

THE HOUSTON INDEPENDENT SCHOOL DISTRICT



AGENDA

**School Board
Meeting**

April 9, 2026

BOARD AUDITORIUM – OPEN SESSION

- Call to Order
- Meditation and Pledge of Allegiance
- Speakers to Agenda Items
- Board Member Reports and Comments
- Recognitions
- Reports from the Superintendent
- Consideration and Approval of Agenda Items
- Recess to Closed Session under Sections 551.004 through 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 Session

BOARD MEMBER REPORTS AND COMMENTS

REPORTS FROM THE SUPERINTENDENT

- Demographic Shifts in Houston Independent School District
- Earned Autonomy

DISCUSSION AND REPORT ITEMS

1. Acceptance Of Board Monitoring Update: Presentation Of Goals 3 And 4, Progress Measures 3.4, 3.5, 4.1, And 4.2
 - April 2026 Monitoring Report
2. Acceptance Of Report From The Board Audit Committee Chair
 - Audit Committee March Report
3. Purchasing Services Quarterly Report
 - Purchasing Quarterly Report
4. Investment Report
 - Quarterly Investment Report

5. Budget To Actual Report

- Financial Report

CONSENT AGENDA

6. Review And Approval Of The Board's Quarterly Self-Evaluation

- Self-Evaluation and Time Use Trackers

7. Approval Of New Campus Library Book Orders And Donations

- April Board Meeting Library Book Titles

8. Authority To Negotiate, Execute, And Amend An Interlocal Agreement Renewal With Texas Southern University For Dual Credit Course Offerings To Houston Independent School District Students

9. Approval Of Vendor Awards For Purchases Which Cost \$1,000,000 Or More

- Purchasing Request

10. Authority To Negotiate, Execute, And Amend A License Agreement For A Community Garden With The City of Houston For Furr High School At Herman Brown Park, Located At 400 Mercury Drive, Houston, Texas 77013

11. Authority To Negotiate, Execute, And Amend Electricity Supply Contracts Through The Texas Public Energy Alliance

- Resolution

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

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

14. Approval Of Proposed Revisions To Board Policy EHBAF(LOCAL), *Special Education: Video/Audio Monitoring*-Second Reading

- EHBAF(LOCAL), Second Reading

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

- FEC(LOCAL), Second Reading

16. Approval Of Proposed Revisions To Board Policy CQB(LOCAL), *Technology Resources: Cybersecurity-First Reading*
 - CQB(LOCAL), First Reading
17. Approval Of Proposed Revisions To Board Policy EIF(LOCAL), *Academic Achievement: Graduation-First Reading*
 - EIF(LOCAL), First Reading
18. Consideration And Approval Of Minutes From Previous Meetings

CLOSED SESSION

Personnel

- a) Deliberate the duties of the superintendent of schools, chief officers, deputy chief officers, executive directors, 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.
- d) Update and possible action in the matter of Nathan v. Alamo Heights Independent School District, in the Western District of Texas, San Antonio Division, Civil Action No. 5:25-cv-00756.
- e) Update and possible action in the matter of Houston Federation of Teachers v. Mike Miles, in the District Court of Harris County, Texas, 164 Judicial District, Cause No. 2025-53237.
- f) GSA Network et al., v. Mike Morath, Houston ISD et al., in the Southern District of Texas, Civil Action No. 4:25-CV-04090.

Real Estate

- a) Consideration and possible action to sell the surplus real property known as SB# 26-08-99, East Area Office, 2201 Telephone Road, Houston, Harris County, Texas 77023.
- b) Consideration and possible action to sell the surplus real property known as SB# 26-08-97, Fonwood Facility, 10719 Seneca Street, Houston, Harris County, Texas 77016.

District Safety, Emergency Management, And Security Audits

- a) Discussion of district safety concerns, including districtwide intruder detection audit report findings and HB3 compliance.

CLOSED SESSION AUTHORIZATION DURING MEETING

If during the course of the meeting covered by this notice the board should determine that a closed or executive meeting or session of the board should be held or is required, then such closed or executive meeting or session as authorized by Chapter 551 of the Texas Government Code (the Open Meetings Act) will be held by the board at the date, hour, and place given in this notice or as soon after the commencement of the meeting covered by this notice as the board may conveniently meet in such closed or executive session concerning any and all subjects and for any and all purposes permitted by Section 551.071 through Section 551.089 inclusive of said Open Meetings Act.

Should any final action, final decision, or final vote be required in the opinion of the board with regard to any matter considered in such closed or executive session, then such final action, final decision, or final vote shall be at either:

- a) the open meeting covered by this notice upon the reconvening of this public meeting, or
- b) a subsequent public meeting of the board upon notice thereof, as the board shall determine.

ADJOURN



4/9/2026

1.

Office of the Superintendent of Schools

Office of Academics

Acceptance Of Board Monitoring Update: Presentation Of Goals 3 And 4, Progress Measures 3.4, 3.5, 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 are a presentation and report regarding goals and goal progress measures (GPMs). The following measures have new data this month:

Goal 3: The percentage of students graduating Texas Success Initiative (TSI)-ready and with an industry-based certification (IBC) will increase from 11 percent for the 2021-2022 graduates to 26 percent for the 2026-2027 graduates.

GPM 3.4: The percentage of students in grades 4 through 8 who are meeting or exceeding expected growth on NWEA Measures of Academic Progress (MAP) in reading will reach 55 percent by May 2026.

GPM 3.5: The percentage of students in grades 4 through 8 who are meeting or exceeding expected growth on NWEA MAP in math will reach 55 percent by May 2026.

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.

GPM 4.1: The percentage of students in grades 4 through 8 with disabilities that have Met Expected Growth from beginning of year (BOY) to end of year (EOY) on NWEA MAP in reading will increase from 48 percent in June 2024 to 55 percent in June 2028.

GPM 4.2: The percentage students in grades 4 through 8 with disabilities that have Met Expected Growth from BOY to EOY on NWEA MAP in math will increase from 46 percent in June 2024 to 58 percent in June 2028.

2026 Progress Monitoring Report

Goal 3

GPMs 3.4 and 3.5

Goal 4

GPMs 4.1 and 4.2

April 2026 Board Meeting



Goal 3 Overview

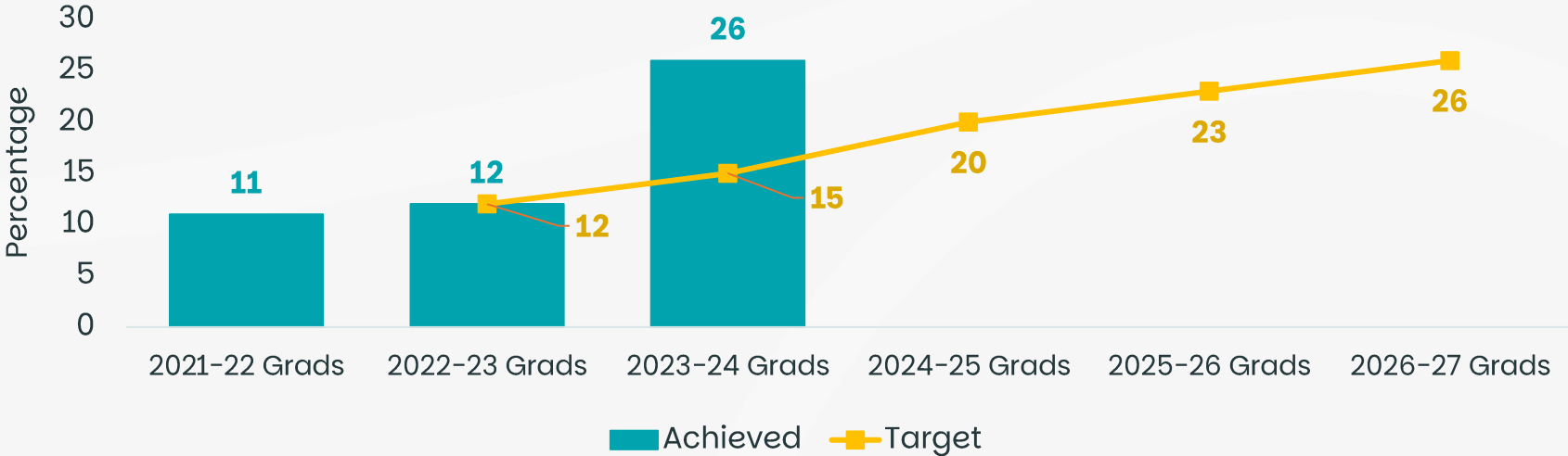
Goal #	Metric	Reference Slide
Goal 3	The percent students graduating TSI ready and with an industry-based certification (IBC) will increase from 11% for the 2021-2022 graduates to 26% for the 2026-2027 graduates.	3
GPM 3.4	The percentage of students in grades 4 through 8 who are meeting or exceeding expected growth in reading on NWEA MAP will reach 55% by May 2026.	4
GPM 3.5	The percentage of students in grades 4 through 8 who are meeting or exceeding expected growth in math on NWEA MAP will reach 55% by May 2026.	7

Note: GPMs 3.4 and 3.5 revised at November 2025 board meeting.

Goal 3: The percent students graduating TSI ready and with an industry-based certification (IBC) will increase from 11% for the 2021-2022 graduates to 26% for the 2026-2027 graduates.

23-24 Status	MET
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Figure 1: Percentage of HISD graduates who are TSI Ready with an IBC (Goal 1)



Key Takeaway

Houston ISD students met the 23-24 annual target, with 26% of 2023-2024 graduates TSI ready with an IBC.

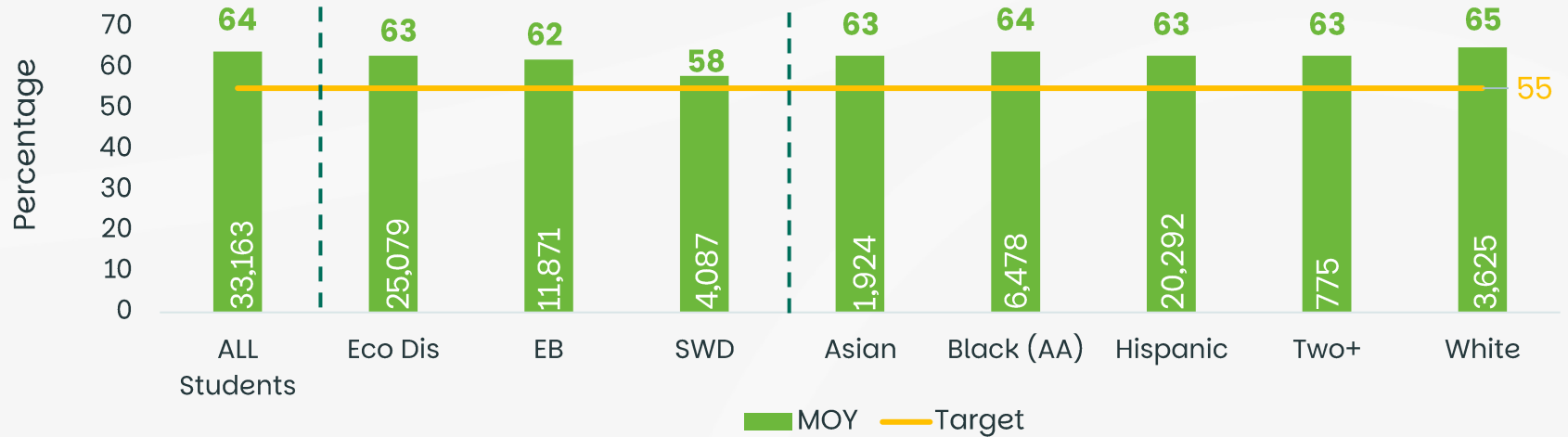
*Data Source: District CCMR Verifier

*Note: Goal 3 is reviewed annually and was most recently reviewed on September 11, 2025. CCMR and Graduation are lagging indicators, therefore Goal 3 involves 2023-24 graduates

GPM 3.4: The percentage of students in grades 4 through 8 who are meeting or exceeding expected growth in reading on NWEA MAP will reach 55% by May 2026.

Current Status	On Track
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Figure 2: Percentage of HISD 4th to 8th Grade Students who Met Expected Growth, Reading (English Only), by Program & Race/Ethnicity

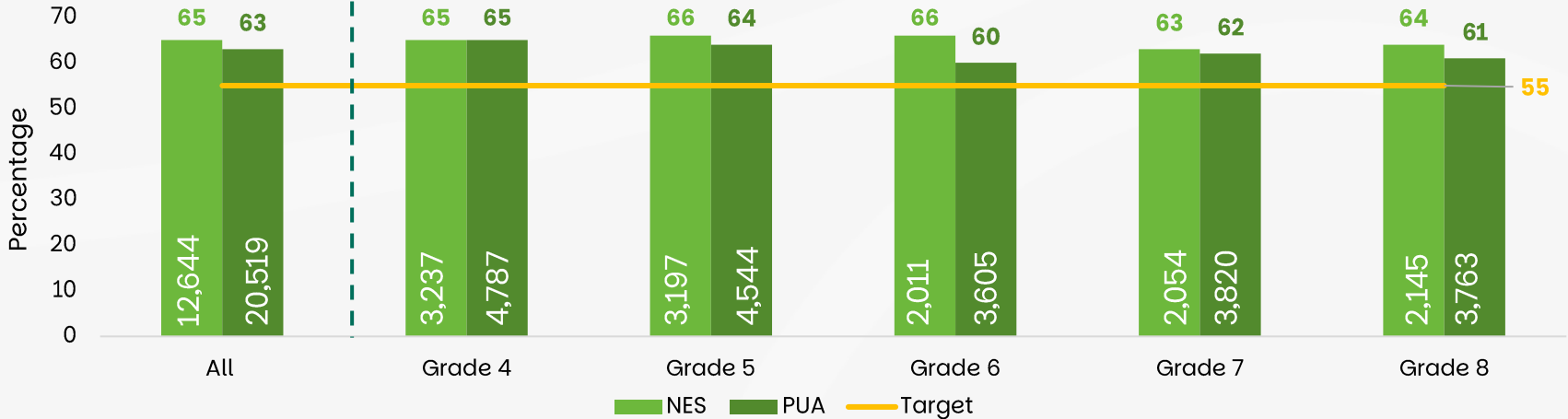


TOTAL COUNTS	ALL	Program			Race/Ethnicity				
4 th to 8 th Graders	ALL	Eco Dis	EB	SWD	Asian	Black (AA)	Hispanic	Two+	White
2025-26 MOY	52,103	39,575	19,085	6,998	3,033	10,077	32,104	1,236	5,540

GPM 3.4: The percentage of students in grades 4 through 8 who are meeting or exceeding expected growth in reading on NWEA MAP will reach 55% by May 2026.

Current Status	On Track
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Figure 3: Percentage of HISD 4th to 8th Grade Students who Met Expected Growth, Reading (English Only), by Grade Level and Program – NES & PUA

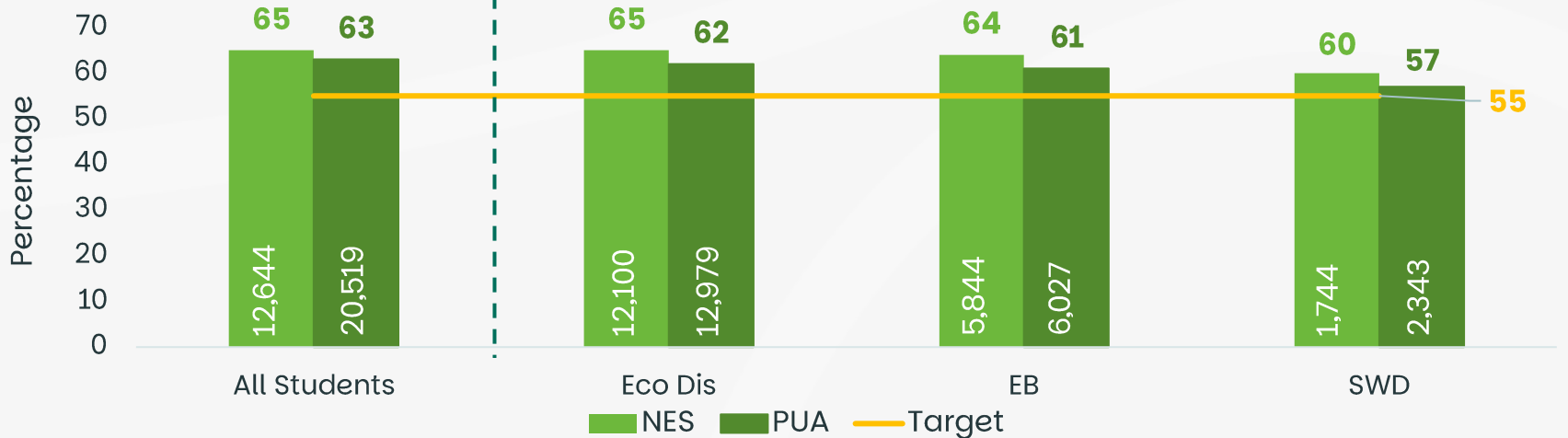


TOTAL COUNTS	ALL		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	NES	PUA	NES	PUA	NES	PUA	NES	PUA	NES	PUA	NES	PUA
2025-26 MOY	19,469	32,634	4,987	7,341	4,840	7,053	3,060	5,960	3,242	6,150	3,340	6,130

GPM 3.4: The percentage of students in grades 4 through 8 who are meeting or exceeding expected growth in reading on NWEA MAP will reach 55% by May 2026.

Current Status On Track

Figure 4: HISD 4th to 8th Grade Students who Met Expected Growth, Reading (English Only), by Program – NES & PUA

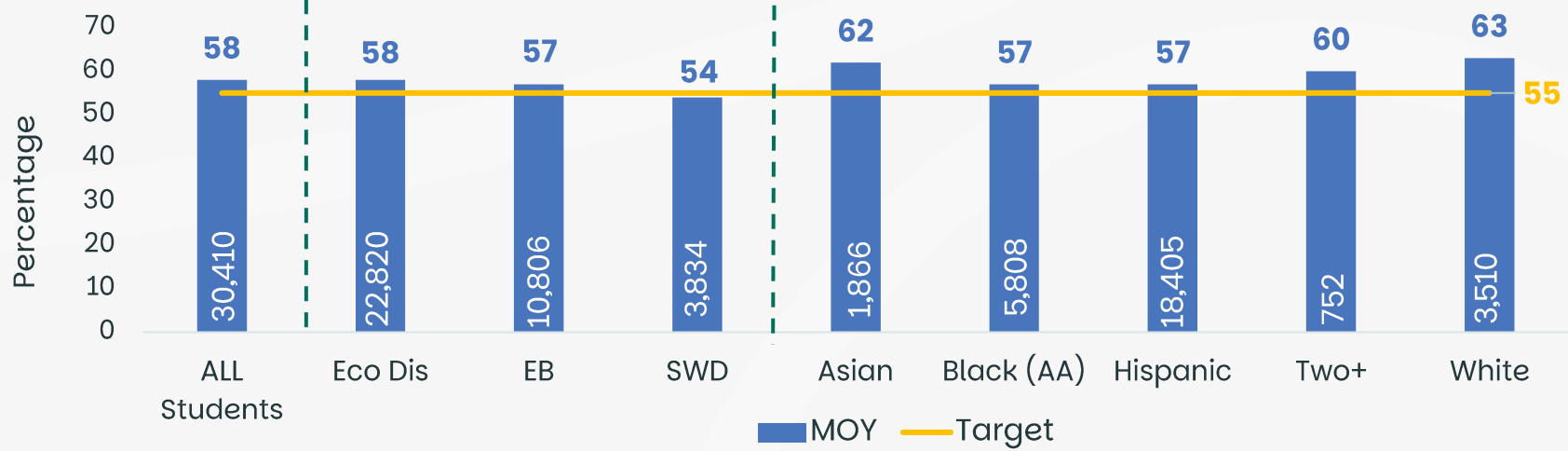


TOTAL COUNTS	All Students		Eco Dis		EB		SWD	
4 th to 8 th Graders	NES	PUA	NES	PUA	NES	PUA	NES	PUA
2025-26 MOY	19,469	32,634	18,657	20,918	9,200	9,885	2,910	4,088

GPM 3.5: The percentage of students in grades 4 through 8 who are meeting or exceeding expected growth in math on NWEA MAP will reach 55% by May 2026.

Current Status	On Track
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Figure 5: Percentage of HISD 4th to 8th Grade Students who Met Expected Growth, Math, by Program & Race/Ethnicity

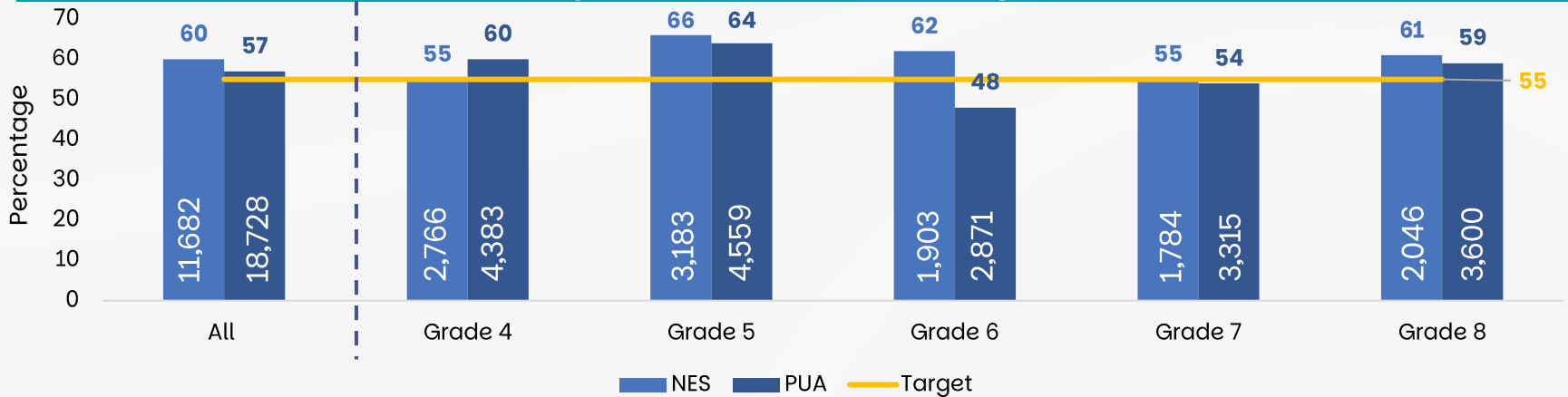


TOTAL COUNTS	ALL	Program			Race/Ethnicity				
4 th to 8 th Graders	ALL	Eco Dis	EB	SWD	Asian	Black (AA)	Hispanic	Two+	White
2025-26 MOY	52,199	39,673	19,104	7,041	3,032	10,113	32,135	1,246	5,559

GPM 3.5: The percentage of students in grades 4 through 8 who are meeting or exceeding expected growth in math on NWEA MAP will reach 55% by May 2026.

Current Status	On Track
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Figure 6: Percentage of HISD 4th to 8th Grade Students who Met Expected Growth, Math, by Grade Level and Program – NES & PUA

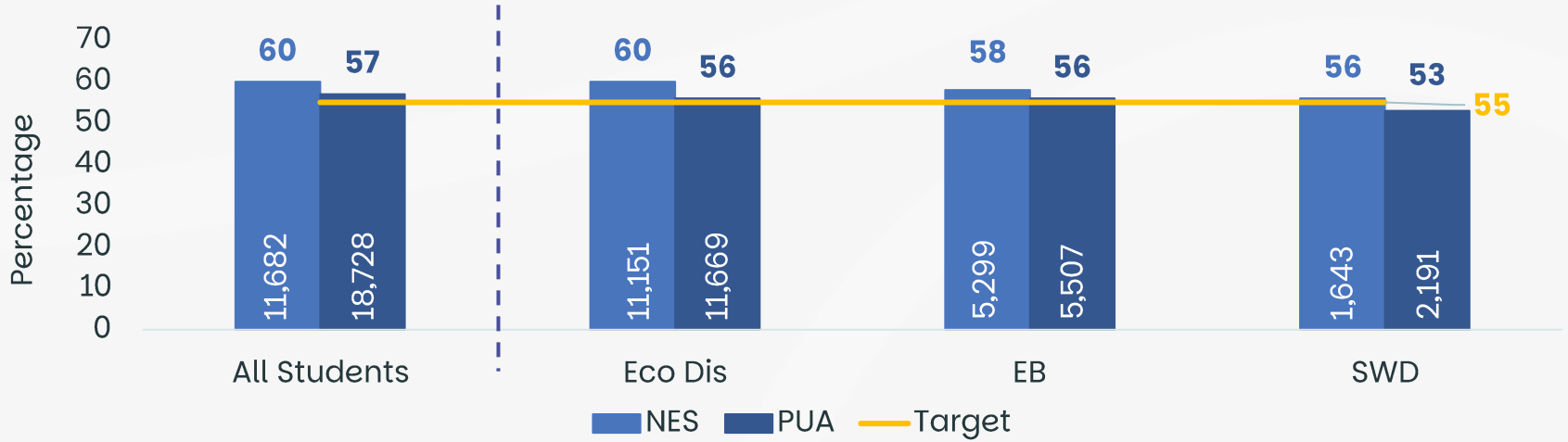


TOTAL COUNTS	ALL		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	NES	PUA	NES	PUA	NES	PUA	NES	PUA	NES	PUA	NES	PUA
2025-26 MOY	19,509	32,690	4,994	7,363	4,843	7,089	3,068	5,981	3,239	6,168	3,365	6,089

GPM 3.5: The percentage of students in grades 4 through 8 who are meeting or exceeding expected growth in math on NWEA MAP will reach 55% by May 2026.

Current Status	On Track
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Figure 7: Percentage of HISD 4th to 8th Grade Students who Met Expected Growth, Math, by Program – NES & PUA



TOTAL COUNTS	All Students		Eco Dis		EB		SWD	
4 th to 8 th Graders	NES	PUA	NES	PUA	NES	PUA	NES	PUA
2025-26 MOY	19,509	32,690	18,696	20,977	9,209	9,895	2,936	4,105

Goal Progress Measures 3.4 and 3.5 (4th–8th grade Reading and Math)

Previously Communicated Improvement Strategies:

- High Quality Instructional Materials
- Accelerated Middle School Math
- Adaptive Digital Resource Use
- Quality of Instruction
- NES + Focus25 + New Principal Supports

Improvement Strategy Next Steps:

RLA

- **Adding Foundational Literacy Intervention in Secondary:** Provide structured literacy support for secondary students who have not yet mastered foundational reading skills to improve access to grade-level texts
- **Adding Pre-teach:** Build student readiness for grade-level instruction by introducing key vocabulary and concepts in advance of core lessons

Math

- **Expand Accelerated Math:** Increase access to advanced coursework for all 6th and 7th graders by expanding accelerated pathways so more students are prepared for higher-level math in middle school

Both

- **Content-focused Teacher & Leader Training:** Strengthen instructional quality through unit-based professional learning focused on internalization, delivery, and monitoring of high-quality Tier 1 instruction
- **Special Education Co-teach:** Improve access to grade-level content for students with disabilities through strengthened co-teaching models and inclusive instructional practices

Goal 4 Overview

Goal #	Metric	Reference Slide
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.	12
GPM 4.1	The percentage of 4th–8th students with disabilities who have met expected growth from BOY to EOY on NWEA MAP in reading will increase from 48% in June 2024 to 55% in June 2028.	13
GPM 4.2	The percentage of 4th–8th students with disabilities who have met expected growth from BOY to EOY on NWEA MAP in math will increase from 46% in June 2024 to 58% in June 2028.	16

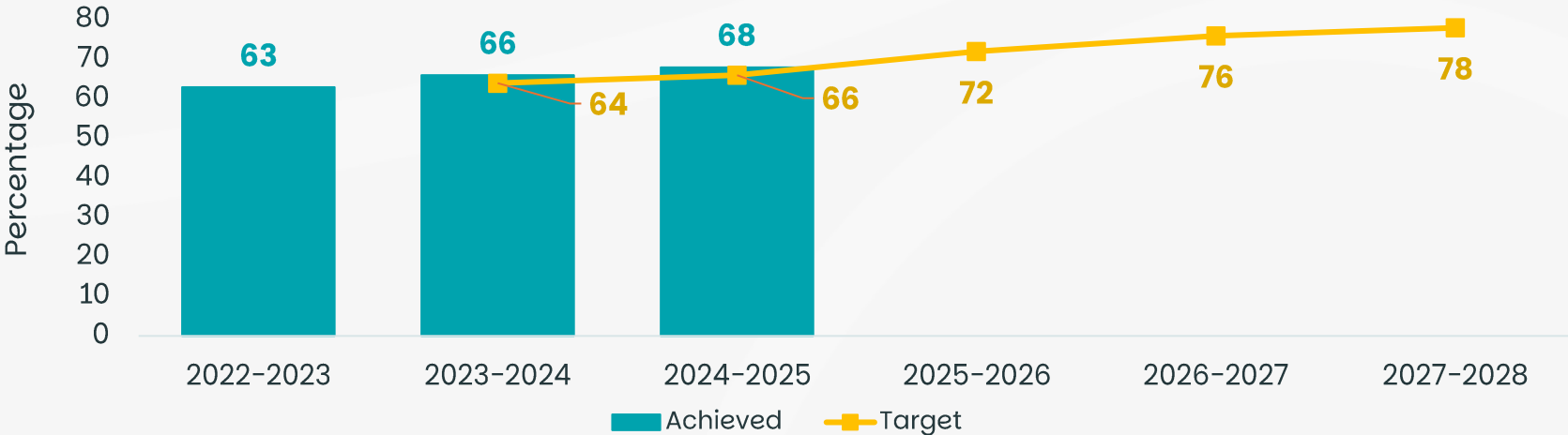
Note: Not all students with disabilities participate in NWEA MAP testing. Individual Education Plans (IEPs) guide decision making about test participation.

