of the district's students with disabilities (SWDs) meeting a Conditional Growth Index (CGI) of 0.6 or higher in Math. Considering NWEA MAP is an assessment new to HISD this school year, student growth could not be measured until middle-of-year (MOY). The district has established performance targets for middle-of-year (MOY) to End-of-Year (EOY) growth, aiming for 31% of SWDs to attain a CGI of 0.6 or higher. The district is on track to meet end-of-year (EOY) growth expectations.

In alignment with Goal 4, the district aims for a minimum growth of 15 percentage points over a five-year period. This objective resonates with the community's vision for Houston ISD, emphasizing academic progress and achievement for all students.

Figure 8. GPM 4.2: Met CGI in Math

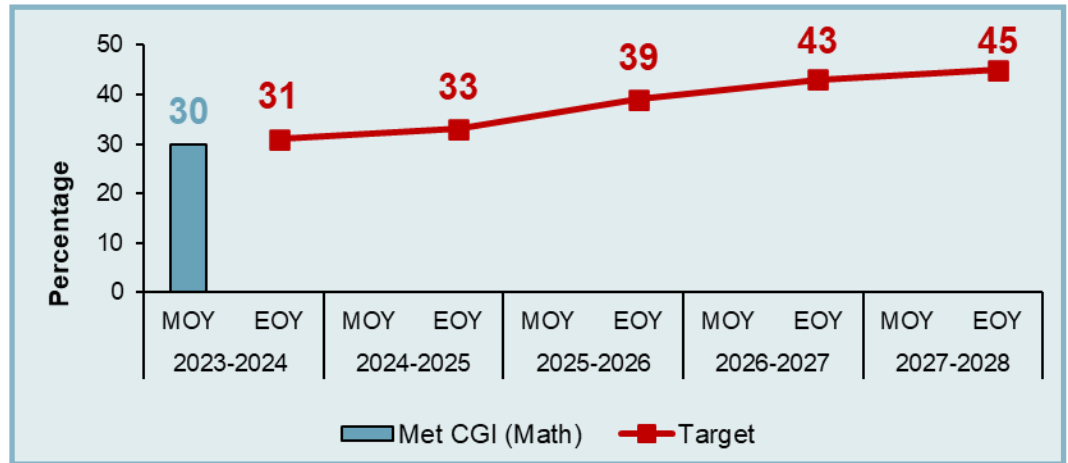
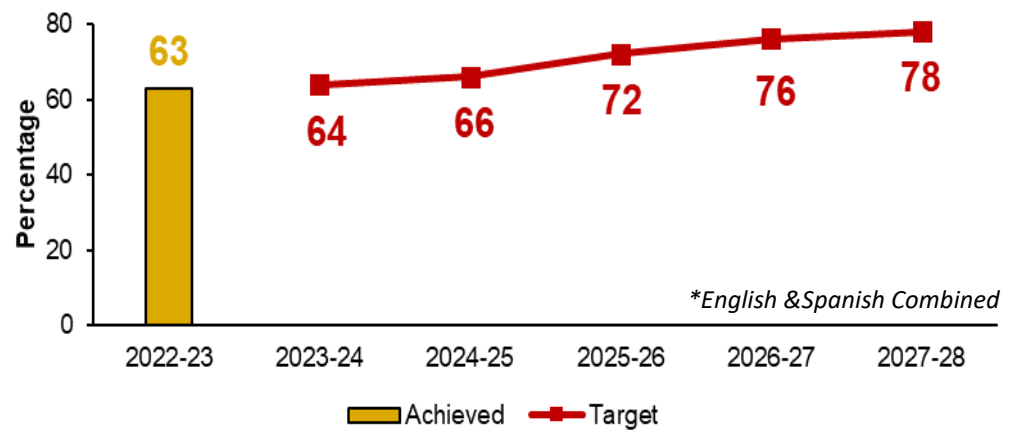


Figure 9. Goal 4: Met Growth in Domain 2A



On Track

Figure 1: NWEA MAP Math, SWDs only, Grades 4-8, English & Spanish combined, program information sourced from Fall PEIMS | **Figure 2:** STAAR Math, SWDs only, Grades 4-8, English & Spanish combined

May 2024 Goal Progress Monitoring Report—Goal Progress Measure 4.1 & 4.2

Table 2 . GPM 4.2—Met CGI in Math

Student Group	23-24 MOY	23-24 EOY Target
	(%)	(%)
ALL SWDs	30	31
Eco Dis	29	30
EB	30	31
African American	29	31
Hispanic	29	30
White	35	36
Asian	36	37
Two +	35	36

Figure 10. GPM 4.2—Met CGI in Math

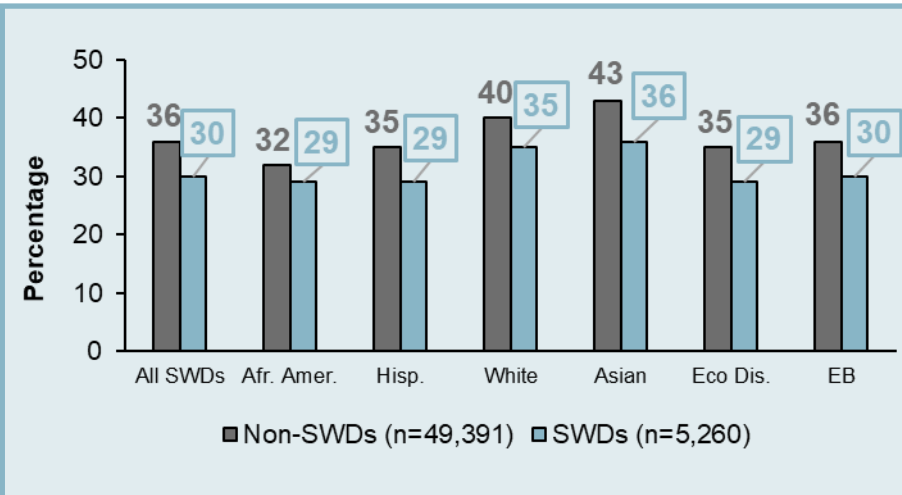


Table 2 & Figure 10: NWEA MAP Reading, SWDs only, Grades 4-8, English & Spanish results combined, Program information sourced from Fall PEIMS

Note: MOY results in **bold blue** indicate **on-track** to meet target.

SUPERINTENDENT EVALUATION OF PERFORMANCE

Just as the Goal Progress Monitoring Report indicated in March, it's imperative to consider that this is the first instance of administering the NWEA MAP assessment district wide. The district is creating initial benchmarks and should be cautious about making significant interpretations from this initial data. After conducting the NWEA MAP assessments in May 2024, we will be able to set our end-of-year baseline. Our projection is to sustain our current progress of achievement with students from grades 4 to 8 who are in special education and who achieve growth.

The middle-of-year (MOY) assessment data reveals that **30%** of the district's students with disabilities (SWDs) have achieved a conditional growth index (CGI) of 0.6 or higher in math.

Additionally, our MOY growth and target by group data indicate 8 of the 8 student groups are on track to meet target. **Figure 10** compares SWD conditional growth with their non-disabled peers. All groups were within 6% from their non-disabled peers. Our African American SWD showed a 3% difference in growth compared to African American non-disabled peers.

Root-Cause Analysis:

Students with IEPs historically have underperformed in comparison to their peers without disabilities. NWEA MAP assesses student proficiency in reading comprehension & mathematics and in many of the core TEKS (Texas Essential Knowledge and Skills).

There are 3 root causes for our students' low proficiency in mathematics.

1. Quality Instruction

Effective curriculum implementation and the delivery of high-quality instruction by teachers are paramount. Based on extensive observations conducted by school leaders this year, it's evident that there is a need for overall improvement in instructional quality across all grade levels, with particular attention required in the early years. Although progress has been made in enhancing instructional quality throughout the first semester, it remains at a 'progressing' level, underscoring the ongoing need for continued efforts towards improvement.

2. Science of Reading Curriculum

As the district continues to focus on expanding and implementing Science of Reading curriculum, students will develop skills that will allow them to better access word problems in math curriculum and assessments.

3. Specially Designed Instruction

The district has made strides in training our teachers to implement targeted professional development interventions focused on Specially Designed Instruction (SDI). As a result, we are progressing toward achieving our EOY goal of 31% for the 2023-2024 school year, as indicated in Table 2. After comparing the data between students with disabilities and those without, it is evident that our department must focus on providing effective Specially Designed Instruction (SDI).

To ensure EOY goals are met for all student groups including NES AND Non-NES, the Office of Special Education will continue monitoring MAP test scores over time to gauge the effectiveness of interventions. We will also adapt strategies as necessary, guided by ongoing data analysis and feedback. Additionally, efforts are underway to develop a district-wide support plan ensuring sustained assistance and prioritization of special education initiatives, including collaboration with general education teachers.

Supplemental Data:

Figure 11 compares SWD conditional growth with meets grade level. SWD are showing growth in math; however, SWD continue to be achieving below grade level. **Figure 12** illustrates that SWD at NES & NES A schools demonstrated a higher conditional growth than students at Non-NES/A campuses. In **Figure 13**, CIRCLE data compares PK-3 and PK-4 SWD with non-disabled peers. Based on the CIRCLE results at MOY, we see that SWD are struggling with counting sets. This data will inform our professional development plan as we train our staff to create and implement IEP goals which address counting sets. In **Figure 14**, NWEA MAP Math compares K-3 SWD with their non-disabled peers. Across each of the early grades, the data shows a smaller gap between SWD and their non-disabled peers in the area of math when compared to early reading in **Figure 7**.

May 2024 Goal Progress Monitoring Report—Goal Progress Measure 4.1 & 4.2

Figure 11. GPM 4.2—Met CGI and Meets Grade Level in Math at MOY

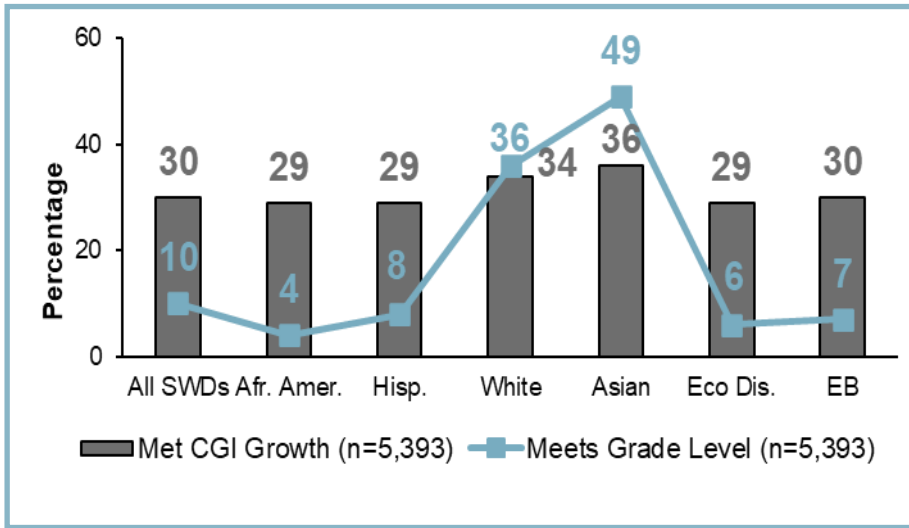
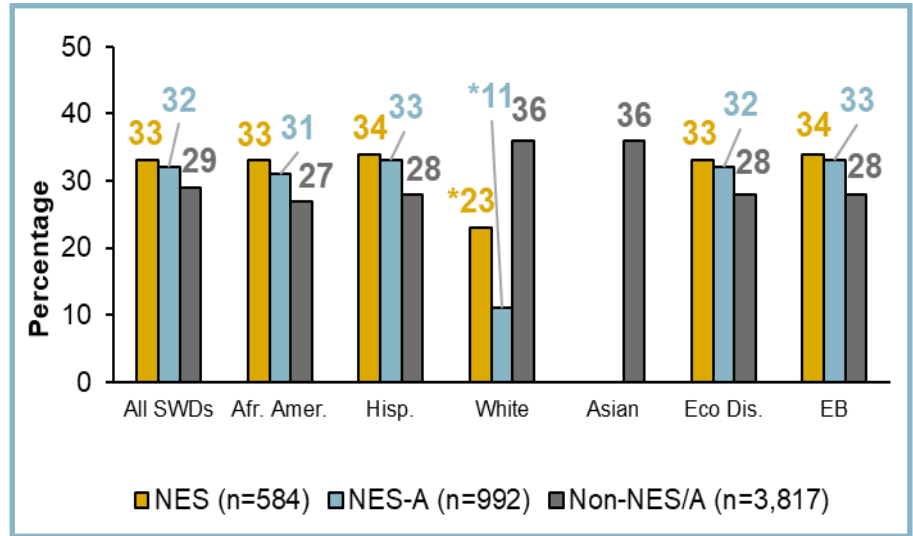


Figure 12. GPM 4.2—Met CGI in Math at MOY



Figures 11 & 12: NWEA MAP Reading, SWDs Grades 4-8, English & Spanish Combined; Metrics align with latest data pull from SIS as of 01/29/24.

*Some groups for NES/NES-A campuses were less than 25 students. Groups less than 5 students were masked (not reported).

Figure 13. PK-3 & PK-4 CIRCLE SWDs & Non-SWDs: Met Proficiency in Math, MOY

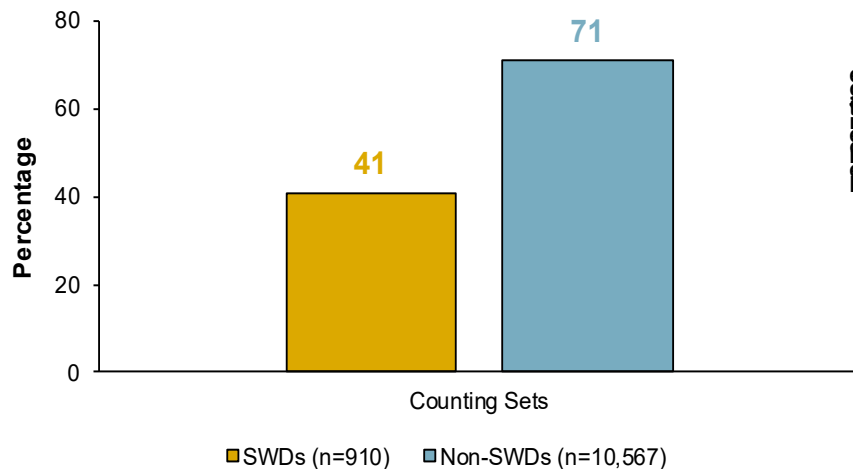
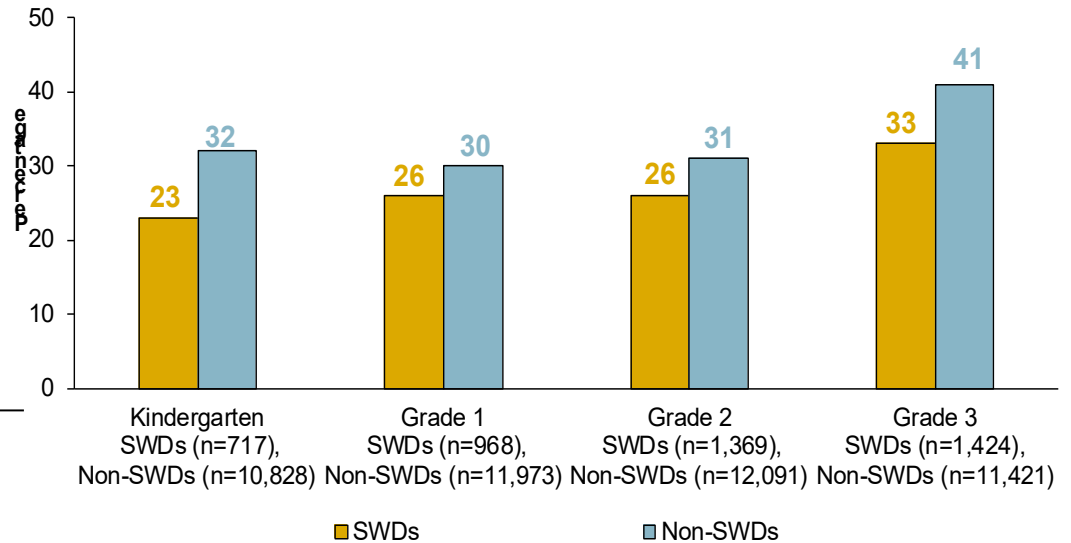


Figure 14. NWEA MAP SWDs & Non-SWDs K-3 Grade: Met CGI in Math, MOY



Figures 13 & 14: various data sets, English & Spanish Combined; Metrics align with latest data pull from SIS as of 01/29/24.

