

THE HOUSTON INDEPENDENT SCHOOL DISTRICT



AGENDA

**School Board
Meeting**

August 13, 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 and comments from the board president and board members regarding meetings and conferences attended, including board committee meetings; schools visited; community and district activities; new initiatives; education programs; and continuing education. The items may be discussed, but no final action will be taken on these items at this meeting.

REPORTS FROM THE SUPERINTENDENT

Reports and comments by the superintendent of schools regarding meetings and conferences attended, schools visited, community and district activities, initiatives, and educational programs, on which there will be no action. Topics may include curriculum and instruction, special education, exit criteria, student achievement, student attendance, discipline data, and teacher retention. The items may be discussed, but no final action will be taken on these items at this meeting.

- HISD Three Years of Transformation: Impact, Results, Opportunity
- NWEA MAP Growth: Student Academic Progress
- Facilities Usage Committee Update

DISCUSSION AND REPORT ITEMS

1. Acceptance Of Board Monitoring Update: Presentation Of Goals 1 And 2 Progress Measures 1.1, 1.2, 1.3, 2.1, 2.2, And 2.3
 - August Goal Progress Report
2. Purchasing Services Quarterly Report
 - Purchasing Quarterly Report
3. Debt Management Activity Report
 - Debt Management Activity Report

ITEMS PULLED FROM CONSENT AGENDA

4. Adoption Of Resolution Approving The Revised List Of Approved Brokers/Dealers
 - Approved Brokers/Dealers
 - Resolution

CONSENT AGENDA

5. Consideration And Approval Of Minutes From Previous Meetings
6. Approval Of A Delegate And Alternate For The 2026 Texas Association Of School Boards Delegate Assembly
7. Review And Approval Of The Board's Quarterly Self-Evaluation
 - Self-Evaluation and Time Use Trackers
8. Approval Of Appointment To The Council Of The Great City Schools
9. Appointment Of A Representative To The Houston-Galveston Area Council For The Remainder Of 2026
10. Approval To Amend The Minutes Of The May 14, 2026, School Board Meeting To Include The Name Of Travis Hunt As The Alternate To The Superintendent For Obtaining Texas Education Agency Login Access To The Texas Student Data System Portal
 - Amended Minutes Of May 14, 2026, Board Meeting
11. Approval Of Proposed Revisions To Board Policy EFA(LOCAL), *Instructional Resources: Instructional Materials*-Second Reading
 - EFA(LOCAL), Second Reading

12. Approval Of Proposed Revisions To Board Policy EIA(LOCAL), *Academic Achievement: Grading/Progress Reports To Parents*-Second Reading
 - EIA(LOCAL), Second Reading
13. Approval Of Proposed Revisions To Board Policy EIE(LOCAL), *Academic Achievement: Retention And Promotion*-Second Reading
 - EIE(LOCAL), Second Reading
14. Approval Of Proposed Revisions To Board Policy FDB(LOCAL), *Admissions: Intradistrict Transfers And Classroom Assignments*-Second Reading
 - FDB(LOCAL), Second Reading
15. Authority To Renew Partnerships With AVANCE-Houston, Inc.; Gulf Coast Community Services Association; Harris County Department Of Education; And BakerRipley, For Head Start Prekindergarten Collaborative Programs
 - HISD/Head Start Collaboratives Projections 2026-2027
16. Authority To Negotiate, Execute, And Amend Interlocal Agreements With Texas Public Institutions Of Higher Education To Offer Field Instruction To Their Students
17. Approval Of New Campus Library Book Orders And Donations
 - August Board Meeting Library Materials Titles
18. Authorization To Apply For A Texas Education Agency Waiver For The Prekindergarten Partnership 85-Percent Pass-Through Requirement For The 2025-2026 and 2026-2027 School Years
 - Pre-K Partnership Pass-Through Funding Requirements Under HB2
19. Approval Of Proposed Revisions To Board Policy CSA(LOCAL), *Facility Standards: Safety And Security*-Second Reading
 - CSA(LOCAL), Second Reading
20. Delegation Of Authority To The Superintendent Of Schools To Obligate The District For Excess Revenue Contracts And Agreements
 - Resolution
21. Approval Of Vendor Awards For Purchases Which Cost \$1,000,000 Or More
 - Purchasing Requests

22. Approval Of Proposed Revisions To Board Policy CDC(LOCAL), *Other Revenues: Gifts And Solicitations*-Second Reading
 - CDC(LOCAL), Second Reading
23. Approval Of Proposed Revisions To Board Policy CB(LOCAL), *State And Federal Revenue Sources*-Second Reading
 - CB(LOCAL), Second Reading
24. Approval To Establish Board Policy CQD(LOCAL), *Technology Resources: Artificial Intelligence*-Second Reading
 - CQD(LOCAL), Second Reading
25. Authority To Negotiate, Execute, And Amend An Interlocal Agreement With Houston-Galveston Area Council For Clean Vehicles Program Grant

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, and resignations/retirements of personnel including teachers, assistant principals, principals, chiefs, deputy chiefs, senior executive directors, executive directors, directors, and other administrators, and, if necessary, approve settlement, resignation, and/or release 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) Consideration and possible action in the matter of Valerie Lopez v. Houston ISD and Ruben Vargas Trejo, C.A. No. 4:24-cv-2252, in the U.S. District Court for the Southern District of Texas, Houston Division.

Real Estate

- a) Sale
 - 1) Consideration and possible action to declare the Alcott Elementary School, Briscoe Elementary School, Burrus Elementary School, Cage Elementary School, Dodson Facility, Fleming Middle School, Franklin Elementary School, N.Q. Henderson Elementary School, Port Houston Elementary School, Ross Elementary School, Velasco Warehouse, and West Area Office as surplus and authorize sales procedures.

District Safety, Emergency Management, And Security Audits

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

ADJOURN



8/13/2026

1.

Office of the Superintendent of Schools

Office of Academics

Acceptance Of Board Monitoring Update: Presentation Of Goals 1 And 2 Progress Measures 1.1, 1.2, 1.3, 2.1, 2.2, And 2.3

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 forwards the district's goals and compliance with certain goals and constraints.

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

Goal 1: The percentage of grade 3 students in HISD earning Meets Grade Level on the State of Texas Assessments of Academic Readiness (STAAR) reading test will increase from 41 percent in June 2023 to 56 percent in June 2028.

GPM 1.1: The percentage of grade 3 students meeting or exceeding expected growth on NWEA Measures of Academic Progress (MAP) in reading will reach 55 percent by May 2026.

GPM 1.2: The percentage of grade 3 students attending a New Education System (NES) campus meeting or exceeding expected growth on NWEA MAP in reading will reach 55 percent by May 2026.

GPM 1.3: The percentage of grade 2 students meeting or exceeding expected growth on NWEA MAP in reading will reach 55 percent by May 2026.

Goal 2: The percentage of grade 3 students in HISD earning Meets Grade Level on the STAAR math test will increase from 38 percent in June 2023 to 53 percent in June 2028.

GPM 2.1: The percentage of all grade 3 students meeting or exceeding expected growth on NWEA MAP in math will reach 55 percent by May 2026.

GPM 2.2: The percentage of grade 3 students attending NES campuses meeting or exceeding expected growth on NWEA MAP will reach 55 percent by May 2026.

GPM 2.3: The percentage of grade 2 students meeting or exceeding expected growth on NWEA MAP in math will reach 55 percent by May 2026.

2026 Progress Monitoring Report

Goal 1

GPMs 1.1, 1.2, and 1.3

Goal 2

GPMs 2.1, 2.2, and 2.3

Constraint 1

August 2026 Board Meeting



Goal 1 Overview

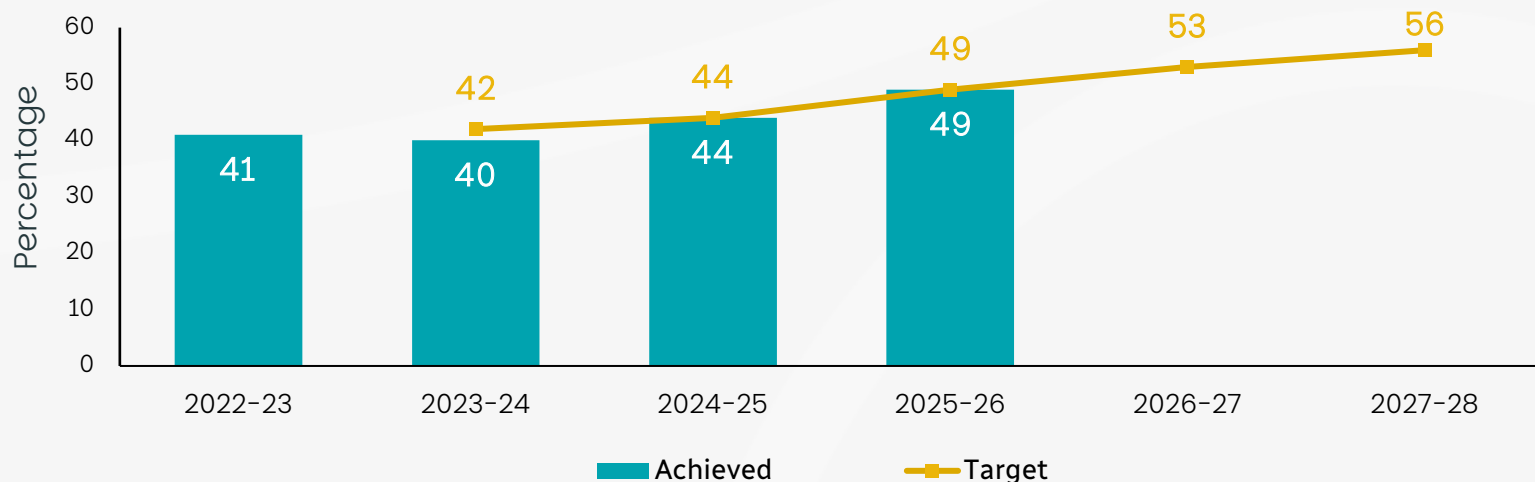
Goal #	Metric	Reference Slide
Goal 1	The percent of 3rd grade students in Houston ISD earning Meets Grade Level on the STAAR Reading test will increase from 41% in June 2023 to 56% in June 2028.	3
GPM 1.1	The percentage of 3rd grade students meeting or exceeding expected growth on NWEA MAP in reading will reach 55% by May 2026.	8
GPM 1.2	The percentage of grade 3 students attending a New Education System (NES) campus meeting or exceeding expected growth on NWEA MAP in reading will reach 55% by May 2026.	10
GPM 1.3	The percentage of 2nd grade students meeting or exceeding expected growth on NWEA MAP in reading will reach 55% by May 2026.	11

Goal 1: The percent of 3rd grade students in Houston ISD earning Meets Grade Level on the STAAR Reading test will increase from 41% in June 2023 to 56% in June 2028.

25-26
Status

MET

Figure 1: Percentage of HISD 3rd Grade Students at Meets or Above Grade Level in STAAR Reading



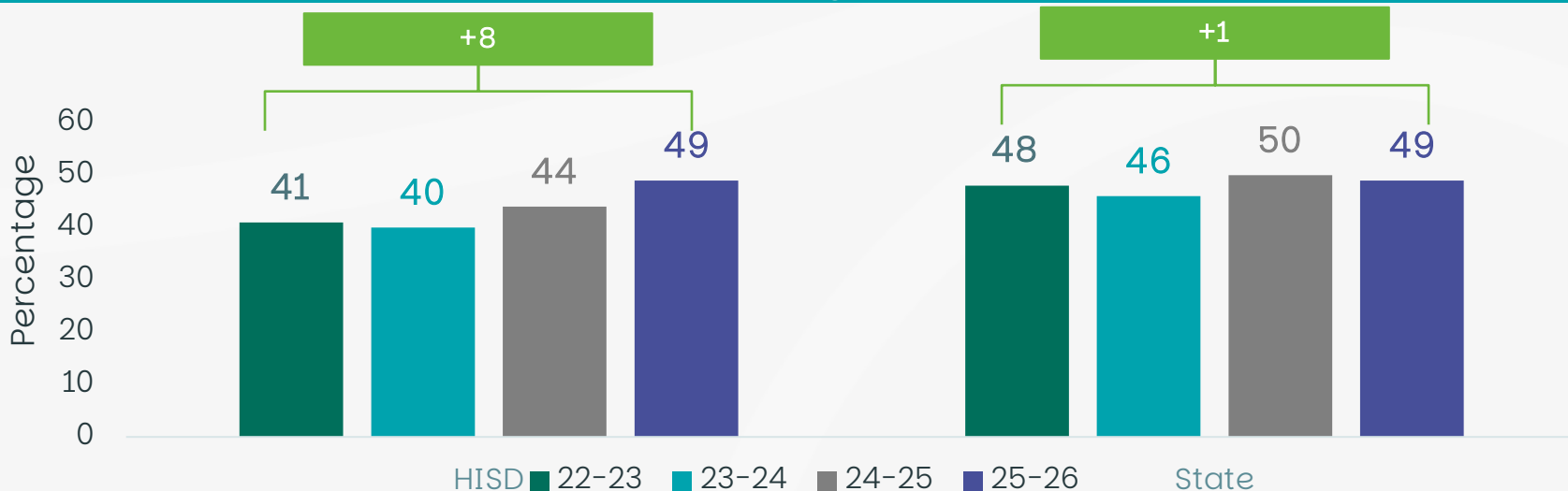
Key Takeaway

Houston ISD 3rd grade students grew five percentage points from last year to this year in Meets Grade Level or above.

*Data Source: STAAR Final Data across all years. Files from TEA Cambium; Notes: Data reflects total testers; may vary from Accountability and TAPR.

Goal 1: The percent of 3rd grade students in Houston ISD earning Meets Grade Level on the STAAR Reading test will increase from 41% in June 2023 to 56% in June 2028.