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.

**24-25
Status**

MET

Figure 8: Percentage of HISD 4th – 8th Grade Students Receiving Special Education Services who Achieved Growth



Key Takeaway

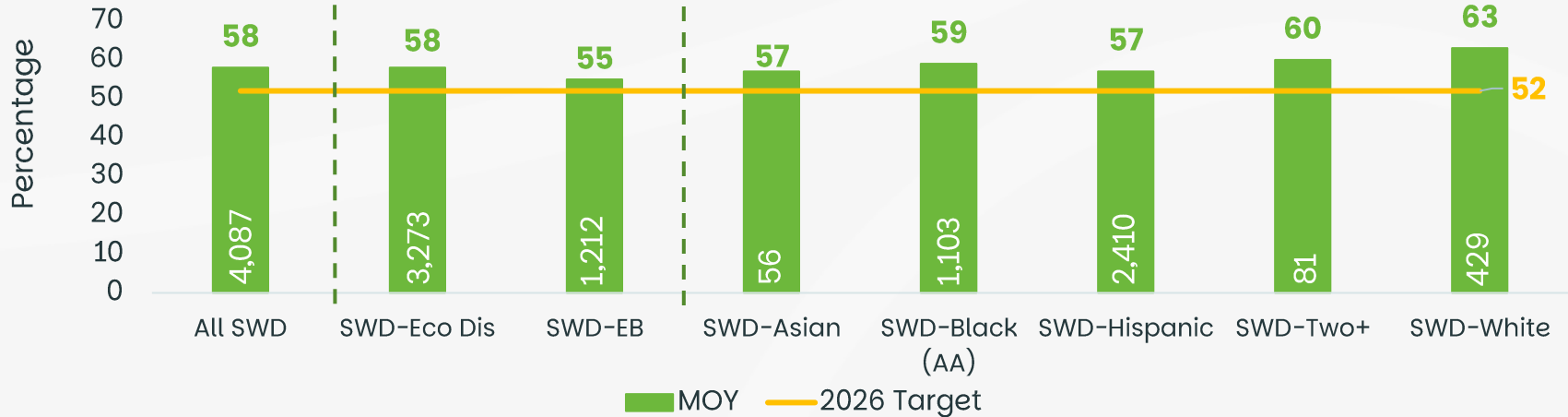
Houston ISD students met the 24-25 annual target, with 68% of 4th to 8th grade students receiving Special Education services achieving growth.

*Data Source: 2024-2025 STAAR 3-8 data files, including Alt2; PEIMS Fall Resubmission file.
*Note: Goal 4 is reviewed annually each September and was most recently reviewed on September 11, 2025.

GPM 4.1: The percentage of 4th–8th grade students with disabilities who have met expected growth from BOY to EOY on NWEA MAP in reading will increase from 48% in June 2024 to 55% in June 2028.

Current Status On Track

Figure 9: Percentage of HISD 4th to 8th Grade Students with Disabilities who Met Expected Growth, Reading (English only), by Program & Race/Ethnicity



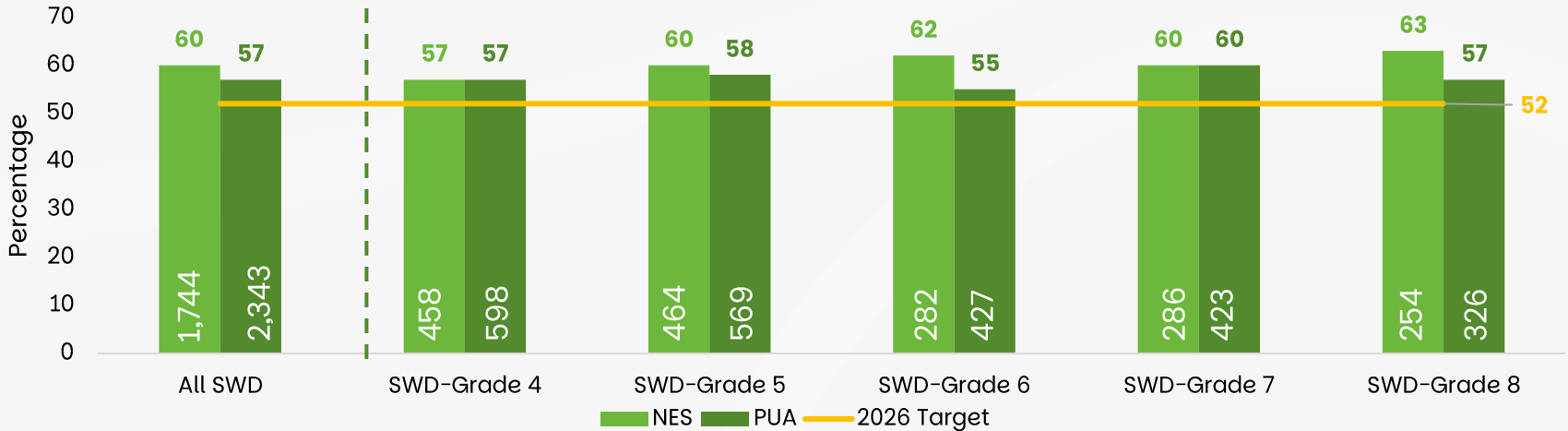
TOTAL COUNTS	All	Program			Race/Ethnicity			
	All SWD	SWD-Eco Dis	SWD-EB	SWD-Asian	SWD-Black (AA)	SWD-Hispanic	SWD-Two+	SWD-White
2025–26 MOY	6,998	5,657	2,193	98	1,856	4,216	134	682

Houston Independent School District **Notes:** Not all race/ethnicities presented, counts may not add to total group. Duplicated counts within program groups, given that some students belong to multiple programs. 13

GPM 4.1: The percentage of 4th–8th grade students with disabilities who have Met Expected Growth from BOY to EOY on NWEA MAP in Reading will increase from 48% in June 2024 to 55% in June 2028.

Current Status On Track

Figure 10: Percentage of HISD 4th to 8th Grade Students with Disabilities who Met Expected Growth, Reading (English only), by Grade Level and NES-PUA

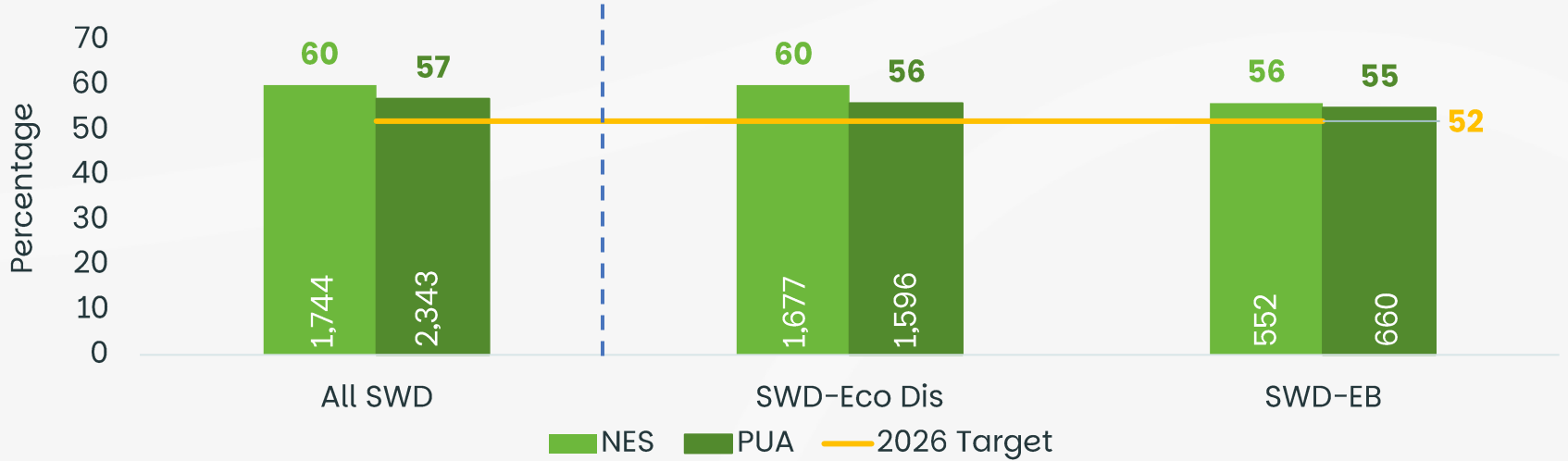


TOTAL COUNTS	ALL SWD		SWD-Grade 4		SWD-Grade 5		SWD-Grade 6		SWD-Grade 7		SWD-Grade 8	
	NES	PUA	NES	PUA	NES	PUA	NES	PUA	NES	PUA	NES	PUA
2025-26 MOY	2,910	4,088	806	1,046	774	985	454	774	474	709	402	574

GPM 4.1: The percentage of 4th–8th grade students with disabilities who have Met Expected Growth from BOY to EOY on NWEA MAP in Reading will increase from 48% in June 2024 to 55% in June 2028.

Current Status On Track

Figure 11: Percentage of HISD 4th to 8th Grade Students with Disabilities who Met Expected Growth, Reading (English only), by Program – NES & PUA

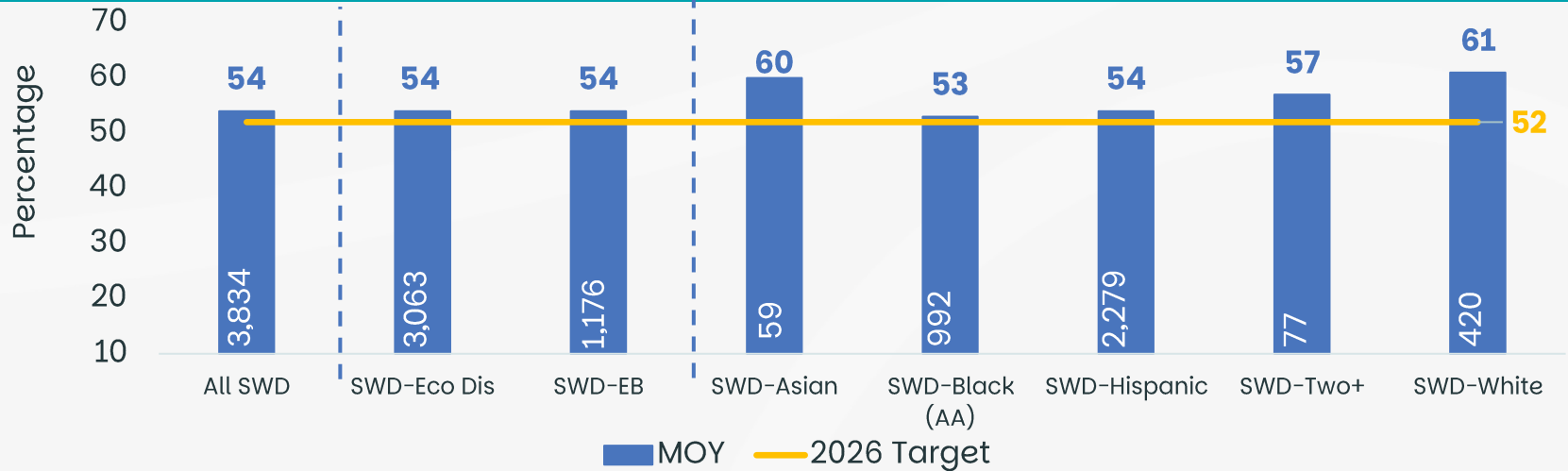


TOTAL COUNTS	All SWD		SWD-Eco Dis		SWD-EB	
	NES	PUA	NES	PUA	NES	PUA
2025–26 MOY	2,910	4,088	2,791	2,866	982	1,211

GPM 4.2: The percentage of 4th–8th grade students with disabilities who have met expected growth from BOY to EOY on NWEA MAP in math will increase from 46% in June 2024 to 58% in June 2028.

Current Status On Track

Figure 12: Percentage of HISD 4th to 8th Grade Students with Disabilities who Met Expected Growth, Math, by Program & Race/Ethnicity



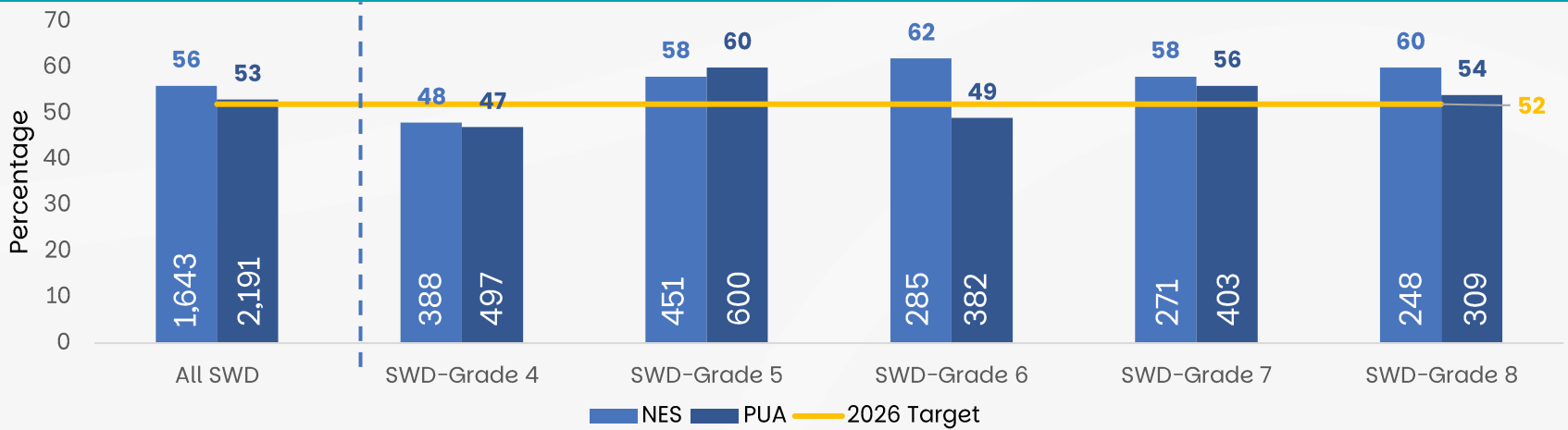
	ALL	Program		Race/Ethnicity				
	All SWD	SWD-Eco Dis	SWD-EB	SWD-Asian	SWD-Black (AA)	SWD-Hispanic	SWD-Two+	SWD-White
2025–26 MOY	7,041	5,699	2,191	98	1,878	4,230	134	691

Notes: Not all race/ethnicities presented, counts may not add to total group. Duplicated counts within program groups, given that some students belong to multiple programs. Data reflects math tests taken in both English and Spanish, as students only test in one language.

GPM 4.2: The percentage of 4th–8th grade students with disabilities who have met expected growth from BOY to EOY on NWEA MAP in math will increase from 48% in June 2024 to 55% in June 2028.

Current Status **On Track**

Figure 13: Percentage of HISD 4th to 8th Grade Students with Disabilities who Met Expected Growth, Math, by Grade Level and NES-PUA

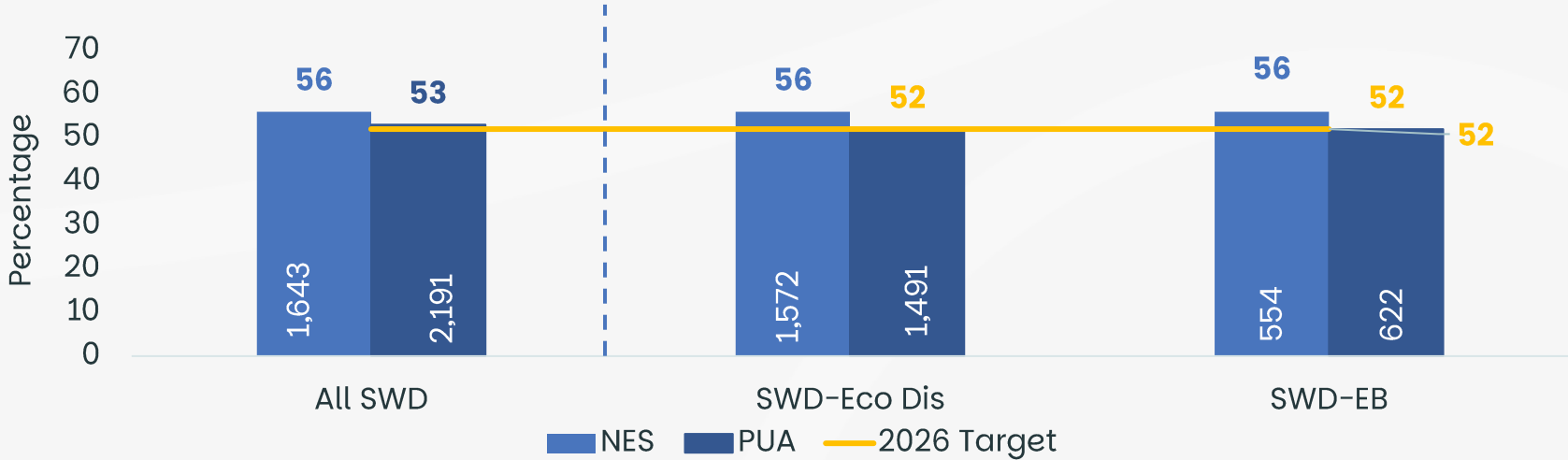


TOTAL COUNTS	SWD-ALL		SWD-Grade 4		SWD-Grade 5		SWD-Grade 6		SWD-Grade 7		SWD-Grade 8	
	NES	PUA	NES	PUA	NES	PUA	NES	PUA	NES	PUA	NES	PUA
2025–26 MOY	2,936	4,105	813	1,047	777	998	459	772	471	716	416	572

GPM 4.2: The percentage of 4th–8th grade students with disabilities who have met expected growth from BOY to EOY on NWEA MAP in math will increase from 46% in June 2024 to 58% in June 2028.

Current Status	On Track
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Figure 14: Percentage of HISD 4th to 8th Grade Students with Disabilities who Met Expected Growth, Math, by Program – NES & PUA



TOTAL COUNTS	All SWD		SWD-Eco Dis		SWD-EB	
	NES	PUA	NES	PUA	NES	PUA
2025-26 MOY	2,936	4,105	2,818	2,881	986	1,205

Notes: Duplicated counts within program groups, given that some students belong to multiple programs. Data reflects math tests taken in both English and Spanish, as students only test in one language.

Goal Progress Measures 4.1 and 4.2 (Grades 4–8 SWD Reading & Math):

Previously Communicated Improvement Strategies:

- Provide ongoing professional development on specially designed instruction (SDI) for teachers.
- Conduct classroom observations of special education teachers to enhance instructional quality and deliver actionable feedback.
- Evaluate progress monitoring data to track student advancement on IEP goals.
- Monitor MAP test scores over time to measure the effectiveness of interventions.
- Adjust strategies based on continuous data analysis and feedback.

Improvement Strategy Next Steps:

- **Pilot and expand co-teach in General Ed:** Increase access to grade-level instruction for students with disabilities through expanded co-teaching models in general education classrooms
- **Improve QoI in Self Contained:** Strengthen the quality and rigor of instruction in self-contained settings to better align with grade-level standards and student goals
- **Add resources for Self Contained:** Provide additional instructional materials and supports to improve curriculum access and instructional delivery in self-contained classrooms
- **Launch Pre-teach courses:** Build student readiness for grade-level content by introducing key concepts and vocabulary prior to core instruction
- **Improve quality of IEPs – Placement & Least Restrictive Environment (LRE):** Strengthen IEP development and review processes to ensure appropriate placement decisions and increased access to the least restrictive environment

Thank You



4/9/2026

2.

Office of the School Board

Acceptance Of Report From The Board Audit Committee Chair

Pursuant to Board Policy BDB(LOCAL), *Board Internal Organization: Board Committees*, the Houston Independent School District (HISD) Board Audit Committee chair presents to the board a report on the work and progress of the committee.

A copy of the chair's report is attached. Reports on specific audits have been presented to board members separately and will be published after review by board members and HISD Legal Services.

Audit Committee Report

March 16, 2026



At the March 16, 2026, Audit Committee meeting, committee members Ric Campo and Paula Mendoza were present, and Chairperson Janette Garza Lindner joined remotely. Non-voting citizen member Elizabeth Logan was also present. The committee met from 2:04 p.m.–3:28 p.m. and approved the minutes of the November 11, 2025, Audit Committee meeting.

- Representatives of the district’s outsourced internal audit firm, RSM US LLP, provided an update on follow-up testing of audit projects, stating as of March 16, 2026, there were a total of 47 observations, 24 of which were closed; 19 action plans were implemented, according to HISD management. Management has indicated that the action plans associated with these observations are ready for evaluation. Internal Audit has initiated follow-up procedures, and the associated action plans are currently under evaluation, in detailed testing, or pending sufficient time for a complete population of transactions to accrue before testing can be performed.
- RSM representatives presented their draft report on maintenance and repairs. The objective of RSM’s procedures was to evaluate the design and control structure, including adherence to policies, procedures, and relevant laws and regulations for the operating effectiveness of the district’s maintenance and repairs and work order processes. RSM performed detailed testing over a sample of 40 maintenance work orders. Committee member Ric Campo asked whether 40 was enough given that 66,000 work orders were in the scope of the audit. RSM representatives responded that they use a judgmental risk-based sampling approach in line with industry best practices for sampling, and 40 was an appropriate representation and highlighted key risk factors.
- The audit resulted in four observations: three high-risk and one of moderate risk. Issues included an inconsistent work order process that negatively impacted parts inventory tracking; untimely work order completions; gaps and data integrity issues in the maintenance work order system; and shortcomings caused by a decentralized system for tracking asset warranty information. RSM indicated that

HISD management is already working to address and adopt recommended improvements as part of the current Phase 1, and these will be carried into Phase 2 with the implementation of the Oracle database management system. Chief Technology Officer Kerri Holt indicated the transition from SAP to Oracle is scheduled to be completed July 1, 2026.

- RSM representatives presented their draft report on employee selection and onboarding. The objective of RSM's procedures was to evaluate the design and control structure, including adherence to policies, procedures, and relevant laws and regulations for the operating effectiveness of the district's employee selection and onboarding processes. RSM selected a sample of 51 hires, including 25 new hires, 25 rehires, and one Teacher Retirement System (TRS) hire.
- The audit resulted in five observations: two high-risk, two of moderate risk, and one low-risk. Issues included inconsistencies in rehire eligibility information review, evaluation, and documentation; ineffective controls for verifying payroll and salary verification; inconsistent documentation of job interviews; lack of segregation of talent coordinator duties; and the need to strengthen onboarding controls to ensure timely I-9 completion requirements. RSM indicated that HISD management is already working to address and adopt recommended improvements in Phase 1 to be continued in Phase 2, which will also involve exploring new system capabilities and enhancements.
- The committee held a confidential discussion of internal penetration testing results and a risk assessment plan.
- The minutes of the March 16, 2026, Audit Committee meeting will be reviewed for approval by the committee at its next meeting. Once approved, the minutes will be posted under Board & Governance/Board Audit Committee at <https://www.houstonisd.org/board-governance/board-audit-committee>.



4/9/2026

3.

Office of the Superintendent of Schools

Office of Finance and Operations

Purchasing Services Quarterly Report

Board Policy CH(LOCAL) requires that the superintendent and/or designee furnish a quarterly report to the board of all district solicitation purchase costs or aggregates between \$250,000 and \$1,000,000.

The report for the quarter ending March 31, 2026, for the fiscal year 2025-2026 is attached. There is no board action or vote required on this report.