Goal Progress Measure 4.2 Action Steps:

The data has highlighted the current performance of students receiving special education services (SWD) in grades 4 through 8 on NWEA MAP assessments. It has provided a detailed look into the growth of our students with IEPs. In response to the data and analysis, several actions have been taken and will continue to be implemented. These include:

- Developed Special Education Unit teams to bring support closer to campuses.
- Included special education compliance and instruction as part of the principal evaluation.
- Providing targeted professional development interventions focused on Specially Designed Instruction (SDI) for teachers.
- Monitoring MAP test scores over time to assess the impact of interventions.
- Adjusting strategies based on ongoing data analysis and feedback.
- Establishing a district-wide support plan to ensure ongoing support and prioritization of special education initiatives, including collaboration with general education teachers.
- Increased salaries of special education teachers to attract quality teachers.

The changes are informed by research-based practices in special education and instructional strategies tailored to meet the diverse needs of students with disabilities. When implemented with fidelity, students with disabilities demonstrate improved academic achievement in the areas of reading.

May 2024 Goal Progress Monitoring Report—Goal Progress Measure 4.1 & 4.2

GLOSSARY:

Abbreviation	Term
BOY	Beginning of Year
MOY	Middle of Year
EOY	End of Year
SWDs	Students with Disabilities
EB	Emergent Bilingual
Econ Dis	Economically Disadvantaged
Two+	Two or More Ethnicities
NES/A	New Education System, New Education System Aligned

Abbreviation	Term	Definition
CGI	Conditional Growth Index	NWEA MAP instrument used to measure student growth
SDI	Specially Designed Instruction	Instruction tailored to meet a student's specific educational needs
IEP	Individualized Education Plan	Plan developed collaboratively with parent and school to set individual goals for students receiving special education services

Term	Definition
Achieved Growth	This measures students' academic progress over time by comparing their current proficiency to past performance, assessed through methods like standardized tests or teacher evaluations.
Meets Grade Level/Met GL	This assesses if a student's performance matches expected knowledge and skills for their grade level. Students meeting this standard show proficiency in subjects outlined for their grade level. Assessment methods may include standardized tests, classroom assessments, or teacher evaluations aligned with curriculum standards.
Met Proficiency	This assesses if students have achieved expected competency levels in specific subjects or skills, often determined by standardized tests. It indicates meeting the required knowledge and skill levels, with standards set by educational authorities.



5/9/2024

2.

Office of the Superintendent of Schools

Office of Academics

Selection Of District-Created Curriculum

The Houston Independent School District (HISD) asks the School Board to fulfill its statutory duty and approve the superintendent's recommendation to use the New Education System (NES) curriculum.

Approval of the use of curriculum is typically done in the spring each year in alignment with the Texas Education Agency (TEA) deadline to confirm the district is covering 100 percent of the Texas Essential Knowledge and Skills (TEKS). Districts also request approval of the use of curriculum at the time the State Board of Education (SBOE) releases a new approved list of curricular products in a particular content area or grade band. For example, the SBOE released a new approved list for use in kindergarten through grade 12 (K-12) science in November 2023.

The NES curriculum is designed to meet 100 percent of the English Language Proficiency Standards (ELPS) and 100 percent of the TEKS. It is also designed to align to research-based learning and instructional concepts as articulated in TEA's instructional materials quality rubrics. The development of this curriculum allows NES to tailor resources to the NES model and to meet the diverse needs of HISD's student population.

The state does not require any district to use materials on the SBOE adopted list. Districts have the local authority to select materials based on local needs of the students in the district. To support districts in these efforts, the state reviews instructional materials to ensure coverage of 100 percent of ELPS and at least 50 percent of TEKS. The state publishes the results of these reviews on an approved list. The state does not currently review the locally developed curriculum of any district.

COST/FUNDING SOURCE(S): The development and implementation of this curriculum are supported by state funds allocated specifically for instructional resources, ensuring no additional financial burden on the district's general revenue budget.

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board authorizes districtwide use of the HISD-developed curriculum as outlined above, effective May 10, 2024.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

5/9/2024

3.

Office of the Superintendent of Schools

Office of Legal Services

Approval Of Proposed Revisions To Board Policy FEC(LOCAL), *Attendance: Attendance For Credit-First Reading*

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves revisions to Board Policy FEC(LOCAL), *Attendance: Attendance for Credit*, for compatibility with the approved District of Innovation Plan.

A copy of FEC(LOCAL) showing the proposed changes is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the School Board accepts the proposed revisions to Board Policy FEC (LOCAL), *Attendance: Attendance for Credit*, on first reading, effective May 10, 2024.

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

**Absences
Considered**

Except as otherwise provided by law, all absences incurred while enrolled in the District shall be considered in determining whether a student has attended the required percentage of days under this policy.

**Attendance
Committees**

Campus-based attendance committees shall be established in accordance with Education Code 25.092 and shall operate in accordance with the District of Innovation status of the District.

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

**Parental Notice of
Excessive Absences**

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

**Methods for
Regaining Credit or
Awarding a Final
Grade**

When a kindergarten through grade 12 student's attendance drops below 90 percent but remains at least at 75 percent of the days the class is offered, the student may earn credit for the class or a final grade by completing a plan approved by the principal. Additionally, high school students (grades 9–12) with attendance between 70 percent and 75 percent of days the class is offered and grades of 70 or above in all classes may earn credit for the class by completing a plan approved by the principal. This plan must ~~provide for a~~ low the student to meet the ~~instructional requirements of the~~ instructional requirements as determined by the principal.

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

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

The attendance committee shall review the student's entire attendance record and the reasons for absences and shall determine whether to award credit or a final grade. The attendance committee may also, whether a petition is filed or not, review the records of all

students whose attendance drops below 90 percent of the days the class is offered.

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

Personal Illness

The principal or attendance committee may require verification from a health-care provider in accordance with administrative regulations as a condition of classifying an absence for personal illness as one for which there are extenuating circumstances.

Best Interest Standard

In reaching consensus regarding a student's absences and how the student can be awarded credit or a final grade, the attendance committee shall attempt to ensure that its decision is in the best interest of the student. The Superintendent or designee shall develop administrative regulations to document the attendance committee's decision.

Guidelines on Extenuating Circumstances

The attendance committee shall consider whether a student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.

When makeup work is completed satisfactorily, the attendance committee shall consider extracurricular absences and other excused absences as days of attendance for award of credit or a final grade. [See FEA]

The attendance committee shall consider whether reasons for the absences were out of the parent's or student's control and whether documentation for the absence is acceptable.

The student or parent shall be given an opportunity to present any information to the committee about the absences and to discuss ways to earn or regain credit or be awarded a final grade.

Imposing Conditions for Awarding Credit or a Final Grade

The attendance committee shall consider the student's unique circumstances and, if necessary, shall impose conditions for awarding credit or a final grade that permit the student to meet the instructional requirements of the class rather than assigning a student to attend a specified program for an amount of time equivalent to the student's absences. Conditions may include:

- ~~1.~~ 1. Maintaining attendance standards for the rest of the semester.
- ~~2.~~ 2. Completing additional assignments, as specified by the committee or teacher.
- ~~3.~~ 3. Attending tutorial sessions as scheduled.

~~4.~~ 4. Completing other instructional programs, as specified by the committee.

~~5.~~ 5. Taking an examination to earn credit. [See EHDB]

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

Appeals Process

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



5/9/2024

4.

Office of the School Board

Approval Of Proposed Community Engagement Plan

This agenda item requests that the Houston Independent School District (HISD) School Board approves the proposed community engagement plan.

The community engagement plan was prepared and approved by the board's Community Engagement Ad Hoc Committee.

A copy of the plan is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board approves the proposed community engagement plan, effective May 10, 2024.

Community Engagement Action Plan

General Background.

This Community Engagement Action Plan is recommended by the Community Engagement Committee for consideration by the Board at its regular meeting set for May 9, 2024. It follows the work of the Community Engagement Committee to provide recommendations to the full Board at its Community Engagement Training held April 4, 2024, and receipt and incorporation of comments and suggestions from the Board during that training.

Community Engagement Action Plan

1. Timeline.

1. Consistent with best practice, the Board adopts an overarching community engagement action plan which will take the Board through the end of 2026. Because the plan covers a multi-year period, flexibility has been built into the community engagement action plan, though the general structure of the plan has been set by the Board by the adoption of this Community Engagement Action Plan.
2. Community engagement periods are set and occur at regular intervals, with intentional engagement periods in the Fall (approx. August-October) and Spring (approx. February-April) of each year. These engagement periods are called "Campaigns" in the attached timeline.
3. Prior to the end of the 2023-2024 school year, a targeted event to engage with high school students at a unique event will be held in mid-May.

2. Structure of Committee Work.

1. Consistent with the timelines set out in the attached timeline, a new ad hoc Community Engagement Campaign Committee ("CECC") be created for each Campaign.
2. The first ad hoc CECC will be appointed once this Community Engagement Action Plan is adopted by the Board. The first CECC be appointed by the President and will be comprised of Cassandra Auzenne-Bandy and Rolando Martinez who will serve through the Fall 2024 Campaign.
3. The CECCs will conduct the work outlined on the attached timeline in advance of, during and after the two Campaigns for which they serve on the CECC.
4. Each appointment of two Board members to a CECC will be for a period of one calendar year (or two Campaigns). Each CECC will dissolve upon its report to the Board following the second Campaign to which it is assigned, and its recommendation to the President of two committee members for the CECC for the following year.

3. Information Sharing and Feedback.

Community engagement is intended to be a two-way communication. As such, each engagement event during a Campaign is intended to be comprised of a report out (progress towards goals and constraints) with feedback and an opportunity for sharing on the work of the Board (specifically, topics of governance or progress monitoring) with feedback.

Community engagement will be conducted by all Board members. Though the CECCs will outline the work of each Campaign, all Board members are expected to and should participate in the implementation. It is the job of the CECC and each Board member to ensure participation.

It is important that the Board speaks with one voice during the community engagement work. As such, we have prepared a recommended script and presentation. These are intended to be modified as appropriate by the CECC to meet the needs of the moment, within the structures of the community engagement action plan.

4. Stakeholder Engagement.

Each CECC should consider the Board's goal of ensuring that all stakeholders are engaged, including but not limited to students, teachers, administrators, parents, caretakers and families of students, and community members. In their work, CECCs are to pay special attention to ensure that all stakeholders - whether involved in organized groups or otherwise - are considered in the community engagement processes. A list of community groups for consideration by CECCs may be prepared and updated by the CECCs in their work; any such list is not intended to be a limitation, but a starting point for future CECCs.

Board-led Engagement and Outreach

Suggested Protocol for Executing Meaningful Community Listening Campaigns

Most boards of education rely on the hour or so of public comment during their board meetings as the sole mechanism for engaging with their community. This is problematic for several reasons, including:

1. Public comment is not meaningful two-way community engagement. Because of open meeting laws, there is no opportunity for back-and-forth dialogue.
2. The board represents the vision and values of the district's OWNER community. Most people attending a board meeting or sending comments to the board are not attending or doing so with the "ownership mindset." Rather, their concerns are customer-based.
3. Public speakers are generally self-selected and may not be a representative sample of the community.

It is the board's responsibility to act on behalf of the whole, not just those who take the time or have access to lobby them. The community's diversity must not only be respected but intentionally sought. Further, the board must adopt a protocol to ensure that community engagement is done with a shared voice so that no section of the community receives inconsistent information.

Suggested Protocol Includes:

- **Engaging as Pairs-** Board members should facilitate conversations with a partner whenever engaging on behalf of the board. In fact, the board has a responsibility to be clear that individual board members aren't put in a position where their comments may be construed as an official board position.
- **A Shared Script-** The board's shared voice should center the reason for the school system existing in the first place (improving student outcomes) with questions that elicit information about what the community wants its students to know and be able to do (vision/goals) and the non-negotiable community values that must be honored (values/constraints).
- **A Shared Definition of Community—**The board engages the community to have owner conversations about student outcomes. These conversations are about the organization's long-term alignment. The Houston ISD board agrees that the community is comprised of students, families, teachers, administrators, community members, taxpayers, and others who have an interest in supporting positive outcomes for students in Houston.
- **A Common Mechanism for Feedback-** Demonstrating that feedback is taken seriously and acted upon shows transparency and accountability to the community. It is critical that the community actually see the board use the information in the decision-making process.

Boards who want to create a deliberate cadence of accountability with the community can do so by adopting a community engagement plan and timeline. This allows the board to set expectations with the community, staff, and each other as to how often and in what manner they can engage with the board.

In addition to a community engagement plan, the board should also use the recommended protocol to establish processes for consistent community outreach.

ENGAGEMENT TIMELINE

BEFORE FIRST SESSION:

6 Weeks- Decide campaign length, how many sessions to hold, and target audience.

5 weeks- Identify materials needed, accommodations, draft script and agenda, feedback collection process.

4 weeks- Schedule dates, times, and locations. Send sign-up sheet to board, invite groups.

3 weeks- finalize script, slides, handouts, and agenda.

2 weeks- finalize scheduling, practice script.

1 week- practice, practice, practice.

AFTER FINAL SESSION:

Immediately- synthesize and summarize feedback

1 Month After- report summary to the board

RESOURCES

Community Group List- review and update for each campaign

Campaign Plan Template

Sample Slide Deck and Handout

Spring 2024- Planning

Board establishes consistent protocol and timeline for board lead community engagement.

Summer 2024 Campaign Goal

1. Hosts a unique engagement session for students (all future engagements should include students).

Fall 2024 Campaign Goal:

1. Communicate and feedback on goals/constraints progress; and
2. Discuss and feedback on progress monitoring process.

Spring 2025 Campaign Goal:

1. Communicate and feedback on goals/constraints progress; and
2. Discuss and feedback on best governance practices.

Fall 2025 Campaign Goal:

1. Communicate and feedback on goals/constraints progress; and
2. Discuss and feedback on progress monitoring process.

Spring 2026 Campaign Goal:

1. Communicate and feedback on goals/constraints progress; and
2. Discuss and feedback on best governance practices.

Fall 2026 Campaign Goal:

1. Communicate and feedback on goals/constraints progress; and
2. Discuss and feedback on progress monitoring process.

Community Engagement Protocol

Community Engagement: Two-way communication between the board and community members that focuses on the community's vision and values and that occurs at a meeting hosted by the board.