Figure 2: Percentage of HISD 3rd Grade Students at Meets or Above Grade Level in STAAR Reading vs. the State



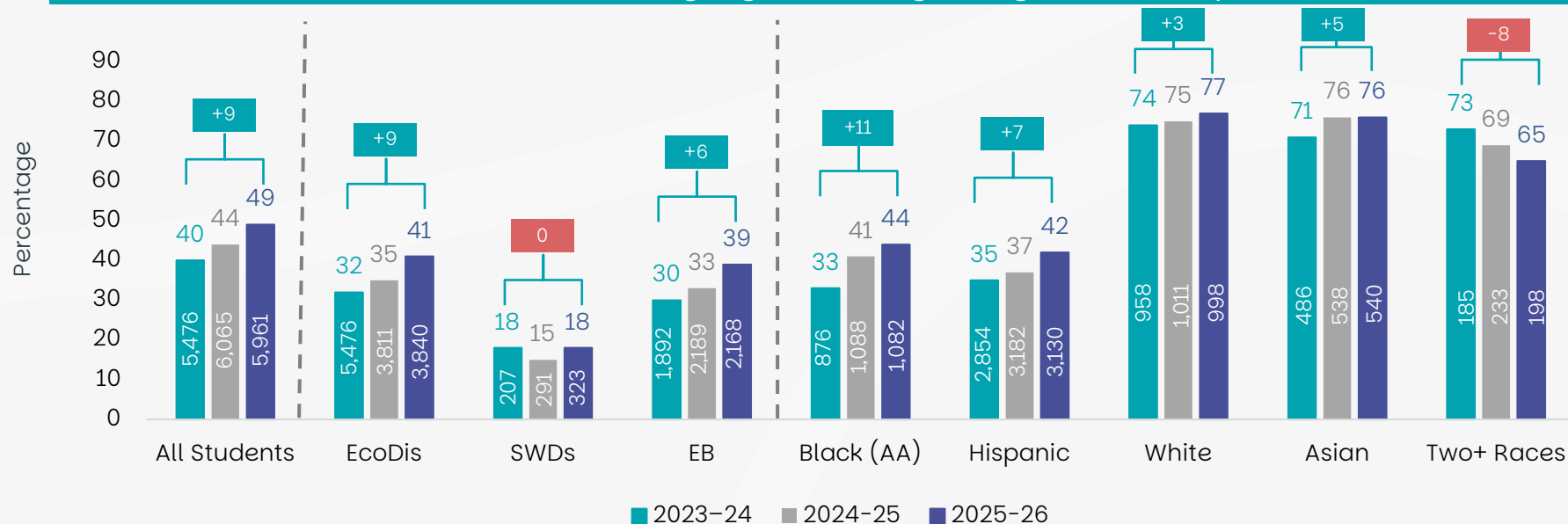
Key Takeaway

HISD 3rd grade student performance at Meets or Above matches the state average.

*Data Source: STAAR Final Data across all years. Files from TEA Cambium; Notes: Data reflects total testers; may vary from Accountability and TAPR.

Goal 1: The percent of 3rd grade students in Houston ISD earning Meets Grade Level on the STAAR Reading test will increase from 41% in June 2023 to 56% in June 2028.

Figure 3: Percentage of HISD 3rd Grade Students at Meets or Above Grade Level in STAAR Reading By Ethnicity/Program Group



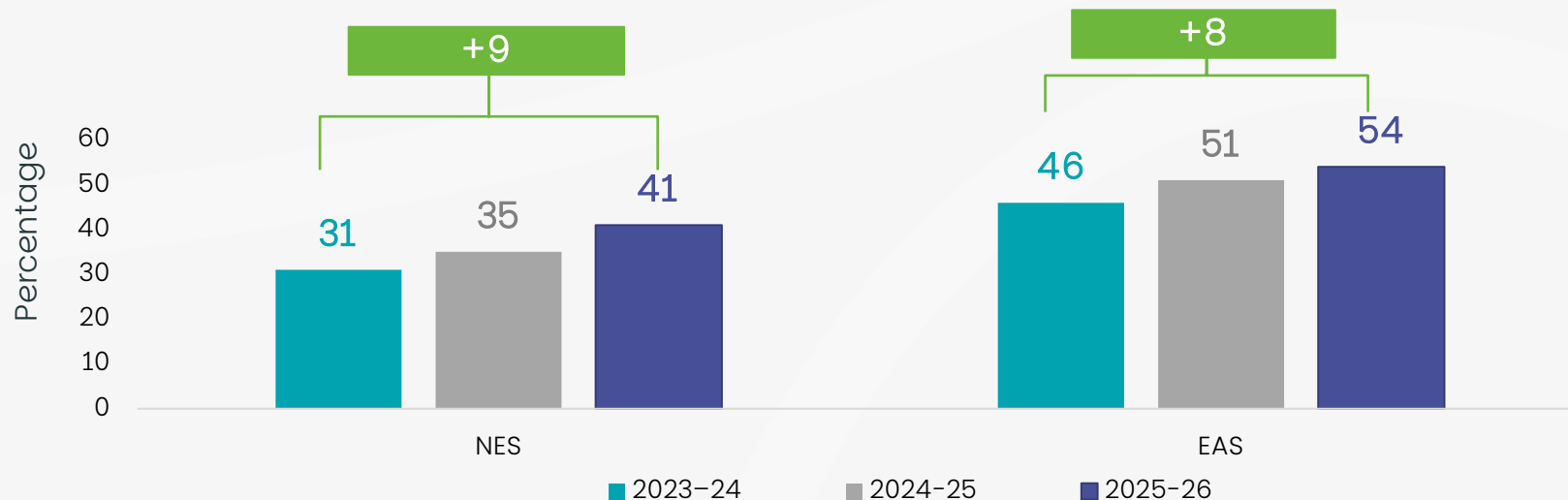
Key Takeaway

Race/ethnicity groups that represent 97% of 3rd grade students improved performance on reading STAAR over the last three years.

*Data Source: STAAR Final Data across all years. Files from TEA Cambium; Notes: Data reflects total testers; may vary from Accountability and TAPR.

Goal 1: The percent of 3rd grade students in Houston ISD earning Meets Grade Level on the STAAR Reading test will increase from 41% in June 2023 to 56% in June 2028.

Figure 4: Percentage of HISD 3rd Grade Students at Meets and Above Grade Level in STAAR Reading By Campus Type



Key Takeaway

NES and EAS campuses both demonstrated proficiency gains in 3rd grade reading over the last 3 years.

*Data Source: STAAR Final Data across all years. Files from TEA Cambium; Notes: Data reflects total testers; may vary from Accountability and TAPR.

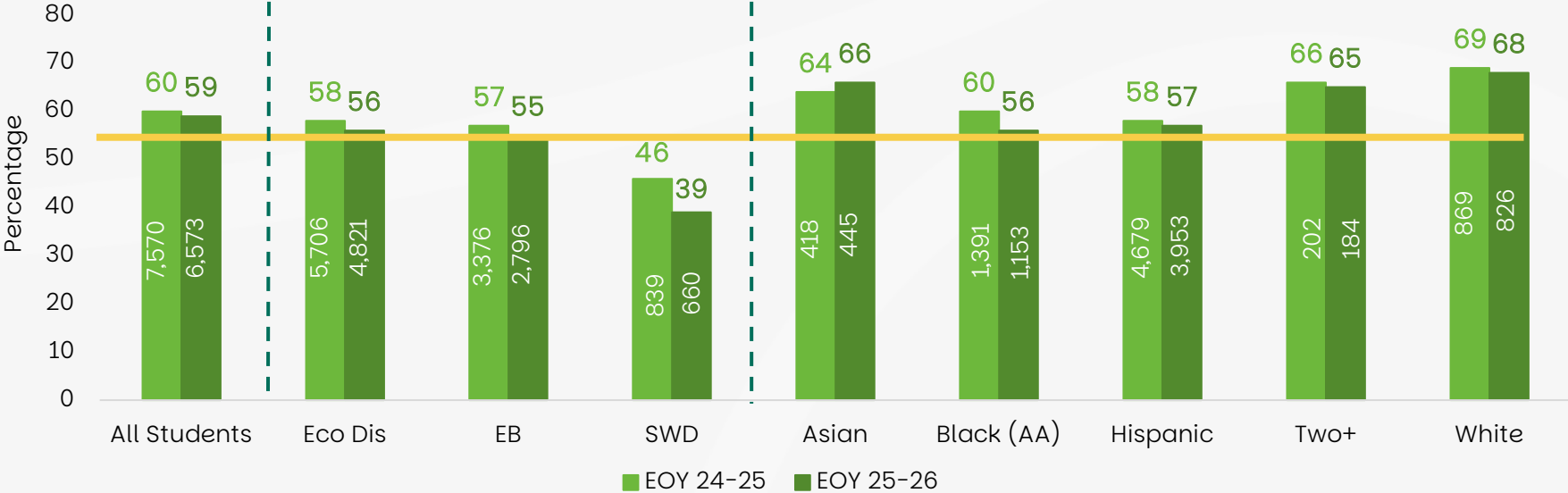
GPM 1.1
GPM 1.2
GPM 1.3

GPM 1.1: The percentage of 3rd grade students meeting or exceeding expected growth on NWEA MAP in reading will reach 55% by May 2026.

25-26
Status

MET

Figure 5: Percentage of HISD 3rd Grade Students who Met Expected Growth, Reading (English Only), by Program & Race/Ethnicity



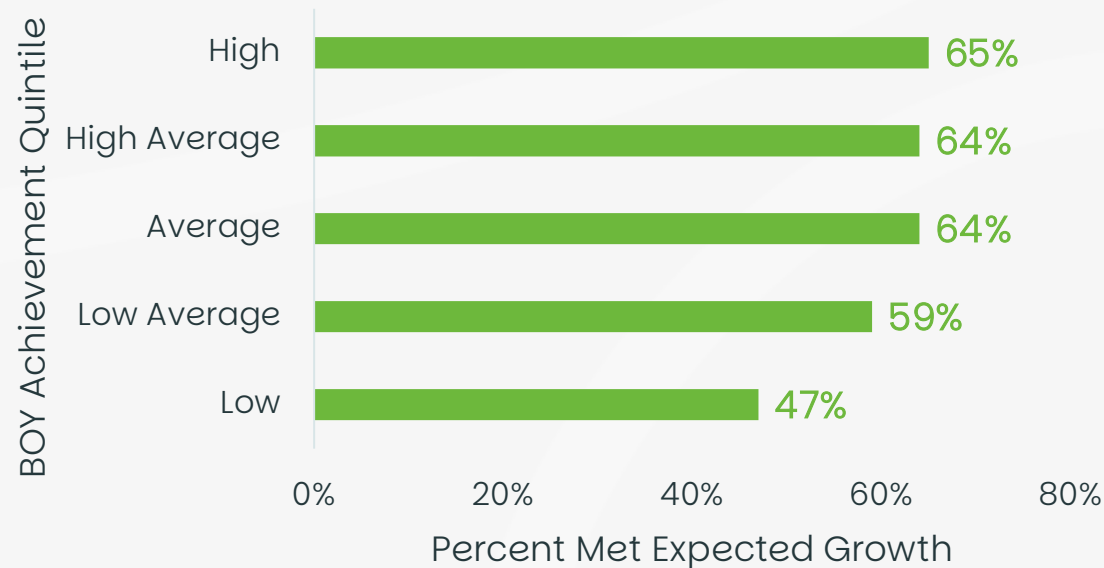
Key Takeaway

Third grade students across all race/ethnicity groups maintained rates of Met Expected Growth well above the national norm of 50%.

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. NWEA MAP Growth results in 24-25 do not include EISA algorithm. All data presented using 2025 norms; may not match prior presentations.

GPM 1.1: The percentage of 3rd grade students meeting or exceeding expected growth on NWEA MAP in reading will reach 55% by May 2026.

Figure 6: Percentage of HISD 3rd Grade Students who Met Expected Growth in Reading(English Only), by BOY Achievement Quintile



Key Takeaway

Students who began the school year at higher achievement quintiles met growth at higher rates by the end of the year.

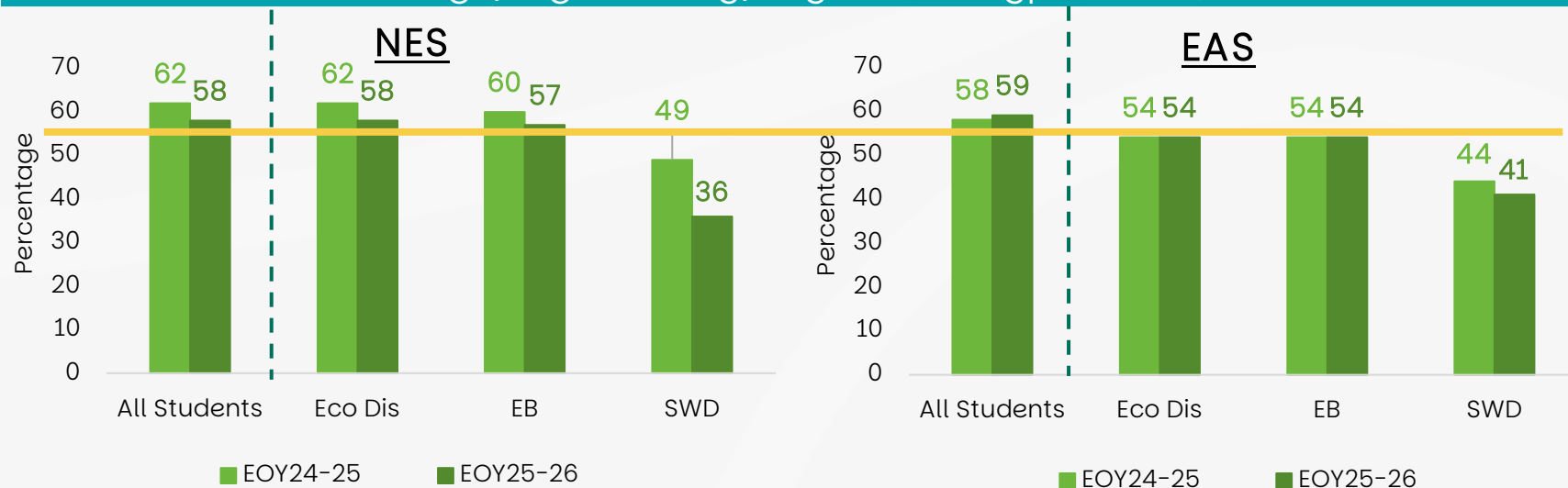
Notes: Only students with BOY results matched to EOY results included.

GPM 1.2: The percentage of 3rd grade students attending a New Education System (NES) campus meeting or exceeding expected growth on NWEA MAP in reading will reach 55% by May 2026.

25-26
Status

MET

Figure 7: Percentage of HISD 3rd Grade Students who Met Expected Growth, Reading (English Only), by School Type – NES/EAS



Key Takeaway

In 25-26, students at both NES and EAS campuses maintained rates of Met Expected Growth above 55%.