Aggregated Purchase Order Expenditure Report - \$250,000 to \$1,000,000 Q3 (1/01/26 - 3/31/26)

FY	PROJECT NUMBER	PROJECT NAME	SUPPLIER NAME	Q3 SPEND	Q3 POS	CHIEF NAME
2026	25-11-07	Nursing Services	ASTROCARE VISITING HEALTH	\$ 896,070.62	16	Chief Academic Officer
2026	22-09-07	Title I, Private Nonprofit Schools and Neglected Facilities	CATAPULT LEARNING WEST, LLC	\$ 861,007.70	18	Chief Academic Officer
2026	25-08-14-04	Harris County Department of Education (HCDE)	HARRIS COUNTY DEPT OF EDUCATION	\$ 793,230.00	5	Chief of Organizational Effectiveness
2026	24-03-04-09	Educational Supplies, Equipment and Related Items	SCHOOL SPECIALTY, LLC	\$ 759,038.38	185	Chief Finance and Operations Officer
2026	23-08-12	Telehealth Services for Students	HAZEL HEALTH, INC	\$ 749,799.96	1	Chief Academic Officer
2026	24-11-12-01	Comprehensive HVAC Services, Equipment, and Supplies	CARRIER CORPORATION	\$ 734,802.66	18	Chief of Facilities, Maintenance & Operations
2026	21-05-02	Special Education Services - Speech Therapy - Independent Education Evaluations (IEE) & Evaluation Services	THE STEPPING STONES GROUP	\$ 666,727.63	13	Chief Academic Officer
2026	25-03-13-23	Comprehensive Heating, Ventilation, and Air Conditioning (HVAC) Services, Equipment, and Supplies	TYCO TECHNOLOGY GMBH	\$ 607,386.24	5	Chief of Facilities, Maintenance & Operations
2026	21-05-02	Special Education Services - Speech Therapy - Independent Education Evaluations (IEE) & Evaluation Services	NEW DIRECTION SOLUTIONS, LLC.	\$ 597,052.48	12	Chief Academic Officer
2026	23-06-16	Rental of Heating, Ventilation, and Air Conditioning (HVAC) and Boiler Equipment	CARRIER RENTAL SYSTEMS	\$ 572,657.63	79	Chief of Facilities, Maintenance & Operations
2026	21-06-04	Leadership, Teacher, and Staff Development	RICE UNIVERSITY SCHOOL MATH PROJECT	\$ 564,516.00	1	Chief Academic Officer
2026	24-02-05	IT Contractors	ISPHERE INNOVATION PARTNERS LLC	\$ 506,179.12	21	Chief Technology Officer
2026	26-12-17-01	Bus Wash Systems Maintenance and Repairs	N/S CORPORATION	\$ 502,896.21	4	Chief of Organizational Effectiveness
2026	25-08-07-01	Classroom and Teaching Aids, Supplies, and Equipment	BROOKS DUPLICATOR COMPANY, INC.	\$ 491,532.27	183	Chief Academic Officer
2026	21-10-14	Security Camera Systems Service, Maintenance, Repairs, and Installation	NETSYNC NETWORK SOLUTIONS, INC	\$ 476,519.50	9	Chief of Facilities, Maintenance & Operations
2026	25-03-13-23	Comprehensive Heating, Ventilation, and Air Conditioning (HVAC) Services, Equipment, and Supplies	JOHNSON CONTROLS (SERVICE ONLY)	\$ 475,438.04	18	Chief of Facilities, Maintenance & Operations
2026	21-05-02	Special Education Services - Speech Therapy - Independent Education Evaluations (IEE) & Evaluation Services	AMN ALLIED SERVICES, LLC	\$ 448,473.50	8	Chief Academic Officer
2026	25-03-15-42	Toner and Ink Cartridges	ENHANCED LASER PRODUCTS	\$ 438,959.44	176	Chief Technology Officer
2026	24-02-08	Workers' Compensation Third Party Administrator, Support Services, and 504 Networks	CANNON COCHRAN MANAGEMENT	\$ 418,535.07	2	Chief Finance and Operations Officer
2026	24-11-12-01	Comprehensive HVAC Services, Equipment, and Supplies	TEXAS AIR SYSTEMS LLC	\$ 413,146.56	12	Chief of Facilities, Maintenance & Operations
2026	24-09-02-23	Network Cabling Services (Non-E-Rate)	MCA COMMUNICATIONS, INC	\$ 411,766.34	35	Chief Technology Officer
2026	24-10-11	Database Tracking System for Student Non-Instructional Needs	PROUNITAS, INC	\$ 407,986.00	1	Chief Academic Officer
2026	25-10-04-09	Alternative Student Transportation	ALTERNATIVE LOGISTICS TECHNOLOGIES	\$ 400,116.30	4	Chief of Organizational Effectiveness
2026	23-06-04-04	Apple Products and Services	APPLE COMPUTER, INC.	\$ 390,461.00	51	Chief Technology Officer
2026	24-07-03-23	Recovery Replication Failover	CLOUD UNITY, LLC	\$ 381,180.12	1	Chief Technology Officer
2026	24-01-03	Districtwide Copier, Duplicator, and Printer Leases	RICOH USA, INC.	\$ 352,196.62	6	Chief Technology Officer
2026	24-01-12-23	Consulting & Other Related Services	MGT IMPACT SOLUTIONS LLC	\$ 350,000.00	1	Chief of Organizational Effectiveness
2026	22-07-19	Benefits Administration	EMPYREAN BENEFIT SOLUTIONS, INC	\$ 347,509.53	3	Chief Human Resources Officer
2026	21-06-02	Instructional Curriculum Materials, Supplies, and Digital Resources	LAKESHORE PARENT, LLC (PUNCH-OUT ON	\$ 341,672.41	242	Chief Academic Officer
2026	23-05-04	Board Certified Behavior Analyst (BCBA) and Behavior Therapist Services	NEW DIRECTION SOLUTIONS, LLC.	\$ 326,953.26	9	Chief Academic Officer
2026	26-08-04-48	Appraisal and Incentive Management (AIM) Platform	BATTELLE FOR KIDS	\$ 312,000.00	4	Chief Technology Officer
2026	25-03-01	Enrollment Consulting and Professional Services	GROUNDWORK DFW	\$ 299,970.00	1	Chief Academic Officer
2026	21-11-03	Elevators and Wheelchair Lifts Maintenance, Inspection, and Repairs	ELEVATOR TRANSPORTATION SERVICE	\$ 292,705.27	20	Chief of Facilities, Maintenance & Operations
2026	25-01-10-01	Athletic Supplies, Equipment, and Related Services	ASB SPORTS ACQUISITION INC	\$ 291,326.01	40	Chief of Facilities, Maintenance & Operations
2026	24-08-09-04	JOC Construction	JR THOMAS GROUP	\$ 286,954.07	1	Chief of Facilities, Maintenance & Operations
2026	25-09-06-01	Building Materials, Supplies, Equipment, and Services	GRAINGER	\$ 286,522.44	28	Chief of Facilities, Maintenance & Operations
2026	26-08-07	Teacher Pipeline Recruitment Services	TEACH FOR AMERICA, INC.	\$ 285,000.00	25	Chief of Schools
2026	23-12-05	Global Positioning System (GPS) Tracking Solution	SAMSARA INC.	\$ 259,170.00	2	Chief of Facilities, Maintenance & Operations
2026	25-11-07	Nursing Services	AMERGIS HEALTHCARE STAFFING, INC	\$ 258,973.65	5	Chief Academic Officer
2026	23-01-04	Storm Water Quality Management and Permit Services	TERRACON CONSULTANTS, INC.	\$ 257,765.43	21	Chief of Facilities, Maintenance & Operations
2026	25-01-05-54	Office Supplies and Related Items	STAPLES CONTRACT & COMMERCIAL, LLC.	\$ 255,281.45	177	Chief Finance and Operations Officer
2026	23-01-06-22	Application Portfolio Management Software Products and Services	SHI GOVERNMENT SOLUTIONS	\$ 254,318.04	9	Chief Technology Officer
2026	25-09-09-48	HISD Pilot: Master Scheduling Software	TIMELY SCHOOLS LLC	\$ 252,000.00	1	Chief Academic Officer
Total				\$ 19,275,796.95	1473	



4/9/2026

4.

Office of the Superintendent of Schools

Office of Finance and Operations

Investment Report

The Public Funds Investment Act (PFIA), Government Code Chapter 2256, requires board-designated investment officers to prepare and submit to the School Board, not less than quarterly, a written report of investment transactions for all funds covered by the PFIA for the preceding reporting period.

The board-approved *Cash Management and Investment Policy* further governs Houston Independent School District (HISD) investments. All investments purchased meet the three basic tenets included in policy: investment safety, investment liquidity, and investment yield. All investments are held to maturity. HISD does not invest on a speculative basis.

The attached investment report for the quarter ended March 31, 2026, meets the reporting requirements of the PFIA, Section 2256.023 - Internal Management Reports. The report has been reviewed and signed by the chief financial officer and treasurer, who are responsible for the day-to-day management of HISD's cash and investment positions.

Quarterly Investment Report

January 01, 2026 – March 31, 2026





HOUSTON INDEPENDENT SCHOOL DISTRICT

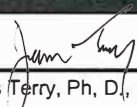
Quarterly Investment Report
January 1, 2026 - March 31, 2026

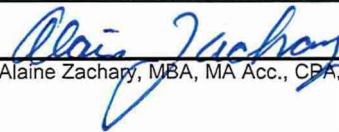
COMPLIANCE


This report was prepared by Houston Independent School District and complies with the District's approved Investment Policy and Strategy (see CDA).

US Treasury | 1 Month 3.74%
US Treasury | 1 Year 3.67%
US Treasury | 2 Year 3.71%
Fed Funds 3.64%

Fund Name	Q3 Investment Income	Face Amount/Shares	Market Value	Book Value	% of Portfolio-BV	YTM @ Cost	Days To Maturity
Activity Funds	438,932	27,459,171	27,459,171	27,459,171	1.58	3.80	1
Capital Projects	1,664,082	170,527,958	170,567,980	170,576,323	9.85	3.90	11
Child Nutrition	178,666	27,450,512	27,450,512	27,450,512	1.58	3.90	1
Debt Service	1,722,289	153,252,636	153,252,636	153,252,636	8.85	3.80	1
General Fund	10,840,051	1,355,530,806	1,354,027,366	1,353,875,109	78.14	3.89	283
Total / Average	14,844,021	1,734,221,083	1,732,757,665	1,732,613,751	100.00	3.88	223


James Terry, Ph. D., CPA, RTSBA - Chief Financial and Operations Officer
Date 04.06.26


Elaine Zachary, MBA, MA Acc., CPA, CTP- Treasurer
Date 4/6/26


Curtis Walker, CPA, MBA - Assistant Treasurer
Date 4/6/2026



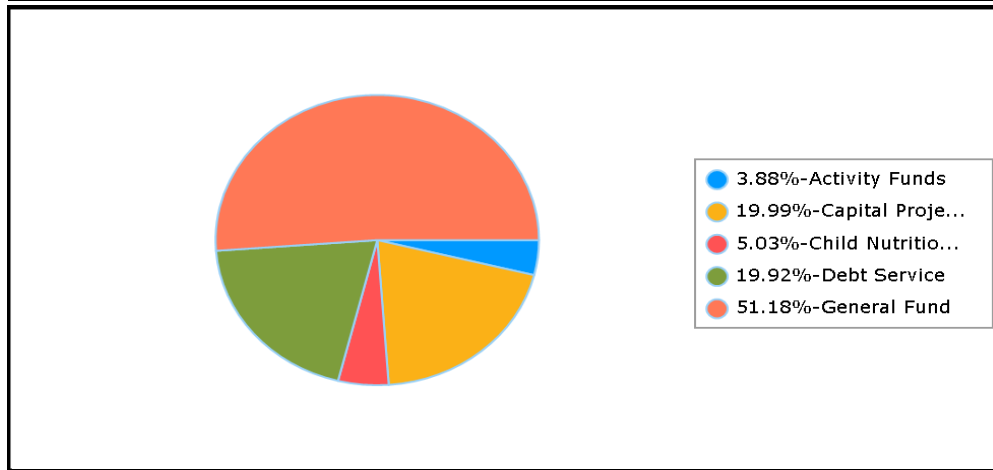
Houston Independent School District | TX Distribution by Main Fund - Market Value All Funds

Begin Date: 12/31/2025, End Date: 3/31/2026

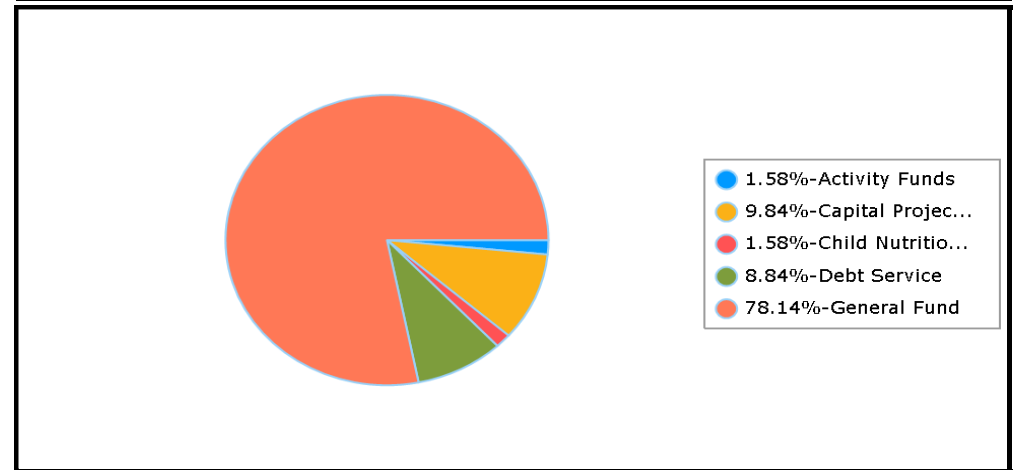
Main Fund Allocation

Main Fund	Market Value 12/31/2025	% of Portfolio-MV 12/31/2025	Market Value 3/31/2026	% of Portfolio-MV 3/31/2026
Activity Funds	32,740,024	3.88	27,459,171	1.58
Capital Projects	168,834,343	19.99	170,567,980	9.84
Child Nutrition	42,523,054	5.03	27,450,512	1.58
Debt Service	168,269,338	19.92	153,252,636	8.84
General Fund	432,233,121	51.18	1,354,027,366	78.14
Total / Average	844,599,881	100.00	1,732,757,665	100.00

Portfolio Holdings as of 12/31/2025



Portfolio Holdings as of 3/31/2026





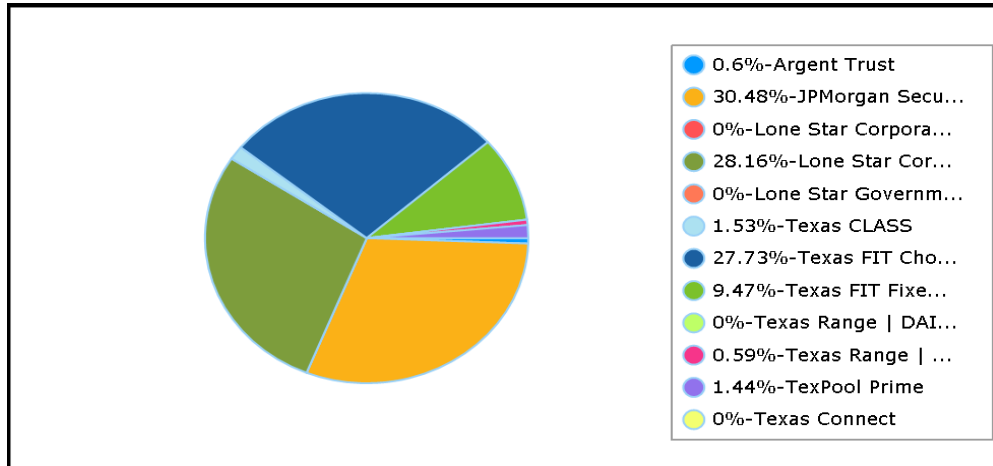
Houston Independent School District | TX Distribution by Asset Category - Market Value All Funds

Begin Date: 12/31/2025, End Date: 3/31/2026

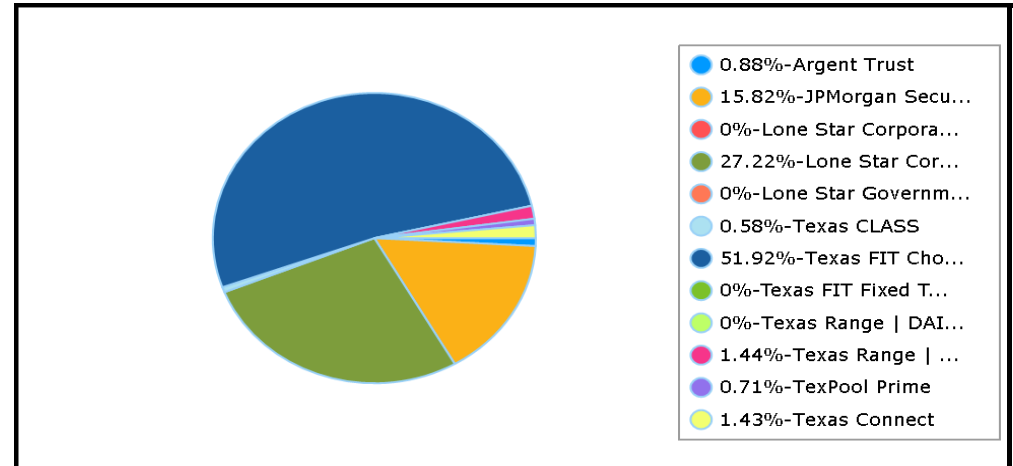
Asset Category Allocation

Asset Category	Market Value 12/31/2025	% of Portfolio-MV 12/31/2025	Market Value 3/31/2026	% of Portfolio-MV 3/31/2026
Argent Trust	5,035,950	0.60	15,168,077	0.88
JPMorgan Securities Custodian	257,398,707	30.48	274,191,650	15.82
Lone Star Corporate Plus	237,855,150	28.16	471,693,173	27.22
Texas CLASS	12,920,198	1.53	10,108,756	0.58
Texas FIT Choice Pool	234,220,654	27.73	899,610,369	51.92
Texas FIT Fixed Trust Pool	80,000,000	9.47	0	0.00
Texas Range DAILY	1,216	0.00	3,334	0.00
Texas Range TERM	5,000,000	0.59	25,000,000	1.44
TexPool Prime	12,168,002	1.44	12,283,231	0.71
Texas Connect	0	0.00	24,699,076	1.43
Total / Average	844,599,881	100.00	1,732,757,665	100.00

Portfolio Holdings as of 12/31/2025



Portfolio Holdings as of 3/31/2026



Asset Category | Financial Institution
% of Portfolio-MV



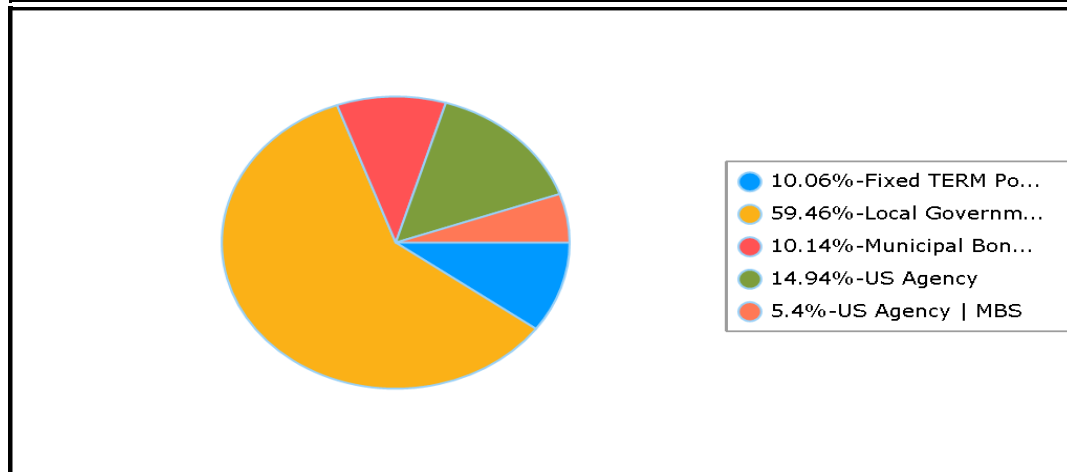
Houston Independent School District | TX Distribution by Asset Class - Market Value All Funds

Begin Date: 12/31/2025, End Date: 3/31/2026

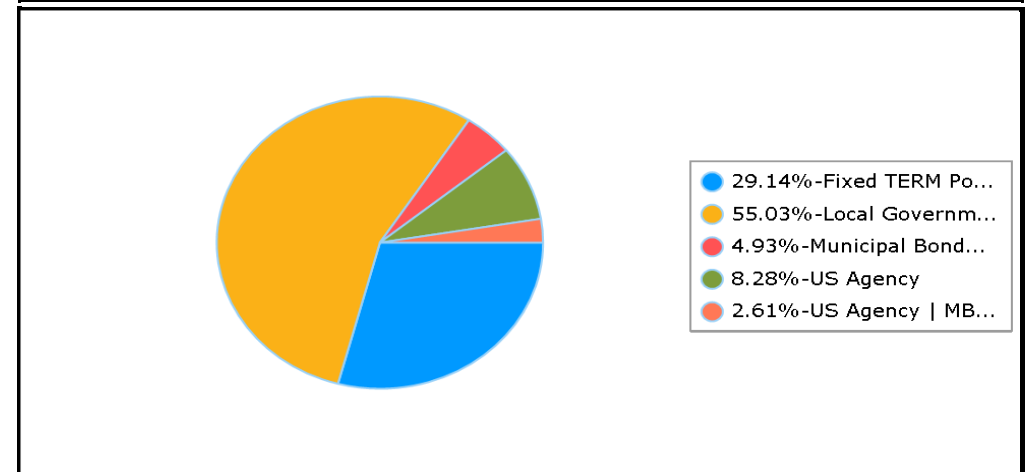
Asset Class Allocation

Asset Class	Market Value	% of Portfolio-MV	Market Value	% of Portfolio-MV
	12/31/2025	12/31/2025	3/31/2026	3/31/2026
Fixed TERM Pool	85,000,000	10.06	505,000,000	29.14
Local Government Investment Pools	502,201,174	59.46	953,566,015	55.03
Municipal Bonds	85,620,570	10.14	85,490,908	4.93
US Agency	126,155,328	14.94	143,390,505	8.28
US Agency MBS	45,622,808	5.40	45,310,236	2.61
Total / Average	844,599,881	100.00	1,732,757,665	100.00

Portfolio Holdings as of 12/31/2025



Portfolio Holdings as of 3/31/2026



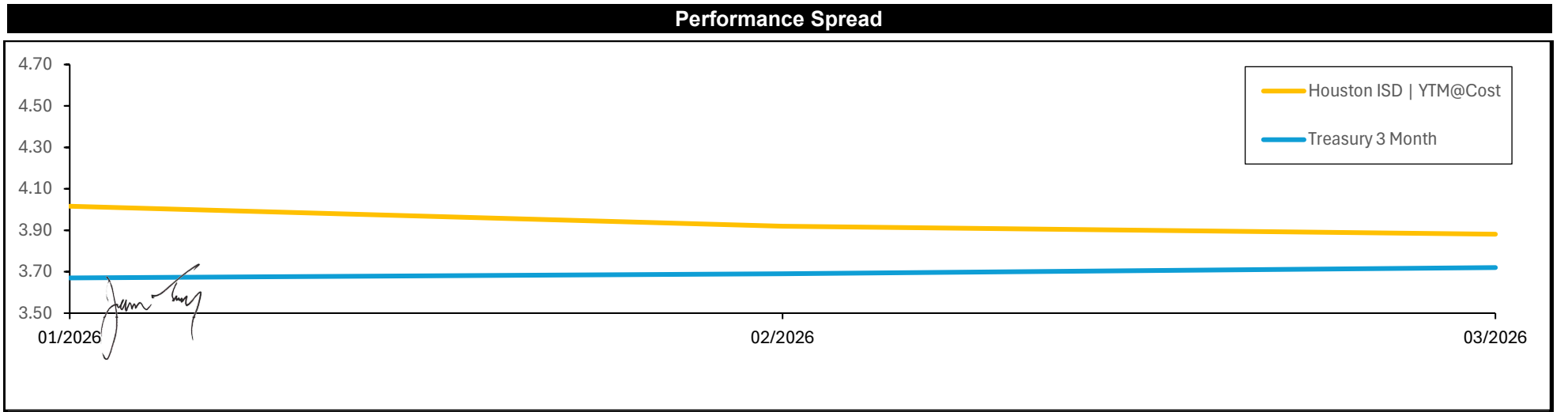
Asset Class | Investment Policy Compliance
% of Portfolio-MV



Houston Independent School District | TX Performance Spread Houston ISD YTM @ Cost vs. Treasury 3 Month

Begin Date: 1/31/2026
End Date: 3/31/2026

Performance Spread			
Date	Houston ISD YTM@Cost	Treasury 3 Month	Spread
01/31/26	4.02	3.67	0.35
02/28/26	3.92	3.69	0.23
03/31/26	3.88	3.72	0.16





Houston Independent School District | TX Portfolio Holdings by Main Fund All Funds

Description CUSIP	Face Amount / Shares	Maturity Date YTM @ Cost	Cost Value Book Value	Market Price YTM @ Market	Market Value Accrued Interest	Call/Maturity Maturity
Activity Funds						
Lone Star Activity TA2 LGIP LS-TA2-CP7547	5,781,625	4/1/2026 3.80	5,781,625 5,781,625	100.00 3.80	\$ 5,781,625	1 0
Lone Star Activity TA3 LGIP LS-TA3-CP7984	9,292,708	4/1/2026 3.80	9,292,708 9,292,708	100.00 3.80	\$ 9,292,708	1 0
Lone Star Activity TO3 LGIP LS-TO3-CP8008	89,016	4/1/2026 3.80	89,016 89,016	100.00 3.80	\$ 89,016	1 0
Lone Star Trust & Agency TO4 + Scholarship LS-T04-CP8016	742,124	4/1/2026 3.80	742,124 742,124	100.00 3.80	\$ 742,124	1 0
Lone Star Trust & Agency TO4 959 Jackson LG LS-959-CP8016	37,064	4/1/2026 3.80	37,064 37,064	100.00 3.80	\$ 37,064	1 0
TexPool Print Shop PS1 LGIP TXPOOL-PS1-P011	5,683,036	4/1/2026 3.80	5,683,036 5,683,036	100.00 3.80	\$ 5,683,036	1 0
TexPool Trust & Agency T05 LGIP TXPOOL-T05-P013	5,833,600	4/1/2026 3.80	5,833,600 5,833,600	100.00 3.80	\$ 5,833,600	1 0
Sub Total Activity Funds	27,459,171	3.80	27,459,171	3.80	\$ 27,459,171	1 0
Capital Projects						
ALABAMA ST PUBLIC SCH & CLG AUTH 4.6 5/1/2026 0106084B0	20,785,000	5/1/2026 4.05	20,860,034 20,794,150	100.04 4.03	\$ 20,793,522 398,379	31 0.08
Lone Star 697 - Capital Projects Fund MM LS-697-CP7869	3,521,917	4/1/2026 3.80	3,521,917 3,521,917	100.00 3.80	\$ 3,521,917	1 0
Lone Star 699 - Capital Projects Fund MM LS-699-P2025MTN	46,153,418	4/1/2026 3.80	46,153,418 46,153,418	100.00 3.80	\$ 46,153,418	1 0
Lone Star Capital Projects CP1 LGIP LS-698-CP7703	545,980	4/1/2026 3.80	545,980 545,980	100.00 3.80	\$ 545,980	1 0

Description CUSIP	Face Amount / Shares	Maturity Date YTM @ Cost	Cost Value Book Value	Market Price YTM @ Market	Market Value Accrued Interest	Call/Maturity Maturity
Lone Star Capital Projects CP1 LGIP LS-CP1-CP7703	10,542,310	4/1/2026 3.80	10,542,310	100.00 3.80	\$ 10,542,310	1 0
Texas FIT Pool Capital Projects 2018 CP1 LGIP TXFIT-CP1-159	33,467,361	4/1/2026 3.91	33,467,361	100.00 3.91	\$ 33,467,361	1 0
Texas FIT Pool MTN 2025A LGIP TXFIT-MTN-276	46,135,922	4/1/2026 3.91	46,135,922	100.00 3.91	\$ 46,135,922	1 0
TexPool Capital Projects CP1 LGIP TXPOOL-CP1-P041	376,050	4/1/2026 3.80	376,050	100.00 3.80	\$ 376,050	1 0
VIRGINIA ST PUB BLDG AUTH PUB FACS REV REV BDS 201 928172WF8	9,000,000	8/1/2026 4.15	9,109,800 9,039,214	100.35 4.39	\$ 9,031,500 82,500	123 0.33
Sub Total Capital Projects	170,527,958	3.90	170,712,792 170,576,323	3.91	\$ 170,567,980 480,879	11 0.03
Child Nutrition						
Lone Star Food Service FD1 LGIP LS-FD1-CP7885	2,338,626	4/1/2026 3.80	2,338,626	100.00 3.80	\$ 2,338,626	1 0
Lone Star Food Service FD2 CAVE LGIP LS-CAVE-CP7893	235,277	4/1/2026 3.80	235,277	100.00 3.80	\$ 235,277	1 0
Texas FIT Pool Food Service FD1 LGIP TXFIT-FD1-124	24,847,070	4/1/2026 3.91	24,847,070	100.00 3.91	\$ 24,847,070	1 0
TexPool Food Service FD1 LGIP TXPOOL-FD1-P006	29,538	4/1/2026 3.80	29,538	100.00 3.80	\$ 29,538	1 0
Sub Total Child Nutrition	27,450,512	3.90	27,450,512	3.90	\$ 27,450,512	1 0
Debt Service						
Lone Star Debt Service DS1 LGIP LS-DS1-CP7844	153,175,685	4/1/2026 3.80	153,175,685	100.00 3.80	\$ 153,175,685	1 0
Texas CLASS Debt Service LGIP TXCLASS-DS1-002	54	4/1/2026 3.78	54	100.00 3.78	\$ 54	1 0
Texas FIT POOL Debt Service LGIP TXFIT-DS1-123	76,898	4/1/2026 3.91	76,898	100.00 3.91	\$ 76,898	1 0
Sub Total Debt Service	153,252,636	3.80	153,252,636	3.80	\$ 153,252,636	1 0

Description CUSIP	Face Amount / Shares	Maturity Date YTM @ Cost	Cost Value Book Value	Market Price YTM @ Market	Market Value Accrued Interest	Call/Maturity Maturity
General Fund						
Alabama Public Schools 5.15 9/1/2027 0106085M5	10,650,000	9/1/2027 4.61	10,785,788 10,725,438	101.60 \$ 3.98 \$	10,819,868 45,706	519 1.38
Argent Trust General GF1 LGIP ARGENT-GF1	15,168,077	4/1/2026 3.90	15,168,077 15,168,077	100.00 \$ 3.90	15,168,077	1 0
FAMC 3.8 11/26/2029-27 31424W3A8	10,000,000	11/26/2027 3.80	10,000,000 10,000,000	99.17 \$ 4.05 \$	9,916,950 131,944	605 3.4
FAMC 3.82 5/17/2029-27 31424W2Z4	10,000,000	5/17/2027 3.82	10,000,000 10,000,000	99.44 \$ 4.01 \$	9,944,110 142,189	412 2.94
FFCB 4.21 10/2/2030-26 3133ETB63	15,000,000	4/2/2026 4.21	15,000,000 15,000,000	99.40 \$ 4.36 \$	14,909,760 313,996	2 4.06
FFCB 4.82 2/19/2030-27 3133ER4F5	15,000,000	2/19/2027 4.82	15,000,000 15,000,000	100.40 \$ 4.71 \$	15,059,772 84,350	325 3.57
FHLB 4.02 12/11/2031-27 3130B9DE7-1	10,000,000	2/11/2027 4.02	10,000,000 10,000,000	99.17 \$ 4.18 \$	9,917,450 55,833	317 5.11
FHLB 4.02 2/11/2031-27 3130B9DE7-2	10,000,000	2/11/2027 4.02	10,000,000 10,000,000	99.17 \$ 4.21 \$	9,917,450 55,833	317 4.44
Florida SBA 1.705 7/1/2027 341271AE4	10,125,000	7/1/2027 4.76	9,204,233 9,770,556	97.26 \$ 3.98 \$	9,847,069 43,158	457 1.24
FNMA 3.55 12/10/2026-25 3135GAWA5	15,000,000	4/10/2026 4.06	14,845,500 14,949,777	99.80 \$ 3.85 \$	14,969,924 252,938	10 0.68
FNMA 4 2/13/2030-26 3136GCKL8	10,000,000	8/13/2026 4.00	10,000,000 10,000,000	99.27 \$ 4.21 \$	9,927,076 53,333	135 3.6
FNMA 4.02 1/7/2031-27 3136GCFW0	4,000,000	1/7/2027 4.02	4,000,000 4,000,000	99.46 \$ 4.15 \$	3,978,276 34,395	282 4.35
FNMA 4.11 2/19/2031-26 3136GCKW4	10,000,000	11/19/2026 4.11	10,000,000 10,000,000	99.19 \$ 4.30 \$	9,918,898 47,950	233 4.45
FNMA 4.125 1/23/2031-26 3136GCGV1	10,000,000	7/23/2026 4.13	10,000,000 10,000,000	99.23 \$ 4.30 \$	9,923,047 77,917	114 4.38
FNMA 4.335 3/12/2030-27 3136GAD48	25,000,000	3/12/2027 4.34	25,000,000 25,000,000	100.03 \$ 4.33 \$	25,007,793 57,198	346 3.66
FNMA MBS 3.1 6/1/2029		6/1/2029	28,936,028	96.70 \$	29,463,505	1158