Each time the board conducts an engagement campaign a two-person ad hoc committee should be formed for the purpose of high-level planning on behalf of the board. The committee shall identify the scope and subject of each campaign.

Who should be involved in community engagement and for what purpose?

The board will engage the community as owners - individuals who are engaged in the long-term success of the district - for the purpose of deepening their understanding of community vision and values, reporting progress toward realizing that vision and honoring those values, and to educate the community on how to engage in the work of the board.

How will the board identify who should be engaged and at what times?

The board will maintain a running list of organizations and interest groups. Upon being appointed, the committee members shall review the list to identify who should be included in the next round of community engagement. The committee shall make every effort to include stakeholders who have not traditionally been part of the engagement process to the extent possible.

What format will the board use to engage the community?

Engagement sessions should be held in smaller sessions of 10-20 attendees by invitation. Sessions should be held at the Hattie Mae White Educational Complex in the board conference room by default, but the board may opt at times to hold meetings at alternative locations when the group being engaged has unique communication needs. The board may also opt to hold engagement sessions online in small groups. Keeping group sizes manageable is important to ensure that everyone has an opportunity to speak if they wish.

How will board members divide up the engagement work during this campaign?

The board should utilize a sign-up sheet that is maintained by the board office. All board members are expected to participate in community engagement activities.

How will board members ensure that expectations are clear around owner issues vs customer issues?

The district should have a staff member available for individuals to address customer service issues with, and a process should be laid out for how the board should respond.

What guardrails will the board put around engagement behaviors? (e.g. not making commitments on behalf of the board, not sharing personal opinions on issues on which the board hasn't taken official action or in conflict with official board action, redirecting around customer focused matters, etc.)

Sample Community Engagement Script

Title: Enhancing Student Outcomes through Lonestar Governance: A Dialogue Between HISD Board Members and Community Focus Groups

[Scene: A conference room at the Houston Independent School District (HISD) headquarters. Members of the HISD Board of Managers, Board Member 1 and Board Member 2, sit at the head of the table. Representatives from community focus groups, including parents, teachers, students, and local leaders, are gathered around.]

Board Member 1: Good evening, everyone. We appreciate your presence today as we discuss how the HISD Board of Managers is dedicated to improving student outcomes by implementing the Lonestar Governance Framework. This framework guides our efforts to enhance school board effectiveness and, ultimately, student success. Before diving into more details, I'd like to introduce other board members here today. Other board members can be found on the screen. (references slide of all board members)

Board Member 2: Absolutely. The Lonestar Governance Framework emphasizes key behaviors proven to drive improvements in student outcomes. These behaviors include setting clear student outcome goals, establishing constraints for the superintendent, monitoring progress monthly, and implementing systems and processes that will cause the board to establish a culture prioritizing student success over adult convenience.

Board Member 1: Last Fall, the board met with people all over Houston for roughly four months to ensure that we engaged a representative cross-section of the community. This was a critical first step in ensuring we have a good pulse on the community's vision for students and values that must be protected along the way. We had to engage the community as district owners whose interests are on the long-term systemwide success of HISD. (Vision Statement on Screen) During these conversations, the following themes emerged:

Board Member 2: (Vision Statement and Goals on screen) Vision for improved student outcomes— The community wanted to see literate and numerate students with solid critical thinking and problem-solving skills who would prepare them for success after high school. This vision was used to identify a set of four student outcome goals.

(Share List of Goals)

Board Member 1: (Superintendent Constraints on Screen) Values to be protected by constraints— The community clearly wants this intervention to end as quickly as possible, and they strongly desire to preserve a broad range of educational program options. These values were used to identify three constraints for superintendent behavior.

Board Member 2: These goals and constraints are the board's priorities. These are supposed to be the first stop for all resource allocations and strategic initiatives. Causing improvements in these areas is critical and requires focus. The more of these priorities that the board adopts, the less focused that the system is allowed to be.

Board Member 1: Certainly. One of our first steps is setting specific and measurable student outcome goals that align with our vision for academic excellence. These goals serve as a roadmap for our district's success and guide our decision-making processes.

For the second half of this gathering, we have about 3 questions that will guide our conversations. One of our Board Members will take notes of all your responses and at the conclusion of all our sessions, we will identify themes that provide feedback on how well the board is doing in representing the vision and values of our community.

Board member 2.

Question 1: Turning your attention to the slide that lists these priorities (Goals on Screen), how aligned are these with your expectations for District. Are they attainable?

As you answer this question, we want you to think about the you have had during your education. Regardless of whether those needs were met today, let's start out by naming them. What needs have you had to be successful as a student in HISD?

Let's regroup and share your thoughts. We will begin with group/table #1.

Accountability is key to our governance approach. We conduct monthly reviews to track our progress, identify areas for improvement, and celebrate successes. By regularly assessing our performance against our goals, we can make data-informed decisions that benefit our students and community.

Continued

Question #2.

In what ways has HISD prepared or not prepared you for life after graduation?

In answering this question, we also want you to think about how your peers would respond. Let's come back and share your thoughts.

- Let's start off with elementary...
- Now, let's continue with middle and high school students.

(Board Member may need to ask to follow up questions or seek clarification)

(Share list of Constraints)

Board Member 1: By implementing the Lonestar Governance Framework, we create a culture of clarity, high expectations, and student-centered leadership within our district. Our focus is on improving student outcomes and providing every child the opportunity to succeed academically and beyond.

Question#3. In what ways has the Board represented the values of the community as displayed on the screen well. Now that you have had time to speak to each other, who would like to volunteer to share your thoughts?

(Board Member may need to ask to follow up questions or seek clarification)

Board Member 2: Thank you all for participating in this session. As noted earlier, your feedback will be gathered to identify area of success and improvement needed and shared with the rest of the board members.

Community engagement is vital to our success. We encourage parents, teachers, students, and local leaders to participate in our governance processes, provide feedback, and hold us accountable for delivering on our commitments. Together, we can ensure that every student in HISD receives a high-quality education.

Board Member 1: In conclusion, we are committed to leading with clarity, high expectations, and a relentless focus on student outcomes. We thank each of you for your partnership and look forward to working together to create a brighter future for the children of Houston.

Sample Engagement Session Agenda

Setting the stage:

Community engagement meetings should include between 12-18 participants from the community for a round table like discussion. The board should use a shared slide deck to share critical student performance data that is specific to the board's goals and data on key operational areas that is specific to the board's constraints. The board must use a shared script to ensure that every participant is the beneficiary of the same information regardless of what session they attend. There should be a clearly defined process for directing concerns about superintendent work, and a section in the script that provides direction on how to respond to customer service issues.

Proposed Session Agenda:

Welcome Participants and introductions (Three Sentences- My name is..., My role in the community is..., My wish for HISD students is..."

Review Agenda/Session Goals

Share what will happen with the information collected from this session Question 1-

What is currently going well in HISD?

Review data or problem statements

Ask questions specific to data (Upon reviewing this information, how do these results align with your vision for district improvement?)

Review board processes (board priorities, progress monitoring, etc.)

Ask questions specific to board processes and record their feedback. (What steps can the board take to ensure that community members are engaged in these processes?

i.e. following along with progress monitoring)

- It's okay to ask people to slow down as they are sharing so you can record their feedback. "I want to make sure I'm capturing exactly what you are sharing. Could you please speak a bit louder/more slowly." This will likely have a positive effect on your participants.

Gratitude and Next Steps

Community Outreach Protocol

Community Outreach: Two-way communication between the board and community members that focuses on the community's vision and values and that occurs at a meeting hosted by community members. (Events where any other entity controls the agenda.)

Questions this protocol should answer include:

How can community organizations request the board host an outreach session with their group?

How will board members divide up the work of community outreach (outreach must still be done in pairs)?

How will board members ensure that organizations understand that individual board member participation is not engagement on behalf of the board?

What guardrails will the board put around outreach behaviors? (e.g. not making commitments on behalf of the board, only speaking to items that the board has taken official action on, only engaging around specific topics, etc.)

Owner Community Focus Groups

The HISD Board of Managers considers their "owner" community everyone who lives within the boundaries of Houston Independent School District. There is no section of this community that bears more significance than any other. Still, the board recognizes the need to seek out engagement opportunities with individuals who have less access to traditional methods of communication and interest groups who have a particular interest in the district's long-term success.

Some of these focus groups include:

- **Students-** not just the all-star students, although their feedback is important too, but also the students who have traditionally had less access to educational justice.
- **Communities with Underperforming Campuses-** The board is accountable to the community for the outcomes of the school district.
- **Who are we NOT hearing from? -** The board has shared that they would like to prioritize parts of the community who are not the most historically engaged. This includes- International Newcomers and representatives of Houston's most marginalized communities with an effort to include members of those communities themselves rather than representatives to the extent possible. The board acknowledges that this is an iterative process and building engagement relies on the establishment of trust.

The board office will maintain lists of community group representatives and individuals who should be included in engagement sessions, outreach sessions, and who would like to be included in future efforts or routine outreach. These lists shall include contact information, regular meeting information, and the most recent date that each group was included in engagement/outreach efforts.

These lists should be updated, to the extent possible, by the ad hoc outreach committee at the beginning of each engagement/outreach campaign.

SPRING 2024 Community Engagement

HISD Student Engagement Session

May 21 @ 10:30 am - 12:30 pm
Hattie Mae White Auditorium
Lunch Provided

The board will engage with HISD graduating seniors to discuss what their needs have been, how the board's goals and constraints align with those needs, and how they can advocate for their schools to the board beyond graduation.

Logistics:

The district will send buses to pick up students beginning at 9:45 am for a 10:30 am start time. The session will last from 10:30-12:00. The district will provide lunch for all participants. Buses will leave Hattie Mae White so students may arrive back on their campuses by 1:30 pm.

Because this session involves students, and their privacy is of the utmost importance, sessions will not be posted publicly for all board members to attend. As such, a maximum of 4 board members will be able to attend. A report will be given to the full board at the June board meeting.



5/9/2024

5.

Office of the Superintendent of Schools

Office of Academics

Approval Of 2024-2025 Texas Essential Knowledge And Skills Certification

The Houston Independent School District (HISD) requests approval from the School Board to certify, in accordance with Texas Education Code (TEC) 31.1011, that for the 2024-2025 school year, all students will have access to instructional materials that cover 100 percent of the Texas Essential Knowledge and Skills (TEKS) for all required subjects, with the exception of physical education. This certification ensures HISD's compliance with the Texas Education Agency (TEA) annual requirement, fostering the district's commitment to providing high-quality education and instructional resources.

In alignment with TEC 31.1011 and various state and federal mandates, including the Children's Internet Protection Act, HISD must annually certify the availability of instructional materials covering all TEKS. This certification process requires the district to confirm its adherence to standards protecting students from obscene or harmful content. Funding ensures that the district's selection of instructional materials, from the full list of State Board of Education (SBOE) approved titles, meets the diverse needs of HISD's student population across all subjects.

The completed TEKS Certification 2024-2025 Form requires ratification by the HISD School Board in a publicly noticed meeting. Following board ratification, HISD will submit the certification form and survey to the TEA, ensuring compliance and access to Instructional Materials and Technology Allotment (IMTA) funds.

COST/FUNDING SOURCE(S):

The instructional materials required for this certification will be funded through the IMTA provided by the TEA (2023-2025 IMTA biennium textbook allotment) with a budget not to exceed \$34 million, and by the Office of Academics/College, Career, and Military Readiness.

Fund Source	Fund	Cost Center	Functional Area	General Ledger	Internal Order/ Work Breakdown Structure	Amount
IMA	4100000000	1090800003	PS11110000000000	6321000000	6000000005832	\$16,850,000
IMA	4100000000	1090800003	PS11110000000000	6321000000	6000000005833	\$16,850,000

STAFFING IMPLICATIONS:

None

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board approves certification that HISD provides access to instructional materials that cover 100 percent of the TEKS for the 2024-2025 school year, excluding physical education, effective May 10, 2024.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

5/9/2024

6.

Office of the Superintendent of Schools

Office of Strategic Initiatives

Authority To Negotiate And Execute The Region 4 Regional Day School Program For The Deaf Shared Services Arrangement Agreement With Region 4 Education Service Center; Pasadena, Deer Park, Klein, Aldine, And Spring Independent School Districts; Bloom Academy; And Draw Academy For The 2024-2025 School Year

Region 4 attorneys Thompson & Horton LLP have prepared a Shared Services Arrangement (SSA) agreement for services to be provided in collaboration with Region 4 Education Service Center (ESC), Houston Independent School District (HISD), Pasadena ISD, Deer Park ISD, Klein ISD, Aldine ISD, Spring ISD, Bloom Academy, and Draw Academy. The expansion of the Region 4 Regional Day School Program for the Deaf (RDSPD) fulfills the purpose of education service centers to assist school districts in improving student performance and to enable school districts to operate more efficiently and economically (Chapter 8.002 Texas Education Code).

This agenda item requests that the School Board authorizes the superintendent of schools or a designee to negotiate and execute the SSA with Region 4 ESC, Pasadena ISD, Deer Park ISD, Klein ISD, Aldine ISD, Spring ISD, Bloom Academy, and Draw Academy for the 2024-2025 school year after it has been reviewed by appropriate financial, legal, and special education staff members.

Upon approval, the 2024-2025 Region 4 SSA will be on file in the Office of Special Education Services.

COST/FUNDING SOURCE(S): The operating budget for this program amounts to \$7,354,969.00 and will be funded by SSA Individuals with Disabilities Education Act (IDEA)-Part B: Discretionary Deaf, State Deaf, Local Deaf - Reimbursable.

Fund Source	Fund	Cost Center	Functional Area	General Ledger	Internal Order/ Work Breakdown Structure	Amount
Special Revenue	4990000500	1060924000	PS11230000000000	6119000000	N/A	\$4,208,623.47
Special Revenue	3860000000	1060924000	PS11230000000000	6129000000	N/A	\$663,000
Special Revenue	2260000000	1060924000	PS11230000000000	6119040000	N/A	\$55,678
Special Revenue	2260000000	1060924000	PS11230000000000	9219000000	N/A	\$15,000
Special Revenue	3860000000	1060924000	PS11230000000000	6219000000	N/A	\$2,367,000

Special Revenue	2260000000	1060924000	PS11230000000000	6411010000	N/A	\$23,000
Special Revenue	2260000000	1060924000	PS11230000000000	6411000000	N/A	\$22,668

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board authorizes the superintendent of schools or a designee to negotiate and execute the RDSPD SSA with Region 4 ESC, Pasadena ISD, Deer Park ISD, Klein ISD, Aldine ISD, Spring ISD, Bloom Academy, and Draw Academy for the 2024-2025 school year, effective May 10, 2024.



5/9/2024

7.

Office of the Superintendent of Schools

Office of Finance and Operations

Approval Of Spending Limit Increase For Moving Expenses Of \$1,000,000

The purpose of this item is to authorize a spending limit increase for moving costs of \$1,000,000. Pursuant to School Board policy, contracts for purchases which cost \$1,000,000 or more are submitted to the Houston Independent School District (HISD). The School Board must approve before purchase orders and/or agreement letters are issued. The Purchasing Services Department, authorized by board policy, enters into purchase agreements for bid projects less than \$1,000,000, subject to ratification by the School Board, and contracts associated with a board-approved cooperative or intergovernmental interlocal agreement.

When determining the successful bidder, consideration is given to the quality of the articles supplied, conformity with developed specifications, suitability to the requirements of the educational system, and delivery terms. All advertised bids comply with minority- and woman-owned business enterprise procedures. All contracts are negotiated and executed with the supplier(s) providing the best overall value for the district.