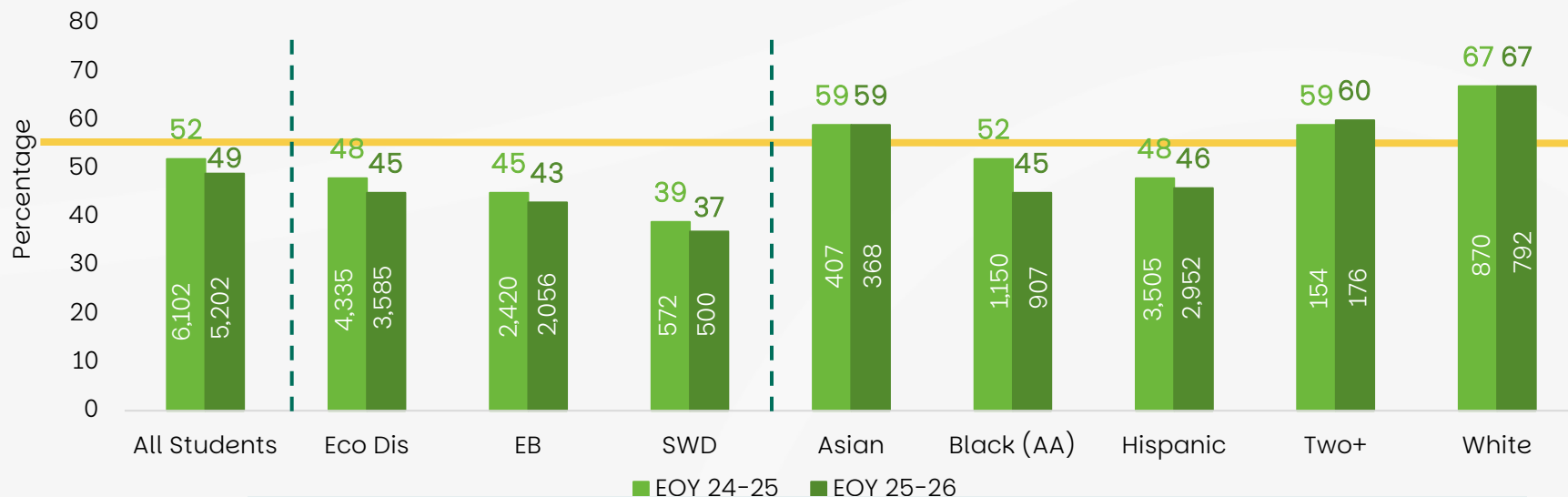
Notes: Duplicated counts within groups, given that some students belong to multiple programs. NWEA MAP Growth results in 24-25 do not include EISA algorithm. All data presented using 2025 norms; may not match prior presentations.

GPM 1.3: The percentage of 2nd grade students meeting or exceeding expected growth on NWEA MAP in reading will reach 55% by May 2026.

**25-26
Status**

**DID NOT
MEET**

Figure 8: Percentage of HISD 2nd Grade Students who Met Expected Growth, Reading (English Only), by Program & Race/Ethnicity



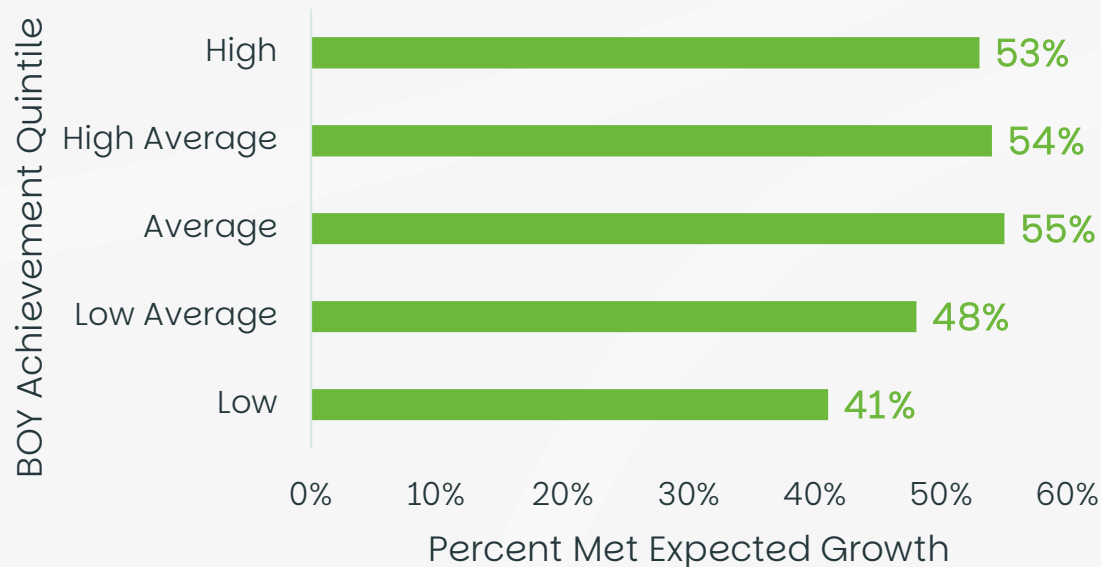
Key Takeaway

In 2025-26, students in second grade met expected growth at rates just shy of the national norm of 50%.

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. NWEA MAP Growth results in 24-25 do not include EISA algorithm. All data presented using 2025 norms; may not match prior presentations.

GPM 1.3: The percentage of 2nd grade students meeting or exceeding expected growth on NWEA MAP in reading will reach 55% by May 2026.

Figure 9: Percentage of HISD 2nd Grade Students who Met Expected Growth in Reading (English Only), by BOY Achievement Quintile

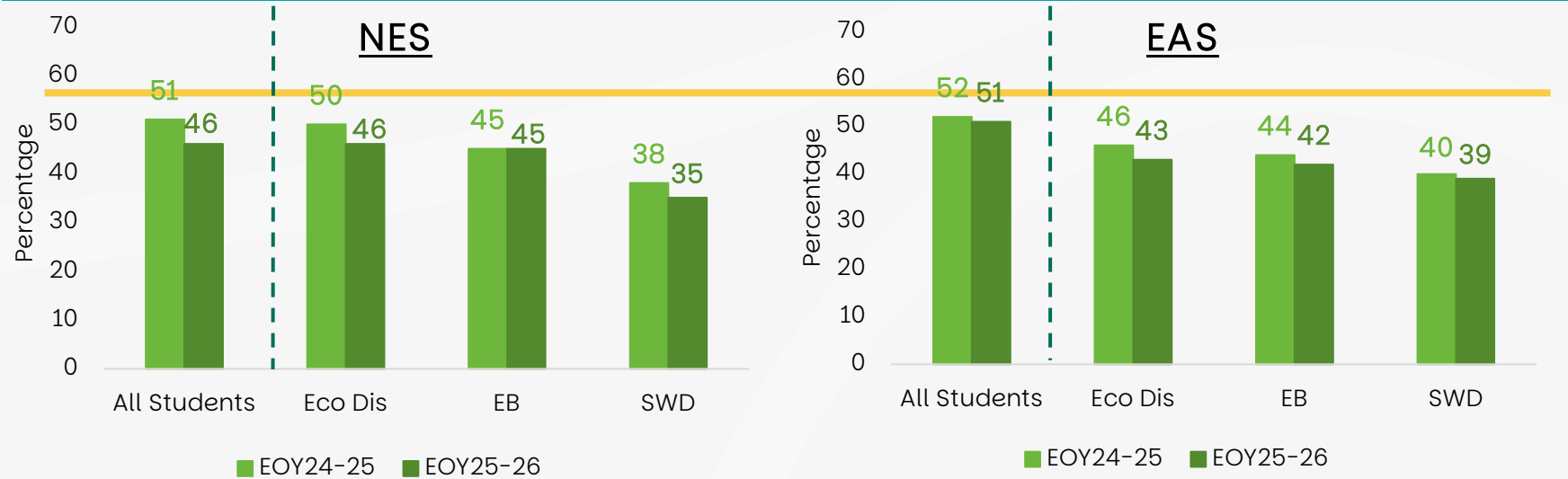


Key Takeaway

Second grade students who began the year in the top 60% of 2nd graders, based on achievement, met growth at rates higher than the national norms of 50%.

GPM 1.3: The percentage of 2nd grade students meeting or exceeding expected growth on NWEA MAP in reading will reach 55% by May 2026.

Figure 10: Percentage of HISD 2nd Grade Students who Met Expected Growth, Reading (English Only), by School Type – NES & EAS



Key Takeaway Second grade students at EAS campuses maintained rates of Met Expected Growth above the national norm.

Notes: Duplicated counts within groups, given that some students belong to multiple programs. NWEA MAP Growth results in 24-25 do not include EISA algorithm. All data presented using 2025 norms; may not match prior presentations.
Houston Independent School District

Additional Reading Data: Grade 2

DIBELS

- Given to students K-2
- Assesses foundational literacy skills such as:
 - Word Fluency
 - Phonemic Awareness
 - Decoding

NWEA MAP Growth

- Given to students in grades 2-8
- Assesses ability to comprehend text, such as:
 - Author's Purpose
 - Vocabulary

Key Takeaway

DIBELS measures progress towards learning to read. NWEA MAP measures progress on reading to learn.

Figure 11: Grade 2 students with Average or Higher DIBELS composite growth, by program and race/ethnicity

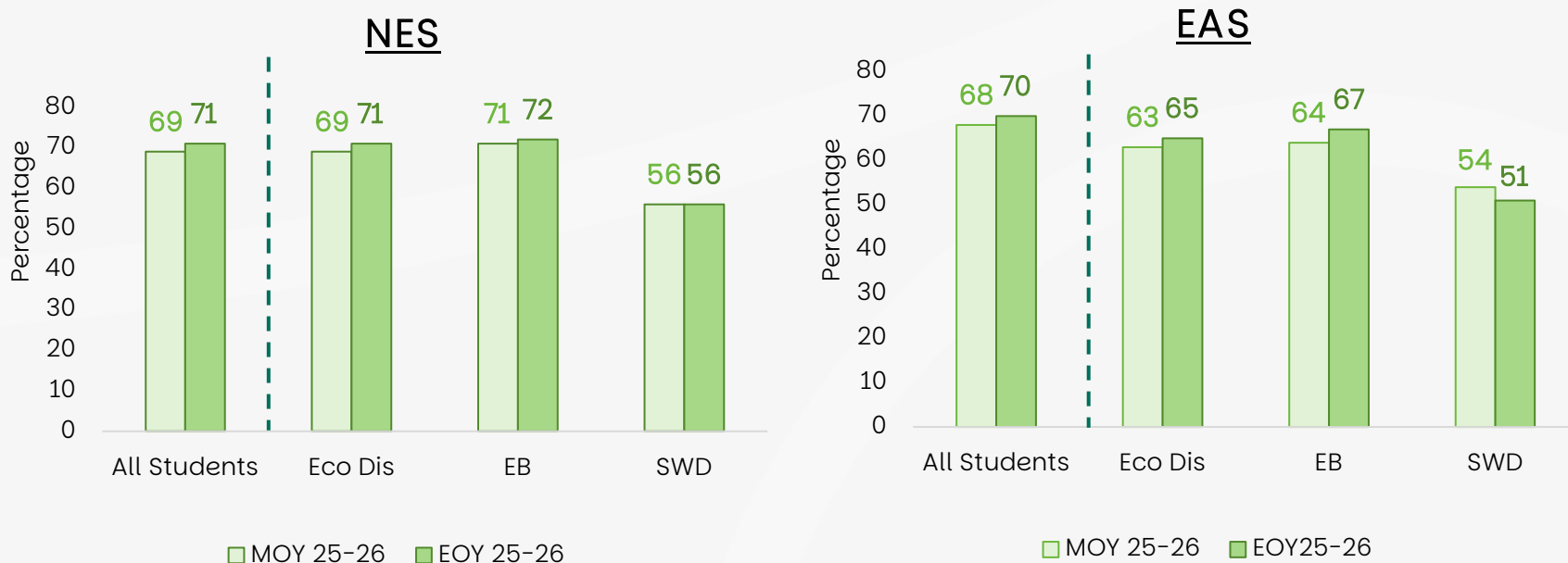


Key Takeaway

More than two thirds of second grade students demonstrated Average growth or higher across 25-26 on DIBELS.

Notes: MOY = Composite Semester Growth at Average or Higher. EOY = Composite Annual Growth at Average or Higher. Program groups overlap; percentages are rounded.

Figure 12: Grade 2 students with Average or Higher DIBELS composite growth, by School Type – NES and EAS



Key Takeaway

Both NES and EAS campuses increased the percentage of students making Average growth or higher on DIBELS between MOY and EOY.

Goal Progress Measures 1.1, 1.2, & 1.3 (Reading)

Improvement Strategy Next Steps:

- 1 Improve quality of instruction for special education students
- 2 Intervene PreK-2 to build on-grade level readers
- 3 Intervene with bottom 20% of 3rd+ to combat existing gaps
- 4 Launch Content Intensive professional learning for teachers and campus leaders

Goal 2 Overview

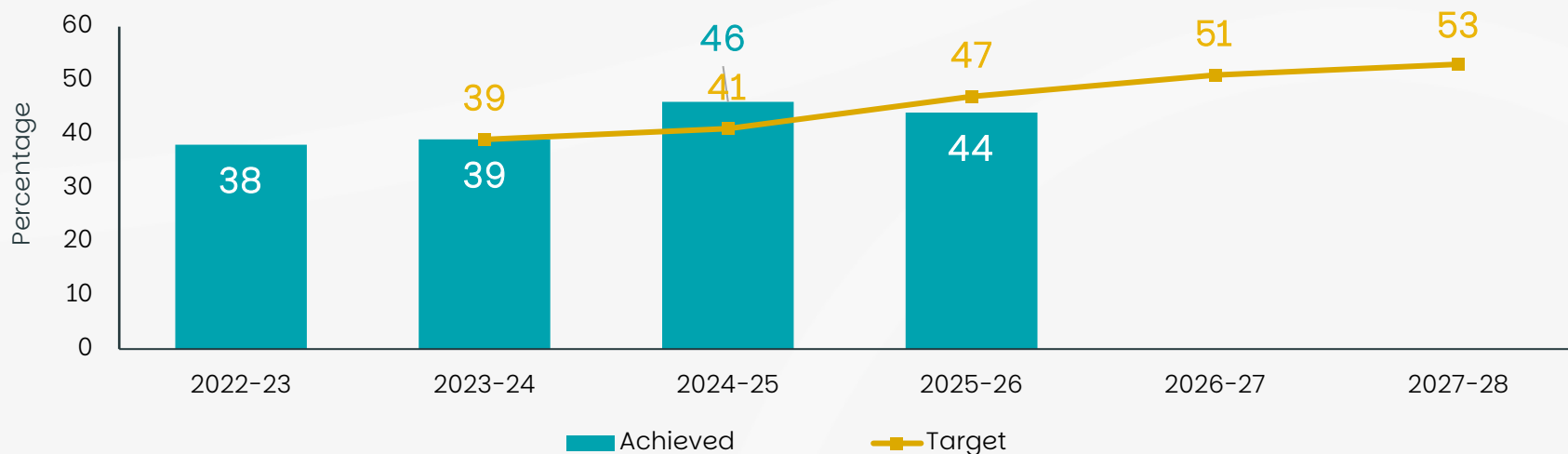
Goal #	Metric	Reference Slide
Goal 2	The percent of 3rd grade students in Houston ISD earning Meets Grade Level on the STAAR Math test will increase from 38% in June 2023 to 53% in June 2028.	19
GPM 2.1	The percentage of 3rd grade students meeting or exceeding expected growth on NWEA MAP in math will reach 55% by May 2026.	24
GPM 2.2	The percentage of grade 3 students attending a New Education System (NES) campus meeting or exceeding expected growth on NWEA MAP in math will reach 55% by May 2026.	26
GPM 2.3	The percentage of 2nd grade students meeting or exceeding expected growth on NWEA MAP in math will reach 55% by May 2026.	27

Goal 2: The percent of 3rd grade students in Houston ISD earning Meets Grade Level on the STAAR Math test will increase from 38% in June 2023 to 53% in June 2028.