Description CUSIP	Face Amount / Shares	Maturity Date YTM @ Cost	Cost Value Book Value	Market Price YTM @ Market	Market Value Accrued Interest	Call/Maturity Maturity
3140LGDL3	30,469,000	4.26	29,456,347	4.26	\$ 78,712	3.17
FNMA MBS 4.56 11/1/2029 3140NWQX6	10,548,845	11/1/2029 4.53	10,578,514 10,570,550	101.05 4.53	\$ 10,659,818 40,086	1311 3.59
FNMA MBS 4.95 7/1/2029 3140NVM79	5,077,222	7/1/2029 4.70	5,135,928 5,118,934	102.16 4.70	\$ 5,186,914 20,944	1188 3.25
Lone Star General GF1 LGIP LS-GF1-CP7869	222,844,960	4/1/2026 3.80	222,844,960 222,844,960	100.00 3.80	\$ 222,844,960	1 0
Lone Star Health Insurance IS1 LGIP LS-IS1-CP7927	2,292,540	4/1/2026 3.80	2,292,540 2,292,540	100.00 3.80	\$ 2,292,540	1 0
Lone Star Medicaid MD1 LGIP LS-MD1-CP7851	3,142,742	4/1/2026 3.80	3,142,742 3,142,742	100.00 3.80	\$ 3,142,742	1 0
Lone Star Special Revenue SR1 LGIP LS-SR1-CP7968	722,234	4/1/2026 3.80	722,234 722,234	100.00 3.80	\$ 722,234	1 0
Lone Star Stadium IS3 LGIP LS-IS3-CP7687	7,415,748	4/1/2026 3.80	7,415,748 7,415,748	100.00 3.80	\$ 7,415,748	1 0
Lone Star Workers Compensation IS2 LGIP LS-IS2-CP7935	2,819,200	4/1/2026 3.80	2,819,200 2,819,200	100.00 3.80	\$ 2,819,200	1 0
San Antonio ISD 4.006 8/15/2028-21 796269VA3	35,000,000	8/15/2026 4.50	34,405,000 34,622,769	100.00 4.01	\$ 34,998,950 179,157	137 2.28
Texas CLASS General GF1 LGIP TXCLASS-GF1-001	7,867,630	4/1/2026 3.78	7,867,630 7,867,630	100.00 3.78	\$ 7,867,630	1 0
Texas CLASS Medicaid Enterprise LGIP TXCLASS-MD1-004	2,241,072	4/1/2026 3.78	2,241,072 2,241,072	100.00 3.78	\$ 2,241,072	1 0
Texas FIT Pool General GF1 LGIP TXFIT-GF1-122	315,083,118	4/1/2026 3.91	315,083,118 315,083,118	100.00 3.91	\$ 315,083,118	1 0
Texas FIT TERM General GF1 3.61 12/28/2026 TXFTERM122826	30,000,000	12/28/2026 3.61	30,000,000 30,000,000	100.00 3.61	\$ 30,000,000 86,047	272 0.75
Texas FIT TERM General GF1 3.67 11/6/2026		11/6/2026	30,000,000	100.00	\$ 30,000,000	220

Description CUSIP	Face Amount / Shares	Maturity Date YTM @ Cost	Cost Value Book Value	Market Price YTM @ Market	Market Value Accrued Interest	Call/Maturity Maturity
TXFTERM110626	30,000,000	3.67	30,000,000	3.67	\$ 87,477	0.6
Texas FIT TERM General GF1 3.67 12/1/2026		12/1/2026	30,000,000	100.00	\$ 30,000,000	245
TXFTERM120126	30,000,000	3.67	30,000,000	3.67	\$ 87,477	0.67
Texas FIT TERM General GF1 3.68 10/7/2026		10/7/2026	30,000,000	100.00	\$ 30,000,000	190
TXFTERM100726	30,000,000	3.68	30,000,000	3.68	\$ 87,715	0.52
Texas FIT TERM General GF1 3.68 9/21/2026		9/21/2026	30,000,000	100.00	\$ 30,000,000	174
TXFTERM092126	30,000,000	3.68	30,000,000	3.68	\$ 87,715	0.48
Texas FIT TERM General GF1 3.69 10/30/2026		10/30/2026	30,000,000	100.00	\$ 30,000,000	213
TXFTERM103026	30,000,000	3.69	30,000,000	3.69	\$ 87,953	0.58
Texas FIT TERM General GF1 3.7 10/5/2026		10/5/2026	30,000,000	100.00	\$ 30,000,000	188
TXFTERM100526	30,000,000	3.70	30,000,000	3.70	\$ 88,192	0.52
Texas FIT TERM General GF1 3.73 7/13/2026		7/13/2026	30,000,000	100.00	\$ 30,000,000	104
TXFTERM071326	30,000,000	3.73	30,000,000	3.73	\$ 88,907	0.28
Texas FIT TERM General GF1 3.73 8/7/2026		8/7/2026	30,000,000	100.00	\$ 30,000,000	129
TXFTERM080726	30,000,000	3.73	30,000,000	3.73	\$ 88,907	0.35
Texas FIT TERM General GF1 3.75 6/15/2026		6/15/2026	30,000,000	100.00	\$ 30,000,000	76
TXFTERM061526	30,000,000	3.75	30,000,000	3.75	\$ 89,384	0.21
Texas FIT TERM General GF1 3.75 7/24/2026		7/24/2026	30,000,000	100.00	\$ 30,000,000	115
TXFTERM072426	30,000,000	3.75	30,000,000	3.75	\$ 89,384	0.32
Texas FIT TERM General GF1 3.76 6/29/2026		6/29/2026	30,000,000	100.00	\$ 30,000,000	90
TXFTERM062926	30,000,000	3.76	30,000,000	3.76	\$ 89,622	0.25
Texas FIT TERM General GF1 3.77 6/1/2026		6/1/2026	30,000,000	100.00	\$ 30,000,000	62
TXFTERM060126	30,000,000	3.77	30,000,000	3.77	\$ 89,860	0.17
Texas FIT TERM General GF1 3.78 9/2/2026		9/2/2026	30,000,000	100.00	\$ 30,000,000	155

Description CUSIP	Face Amount / Shares	Maturity Date YTM @ Cost	Cost Value Book Value	Market Price YTM @ Market	Market Value Accrued Interest	Call/Maturity Maturity
Texas FIT TERM General GF1 3.78 3/2/2026 TXFTERM090226	30,000,000	3.78	30,000,000	3.78	\$ 90,099	0.42
Texas FIT TERM General GF1 3.79 11/24/2026 TXFTERM112426	30,000,000	3.79	30,000,000	3.79	\$ 90,337	0.65
Texas FIT TERM General GF1 3.81 8/17/2026 TXFTERM081726	30,000,000	3.81	30,000,000	3.81	\$ 90,814	0.38
Texas Range General GF1 LGIP TXRANGE-GF1	3,334	3.79	3,334	3.79	\$ 3,334	0
Texas Range TERM General GF1 3.71 11/17/2026 TXRTERM111726	20,000,000	3.71	20,000,000	3.71	\$ 79,282	0.63
Texas Range TERM General GF1 3.96 5/4/2026 TXRTERM050426	5,000,000	3.96	5,000,000	3.96	\$ 79,742	0.09
TexPool General GF1 LGIP TXPOOL-GF1-P009	9,901	3.80	9,901	3.80	\$ 9,901	0
TexPool Internal Service IS3 LGIP TXPOOL-IS3-P028	351,106	3.80	351,106	3.80	\$ 351,106	0
TX CONNECT GENERAL FUND LGIP TXCONNECT-GF1	24,699,076	3.80	24,699,076	3.80	\$ 24,699,076	0
Sub Total General Fund	1,355,530,806	3.89	1,352,551,728	3.87	\$ 1,354,027,366	139
TOTAL PORTFOLIO	1,734,221,083	3.88	1,731,426,839	3.87	\$ 1,732,757,665	110
			1,732,613,751	3.87	\$ 3,775,430	0.58



4/9/2026

5.

Office of the Superintendent of Schools

Office of Finance and Operations

Budget To Actual Report

The quarterly budget to actual report for the quarter ending March 31, 2026, for fiscal year 2025-2026 contains comparisons of budget to current financial data for the General Fund, Child Nutrition Fund, and Debt Service Fund.

This is an informational report for the School Board reporting the progress of actual revenues and expenditures for the current year as of March 31, 2026, vs. the same period in 2025. It also contains the percentage of revenues and expenditures recognized in the same period. There is no board action or vote required for this report.

General Fund | Financial Report

For the Period Ending March 31st

	Fiscal Year 2025-2026			Fiscal Year 2024-2025		
	Amended Budget as of February 12, 2026	Actual as of March 31, 2026	YTD % of Budget	Final Budget as of June 30, 2025	Actual as of June 30, 2025	YTD % of PY Actual
REVENUES						
Local sources	\$1,654,861,362	\$1,510,332,384	91.27%	\$1,618,582,218	\$1,642,666,068	101.49%
State sources	\$398,325,695	\$358,080,326	89.90%	\$262,890,713	\$272,139,946	103.52%
Federal sources	\$21,660,000	\$11,408,115	52.67%	\$25,131,818	\$25,580,042	101.78%
TOTAL REVENUE	\$2,074,847,058	\$1,879,820,825	90.60%	\$1,906,604,750	\$1,940,386,056	101.77%
EXPENDITURES FUNCTIONS						
11 Instruction	\$1,227,574,689	\$828,594,797	67.50%	\$1,202,028,014	\$1,261,908,377	104.98%
12 Instructional Media	\$5,785,058	\$3,476,109	60.09%	\$7,533,634	\$6,952,956	92.29%
13 Curriculum & Personnel Development	\$13,717,283	\$7,920,680	57.74%	\$16,558,653	\$14,265,492	86.15%
21 Instructional Leadership	\$71,963,554	\$52,156,137	72.48%	\$67,230,988	\$68,430,832	101.78%
23 School Leadership	\$219,050,066	\$150,504,232	68.71%	\$221,800,900	\$234,320,097	105.64%
31 Guidance & Counseling	\$56,585,069	\$43,524,873	76.92%	\$66,092,313	\$67,564,581	102.23%
32 Social Work Services	\$2,285,355	\$1,464,586	64.09%	\$6,869,543	\$8,418,802	122.55%
33 Health Services	\$23,257,744	\$16,363,973	70.36%	\$24,638,108	\$26,031,897	105.66%
34 Pupil Transportation	\$43,336,368	\$36,610,180	84.48%	\$53,482,293	\$52,179,127	97.56%
35 Food Services	\$140,517	\$146,786	104.46%	\$131,632	\$118,309	89.88%
36 Extracurricular Activities	\$23,734,834	\$19,423,185	81.83%	\$27,223,366	\$25,759,045	94.62%
41 General Administration	\$54,904,807	\$40,008,847	72.87%	\$51,651,348	\$51,233,688	99.19%
51 Plant Maintenance & Operations	\$190,550,216	\$126,927,919	66.61%	\$217,948,329	\$215,104,150	98.70%
52 Security & Monitoring Services	\$33,393,427	\$24,360,580	72.95%	\$30,157,939	\$30,520,778	101.20%
53 Data Processing Services	\$44,798,974	\$26,549,442	59.26%	\$49,356,090	\$44,249,043	89.65%
61 Community Service	\$7,088,134	\$4,033,420	56.90%	\$7,812,291	\$5,148,816	65.91%
71 Debt Service	\$120,000	\$0	0.00%	\$7,030,350	\$10,163,192	144.56%
81 Facilities Acq. & Construction	\$5,015,819	\$222,709	4.44%	\$1,268,646	\$872,408	68.77%
91 Contracted Instructional Services Between Public Schoc	\$0	\$0		\$44,468,370	\$56,900,029	127.96%
95 Payments to JJAEP Programs	\$792,000	\$0	0.00%	\$692,000	\$583,200	84.28%
97 Payments to Tax Increment Fund	\$55,730,381	\$0	0.00%	\$56,066,884	\$56,066,884	100.00%
99 Other Intergovernmental Charges	\$19,913,644	\$11,327,230	56.88%	\$16,190,000	\$14,172,784	87.54%
TOTAL EXPENDITURES	\$2,099,737,938	\$1,393,615,685	66.37%	\$2,176,231,690	\$2,250,964,487	103.43%
SURPLUS / (DEFICIT)	(\$24,890,880)	\$486,205,140		(\$269,626,941)	(\$310,578,431)	
OTHER FINANCING SOURCES / (USES)						
Transfers-in	\$3,000,000	\$0		\$24,700,000	\$24,398,408	
Issuance of leases and SBITAs	\$0	\$0		\$0	\$3,257,037	
Insurance Proceeds	\$0	\$0		\$0	\$0	
Sale of Property	\$2,000,000	\$0		\$14,000,000	\$30,000	
Prior period property value audit	\$46,000,000	\$0				
Transfers-out	(\$22,230,927)	\$0		(\$16,405,274)	(\$16,215,400)	
TOTAL OTHER FINANCING SOURCES / (USES)	\$28,769,073	\$0		\$22,294,726	\$11,470,045	
Net change in Fund Balances	\$3,878,193	\$486,205,140		(\$247,332,215)	(\$299,108,386)	
Beginning Fund Balance	\$748,088,314			\$1,047,196,700	\$1,047,196,700	
Projected Ending Fund Balance	\$751,966,507			\$799,864,485	\$748,088,314	

Debt Service Fund | Financial Report

For the Period Ending March 31st

	Fiscal Year 2025-2026			Fiscal Year 2024-2025		
	Adopted Budget as of July 1, 2025	Actual as of March 31, 2026	YTD % of Budget	Final Budget as of June 30, 2025	Actual as of June 30, 2025	YTD % of PY Actual
REVENUES						
Local sources	\$374,083,733	\$351,610,429	93.99%	\$371,396,035	\$369,742,666	99.55%
State sources	\$15,665,576	\$15,522,966	99.09%	\$17,168,780	\$16,441,842	95.77%
TOTAL REVENUE	\$389,749,309	\$367,133,395	94.20%	\$388,564,815	\$386,184,508	99.39%
EXPENDITURES FUNCTIONS						
71 Debt Service	\$397,003,334	\$385,636,483	97.14%	\$377,890,940	\$383,955,271	101.60%
TOTAL EXPENDITURES	\$397,003,334	\$385,636,483	97.14%	\$377,890,940	\$383,955,271	101.60%
SURPLUS / (DEFICIT)	(\$7,254,025)	(\$18,503,088)		\$10,673,875	\$2,229,237	
OTHER FINANCING SOURCES / (USES)						
Other Financing Sources	\$20,643,677			\$482,824,280	\$482,636,154	
Other Financing Uses	\$0			(\$448,915,666)	(\$452,294,020)	
TOTAL OTHER FINANCING SOURCES / (USES)	\$20,643,677			\$33,908,614	\$30,342,134	
Net change in Fund Balances	\$13,389,652			\$44,582,489	\$32,571,371	
Beginning Fund Balance	\$156,388,194			\$123,816,823	\$123,816,823	
Projected Ending Fund Balance	\$169,777,846			\$168,399,312	\$156,388,194	

Child Nutrition Fund | Financial Report

For the Period Ending March 31st

	Fiscal Year 2025-2026			Fiscal Year 2024-2025		
	Adopted Budget as of July 1, 2025	Actual as of March 31, 2026	YTD % of Budget	Final Budget as of June 30, 2025	Actual as of June 30, 2025	YTD % of PY Actual
REVENUES						
Local sources	9,966,373	5,220,641	52.38%	8,739,835	8,737,030	99.97%
State sources	491,957	0	0.00%	458,239	491,957	107.36%
Federal sources	136,992,532	85,945,701	62.74%	133,280,661	121,578,682	91.22%
TOTAL REVENUE	\$147,450,862	\$91,166,341	61.83%	\$142,478,735	\$130,807,669	91.81%
EXPENDITURES FUNCTIONS						
35 Food Services	134,844,512	103,320,722	76.62%	149,632,418	133,391,746	89.15%
41 General Administration	427,672	458,142	107.12%	655,308	736,744	112.43%
51 Plant Maintenance & Operations	10,147,005	3,047,304	30.03%	2,443,723	4,208,338	172.21%
53 Data Processing Services	-	1		-	-	
71 Debt Service	-	1		-	593,767	
TOTAL EXPENDITURES	\$145,419,189	\$106,826,169	73.46%	\$152,731,449	\$138,930,595	90.96%
Net change in Fund Balances	\$2,031,673	(\$15,659,828)		(\$10,252,714)	(\$8,122,926)	
Beginning Fund Balance	\$55,763,008			\$63,885,934	\$63,885,934	
Projected Ending Fund Balance	\$57,794,681			\$53,633,220	\$55,763,008	

General Fund Major Object

For the Period Ending March 31st

	Fiscal Year 2025-2026			Fiscal Year 2024-2025		
	Amended Budget as of February 12, 2026	Actual as of March 31, 2026	YTD % of Budget	Final Budget as of June 30, 2025	Actual as of June 30, 2025	YTD % of PY Actual
REVENUES						
5700 Local sources	\$1,654,861,362	\$1,510,332,384	91.27%	\$1,618,582,218	\$1,642,666,068	101.49%
5800 State sources	\$398,325,695	\$358,080,326	89.90%	\$262,890,713	\$272,139,946	103.52%
5900 Federal sources	\$21,660,000	\$11,408,115	52.67%	\$25,131,818	\$25,580,042	101.78%
TOTAL REVENUE	\$2,074,847,058	\$1,879,820,825	90.60%	\$1,906,604,750	\$1,940,386,056	101.77%
EXPENDITURES FUNCTIONS						
6100 Personnel Costs	\$1,641,370,360	\$777,578,122	47.37%	\$1,642,960,093	\$1,741,687,484	106.01%
6200 Professional & Contracted Services	\$275,616,301	\$113,049,859	41.02%	\$325,082,276	\$337,343,926	103.77%
6300 Supplies & Materials	\$55,286,691	\$16,068,515	29.06%	\$54,134,971	\$39,299,980	72.60%
6400 Other Operating Costs	\$108,841,811	\$14,844,767	13.64%	\$111,892,098	\$90,440,441	80.83%
6500 Debt Service	\$145,004	\$25,004	17.24%	\$4,050,350	\$10,163,192	250.92%
6600 Capital Costs	\$18,477,772	\$6,818,575	36.90%	\$38,111,902	\$32,029,464	84.04%
TOTAL EXPENDITURES	\$2,099,737,939	\$928,384,842	44.21%	\$2,176,231,690	\$2,250,964,487	103.43%
SURPLUS / (DEFICIT)	(\$24,890,881)	\$951,435,983		(\$269,626,941)	(\$310,578,431)	
OTHER FINANCING SOURCES / (USES)						
7900 Other Financing Sources	\$51,000,000			\$38,700,000		
8900 Other Financing Uses	(\$22,230,927)			(\$16,405,274)		
TOTAL OTHER FINANCING SOURCES / (USES)	\$28,769,073			\$22,294,726		
Net change in Fund Balances	\$3,878,193			(\$247,332,215)		
Beginning Fund Balance	\$748,088,314			\$1,047,196,700		
Projected Ending Fund Balance	\$751,966,507			\$799,864,485		

Debt Service Major Object

For the Period Ending March 31st

	Fiscal Year 2025-2026			Fiscal Year 2024-2025		
	Adopted Budget as of July 1, 2025	Actual as of March 31, 2026	YTD % of Budget	Final Budget as of June 30, 2024	Actual as of June 30, 2025	YTD % of PY Actual
REVENUES						
5700 Local sources	\$374,083,733	\$351,610,429	93.99%	\$371,396,035	\$369,742,666	99.55%
5800 State sources	\$15,665,576	\$15,522,966	99.09%	\$17,168,780	\$16,441,842	95.77%
TOTAL REVENUE	\$389,749,309	\$367,133,395	94.20%	\$388,564,815	\$386,184,508	99.39%
EXPENDITURES FUNCTIONS						
6500 Debt Service	397,003,334	385,636,483	97.14%	377,890,940	383,955,271	101.60%
TOTAL EXPENDITURES	\$397,003,334	\$385,636,483	97.14%	\$377,890,940	\$383,955,271	101.60%
SURPLUS / (DEFICIT)	(\$7,254,025)	(\$18,503,088)		\$10,673,875	\$2,229,237	
OTHER FINANCING SOURCES / (USES)						
7900 Other Financing Sources	\$20,643,677			\$482,824,280		
8900 Other Financing Uses	\$0			(\$448,915,666)		
TOTAL OTHER FINANCING SOURCES / (USES)	\$20,643,677			\$33,908,614		
Net change in Fund Balances	\$13,389,652			\$44,582,489		
Beginning Fund Balance	\$156,388,194			\$123,816,823		
Projected Ending Fund Balance	\$169,777,846			\$168,399,312		

Child Nutrition Major Object

For the Period Ending March 31st

		Fiscal Year 2025-2026			Fiscal Year 2024-2025		
		Adopted Budget as of July 1, 2025	Actual as of March 31, 2026	YTD % of Budget	Final Budget as of June 30, 2025	Actual as of June 30, 2025	YTD % of PY Actual
REVENUES							
5700	Local sources	9,966,373	5,220,641	52.38%	8,739,835	8,737,030	99.97%
5800	State sources	491,957	0	0.00%	458,239	491,957	107.36%
5900	Federal sources	136,992,532	85,945,701	62.74%	133,280,661	121,578,682	91.22%
	TOTAL REVENUE	\$147,450,862	\$91,166,341	61.83%	\$142,478,735	\$130,807,669	91.81%
EXPENDITURES FUNCTIONS							
6100	Personnel Costs	52,529,154	38,309,524	72.93%	48,081,964	52,504,986	109.20%
6200	Professional & Contracted Services	7,562,294	4,530,064	59.90%	9,275,747	6,466,311	69.71%
6300	Supplies & Materials	73,957,982	54,447,548	73.62%	82,738,723	76,733,671	92.74%
6400	Other Operating Costs	10,482,834	7,438,310	70.96%	10,145,436	1,813,081	17.87%
6600	Capital Costs	886,925	2,100,723	236.85%	2,489,579	1,412,546	56.74%
	TOTAL EXPENDITURES	\$145,419,189	\$106,826,169	73.46%	\$152,731,449	\$138,930,595	90.96%
	Net change in Fund Balances	\$2,031,673	(\$15,659,828)		(\$10,252,714)	(\$8,122,926)	
	Beginning Fund Balance	\$55,763,008			\$63,885,934		
	Projected Ending Fund Balance	\$57,794,681			\$53,633,220		



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

4/9/2026

6.

Office of the School Board

Review And Approval Of The Board's Quarterly Self-Evaluation

The School Board is asked to review and approve its self-evaluation for the January-March 2026 quarter. A copy of the Lone Star Governance Quarterly Self-Evaluation 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 reviews and approves the quarterly self-evaluation for January-March 2026, effective April 10, 2026.

Lone Star Governance Progress Tracker

2025-2026

Quarter 3: January-March, 2026

Why Board Self-Evaluation Matters

The Board exists to represent the community's vision and values in its promise to improve student outcomes—the sole reason for a school system's existence. Lone Star Governance is a framework designed to drive the board's ability to function most effectively and deliver on its promise to improve student outcomes.

Self-evaluation is the process of calibration and recalibration that allows the board to align and realign its behaviors with those most effective in creating the context for improving student outcomes. These behaviors are often not intuitive; therefore, it can be easy for board members to fall back to the behaviors that are more intuitive, which, more often than not, are more appropriate in the realm of project management and work that belongs to the Superintendent. The Board assessing itself with the LSG instrument in a consistent fashion (quarterly) assists the board in shifting and maintaining its focus on governance vs. management.

Aligning Saying with Doing

In collaboration with a Lone Star Governance Coach, the board has adopted an implementation timeline to identify the scope and sequence that will be deployed as its members implement the LSG framework. This is what the board says they intend to do. Along the process of implementing the framework, it should be expected that conditions may change, and the work plan must be adapted to align with reality. The quarterly progress tracker is a tool for the board to assess how well its intention of becoming most effective is aligned with the reality of how it is actually governing.

Self-evaluation is a continuous improvement exercise and is not about laying blame and pointing fingers. It serves as a reminder for the board to match its doings with its sayings. A board that says it wants to be student outcomes-focused will need to employ behaviors that create the conditions for systemwide focus on improving student outcomes. As the board continues to improve, the board's growth and accomplishments are cause for celebration. In the times when the board's intentions become misaligned with its reality, it is proper to identify this fact and adapt the plan as necessary.

Previous Quarters

Quarter 1 Reporting (July - September 2025)

- Vision and Goals 1- 12/15 points
- Vision and Goals 2- 12/15 points
- Vision and Goals 3- 9/10 points
- Vision and Goals 4- 4/5 points
- Progress and Accountability 1- 15/15 points
 - Quarterly Total Time: 87%
- Progress and Accountability 2- 4/5 points
- Systems and Processes- 4/15 point

Quarter 2 Reporting (October - December 2025)

- Vision and Goals 1- 12/15 points
- Vision and Goals 2- 12/15 points
- Vision and Goals 3- 9/10 points
- Vision and Goals 4- 4/5 points
- Progress and Accountability 1- 15/15 points
 - Quarterly Total Time: 73%
- Progress and Accountability 2- 4/5 points
- Systems and Processes- 1/15 point

Current Quarter

Quarter 3 Reporting (January - March 2026)

- Vision and Goals 1- 12/15 points
- Vision and Goals 2- 12/15 points
- Vision and Goals 3- 9/10 points
- Vision and Goals 4- 4/5 points

- Progress and Accountability 1- 15/15 points
 - Quarterly Total Time: 91%

It is important to mention that this focus was sustained even in the absence of progress monitoring reports in January. Despite that gap, the Board did not lose sight of its core responsibility. Instead, you maintained alignment to the district’s vision and student outcome goals, which is reflected in a meaningful increase in the percentage of board time spent on student outcomes—from 73% in the previous quarter to 91% this quarter. That growth is significant and speaks directly to intentional governance practice rather than circumstance.

This sustained focus was made possible by anchoring your discussions in the district’s vision and student outcome priorities. Over the quarter, the Board consistently centered conversations on key topics that directly connect to student success, including:

- The December Family Sentiment Survey, ensuring community voice remained part of decision-making
- HISD 2026 – The Future is Now, reinforcing long-term vision and direction
- Programming changes for four high schools, with attention to student experience and outcomes
- NWEA Middle of the Year Measures of Academic Progress results, grounding discussion in academic performance data
- School closures, approached through the lens of system-wide student impact
- PreK 1882 partnerships, with a focus on early learning and long-term outcomes
- The HISD 2026–2027 Action Plan, connecting strategic planning to measurable student results

- Progress and Accountability 2- 4/5 points
- Systems and Processes- 4/15 points

Next Implementation Priorities:

- **Staying at “Masters Focus” in Progress and Accountability 1**
 - Continue focused conversations around student outcome goals and constraints
 - Engage in effective progress monitoring sessions.
- **Move to the “Meets Focus” level in the Systems and Processes category.**
 - Over the summer, we will conduct a review of the board’s existing local policies and adopt only those policies that directly pertain to board governance and responsibilities.