The attachment reflects the names of successful bidders and a description of the items to be purchased.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board approves a spending limit increase for moving expenses of \$1,000,000, effective May 10, 2024.

**Amendment to Item Approved on a Prior Board Agenda
Recommended for 5/9/2024 Board Agenda**

Project Information	23-11-04 – RFP / Moving Services Districtwide – (Chevalier) – (CFOO) – NTE Increase
Project Description	This project was originally approved by the Board of Education on May 11, 2023. The purpose of this project amendment is to request an increase to the spending limit authorization to obtain moving services districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$6,000,000 for the duration of the project. The district applied the Best Value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from May 12, 2023, through May 11, 2024, with four automatic annual renewals, not to extend beyond May 11, 2028.
Amount not to Exceed (Project Term)	\$6,000,000

Recommended Vendor(s) for Approval	M/WBE Commitment
A-1 Freeman Moving and Storage, LLC	B-20%
APMS of Houston, LLC dba All Points of Texas	B-20%
A-Rocket Moving & Storage, Inc.	A-100%
Corporate Relocators, LLC	A-100%
Pioneer Contract Services, Inc.	C-D
Quinn Construction	A-100%
Roadrunner LTD dba Roadrunner Moving & Storage	C-10%

Code Legend

M/WBE - Minority and Women Business Enterprise Notations

- a) Certified M/WBE firm; if listed as A-100% indicates an M/WBE firm; if listed as A->100% the awardee will subcontract with an M/WBE firm(s).
- b) Non-M/WBE firm; who will subcontract the indicated percentage with an M/WBE firm(s) to meet or exceed the District's goal.
- c) Non-M/WBE firm; if listed as C-<%, the awardee will subcontract with an M/WBE firm(s) for a percentage less than the District's goal. If listed as, C-D, the awardee made a good faith effort.

Other Status Options

(NP-0%) - Non-profit



5/9/2024

8.

Office of the Superintendent of Schools

Office of Finance and Operations

Designation Of Personnel For Calculation Of District's No-New-Revenue Tax Rate And Voter-Approval Tax Rate For Tax Year 2024 And Subsequent Years

In accordance with the Texas Property Tax Code Section 26.04(c), an officer or employee designated by the governing body of a taxing unit shall calculate the no-new-revenue tax rate and the voter-approval tax rate for the unit. It is recommended that the School Board designates the Harris County Tax Assessor-Collector, along with appropriate Houston Independent School District (HISD) staff and Harris County Tax Office staff members, to calculate HISD's no-new-revenue tax rate and voter-approval tax rate for tax year 2024 and subsequent years.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board designates the Harris County Tax Assessor-Collector, along with appropriate HISD staff and Harris County Tax Office staff members, to calculate HISD's no-new-revenue tax rate and voter-approval tax rate for tax year 2024 and subsequent years, effective May 10, 2024.



5/9/2024

9.

Office of the Superintendent of Schools

Office of Finance and Operations

Approval Of Bus Stops In Hazardous Walk Zone Areas

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves the addition of bus stops so students will not walk in hazardous areas within the district boundaries. In most cases, students who reside within two miles of their zoned school are considered to live within the walk zone and do not receive district bus service. However, there is an exception for students residing within two miles of their zoned school if the walk zone is considered a hazardous route. Texas Education Code, Sec. 42.155 states, "a hazardous condition exists where no walkway is provided and children must walk along or cross a freeway or expressway, an underpass, an overpass or a bridge, an uncontrolled major traffic artery, an industrial or commercial area, or another comparable condition." School districts receive funding, or transportation allotments, to operate bus service. The regular portion of this allotment is for students who reside more than two miles from their zoned school. The state also provides funding of up to 10 percent of a district's regular transportation allotment for the transportation of students living within two miles of their zoned school and who would be subject to hazardous traffic conditions if they walked.

The hazardous stops have been identified for fiscal year 2024-2025 and the list of them is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board approves the addition of bus stops in hazardous walk zone areas, effective May 10, 2024.

Fiscal Year 2024–2025 Bus Stops in Hazardous Walk Zone Areas

Per Texas Education Code, Sec. 42.155, the following walk zone areas would be considered hazardous routes due to lack of walkway, unsafe crossings, the presence of hazardous obstacles, and/or unsafe crossing locations.

- Alexan Memorial (5004 Memorial Dr.)
- Caceres Luxury Living (5219 Calle Cordoba Pl.)
- Casa Juan Diego (4818 Rose St.)
- Dakota Lofts (711 William St.)
- Feld Park (6406 N. Avenue B)
- Hardy Yards Apts. (1550 Leona St.)
- McKee City Living (6500 McKee St.)
- The Parker (160 Birdsall St.)
- Virage Luxury Apts. (100 Detering St.)
- Viridian Design District (7100 Old Katy Rd.)
- West End Park (4300 Koehler St.)
- Altair Star Ln. & Mystic Sky Ln.
- Avenue B & Valerie St.
- Beall St. & W. 18th St.
- Cottingham St. & Lincolnshire Rd.
- Detering St. & Feagan St.
- Dwight St. & McNair St.
- Dwight St. & Nimitz St.
- El Topacio Dr. & El Rubi Dr.
- Forbes Brook Dr. & Hobby Wind Ridge Dr.
- Hobby Wind Ridge Dr. & Forbes Settlement Dr.
- Hornwood Dr. & Tarnef Dr.
- Irvington Blvd. & Milwaukee St.
- Jensen Dr. & Lee St.
- Kane St. & Silver St.
- Leader St. & Tarnef Dr.
- Macroom Meadows Ln. & Merryville Harrogate Ln.
- Margaret St. & Exeter St.
- Newcastle Dr. & Oleander St.
- Torreon St. & Kelley St.



5/9/2024

10.

Office of the Superintendent of Schools

Office of Finance and Operations

Annual Review And Adoption Of Investment Policy And Strategies

In accordance with the Public Funds Investment Act (PFIA), the School Board must review and adopt by resolution, not less than annually, the district's *Cash Management and Investment Policy* and strategies. The PFIA requires the review and approval of any changes to the investment policy and strategies by the governing body of a governmental entity.

A comprehensive review of the Houston Independent School District (HISD) *Cash Management and Investment Policy* was performed to ensure all required components of the PFIA are included. Accordingly, the following revisions are proposed:

1. Revision for flow and continuity - Overall formatting and reorder of paragraphs revised to maintain flow and continuity; several paragraphs were reordered, renamed, and/or combined to enhance the overall flow of content.
2. Revision for clarity - The second paragraph titled OBJECTIVES was formatted to emphasize, using italics, the major objectives of safety, liquidity, diversification, and rate of return (yield). Note: the reference to the word "yield" was added for further clarity. The following three paragraphs titled SAFETY, LIQUIDITY AND MATURITY, and DIVERSITY were removed due to redundancy, all content being addressed in other portions of the policy.
3. Paragraph added - PRUDENCE: This paragraph was added to include the "Prudent Person" statement relating to the standard of care that must be exercised when investing public funds. PFIA 2256.006 (a-b)
4. Paragraph added - ETHICS AND CONFLICTS OF INTEREST: The *Investment Policy* must require the investment officer(s) to file a disclosure statement with the Texas Ethics Commission and the governing body if:
 - a. the officer has a personal business relationship with a business organization offering to engage in an investment transaction with the district (as defined in 2256.005 (i) (1-3));
or
 - b. the officer is related within the second degree by affinity or consanguinity, as determined under Chapter 573 of the Texas Government Code, to an individual seeking to transact investment business with the entity. PFIA 2256.005 (i)

- 5. Paragraph added - TRAINING: Investment training is required for the treasurer, chief financial officer, and the investment officer(s) of a local government. Training must be received from an independent source, approved by the entity’s governing body or investment committee, and must include education in investment controls, security risks, strategy risks, market risks, diversification of investment portfolio, and compliance with PFIA. The hours of training vary and must be completed within a specific number of months of taking office or assuming duties. Thereafter, renewal training hours must be completed every two years, concurrent with the district’s fiscal year.
- 6. Paragraph added - AUTHORIZED BROKER/DEALERS AND FINANCIAL INSTITUTIONS: This replaces the paragraph titled SELLERS OF INVESTMENTS. The *Investment Policy* must require either the entity’s governing body or its Investment Committee to, at least annually, review, revise, and adopt a list of qualified brokers/dealers and financial institutions that are authorized to engage in investment transactions with the entity. PFIA 2256.025
- 7. Revision for clarity - Paragraph titled SOLICITING BIDS FOR INVESTMENTS was revised to include (1) types of individual securities that do not require bids and (2) where dealers do not offer the exact security, offers on the closest comparable investment may be used to establish a fair market price for the security.
- 8. Paragraph added - COLLATERALIZATION: The governing body must approve a written policy relating to collateralization. It should be included in the *Investment Policy* and require collateralization for all uninsured collected balances, plus accrued interest, if any. In addition, the policy should address acceptance, substitution, release, and valuation of collateral. Collateral for Public Funds, Chapter 2257, Texas Government Code
- 9. Revision for clarity - Paragraph titled SAFEKEEPING AND CUSTODY: Meaningful change to this paragraph was to relocate the “delivery vs. payment (DVP)” provision from the paragraph titled INVESTMENT AUTHORITY to this one.
- 10. Revision for clarity - Paragraph titled QUARTERLY REPORTS: Language included that the reporting is in accordance with the PFIA.

A copy of the *Cash Management and Investment Policy* with revisions is attached. Also attached is a copy of the resolution to approve the revisions.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the board adopts the resolution approving the revised HISD *Cash Management and Investment Policy*, effective May 10, 2024.

HOUSTON INDEPENDENT SCHOOL DISTRICT CASH MANAGEMENT AND INVESTMENT POLICY

SCOPE

This Cash Management and Investment Policy covers all financial assets under the direct authority of the Houston Independent School District. These assets include funds of the General Fund, Special Revenue Fund, Food Service Fund, Capital Projects Fund, Debt Service Funds, Trust and Agency Funds, Enterprise Funds, Internal Service Funds and Activity Funds. Deferred Compensation Plans are excluded.

OBJECTIVES

The objectives of the investment policy of the district shall be to ensure the safety of the invested funds of the district by:

1. Maintaining sufficient liquidity to provide adequate and timely working funds.
2. Matching the maturity of investment instruments to the daily cash flow requirements.
3. Diversifying investments as to maturity, instruments, and financial institutions where permitted under state law.
4. ~~2.~~ Attaining the highest possible rate of return (yield) while providing necessary protection of principal consistent with district operating requirements as determined by the School Board.
3. ~~Matching the maturity of investment instruments to the daily cash flow requirements.~~
4. ~~Diversifying investments as to maturity, instruments, and financial institutions where permitted under state law.~~
5. Actively pursuing portfolio management techniques.
6. Avoiding investment for speculation.

MONITORING MARKET PRICES

The investment officer shall monitor the investment portfolio and shall keep the School Board informed of significant changes in the market value of the district's investment portfolio. Information sources may include financial/investment publications and electronic media, available software for tracking investments, depository banks, commercial or investment banks, financial advisers, and representatives/advisers of investment pools or money market funds. Monitoring shall be done at least quarterly, as

required by law, and more often as economic conditions warrant by using appropriate reports, indices, or benchmarks for the type of investment.

RATING CHANGES AND INTEREST RATE RISK

In accordance with Government Code 2256.005(b), the investment officer shall develop a procedure to monitor changes in investment ratings and to liquidate investments that do not maintain satisfactory ratings.

The district shall monitor interest rate risk using weighted average maturity and specific identification.

INVESTMENT AUTHORITY

The Chief Financial Officer or other person designated by School Board resolution shall serve as the investment officer of the district and shall invest district funds as directed by the School Board and in accordance with the district's written investment policy and generally accepted accounting procedures. ~~All investment transactions except investment pool funds and mutual funds shall be settled on a delivery versus payment basis.~~

PRUDENCE

Investments shall be made with judgement and care – under circumstances then prevailing which persons of prudence, discretion and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the probable safety of their capital as well as the probable income to be derived. The standard of prudence to be used by Investment officers shall be the “prudent person” standard and shall be applied in the context of managing an overall portfolio.

ETHICS AND CONFLICTS OF INTEREST

Officers and employees involved in the investment process shall refrain from personal business activity that could conflict with proper execution of the investment program, or which could impair their ability to make impartial investment decisions.

An officer or employee involved in the investment process has a personal business relationship with a business organization if:

- the officer or employee owns 10 percent or more of the voting stock or shares of the business organization or owns \$5,000 or more of the fair market value of the business organization;
- funds received by the officer or employee from the business organization exceed 10 percent of his/her gross income for the previous year; or
- the officer or employee has acquired from the business organization during the previous year investments with a book value of \$2,500 or more for his/her personal account.
- the officer is related within the second degree by affinity or consanguinity, as determined under Chapter 573 of the Texas Government Code, to an individual seeking to transact investment business with the entity.

If the investment officer has a personal business relationship with a business organization, a disclosure statement must be filed with the Texas Ethics Commission.

INVESTMENT MANAGEMENT

In accordance with Government Code 2256.005(b)(3), the quality and capability of investment management for District funds shall be in accordance with the standard of care, investment training, and other requirements set forth in Government Code Chapter 2256.

TRAINING

The Investment Officers and the persons authorized to execute investment transactions shall receive not less than 8 hours of instruction relating to investment responsibilities every two fiscal years that begins on the first day of the District's fiscal year of the two consecutive fiscal years after that date. Newly appointed Investment Officers shall receive not less than 10 hours of instruction within 12 months after taking office or assuming duties. Investment training courses will be received through an independent source, including but not limited to the Government Treasurer's Organization of Texas, University of North Texas Center for Public Management, Region IV Education Service Center, Harris County Department of Education, Texas Association of School Business Officials, Texas Association of School Boards, and any other source meeting the criteria outlined in the Public Funds Investment Act.

AUTHORIZED AND SUITABLE INVESTMENTS **APPROVED INVESTMENT INSTRUMENTS**

All district investments shall comply with Chapter 2256, of the Government Code for investment of district funds.

From those investments authorized by law, the School Board shall permit investment of district funds, including bond proceeds and pledged revenue to the extent allowed by law, in only the following investment types, consistent with the strategies and maturities defined in this policy:

1. Obligations, including letters of credit, of the United States or its agencies and instrumentalities, including the Federal Home Loan Banks
2. Direct obligations of this state or its agencies and instrumentalities
3. Collateralized mortgage obligations directly issued by a federal agency or instrumentality of the United States, the underlying security for which is guaranteed by an agency or instrumentality of the United States
4. Other obligations, the principal and interest of which are un-conditionally guaranteed or insured by, or backed by the full faith and credit of, this state or the United States or their respective agencies and instrumentalities, including obligations that are fully guaranteed or insured by the Federal Deposit Insurance Corporation or by the explicit full faith and credit of the United States;

5. Obligations of states, agencies, counties, cities, and other political subdivisions of any state rated as to investment quality by a nationally recognized investment rating firm not less than A or its equivalent;
6. Interest-bearing banking deposits that are guaranteed or insured by:
 - (A) the Federal Deposit Insurance Corporation or its successor; or
 - (B) the National Credit Union Share Insurance Fund or its successor; and
7. Certificates of deposit and share certificates as permitted by Government Code 2256.010.
8. Fully collateralized repurchase agreements permitted by Government Code 2256.011.
9. A securities lending program as permitted by Government Code 2256.0115.
10. Banker's acceptances as permitted by Government Code 2256.012.
11. Commercial paper as permitted by Government Code 2256.013.
12. No-load mutual funds, except for bond proceeds, and no-load money market mutual funds, as permitted by Government Code 2256.014.
13. A guaranteed investment contract as an investment vehicle for bond proceeds, provided it meets the criteria and eligibility requirements established by Government Code 2256.015.
14. Public funds investment pools as permitted by Government Code 2256.016–2256.019.