25-26
Status

**DID NOT
MEET**

Figure 13: Percentage of HISD 3rd Grade Students at Meets or Above Grade Level in STAAR Math



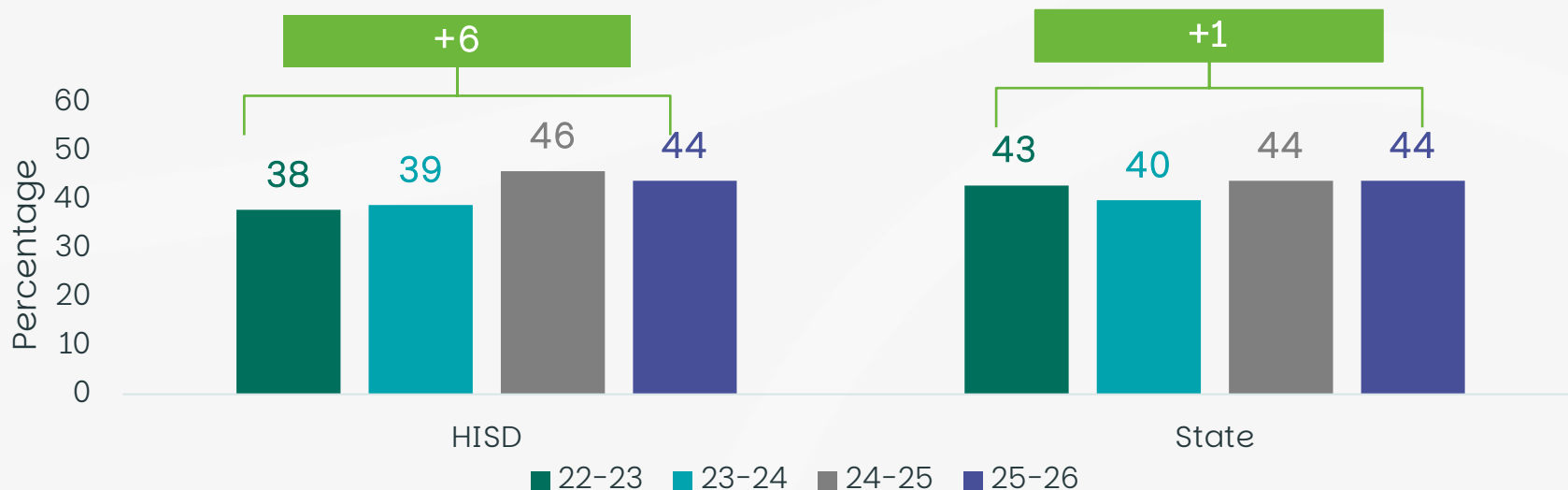
Key Takeaway

Over the last four years, third grade students have improved by six percentage points to 44% meets or above grade level.

*Data Source: STAAR Final Data across all years. Files from TEA Cambium; Notes: Data reflects total testers; may vary from Accountability and TAPR.

Goal 2: The percent of 3rd grade students in Houston ISD earning Meets Grade Level on the STAAR Math test will increase from 38% in June 2023 to 53% in June 2028.

Figure 14: Percentage of HISD 3rd Grade Students at Meets or Above Grade Level in STAAR Math vs. the State



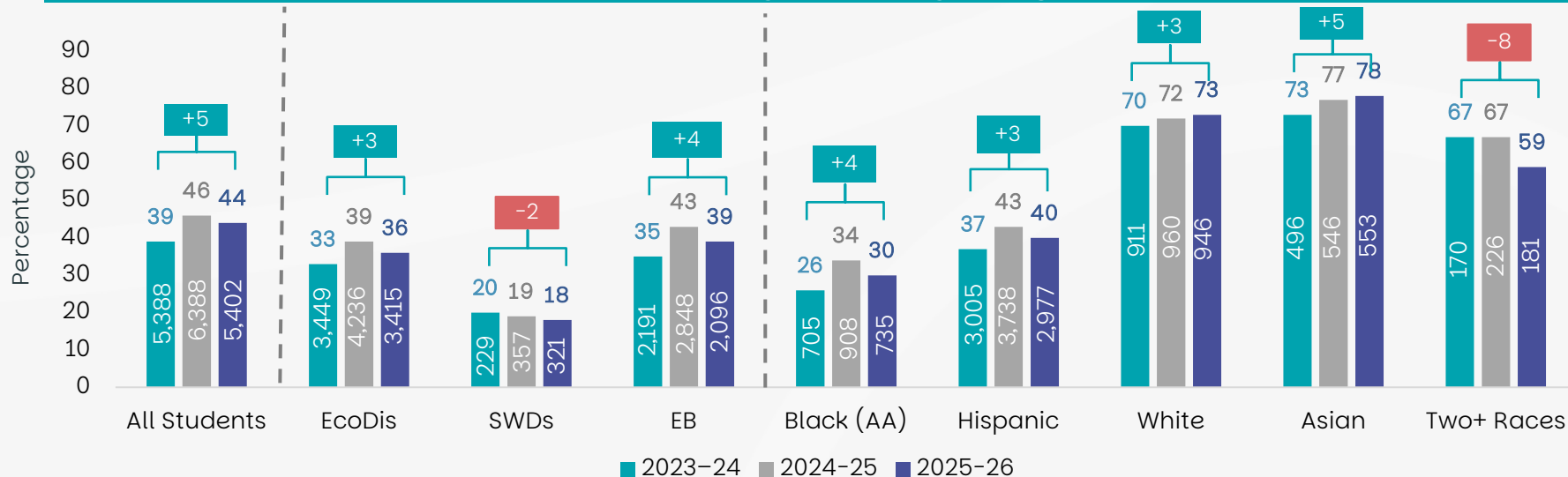
Key Takeaway

Houston ISD 3rd grade students at Meets or Above in Math matched the state average of 44%.

*Data Source: STAAR Final Data across all years. Files from TEA Cambium; Notes: Data reflects total testers; may vary from Accountability and TAPR.

Goal 2: The percent of 3rd grade students in Houston ISD earning Meets Grade Level on the STAAR Math test will increase from 38% in June 2023 to 53% in June 2028.

Figure 15: Percentage of HISD 3rd Grade Students at Meets or Above Grade Level in STAAR Math By Ethnicity/Program Group



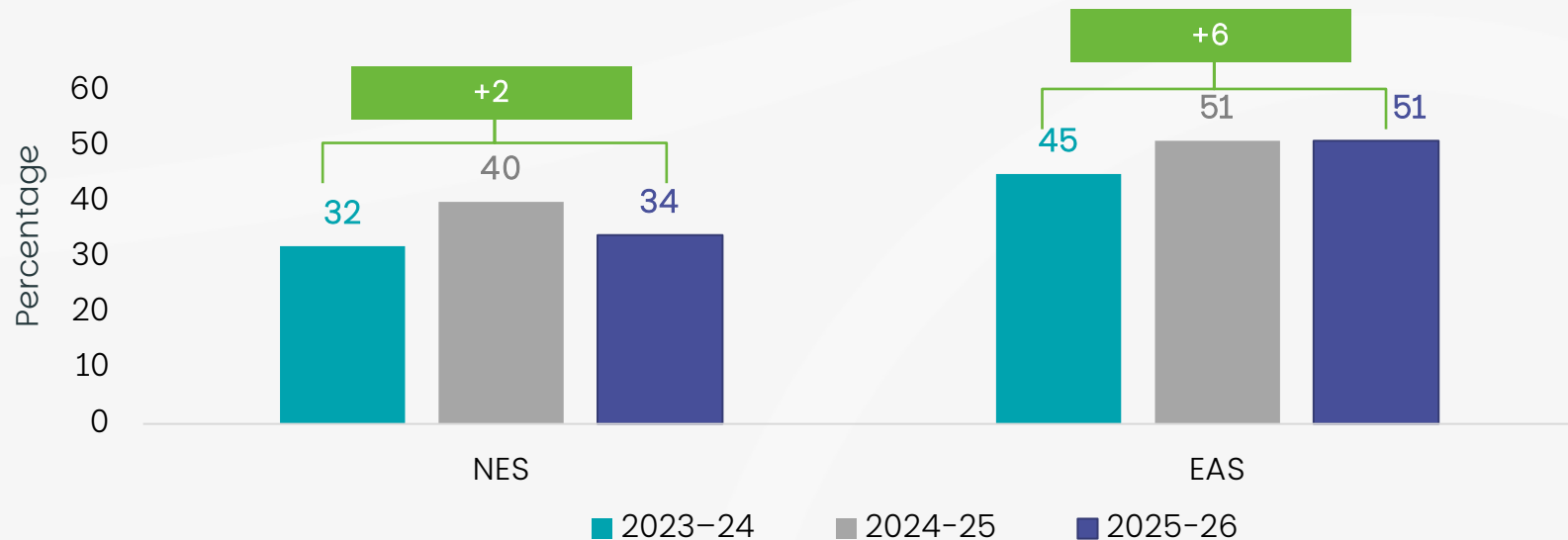
Key Takeaway

Emergent Bilingual students in 3rd grade gained four percentage points in Meets or Above Grade Level across the last two years.

*Data Source: STAAR Final Data across all years. Files from TEA Cambium; Notes: Data reflects total testers; may vary from Accountability and TAPR.

Goal 2: The percent of 3rd grade students in Houston ISD earning Meets Grade Level on the STAAR Math test will increase from 38% in June 2023 to 53% in June 2028.

Figure 16: Percentage of HISD 3rd Grade Students at Meets or Above Grade Level in STAAR Math, By School Type



Key Takeaway

NES and EAS campuses both demonstrated 3-year proficiency gains.

*Data Source: STAAR Final Data across all years. Files from TEA Cambium; Notes: Data reflects total testers; may vary from Accountability and TAPR.

GPM 2.1

GPM 2.2

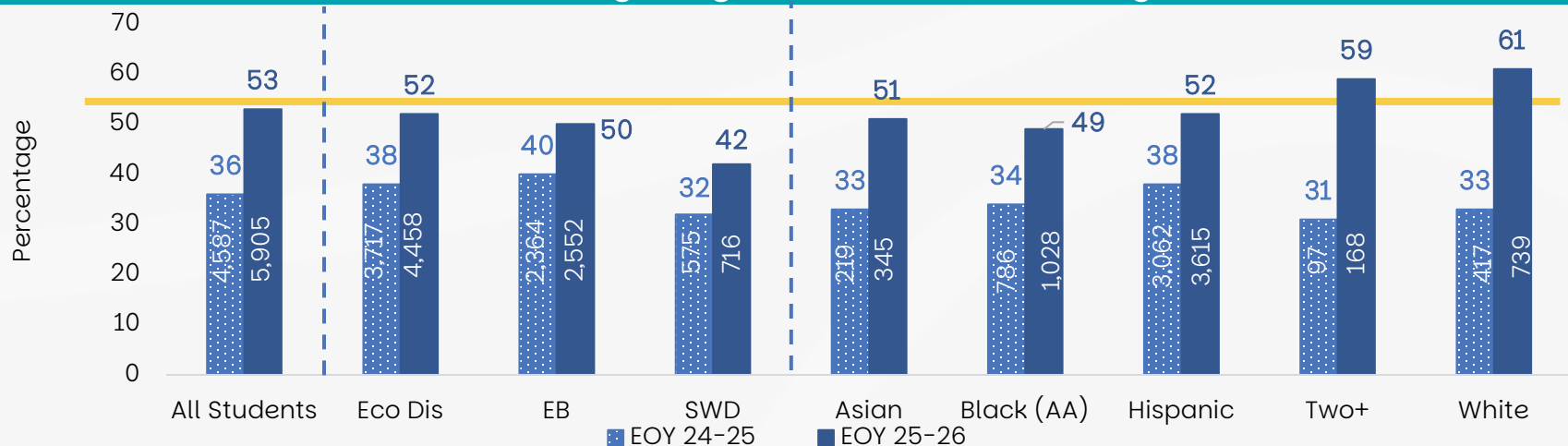
GPM 2.3

GPM 2.1: The percentage of 3rd grade students meeting or exceeding expected growth on NWEA MAP in math will reach 55% by May 2026.

25-26
Status

**DID NOT
MEET**

Figure 17: Percentage of HISD 3rd Grade Students who Met Expected Growth, Math, by Program & Race/Ethnicity



Key Takeaway

Third grade students met expected growth in Math at rates higher than national average of 50%.

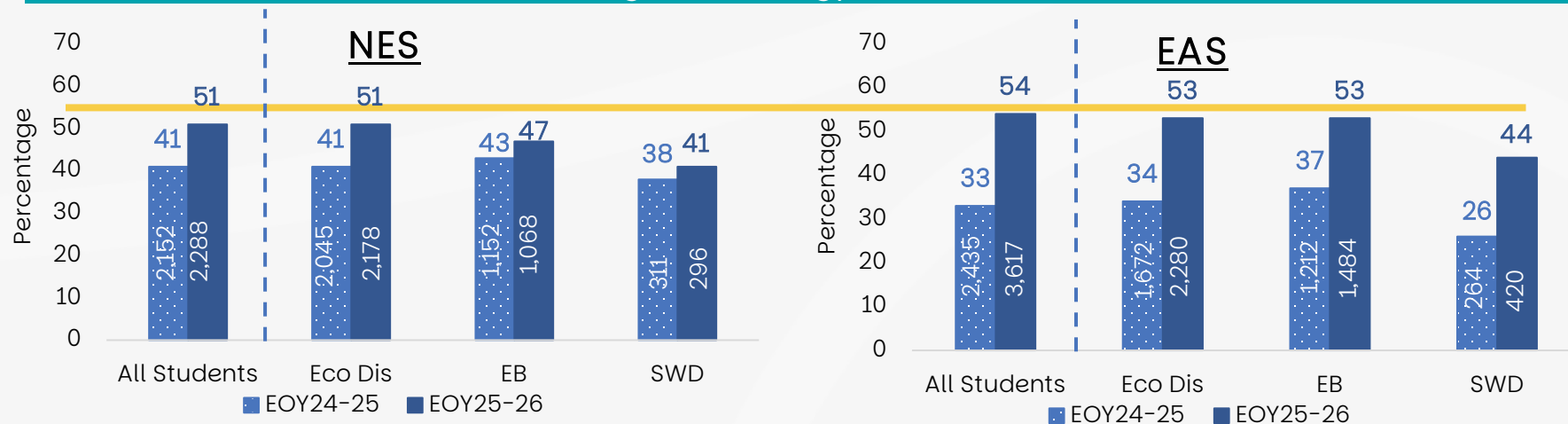
Notes: Not all race/ethnicities presented, counts may not add to total group. Duplicated counts within program groups, given that some students belong to multiple programs. Data reflects math tests taken in both English and Spanish, as students only test in one language. NWEA MAP Growth results in 24-25 do not include EISA algorithm. All data presented using 2025 norms; may not match prior presentations.

GPM 2.2: The percentage of 3rd grade students attending a New Education System (NES) campus meeting or exceeding expected growth on NWEA MAP in math will reach 55% by May 2026.