Next Quarterly Self-Evaluation:

- August 2026
- Evaluating April - June 2026



Houston ISD Board of Managers Implementation Integrity Instrument

The intention of Lone Star Governance is to provide a continuous improvement model for governing teams—boards in collaboration with their superintendents—that choose to intensively focus on one primary objective: improving student outcomes. Lone Star Governance accomplishes this intense focus through tailored execution of the five pillars of the Texas Framework for School Board Development, as adopted by the State Board of Education: Vision and Goals, Progress and Accountability, Systems and Processes, Synergy and Teamwork, and Advocacy and Engagement. In addition to its singular focus on improving student outcomes, Lone Star Governance provides a system for governing the secondary, but vital, legal and fiscal responsibilities of the board.

The Houston ISD Board of Managers Implementation Integrity Instrument is based on the Lone Star Governance Instrument. It has been adapted to meet the exit criteria agreed upon with the Texas Education Agency. This instrument is designed to support the Board of Managers in their governance responsibilities

TEXAS FRAMEWORK: VISION AND GOALS									
Vision and Goals 1: The board has adopted student outcome goals									
Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	4	Meets Focus	12	Masters Focus	15
<i>The board does not meet focus if any of the following are true:</i>		<i>The board is preparing to focus if the following is true.</i>		<i>The board approaches focus if all prior conditions and the following are true.</i>		<i>The board meets focus if all prior conditions and the following are true.</i>		<i>The board masters focus if all prior conditions and the following are true.</i>	
<input type="checkbox"/> The board does not have a vision. <input type="checkbox"/> The board does not have goals . <input type="checkbox"/> The board does not consistently distinguish between inputs, outputs, and outcomes .		The board has <input checked="" type="checkbox"/> adopted a vision statement; <input checked="" type="checkbox"/> owned the vision development process while working collaboratively with the superintendent; <input checked="" type="checkbox"/> adopted three to five goals ; and <input checked="" type="checkbox"/> owned the goal development process while working collaboratively with the superintendent.		All goals are specific, quantifiable, student outcome goals that include <input checked="" type="checkbox"/> a population ; <input checked="" type="checkbox"/> a five-year deadline of a month and year; <input checked="" type="checkbox"/> a baseline of a month and a year ; <input checked="" type="checkbox"/> annual targets ; and <input checked="" type="checkbox"/> annual student group targets .		<input checked="" type="checkbox"/> All board members and the superintendent agree that the student outcome goals 1. will challenge the organization; 2. require adult behavior change; 3. are influenceable by the superintendent; and 4. are the superintendent's first priority for resource allocation. <input checked="" type="checkbox"/> The board relied on a root-cause analysis, comprehensive student needs assessment, or a similar research-based tool to inform the identification and prioritization of all student outcome goals .		All board members and the superintendent <input checked="" type="checkbox"/> have committed the vision and student outcome goals to memory; <input type="checkbox"/> know the current status of each student outcome goal ; and <input type="checkbox"/> agree there is broad community ownership of the board's vision and student outcome goals through involvement and communication with students, staff, and community members.	

TEXAS FRAMEWORK: VISION AND GOALS

Vision and Goals 2: The board has adopted goal progress measures (GPMs) aligned to each student outcome goal

Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	4	Meets Focus	12	Masters Focus	15
<i>The board does not meet focus if any of the following are true:</i>		<i>The board is preparing to focus if the following is true.</i>		<i>The board approaches focus if all prior conditions and the following are true.</i>		<i>The board meets focus if all prior conditions and the following are true.</i>		<i>The board masters focus if all prior conditions and the following are true.</i>	
<ul style="list-style-type: none"> <input type="checkbox"/> The board does not have goal progress measures (GPMs). <input type="checkbox"/> The board is treating the annual targets for student outcome goals as if they are GPMs. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The board has adopted GPMs for each student outcome goal. <input checked="" type="checkbox"/> The superintendent owned the GPM development process while working collaboratively with the board. <input checked="" type="checkbox"/> The status of each adopted GPM is able to be updated multiple times during each school year. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The board has adopted no more than three GPMs for each student outcome goal.* <input checked="" type="checkbox"/> All GPMs are student outputs, not adult inputs or outputs, that include <ol style="list-style-type: none"> 1. a population; 2. a five-year deadline of a month and year; 3. a baseline of a month and a year; 4. annual targets; and 5. annual student group targets. 	<p>All board members and the superintendent agree that the GPMs:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> will challenge the organization; <input checked="" type="checkbox"/> require adult behavior change; <input checked="" type="checkbox"/> are influenceable by the superintendent; and <input checked="" type="checkbox"/> are all predictive of their respective student outcome goals. 	<p>All board members and the superintendent agree there is broad community ownership of the GPMs through involvement and communication with students, staff, and community members.</p>					

*Framework flexibility was provided for this indicator in collaboration with Houston ISD to ensure alignment with the district's focus on student outcomes, as determined by the Texas Education Agency.

TEXAS FRAMEWORK: VISION AND GOALS

Vision and Goals 3: The board has adopted constraints

Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	3	Meets Focus	9	Masters Focus	10
<i>The board does not meet focus if any of the following are true:</i>		<i>The board is preparing to focus if the following is true.</i>		<i>The board approaches focus if all prior conditions and the following are true.</i>		<i>The board meets focus if all prior conditions and the following are true.</i>		<i>The board masters focus if all prior conditions and the following are true.</i>	
The board does not have constraints .		The board has <input checked="" type="checkbox"/> adopted 1 to 5 superintendent constraints ; and <input checked="" type="checkbox"/> owned the constraint development process while working collaboratively with the superintendent.		<input checked="" type="checkbox"/> Each superintendent constraint describes a single operational action or class of actions the superintendent may not use or allow.		<input checked="" type="checkbox"/> The board has adopted one to five board self-constraints . <input checked="" type="checkbox"/> The board, where appropriate, relied on a root-cause analysis, comprehensive student needs assessment, or similar research-based tool to inform the identification of and prioritization of superintendent constraints . <input checked="" type="checkbox"/> All board members and the superintendent agree that the constraints will challenge the organization to focus on the vision and uphold community values.		<input type="checkbox"/> The board, in collaboration with the superintendent, has adopted one or more theories of action to drive overall strategic direction. <input type="checkbox"/> All board members and the superintendent agree there is broad community ownership of the constraints through involvement and communication with students, staff, and community members.	

TEXAS FRAMEWORK: VISION AND GOALS

Vision and Goals 4: The board has adopted superintendent constraint progress measures (CPMs)

Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	2	Meets Focus	4	Masters Focus	5		
<i>The board does not meet focus if any of the following are true:</i>	<i>The board is preparing to focus if the following is true.</i>	<i>The board approaches focus if all prior conditions and the following are true.</i>	<i>The board meets focus if all prior conditions and the following are true.</i>	<i>The board masters focus if all prior conditions and the following are true.</i>		<input type="checkbox"/> The board does not have superintendent constraint progress measures (CPMs) .	<input checked="" type="checkbox"/> The board has adopted CPMs for each superintendent constraint . <input checked="" type="checkbox"/> The superintendent owned the CPM development process while working collaboratively with the board. <input checked="" type="checkbox"/> The status of each adopted CPM is able to be updated multiple times during each school year.	<input checked="" type="checkbox"/> The board has adopted no more than three CPMs for each superintendent constraint . <input checked="" type="checkbox"/> All CPMs include: <ol style="list-style-type: none"> 1. a one- to five-year deadline of a month and year; 2. a baseline of a month and a year; and 3. annual targets. 	All board members and the superintendent agree that the superintendent CPMs <input checked="" type="checkbox"/> will challenge the organization to focus on the vision; <input checked="" type="checkbox"/> will challenge the organization to uphold community values; <input checked="" type="checkbox"/> are all predictive of their respective constraint ; and <input checked="" type="checkbox"/> are influenceable by the superintendent.	All board members and the superintendent agree there is broad community ownership of the superintendent CPMs through involvement and communication with students, staff, and community members.	

TEXAS FRAMEWORK: Progress and Accountability

Progress and Accountability 1: The board invests at least half of its time to improving student outcomes

Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	4	Meets Focus	12	Masters Focus	15
<i>The board does not meet focus if any of the following are true:</i>		<i>The board is preparing to focus if the following is true.</i>		<i>The board approaches focus if all prior conditions and the following are true.</i>		<i>The board meets focus if all prior conditions and the following are true.</i>		<i>The board masters focus if all prior conditions and the following are true.</i>	
<ul style="list-style-type: none"> <input type="checkbox"/> The board does not have student outcome goals, GPMs, superintendent constraints, superintendent CPMs, or annual targets. <input type="checkbox"/> The board does not track its use of time in board authorized public meetings. <input type="checkbox"/> The board does not have a monitoring calendar. 		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The superintendent owned the monitoring calendar development, working with the board to adopt a calendar that monitors <ol style="list-style-type: none"> 1. each student outcome goal at least four times per year; 2. no more than two student outcome goals per month; 3. each constraint at least once per year. <input checked="" type="checkbox"/> The calendar spans the length of the student outcome goals. <input checked="" type="checkbox"/> The board tracks its time in public meetings, identifying each minute according to the time use tracker. 		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 10% or more of the total quarterly minutes in board authorized public meetings were invested in improving student outcomes according to the time use tracker. 		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 25% or more of the total quarterly minutes in board authorized public meetings were invested in improving student outcomes according to the time use tracker. 		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 50% or more of the total quarterly minutes in board authorized public meetings were invested in improving student outcomes according to the time use tracker. 	

TEXAS FRAMEWORK: Progress and Accountability

Progress and Accountability 2: The board evaluates, but does not interfere with, progress toward improving student outcomes

Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	2	Meets Focus	4	Masters Focus	5
<i>The board does not meet focus if any of the following are true:</i>	<i>The board is preparing to focus if the following is true.</i>		<i>The board approaches focus if all prior conditions and the following are true.</i>		<i>The board meets focus if all prior conditions and the following are true.</i>		<i>The board masters focus if all prior conditions and the following are true.</i>		
<ul style="list-style-type: none"> <input type="checkbox"/> Any individual board member does not know if the school system is in low performing status and for how long. <input type="checkbox"/> Any individual board member does not know if any campus is in low performing status and for how long. <input type="checkbox"/> Any individual board member agrees that their first loyalty is owed to staff or vendors, rather than the vision, community values, and improving student outcomes. <input type="checkbox"/> The board has not voted to approve a self-evaluation within the past 12 months. 	<p>The board has</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> performed a self-evaluation within the previous 12 months using a research aligned instrument; <input checked="" type="checkbox"/> performed a superintendent annual evaluation no more than 15 months ago; <input checked="" type="checkbox"/> been provided copies of the superintendent's implementation plan(s), that include campus goals*, to make progress towards the student outcome goals; and <input checked="" type="checkbox"/> not voted to approve the superintendent's implementation plan unless required by law. 		<p>The board</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> performs self-evaluations using the LSG Integrity Instrument; <input checked="" type="checkbox"/> performed a self-evaluation no more than 45 days prior to the most recent superintendent's evaluation; and <input checked="" type="checkbox"/> evaluates the superintendent in part on the results and progress toward the student outcome goals and constraints using information within monitoring reports according to the monitoring calendar. 		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The board receives, at least annually, a report on the average cost of staff time spent on governance using the staff use tracker. <input checked="" type="checkbox"/> One quarter ago the board <ol style="list-style-type: none"> 1. Performed a self-evaluation using the LSG Integrity Instrument; and <input checked="" type="checkbox"/> voted to approve the quarterly progress tracker. 		<p>The board</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> unanimously approved the current quarterly progress tracker; <input type="checkbox"/> has not modified outcome goals, GPMs, constraints, CPMs, or targets during the cycle applicable to the annual superintendent evaluation; and <input type="checkbox"/> considers superintendent performance as indistinguishable from system performance by evaluating the superintendent on only results and progress toward student outcome goals and constraints using information in monitoring reports according to the monitoring calendar. 		

*Campus goals should be aligned to the district's early childhood literacy and mathematics proficiency goals and CCMR goals required by H.B. 3 (86th Texas Legislature)

TEXAS FRAMEWORK: Systems and Processes

Systems and Processes: The board operates in a way that allows the superintendent to accomplish the vision

Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	4	Meets Focus	12	Masters Focus	15
<i>The board does not meet focus if any of the following are true:</i>		<i>The board is preparing to focus if the following is true.</i>		<i>The board approaches focus if all prior conditions and the following are true.</i>		<i>The board meets focus if all prior conditions and the following are true.</i>		<i>The board masters focus if all prior conditions and the following are true.</i>	
<ul style="list-style-type: none"> <input type="checkbox"/> The board has not received a monitoring report. <input type="checkbox"/> There were six or more board authorized public meetings in a month (unless a state of emergency was declared). <input type="checkbox"/> Any meeting of the board lasted longer than eight hours. <input type="checkbox"/> Board members did not receive the final version of materials to be voted on at least three calendar days in advance of the board authorized public meeting. 		<p>The board receives and votes to accept monitoring reports that include</p> <ul style="list-style-type: none"> ✓ the student outcome goal and GPM or constraint and CPM being monitored; 2/ ✓ the current status of the student outcome goal and GPM or constraint and CPM compared to previous, annual, and deadline targets; 3/ ✓ the superintendent's interpretation of performance; and 4/ ✓ supporting information that describes any needed next steps. 		<ul style="list-style-type: none"> ✓ All consent-eligible items were placed on the consent agenda and more than 75% of the items were voted on using a consent agenda. ✓ The adopted monitoring calendar has not been modified during the past quarter. 		<ul style="list-style-type: none"> <input type="checkbox"/> Board authorized public meetings in the last quarter did not exceed <ul style="list-style-type: none"> ✓ an average of four meetings per month; 2/ ✓ an average of three hours per meeting; and 3/ ✓ an average of five other topics per meeting. <input type="checkbox"/> The board has <ol style="list-style-type: none"> 1. reviewed its existing local policies; and 2. only adopted local policies pertaining to board work. 		<ul style="list-style-type: none"> <input type="checkbox"/> Board authorized public meetings in the last quarter did not exceed <ul style="list-style-type: none"> ✓ an average of three meetings per month; 2/ ✓ an average of two hours per meeting; and 3/ ✓ an average of three other topics per meeting. ✓ Board members received the final materials to be voted on at least seven calendar days before the public meeting. ✓ No edits to the board's regularly scheduled meeting agenda in the three days prior to, or during, the meeting (unless a state of emergency was declared). 	

QUARTERLY PROGRESS TRACKER

School Board: Houston ISD				Date: January 15, 2026	Quarter: 2	
Framework	Three Quarters Ago	Two Quarters Ago	One Quarter Ago	Current Quarter	Next Quarter Targets	Total Points Possible
Vision and Goals 1	12	12	12	12	12	15
Vision and Goals 2	12	12	12	12	12	15
Vision and Goals 3	9	9	9	9	9	10
Vision and Goals 4	4	4	4	4	4	5
Progress and Accountability 1	15	15	15	15	15	15
Progress and Accountability 2	4	4	4	4	4	5
Systems and Processes	4	4	1	4	4	15
Total	60	60	57	60	60	80

The Lone Star Governance Instrument has been revised to align with the requirements outlined in the exit criteria agreement between the Houston Independent School District (HISD) and the Texas Education Agency (TEA).

By signing below, I affirm that the Lone Star Governance Integrity Instrument was completed and is accurate			
Board Member Signatures:	% Student Outcome Minutes	Vote Count for	Vote Count Against
	91%		
EVALUATION NOTES			
<p>The standard of evidence for items where board action is required will be the minutes of the meeting during which the board voted to take the described action. Where an opinion of the board is required, a resolution or vote passed by the board will meet the standard of evidence. Any board completing a self-evaluation using the LSG Integrity Instrument that is supported or reviewed by an LSG Coach may submit the review for the LSG Leaderboard. If the board would like their self-evaluation reviewed by an LSG Coach, please email the completed LSG Integrity Instrument to LSG@tea.texas.gov.</p>			

TIME USE TRACKER		HISD		QTR:	3	Date:	01/15/26
Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings				Other Topic Minutes
Vision and Goals	100		← Minutes setting student outcome goals				
			← Minutes setting constraints or theories of action				
Progress and Accountability			← Minutes receiving, discussing, and voting on Student Outcome Goal Monitoring Reports according to the board adopted Monitoring Calendar				
			← Minutes receiving, discussing, and voting on Constraint Monitoring Reports according to the board adopted Monitoring Calendar				
			← Minutes evaluating the superintendent on student outcome goals, GPMs, constraints, and CPMs				
Systems and Processes			Minutes discussing, debating, and voting on other agenda items (including consent agenda items) →				2
Advocacy and Engagement	12		← Minutes hosting two-way communication meetings on student outcome goals, constraints, theories of action and/or progress toward student outcome goals				
			← Minutes recognizing the accomplishments of students and staff regarding progress on student outcome goals				
Synergy and Teamwork			Minutes fulfilling statutorily required public hearings, forums, and comments Minutes fulfilling statutorily required or Lone Star Governance workshops Minutes in closed session as permitted by law				
Other			Any time spent on an activity that does not meet the conditions listed above →				8
TOTALS	112	0	122				10
<p>Use For Student Outcome and Adult Behavior Minutes Percentage Calculation: $\frac{112}{122} \times 100 = 91.80\%$ % Student Outcome and Adult Behavior Minutes</p> <p>Use For Student Outcome Minutes Percentage Calculation: $\frac{112}{122} \times 100 = 91.80\%$ % Student Outcome Minutes</p>							

Trustees Present	Trustees Absent	% Attendance
9	0	100.00%

Count of 'Other' Agenda Items
2

Goals Discussed	Goals on Target	% on Target
0		0.00%

Consent Items	Consent Items Removed	% Remaining on Consent Agenda
18	3	83.33%

GPMs Discussed	GPMs on Target	% on Target
0		0.00%

TIME USE TRACKER		HISD		QTR:	3	Date:	02/12/26
Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings				Other Topic Minutes
Vision and Goals	83		← Minutes setting student outcome goals				
			← Minutes setting constraints or theories of action				
Progress and Accountability	13		← Minutes receiving, discussing, and voting on Student Outcome Goal Monitoring Reports according to the board adopted Monitoring Calendar				
			← Minutes receiving, discussing, and voting on Constraint Monitoring Reports according to the board adopted Monitoring Calendar				
			← Minutes evaluating the superintendent on student outcome goals, GPMs, constraints, and CPMs				
			← Minutes performing board self-evaluations using the LSG Integrity Instrument				
Systems and Processes			Minutes discussing, debating, and voting on other agenda items (including consent agenda items) →				4
Advocacy and Engagement	15		← Minutes hosting two-way communication meetings on student outcome goals, constraints, theories of action and/or progress toward student outcome goals				
			← Minutes recognizing the accomplishments of students and staff regarding progress on student outcome goals				
Synergy and Teamwork			Minutes fulfilling statutorily required public hearings, forums, and comments Minutes fulfilling statutorily required or Lone Star Governance workshops Minutes in closed session as permitted by law				
Other			Any time spent on an activity that does not meet the conditions listed above →				8
TOTALS	111	0	→ 123 ←				12
<p>Use For Student Outcome and Adult Behavior Minutes Percentage Calculation: $\frac{111}{123} \times 100 = 90.24\%$ % Student Outcome and Adult Behavior Minutes</p> <p>Use For Student Outcome Minutes Percentage Calculation: $\frac{111}{123} \times 100 = 90.24\%$ % Student Outcome Minutes</p>							

Trustees Present	Trustees Absent	% Attendance
9	0	100.00%

Count of 'Other' Agenda Items
1

Goals Discussed	Goals on Target	% on Target
0		0.00%

Consent Items	Consent Items Removed	% Remaining on Consent Agenda
23	1	95.65%

GPMs Discussed	GPMs on Target	% on Target
1	1	100.00%

Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings	Other Topic Minutes
Vision and Goals	57	X	← Minutes setting student outcome goals	
	X	X	← Minutes setting constraints or theories of action	
Progress and Accountability	X	X	← Minutes receiving, discussing, and voting on Student Outcome Goal Monitoring Reports according to the board adopted Monitoring Calendar	
	X	X	← Minutes receiving, discussing, and voting on Constraint Monitoring Reports according to the board adopted Monitoring Calendar	
	X	X	← Minutes evaluating the superintendent on student outcome goals, GPMs, constraints, and CPMs	
	X	X	← Minutes performing board self-evaluations using the LSG Integrity Instrument	
Systems and Processes	Minutes discussing, debating, and voting on other agenda items (including consent agenda items) →			1
Advocacy and Engagement	X	X	← Minutes hosting two-way communication meetings on student outcome goals, constraints, theories of action and/or progress toward student outcome goals ← Minutes recognizing the accomplishments of students and staff regarding progress on student outcome goals	
Synergy and Teamwork	Minutes fulfilling statutorily required public hearings, forums, and comments Minutes fulfilling statutorily required or Lone Star Governance workshops Minutes in closed session as permitted by law			
Other	Any time spent on an activity that does not meet the conditions listed above →			2
TOTALS	57	0	60	3

Use For Student Outcome and Adult Behavior Minutes Percentage Calculation: 57 ÷ 60 × 100 = 95.00% % Student Outcome and Adult Behavior Minutes

Use For Student Outcome Minutes Percentage Calculation: 57 ÷ 60 × 100 = 95.00% % Student Outcome Minutes

Trustees Present	Trustees Absent	% Attendance
9	0	100.00%

Count of 'Other' Agenda Items
0

Goals Discussed	Goals on Target	% on Target
0		0.00%

Consent Items	Consent Items Removed	% Remaining on Consent Agenda
5	0	100.00%

GPMs Discussed	GPMs on Target	% on Target
0		0.00%

TIME USE TRACKER		Houston ISD		QTR:	3	Date:	03/19/26
Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings				Other Topic Minutes
Vision and Goals	69		← Minutes setting student outcome goals				
			← Minutes setting constraints or theories of action				
Progress and Accountability	21		← Minutes receiving, discussing, and voting on Student Outcome Goal Monitoring Reports according to the board adopted Monitoring Calendar				
			← Minutes receiving, discussing, and voting on Constraint Monitoring Reports according to the board adopted Monitoring Calendar				
			← Minutes evaluating the superintendent on student outcome goals, GPMs, constraints, and CPMs				
			← Minutes performing board self-evaluations using the LSG Integrity Instrument				
Systems and Processes			Minutes discussing, debating, and voting on other agenda items (including consent agenda items) →				2
Advocacy and Engagement	8		← Minutes hosting two-way communication meetings on student outcome goals, constraints, theories of action and/or progress toward student outcome goals ← Minutes recognizing the accomplishments of students and staff regarding progress on student outcome goals				
Synergy and Teamwork			Minutes fulfilling statutorily required public hearings, forums, and comments Minutes fulfilling statutorily required or Lone Star Governance workshops Minutes in closed session as permitted by law				
Other			Any time spent on an activity that does not meet the conditions listed above →				7
TOTALS	98	0	→ 107 ←				9
<p>Use For Student Outcome and Adult Behavior Minutes Percentage Calculation: $\frac{98}{107} \times 100 = 91.59\%$ % Student Outcome and Adult Behavior Minutes</p> <p>Use For Student Outcome Minutes Percentage Calculation: $\frac{98}{107} \times 100 = 91.59\%$ % Student Outcome Minutes</p>							

Trustees Present	Trustees Absent	% Attendance
7	2	77.78%

Count of 'Other' Agenda Items
0

Goals Discussed	Goals on Target	% on Target
0		0.00%

Consent Items	Consent Items Removed	% Remaining on Consent Agenda
19	0	100.00%

GPMs Discussed	GPMs on Target	% on Target
6	6	100.00%

Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings	Other Topic Minutes
Vision and Goals	4	X	← Minutes setting student outcome goals	
	X	X	← Minutes setting constraints or theories of action	
Progress and Accountability	X	X	← Minutes receiving, discussing, and voting on Student Outcome Goal Monitoring Reports according to the board adopted Monitoring Calendar	
	X	X	← Minutes receiving, discussing, and voting on Constraint Monitoring Reports according to the board adopted Monitoring Calendar	
	X	X	← Minutes evaluating the superintendent on student outcome goals, GPMs, constraints, and CPMs	
	X	X	← Minutes performing board self-evaluations using the LSG Integrity Instrument	
Systems and Processes	Minutes discussing, debating, and voting on other agenda items (including consent agenda items) →			2
Advocacy and Engagement	X	X	← Minutes hosting two-way communication meetings on student outcome goals, constraints, theories of action and/or progress toward student outcome goals ← Minutes recognizing the accomplishments of students and staff regarding progress on student outcome goals	
Synergy and Teamwork	Minutes fulfilling statutorily required public hearings, forums, and comments Minutes fulfilling statutorily required or Lone Star Governance workshops Minutes in closed session as permitted by law			
Other	Any time spent on an activity that does not meet the conditions listed above →			1
TOTALS	4	0	7	3

Use For Student Outcome and Adult Behavior Minutes Percentage Calculation: 4 ÷ 7 × 100 = 57.14% % Student Outcome and Adult Behavior Minutes

Use For Student Outcome Minutes Percentage Calculation: 4 ÷ 7 × 100 = 57.14% % Student Outcome Minutes

Trustees Present	Trustees Absent	% Attendance
9	0	100.00%

Count of 'Other' Agenda Items
0

Goals Discussed	Goals on Target	% on Target
0		0.00%

Consent Items	Consent Items Removed	% Remaining on Consent Agenda
5	0	100.00%

GPMs Discussed	GPMs on Target	% on Target
0		0.00%

TIME USE TRACKER		HISD		QTR:	3	Date:	01/15/26
Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings				Other Topic Minutes
Vision and Goals	100		← Minutes setting student outcome goals				
			← Minutes setting constraints or theories of action				
Progress and Accountability			← Minutes receiving, discussing, and voting on Student Outcome Goal Monitoring Reports according to the board adopted Monitoring Calendar				
			← Minutes receiving, discussing, and voting on Constraint Monitoring Reports according to the board adopted Monitoring Calendar				
			← Minutes evaluating the superintendent on student outcome goals, GPMs, constraints, and CPMs				
Systems and Processes			Minutes discussing, debating, and voting on other agenda items (including consent agenda items) →				2
Advocacy and Engagement	12		← Minutes hosting two-way communication meetings on student outcome goals, constraints, theories of action and/or progress toward student outcome goals				
			← Minutes recognizing the accomplishments of students and staff regarding progress on student outcome goals				
Synergy and Teamwork			Minutes fulfilling statutorily required public hearings, forums, and comments Minutes fulfilling statutorily required or Lone Star Governance workshops Minutes in closed session as permitted by law				
Other			Any time spent on an activity that does not meet the conditions listed above →				8
TOTALS	112	0	→ 122 ←				10
<p>Use For Student Outcome and Adult Behavior Minutes Percentage Calculation: $\frac{112}{122} \times 100 = 91.80\%$ % Student Outcome and Adult Behavior Minutes</p> <p>Use For Student Outcome Minutes Percentage Calculation: $\frac{112}{122} \times 100 = 91.80\%$ % Student Outcome Minutes</p>							

Trustees Present	Trustees Absent	% Attendance
9	0	100.00%

Count of 'Other' Agenda Items
2

Goals Discussed	Goals on Target	% on Target
0		0.00%

Consent Items	Consent Items Removed	% Remaining on Consent Agenda
18	3	83.33%

GPMs Discussed	GPMs on Target	% on Target
0		0.00%

Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings	Other Topic Minutes
Vision and Goals	83	←	← Minutes setting student outcome goals	
			← Minutes setting constraints or theories of action	
Progress and Accountability	13	←	← Minutes receiving, discussing, and voting on Student Outcome Goal Monitoring Reports according to the board adopted Monitoring Calendar	
			← Minutes receiving, discussing, and voting on Constraint Monitoring Reports according to the board adopted Monitoring Calendar	
			← Minutes evaluating the superintendent on student outcome goals, GPMs, constraints, and CPMs	
			← Minutes performing board self-evaluations using the LSG Integrity Instrument	
Systems and Processes			Minutes discussing, debating, and voting on other agenda items (including consent agenda items) →	4
Advocacy and Engagement	15	←	← Minutes hosting two-way communication meetings on student outcome goals, constraints, theories of action and/or progress toward student outcome goals	
			← Minutes recognizing the accomplishments of students and staff regarding progress on student outcome goals	
Synergy and Teamwork			Minutes fulfilling statutorily required public hearings, forums, and comments Minutes fulfilling statutorily required or Lone Star Governance workshops Minutes in closed session as permitted by law	
Other			Any time spent on an activity that does not meet the conditions listed above →	8
TOTALS	111	0	123	12

Use For Student Outcome and Adult Behavior Minutes Percentage Calculation: $\frac{111}{123} \times 100 = 90.24\%$ % Student Outcome and Adult Behavior Minutes