AUTHORIZED BROKER/DEALERS AND FINANCIAL INSTITUTIONS

Collectively, the Investment Officers shall, at least annually, review, revise, and adopt a list of qualified broker/dealers and financial institutions authorized to engage in investment transactions with the district. In order to be considered those firms that desire to become qualified bidders for investment transactions will be required to provide information regarding creditworthiness, experience and reputation and must have a main office or a branch office in Texas. Authorized firms may include primary dealers or regional dealers that qualify under Securities & Exchange Commission Rule 15C3-1 (uniform net capital rule).

A written copy of this Investment Strategy shall be presented to any person offering to engage in an investment transaction with the district. Investments shall only be made with those business organizations (including money market mutual funds and local government investment pools) that have provided the district with a written instrument executed by a qualified representative of the firm, acknowledging that the business organization has:

- received and reviewed the District's Investment Strategy; and
- implemented reasonable procedures and controls in an effort to preclude investment transactions conducted between the district and the organization that are not authorized by the District's Investment Strategy, except to the extent that this authorization is dependent on an analysis of the makeup of the District's entire portfolio or requires an interpretation of subjective investment standards.

SOLICITING BIDS FOR INVESTMENTS

It is the strategy of the district to require competitive bidding for all individual security purchases and sales except for:

- transactions with money market mutual funds and local government investment pools (which are deemed to be made at prevailing market rates); or,
- automatic overnight "sweep" transactions with the District Depository; or,
- when issued securities are deemed to be made at prevailing market rates

At least three bids or offers must be solicited for all other transactions involving individual securities. In situations where other dealers do not offer the exact security being offered, offers on the closest comparable investment may be used to establish a fair market price for the security.

COLLATERALIZATION

The district requires that all uninsured collected balances plus accrued interest, if any, in depository accounts be secured in accordance with the requirements of state law. Financial institutions serving as District depositories will be required to sign a Depository Agreement with the District which details eligible collateral, collateralization ratios, standards for collateral custody and control, collateral valuation, rights of substitution and conditions for agreement termination.

The district requires that all securities purchased under the terms of a repurchase agreement be assigned to the district in accordance with state law. Dealers and financial institutions wishing to transact repurchase agreements with the district will be required to sign the District's Master Repurchase Agreement which details eligible collateral, collateralization ratios, standards for collateral custody and control, collateral valuation, rights of substitution, and conditions for agreement termination.

Collateral will always be held by an independent third party with which the district has a current custodial agreement and shall be reviewed at least monthly to ensure that the market value of the pledged securities is adequate. Eligible collateral and collateral ratios are as follows:

<u>ELIGIBLE COLLATERAL</u>	<u>COLLATERAL RATIOS</u>
<u>Direct obligations of the United States of America which includes Treasury bills, bonds and notes.</u>	<u>100%</u>
<u>Agency bonds/notes which include obligations of the Federal Farm Credit Bank, Federal Home Loan Bank, Federal Housing Administration, Federal Home Loan Mortgage Corporation.</u>	<u>100%</u>
<u>Letter of Credit issued by a Federal Home Loan Bank.</u>	<u>100%</u>

SAFEKEEPING AND CUSTODY

To protect against potential fraud and embezzlement, the cash, collateral, and investments of the district shall be held by an independent third party with whom the district has a current custodial agreement. The district shall retain clearly marked receipts providing proof of the district's ownership, or the district may delegate to an investment pool or local depository bank the authority to hold legal title as custodian of investments purchased with District funds.

All trades will be executed by delivery vs. payment (DVP), except local government investment pool and mutual fund transactions to ensure that securities are deposited in an eligible financial institution prior to the release of funds. That is, funds shall not be wired or paid until verification has been made that the Trustee received the collateral.

SAFETY

~~The primary goal of the investment program is to ensure safety of principal, to maintain liquidity, and to maximize financial returns within current market conditions in accordance with this policy. The investment officer shall exhibit prudence and discretion in the selection and management of securities. Skill and judgment shall be exercised in order so that no individual or group of transactions undertaken would jeopardize the total capital sum of the overall portfolio. The district shall not allow speculation (such as anticipating an appreciation of capital through changes in market interest rates) in the selection of any investments. The investment officer shall observe financial market indicators, study financial trends, and utilize available educational tools in order to maintain appropriate managerial expertise.~~

INVESTMENT MANAGEMENT

~~In accordance with Government Code 2256.005(b)(3), the quality and capability of investment management for district funds shall be in accordance with the standard of care, investment training, and other requirements set forth in Government Code Chapter 2256.~~

LIQUIDITY AND MATURITY

~~Any internally created pool fund group of the district shall have a maximum dollar weighted maturity of one year. The district shall not directly invest in securities maturing more than two years from the date of purchase. The School Board may specifically authorize a longer maturity for a given investment, within legal limits.~~

~~The district's investment portfolio shall have sufficient liquidity to meet anticipated cash flow requirements and shall adhere to the district's investment strategy approved annually by the Board.~~

DIVERSITY

~~The investment portfolio shall be diversified in terms of investment instruments, maturity scheduling, and financial institutions to reduce risk of loss resulting from overconcentration of assets in a specific class of investments, specific maturity, or specific issuer.~~

MONITORING MARKET PRICES

~~The investment officer shall monitor the investment portfolio and shall keep the School Board informed of significant changes in the market value of the district's investment portfolio. Information sources may include financial/investment publications and electronic media, available software for tracking investments, depository banks, commercial or investment banks, financial advisers, and representatives/advisers of investment pools or money market funds. Monitoring shall be done at least quarterly, as required by law, and more often as economic conditions warrant by using appropriate reports, indices, or benchmarks for the type of investment.~~

MONITORING RATING CHANGES

~~In accordance with Government Code 2256.005(b), the investment officer shall develop a procedure to monitor changes in investment ratings and to liquidate investments that do not maintain satisfactory ratings.~~

FUNDS / STRATEGIES

Investments of the following fund categories shall be consistent with this policy and in accordance with the applicable strategy defined below. All strategies described below for the investment of a particular fund should be based on an understanding of the suitability of an investment to the financial requirements of the district and consider preservation and safety of principal, liquidity, marketability of an investment if the need arises to liquidate before maturity, diversification of the investment portfolio, and yield.

1. Investment strategies for operating funds (including any commingled pools containing operating funds) shall have as their primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.
2. Investment strategies for custodial funds shall have as their primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.
3. Investment strategies for debt service funds shall have as their primary objective sufficient investment liquidity to timely meet debt service payment obligations in accordance with provisions in the bond documents. Maturities longer than one year are authorized provided legal limits are not exceeded.
4. Investment strategies for capital project funds shall have as their primary objective sufficient investment liquidity to timely meet capital project obligations. Maturities longer than one year are authorized provided legal limits are not exceeded.

5. The Food Service Fund is a special revenue fund for the purpose of food service sales and operations. The primary investments of this fund will be overnight pools but when fund balances permit longer term investments may be purchased.
6. Workers' Compensation and Unemployment Fund is a reserve used to pay for worker's compensation claims. This fund is intended to maintain longer term reserves and either a laddered or barbell approach may be utilized.
7. The Health Insurance fund is intended to establish a reserve for and pay employee health insurance claims. This fund is intended to maintain longer term reserves and either a laddered or barbell approach may be utilized.
8. The Internal Service Fund is funded through internal transfers. Due to the cash flow characteristics of this fund investment pools will be utilized as the primary investment vehicle.
9. The Medicaid Fund is utilized to account for the accumulation of resources received via inter-local agreements. The primary investment in this fund will be overnight pools due to the volatility of cash flows.
10. The Print Shop Fund is intended for the accounting of printing and media operations. Due to the cash flow characteristics of this fund investment pools will be utilized as the primary investment vehicle.
11. The Special Revenue Fund is utilized to account for the receipt and expenditure of grant funds. Due to the temporary nature of fund balances the primary investments in this fund will be investment pools.
12. Trust & Agency Funds are used to account for various district agency funds and trust accounts. Cash flow patterns and large number of individual accounts result in the primary investment vehicle being investment pools with limited longer term investments dependent upon cash requirements.
13. Activity Funds are used to account for various school activity funds. Due to the relatively small balance and varied cash flow patterns, the primary investment vehicle will be investment pools. Longer term securities may be purchased where cash requirements allow.

~~SAFEKEEPING AND CUSTODY~~

~~To protect against potential fraud and embezzlement, the cash, collateral, and investments of the district shall be held by an independent third party with whom the district has a current custodial agreement. The district shall retain clearly marked receipts providing proof of the district's ownership, or the district may delegate to an investment pool the authority to hold legal title as custodian of investments purchased with district funds by the investment pool.~~

SELLERS OF INVESTMENTS

~~Prior to handling investments on behalf of the district, a broker/dealer or a qualified representative of a business organization must submit required written documents in accordance with law. [See Sellers of Investments, CDA(LEGAL)]~~

~~Representatives of brokers/dealers shall be registered with the Texas State Securities School Board and must have membership in the Securities Investor Protection Corporation (SIPC) and be in good standing with the Financial Industry Regulatory Authority (FINRA).~~

SOLICITING BIDS FOR INVESTMENTS

~~If available, a minimum of three (3) bids will be obtained for purchase of investments. Bids for certificates of deposit will be solicited 1) Orally 2) in writing; 3) electronically; or 4) in any combination of these methods.~~

INTEREST RATE RISK

~~The district shall monitor interest rate risk using weighted average maturity and specific identification.~~

INTERNAL CONTROLS

A system of internal controls shall be established and documented in writing and must include specific procedures designating who has authority to withdraw funds. Also, they shall be designed to protect against losses of public funds arising from fraud, employee error, misrepresentation by third parties, unanticipated changes in financial markets, or imprudent actions by employees and officers of the district. Controls deemed most important shall include:

1. Avoidance of collusion.
2. Separation of transaction authority from accounting and recordkeeping.
3. Custodial safekeeping.
4. Avoidance of bearer-form securities.
5. Clear delegation of authority.
6. Written confirmation of telephone transactions.

These controls shall be reviewed by the district's independent auditing firm.

QUARTERLY REPORTS

[In accordance with the requirements of Chapter 2256 of the Government Code \(Public Funds Investment Act\)](#), the district's investment officers shall prepare and submit to the School Board, within a reasonable time after the end of each quarter, a written report of investment transactions for all funds covered by the Public Funds Investment Act for each quarterly reporting period.

ANNUAL REVIEW

The School Board shall review this investment policy and investment strategies not less than annually and shall document its review in writing, which shall include whether any changes were made to either the investment policy or investment strategies.

ANNUAL AUDIT

In conjunction with the annual financial audit, the district shall perform a compliance audit of management controls on investments and adherence to the district's established investment policies.

**HOUSTON INDEPENDENT SCHOOL DISTRICT
RESOLUTION RELATING TO THE APPROVAL OF THE
CASH MANAGEMENT AND INVESTMENT POLICY**

WHEREAS, Section 2256.005(e) of the Government Code requires the governing body to, not less than annually, adopt a written instrument stating that it has reviewed the *Investment Policy* and investment strategies and that the written instrument so adopted shall record any changes made to either the policy or strategies.

WHEREAS, the changes made to the policy include the following:

- (1) Revision for flow and continuity – Overall formatting and reorder of paragraphs revised to maintain flow and continuity; several paragraphs were reordered, renamed, and/or combined to enhance the overall flow of content.
- (2) Revision for clarity – The second paragraph titled OBJECTIVES was formatted to emphasize (using italics) the major objectives of *safety, liquidity, diversification, and rate of return (yield)*. Note: the reference to the word “yield” was added for further clarity. The following three paragraphs titled SAFETY, LIQUIDITY AND MATURITY, and DIVERSITY are removed due to redundancy, all content being addressed in other portions of the policy.
- (3) Paragraph added – PRUDENCE: This paragraph was added to include the “Prudent Person” statement relating to the standard of care that must be exercised when investing public funds. Public Funds Investment Act (PFIA) 2256.006 (a-b)
- (4) Paragraph added – ETHICS AND CONFLICT OF INTEREST: The *Investment Policy* must require the investment officer(s) to file a disclosure statement with the Texas Ethics Commission and the governing body if:
 - a. the officer has a personal business relationship with a business organization offering to engage in an investment transaction with the district (as defined in 2256.005 (i) (1-3)); or
 - b. the officer is related within the second degree by affinity or consanguinity, as determined under Chapter 573 of the Texas Government Code, to an individual seeking to transact investment business with the entity. PFIA 2256.005 (i)
- (5) Paragraph added – TRAINING: Investment training is required for the treasurer, chief financial officer, and the investment officer(s) of a local government. Training must be received from an independent source, approved by the entity’s governing body or investment committee, and must include education in investment controls, security risks, strategy risks, market risks, diversification of investment portfolio, and compliance with the PFIA. The hours of training vary and must be completed within a specific number of months of taking office or assuming duties. Thereafter, renewal training hours must be completed every two years, concurrent with the district’s fiscal year.

- (6) Paragraph added – AUTHORIZED BROKER/DEALERS AND FINANCIAL INSTITUTIONS: This replaces the paragraph titled SELLERS OF INVESTMENTS. The *Investment Policy* must require either the entity’s governing body or its Investment Committee to, at least annually, review, revise, and adopt a list of qualified brokers/dealers and financial institutions that are authorized to engage in investment transactions with the entity. PFIA 2256.025
- (7) Revision for clarity – Paragraph titled SOLICITING BIDS FOR INVESTMENTS was revised to include (1) types of individual securities that do not require bids and (2) where dealers do not offer the exact security, offers on the closest comparable investment may be used to establish a fair market price for the security.
- (8) Paragraph added – COLLATERALIZATION: The governing body must approve a written policy relating to collateralization. It should be included in the *Investment Policy* and require collateralization for all uninsured collected balances, plus accrued interest, if any. In addition, the policy should address acceptance, substitution, release, and valuation of collateral. Collateral for Public Funds, Chapter 2257, Texas Government Code
- (9) Revision for clarity – Paragraph titled SAFEKEEPING AND CUSTODY: Meaningful change to this paragraph was to relocate the “delivery vs. payment (DVP)” provision from the paragraph titled INVESTMENT AUTHORITY to this one.
- (10) Revision for clarity – Paragraph titled QUARTERLY REPORTS: Language included that the reporting is in accordance with the PFIA.

THEREFORE, BE IT RESOLVED THAT:

All the above paragraphs are incorporated and made a part of this Resolution and be it,

RESOLVED AND ORDAINED that the board has reviewed and approved the investment policy and investment strategies and that the written instrument so adopted shall record any changes made to the *Cash Management and Investment Policy* of the Houston Independent School District, as presented May 9, 2024.

PASSED, APPROVED, AND ADOPTED THIS 9th DAY
OF May, 2024.

HOUSTON INDEPENDENT SCHOOL DISTRICT

By: _____
President

Attest: _____
Secretary



5/9/2024

11.

Office of the School Board

Reappointment Of Houston Independent School District Representatives To Tax Increment Reinvestment Zones Boards Of Directors

The Houston Independent School District (HISD) participates in tax increment reinvestment zones (TIRZ) with the City of Houston. As a participant, HISD is entitled to appoint a representative to the board of directors of each zone, upon the preceding director's term expiration.