25-26
Status

**DID NOT
MEET**

Figure 19: Percentage of HISD 3rd Grade Students who Met Expected Growth, Math, by School Type – NES & EAS



Key Takeaway

In 2025-26, students across both NES and EAS campuses saw gains in rates of students who met expected growth in math.

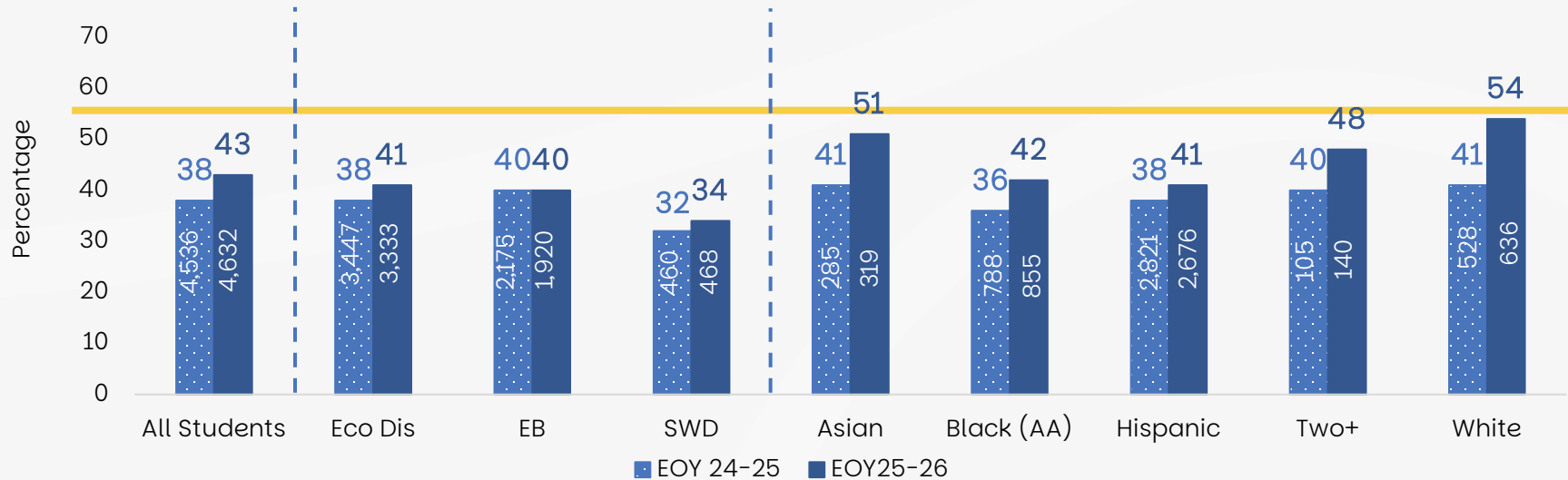
Notes: Duplicated counts within program groups, given that some students belong to multiple programs. Data reflects math tests taken in both English and Spanish, as students only test in one language. NWEA MAP Growth results in 24-25 do not include EISA algorithm. All data presented using 2025 norms; may not match prior presentations.

GPM 2.3: The percentage of 2nd grade students meeting or exceeding expected growth on NWEA MAP in math will reach 55% by May 2026.

25-26
Status

**DID NOT
MEET**

Figure 20: Percentage of HISD 2nd Grade Students who Met Expected Growth, Math, by Program & Race/Ethnicity



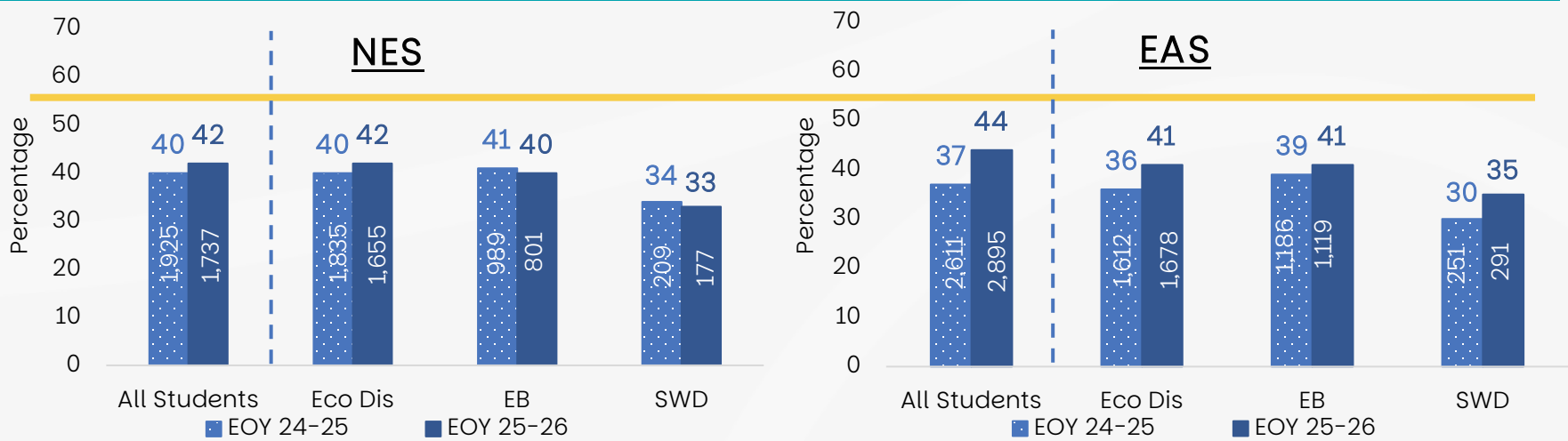
Key Takeaway

Across all race/ethnicity groups, the percentage of third grade students who met expected growth in Math increased year over year.

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. NWEA MAP Growth results in 24-25 do not include EISA algorithm. All data presented using 2025 norms; may not match prior presentations.

GPM 2.3: The percentage of 2nd grade students meeting or exceeding expected growth on NWEA MAP in math will reach 55% by May 2026.

Figure 21: Percentage of HISD 2nd Grade Students who Met Expected Growth, Math, by School Type – NES & EAS



Key Takeaway More students met expected growth in Math at both NES and EAS campuses in 2025-26.

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. NWEA MAP Growth results in 24-25 do not include EISA algorithm. All data presented using 2025 norms; may not match prior presentations.

Goal Progress Measures 2.1, 2.2, & 2.3 (Math)

Improvement Strategy Next Steps:

- 1 Improve quality of instruction for special education students
- 2 Intervene with students who need more support via math pre-teach course
- 3 Launch Content Intensive professional learning for teachers and campus leaders
- 4 Strategic Staffing

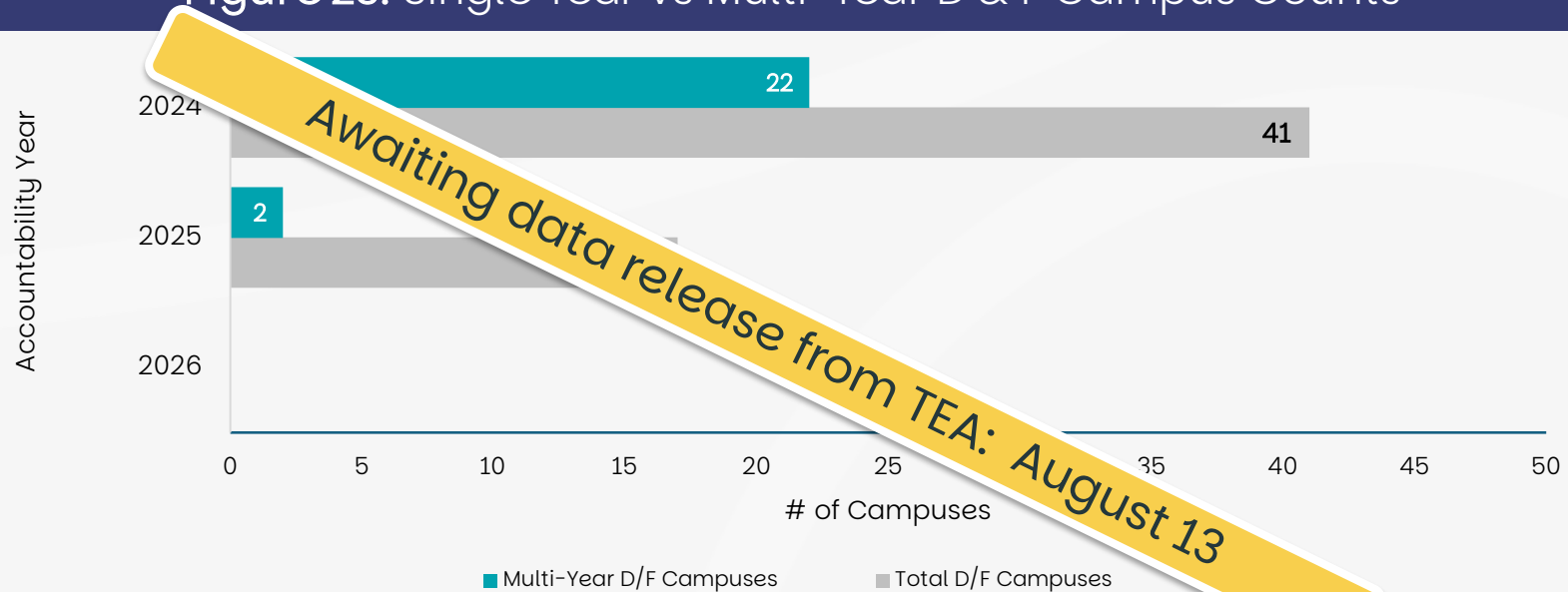
CONSTRAINT 1: No Growth in D and F Campuses

The Superintendent shall not allow the number of multi-year D or F campuses with a prior unacceptable rating to grow or maintain the same.

Constraint 1: The Superintendent shall not allow the number of with a prior unacceptable rating to multi-year D or F campuses to grow or maintain the same.

25-26
Status

Figure 23: Single Year vs Multi-Year D & F Campus Counts



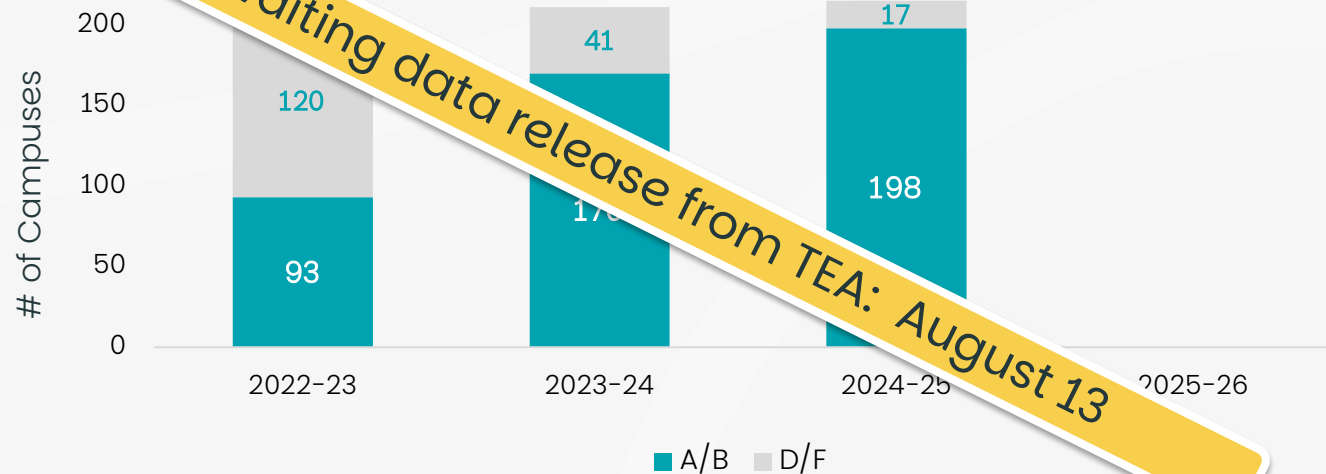
Key Takeaway

*Data Source: Final Accountability Ratings 2024 & 2025, Preliminary Accountability Ratings 2026

Constraint 1: The Superintendent shall not allow the number of multi-year D or F campuses with a prior unacceptable rating to grow or maintain the same.

25-26
Status

Figure 24: Campus Accountability Rating by Letter Grade



Key Takeaway

Internal accountability ratings show that HISD reduced the number of D & F campuses by 23 between SY 2023-24 and SY 2024-25, with no F-rated campuses in 2024-25.

*Data Source: Final Accountability Ratings 2024 & 2025, Preliminary Accountability Ratings 2026

Thank You



8/13/2026

2.