Use For Student Outcome Minutes Percentage Calculation: $\frac{111}{123} \times 100 = 90.24\%$ % Student Outcome Minutes

Trustees Present	Trustees Absent	% Attendance
9	0	100.00%

Count of 'Other' Agenda Items
1

Goals Discussed	Goals on Target	% on Target
0		0.00%

Consent Items	Consent Items Removed	% Remaining on Consent Agenda
23	1	95.65%

GPMs Discussed	GPMs on Target	% on Target
1	1	100.00%

Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings	Other Topic Minutes
Vision and Goals	57	X	← Minutes setting student outcome goals	
	X	X	← Minutes setting constraints or theories of action	
Progress and Accountability	X	X	← Minutes receiving, discussing, and voting on Student Outcome Goal Monitoring Reports according to the board adopted Monitoring Calendar	
	X	X	← Minutes receiving, discussing, and voting on Constraint Monitoring Reports according to the board adopted Monitoring Calendar	
	X	X	← Minutes evaluating the superintendent on student outcome goals, GPMs, constraints, and CPMs	
	X	X	← Minutes performing board self-evaluations using the LSG Integrity Instrument	
Systems and Processes	Minutes discussing, debating, and voting on other agenda items (including consent agenda items) →			1
Advocacy and Engagement	X	X	← Minutes hosting two-way communication meetings on student outcome goals, constraints, theories of action and/or progress toward student outcome goals ← Minutes recognizing the accomplishments of students and staff regarding progress on student outcome goals	
Synergy and Teamwork	Minutes fulfilling statutorily required public hearings, forums, and comments Minutes fulfilling statutorily required or Lone Star Governance workshops Minutes in closed session as permitted by law			
Other	Any time spent on an activity that does not meet the conditions listed above →			2
TOTALS	57	0	60	3

Use For Student Outcome and Adult Behavior Minutes Percentage Calculation: $\frac{57}{60} \times 100 = 95.00\%$ % Student Outcome and Adult Behavior Minutes

Use For Student Outcome Minutes Percentage Calculation: $\frac{57}{60} \times 100 = 95.00\%$ % Student Outcome Minutes

Trustees Present	Trustees Absent	% Attendance
9	0	100.00%

Count of 'Other' Agenda Items
0

Goals Discussed	Goals on Target	% on Target
0		0.00%

Consent Items	Consent Items Removed	% Remaining on Consent Agenda
5	0	100.00%

GPMs Discussed	GPMs on Target	% on Target
0		0.00%

TIME USE TRACKER		Houston ISD		QTR:	3	Date:	03/19/26
Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings				Other Topic Minutes
Vision and Goals	69		← Minutes setting student outcome goals				
			← Minutes setting constraints or theories of action				
Progress and Accountability	21		← Minutes receiving, discussing, and voting on Student Outcome Goal Monitoring Reports according to the board adopted Monitoring Calendar				
			← Minutes receiving, discussing, and voting on Constraint Monitoring Reports according to the board adopted Monitoring Calendar				
			← Minutes evaluating the superintendent on student outcome goals, GPMs, constraints, and CPMs				
			← Minutes performing board self-evaluations using the LSG Integrity Instrument				
Systems and Processes			Minutes discussing, debating, and voting on other agenda items (including consent agenda items) →				2
Advocacy and Engagement	8		← Minutes hosting two-way communication meetings on student outcome goals, constraints, theories of action and/or progress toward student outcome goals ← Minutes recognizing the accomplishments of students and staff regarding progress on student outcome goals				
Synergy and Teamwork			Minutes fulfilling statutorily required public hearings, forums, and comments Minutes fulfilling statutorily required or Lone Star Governance workshops Minutes in closed session as permitted by law				
Other			Any time spent on an activity that does not meet the conditions listed above →				7
TOTALS	98	0					9
<p>Use For Student Outcome and Adult Behavior Minutes Percentage Calculation: $\frac{98}{107} \times 100 = 91.59\%$ % Student Outcome and Adult Behavior Minutes</p> <p>Use For Student Outcome Minutes Percentage Calculation: $\frac{98}{107} \times 100 = 91.59\%$ % Student Outcome Minutes</p>							

Trustees Present	Trustees Absent	% Attendance
7	2	77.78%

Count of 'Other' Agenda Items
0

Goals Discussed	Goals on Target	% on Target
0		0.00%

Consent Items	Consent Items Removed	% Remaining on Consent Agenda
19	0	100.00%

GPMs Discussed	GPMs on Target	% on Target
6	6	100.00%

Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings	Other Topic Minutes
Vision and Goals	4	X	← Minutes setting student outcome goals	
	X	X	← Minutes setting constraints or theories of action	
Progress and Accountability	X	X	← Minutes receiving, discussing, and voting on Student Outcome Goal Monitoring Reports according to the board adopted Monitoring Calendar	
	X	X	← Minutes receiving, discussing, and voting on Constraint Monitoring Reports according to the board adopted Monitoring Calendar	
	X	X	← Minutes evaluating the superintendent on student outcome goals, GPMs, constraints, and CPMs	
	X	X	← Minutes performing board self-evaluations using the LSG Integrity Instrument	
Systems and Processes	Minutes discussing, debating, and voting on other agenda items (including consent agenda items) →			2
Advocacy and Engagement	X	X	← Minutes hosting two-way communication meetings on student outcome goals, constraints, theories of action and/or progress toward student outcome goals ← Minutes recognizing the accomplishments of students and staff regarding progress on student outcome goals	
Synergy and Teamwork	Minutes fulfilling statutorily required public hearings, forums, and comments Minutes fulfilling statutorily required or Lone Star Governance workshops Minutes in closed session as permitted by law			
Other	Any time spent on an activity that does not meet the conditions listed above →			1
TOTALS	4	0	7	3

Use For Student Outcome and Adult Behavior Minutes Percentage Calculation: 4 ÷ 7 × 100 = 57.14% % Student Outcome and Adult Behavior Minutes

Use For Student Outcome Minutes Percentage Calculation: 4 ÷ 7 × 100 = 57.14% % Student Outcome Minutes

Trustees Present	Trustees Absent	% Attendance
9	0	100.00%

Count of 'Other' Agenda Items
0

Goals Discussed	Goals on Target	% on Target
0		0.00%

Consent Items	Consent Items Removed	% Remaining on Consent Agenda
5	0	100.00%

GPMs Discussed	GPMs on Target	% on Target
0		0.00%

TIME USE TRACKER **Houston ISD - Q3 Summary (Jan.-March 2026)** **QTR: 3** **Date: 03/31/26**

Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings	Other Topic Minutes
Vision and Goals	313		← Minutes setting student outcome goals ← Minutes setting constraints or theories of action	
Progress and Accountability	34		← Minutes receiving, discussing, and voting on Student Outcome Goal Monitoring Reports according to the board adopted Monitoring Calendar	
			← Minutes receiving, discussing, and voting on Constraint Monitoring Reports according to the board adopted Monitoring Calendar	
			← Minutes evaluating the superintendent on student outcome goals, GPMs, constraints, and CPMs	
Systems and Processes			Minutes discussing, debating, and voting on other agenda items (including consent agenda items) →	11
Advocacy and Engagement	35		← Minutes hosting two-way communication meetings on student outcome goals, constraints, theories of action and/or progress toward student outcome goals ← Minutes recognizing the accomplishments of students and staff regarding progress on student outcome goals	
Synergy and Teamwork			Minutes fulfilling statutorily required public hearings, forums, and comments Minutes fulfilling statutorily required or Lone Star Governance workshops Minutes in closed session as permitted by law	
Other			Any time spent on an activity that does not meet the conditions listed above →	26
TOTALS	382	0	419	37

Use For Student Outcome and Adult Behavior Minutes Percentage Calculation: $\frac{382}{419} \times 100 = 91.17\%$ % Student Outcome and Adult Behavior Minutes

Use For Student Outcome Minutes Percentage Calculation: $\frac{382}{419} \times 100 = 91.17\%$ % Student Outcome Minutes

Trustees Present	Trustees Absent	% Attendance
45	2	95.74%

Count of 'Other' Agenda Items
3

Goals Discussed	Goals on Target	% on Target
		0.00%

Consent Items	Consent Items Removed	% Remaining on Consent Agenda
70	4	94.29%

GPMs Discussed	GPMs on Target	% on Target
7	7	100.00%



4/9/2026

7.

Office of the Superintendent of Schools

Office of Academics

Approval Of New Campus Library Book Orders And Donations

In accordance with Texas Senate Bill (S.B.) 13 and Board Policy EFB(LOCAL), all new library materials-whether purchased or donated-must be publicly listed for a minimum of 30 days and formally approved by the School Board before being added to any campus library collection. The Houston Independent School District (HISD) School Board is accordingly asked to approve the addition of new book titles, purchased or donated, to any district libraries. These titles have completed the district required review and vetting process in full compliance with S.B. 13, ensuring that all materials meet state standards and align with district policies for age-appropriate and educational relevance.

S.B. 13 requires that:

- All proposed library materials that are new to district circulation must be posted for public review for at least 30 days.
- The School Board must vote to approve or reject each item.
- This applies to both physical and digital materials, including classroom libraries if applicable.
- Challenged materials must go through a committee for investigation. A committee's decision is posted publicly and submitted to the board for a final decision.

The HISD book acquisition process is as follows:

- Campus Vetting - New titles are evaluated for grade-level and content appropriateness.
- Campus Submission - Librarians submit book orders and donation lists through the official HISD *Book Order/Donation Form*.
- Public Review - New titles are posted for a 30-day public comment period, available through the HISD website.
- Final Approval - After the comment window, vetted titles are presented to the board for final approval before purchasing.

A copy of the list of proposed library materials is attached.

COST/FUNDING SOURCE(S): Campus purchases are funded through campus budgets or donations.

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board approves the proposed list of library materials submitted by district librarians and reviewed by Library Services, effective April 10, 2026.

Title	Author	Level	Public Posting Date	School	30 Day Posting Complete
Everything You Need to Know	Discovery	Elementary	2/11/2026	River Oaks ES	3/13/2026
I am Hungry	Michael Rosen	Elementary	2/11/2026	River Oaks ES	3/13/2026
Star Signs for Little Astrologers	Phiomela Rose	Elementary	2/11/2026	River Oaks ES	3/13/2026
A Black Bear or Black Mamba?	Jerry Pallotta	Elementary	2/12/2026	River Oaks ES	3/14/2026
A Sea of Lemon Trees: The Corrido of Roberto Alvarez	Maria Aguilu	Elementary	2/12/2026	River Oaks ES	3/14/2026
A Tiger or a Tiger Shark?	Jerry Pallotta	Elementary	2/12/2026	River Oaks ES	3/14/2026
Call Me Gray	Andrew Larsen	Elementary	2/12/2026	River Oaks ES	3/14/2026
Dear Jackie	Jessixa Bagley	Elementary	2/12/2026	River Oaks ES	3/14/2026
Dog	Juliet Clutton-Brock	Elementary	2/12/2026	River Oaks ES	3/14/2026
Dragonflies of Glass	Susan Goldman Rubin	Elementary	2/12/2026	River Oaks ES	3/14/2026
Every Peach is a Story	David Mas Masumoto	Elementary	2/12/2026	River Oaks ES	3/14/2026
I Hear the Snow, I Smell the Sea	Janice Milusich	Elementary	2/12/2026	River Oaks ES	3/14/2026
Insect	LA Mound	Elementary	2/12/2026	River Oaks ES	3/14/2026
K-pop Demon Hunters: For the Fans!	A Golden Book	Elementary	2/12/2026	River Oaks ES	3/14/2026
Many Things at Once	Veera Hiranandani	Elementary	2/12/2026	River Oaks ES	3/14/2026
Our Lake	Angie Kang	Elementary	2/12/2026	River Oaks ES	3/14/2026
Popo the Xolo	Paloma Angelina Lopez	Elementary	2/12/2026	River Oaks ES	3/14/2026
Safe Crossing	Kari Percival	Elementary	2/12/2026	River Oaks ES	3/14/2026
Story Spinners: A Sisterly Tale of Danger, a Princess, and her Crew of Lady Pirates	Cassandra Federman	Elementary	2/12/2026	River Oaks ES	3/14/2026
Sundust	Zeke Pena	Elementary	2/12/2026	River Oaks ES	3/14/2026
The Expedition	Tuvalisa Rangstrom	Elementary	2/12/2026	River Oaks ES	3/14/2026
This Hair Belongs	JaNay Brown-Wood	Elementary	2/12/2026	River Oaks ES	3/14/2026
Where Only Storms Grow	Alyssa Colman	Elementary	2/12/2026	River Oaks ES	3/14/2026
Words & Words: the Story of Poet Mary Oliver	Sara Holly Ackerman	Elementary	2/12/2026	River Oaks ES	3/14/2026
Xolo: How One Good Dog Saved Humankind	Donna Barba Higuera	Elementary	2/12/2026	River Oaks ES	3/14/2026
The Dream Builder's Blueprint: Dr. King's Message to Young People	Alice Faye Duncan	Elementary	2/18/2026	Travis ES	3/20/2026
The Overeager Egg	Milja Praagman	Elementary	2/18/2026	Travis ES	3/20/2026
A Gnome's Tale	Rosie Greening	Elementary	2/19/2026	Harvard ES	3/21/2026
Backcountry	Jenny Goebel	Elementary	2/19/2026	Harvard ES	3/21/2026
Bananas for You!	Sabrina Moyle	Elementary	2/19/2026	Harvard ES	3/21/2026
Ghosts Who Went to School	Judith Spearing	Elementary	2/19/2026	Harvard ES	3/21/2026
Home Alone	John Hughes	Elementary	2/19/2026	Harvard ES	3/21/2026
I Turned My Mom into a Unicorn	Brenda Li	Elementary	2/19/2026	Harvard ES	3/21/2026
I Yoga You	Genevieve Santos	Elementary	2/19/2026	Harvard ES	3/21/2026
Love Block	Christopher Franceschelli	Elementary	2/19/2026	Harvard ES	3/21/2026
Marquis de Lafayette: The Hero of Two Worlds	Baby Professor	Elementary	2/19/2026	Harvard ES	3/21/2026
Over in the Mangroves	Jyoti Rajan Gopal	Elementary	2/19/2026	Harvard ES	3/21/2026
Ready, Set, Roll!	Alessandro Montegnana	Elementary	2/19/2026	Harvard ES	3/21/2026
Robo-sauce	Adam Rubin	Elementary	2/19/2026	Harvard ES	3/21/2026
The Bravest Lion	Kristen Griffin	Elementary	2/19/2026	Harvard ES	3/21/2026
The Imaginary Adventures of Finn: The Missing Sunflower Seeds	Bernard Henry	Elementary	2/19/2026	Harvard ES	3/21/2026
The Secret of the Locket	Sandra Rhea	Elementary	2/19/2026	Harvard ES	3/21/2026
The Snow Thief	Alice Hemming	Elementary	2/19/2026	Harvard ES	3/21/2026
Willowmena's Quest	Sandra Rhea	Elementary	2/19/2026	Harvard ES	3/21/2026
Wish I was a Baller	Amar Shah	Elementary	2/19/2026	Harvard ES	3/21/2026
You Make the World	Muon Thi Van	Elementary	2/19/2026	Harvard ES	3/21/2026
Bake Your Own Brownies	Mari Bolte	Elementary	2/23/2026	Roberts ES	3/25/2026
Bake Your Own Cookies	Mari Bolte	Elementary	2/23/2026	Roberts ES	3/25/2026
Bake Your Own Cupcakes	Mari Bolte	Elementary	2/23/2026	Roberts ES	3/25/2026
The Big Mess and Other Stories	Greg Pizzoli	Elementary	2/23/2026	Roberts ES	3/25/2026
Finding the Witch	Pam Rosenberg	Elementary	2/23/2026	Roberts ES	3/25/2026
Weather or Not	John Patrick Green	Elementary	2/23/2026	Roberts ES	3/25/2026
Karate	Yolanda Ridge	Elementary	2/23/2026	Roberts ES	3/25/2026
Ku dou zi	Jory John	Elementary	2/23/2026	Roberts ES	3/25/2026
Motchin K'ong	Jory John	Elementary	2/23/2026	Roberts ES	3/25/2026
Nature is a Sculptor: Weathering and Erosion	Heather Kinsler	Elementary	2/23/2026	Roberts ES	3/25/2026
Not Every Princess	Jeffrey Bone	Elementary	2/23/2026	Roberts ES	3/25/2026
Princess Penelopea Hates Peas	Susan Sweet	Elementary	2/23/2026	Roberts ES	3/25/2026
The Puppy Prince	Melody Mews	Elementary	2/23/2026	Roberts ES	3/25/2026
Rocks and Minerals to Aluminum	Robin Johnson	Elementary	2/23/2026	Roberts ES	3/25/2026
Rocks and Minerals	Nancy Honovich	Elementary	2/23/2026	Roberts ES	3/25/2026
The Royal Ball	Melody Mews	Elementary	2/23/2026	Roberts ES	3/25/2026
Skylar and the K-pop Principal	Luan Goldie	Elementary	2/23/2026	Roberts ES	3/25/2026
Star Showers	Melody Mews	Elementary	2/23/2026	Roberts ES	3/25/2026
Tea for Two	Melody Mews	Elementary	2/23/2026	Roberts ES	3/25/2026
The Un-fairy	Melody Mews	Elementary	2/23/2026	Roberts ES	3/25/2026
Water Fireworks: Kitchen Experiment	Meg Gaertner	Elementary	2/23/2026	Roberts ES	3/25/2026
Weird but True! 6: 350 Outrageous Facts	National Geographic	Elementary	2/23/2026	Roberts ES	3/25/2026
Weird but True! Disney: 300 Wonderful Faces to Celebrate the Magic of Disney	National Geographic	Elementary	2/23/2026	Roberts ES	3/25/2026
Weird but True! Know-it-all: Weather Disasters	Brianna DuMont	Elementary	2/23/2026	Roberts ES	3/25/2026
Weirdest Animals on the Planet	Jennifer Szymanski	Elementary	2/23/2026	Roberts ES	3/25/2026
3 Weeks in the Rainforest: A Rapid Inventory in the Amazon	Jennifer Swanson	Elementary	2/24/2026	River Oaks ES	3/26/2026
34 Amazing Facts about Aliens	Tracy Walker	Elementary	2/24/2026	River Oaks ES	3/26/2026
34 Amazing Facts about Ghosts	Tracy Walker	Elementary	2/24/2026	River Oaks ES	3/26/2026
34 Amazing Facts about Mummies	Hannah Gramson	Elementary	2/24/2026	River Oaks ES	3/26/2026

34 Amazing Facts about Roblox	Tracy Walker	Elementary	2/24/2026	River Oaks ES	3/26/2026
34 Amazing Facts about Soccer	Hannah Templer	Elementary	2/24/2026	River Oaks ES	3/26/2026
A sea of lemon trees : the corrido of Roberto Alvarez	Maria Dolores Aguila	Elementary	2/24/2026	River Oaks ES	3/26/2026
AI around the world : exploring global uses of artificial intelligence	Tammy Enz	Elementary	2/24/2026	River Oaks ES	3/26/2026
All-pro baseball almanac	Patrick Donnelly	Elementary	2/24/2026	River Oaks ES	3/26/2026
All-pro basketball almanac	Elliott Smith	Elementary	2/24/2026	River Oaks ES	3/26/2026
All-pro football almanac	Patrick Donnelly	Elementary	2/24/2026	River Oaks ES	3/26/2026
All-pro hockey almanac	Elliott Smith	Elementary	2/24/2026	River Oaks ES	3/26/2026
All-pro soccer almanac	Patrick Donnelly	Elementary	2/24/2026	River Oaks ES	3/26/2026
Ancient China	M. J York	Elementary	2/24/2026	River Oaks ES	3/26/2026
Ancient Egypt	M. J York	Elementary	2/24/2026	River Oaks ES	3/26/2026
Ancient Greece	M. J York	Elementary	2/24/2026	River Oaks ES	3/26/2026
Ancient Rome	M. J York	Elementary	2/24/2026	River Oaks ES	3/26/2026
Anglerfish and other strange deep-sea creatures	Rachel Rose	Elementary	2/24/2026	River Oaks ES	3/26/2026
At the speed of Gus	Richard Scrimger	Elementary	2/24/2026	River Oaks ES	3/26/2026
Baby bearded dragons	Laura K Murray	Elementary	2/24/2026	River Oaks ES	3/26/2026
Bake your own soda bread	Mari Bolte	Elementary	2/24/2026	River Oaks ES	3/26/2026
Basket ball	Kadir Nelson	Elementary	2/24/2026	River Oaks ES	3/26/2026
Bats!: mysterious and misunderstood mammals	Lydia Lukidis	Elementary	2/24/2026	River Oaks ES	3/26/2026
Be AI savvy : understanding the pros and cons of artificial intelligence	Tammy Enz	Elementary	2/24/2026	River Oaks ES	3/26/2026
Beep Bop Boop! Ready-To-Read Pre-Level 1	Ethan Long	Elementary	2/24/2026	River Oaks ES	3/26/2026
Best men's soccer players	Cara Krenn	Elementary	2/24/2026	River Oaks ES	3/26/2026
Big bike, little bike	Kellie DuBay Gillis	Elementary	2/24/2026	River Oaks ES	3/26/2026
Bison vs. elk	Nathan Sommer	Elementary	2/24/2026	River Oaks ES	3/26/2026
Bog bodies	Trudy Becker	Elementary	2/24/2026	River Oaks ES	3/26/2026
Bold rescue of the forgotten 500 : interactive World War II missions	Allison Lassieur	Elementary	2/24/2026	River Oaks ES	3/26/2026
Bored	Felicita Sala	Elementary	2/24/2026	River Oaks ES	3/26/2026
Brave escapes from Stalag Luft I : interactive World War II missions	Eric Braun	Elementary	2/24/2026	River Oaks ES	3/26/2026
Bravery : the story of Malala Yousafzai	Christa Kelly	Elementary	2/24/2026	River Oaks ES	3/26/2026
Brittany Bubble Gum's icky, sticky landfill journey	Jamee-Marie Edwards	Elementary	2/24/2026	River Oaks ES	3/26/2026
Broken	X Fang	Elementary	2/24/2026	River Oaks ES	3/26/2026
Bros	Carole Boston Weatherford	Elementary	2/24/2026	River Oaks ES	3/26/2026
Bunnis rabbit	Alan Barillaro	Elementary	2/24/2026	River Oaks ES	3/26/2026
Buying goods and services	Katie Marsico	Elementary	2/24/2026	River Oaks ES	3/26/2026
Catty Corner lands on her feet	Julie Murphy	Elementary	2/24/2026	River Oaks ES	3/26/2026
Cracking the code : the human quest to uncover secrets	Rachel Kehoe	Elementary	2/24/2026	River Oaks ES	3/26/2026
Cranky, crabby crow (saves the world)	Corey R Tabor	Elementary	2/24/2026	River Oaks ES	3/26/2026
Cryptocurrency	Hilary Margitich	Elementary	2/24/2026	River Oaks ES	3/26/2026
Cup of Nations	T. Z Layton	Elementary	2/24/2026	River Oaks ES	3/26/2026
Cutest Cats of All Time	Mari Bolte	Elementary	2/24/2026	River Oaks ES	3/26/2026
Do you want a pet bearded dragon?	Louis Mallory	Elementary	2/24/2026	River Oaks ES	3/26/2026
Dreams to ashes : the 1871 Los Angeles Chinatown Massacre	Livia Blackburne	Elementary	2/24/2026	River Oaks ES	3/26/2026
Elvis & Romeo	David Soman	Elementary	2/24/2026	River Oaks ES	3/26/2026
Elvis & Romeo go to dog school	David Soman	Elementary	2/24/2026	River Oaks ES	3/26/2026
Every body : a first conversation about bodies	Megan Madison	Elementary	2/24/2026	River Oaks ES	3/26/2026
Featuring Cristiano Ronaldo : facts, quizzes, activities, and more!	Erin Falligant	Elementary	2/24/2026	River Oaks ES	3/26/2026
Ferret	Jared Siemens	Elementary	2/24/2026	River Oaks ES	3/26/2026
Firebred	Julie Kagawa	Elementary	2/24/2026	River Oaks ES	3/26/2026
Forts	Katie Venit	Elementary	2/24/2026	River Oaks ES	3/26/2026
Frank's red hat	Sean E Avery	Elementary	2/24/2026	River Oaks ES	3/26/2026
Gigi Shin, live from Manhattan	Lyla Lee	Elementary	2/24/2026	River Oaks ES	3/26/2026
Goodbye : a first conversation about grief	Megan Madison	Elementary	2/24/2026	River Oaks ES	3/26/2026
Grin	D. W Gillespie	Elementary	2/24/2026	River Oaks ES	3/26/2026
Hamsters	Kathryn Stevens	Elementary	2/24/2026	River Oaks ES	3/26/2026
Hans Christian Andersen's fairy tales.	H. C Andersen	Elementary	2/24/2026	River Oaks ES	3/26/2026
Hazel the handful	Jamie Michalak	Elementary	2/24/2026	River Oaks ES	3/26/2026
Hermit crabs	Kathryn Stevens	Elementary	2/24/2026	River Oaks ES	3/26/2026
How to drive your brother bananas	Diane ZuHone Shore	Elementary	2/24/2026	River Oaks ES	3/26/2026
How to hatch : a gosling's guide to breaking free	Sara Holly Ackerman	Elementary	2/24/2026	River Oaks ES	3/26/2026
How to teach your monster to read	Christianne C Jones	Elementary	2/24/2026	River Oaks ES	3/26/2026
Hypergifted	Gordon Korman	Elementary	2/24/2026	River Oaks ES	3/26/2026
I, rock : a geology tale	Katie Slivensky	Elementary	2/24/2026	River Oaks ES	3/26/2026
If you make a call on a banana phone	Gideon Sterer	Elementary	2/24/2026	River Oaks ES	3/26/2026
If you want to write a story	Jeff Mack	Elementary	2/24/2026	River Oaks ES	3/26/2026
In the world of whales	Michelle Cusolito	Elementary	2/24/2026	River Oaks ES	3/26/2026
Incredibly Penelope	Lauren Myracle	Elementary	2/24/2026	River Oaks ES	3/26/2026
Is a ferret or a rat the pet for me?	Cara Krenn	Elementary	2/24/2026	River Oaks ES	3/26/2026
Is a fish or a bird the pet for me?	Jaclyn Jaycox	Elementary	2/24/2026	River Oaks ES	3/26/2026
Is a hamster or a gerbil the pet for me?	Mari C Schuh	Elementary	2/24/2026	River Oaks ES	3/26/2026
Is a rabbit or a guinea pig the pet for me?	Mari C Schuh	Elementary	2/24/2026	River Oaks ES	3/26/2026
Is a snake or a lizard the pet for me?	Cara Krenn	Elementary	2/24/2026	River Oaks ES	3/26/2026
Island storm	Brian Floca	Elementary	2/24/2026	River Oaks ES	3/26/2026
It's corn picking time!	Jill Esbaum	Elementary	2/24/2026	River Oaks ES	3/26/2026
Ivypool's heart	Erin Hunter	Elementary	2/24/2026	River Oaks ES	3/26/2026
Jellyfish scientist : Maude Delap and her mesmerizing medusas	Michelle Cusolito	Elementary	2/24/2026	River Oaks ES	3/26/2026
Jokes to laugh your socks off	Aaron Sautter	Elementary	2/24/2026	River Oaks ES	3/26/2026
Know your money	Izzi Howell	Elementary	2/24/2026	River Oaks ES	3/26/2026
Ling & Ting's Lunar New Year : two times lucky	Grace Lin	Elementary	2/24/2026	River Oaks ES	3/26/2026
Little kids first encyclopedia of almost everything	National Geographic	Elementary	2/24/2026	River Oaks ES	3/26/2026