This agenda item is to authorize reappointment of the following representatives to two-year terms of service on the indicated TIRZ boards of directors:

- Cathy Evans-Jackson - TIRZ 7 (Old Spanish Trail/Almeda Corridor): This reappointment is for the two-year term from May 6, 2024, through May 6, 2026.
- Mehdi Rais - TIRZ 14 (Fourth Ward): This reappointment is for the two-year term from June 8, 2024, through June 8, 2026.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board approves the reappointment of representatives to TIRZ boards of directors as listed above, effective May 10, 2024.



5/9/2024

12.

Office of the Superintendent of Schools

Office of Academics

Proposed Revisions To Board Policy FFB(LOCAL), *Student Welfare: Crisis Intervention*
-First Reading

In compliance with state law, the Houston Independent School District (HISD) Board Policy FFB (LOCAL) states that the superintendent shall ensure that a multidisciplinary threat assessment and safe and supportive team is established to serve each campus.

The purpose of this agenda item is to request that the HISD School Board approves proposed revisions to Board Policy FFB(LOCAL) as recommended by the Texas Association of School Boards and the HISD administration.

The suggested revisions to Board Policy FFB(LOCAL) are as follows:

- **Student Reports** (new section): “Each campus shall establish a clear procedure for a student to report concerning behavior exhibited by another student for assessment by the team or other appropriate District employee.”
- **Employee Confidentiality** (new section): “A District employee who reports a potential threat to the team may request that their identity be kept confidential such that it will not be subject to disclosure under the state’s public information law. While the employee will be required to identify themselves to the team when making the report, the employee’s identity shall only be revealed when necessary for the team, the District, or law enforcement to investigate the reported threat and/or as otherwise required by lawful subpoena, valid court order, or other relevant and applicable law.

“The District shall maintain a record of the identity of a District employee who elects for the employee’s identity to remain confidential.”

- **Threat Assessment Process:** Add “or designee” to 3. “For a student or other individual the team determines poses a serious risk of violence to self or others, the team shall immediately report to the Superintendent or designee, who shall immediately attempt to contact the student’s parent or guardian. Additionally, the Superintendent or designee shall coordinate with law enforcement authorities as necessary and take other appropriate action in accordance with the District’s multihazard emergency operations plan.”

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the School Board accepts the proposed revisions to Board Policy FFB (LOCAL), *Student Welfare: Crisis Intervention*, on first reading, effective May 10, 2024.

**Threat Assessment
and Safe and
Supportive Team**

In compliance with law, the Superintendent shall ensure that a multidisciplinary threat assessment and safe and supportive team is established to serve each campus. The Superintendent shall appoint team members. The team shall be responsible for developing and implementing a safe and supportive school program at each campus served by the team and shall support the District in implementing its multi-hazard emergency operations plan. This multi-hazard emergency operations plan shall include supports such as mental health intervention and suicide prevention for students, including training for appropriate District staff on early warning signs and the possible need for intervention.

Training

Each team shall complete training provided by an approved provider on evidence-based threat assessment programs.

Student Reports

Each campus shall establish a clear procedure for a student to report concerning behavior exhibited by another student for assessment by the team or other appropriate District employee.

Employee
Confidentiality

A District employee who reports a potential threat to the team may request that their identity be kept confidential such that it will not be subject to disclosure under the state's public information law. While the employee will be required to identify themselves to the team when making the report, the employee's identity shall only be revealed when necessary for the team, the District, or law enforcement to investigate the reported threat and/or as otherwise required by lawful subpoena, valid court order, or other relevant and applicable law.

The District shall maintain a record of the identity of a District employee who elects for the employee's identity to remain confidential.

Imminent Threats or
Emergencies

A member of the team or any District employee may act immediately to prevent an imminent threat or respond to an emergency, including contacting law enforcement directly.

Threat Assessment
Process

The District shall develop procedures as recommended by the Texas School Safety Center. In accordance with those procedures, the threat assessment and safe and supportive team shall conduct threat assessments using a process that includes:

1. Identifying individuals, based on referrals, tips, or observations, whose behavior has raised concerns due to threats of violence or exhibition of behavior that is harmful, threatening, or violent.
2. Conducting an individualized assessment based on reasonably available information to determine whether the individual

poses a threat of violence or poses a risk of harm to self or others and the level of risk.

3. Implementing appropriate intervention and monitoring strategies, if the team determines an individual poses a threat of harm to self or others. These strategies may include referral of a student for a mental health assessment and escalation procedures as appropriate.

For a student or other individual the team determines poses a serious risk of violence to self or others, the team shall immediately report to the Superintendent [or designee](#), who shall immediately attempt to contact the student's parent or guardian. Additionally, the Superintendent [or designee](#) shall coordinate with law enforcement authorities as necessary and take other appropriate action in accordance with the District's multihazard emergency operations plan.

For a student the team identifies as at risk of suicide, the team shall follow the District's suicide prevention program.

For a student the team identifies as having a substance abuse issue, the team shall follow the District's substance abuse program.

For a student whose conduct may constitute a violation of the District's Student Code of Conduct, the team shall make a referral to the campus behavior coordinator or other appropriate administrator to consider disciplinary action.

As appropriate, the team may refer a student:

1. To a local mental health authority or health-care provider for evaluation or treatment; or
2. For a full individualized and initial evaluation for special education services.

The team shall not provide any mental health-care services, except as permitted by law.

Guidance to School
Community

The team shall provide guidance to students and District employees on recognizing harmful, threatening, or violent behavior that may pose a threat to another person, the campus, or the community and methods to report such behavior to the team, including through anonymous reporting.

Reports

The team shall provide reports to the Texas Education Agency as required by law.



5/9/2024

13.

Office of the Superintendent of Schools

Office of Academics

Acceptance Of Proposed Revisions To The Board Monitoring Calendar

In accordance with the Texas Education Agency (TEA) Lone Star Governance continuous improvement model and the Framework for School Board Development, the Houston Independent School District (HISD) School Board monitors progress towards the district's goals and compliance with certain constraints. This item seeks acceptance from the board of revisions to the current board monitoring calendar.

A copy of the calendar is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board accepts the proposed revisions to the board monitoring calendar, effective May 10, 2024.

**Houston Independent School District (HISD) Year 1
Texas Education Agency (TEA) Lone Star Governance (LSG) Monitoring Calendar:
2024**

Month	Goal/GPM		Constraint/CPM		Leadership Evaluations	Trainings	Other
	Number	Subject	Number	Subject			
January	1.1	Reading - Meets GL - BOY			Board Self-Evaluation	Team Building	
	2.1	Math - Meets GL- BOY					
February	3.2	CTE Completer Status - MOY					TAPR Hearing
	3.3	College Credit MOY					
March	1.2	Reading - Meets GL NES/A - MOY					Budget Workshop
	2.2	Math - Meets GL NES/A - MOY					
April	4.3	SPED - Meets GL - MOY	CPM 2.1	SPED compliance - 1st semester	Board Self-Evaluation		
	3.1	TSI Success - MOY	CPM 2.2	SPED compliance - 1st semester			
May	4.1	SPED - MAP Growth - MOY SPED - MAP Growth - Reading					
	4.2	SPED - MAP Growth NES/A - MOY SPED - MAP Growth - Math					
June	1.3	Reading - MAP Growth - MOY/EOY	CPM 3.1	Campus Specialized Programming			Budget Hearing State-Compensatory Education Hearing
	2.3	Math - MAP Growth - MOY/EOY					
July	NO MEETING						
August	Goal 1	STAAR Meets GL	CPM 2.1	SPED compliance - full prior year	Board Self-Evaluation		
	Goal 2	STAAR - Meets GL	CPM 2.2	SPED compliance - full prior year			
September	Goal 3	TSI Ready with IBC	CPM 1.1	MAP Growth - D&F rated		Local Orientation EISO Training Cybersecurity Training Human Trafficking Training Intro/Update to Code	
	Goal 4	Growth in 2A	CPM 1.2	MAP Growth - D&F rated			
			CPM 1.3	CCMR Points, Class of 2023			
October					Superintendent Evaluation		

**HISD Years 2-5
TEA LSG Monitoring Calendar:
2024-2028**

Month	Goal/GPM		Constraint/CPM		Leadership Evaluations	Trainings	Other
	Number	Subject	Number	Subject			
October	3.1	TSI Success - BOY			Board Self-Evaluation		
	3.2	CTE Completer Status - BOY					
November	1.1	Reading - Meets GL - BOY					
	2.1	Math - Meets GL - BOY					
December	4.3	SPED - Meets GL - BOY					School FIRST Hearing
January	3.3	College Credit - BOY			Board Self-Evaluation	Team Building	
February	3.2	CTE Completer Status - MOY					TAPR Hearing
	3.3	College Credit MOY					
March	1.2	Reading - Meets GL NES/A - MOY					
	2.2	Math - Meets GL NES/A - MOY					
April	4.3	SPED - Meets GL - MOY	CPM 2.1	SPED compliance - 1st semester	Board Self-Evaluation		
	3.1	TSI Success - MOY	CPM 2.2	SPED compliance - 1st semester			
May	4.1	SPED - MAP Growth - MOY SPED - MAP Growth - Reading					
	4.2	SPED - MAP Growth NES/A - MOY SPED - MAP Growth - Math					
June	1.3	Reading - MAP Growth - MOY/EOY	CPM 3.1	Campus Specialized Programming			Budget Hearing State Compensatory Education Hearing
	2.3	Math - MAP Growth - MOY/EOY					
July	NO MEETING						
August	Goal 1	STAAR Meets GL	CPM 2.1	SPED compliance - full prior year	Board Self-Evaluation		
	Goal 2	STAAR - Meets GL	CPM 2.2	SPED compliance - full prior year			
September	Goal 3	TSI Ready with IBC	CPM 1.1	MAP Growth - D&F rated	Superintendent Evaluation	Local Orientation EISO Training Cybersecurity Training Human Trafficking Training Intro/Update to Code	
	Goal 4	Growth in 2A	CPM 1.2	MAP Growth - D&F rated			
			CPM 1.3	CCMR Points, Class of 2023			

Key	
Color	Description
	Goal 1
	Goal 2
	Goal 3
	Goal 4
	Constraints
Abbreviation	Description
BOY	Beginning of Year
CCMR	College, Career, and Military Readiness
CPM	Constraint Progress Measure
CTE	Career and Technology Education
EISO	Evaluating and Improving Student Outcomes
EOY	End of Year
School FIRST	School Financial Integrity Rating System of Texas
GL	Grade Level
GPM	Goal Progress Measure
IBC	Industry-Based Certification
MAP	Measures of Academic Progress
MOY	Middle of Year
NES/A	New Education System (NES) and/or NES-Aligned
NWEA	Formerly the Northwest Education Association; now just NWEA
SPED	Special Education
STAAR	State of Texas Assessments of Academic Readiness
TAPR	Texas Academic Performance Report
TSI	Texas Success Initiative



5/9/2024

14.

Office of the Superintendent of Schools

Office of Human Resources

Consideration And Approval Of Term Contract Employment Areas For Reduction In Force

Annually, this item is brought forward to facilitate the ability of schools and departments to implement a reduction in force for teachers and other employees holding a term contract. Board policy DFFB (LOCAL) requires that in order to implement a reduction in force impacting employees on a term contract, the superintendent must identify for board approval the employment areas that may be affected. This agenda item includes the employment areas for elementary and secondary schools, as well as certain positions in the central office. By approval of these employment areas, district schools and departments have the flexibility to reduce staff, make program changes, reorganize staff, and take steps to implement a budget reduction, if necessary.

Program change is defined by board policy as “any elimination, curtailment, or reorganization of a program, department, school operation, or curriculum offering, including, for example, a change in curriculum objectives; a modification of the master schedule; the restructuring of an instructional delivery method; or a modification or reorganization of staffing patterns in a department, on a particular campus, or District-wide.”

This item does not require that any school or department make any specific cuts, nor does this item identify specific employees to be impacted. In the event a school or department determines that a reduction in force is necessary, the names of the impacted individuals will be brought back to the board as a separate personnel agenda item.

The superintendent has determined that reorganization and/or program change is necessary. Any contract action required to complete the reorganization and/or program change must be conducted in the current school year in preparation for the 2024-2025 school year

The employment areas to be impacted are listed below:

- Art
- Assistant Principal
- Assistant Principal, NES ES 12M
- Autism Self-Contained
- Band
- Bilingual
- Bilingual 4-8

- Bilingual Early Childhood-4
- Bilingual Kindergarten
- Bilingual Pre-Kindergarten (Pre-K)
- Chair, Special Education 10M
- Chair, Special Education 11M
- Chapter I
- Choral Music
- Class-Size 1st Grade
- Class-Size 3rd Grade
- Class-Size Bilingual
- Class-Size ESL
- Class-Size K-ESL
- Class-Size Kindergarten
- ClassSize Reduct Bil-Ttl1
- ClassSize Reduct ESL-Ttl1
- ClassSize Reduct Gen-Ttl1
- Computer/Technology Teacher
- Core-Subject Sec Montessori
- Counselor
- Counselor, 10M - Title 1
- Counselor, 11M - Title 1
- Counselor, 12M
- Counselor, Elementary 10M
- Counselor, Elementary 11M
- Counselor, L L Career 11M
- Counselor, Secondary 10M NSB
- Counselor, Secondary 10M SB
- Counselor, Secondary 11M
- Counselor, Special Ed 10M
- Dean of Instruction
- Dean of Instruction Elementary School 11M
- Dean of Instruction Elementary School 12M
- Dean of Instruction High School 11M
- Department Chair
- Early Childhood/ Pre-K
- Early Childhood-4
- Elementary Certified Teacher
- ESL EC-4
- ESL Elementary
- ESL Kindergarten
- ESL Pre-K

- Fifth Grade
- Fifth Grade
- Fine Arts
- First Grade
- First Grade
- Fourth Grade
- Fourth Grade
- 4-8 Generalist
- French
- Instructional Coordinators
- Intervention (General)
- Intervention (General) (ESSER)
- Intervention (Math)-Ttl1
- Intervention (Math)-Ttl1 (ESSER)
- Intervention (Reading)-Ttl1
- Intervention (Reading)-Ttl1 (ESSER)
- Intervention Teachers
- Intervention(BIL)-Ttl1 (ESSER)
- Intervention(Genrl)-Ttl1
- Intervention(Genrl)-Ttl1 (ESSER)
- Intervention(Scien)-Ttl1
- Kindergarten
- Lead
- Lead 11M
- Lead 12M
- Librarian
- Math 4-8
- Media Services Specialist 10.5M
- Media Services Specialist 10M
- Media Services Specialist 11M
- Media Services Specialist 12M
- Multi-Grade
- Multi-Grade Teacher
- Multilingual Program Specialists
- Museum Teacher
- Music
- Music, Elementary
- Music/Band, Elementary
- Music/Strings Elementary
- NES 1st Grade ESL Teacher
- NES 1st Grade Teacher