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 June 30, 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 Q4 (4/01/26 - 6/30/26)						
FY	PROJECT NUMBER	PROJECT NAME	SUPPLIER NAME	Q4 SPEND	Q4 POs	CHIEF NAME
2026	22-06-04-02	Two-Way Radio Equipment and Related Products & Services	DAILEY AND WELLS COMMUNICATIONS INC	\$ 977,094.13	4	Chief Facility & Maintenance Operations Officer
2026	21-06-02	Instructional Curriculum Materials, Supplies, and Digital Resources	SUMMIT K12 HOLDINGS, INC.	\$ 903,456.50	5	Chief Academic Officer
2026	21-10-01	Supplemental Painting Services	POST OAK CONSTRUCTION LLC	\$ 849,884.19	18	Chief Facility & Maintenance Operations Officer
2026	24-02-08	Workers' Compensation Third Party Administrator, Support Services, and 504 Networks	CANNON COCHRAN MANAGEMENT	\$ 828,052.84	4	Chief Finance and Operations Officer
2026	22-06-09-04	Waste and Recycling Services	WASTE MANAGEMENT OF TEXAS, INC	\$ 784,836.15	64	Chief Facility & Maintenance Operations Officer
2026	24-02-05	IT Contractors	ISPHERE INNOVATION PARTNERS LLC	\$ 743,678.00	20	Chief Technology Officer
2026	26-02-07-23	Student Ridership Tracking System	SECURED MOBILITY LLC	\$ 721,226.50	2	Chief of Organizational Effectiveness
2026	22-05-08	Maintenance, Supplies, and Services for Printing Services	CAPE EQUIPMENT & SERVICES, LLC	\$ 634,693.06	11	Chief Technology Officer
2026	33-69-00-99	Contracts outside the Purchasing Services agenda (HARRIS COUNTY TREASURER JJAEP Student Space)	HARRIS COUNTY TREASURER	\$ 627,854.00	3	Chief Academic Officer
2026	22-05-08	Maintenance, Supplies, and Services for Printing Services	T ENTERPRISES INC	\$ 625,800.77	34	Chief Technology Officer
2026	25-01-09-23	Technology Solutions and Related Services	RAPTOR TECHNOLOGIES, LLC	\$ 605,340.90	16	Chief Technology Officer
2026	23-06-16	Rental of Heating, Ventilation, and Air Conditioning (HVAC) and Boiler Equipment	DAIKIN APPLIED AMERICAS, INC.	\$ 597,481.47	41	Chief of Facilities, Maintenance & Operations
2026	25-08-14-04	Harris County Department of Education (HCDE)	HARRIS COUNTY DEPT OF EDUCATION	\$ 589,460.00	2	Chief of Organizational Effectiveness
2026	21-05-02	Special Education Services - Speech Therapy - Independent Education Evaluations (IEE) & Evaluation Services	GARY D. STROMBERG & ASSOCIATES, LLC	\$ 542,687.00	1	Chief Academic Officer
2026	23-10-03-03	Enterprise Resource Planning (ERP) Software and Related Products and Services	CARAHSOFT TECHNOLOGY CORPORATION	\$ 520,930.64	3	Chief Technology Officer
2026	22-02-01	Minor Maintenance and Repairs (Like for Like)	QUADRA MIND ENTERPRISE, INC.	\$ 516,050.97	4	Chief Facility & Maintenance Operations Officer
2026	21-11-01	Digital Teaching and Learning Platform	INSTRUCTURE, INC	\$ 511,100.00	1	Chief Academic Officer
2026	24-03-06-01	Job Order Contract (JOC-IDIQ) General Contractors	JAMAIL & SMITH CONSTRUCTION, LP	\$ 507,600.80	2	Chief Facility & Maintenance Operations Officer
2026	23-03-15-23	Audiovisual Equipment, Supplies, and Related Goods and Services	DATA PROJECTIONS, INC.	\$ 504,664.47	68	Chief Technology Officer
2026	25-08-04	Events-Venues, Catering, Audiovisual (A/V) & Related Products/Services	SOUTHERN SOUND SYSTEMS INC	\$ 497,199.96	26	Chief of Schools
2026	10-85-85-99	Contracts outside the Purchasing Services agenda - (UH ATHLETICS FERTITTA CENTER)	UNIVERSITY OF HOUSTON - ATHLETICS	\$ 488,450.00	3	Chief Academic Officer
2026	21-06-02	Instructional Curriculum Materials, Supplies, and Digital Resources	LAKESHORE PARENT, LLC (PUNCH-OUT	\$ 459,818.07	178	Chief Academic Officer
2026	23-04-08	Student Uniforms for Homeless Education	FIESTA MART INC	\$ 417,895.71	7	Chief of Schools
2026	25-07-02	Communications Support and Services	BRANDERA, INC	\$ 412,437.00	6	Chief of Public Affairs and Communications
2026	23-04-04	Fencing Services Districtwide	THE FIERRO GROUP LTD CO	\$ 408,937.00	3	Chief Facility & Maintenance Operations Officer
2026	24-03-04-09	Educational Supplies, Equipment and Related Items	SCHOOL SPECIALTY, LLC	\$ 401,681.79	163	Chief Academic Officer
2026	22-07-19	Benefits Administration	EMPYREAN BENEFIT SOLUTIONS, INC	\$ 401,296.65	3	Chief Human Resources Officer
2026	25-10-03-53	School Nursing and Electronic Health Records Software	FRONTLINE TECHNOLOGIES GROUP, LLC	\$ 398,984.64	1	Chief Technology Officer
2026	25-10-04-09	Alternative Student Transportation	ALTERNATIVE LOGISTICS TECHNOLOGIES	\$ 397,694.40	6	Chief of Organizational Effectiveness
2026	21-05-02	Special Education Services - Speech Therapy - Independent Education Evaluations (IEE) & Evaluation Services	NEW DIRECTION SOLUTIONS, LLC.	\$ 387,083.32	8	Chief Academic Officer
2026	26-10-05-01	Parks and Sports Field Lighting Products and Installation Services	NATIONAL LED LLC	\$ 375,650.00	1	Chief of Facilities, Maintenance & Operations
2026	26-10-37-01	Playground Equipment and Fall Material, Installation, Maintenance, and Repairs	ALL PLAY, INC	\$ 371,381.00	1	Chief of Facilities, Maintenance & Operations
2026	25-03-15-42	Toner and Ink Cartridges	ENHANCED LASER PRODUCTS	\$ 365,215.19	100	Chief Technology Officer
2026	23-05-04	Board Certified Behavior Analyst (BCBA) and Behavior Therapist Services	AMERGIS HEALTHCARE STAFFING, INC	\$ 349,860.86	6	Chief Academic Officer
2026	21-06-05	College and Career Readiness Materials and Services	EMERGE FELLOWSHIP	\$ 333,333.32	2	Chief Academic Officer
2026	21-06-03	Student Services, Enrichment Tutorials, Mentoring Services, and Alcohol and Drug Counseling	YMCA OF GREATER HOUSTON	\$ 323,720.00	1	Chief Academic Officer
2026	25-03-01	Enrollment Consulting and Professional Services	GROUNDWORK DFW	\$ 299,970.00	1	Chief Academic Officer
2026	25-10-05-54	T-Mobile Wireless Devices and Related Products and Services	T-MOBILE USA, INC.	\$ 298,730.23	11	Chief Technology Officer
2026	25-01-05-54	Office Supplies and Related Items	STAPLES CONTRACT & COMMERCIAL, LLC.	\$ 296,658.29	146	Districtwide
2026	22-02-01	Minor Maintenance and Repairs (Like for Like)	JR THOMAS GROUP	\$ 295,816.43	6	Chief Facility & Maintenance Operations Officer
2026	23-02-03	Catering / Commercial Grocery and Produce Distributor	SYSCO USA I, INC	\$ 283,441.22	189	Chief Finance and Operations Officer
2026	25-01-15	Benefits Consulting Services	GALLAGHER BENEFIT SERVICES, INC.	\$ 283,333.36	4	Chief Finance and Operations Officer
2026	24-08-03	Nutrition Services Commercial Kitchen and Equipment Repairs	BRANDT CONSTRUCTORS & FACILITY SERV	\$ 280,878.34	14	Chief Facility & Maintenance Operations Officer
2026	25-08-07-01	Classroom and Teaching Aids, Supplies, and Equipment	BROOKS DUPLICATOR COMPANY, INC.	\$ 280,323.66	95	Chief Academic Officer
2026	22-07-02-23	Student Assessment Platform	ILLUMINATE EDUCATION INC	\$ 269,910.20	1	Chief of Schools
2026	21-05-02	Special Education Services - Speech Therapy - Independent Education Evaluations (IEE) & Evaluation Services	PINWHEEL THERAPY, LLC	\$ 266,276.50	3	Chief Academic Officer
2026	23-10-11	Research and Evaluations for Contracted Expertise	POSSIP, INC	\$ 259,380.00	1	Chief Academic Officer
2026	25-03-11	Overflow Printing and Related Services	RASCH GRAPHIC SERVICES, CORP.	\$ 255,183.49	8	Chief Technology Officer
2026	24-03-06-01	Job Order Contract (JOC-IDIQ) General Contractors	PREFERRED FACILITIES GROUP-USA LLC	\$ 251,604.34	4	Chief Facility & Maintenance Operations Officer
				\$ 23,004,037.36	1,301	



8/13/2026

3.

Office of the Superintendent of Schools

Office of Finance and Operations

Debt Management Activity Report

The Houston Independent School District enacted a formal *Debt Management Policy* with the intent to improve the quality of decisions and provide justification for the structure of debt issuance. The guidelines set forth in the *Debt Management Policy* were developed to provide for the issuance and management of the district's debt portfolio. Adherence to the policy indicates to rating agencies and capital markets that the district's debt is being managed in a prudent manner.

The district's *Debt Management Policy* approved by the School Board on June 11, 2026, requires that the Office of Finance and Operations provide a report to the School Board annually detailing debt management activities and adherence to the policy. The attached report covers the period from July 1, 2025, through June 30, 2026.



REPORT OF DEBT MANAGEMENT ACTIVITIES

Houston Independent School District
For the period of
July 1, 2025 through June 30, 2026



FOREWORD

Pursuant to the Debt Management Policy adopted by the School Board on June 11, 2026, the Office of Finance and Operations will provide a report to the District's School Board annually detailing the debt management activities and adherence to the policy.



COMPLIANCE CERTIFICATION

We hereby certify that debt management activities were conducted in compliance with the School Board approved Debt Management Policy.

James Terry, Ph.D, CPA, RTSBA
Chief Financial Officer & Business Services

Alaine Zachary, MBA, MA Acc., CPA, CTP
Treasurer

DEBT MANAGEMENT POLICY COMPLIANCE REVIEW

Houston ISD Compliance Summary		
Category	Compliant	Comments
Debt Management Policy reviewed annually.	Yes	Approved by School Board on 6/11/2026 for FY 2027.
Arbitrage reports prepared and reported in CAFR.	Yes	CAFR dated 6/30/2025 reflected no arbitrage liabilities, consistent with prepared reports
Authorized types of debt issued in current reporting period.	Yes	The Maintenance Tax Notes Series 2025A and 2026 Refunding Bonds were sold in compliance with the Debt Management Policy
Variable rate debt <= 25% of total debt.	Yes	As of 06/30/2026 variable rate debt equaled 0% of total debt.
Refunded debt met net present savings thresholds of 2% for current refundings and 4% for advance refundings.	Yes	The Maintenance Tax Notes Series 2025A and 2026 Refunding Bonds were sold in compliance with the Debt Management Policy
Legal debt limitation requirements met.	Yes	Attorney General letter is on file with issuance documents.
District debt service tax rate limitation of \$1.00 per \$100 assessed valuation and total tax rate of \$1.70 not exceeded.	Yes	Current debt service tax rate is \$0.1667 and total tax rate is \$0.8683.
The District has obtained credit ratings from at least two nationally recognized bond rating agencies prior to bond issues.	Yes	Current General Obligation Bond are rated Aaa by Moody's; and AA+ by Standard & Poor's
Required bond issuance reports filed with nationally recognized municipal securities information repository by bond counsel.	Yes	Letter on file by bond counsel indicating compliance.
The District filed the ACFR with the MSRB on EMMA Dataport.	Yes	Filed by District on December 31, 2025
The District filed the Annual Financial and Operating Data Disclosure Report with the MSRB on EMMA Dataport.	Yes	Filed by District on December 31, 2025
Investment of bond proceeds meets Debt Policy guidelines.	Yes	Proceeds invested in segregated accounts and reported within the district's Cash Management and Investment Policy.
The District met targeted year end debt service fund balance of 10% of total current year debt service.	Yes	The debt service fund balance at 6/30/2025 was 42% of budgeted 2026 debt service.

DEBT ACTIVITY SUMMARY

JULY 01, 2025 - JUNE 30, 2026

HOUSTON INDEPENDENT SCHOOL DISTRICT DEBT SUMMARY AS OF JUNE 30, 2026

Issue Date	Issue	Final Maturity Date	Original Issue Amount (Par)	Principal Paid FY26	Interest Paid FY26	Total Debt Service	Principal Outstanding on 6/30/25	Bond Refunding 5/27/26	New Issuance 7/10/25	Ending Balance 6/30/26
11/01/09	Series 2009A-2 (BABS)	2/15/2034	\$ 148,850,000	\$ -	\$ (9,158,618)	\$ (9,158,618)	\$ 148,850,000			\$ 148,850,000
11/01/09	Series 2009A-3 (BABS)	2/15/2028	183,750,000	(19,950,000)	(3,815,875)	(23,765,875)	62,300,000			\$ 42,350,000
04/12/16	Limited Tax Sch and Ref Series 2016A	2/15/2041	757,195,000	(30,595,000)	(16,714,350)	(47,309,350)	374,395,000	(343,800,000)		\$ -
05/23/17	Limited Tax Sch and Ref Series 2017	2/15/2042	848,740,000	(72,730,000)	(14,400,400)	(87,130,400)	315,545,000			\$ 242,815,000
06/27/18	Limited Tax Sch Series 2018	2/15/2043	86,960,000	(2,695,000)	(424,500)	(3,119,500)	8,490,000			\$ 5,795,000
03/21/23	Limited Tax Refunding Series 2023A	6/30/2038	104,255,000	(1,515,000)	(1,340,500)	(2,855,500)	26,810,000			\$ 25,295,000
03/06/25	Limited Tax Refunding Series 2025A	2/15/2029	264,935,000	(182,245,000)	(10,450,214)	(192,695,214)	331,930,000			\$ 149,685,000
05/01/25	Limited Tax Refunding Series 2025B	2/15/2042	149,685,000	-	(7,047,669)	(7,047,669)	82,690,000			\$ 82,690,000
05/27/26	Limited Tax Refunding Series 2026	2/15/2030	342,790,000			\$ -	-	342,790,000		\$ 342,790,000
Bonds Payable			\$ 2,887,160,000	\$ (309,730,000)	\$ (63,352,126)	\$ (373,082,126)	\$ 1,351,010,000	\$ (1,010,000)	\$ -	\$ 1,040,270,000
06/29/17	Lease Revenue Ref Series 2017 (PFC)	9/15/2030	21,550,000	(1,580,000)	538,500	(1,041,500)	10,770,000			\$ 9,190,000
10/22/19	Lease Revenue Ref Series 2019 (PFC)	9/15/2029	29,675,000	(3,880,000)	836,750	(3,043,250)	16,735,000			\$ 12,855,000
Public Facilities Corporation (PFC) Payable			\$ 51,225,000	\$ (5,460,000)	\$ 1,375,250	\$ (4,084,750)	\$ 27,505,000	\$ -	\$ -	\$ 22,045,000
06/27/18	Maintenance Tax Notes Series 2018	1/15/2038	174,615,000	(7,645,000)	(5,417,775)	(13,062,775)	114,565,000			\$ 106,920,000
03/06/25	Maintenance Tax Notes Series 2025	7/15/2037	20,555,000	-	(882,152)	(882,152)	20,555,000			\$ 20,555,000
07/10/25	Maintenance Tax Notes Series 2025A	7/15/2045	114,565,000	-	(2,621,438)	(2,621,438)			114,390,000	\$ 114,390,000
Notes Payable			\$ 309,735,000	\$ (7,645,000)	\$ (8,921,365)	\$ (16,566,365)	\$ 135,120,000	\$ -	\$ 114,390,000	\$ 241,865,000
Total Debt Payable			\$ 3,248,120,000	\$ (322,835,000)	\$ (70,898,240)	\$ (393,733,240)	\$ 1,513,635,000	\$ (1,010,000)	\$ 114,390,000	\$ 1,304,180,000

HISD has an issuer rating of Aaa Stable from Moody's and AA+ Negative from S&P



DEBT ACTIVITY

FOR THE PERIOD JULY 1, 2025 THROUGH JUNE 30, 2026

Variable Rate Maintenance Tax Notes

New Money Maintenance Tax Note of \$114,390,000 (Variable Rate), Series 2025A

- ❑ On July 31, 2025, the District issued the Variable Rate Maintenance Tax Notes Series 2025A, with an initial rate of 5% through July 2028 and a final maturity of July 2045.

- ❑ The proceeds from the sale of the Notes will be used to (i) pay the costs of lawful maintenance expenses of the District, environmental cleanup, and the maintenance, repair, rehabilitation, or replacement of building systems of existing school properties, and (ii) pay the costs of issuing the Notes.