Little rebels	Yuyi Morales	Elementary	2/24/2026	River Oaks ES	3/26/2026
Love potion commotion	Kristen Aguilar	Elementary	2/24/2026	River Oaks ES	3/26/2026
Money for curious kids	Claudia Martin	Elementary	2/24/2026	River Oaks ES	3/26/2026
My Latin America and the Caribbean : a celebration	Gabriela Goldin Marcovich	Elementary	2/24/2026	River Oaks ES	3/26/2026
Opal Watson, private eye	Brittany Thurman	Elementary	2/24/2026	River Oaks ES	3/26/2026
Plight of the pelican : how science saved a species	Jessica Stremer	Elementary	2/24/2026	River Oaks ES	3/26/2026
Pool party!	Amy Hevron	Elementary	2/24/2026	River Oaks ES	3/26/2026
Pop! goes the nursery rhyme	Betsy Bird	Elementary	2/24/2026	River Oaks ES	3/26/2026
Punch! : a story about kindness	Michael Hall	Elementary	2/24/2026	River Oaks ES	3/26/2026
Ready, steady, sloth!	Justin Anderson	Elementary	2/24/2026	River Oaks ES	3/26/2026
Riddles to rattle your brain	Anthony Wacholtz	Elementary	2/24/2026	River Oaks ES	3/26/2026
Robinson's new thing	Julia Mills	Elementary	2/24/2026	River Oaks ES	3/26/2026
Rumpelstiltskin	Mac Barnett	Elementary	2/24/2026	River Oaks ES	3/26/2026
Team Chu and the epic hero quest	Julie C Dao	Elementary	2/24/2026	River Oaks ES	3/26/2026
The Academy	T. Z Layton	Elementary	2/24/2026	River Oaks ES	3/26/2026
The daggers of ire	J. C Cervantes	Elementary	2/24/2026	River Oaks ES	3/26/2026
The deadliest spider	Eleanor Spicer Rice	Elementary	2/24/2026	River Oaks ES	3/26/2026
The dynamic DC origin story : the evolution of Batman, Superman, Wonder Woman, and the DC Universe	Benjamin Harper	Elementary	2/24/2026	River Oaks ES	3/26/2026
The echo people	S. D Youngwolf	Elementary	2/24/2026	River Oaks ES	3/26/2026
The escape artist : a true story of octopus adventure	Thor Hanson	Elementary	2/24/2026	River Oaks ES	3/26/2026
The fairy fashion show	Bea Jackson	Elementary	2/24/2026	River Oaks ES	3/26/2026
The Friendship Train : a true story of helping and healing after World War II	Debbie Levy	Elementary	2/24/2026	River Oaks ES	3/26/2026
The gift of freedom : how Harriet Tubman rescued her brothers	Glennette Tilley Turner	Elementary	2/24/2026	River Oaks ES	3/26/2026
The gift of the broken teacup : poems of mindfulness, meditation, and me	Allan Wolf	Elementary	2/24/2026	River Oaks ES	3/26/2026
The gingerbread monster	Dan Gemeinhart	Elementary	2/24/2026	River Oaks ES	3/26/2026
The glass pyramid : a story of the Louvre Museum and architect I.M. Pei	Jeanne Walker Harvey	Elementary	2/24/2026	River Oaks ES	3/26/2026
The great pupypalooza	Emily Ecton	Elementary	2/24/2026	River Oaks ES	3/26/2026
The Greenies	Emma Mills	Elementary	2/24/2026	River Oaks ES	3/26/2026
The hat of great importance	Patrick Ness	Elementary	2/24/2026	River Oaks ES	3/26/2026
The Incorruptibles	Lauren Magaziner	Elementary	2/24/2026	River Oaks ES	3/26/2026
The journey continues	T. Z Layton	Elementary	2/24/2026	River Oaks ES	3/26/2026
The Manifestor prophecy	Angie Thomas	Elementary	2/24/2026	River Oaks ES	3/26/2026
The mighty Macy	Kwame Alexander	Elementary	2/24/2026	River Oaks ES	3/26/2026
The Peddler of puddles	Beth Ferry	Elementary	2/24/2026	River Oaks ES	3/26/2026
The reel wish	Yamile Saied Mendez	Elementary	2/24/2026	River Oaks ES	3/26/2026
The road from nowhere	Avi	Elementary	2/24/2026	River Oaks ES	3/26/2026
The secret of honeycake	Kimberly Newton Fusco	Elementary	2/24/2026	River Oaks ES	3/26/2026
The snowy owl rescue	Heidi E. Y Stemple	Elementary	2/24/2026	River Oaks ES	3/26/2026
The spider lady : Nan Songer and her arachnid WW II army	Penny Parker Klostermann	Elementary	2/24/2026	River Oaks ES	3/26/2026
The War of 1812	Alex Monroe	Elementary	2/24/2026	River Oaks ES	3/26/2026
Title fight	T. Z Layton	Elementary	2/24/2026	River Oaks ES	3/26/2026
Together : a first conversation about love	Megan Madison	Elementary	2/24/2026	River Oaks ES	3/26/2026
Tournament of Champions	T. Z Layton	Elementary	2/24/2026	River Oaks ES	3/26/2026
Turtles	Kathryn Stevens	Elementary	2/24/2026	River Oaks ES	3/26/2026
Unreal : can you tell fact from fake?	Kate Simpson	Elementary	2/24/2026	River Oaks ES	3/26/2026
We care : a first conversation about justice	Megan Madison	Elementary	2/24/2026	River Oaks ES	3/26/2026
When a book begins : a book of poems	Alegra Dashielle	Elementary	2/24/2026	River Oaks ES	3/26/2026
Who ate Steve?	Susannah Lloyd	Elementary	2/24/2026	River Oaks ES	3/26/2026
World Cup close-up : men's soccer on the biggest stage	Kurt Waldendorf	Elementary	2/24/2026	River Oaks ES	3/26/2026
Would you rather smash a home run or pitch a perfect game? : questions about pro baseball	Matt Chandler	Elementary	2/24/2026	River Oaks ES	3/26/2026
Would you rather snag the most steals or block the most shots? : questions about pro basketball	Matt Chandler	Elementary	2/24/2026	River Oaks ES	3/26/2026
Wrong friend	Charise Mericle Harper	Elementary	2/24/2026	River Oaks ES	3/26/2026
Your money and the world : how to spend, save, donate and invest sustainably	Cecile Biccari	Elementary	2/24/2026	River Oaks ES	3/26/2026
Zip zap wickety wack : a story about sharing	Matthew Diffeo	Elementary	2/24/2026	River Oaks ES	3/26/2026
Chip plays grown-up	Maddie Frost	Elementary	2/24/2026	River Oaks ES	3/26/2026
Creaky Acres	Calista Brill	Elementary	2/24/2026	River Oaks ES	3/26/2026
Dancing through space : Dr. Mae Jemison soars to new heights	Lydia Lukidis	Elementary	2/24/2026	River Oaks ES	3/26/2026
Dino Poet. 1	Tom Angleberger	Elementary	2/24/2026	River Oaks ES	3/26/2026
Free piano (not haunted)	Whitney Gardner	Elementary	2/24/2026	River Oaks ES	3/26/2026
Froggy : a pond full of pals!	Paige Walshe	Elementary	2/24/2026	River Oaks ES	3/26/2026
Gold rush : the untold story of the First Nations women who started the Klondike gold rush	Flora Delargy	Elementary	2/24/2026	River Oaks ES	3/26/2026
His fairytale life : a book about Hans Christian Andersen	Jane Yolen	Elementary	2/24/2026	River Oaks ES	3/26/2026
I'm longer than you! : an epic contest of measurement	Carolyn Fisher	Elementary	2/24/2026	River Oaks ES	3/26/2026
Max, a little axolotl! : an original graphic novel	Joey Spiotto	Elementary	2/24/2026	River Oaks ES	3/26/2026
Mighty : the story of an oak tree ecosystem	Henry Cole	Elementary	2/24/2026	River Oaks ES	3/26/2026
North for the winter	Bobby Podesta	Elementary	2/24/2026	River Oaks ES	3/26/2026
Oasis	Guojing	Elementary	2/24/2026	River Oaks ES	3/26/2026
Pacheco and the witch of the mountain : a graphic novel	Juan E Zambrano	Elementary	2/24/2026	River Oaks ES	3/26/2026
Pencil & Eraser. 1, We have a dull-emma!	Jenny Alvarado	Elementary	2/24/2026	River Oaks ES	3/26/2026
Real-life disasters	Anna Crowley Redding	Elementary	2/24/2026	River Oaks ES	3/26/2026
Rover and Speck. 3, It's a gas!	Jonathan Roth	Elementary	2/24/2026	River Oaks ES	3/26/2026
Supa Nova	Chante Timothy	Elementary	2/24/2026	River Oaks ES	3/26/2026
Tell me about Juneteenth	Kortney Nash	Elementary	2/24/2026	River Oaks ES	3/26/2026

The blue jays that grew a forest	Lynn Street	Elementary	2/24/2026	River Oaks ES	3/26/2026
The crane and the keeper : how an endangered crane chose a human as her mate	Meeg Pincus	Elementary	2/24/2026	River Oaks ES	3/26/2026
The fire-breathing duckling	Frank Cammuso	Elementary	2/24/2026	River Oaks ES	3/26/2026
The Fix-Its. Nail needs help	Sarah Lynne Reul	Elementary	2/24/2026	River Oaks ES	3/26/2026
The world entire : a true story of an extraordinary World War II rescue	Elizabeth Brown	Elementary	2/24/2026	River Oaks ES	3/26/2026
We are American, too	Kristen M Chase	Elementary	2/24/2026	River Oaks ES	3/26/2026
Welcome to Barnacle Bay	Jana Curl	Elementary	2/24/2026	River Oaks ES	3/26/2026
Whales in the city	Nancy F Castaldo	Elementary	2/24/2026	River Oaks ES	3/26/2026
Woody's words : Woodrow Wilson Rawls and Where the red fern grows	Lisa Jean Rogers	Elementary	2/24/2026	River Oaks ES	3/26/2026
World of mushrooms	Pauline Payen	Elementary	2/24/2026	River Oaks ES	3/26/2026
I am Thankful	Sheri Wall	Elementary	2/24/2026	Shearn ES	3/26/2026
Pizza and Taco: Best Christmas Ever!	Stephen Shaskan	Elementary	2/24/2026	Shearn ES	3/26/2026
The Ultimate Builder's Guide in Minecraft	Scholastic	Elementary	2/24/2026	Shearn ES	3/26/2026
Together We Can	Caryl Hart	Elementary	2/24/2026	Shearn ES	3/26/2026
Why Not?	Kobi Yamada	Elementary	2/24/2026	Shearn ES	3/26/2026
A Sea Monster Conundrum	Lisa Yee	Elementary	3/16/2026	Horn ES	4/15/2026
An Omelet for Evan	Sheri Wall	Elementary	3/16/2026	Horn ES	4/15/2026
Europa	James Ponti	Elementary	3/16/2026	Horn ES	4/15/2026
Gymnastica Fantastica!	Briony Stewart	Elementary	3/16/2026	Horn ES	4/15/2026
How to Find a Yeti	Matt Hunt	Elementary	3/16/2026	Horn ES	4/15/2026
Hummingbird's Big Trip	G Brian Karas	Elementary	3/16/2026	Horn ES	4/15/2026
I'm So Happy You're Here	Mychal Threats	Elementary	3/16/2026	Horn ES	4/15/2026
In the Pet House	Cam Higgins	Elementary	3/16/2026	Horn ES	4/15/2026
Izzy Esta en las Nubes	Terri Libenson	Elementary	3/16/2026	Horn ES	4/15/2026
JD Vance: From Rural American to the White House	Matt Doeden	Elementary	3/16/2026	Horn ES	4/15/2026
Lionel Messi's World Cup Triumph	Chris Barish	Elementary	3/16/2026	Horn ES	4/15/2026
Pez Arcoiris se Escapa de la Red	Marcus Pfister	Elementary	3/16/2026	Horn ES	4/15/2026
Polar Bear and the Ballerina	Eric Valasquez	Elementary	3/16/2026	Horn ES	4/15/2026
Robot Island	Cary Fagan	Elementary	3/16/2026	Horn ES	4/15/2026
Sea Otter Sunrise	Mary Pope Osborne	Elementary	3/16/2026	Horn ES	4/15/2026
Search for Carmella	Chloe Savage	Elementary	3/16/2026	Horn ES	4/15/2026
Seven: A Most Remarkable Pigeon	Sandra Nickel	Elementary	3/16/2026	Horn ES	4/15/2026
Sharkabet: A Sea of Sharks from A to Z	Ray Troll	Elementary	3/16/2026	Horn ES	4/15/2026
Stronger Than She Thinks	Nancy Kerrigan	Elementary	3/16/2026	Horn ES	4/15/2026
Teeny-Weeny Unicorn's Great Big Wish	Shawn Harris	Elementary	3/16/2026	Horn ES	4/15/2026
The Firefly Crown	Yxavel Dino	Elementary	3/16/2026	Horn ES	4/15/2026
The Great Escape	Deborah Marcero	Elementary	3/16/2026	Horn ES	4/15/2026
The Hybrid Prince	Tui Sutherland	Elementary	3/16/2026	Horn ES	4/15/2026
There is Not Usually a Hole	Daisy Hirst	Elementary	3/16/2026	Horn ES	4/15/2026
This is the Planet Where I Live	KL Going	Elementary	3/16/2026	Horn ES	4/15/2026
Top Chef	Kelly Lyons	Elementary	3/16/2026	Horn ES	4/15/2026
Valentines are the Worst!	Alex Willan	Elementary	3/16/2026	Horn ES	4/15/2026
Waffle Lot of Love!	Ben Clanton	Elementary	3/16/2026	Horn ES	4/15/2026
When Cherry Blossoms Fall	Katrina Goldsaito	Elementary	3/16/2026	Horn ES	4/15/2026
When You Go to Dragon School	Chelsea Cambell	Elementary	3/16/2026	Horn ES	4/15/2026
Who is Beyonce?	Kirsti Jewel	Elementary	3/16/2026	Horn ES	4/15/2026
Who is Katie Ledecy?	James Buckley Jr	Elementary	3/16/2026	Horn ES	4/15/2026
Who is Michael Phelps?	Micah Hecht	Elementary	3/16/2026	Horn ES	4/15/2026
Who is Nathan Chen?	Joseph Liu	Elementary	3/16/2026	Horn ES	4/15/2026
Who is Travis Kelce?	Ellen Labrecque	Elementary	3/16/2026	Horn ES	4/15/2026
Who Would Win? Dinosaur Destruction	Jerry Pallotta	Elementary	3/16/2026	Horn ES	4/15/2026
The Bakers Dozen	Amy Moore	Elementary	3/16/2026	HISD	4/15/2026
Sapphie the One-Eyed Cat Volume 1	JOHO	Elementary	3/16/2026	HISD	4/15/2026
The Library in the Woods	Calvin Alexander Ramsey	Elementary	3/16/2026	HISD	4/15/2026
Crane and the Keeper, The: How an Endangered Crane Chose a Human as Her Mate	Meeg Pincus	Elementary	3/17/2026	HISD	4/16/2026
Dancing Through Space: Dr. Mae Jemison Soars to New Heights	Lydia Lukidis	Elementary	3/17/2026	HISD	4/16/2026
Dragonflies of Glass: The Story of Clara Driscoll and the Tiffany Girls	Susan Goldman Rubin	Elementary	3/17/2026	HISD	4/16/2026
Friendship Train, The: A True Story of Helping and Healing After World War II	Debbie Levy	Elementary	3/17/2026	HISD	4/16/2026
Gold Rush: The Untold Story of the First Nations Woman Who Started the Klondike Gold Rush	Flora Delargy	Elementary	3/17/2026	HISD	4/16/2026
His Fairytale Life: A Book about Hans Christian Andersen	Jane Yolen	Elementary	3/17/2026	HISD	4/16/2026
I'm Longer Than You!: An Epic Contest of Measurement	Carolyn Fisher	Elementary	3/17/2026	HISD	4/16/2026
Lighthouse Ladies: Shining a Spotlight on Hardy Heroines	Kris Coronado	Elementary	3/17/2026	HISD	4/16/2026
Making Light Bloom: Clara Driscoll and the Tiffany Lamps	Sandra Nickel	Elementary	3/17/2026	HISD	4/16/2026
Meet the Mini-Mammals: A Night at the Natural History Museum	Melissa Stewart	Elementary	3/17/2026	HISD	4/16/2026
Mighty: The Story of an Oak Tree Ecosystem	Henry Cole	Elementary	3/17/2026	HISD	4/16/2026
Real-Life Disasters	Anna Crowley Redding	Elementary	3/17/2026	HISD	4/16/2026
Tell Me about Juneteenth	Kortney Nash	Elementary	3/17/2026	HISD	4/16/2026
The Blue Jays That Grew a Forest	Lynn Street	Elementary	3/17/2026	HISD	4/16/2026
The Secret World of Spiderwebs	Namasri Niumim	Elementary	3/17/2026	HISD	4/16/2026
We Are American, Too	Kristen Mei Chase	Elementary	3/17/2026	HISD	4/16/2026
Whales in the City	Nancy F. Castaldo	Elementary	3/17/2026	HISD	4/16/2026
Woody's Words: Woodrow Wilson Rawls and Where the Red Fern Grows	Lisa Rogers	Elementary	3/17/2026	HISD	4/16/2026
World Entire, The: A True Story of an Extraordinary World War II Rescue	Elizabeth Brown	Elementary	3/17/2026	HISD	4/16/2026
World of Mushrooms	Pauline Payen	Elementary	3/17/2026	HISD	4/16/2026

Waist-Deep in Dung: A Stomach-Churning Look at the Grossest Jobs Throughout History	Christine Virnig	Elementary	3/17/2026	HISD	4/16/2026
Charles M. Schulz: The Creator of Snoopy and Peanuts	Yuzuru Kuki	Elementary	3/17/2026	HISD	4/16/2026
Vanishing of Lake Peigneur, The: A Graphic Novel Based on a True Story	Allan Wolf	Elementary	3/17/2026	HISD	4/16/2026
Fantastic Flora: The World's Biggest, Baddest, and Smelliest Plants	Ann McCallum Staats	Elementary	3/17/2026	HISD	4/16/2026
A Study in Secrets	Debbi Michiko Florence	Middle	3/17/2026	HISD	4/16/2026
Around the Spider-Verse	Justin A. Reynolds	Middle	3/17/2026	HISD	4/16/2026
Beetle & the Chimera Carnival	Aliza Layne	Middle	3/17/2026	HISD	4/16/2026
Blood in the Water	Tiffany D. Jackson	Middle	3/17/2026	HISD	4/16/2026
Cassi and the House of Memories: A Graphic Novel	Dean Stuart	Middle	3/17/2026	HISD	4/16/2026
Dracula's Brunch Club	Brian Gonsar	Middle	3/17/2026	HISD	4/16/2026
Gloom	Jack MacKay	Middle	3/17/2026	HISD	4/16/2026
Junius Leak and the Spiraling Vortex of Doom	Allan Wolf	Middle	3/17/2026	HISD	4/16/2026
Ollie in Between	Jess Callans	Middle	3/17/2026	HISD	4/16/2026
Sheeta's Little Big World	Yuki Kamba	Middle	3/17/2026	HISD	4/16/2026
Spark	Chris Baron	Middle	3/17/2026	HISD	4/16/2026
The Extraordinary Orbit of Alex Ramirez	Jasminne Paulino	Middle	3/17/2026	HISD	4/16/2026
The Factory	Catherine Egan	Middle	3/17/2026	HISD	4/16/2026
The Freedom Seeker	Ruchira Gupta	Middle	3/17/2026	HISD	4/16/2026
The Girl Who Kept the Castle	Ryan Graudin	Middle	3/17/2026	HISD	4/16/2026
A Curious Kind of Magic	Mara Rutherford	High	3/17/2026	HISD	4/16/2026
All the Noise at Once	DeAndra David	High	3/17/2026	HISD	4/16/2026
Almark, Vol. 1	Hiyoto Yunoki	High	3/17/2026	HISD	4/16/2026
Better Than Revenge	Kasie West	High	3/17/2026	HISD	4/16/2026
Big Jim and the White Boy: An American Classic Reimagined	David F. Walker	High	3/17/2026	HISD	4/16/2026
Bingsu for Two	Sujin Witherspoon	High	3/17/2026	HISD	4/16/2026
Bless, Vol.1	Yukino Sonoyama	High	3/17/2026	HISD	4/16/2026
Cope Field	T.L. Simpson	High	3/17/2026	HISD	4/16/2026
Crashing Into You	Rocky Callen	High	3/17/2026	HISD	4/16/2026
Dan in Green Gables	Rex Ogle	High	3/17/2026	HISD	4/16/2026
Darkly	Marisha Pessl	High	3/17/2026	HISD	4/16/2026
Death in the Cards	Mia P. Manansala	High	3/17/2026	HISD	4/16/2026
Even If It Breaks Your Heart	Erin Hahn	High	3/17/2026	HISD	4/16/2026
Every Borrowed Beat	Erin Stewart	High	3/17/2026	HISD	4/16/2026
Fake Skating	Lynn Painter	High	3/17/2026	HISD	4/16/2026
Family Force V	Matt Braly	High	3/17/2026	HISD	4/16/2026
Girls Like Her	Melanie Sumrow	High	3/17/2026	HISD	4/16/2026
Halfway There: A Graphic Memoir of Self-Discovery	Christine Mari Inzer	High	3/17/2026	HISD	4/16/2026
Heir of Storms	Lauryn Hamilton Murray	High	3/17/2026	HISD	4/16/2026
I Shall Never Fall in Love: A Graphic Novel	Hari Conner	High	3/17/2026	HISD	4/16/2026
Kirby's Lessons for Falling (in Love)	Laura Gao	High	3/17/2026	HISD	4/16/2026
One in a Million	Claire Lordon	High	3/17/2026	HISD	4/16/2026
Putin vs. Zelensky: The Russo-Ukrainian War: Why It's Happening and How It All Got Started	Ben Thompson	High	3/17/2026	HISD	4/16/2026
Road Home	Rex Ogle	High	3/17/2026	HISD	4/16/2026
Rules for Camouflage	Kirstin Cronn-Mills	High	3/17/2026	HISD	4/16/2026
Shackled: A Tale of Wronged Kids, Rogue Judges, and a Town That Looked Away	Candy J. Cooper	High	3/17/2026	HISD	4/16/2026
Shampoo Unicorn	Sawyer Lovett	High	3/17/2026	HISD	4/16/2026
Sherlock Holmes, Vol. 1: A Study in Scarlet	Julien Choy	High	3/17/2026	HISD	4/16/2026
Silenced Voices: Reclaiming Memories from the Guatemalan Genocide	Pablo Leon	High	3/17/2026	HISD	4/16/2026
Sisters in the Wind	Angeline Bouley	High	3/17/2026	HISD	4/16/2026
Skipshock	Caroline O'Donoghue	High	3/17/2026	HISD	4/16/2026
Song of a Blackbird	Maria van Lieshout	High	3/17/2026	HISD	4/16/2026
Spacewalking with You	Inuhiko Doronoda	High	3/17/2026	HISD	4/16/2026
Such Lovely Skin	Tatiana Schlote-Bonne	High	3/17/2026	HISD	4/16/2026
The Art Thieves	Andrea L. Rogers	High	3/17/2026	HISD	4/16/2026
The Executioners Three	Susan Dennard	High	3/17/2026	HISD	4/16/2026
The Glass Girl	Kathleen Glasgow	High	3/17/2026	HISD	4/16/2026
The Guy She Was Interested in Wasn't a Guy at All, Vol. 1	Sumiko Arai	High	3/17/2026	HISD	4/16/2026
The Hills of Estrella Roja	Ashley Robin Franklin	High	3/17/2026	HISD	4/16/2026
The Scammer	Tiffany D. Jackson	High	3/17/2026	HISD	4/16/2026
This Place Kills Me	Mariko Tamaki	High	3/17/2026	HISD	4/16/2026
This Thing of Ours	Frederick Joseph	High	3/17/2026	HISD	4/16/2026
Twenty-Four Seconds from Now...: A Love Story	Jason Reynolds	High	3/17/2026	HISD	4/16/2026
Under the Same Stars	Libba Bray	High	3/17/2026	HISD	4/16/2026
We Could Be Magic	Marissa Meyer	High	3/17/2026	HISD	4/16/2026
When We Ride	Rex Ogle	High	3/17/2026	HISD	4/16/2026
White House Secrets: Medical Lies and Cover-Ups	Gail Jarrow	High	3/17/2026	HISD	4/16/2026



4/9/2026

8.

Office of the Superintendent of Schools

Office of Academics

Authority To Negotiate, Execute, And Amend An Interlocal Agreement Renewal With Texas Southern University For Dual Credit Course Offerings To Houston Independent School District Students

This agenda item requests approval from the Houston Independent School District (HISD) School Board to authorize the superintendent of schools or a designee to negotiate and execute an interlocal agreement with Texas Southern University (TSU) to offer dual credit courses to students in grades 9-12 within HISD. These dual credit courses articulate to several public postsecondary institutions throughout Texas and count for both high school and college credit. Students receive college credit upon successful completion of each semester-long course. The partnership agreement term is from June 1, 2026, through August 31, 2029.

During school years 2022-2023 through 2024-2025, more than 13,000 students from 46 HISD high schools enrolled in dual credit courses in a variety of subject areas. HISD students who successfully completed their dual credit courses between fall 2022 and spring 2025 with other institutions of higher education saved an estimated \$16 million in college tuition expenses.

Currently, the district covers the student registration/fees and student instructional materials expenses that vary by course based on annual appropriations for an amount not to exceed \$3,000,000 for the duration of the contract for academic school years 2025-2026, 2026-2027, 2027-2028, and 2028-2029.

COST/FUNDING SOURCE(S): The total cost for this program is not expected to exceed \$3,000,000 over the 2025-2026, 2026-2027, 2027-2028, and 2028-2029 academic terms.

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board authorizes the superintendent of schools or designee to negotiate, execute, and amend an interlocal agreement renewal with TSU for dual credit course offerings, effective April 10, 2026.



4/9/2026

9.

Office of the Superintendent of Schools

Office of Finance and Operations

Approval Of Vendor Awards For Purchases Which Cost \$1,000,000 Or More

The purpose of this item is to authorize vendor awards for purchases which cost \$1,000,000 or more. Pursuant to School Board policy, contracts for purchases which cost \$1,000,000 or more are submitted to the Houston Independent School District (HISD) School Board for approval 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.

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 historically underutilized business program 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 vendor awards for purchases which cost \$1,000,000 or more, effective April 10, 2026.