- NES 2nd Grade ELA ESL Teacher
- NES 2nd Grade ELA Teacher
- NES 2nd Grade Math ESL Teacher
- NES 2nd Grade Math Teacher
- NES 3rd Grade Art of Thinking Teacher
- NES 3rd Grade ELA ESL Teacher
- NES 3rd Grade ELA Teacher
- NES 3rd Grade Math ESL Teacher
- NES 3rd Grade Math Teacher
- NES 3rd Grade Science Teacher
- NES 3rd/4th Grade Science Teacher
- NES 4th Grade ELA ESL Teacher
- NES 4th Grade ELA Teacher
- NES 4th Grade Math ESL Teacher
- NES 4th Grade Math Teacher
- NES 4th Grade Science Teacher
- NES 5th Grade Art of Thinking Teacher
- NES 5th Grade ELA ESL Teacher
- NES 5th Grade ELA Teacher
- NES 5th Grade Math ESL Teacher
- NES 5th Grade Math Teacher
- NES 5th Grade Science Teacher
- NES 6th Grade ELA ESL Teacher
- NES BIL 1st Grade Teacher
- NES BIL 2nd Grade ELA Teacher
- NES BIL 2nd Grade Math Teacher
- NES BIL 3rd Grade ELA Teacher
- NES BIL 3rd Grade Math Teacher
- NES BIL 4th Gd Science of Reading Teacher
- NES BIL 4th Grade ELA Teacher
- NES BIL 4th Grade Math Teacher
- NES BIL 5th Grade ELA Teacher
- NES BIL 5th Grade Math Teacher
- NES BIL Kindergarten Teacher
- NES Counselor ES
- NES Elective Classes Teacher ES
- NES Kindergarten ESL Teacher
- NES Kindergarten Teacher
- NES Pre-K BIL Teacher
- NES Pre-K Reg Teacher
- NES Principal Elementary School

- NES Special Education Co-Teacher
- NES Special Education Teacher
- NES SPED Autism Self-Contained Teacher
- NES SPED BSC Teacher
- NES SPED Life Skills Teacher
- NES-A 1st Grade ESL Teacher
- NES-A 1st Grade Teacher
- NES-A 2nd Grade ELA ESL Teacher
- NES-A 2nd Grade ELA Teacher
- NES-A 2nd Grade Math ESL Teacher
- NES-A 2nd Grade Math Teacher
- NES-A 2nd Grade Science of Reading Teacher
- NES-A 2nd Grade Science Teacher
- NES-A 3rd Grade Art of Thinking Teacher
- NES-A 3rd Grade ELA ESL Teacher
- NES-A 3rd Grade ELA Teacher
- NES-A 3rd Grade Math ESL Teacher
- NES-A 3rd Grade Math Teacher
- NES-A 3rd Grade Science Teacher
- NES-A 3rd/4th Grade Science Teacher
- NES-A 4th Grade ELA ESL Teacher
- NES-A 4th Grade ELA Teacher
- NES-A 4th Grade Math ESL Teacher
- NES-A 4th Grade Math Teacher
- NES-A 4th Grade Science Teacher
- NES-A 5th Grade Art of Thinking Teacher
- NES-A 5th Grade ELA ESL Teacher
- NES-A 5th Grade ELA Teacher
- NES-A 5th Grade Math ESL Teacher
- NES-A 5th Grade Math Teacher
- NES-A 5th Grade Science Teacher
- NES-A Assistant Principal, NES ES 12M
- NES-A BIL 1st Grade Teacher
- NES-A BIL 2nd Grade ELA Teacher
- NES-A BIL 2nd Grade Math Teacher
- NES-A BIL 3rd Grade ELA Teacher
- NES-A BIL 3rd Grade Math Teacher
- NES-A BIL 4th Grade ELA Teacher
- NES-A BIL 4th Grade Math Teacher
- NES-A BIL 5th Gd Science of Reading Teacher
- NES-A BIL 5th Grade ELA Teacher

- NES-A BIL 5th Grade Math Teacher
- NES-A BIL Kindergarten Teacher
- NES-A Elective Classes Teacher ES
- NES-A Kindergarten ESL Teacher
- NES-A Kindergarten Teacher
- NES-A NES Counselor ES
- NES-A NES Dean of Students ES
- NES-A NES Principal Elementary School
- NES-A Pre-K BIL Teacher
- NES-A Pre-K Reg Teacher
- NES-A Special Education Co-Teacher
- NES-A Special Education Teacher
- NES-A SPED Autism Self-Contained Teacher
- NES-A SPED BSC Teacher
- NES-A SPED Life Skills Teacher
- Orchestra Music
- Orient/Mobility 11.5M
- Orient/Mobility 11M
- Other contracted positions (Title I Coordinator, Magnet Coordinator, etc.)
- Physical Education
- Pre-K
- Pre-K (ESSER)
- Principal, Asst Elementary School 11.5M
- Principal, Asst Elementary School 11M
- Principal, Asst Elementary School 12M
- Principal, ECH
- Principal, Elementary School
- Principal, MS/ES
- Reading Intervention 11M
- Reading, K-6
- Reading/Language Arts
- School Counselor, SEL 11M
- Science 4-8
- Second Grade
- Second Grade
- Sixth Grade
- Sixth Grade
- Social Studies
- Social Studies 4-8
- Special Education Deaf 11.5M
- Special Education Infant Aud Imp

- Special Education SC BSC 11.5M
- Special Education VI 11.5M
- Spanish
- Teacher, Spclst
- Teacher, Spclst (ESSER)
- Teacher, Spclst 10.5M
- Teacher, Spclst 11M
- Teacher, Spclst 11M (ESSER)
- Teacher, Spclst 12M
- Teacher, Spec Ed Pre-Sch 10M
- Teacher, Specialist 11M
- Teacher, Special Education Dpt-Chair for Instr
- Speech
- Teacher-Co, Special Education
- Teacher Coordinator
- Teacher Coordinator (11-months)
- Teacher Specialists
- Technology (1-8)
- Theater/Drama, Elementary
- Third Grade
- Third Grade
- World Languages

MIDDLE SCHOOLS AND K-8, ALTERNATIVE, AND HIGH SCHOOLS

- 4-8 Generalist
- American Sign Language
- Ancillary
- Arabic
- Art
- Art, Elementary
- Assistant Principal
- Assistant Principal, NES HS 12M
- Assistant Principal, NES MS 12M
- Autism Self-Contained
- AVID
- Band
- Band Secondary 11-M
- Band Secondary 12-M
- Band, Secondary
- Bilingual 4-8
- Biology

- Campus Administration
- Career and Technical Education (CATE) Programs-each of the following is a separate employment area: Advertising and Design; Automotive Collision and Repair; Automotive Technology; Aviation; Career Prep/Co-Op; Cosmetology; Computer Maintenance/Networking; Construction; Criminal Justice; Culinary and Hospitality; Drafting; Education and Training; Electronics (Engineering); Graphic Arts; Health Science; Heating, Ventilation, and Air Conditioning; Maritime; Marketing; Media Technology; Mill and Cabinetry; Petrochemical; Photography; Plumbing; Small Engine Repair; Welding; Agriculture; Business Education; Family and Consumer Service; Skills for Living/Family and Consumer Science; Typing/Touch Data Systems; Data Processing; Office Education; Typing; Trades and Industries; Maintenance; General Business
- CATE Agriculture 10M
- CATE Business Education CP 10M
- CATE Computer Technologies 10M
- CATE Cosmetology 10M
- CATE Data Processing 10M
- CATE Electronics 10M
- CATE Family/Consumer Sci CP 10M
- CATE Graphic Arts 10M
- CATE Marketing Ed-Lab 10M
- CATE Media Technology 10M
- CATE Office Education 10M
- CATE T&I Culinary Arts 10M
- CATE T&I Law 10M
- CATE Trades & Industries 10M
- CATE, Agriculture
- CATE, Agriculture 11M
- CATE, Agriculture 12M
- CATE, Basic Business (no shthd
- CATE, Building Trades
- CATE, Business Administration
- CATE, Business Administration
- CATE, Business Education CP
- CATE, Career Connections
- CATE, Computer Maintenance
- CATE, Computer Technologies
- CATE, Cosmetology
- CATE, Counselor 11M
- CATE, Counselor 12M
- CATE, Data Processing
- CATE, Data Processing/bus cert
- CATE, Drafting

- CATE, Engineering
- CATE, Family/Consmr Sci (HS)
- CATE, Family/ConsumSci CP
- CATE, Gen Business (T & S)
- CATE, Govt & Public Admin 10M
- CATE, Home Ec PreEmLab
- CATE, Marketing Ed-Career Prep
- CATE, Marketing/Hotel Mgment
- CATE, Media Technology
- CATE, Mktng Ed-CareerPrep
- CATE, Office Education
- CATE, Office Eductn 10M
- CATE, Sectrl Science T&S
- CATE, T & I Culinary Arts
- CATE, Technology Education
- Chair, Special Education 10M
- Chair, Special Education 11M
- Chemistry
- Chinese
- Choir, Secondary
- Choral Music
- ClassSze Reduct Core-Ttl1
- College Access Coordinator
- Computer /Technology Teacher
- Computer Literacy
- Computer Science 6-12
- Computer Science 6-12
- Computer/Technology Teacher
- Coordinator
- Coordinator, Instructional II QIE Magnet (11.5 months)
- Core Content Teachers and Specialists
- Counselor
- Counselor, 10M - Title 1
- Counselor, 11M - Title 1
- Counselor, 12M
- Counselor, Elementary 10M
- Counselor, Elementary 11M
- Counselor, L L Career 11M
- Counselor, Secondary 10M NSB
- Counselor, Secondary 10M SB
- Counselor, Secondary 11M

- Counselor, Special Education 10M
- CTE, Arch & Const Tech-Elec
- CTE, Arch & Const Tech-HVAC
- CTE, Energy: Process Technology
- CTE, Health Science
- CTE, Law: Firefighting
- CTE, Manufact: Welding
- CTE, Manufacturing: Machining
- CTE, Transport: Auto Tech
- CTE, Transport: Auto Tech 11M
- CTE, Transport: Maritime
- Dance
- Dean of Instruction
- Dean of Instruction High School 11M
- Dean of Instruction High School 12M
- Dean of Instruction Middl eSchool 11M
- Dean of Instruction Middld School 12M
- Dean of Students High School 11M
- Dean of Students High School 12M
- Dean of Students Middle School 11
- Dean of Students Middle School 12M
- Department Chair
- Drama
- Earth Science 6-8
- Earth-LI Science
- Electives
- English
- English/Language Arts
- English/Language Arts4-8
- ESL 4-8
- ESL Sec 11M
- ESL Secondary
- ESL/English 8-12
- Fine Arts
- French
- Geography
- German
- Government
- Health
- High School Graduation Coach
- History

- Instructional Specialist
- Instructional Support
- Intervention (General)
- Intervention (General) (ESSER)
- Intervention (Math)-Ttl1
- Intervention (Math)-Ttl1 (ESSER)
- Intervention (Rdng)-Ttl1
- Intervention (Rdng)-Ttl1 (ESSER)
- Intervention Teacher
- Intervention(BIL)-Ttl1 (ESSER)
- Intervention(Genrl)-Ttl1 (ESSER)
- Intervention(Scien)-Ttl1
- Interventn Gnrl-Ttl1 Hrly
- Italian
- Itinerant SpEd Transition Coach
- Japanese
- Journalism
- Language Arts
- Latin
- Lead Teacher
- Librarian
- Life Science 6-8
- Magnet Coordinator
- Math
- Math 11M
- Math 4-8
- Math Intervention
- Media Services Specialist 10.5M
- Media Services Specialist 10M
- Media Services Specialist 11M
- Media Services Specialist 12M
- Multilingual Program Specialists
- Music
- Music, Sec 10.5M
- Music, Sec Choral
- Music, Sec Instrmt10.5
- Music, Sec Instrument
- Music, Secondary
- Music/Dance, Sec.
- Music/Guitar, Sec.
- Music/Orchestra, Sec.

- Music/Piano, Sec.
- NES ROTC
- NES 6th Grade Art of Thinking Teacher
- NES 6th Grade Math Teacher
- NES 6th Grade Science of Reading Teacher
- NES 6th Grade Science Teacher
- NES 6th Grade Social Studies Teacher
- NES 7th Grade Art of Thinking Teacher
- NES 7th Grade ELA Teacher
- NES 7th Grade Math Teacher
- NES 7th Grade Science of Reading Teacher
- NES 7th Grade Science Teacher
- NES 7th Grade Social Studies Teacher
- NES 8th Grade Art of Thinking Teacher
- NES 8th Grade ELA Teacher
- NES 8th Grade Math Teacher
- NES 8th Grade Science of Reading Teacher
- NES 8th Grade Science Teacher
- NES 8th Grade Social Studies Teacher
- NES AA Studies/AP Human Geography Teacher
- NES Algebra II/PreAP Teacher
- NES Algebra/Strategic Math/PreAP Teacher
- NES Anatomy/Chemistry Teacher
- NES AP US HIST/World Hist Teacher
- NES Art of Thinking Teacher
- NES BIL 8th Grade ELA Teacher
- NES BIL ELD Interventionist Teacher MS
- NES Chemistry/PreAP Teacher
- NES Counselor HS
- NES Counselor Lead HS 12M
- NES Counselor MS
- NES CTE Teacher
- NES Dean of Students HS
- NES Dean of Students MS
- NES ELD Interventionist Teacher MS
- NES Elective Classes Teacher MS
- NES ENG I and II ESOL Teacher
- NES ENG III/AP Teacher
- NES ENG IV/AP Teacher
- NES English I/PreAP/Reading I Teacher
- NES English II/Reading II Teacher

- NES Environmental Systems Teacher
- NES Environmental/BIO PreAP Teacher
- NES Fine Arts, Elect, Health Teacher
- NES Geometry/ Teacher
- NES Geometry/Pre-Cal Teacher
- NES Government/Economics/AP Teacher
- NES LOTE (Span 1) Teacher
- NES LOTE (Span 1/2) Teacher
- NES LOTE (Span 2/ Native Speakers) Teacher
- NES Math Success Teacher MS
- NES Physics/PreAP Teacher
- NES Pre-Cal/Adv Math Teacher
- NES Principal High School
- NES Principal Middle School
- NES Psychology/Sociology/AA/MA Teacher
- NES Reading Success Teacher MS
- NES Reconnect/Grad Lab Teacher
- NES Special Education Co-Teacher
- NES SPED Autism Self-Contained Teacher
- NES SPED BSC Teacher
- NES SPED Education Coordinator Chair
- NES SPED Life Skills Teacher
- NES World Geography/PAP W. Geo Teacher
- NES World History/AP Teacher
- NES-A ROTC
- NES-A 10th Geometry/PreAP/Algebraic Reas
- NES-A 11-12th Psychology/Sociology/AA/MA
- NES-A 11th Physics/PreAP/Env Systems
- NES-A 12th AP Bio/Anatomy
- NES-A 12th Pre-Cal/Adv Math
- NES-A 6th Grade Art of Thinking Teacher
- NES-A 6th Grade ELA ESL Teacher
- NES-A 6th Grade ELA Teacher
- NES-A 6th Grade Math Teacher
- NES-A 6th Grade Science of Reading Teacher
- NES-A 6th Grade Science Teacher
- NES-A 6th Grade Social Studies Teacher
- NES-A 7th Grade Art of Thinking Teacher
- NES-A 7th Grade ELA Teacher
- NES-A 7th Grade Math Teacher
- NES-A 7th Grade Science of Reading Teacher