DEBT ACTIVITY

FOR THE PERIOD JULY 1, 2025 THROUGH JUNE 30, 2026

Refunding

Refunding of \$343,800,000 Series 2016A General Obligation Limited Tax Schoolhouse and Refunding Bonds

- ❑ The Series 2016 Bonds were eligible to be called on February 15, 2026 and had a final maturity date of February 15, 2041.
- ❑ The Series 2026 Limited Tax Refunding Bonds were issued on May 27, 2026 and the escrow agent paid off the holders of the Series 2016A Bonds on 6/29/2026. The new bonds have a final maturity date of February 15, 2030.
- ❑ With the early redemption of the Series 2016A Bonds, the District was able to avoid future interest payments of over \$97.5 million. The total reduction in debt service was \$98.5 million with a present value of \$31.5 million.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

8/13/2026

4.

Office of the Superintendent of Schools

Office of Finance and Operations

Adoption Of Resolution Approving The Revised List Of Approved Brokers/Dealers

In accordance with current policy, a list of the brokers/dealers from whom the Houston Independent School District (HISD) purchases investments must be approved by the School Board subject to the recommendation of the superintendent of schools. HISD is permitted to use only brokers/dealers that have completed the *Investment Policy Affidavit* certifying receipt of the district's investment policy and the acknowledgment that reasonable procedures and controls are implemented in an effort to preclude imprudent investment activities.

The resolution for approval and the revised list of approved brokers/dealers are attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board adopts the resolution approving the revised list of approved brokers/dealers, effective August 14, 2026.

**HOUSTON INDEPENDENT SCHOOL DISTRICT
AUTHORIZED BROKERS, DEALERS, AND FINANCIAL INSTITUTIONS
AS OF AUGUST 13, 2026**

AUTHORIZED BROKERS AND DEALERS

Collectively, the investment officers shall, at least annually, review, revise, and adopt a list of qualified brokers/dealers and financial institutions authorized to engage in investment transactions with the district.

Blaylock Van, LLC	Raymond James
East West Bank	Robert W. Baird
Frost Bank	SAMCO
Great Pacific Securities	TexPool Investment Pool
Hilltop Securities	Texas CLASS Investment Pool
Independent Financial	Texas Connect Investment Pool
Lone Star Investment Pool	Texas Range Investment Pool
Loop Capital	Texstar Investment Pool
MBS Securities	TX-FIT Investment Pool
Mischler Financial Group	UBS Financial
Morgan Stanley	Unity Bank
Piper Sandler & Co.	Wells Fargo
PNC	JP Morgan Chase
Ramirez & Co.	Bank of America Merrill Lynch
BOK Financial Securities	Samco Capital Markets
Cabrera Capital Markets	Siebert Williams Shank & Co., LLC
RBC Capital Markets	Stifel, Nicolaus & Company
Argent Trust	LOGIC
Meeder Investment	TFNB Texas - Waco

Investment officer approvals:

James Terry, CFO

Date

Alaine Zachary, Treasurer

Date

Curtis Walker, Assistant Treasurer

Date

**HOUSTON INDEPENDENT SCHOOL DISTRICT
RESOLUTION RELATING TO THE APPROVAL OF THE
BROKERS / DEALERS LIST**

WHEREAS, the Houston Independent School District *Cash Management and Investment Policy* requires annual School Board review and approval of the Brokers / Dealers list,

THEREFORE BE IT RESOLVED AND ORDAINED THAT:

The School Board of the Houston Independent School District has reviewed and approved the Houston Independent School District's *Brokers / Dealers List*, as presented August 13, 2026.

PASSED, APPROVED, AND ADOPTED
THIS 13th DAY OF AUGUST, 2026.

HOUSTON INDEPENDENT SCHOOL DISTRICT

By: _____
Ric Campo, President
School Board

Attest: _____
Paula Mendoza, Secretary
School Board



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

8/13/2026

5.

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 June 11 and 25, 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 June 11 and 25, 2026, effective August 14, 2026.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

8/13/2026

6.

Office of the School Board

Approval Of A Delegate And Alternate For The 2026 Texas Association Of School Boards Delegate Assembly

The Houston Independent School District (HISD) School Board is entitled to name a voting delegate and an alternate for the Texas Association of School Boards (TASB) Delegate Assembly. The 2026 assembly will be held during txEDCON26 in Houston, Texas, on October 9, 2026.

The board is asked to approve naming Lauren Gore as the delegate and Karen Duffy as the alternate.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board approves naming Lauren Gore as the delegate and Karen Duffy as the alternate for the 2026 TASB Delegate Assembly, effective August 14, 2026.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

8/13/2026

7.

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 April-June 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 April-June 2026, effective August 14, 2026.

Lone Star Governance Progress Tracker

2025-2026

Quarter 4: April-June, 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

Quarter 3 Reporting (January - April 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%
- Progress and Accountability 2- 4/5 points
- Systems and Processes- 4/15 points

Current Quarter

Quarter 4 Reporting (April - June 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: 65%
- Progress and Accountability 2- 4/5 points
- Systems and Processes- 4/15 points

The Board's Quarter 4 self-evaluation reflects a governing team that has established and maintained a strong student-outcomes focus while demonstrating consistency across the major components of the Lone Star Governance framework. The Board earned a score of 60 out of 80 possible points and maintained performance levels consistent with prior quarters. The quarterly progress tracker shows stable implementation across all framework domains and no significant regression during the year.

Areas of Strength

1. Student Outcomes Remained the Central Focus of Governance

Across Quarter 4, the Board of Managers invested 282 of 433 public meeting minutes (65%) on student outcomes and governance-related work. This exceeds the Board Evaluation "Masters Focus" threshold requiring at least 50% of board meeting time be devoted to improving student outcomes.

2. Effective Board Accountability Practices

The Board maintained a score of 4 out of 5 in Progress and Accountability Indicator 2, demonstrating:

- Ongoing self-evaluation practices.
- Reliance on monitoring reports rather than operational interventions.
- Continued adherence to the governance-accountability distinction.

These practices reflect mature governance behavior and reinforce the Board's commitment to accountability through results rather than management of day-to-day operations.

3. Effective Meeting Management

The Systems and Processes indicator remained stable and reflected strong operational governance habits, including:

- Extensive use of consent agendas.
- Advance distribution of materials.
- Limited agenda modifications.
- Meeting structures aligned with governance priorities.

Regular meetings frequently retained more than 90% of consent items on the consent agenda, signaling discipline around keeping routine business from consuming governance time.

Looking Ahead

As the Board enters the next governance cycle, the primary coaching recommendation is not to change direction but to deepen practice.

The Board has built a strong governance foundation:

- Student outcome goals are established.
- Monitoring systems are functioning.
- Accountability structures are being used.
- Meeting time is largely aligned with governance priorities.

The next level of growth involves moving from implementation to mastery by ensuring:

- Every board member can confidently articulate current goal performance.
- Student outcome conversations continue to drive agenda design.
- Governance practices remain strong regardless of changing circumstances.

Closing Reflection

The Board should be commended for maintaining a consistent focus on student outcomes throughout the year. Quarterly performance demonstrates a governing team that understands its role, protects time for strategic oversight, and remains committed to the framework established for Houston ISD. With deeper mastery of outcomes data and continued governance discipline, the Board is well-positioned to build upon the strong foundation established during the 2025-2026 school year.

Next Quarterly Self-Evaluation:

- October 2026: Evaluating July - September 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>	
☐ The board does not have a vision. ☐ The board does not have goals . ☐ The board does not consistently distinguish between inputs , outputs , and outcomes .		The board has ☒ adopted a vision statement; ☒ owned the vision development process while working collaboratively with the superintendent; ☒ adopted three to five goals ; and ☒ owned the goal development process while working collaboratively with the superintendent.		All goals are specific, quantifiable, student outcome goals that include ☒ a population ; ☒ a five-year deadline of a month and year; ☒ a baseline of a month and a year; ☒ annual targets ; and ☒ annual student group targets .		☒ 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. ☒ 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 ☒ have committed the vision and student outcome goals to memory; ☐ know the current status of each student outcome goal ; and ☐ 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>	
☐ The board does not have goal progress measures (GPMs) . ☐ The board is treating the annual targets for student outcome goals as if they are GPMs.		☒ The board has adopted GPMs for each student outcome goal . ☒ The superintendent owned the GPM development process while working collaboratively with the board. ☒ The status of each adopted GPM is able to be updated multiple times during each school year.		☒ The board has adopted no more than three GPMs for each student outcome goal . [*] ☒ All GPMs are student outputs , not adult inputs or outputs , that include 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.		All board members and the superintendent agree that the GPMs : ☒ will challenge the organization; ☐ require adult behavior change; ☒ are influenceable by the superintendent; and ☒ are all predictive of their respective student outcome goals.		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.	

^{*}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 .		✓ adopted 1 to 5 superintendent constraints; and ✓ owned the constraint development process while working collaboratively with the superintendent.		✓ Each superintendent constraint describes a single operational action or class of actions the superintendent may not use or allow.		✓ The board has adopted one to five board self-constraints. ✓ 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. ✓ All board members and the superintendent agree that the constraints will challenge the organization to focus on the vision and uphold community values.		□ The board, in collaboration with the superintendent, has adopted one or more theories of action to drive overall strategic direction. □ 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>	
☐ The board does not have superintendent constraint progress measures (CPMs) .		☒ The board has adopted CPMs for each superintendent constraint . ☒ The superintendent owned the CPM development process while working collaboratively with the board. ☒ The status of each adopted CPM is able to be updated multiple times during each school year.		☒ The board has adopted no more than three CPMs for each superintendent constraint . ☒ All CPMs include: 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 ☒ will challenge the organization to focus on the vision; ☒ will challenge the organization to uphold community values; ☒ are all predictive of their respective constraint ; and ☒ 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>	
☐ The board does not have student outcome goals, GPMs, superintendent constraints, superintendent CPMs, or annual targets. ☐ The board does not track its use of time in board authorized public meetings. ☐ The board does not have a monitoring calendar.		☒ The superintendent owned the monitoring calendar development, working with the board to adopt a calendar that monitors 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. ☒ The calendar spans the length of the student outcome goals. ☒ The board tracks its time in public meetings, identifying each minute according to the time use tracker.		☒ 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.		☒ 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.		☒ 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>	
☐ Any individual board member does not know if the school system is in low performing status and for how long. ☐ Any individual board member does not know if any campus is in low performing status and for how long. ☐ 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. ☐ The board has not voted to approve a self-evaluation within the past 12 months.		☒ performed a self-evaluation within the previous 12 months using a research aligned instrument; ☒ performed a superintendent annual evaluation no more than 15 months ago; ☒ been provided copies of the superintendent's implementation plan(s), that include campus goals*, to make progress towards the student outcome goals; and ☒ not voted to approve the superintendent's implementation plan unless required by law.		☒ performs self-evaluations using the LSG Integrity Instrument; ☒ performed a self-evaluation no more than 45 days prior to the most recent superintendent's evaluation; and ☒ 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.		☒ The board receives, at least annually, a report on the average cost of staff time spent on governance using the staff use tracker. ☒ One quarter ago the board 1. Performed a self-evaluation using the LSG Integrity Instrument; and ☒ voted to approve the quarterly progress tracker.		☒ unanimously approved the current quarterly progress tracker; ☐ has not modified outcome goals, GPMs, constraints, CPMs, or targets during the cycle applicable to the annual superintendent evaluation; and ☐ 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>	
☐ The board has not received a monitoring report . ☐ There were six or more board authorized public meetings in a month (unless a state of emergency was declared). ☐ Any meeting of the board lasted longer than eight hours. ☐ 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.		The board receives and votes to accept monitoring reports that include ☒ the student outcome goal and GPM or constraint and CPM being monitored; ☒ the current status of the student outcome goal and GPM or constraint and CPM compared to previous, annual, and deadline targets ; ☒ the superintendent's interpretation of performance; and ☒ supporting information that describes any needed next steps.		☒ 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.		☐ Board authorized public meetings in the last quarter did not exceed ☒ an average of four meetings per month; ☒ an average of three hours per meeting; and ☒ an average of five other topics per meeting. ☐ The board has 1. reviewed its existing local policies; and 2. only adopted local policies pertaining to board work .		☐ Board authorized public meetings in the last quarter did not exceed ☒ an average of three meetings per month; ☒ an average of two hours per meeting; and ☒ 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: August 13, 2026		Quarter: 4
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	1	4	4	4	15
Total	60	57	60	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
	65%		
EVALUATION NOTES 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 .			

TIME USE TRACKER		HISD Regular Board Meeting		QTR:	4	Date:	04/09/26
Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings				Other Topic Minutes
Vision and Goals			← Minutes setting student outcome goals				
			← Minutes setting constraints or theories of action				
Progress and Accountability	26		← 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	7		← 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 →						63
TOTALS	33	0	100				67
Use For Student Outcome and Adult Behavior Minutes Percentage Calculation:							
33 ÷ 100 × 100 = 33.00% % Student Outcome and Adult Behavior Minutes							
Use For Student Outcome Minutes Percentage Calculation:							
33 ÷ 100 × 100 = 33.00% % 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
		0.00%

Consent Items	Consent Items Removed	% Remaining on Consent Agenda
13	1	92.31%

GPMs Discussed	GPMs on Target	% on Target
4	4	100.00%

TIME USE TRACKER		Houston ISD - Budget Workshop		QTR:	4	Date:	04/24/26
Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings				Other Topic Minutes
Vision and Goals	52		← 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				
			← 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) →				
Advocacy and Engagement			← 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	52	0	53				1
Use For Student Outcome and Adult Behavior Minutes Percentage Calculation: Use For Student Outcome Minutes Percentage Calculation: 52 ÷ 53 × 100 = 98.11% % Student Outcome and Adult Behavior Minutes % Student Outcome Minutes							

Trustees Present	Trustees Absent	% Attendance	Count of 'Other' Agenda Items	Goals Discussed	Goals on Target	% on Target
9	0	100.00%				0.00%
Consent Items	Consent Items Removed	% Remaining on Consent Agenda		GPMs Discussed	GPMs on Target	% on Target
		0.00%				0.00%

TIME USE TRACKER		HISD - Regular Board Meeting		QTR:	4	Date:	05/14/26
Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings				Other Topic Minutes
Vision and Goals	48		← 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				
			← 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) →						5
Advocacy and Engagement	7		← 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 →						14
TOTALS	55	0	74				19
Use For Student Outcome and Adult Behavior Minutes Percentage Calculation:							
55 ÷ 74 × 100 = 74.32% % Student Outcome and Adult Behavior Minutes							
Use For Student Outcome Minutes Percentage Calculation:							
55 ÷ 74 × 100 = 74.32% % Student Outcome Minutes							