**Approval of Project
Recommended for 4/9/2026 Board Agenda**

Project Information	22-09-13-A – RFQ / Architectural and Engineering Services – Supplemental – (March) – (CFMO)
Project Description	This project was originally approved by the Board of Education on January 13, 2022. The purpose of this supplemental project is to award additional vendors, with no additional increase in funding, to obtain architectural and engineering services districtwide. 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 April 10, 2026, through January 13, 2027, with no remaining renewals.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	HUB Commitment
Market Basket 4 – Athletic Facilities	
Corgan Associates, Inc.	RFQ-27%
English + Associates Architects, Inc.	RFQ-25%
FGM Architects Inc.	RFQ-25%
O’Connell Robertson & Associates, Inc., dba O’Connell Robertson	RFQ-25%
Pfluger Architects, Inc.	RFQ-25%

**Approval of Cooperative Project
Recommended for 4/9/2026 Board Agenda**

Project Information	26-02-07-23 – Cooperative / Student Ridership Tracking System – (Garcia) – (COE)
Project Description	The purpose of this cooperative project is for the Fleet Operations department to obtain a real-time ridership tracking system for students who use the district’s transportation services. Based on annual appropriations, the projected expenditure is not to exceed \$1,900,000 for the duration of the project. This is a cooperative agreement with The Interlocal Purchasing System (TIPS) utilizing cooperative project number 250106 in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LLEGAL).
Project Term	The project term is from April 10, 2026, through May 31, 2027, with two automatic renewals, if TIPS executes its project renewal options, not to extend beyond May 31, 2029.
Amount not to Exceed (Project Term)	\$ 1,900,000

Recommended Vendor(s) for Approval	HUB Commitment
Secured Mobility, LLC	N/A

**Amendment to Item Approved on a Prior Agenda
Recommended for 4/9/2026 Board Agenda**

Project Information	24-02-05 – RFP / IT Contractors – (Teer) – (CFOO) – NTE Increase
Project Description	This project was originally approved by the School Board on October 10, 2024. The purpose of this project amendment is to request an increase to the spending limit authorization to obtain information technology contractor services districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$24,000,000 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 October 11, 2024, through October 10, 2025, with two automatic annual renewals, not to extend beyond October 10, 2027.
Amount not to Exceed (Project Term)	\$24,000,000

Recommended Vendor(s) for Approval	HUB Commitment
22nd Century Technologies, Inc.	A-100%
Insight Global, LLC	B-35%
iSphere Innovation Partners, LLC	B-35%
Labyrinth Solutions, LLC, dba Inveniolsi	B-35%
Paradigm Group, Inc.	C-D
Peloton Group, The LLC, dba Peloton Alliance, The	B-35%
Phoenix Business, Inc., dba Phoenix Business Consulting	B-35%
Sierra Digital, Inc.	A-100%

**Amendment to Item Approved on a Prior Agenda
Recommended for 4/9/2026 Board Agenda**

Project Information	22-06-09-04 – Cooperative / Waste and Recycling Service – (Hung) – (CFOO) – Term Correction	
Project Description	This project was originally approved by the Board of Education on August 11, 2022. The purpose of this project amendment is to request a term correction, with no additional increase in funding, to obtain waste removal, trash compacting, and recycling services for Nutrition Services and various other schools and departments. This is a cooperative agreement with Choice Partners utilizing cooperative project number 22/030SG in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).	
Project Term	The project term is from August 12, 2022, through May 17, 2023, with four annual renewals, if Choice Partners executes its project renewal options, not to extend beyond May 17, 2027.	
Amount not to Exceed (Project Term)	N/A	
Recommended Vendor(s) for Approval	HUB Commitment	
Waste Management of Texas, Inc.	N/A	

**Amendment to Item Approved on a Prior Agenda
Recommended for 4/9/2026 Board Agenda**

Project Information	24-03-05-01 – Cooperative / Plumbing Services – (James) – (CFOO) – Vendor Name Change
Project Description	This project was originally approved by the School Board on April 24, 2024, and ratified by the School Board on January 16, 2025. The purpose of this project amendment is to change the name of an awarded vendor through a contract reassignment beginning January 1, 2026, with no additional increase in funding, to obtain plumbing services for repair and maintenance districtwide. The Brandt Companies, LLC, has changed its business name to Southland Industries. This is a cooperative agreement with BuyBoard utilizing cooperative project number 733-24 in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from April 25, 2024, through March 31, 2025, with two automatic renewals, if BuyBoard executes its project renewal options, not to extend beyond March 31, 2027.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	HUB Commitment
Southland Industries	N/A

**Amendment to Item Approved on a Prior Agenda
Recommended for 4/9/2026 Board Agenda**

Project Information	25-03-13-23 – Cooperative / Comprehensive Heating, Ventilation and Air Conditioning (HVAC) Services, Equipment, and Supplies – (Bean) – (CFMO) – Vendor Name Change
Project Description	This project was originally approved by the School Board on August 14, 2025. The purpose of this project amendment is to change the name of an awarded vendor through a contract reassignment beginning January 5, 2026, with no additional increase in funding, to obtain comprehensive HVAC services, equipment, and supplies to include repairs, preventive maintenance, window and portable AC units and parts, building automation system supplies, direct digital control components, and troubleshooting services districtwide. Johnson Controls, Inc., has changed its business name to Tyco Technology GmbH dba Johnson Controls Building Solutions, LLC. This is a cooperative agreement with The Interlocal Purchasing System (TIPS) utilizing cooperative project numbers 250105 in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from August 15, 2025, through March 31, 2026, with two automatic renewals, if TIPS executes its project renewal options, not to extend beyond March 31, 2028.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	HUB Commitment
Tyco Technology GmbH dba Johnson Controls Building Solutions, LLC	N/A

**Amendment to Item Approved on a Prior Agenda
Recommended for 4/9/2026 Board Agenda**

Project Information	25-05-01-04 – Cooperative / Student Information System Software, Support, and Related Applications and Services – (Sanchez) – (CTO) – Vendor Name Change
Project Description	This project was originally approved by the School Board on June 12, 2025. The purpose of this project amendment is to change the name of an awarded vendor, with no additional increase in funding, to obtain student information software, including maintenance, support, and related applications and services. PowerSchool Holdings, LLC, dba PowerSchool Group, LLC, has changed its business name to PowerSchool Corporation dba PowerSchool Group, LLC. This is a cooperative agreement with Choice Partners utilizing cooperative project numbers 21/031KN-71 and 25/018MF-54 in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from June 1, 2025, through May 20, 2026, with four automatic renewals, if Choice Partners executes its project renewal options, not to extend beyond May 20, 2030.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	HUB Commitment
PowerSchool Corporation dba PowerSchool Group, LLC	N/A

Code Legend

HUB – Historically Underutilized Business Notations

- A. Certified HUB firm; if listed as A-100% indicates a HUB firm; if listed as A->100% the awardee will subcontract with a HUB firm(s).
- B. Non-HUB firm; who will subcontract the indicated percentage with a HUB firm(s) to meet or exceed the District's goal.
- C. Non-HUB firm; if listed as C-<%, the awardee will subcontract with a HUB 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/Government-entity



4/9/2026

10.

Office of the Superintendent of Schools

Office of Finance and Operations

Authority To Negotiate, Execute, And Amend A License Agreement For A Community Garden With The City of Houston For Furr High School At Herman Brown Park, Located At 400 Mercury Drive, Houston, Texas 77013

The Houston Independent School District (HISD) entered into a license agreement with the City of Houston on November 15, 2018, for the use of green space at Herman Brown Park, located at 400 Mercury Drive, Houston, Texas, to operate a community garden serving Furr High School, with a term through March 10, 2026. The parties propose to renew the agreement to allow HISD to continue using approximately 33,200 square feet within the park to support college and career ready learning experiences aligned with agriculture, environmental science, and natural resources pathways. The license provides a five-year initial term, with automatic one-year renewals not to exceed 10 years, and may be terminated by either party upon 30 days' written notice.

Through the continued operation of the community garden, students participate in hands-on, real-world learning that builds foundational workforce skills, exposes students to careers in agriculture and environmental fields, and supports postsecondary pathway development through experiential education, teamwork, and community partnerships. Approval of the renewal will ensure continuity of this program while maintaining appropriate operational, safety, and insurance requirements.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board authorizes the superintendent of schools or designee to negotiate, execute, and amend a license agreement for a community garden with the City of Houston for Furr High School at Herman Brown Park, located at 400 Mercury Drive, Houston, Texas 77013, effective April 10, 2026.



4/9/2026

11.

Office of the Superintendent of Schools

Office of Finance and Operations

Authority To Negotiate, Execute, And Amend Electricity Supply Contracts Through The Texas Public Energy Alliance

The Houston Independent School District (HISD) currently participates in the Texas Public Energy Alliance (TPEA), a political subdivision corporation established under Texas law to aggregate purchasing power for public entities. This participation is governed by a previously approved interlocal agreement.

TPEA enables the district to procure electricity through cooperative purchasing strategies that leverage competitive market pricing and established risk management practices, allowing administration to respond quickly to secure favorable pricing and contract terms while maintaining compliance with board policy and oversight requirements. Continued participation supports efficient and cost-effective acquisition of electricity services for district operations.

Renewing this authority ensures the district can continue to act in a timely manner within a volatile and market-dependent energy environment. Failure to renew this authority could result in delays in contract execution and potential exposure to less favorable market conditions.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board authorizes the superintendent of schools or designee to negotiate, execute, and amend electricity supply contracts through TPEA in accordance with the district's procurement policies and applicable law, effective April 10, 2026.

**A RESOLUTION RENEWING AUTHORIZATION FOR THE SUPERINTENDENT TO
ENTER INTO AN ELECTRICITY CONTRACT**

WHEREAS, Senate Bill 7, enacted by the 76th Texas Legislature, restructures electric power within the State of Texas; and

WHEREAS, Section 304.001 of the Local Government Code authorizes political subdivisions to join together to form a political subdivision corporation to negotiate the purchase of electricity or to aid or act on behalf of the political subdivisions for which the corporation is created with respect to their own electricity use for their respective public facilities; and

WHEREAS, Texas Public Energy Alliance has been formed as a political subdivision corporation (“Corporation”); and

WHEREAS, the Political Subdivision wishes to obtain electricity for its public facilities, at the lowest cost providing the best value, thereby benefiting its citizens and taxpayers; and

NOW THEREFORE BE IT RESOLVED BY THE POLITICAL SUBDIVISION’S GOVERNING BODY THAT:

Section 1. The Political Subdivision, Houston ISD, has previously agreed to join other participating political subdivisions and participate in the Corporation.

Section 2. By approving this resolution, the Political Subdivision authorizes its Superintendent or his/her designee to enter into future electricity contracts through the Texas Public Energy Alliance program per the terms described in the previously board-approved Interlocal Agreement.

PASSED AND APPROVED this ____ day of _____, 2026 at a regular meeting of the Political Subdivision’s governing body.

Name of Political Subdivision:

By: _____

Title: _____



4/9/2026

12.

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 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 2026-2027 school year.

The employment areas to be impacted are listed below:

ELEMENTARY SCHOOLS AND K-8

- Department Chair
- 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)

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 or CTE) 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, 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

OTHER

- 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 April 10, 2026.



4/9/2026

13.

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 DFFC (LOCAL) requires that to implement a reduction in force impacting employees on a term 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 2026-2027 school year.

The employment areas to be impacted are listed below:

- Art
- Assistant Principal
- Assistant Principal, New Education System (NES) Elementary School (ES) 12M
- Autism Self-Contained
- Band
- Bilingual
- Bilingual 4-8

- Bilingual Early Childhood-4
- Bilingual Kindergarten
- Bilingual Prekindergarten (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 English as a Second Language (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 Early Childhood (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 English/Language Arts (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 High School (HS) 12M
- Assistant Principal, NES Middle School (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 or CTE) 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 Computer Technologies 10M
- CATE Cosmetology 10M
- CATE Data Processing 10M
- CATE Electronics 10M
- CATE Family/Consumr 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/Consumr 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
- ClassSize Reduct Core-Ttl1
- College Access Coordinator
- Computer /Technology Teacher
- Computer Literacy
- Computer Science 6-12
- Computer Science 6-12
- Computer/Technology Teacher
- Coordinator
- 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 MiddleSchool 11M
- Dean of Instruction Middle 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
- ELA
- ELA 4-8
- 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 Cosmetology 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 April 10, 2026.



4/9/2026

14.

Office of the Superintendent of Schools

Office of Academics

Approval Of Proposed Revisions To Board Policy EHBAF(LOCAL), *Special Education: Video/Audio Monitoring*-Second Reading

This agenda item seeks Houston Independent School District (HISD) School Board approval of revisions to Board Policy EHBAF(LOCAL), *Special Education: Video/Audio Monitoring*, to align district policy with updated statutory requirements under Texas Education Code 29.022 and 19 Texas Administrative Code 103.1301, including changes resulting from House Bill 2.

The proposed revisions expand the scope of required video and audio monitoring beyond self-contained classrooms to include other special education settings as defined by law. The revisions add a formal definition of *other special education settings*, simplify and clarify the definition of *self-contained classroom*, and update references throughout the policy to ensure consistency in application across qualifying special education environments.

The revisions further clarify district obligations related to camera placement, operation, notice, confidentiality, release of recordings, dispute resolution, extension-of-time procedures, and commissioner review. Updates to statutory citations and procedural language have been incorporated to reflect current law and administrative rule.

A copy of EHBAF(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 approves the proposed revisions to Board Policy EHBAF (LOCAL), *Special Education: Video/Audio Monitoring*, on second reading, effective April 10, 2026.

Note: Unless otherwise noted, the terms “video recording,” “video surveillance,” and “video monitoring” shall also include any associated audio recordings. In addition, the term “classroom” shall also include other special education settings subject to video and audio recording required by law.

To promote student safety, the District shall comply with requests for video and audio monitoring ~~of certain~~in self-contained ~~special education~~ classrooms or special education settings where students spend 50 percent or more of their day as required by law. Regular or continual monitoring of video recordings shall be prohibited. Video recordings shall not be used for teacher evaluation or monitoring or for any purpose other than the promotion of student safety.

The executive director of the office of special education or other person designated by the Superintendent is responsible for coordinating the provision of equipment to campuses in compliance with the law.

The Superintendent shall ensure that administrative regulations are developed to implement this policy.

Requests

For Following Year

A parent of a student receiving special education services and whose placement for the following school year will be in a ~~self-contained special education~~ classroom eligible for video surveillance may request in writing that a video camera be placed in the classroom by the end of the current school year or by the ~~tenth~~10th business day after the student's admission, review, and dismissal (ARD) committee determines the student's placement, whichever is later. If such a request is made, the campus shall begin operation of the camera by the deadlines in law.

For Current Year

Written requests from a parent, assistant principal, principal, staff member, or the Board shall be submitted and processed in accordance with the procedures in law.

Response

As required by law, the District shall provide a response to the requester not later than the seventh business day after receipt of the request and either authorize the request or state the reason for denying the request.

Notice

Before a camera is activated, the principal shall provide advance written notice to staff on the campus and to parents of the students assigned to or engaging in school activities in the classroom that video and audio surveillance will be conducted in the classroom.

**Installation and
Operation**

The classroom subject to the request shall begin operation of video surveillance not later than the time frames required in law, except when the District is granted an extension of time.

When the District has installed video cameras in a classroom as required by law, the District shall operate the cameras during the instructional day at all times when one or more students are in the classroom. For purposes of this policy, the instructional day shall be defined as the portion of a school day during which instruction is taking place in the classroom.

For the school year in which a campus receives a request for video and audio surveillance, the campus shall continue to operate and maintain any video cameras placed in the classroom for as long as the classroom continues to satisfy the requirements in Education Code 29.022(a). However, the campus may discontinue operation of the video camera during the year if the requester withdraws the request in writing and no request is submitted to continue the surveillance. Before a camera is deactivated, the principal shall provide advance written notice to staff on the campus and to parents of the students assigned to or engaging in school activities in the classroom that video and audio surveillance will be discontinued in the classroom and of the opportunity to request continued video and audio surveillance.

Video cameras must be capable of recording video and audio of all areas of the classroom, including a room attached to the classroom used for time out as defined by law. No visual monitoring, other than incidental coverage, shall be conducted of the inside of a bathroom or other area used for changing a student's clothes.

The District shall post notice at the entrance to a classroom in which video cameras are placed stating that video and audio surveillance is conducted in that classroom.

**Retention of
Recordings**

Video recordings shall be retained for at least three months after the date of the recording but may be retained for a longer period in accordance with the District's records management program, or as required by law. [See CPC]

**Confidentiality of
Recordings**

Video recordings made in accordance with this policy shall be confidential and shall only be released or viewed by the individuals and in the limited circumstances permitted by law. Contractors and District personnel with job duties related to the installation, operation, or maintenance of video equipment, or the retention of video recordings, who incidentally view recordings when performing regular job duties such as ensuring the proper functioning of the equipment or pulling specific footage shall not be considered in violation of the confidentiality provisions. The following individuals

shall have authority to view video recordings to the extent permitted by the Family Educational Rights and Privacy Act (FERPA):

1. A District employee or a parent of a student who is involved in an alleged incident documented by a recording and reported to the District;
2. Appropriate Department of Family and Protective Services (DFPS) personnel as part of an investigation of alleged abuse or neglect of a child;
3. A peace officer, school nurse, District administrator trained in de-escalation and restraint techniques, or human resource staff member in response to a report of an alleged incident or an investigation of an employee or a report of alleged abuse committed by a student; and
4. Appropriate Texas Education Agency or State Board for Educator Certification personnel or their agents as part of an investigation.

For purposes of this policy, the term “talent office staff member” shall include the Superintendent, a principal, an assistant principal or other campus administrator, and any supervisory position within the District’s talent office, as approved by the chief talent officer. If an individual listed in items 2–4 above believes that a recording shows a violation of District policy or campus procedures, the individual may allow access to the recording by appropriate legal and talent office personnel designated by the District for the purpose of determining whether a policy or procedure has been violated.

Any person who suspects that child abuse or neglect has occurred shall report this suspicion as required by law and District policy.
[See FFG]

Reporting an Incident

A person alleging that an incident, as defined by law, has occurred in a classroom in which video surveillance is conducted shall file a report on the form provided by the District with the principal as soon as possible after the person suspects the alleged incident. If possible, an incident report form shall be filed within ~~48~~ 24 hours of the facts giving rise to the allegation. The principal shall promptly view, or direct an authorized individual to view, the video surveillance footage to identify the relevant portion of the recording. No later than ~~ten District business days~~ 10 District business days after the report is filed, the principal or designee shall respond by notifying the person whether the alleged incident was recorded in the District’s video surveillance footage and shall initiate other steps as required by law, District policy, or local procedures.

Complaints

Complaints related to video and audio recordings under this policy shall be filed in accordance with DGBA, FNG, or GF, as applicable. A complainant who is dissatisfied with the outcome of the District's complaint process may appeal in writing to the commissioner of education in accordance with Education Code 7.057 and 19 Administrative Code 103.1303. A parent, staff member, or District administrator may request an expedited review in accordance with 19 Administrative Code 103.1303.

Effective Date

~~This policy shall be effective as of the adoption date, December 10, 2021.~~



4/9/2026

15.

Office of the Superintendent of Schools

Office of Academics

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

State law under Texas Education Code (TEC) 25.092 requires school districts to adopt policies governing attendance for credit and the award of a final grade. The purpose of this agenda item is to approve revisions to Board Policy FEC(LOCAL) to ensure alignment with current statutory requirements, District of Innovation provision, and established administrative practices.

Board Policy FEC(LOCAL) applies to students in kindergarten through grade 12 whose attendance falls below 90 percent of the days a class is offered. The policy outlines procedures for notifying parents or guardians of excessive absences, establishing campus-based attendance committees, and providing students with opportunities to regain credit or earn a final grade when attendance requirements are not met.

The proposed revisions clarify:

- The authority of campus-based attendance committees established in accordance with TEC 25.092;
- The process for students to complete a principal-approved plan when attendance falls between 75 percent and 90 percent;
- Petition procedures when attendance falls below 75 percent;
- Standards for reviewing extenuating circumstances, documentation, and best-interest determinations; and
- Conditions that may be imposed for restoring credit, including maintaining attendance standards, completing assignments, attending tutorials, or demonstrating mastery through examination.

The revisions further clarify that attendance committees must consider whether a student has mastered the essential knowledge and skills and maintained passing grades in determining eligibility for credit, and that decisions may be appealed in accordance with TEC 25.092(d).

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 approves the revisions to Board Policy FEC(LOCAL),
Attendance: Attendance for Credit, on second reading, effective April 10, 2026.

~~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~~ been in attendance for 90 percent of the re- ~~quired percentage of days under this policy~~ the class is offered.

**Attendance
Committees**

~~Campus-~~The Board authorizes the establishment of campus-based attendance committees ~~shall be established in accordance with Education Code 25.092 or as many attendance committees as necessary for efficient implementation of state law~~ and shall operate in accordance with the District of Innovation status of the District.

The Superintendent or designee ~~shall~~ is authorized to 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 ~~writ-~~ ten-notice of excessive absences by the District. ~~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. This plan must allow the student to meet the class instructional requirements as determined by the committee. ~~Additionally, a high school student (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 allow the student to meet the class instructional requirements as determined by the principal.~~

If the student fails to successfully complete the plan, or when a student's attendance drops below the 75 percent standards outlined above, the student, parent, or campus 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. [\[See Imposing Conditions for Awarding Credit or a Final Grade, below\]](#) ~~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.

[In making its determination, the committee may consider the nature of the absences as well as whether the reasons for the absences were beyond the control of the student or parent and whether documentation is acceptable.](#)

~~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.

Such consideration does not alter official attendance records but may be used solely for the purpose of determining eligibility for course credit or a final grade.

Imposing Conditions for Awarding Credit or a Final Grade

The attendance committee or principal, as applicable, is not required to assign a student to attend a specified program for an amount of time equivalent to the student's absences (i.e., "seat time").

The attendance committee or principal, as applicable, shall consider the student's unique circumstances and, if necessary, shall impose other 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:

- Maintaining attendance standards for the rest of the semester.
- Completing additional assignments, as specified by the committee or teacher.
- Attending tutorial sessions as scheduled.
- Completing other instructional programs, as specified by the committee.
- Taking an examination to earn credit. [See EHDB]

In all cases, the student must ~~earn a passing grade~~ demonstrate mastery in order to ~~receive~~ have credit restored.

Appeals Process

The attendance committee's decision may be appealed in accordance with Texas Education Code 25.092(d) ~~provisions included in the Elementary School Guidelines and Secondary School Guidelines.~~



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

4/9/2026

16.

Office of the Superintendent of Schools

Office of Information Technology

Approval Of Proposed Revisions To Board Policy CQB(LOCAL), *Technology Resources: Cybersecurity-First Reading*

This agenda item seeks Houston Independent School District (HISD) School Board approval of revisions to Board Policy CQB(LOCAL), *Technology Resources: Cybersecurity*. The proposed changes include the update from the Department of Information Resources to Texas Cyber Command and reinforce requirements for notifications in the event of a security breach or incident.

A copy of CQB(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 CQB (LOCAL), *Technology Resources: Cybersecurity*, on first reading, effective April 10, 2026.

Plan The District shall develop a cybersecurity plan to secure the District's cyberinfrastructure against a cyberattack or any other cybersecurity incidents, determine cybersecurity risk, and implement appropriate mitigation planning.

Coordinator The Superintendent shall designate a cybersecurity coordinator. The cybersecurity coordinator shall serve as the liaison between the District and the Texas Education Agency in cybersecurity matters.

Training The Board delegates to the Superintendent the authority to:

1. Determine the cybersecurity training program to be used in the District;
2. Verify and report compliance with training requirements in accordance with guidance from the ~~Department of Information Resources~~ [Texas Cyber Command](#); and
3. Remove access to the District's computer systems and databases for noncompliance with training requirements as appropriate.

The District shall complete periodic audits to ensure compliance with the cybersecurity training requirements.

Security Breach and Cybersecurity Incident Notifications Upon discovering or receiving notification of a breach of system security or a ~~security~~-cybersecurity incident, as defined by law, the District shall disclose the breach or incident to affected persons or entities and provide any other notices in accordance with the time frames established by law. The District shall give notice by using one or more of the following methods:

1. Written notice.
2. Email, if the District has email addresses for the affected persons.
3. Conspicuous posting on the District's websites.
4. Publication through broadcast media.

The District shall disclose a breach or incident involving sensitive, protected, or confidential student information as required by law.



4/9/2026

17.

Office of the Superintendent of Schools

Office of Academics

Approval Of Proposed Revisions To Board Policy EIF(LOCAL), *Academic Achievement: Graduation*-First Reading

This agenda item seeks Houston Independent School District (HISD) School Board approval of revisions to Board Policy EIF(LOCAL), *Academic Achievement: Graduation*. The proposed revision to the policy removes the reference to the associated EIF(EXHIBIT), which is being proposed for deletion, to ensure alignment with current Texas Education Agency graduation requirements.

The existing exhibit outlines additional credit requirements beyond those mandated by the state. Removing the exhibit eliminates these additional requirements, ensuring that students are only held to the minimum state graduation requirements unless otherwise specified by law or Board policy.

This change supports equitable access to graduation by reducing unnecessary barriers for students and aligning district policy with state standards. All other components of the policy remain unchanged, including provisions related to graduation plans, transcript designation, and eligibility for former students to graduate under applicable requirements.

A copy of EIF(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 EIF (LOCAL), *Academic Achievement: Graduation*, on first reading, effective April 10, 2026.

**High School
Personal Graduation
Plan**

The high school principal shall designate a school counselor or administrator to review personal graduation plan (PGP) options with each student entering grade 9 together with the student's parent or guardian. The PGP review must include the options for the distinguished level of achievement and the endorsements. Before the conclusion of the school year, the student and the student's parent or guardian must confirm and sign a PGP for the student. The plan may be revised according to the student's interest and the availability of particular programming at the campus. Each year, the campus and the student shall refer to the plan while developing the student's course schedule. The plan and the course selection sheet shall be kept on file by the school counselor or administrator.

A high school PGP must:

1. Identify a course of study that promotes:
 - College or workforce readiness; and
 - Career placement and advancement.
2. Facilitate the student's transition from secondary to post-secondary education.

**Middle School
Personal Graduation
Plan**

A middle school principal shall designate a guidance counselor, teacher, or other appropriate individual to develop and administer a PGP for students enrolled in grades 6–8 who:

- Failed a state-mandated assessment; or
- Are not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade 9 as determined by the District.

A PGP must:

- Identify educational goals for the student;
- Include diagnostic information, appropriate monitoring and intervention, and other evaluation strategies;
- Include an intensive instruction program described in Education Code 28.0213 [see EHBC and EHBAB];
- Address participation of the student's parent or guardian, including consideration of the parent's or guardian's educational expectations for the student; and
- Provide innovative methods to promote the student's advancement, including flexible scheduling, alternative learning environments, online instruction, and other interventions that are proven to accelerate the learning process and have been scientifically validated to improve learning and cognitive ability.

**Diploma and
Academic
Achievement Record**

All graduates, including special education students, shall be awarded the same type of diploma. The academic achievement record (transcript) shall include the individual accomplishments, achievements, and courses completed. Also, the appropriate seal representing the student's academic program shall be affixed to the academic achievement record.

**Graduation
Requirements**

Graduation requirements for a particular student shall be those in effect when the student first enters grade 9 or as otherwise adopted by the Board. Students may graduate under the programs listed below. ~~Details regarding the number of credits and specific courses for each of the programs are found in EIF(EXHIBIT).~~

Upon reaching the age of 26, a former student who attended District schools during grade 12 but did not graduate under District requirements will be eligible to graduate under the minimum state requirements in effect at their grade 9 entry, provided the District was the last district of enrollment.

All students shall be automatically enrolled in the distinguished level of achievement plan in the foundation high school program, and parental approval shall be required to leave the plan to graduate under the 22-credit Texas Education Agency (TEA) foundation high school program or the 22-credit HISD foundation high school program.

A seal on each student's transcript shall identify the program under which the student graduated. For specific course and other requirements of each program, see EIF(LEGAL) and the Secondary School Guidelines for the current year. [See also EI(LEGAL) and (LOCAL) and FMH(LOCAL)]

Special Education

A student receiving special education services shall be eligible to graduate upon completion of the requirements specified in the individualized education program (IEP) as determined by the student's admission, review, and dismissal (ARD) committee. [See options for graduation under the Special Education Program in the School Guidelines for the current year]

The secondary program of a student receiving special education services shall terminate either with graduation or when the student no longer meets the age requirement. When a student graduates with a regular diploma, or when the student no longer meets the age eligibility for FAPE, the District must provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals. [See 300.305(e) (3) – IDEIA IDEA]

**Physical Education
Substitutions**

Classification for
Physical Education

All students must satisfy District graduation requirements for physical education. The District shall classify students for physical education on the basis of health into one of the following categories:

- Unrestricted — not limited in activities.
- Restricted — may exclude the more vigorous activities. The two types of restricted classification are:
 - Permanent — A member of the healing arts licensed to practice in the State of Texas shall provide written documentation to the school as to the nature of the impairment and the expectations for physical activity for the student.
 - Temporary — A student may be restricted from certain physical activity of the physical education class. A member of the healing arts licensed to practice in the State of Texas shall provide written documentation to the school as to the nature of the impairment and the expectations for physical activity for the student. During recovery time, the student shall continue to learn the concepts of the lessons but shall participate to the level indicated by the licensed health-care professional.
- Adapted and remedial — Specific activities prescribed or prohibited for students so classified as directed by a member of the healing arts licensed to practice in the State of Texas.

Olympic-Caliber
Physical Activity
Programs

The District has chosen to award state credit for physical education for appropriate private or commercially sponsored physical activity programs conducted either on- or off-campus, upon program approval by the Board and participation approval by the Health and Physical Education Department.

**Transfer of Credits
During Senior Year
for Students from
Out of District**

Students leaving the District in the last semester of their senior year shall be allowed to transfer credits back from any accredited high school where they complete graduation requirements and receive a high school diploma from the District.

**In-District Transfer
of Students During
Spring of Senior
Year**

In order to receive a diploma from a District high school, a senior student transferring from another District school:

- Shall have enrolled in that high school, at the latest, during the first 15 days of the last semester of the senior year;
- Must have earned at least 2 credits from the District high school; and

- Must have completed District graduation requirements, including satisfactory performance on the state-mandated assessment.

A student who does not meet these qualifications may have their complete coursework transferred back to the previous District school and then receive a diploma from the school they previously attended.

To be eligible for honors based on academic achievement, a transfer senior student must earn the last 5 credits at the school in which the awards are presented, at least 2 credits of which must be completed before class ranking time.

**Financial Aid
Application
Confirmation**

As confirmation of a student's completion and submission of a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA), the District shall accept the following:

- A screenshot that includes the processed date field in ApplyTexas Counselor Suite FAFSA data;
- Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA;
- A copy or screenshot of the FAFSA acknowledgment page;
- A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form);
- An acknowledgment receipt from an institution of higher education (IHE); or
- A copy of a financial aid award letter from an IHE.

[For students who choose not to complete and submit a FAFSA or a TASFA, see EIF(LEGAL).]

The District shall maintain individual student documentation of the financial aid application requirement as an education record. [See FL]



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

4/9/2026

18.

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 March 19 and 26, 2026.

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 March 19 and 26, 2026, effective April 10, 2026.