- NES-A 7th Grade Science Teacher
- NES-A 7th Grade Social Studies Teacher
- NES-A 8th Grade Art of Thinking Teacher
- NES-A 8th Grade ELA Teacher
- NES-A 8th Grade Math Teacher
- NES-A 8th Grade Science of Reading Teacher
- NES-A 8th Grade Science Teacher
- NES-A 8th Grade Social Studies Teacher
- NES-A 9th-11th ESOL & Interventions
- NES-A 9th Environmental Science & Bio
- NES-A 9th World Geography/PAP W. Geo
- NES-A African American Studies Teacher
- NES-A Algebra II/PreAP Teacher
- NES-A Algebra/Strategic Math/PreAP Tchr
- NES-A Anatomy/Chemistry Teacher
- NES-A AP US HIST/World Hist Teacher
- NES-A Art of Thinking Teacher
- NES-A Assistant Principal, NES HS 12M
- NES-A Assistant Principal, NES MS 12M
- NES-A BIL 6th Gd Science of Reading Teacher
- NES-A BIL Elective Classes Teacher MS
- NES-A Chemistry/PreAP Teacher
- NES-A Counselor HS 12M
- NES-A CTE Teacher
- NES-A CTE Teacher 11M
- NES-A ELD Interventionist Teacher MS
- NES-A Elective Classes Teacher MS
- NES-A ENG I and II ESOL Teacher
- NES-A ENG III/AP Teacher
- NES-A ENG IV/AP Teacher
- NES-A English I/PreAP/Reading I Teacher
- NES-A English II/Reading II Teacher
- NES-A English III Teacher
- NES-A Environmental Systems Teacher
- NES-A Environmental/BIO PreAP Teacher
- NES-A Fine Arts, Elect, Hlth Teacher
- NES-A Geometry/ Teacher
- NES-A Geometry/Pre-Cal Teacher
- NES-A Government/Economics/AP Teacher
- NES-A IPC/BIO PreAP Teacher
- NES-A LOTE (Span 1) Teacher

- NES-A LOTE (Span 1/2) Teacher
- NES-A Math Success Teacher MS
- NES-A NES Counselor HS
- NES-A NES Counselor MS
- NES-A NES Dean of Students HS
- NES-A NES Dean of Students MS
- NES-A NES Principal High School
- NES-A NES Principal Middle School
- NES-A Physics/PreAP Teacher
- NES-A Reading Success Teacher MS
- NES-A Reconnect/Grad Lab
- NES-A Special Education Co-Teacher
- NES-A SPED Autism Self-Contained Teacher
- NES-A SPED BSC Teacher
- NES-A SPED Education Coordinator (Chair)
- NES-A SPED Life Skills Teacher
- NES-A World Geo/Pre-AP World Geo Teacher
- NES-A World History/AP Teacher
- Orchestra Music
- Orient & Mobility Ins
- Physical Education
- Physical Science
- Physics
- Play It Smart Coach
- Pregnant Girls
- Principal, Asst High School 11.5M
- Principal, Asst High School 11M
- Principal, Asst High School 12M
- Principal, Asst Middle School 11.5M
- Principal, Asst Middle School 11M
- Principal, Asst Middle School 12M
- Principal, High School
- Principal, HS
- Principal, Middle School
- Principal, MS/ES
- Principles of Technology
- Psychology
- Reading
- Reading 6-12
- Reading Intervention
- Reading Intervention (ESSER)

- Reading Intervention 11M
- Reading, 6-12
- Registrar
- ROTC
- School Counselor, SEL 11M
- Science
- Science 10.5M
- Science 4-8
- Science 6-8
- Science Composite
- Secondary subject areas
- Social Studies
- Social Studies 4-8
- Special Education Behavior Support
- Special Education Inf Vis Imp 11.5
- Special Education Resource 11M
- Special Education SC MI, 10 Mnth
- Special Education Self Contained
- Special Education Vi Imp 11M
- Spanish
- Special Education VI Intin
- Special Education Adapted PE
- Special Education Bilingual
- Special Education Deaf 10M
- Special Education Generic
- Special Education Hospital
- Special Education Resource
- Special Education SC
- Special Education SC BSC
- Special Education SC Lifeski
- Special Education Transition
- Special Education VI
- Special Education SC Lifeskills 11Mo
- Speech
- Student Ref Center
- Student Referral Center
- Student Referral Center (SRC)
- Teacher PE 12M
- Teacher, Intervention (Genrl)-Ttl1
- Teacher, Spclst
- Teacher, Spclst (ESSER)

- Teacher, Spclst 10.5M
- Teacher, Spclst 11M
- Teacher, Spclst 11M (ESSER)
- Teacher, Spclst 12M
- Teacher, Specialist 11M
- Teacher, Special Education Dpt-Chair for Instr
- Teacher-Co, Special Education
- Teacher Coordinator
- Teacher Coordinator (11-months)
- Teacher Cosmotology 10M
- Teacher Specialist
- Teacher, Multi Grade
- Technology (1-8)
- Technology (6-12)
- Theater
- Theater, Secondary
- Title I Coordinator
- World languages-each of the following is a separate employment area: Arabic, French, German, Hebrew, Japanese, Vietnamese, Latin, Italian, Russian, Spanish, Mandarin Chinese, Chinese, Hindi, Exploratory Language, American Sign Language

OTHER

- Assistive Technol Spclst 10.5M
- Athletics Director
- Campus Athletic Coordinator
- Coord, College Access
- Coord, College Access 10M
- Coord, Instr II QIE Magnet
- Coord, Instr II QIE Magnet 10.5M
- Coord, Instr II QIE Magnet 11.5M
- Coord, Instr II QIE Magnet 11M
- Coord, Instructional RT
- Coord, Instructional RT 11M
- Coord, Instructional RT 12M
- Coord, Teacher 11M
- Coord, Title I (RT) 11M
- Coordinator 1
- Coordinator 1 CCMR (Unit)
- Coordinator 1 Central Dyslexia
- Coordinator 1 Central Unit 1
- Coordinator 1 Curriculum
- Coordinator 1 Dyslexia North Division

- Coordinator 1 Dyslexia South Division
- Coordinator 1 Dyslexia West Division
- Coordinator 1 North Unit 2
- Coordinator 1 North Unit 3
- Coordinator 1 RDSPED North & Central
- Coordinator 1 RDSPED South & West
- Coordinator 1 Rtl/Interventions
- Coordinator 1 South Unit 3
- Coordinator 1 Special Education South Unit 1
- Coordinator 1 Special Education West Unit 1
- Coordinator 1 Special Education Unit
- Coordinator 1, Art of Thinking
- Coordinator 1, Counseling
- Coordinator 1, Curriculum
- Coordinator 2
- Coordinator 2 CCMR (Unit)
- Coordinator 2 Diagnosticians
- Coordinator 2 Digital Resources
- Coordinator 2 EASY IEP
- Coordinator 2 North and Central Division
- Coordinator 2 Nursing
- Coordinator 2 RDSPD
- Coordinator 2 SOAR, COM SER, STAAR ALT
- Coordinator 2 Social Emotional Learning
- Coordinator 2 Special Ed Central Unit 2
- Coordinator 2 Special Education Unit
- Director
- Director 1 Diagnosticians
- Director 1 North and Central Division
- Director 1 RDSPD
- Director 1 Related Services
- Director 1 School Psychologists
- Director 1 Special Ed South Unit 3
- Director 1 Special Education - Unit
- Director 1 Speech Language Pathologists
- Division Support Teacher
- Dyslexia Interventionist
- Early Literacy Reading Specialist
- English Language Development Coach
- General Manager
- High School Graduation Coach
- HS Campus Testing Coordinator 11M
- HS Graduation Coach, 12M -Ttl1

- LSSP 10.5M
- LSSP 10M
- LSSP 10M (ESSER)
- LSSP 11.5
- LSSP 11M
- LSSP 12M
- Manager
- Manager Special Education Central Unit 1
- Manager Special Education Unit
- Media Services Specialist 10.5M
- Media Services Specialist 10M
- Media Services Specialist 11M
- Media Services Specialist 12M
- NES Nurse
- NES Registrar HS
- NES Registrar MS
- NES Special Education Support
- NES Special Education Teaching Asst
- NES Teacher Apprentice Teacher ES
- NES Testing Coordinator Teacher
- NES-A Campus Athletic Coordinator
- NES-A Magnet Coordinator
- NES-A NES Nurse
- NES-A Nurse 11M
- NES-A Registrar HS
- NES-A Testing Coordinator Teacher
- Nurse
- Nurse 11M
- Nurse, 11.5M
- Nurse, Special Education 11M
- Officer
- Principal Academy
- Program Manager 1 Gifted & Talented Ed
- Registrar
- Registrar 11.5M
- Resident Principal 12M
- Senior Executive Director (Unit)
- Senior Manager
- SOAR - Special Education Teacher
- Spclst, Eval-Bilingual 10.5M
- Spclst, Eval-Bilingual 10.5M (ESSER)
- Spclst, Eval-Bilingual 10M
- Spclst, Eval-Bilingual 11M

- Spclst, Eval-Bilingual 12M
- Spclst, Eval-ED Cert 10.5M
- Spclst, Eval-ED Cert 10M
- Spclst, Eval-ED Cert 10M (ESSER)
- Spclst, Eval-ED Cert 11M
- Spclst, Eval-ED Cert 12M
- Special Education Dir Central Unit 1
- Special Education Dir Central Unit 2
- Special Education Dir Central Unit 3
- Special Education Director North Unit 1
- Special Education Director North Unit 2
- Special Education Director North Unit 3
- Special Education Director South Unit 1
- Special Education Director South Unit 2
- Special Education Director South Unit 3
- Special Education Director West Unit 2
- Special Education Director West Unit 3
- Speech Therapist 10M
- Speech Therapist 11M
- Speech Therapist 12 Months
- Speech Therapist-Bilingual 10M
- Student Assessment Data Specialist
- Student Assessment Data Specialist Team Lead
- Teacher, Museum
- Teacher Coach
- Teacher Development Specialist
- Teacher, Miles Ahead Scholars
- Temp Assignment, 12M AP/Dean HS
- Temp Assignment, CATE, Tech Education
- Temp Assignment, Counselor 11M
- Temp Assignment, Librarian 10M
- Temp Assignment, Teacher, Spclst 11.5M
- Temp Assignment-Teachers 10M
- Temporary Assignment - Teacher, Spclst 12M

This agenda item requests that the board approves these employment areas for a possible reduction in force.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS:

Staff chosen for reduction in force shall be reassigned if possible or separated from employment

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board approves the term contract employment areas affected by a reduction in force, effective May 10, 2024.



5/9/2024

15.

Office of the Superintendent of Schools

Office of Human Resources

Consideration And Approval Of Continuing Contract Teaching Fields For Reduction In Force

Annually, this item is brought forward to facilitate the ability of schools and departments to implement a reduction in force for teachers and other employees holding a continuing contract. Board policy DFFC(LOCAL) requires that in order to implement a reduction in force impacting employees on a continuing contract, the superintendent must identify for board approval the teaching fields that may be affected. This agenda item includes the teaching fields for elementary and secondary schools, as well as certain positions in the central office. By approval of these teaching fields, district schools and departments have the flexibility to reduce staff, make program changes, reorganize staff, and take steps to implement a budget reduction, if necessary.

Program change is defined by board policy as “any elimination, curtailment, or reorganization of a program, department, school operation, or curriculum offering, including, for example, a change in curriculum objectives; a modification of the master schedule; the restructuring of an instructional delivery method; or a modification or reorganization of staffing patterns in a department, on a particular campus, or District-wide.”

This item does not require that any school or department make any specific cuts, nor does this item identify specific employees to be impacted. In the event a school or department determines that a reduction in force is necessary, the names of the impacted individuals will be brought back to the board as a separate personnel agenda item.

The superintendent has determined that reorganization and/or program change is necessary. Any contract action required to complete the reorganization and/or program change must be conducted in the current school year in preparation for the 2024-2025 school year.

The employment areas to be impacted are listed below:

ELEMENTARY SCHOOLS AND K-8

- Assistant Principal
- Department Chair
- Dean of Instruction
- Elementary Certified Teacher
- Early Childhood/Prekindergarten (Pre-K)

- Museum Teacher
- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade
- Sixth Grade
- Librarian
- Art
- Music
- Band
- Orchestra Music
- Choral Music
- Spanish
- French
- World Languages
- Chapter I
- Counselor
- Physical Education
- Fine Arts
- Instructional Coordinators
- Other contracted positions (Title I Coordinator, Magnet Coordinator, etc.)
- Multi-Grade Teacher
- Computer/Technology Teacher
- Speech
- Reading/Language Arts
- Social Studies
- Teacher Specialists
- Intervention Teachers
- Multilingual Program Specialists
- Teacher Coordinator
- Teacher Coordinator (11 months)
- Coordinator, Instructional II QIE Magnet (11.5 months)

MIDDLE SCHOOLS AND K-8, ALTERNATIVE, AND HIGH SCHOOLS

- Core Content Teachers and Specialists
- Reading
- Department Chair
- Theater
- Dance
- Band
- Choral Music
- Music

- Orchestra Music
- Art
- Secondary subject areas
- Social Studies
- English/Language Arts
- Physical Education
- Fine Arts
- Spanish
- French
- Language Arts
- Computer /Technology Teacher
- Health
- History
- Journalism
- World languages-each of the following is a separate employment area: Arabic, French, German, Hebrew, Japanese, Vietnamese, Latin, Italian, Russian, Spanish, Mandarin Chinese, Chinese, Hindi, Exploratory Language, American Sign Language
- Librarian
- Counselor
- Coordinator
- Instructional Specialist
- Play It Smart Coach
- Teacher, Multi Grade
- Career and Technical Education (CATE) Programs-each of the following is a separate employment area: Advertising and Design; Automotive Collision and Repair; Automotive Technology; Aviation; Career Prep/Co-Op; Cosmetology; Computer Maintenance/Networking; Construction; Criminal Justice; Culinary and Hospitality; Drafting; Education and Training; Electronics (Engineering); Graphic Arts; Health Science; Heating, Ventilation, and Air Conditioning; Maritime; Marketing; Media Technology; Mill and Cabinetry; Petrochemical; Photography; Plumbing; Small Engine Repair; Welding; Agriculture; Business Education; Family and Consumer Service; Skills for Living/Family and Consumer Science; Typing/Touch Data Systems; Data Processing; Office Education; Typing; Trades and Industries; Maintenance; General Business
- Ancillary
- Instructional Support
- Computer/Technology Teacher
- Theater
- Dance
- Choral Music
- Orchestra Music
- Lead Teacher
- Electives
- College Access Coordinator
- Dean of Instruction

- Title I Coordinator
- Campus Administration
- Assistant Principal
- Speech
- Student Referral Center (SRC)
- Social Studies
- English/Language Arts
- Physical Education
- Fine Arts
- Reading 6-12
- Registrar
- CATE, Business Administration
- Chemistry
- CATE, Business Education CP
- CATE, Marketing Ed-Career Prep
- Computer Science 6-12
- Physical Science
- Teacher Coordinator
- Teacher Coordinator (11 months)
- Teacher Specialist
- Intervention Teacher
- Magnet Coordinator
- High School Graduation Coach
- Multilingual Program Specialists
- CTE, Law: Firefighting
- CTE, Manufact: Machining
- CTE, Energy: Process Technology
- Coordinator, Instructional II QIE Magnet (11.5 months)

OTHER

- Area Superintendent
- School Support Officer
- Officer
- Executive Director
- Senior Manager
- Director
- General Manager
- Teacher Coach
- Teacher Development Specialist
- Manager
- Teacher, Miles Ahead Scholars
- Early Literacy Reading Specialist
- English Language Development Coach

- Student Assessment Data Specialist
- Student Assessment Data Specialist-Team Lead

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: Staff chosen for reduction in force shall be
reassigned if possible or separated from
employment.

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board approves the continuing contract teaching fields affected
by a reduction in force, effective May 10, 2024.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

5/9/2024

16.

Office of the School Board

Consideration And Approval Of Minutes From Previous Meetings

The Houston Independent School District School Board is asked to approve the minutes of its meetings on April 4 and 11, 2024.

The minutes will be published after they are approved.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the School Board approves the minutes of its meetings on April 4 and 11, 2024, effective May 10, 2024.