Trustees Present	Trustees Absent	% Attendance
7	2	77.78%

Count of 'Other' Agenda Items
0

Goals Discussed	Goals on Target	% on Target
		0.00%

Consent Items	Consent Items Removed	% Remaining on Consent Agenda
25	0	100.00%

GPMs Discussed	GPMs on Target	% on Target
		0.00%

TIME USE TRACKER		HISD - Budget Workshop and Special Mtg		QTR:	4	Date:	05/20/26
Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings				Other Topic Minutes
Vision and Goals	72		← 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				
			← 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			← 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	72	0	72 → 75 ← 3				3
Use For Student Outcome and Adult Behavior Minutes Percentage Calculation: 72 ÷ 75 × 100 = 96.00% % Student Outcome and Adult Behavior Minutes							
Use For Student Outcome Minutes Percentage Calculation: 72 ÷ 75 × 100 = 96.00% % Student Outcome Minutes							

Trustees Present	Trustees Absent	% Attendance	Count of 'Other' Agenda Items	Goals Discussed	Goals on Target	% on Target
9	0	100.00%				0.00%
Consent Items	Consent Items Removed	% Remaining on Consent Agenda		GPMs Discussed	GPMs on Target	% on Target
		0.00%				0.00%

TIME USE TRACKER		HISD - Regular Meeting		QTR:	4	Date:	06/11/26
Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings				Other Topic Minutes
Vision and Goals	48		← Minutes setting student outcome goals				
			← Minutes setting constraints or theories of action				
Progress and Accountability	15		← 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) →						8
Advocacy and Engagement	7		← 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 →						11
TOTALS	70	0	 89 				19
Use For Student Outcome and Adult Behavior Minutes Percentage Calculation: 70 ÷ 89 × 100 = 78.65% % Student Outcome and Adult Behavior Minutes							
Use For Student Outcome Minutes Percentage Calculation: 70 ÷ 89 × 100 = 78.65% % Student Outcome Minutes							

Trustees Present	Trustees Absent	% Attendance
8	2	80.00%

Count of 'Other' Agenda Items
0

Goals Discussed	Goals on Target	% on Target
		0.00%

Consent Items	Consent Items Removed	% Remaining on Consent Agenda
44	4	90.91%

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

TIME USE TRACKER			HISD -- Special Board Meeting		QTR:	4	Date:	06/25/26
Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings					Other Topic Minutes
Vision and Goals			← 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					
			← 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) →							28
Advocacy and Engagement			← 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 →							14
TOTALS	0	0	42					42
Use For Student Outcome and Adult Behavior Minutes Percentage Calculation: 0 ÷ 42 × 100 = 0.00% % Student Outcome and Adult Behavior Minutes								
Use For Student Outcome Minutes Percentage Calculation: 0 ÷ 42 × 100 = 0.00% % Student Outcome Minutes								

Trustees Present	Trustees Absent	% Attendance
7	2	77.78%

Count of 'Other' Agenda Items

Goals Discussed	Goals on Target	% on Target
		0.00%

Consent Items	Consent Items Removed	% Remaining on Consent Agenda
9	1	88.89%

GPMs Discussed	GPMs on Target	% on Target
		0.00%

TIME USE TRACKER		HISD - Q4 Summary		QTR:	4	Date:	07/01/26
Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings				Other Topic Minutes
Vision and Goals	220		← Minutes setting student outcome goals				
			← Minutes setting constraints or theories of action				
Progress and Accountability	41		← 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) →						47
Advocacy and Engagement	21		← 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 →						104
TOTALS	282	0	433				151
Use For Student Outcome and Adult Behavior Minutes Percentage Calculation:							
282 ÷ 433 × 100 = 65.13% % Student Outcome and Adult Behavior Minutes							
Use For Student Outcome Minutes Percentage Calculation:							
282 ÷ 433 × 100 = 65.13% % Student Outcome Minutes							

Trustees Present	Trustees Absent	% Attendance	Count of 'Other' Agenda Items	Goals Discussed	Goals on Target	% on Target
		0.00%				0.00%
Consent Items	Consent Items Removed	% Remaining on Consent Agenda		GPMs Discussed	GPMs on Target	% on Target
		0.00%				0.00%



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

8/13/2026

8.

Office of the School Board

Approval Of Appointment To The Council Of The Great City Schools

The Houston Independent School District (HISD) School Board is asked to approve the appointment of Karen Duffy as the HISD representative on the Council of the Great City Schools (CGCS).

The CGCS is a coalition of 81 large city school districts which serve 7.84 million students according to the CGCS website. The CGCS advocates for urban students; informs legislators, news media, and the public about issues regarding large city schools; operates programs to improve student performance and school management; and coordinates with other organizations to accomplish its mission.

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 appointment of Karen Duffy as the HISD representative on the CGCS, effective August 14, 2026.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

8/13/2026

9.

Office of the School Board

Appointment Of A Representative To The Houston-Galveston Area Council For The Remainder Of 2026

In May 2025, the Houston Independent School District (HISD) School Board approved joining the Houston-Galveston Area Council (H-GAC). As a participant, HISD is entitled to appoint a representative who will serve on the council's General Assembly and its Board of Directors, as well as an alternate.

In December 2025, the board approved the reappointment of Michelle Cruz Arnold as the district's representative to the H-GAC and Ric Campo as the district's alternate for calendar year 2026.

Michelle Cruz Arnold resigned from the HISD School Board in July 2026, so the board is asked to approve Edgar Colón as the district's representative to the H-GAC for the remainder of calendar year 2026.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board approves the appointment of Edgar Colón as the district's representative to the H-GAC for the remainder of 2026, effective August 14, 2026.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

8/13/2026

10.

Office of the School Board

Approval To Amend The Minutes Of The May 14, 2026, School Board Meeting To Include The Name Of Travis Hunt As The Alternate To The Superintendent For Obtaining Texas Education Agency Login Access To The Texas Student Data System Portal

The Houston Independent School District (HISD) School Board is asked to approve amending the minutes from the May 14, 2026, board meeting to include the name of Travis Hunt as the alternate to the superintendent for obtaining Texas Education Agency Login (TEAL) access to the Texas Student Data System (TSDS) portal for HISD.

The minutes of the May 14, 2026, School Board meeting show that the board approved the item designating Travis Hunt, Director of Program Compliance for the Department of System Fidelity and Reporting. However, the minutes document did not contain Mr. Hunt's name, which the Texas Education Agency is requiring.

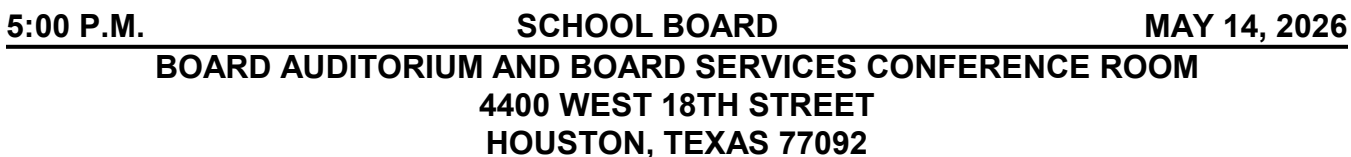
A copy of the amended May 14, 2026, minutes which includes the name Travis Hunt in connection with item 10 is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board approves amending the minutes from the May 14, 2026, board meeting to include the name of Travis Hunt as the alternate to the superintendent for obtaining TEAL access to the TSDS portal, effective August 14, 2026.



The School Board of the Houston Independent School District (HISD) held a regular meeting on May 14, 2026, beginning at 5 p.m. in the board auditorium of the Hattie Mae White Educational Support Center, 4400 West 18th St., Houston, TX 77092.

Board President Campo called the meeting to order at 5:01 p.m. and declared the board convened to consider matters pertaining to HISD as listed on the duly posted meeting notice.

Absent:	Board Secretary Paula Mendoza Board Member Janette Garza Lindner
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Cadet Dora Garza of the Junior Reserve Officer Training Corps at Furr High School led the silent meditation, Pledge of Allegiance, and Pledge to the Texas Flag.

1

SPEAKERS TO AGENDA ITEMS

BRIEF RECESS

The board took a brief recess at 6:52 p.m.

RECONVENED IN OPEN SESSION IN THE BOARD AUDITORIUM

Board Vice President Lemond Flowers declared the meeting reconvened at 7:07 p.m. to consider matters pertaining to HISD as listed on the duly posted meeting notice.

Roll Call Update

Board President Campo left at 7:07 p.m.

Present:	Board Vice President Angela Lemond Flowers Board Member Michelle Cruz Arnold Board Member Edgar Colón Board Member Marty Goossen Board Member Lauren Gore Board Member Marcos Rosales
Absent:	Board President Ric Campo Board Secretary Paula Mendoza Board Member Janette Garza Lindner

BOARD MEMBER REPORTS AND COMMENTS

RECOGNITIONS

Board Vice President Lemond Flowers acknowledged the passing of former Houston Independent School District Superintendent Dr. Kaye Stripling. Superintendent Miles introduced Deputy Chief of Community and Family Engagement Najah Callander, who recognized teachers and nurses and presented a video highlighting 2026 successes for Northside High School's associate's degree program.

PRESENTATION REGARDING SEAT BELT ANALYSIS AND IMPLICATIONS FOR SB 546

Superintendent Miles provided an analysis of seat belts on school buses and implications for Senate Bill 546.

REPORTS FROM THE SUPERINTENDENT

Superintendent Miles provided reports and presentations on special education supports and kindergarten-second grade literacy.

HISD School Board - May 14, 2026

CONSENT AGENDA

On motion by board member Rosales, with a second by board member Gore, the board voted to approve items on the agenda by consensus.

RESULT:	APPROVED
MOVER:	Marcos Rosales
SECONDER:	Lauren Gore
AYE:	Lemond Flowers, Cruz Arnold, Goossen, Gore, and Rosales
NAY:	
ABSTAIN:	

1. Reappointment Of A Houston Independent School District Representative To The Tax Increment Reinvestment Zone 7 Board Of Directors
2. Approval To Designate Dates In Calendar Year 2026 As Nonbusiness Days In Compliance With Section 552.0031 Of The Texas Government Code
3. Reappointment Of A Houston Independent School District Representative To The Texas Association Of School Boards Board Of Directors For Region 4, Position D
4. Authorization To Renew The Training Agreement With The American National Red Cross
5. Approval Of New Campus Library Book Orders And Donations
6. Authority To Negotiate, Execute, And Amend An Interlocal Agreement With The University Of Texas At Austin To Develop An Admission And Enrollment Pipeline For Houston Independent School District Students
7. Authority To Negotiate, Execute, And Amend An Interlocal Agreement With Trinity University To Develop An Admission And Enrollment Pipeline For Houston Independent School District Students
8. Authority To Negotiate, Execute, And Amend An Interlocal Agreement With The University Of Texas At San Antonio To Develop An Admission And Enrollment Pipeline For Houston Independent School District Students
9. Authority To Negotiate, Execute, And Amend An Interlocal Agreement With The University Of The Incarnate Word To Develop An Admission And Enrollment Pipeline For Houston Independent School District Students
10. Approval Of Texas Education Agency Login Access For Superintendent Designee

The School Board approved the designation of Travis Hunt, Director of Program Compliance for the Department of System Fidelity and Reporting, as alternate to the superintendent for TEAL access to the TSDS portal for HISD (Organization 101912), effective May 15, 2026.

HISD School Board - May 14, 2026

11. Approval To Name A New Career Center The Southside Launchpad: Career And Innovation Center
12. Approval To Name A New Building At Barbara Jordan Career Center The Northside Launchpad At Barbara Jordan Career Center
13. Approval Of A Resolution Authorizing The Houston Independent School District To Submit A Grant Application Under The Magnet Schools Assistance Program
14. Approval Of Resolutions Authorizing The Houston Independent School District To Apply For, Accept, Reject, Alter, Or Terminate Office Of The Governor Grants
15. Approval Of Vendor Awards For Purchases Which Cost \$1,000,000 Or More
16. Approval Of Revisions To The 2026-2027 Academic Calendar
17. Approval To Submit A Request For Exemption From Senate Bill 546 To The Texas Education Agency
18. Approval Of Proposed Revisions To Board Policy CQB(LOCAL), *Technology Resources: Cybersecurity*-Second Reading
19. Approval Of Proposed Revisions To Board Policy EIF(LOCAL), *Academic Achievement: Graduation*-Second Reading
20. Approval Of Proposed Revisions To Board Policy CQ(LOCAL), *Technology Resources*-First Reading
21. Approval Of Proposed Revisions To Board Policy DEC(LOCAL), *Compensation and Benefits: Leaves and Absences*-First Reading
22. Approval Of Proposed Revisions To Board Policy EEP(LOCAL), *Instructional Arrangements: Lesson Plans*-First Reading
23. Approval Of Proposed Establishment Of Board Policy FEF(LOCAL), *Attendance: Released Time*-First Reading
24. Approval Of Proposed Revisions To Board Policy FFB(LOCAL), *Student Welfare: Crisis Intervention*-First Reading
25. Consideration And Approval Of Minutes From Previous Meetings

ADJOURNMENT TO CLOSED SESSION

The board adjourned to closed session under Chapter 551 of Texas Government Code, Open Meetings Act, Subsections 551.071 through 551.089 at 8:13 p.m. for the purposes stated in the notice of this meeting. If any final action, vote, or decision on any matter considered in the closed session was required, such final action, vote, or decision was taken at the open meeting covered by this notice upon the reconvening of this public meeting or at a subsequent public meeting of the board upon notice thereof.

RECONVENED IN OPEN SESSION IN THE BOARD AUDITORIUM

Board Vice President Lemond Flowers declared the meeting reconvened at 9:24 p.m. to consider matters pertaining to HISD as listed on the duly posted meeting notice.

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.

On motion by board member Goossen, with a second by board member Colón, the board voted to approve the closed session personnel agenda, including specifically the proposed terminations/nonrenewals of continuing, term, performance, and probationary contracts, and to authorize the superintendent or designee to provide notice of same; to approve suspensions without pay for continuing, term, and probationary contracts and authorize the superintendent or designee to provide notice of same; to void continuing term, probationary, and performance contracts, and authorize the superintendent or designee to provide notice of same; to approve withdrawals of contract recommendations; and to approve issuance of final orders on contract terminations and nonrenewals, as discussed in closed session, effective May 14, 2026.

RESULT:	APPROVED
MOVER:	Marty Goossen
SECONDER:	Edgar Colón
AYE:	Lemond Flowers, Cruz Arnold, Colón, Goossen, Gore, and Rosales
NAY:	
ABSTAIN:	

HISD School Board - May 14, 2026

- 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

- 1) Consideration and possible action to sell the surplus real property known as SB# 26-08-94, 4103 Brisbane Street, Houston, Harris County, Texas 77047.

On motion by board member Goossen, with a second by board member Colón, the board voted to adopt the Resolution of the Houston Independent School District School Board Regarding the Sale of Surplus Real Property, which authorizes the board vice president to complete the sale of the property known as SB# 26-08-94 Rhoads Facility, 4103 Brisbane Street, Houston, Texas 77047 to Pressureless Zone, Inc. (PPZI) in partnership with Back to Work 2.

RESULT:	APPROVED
MOVER:	Marty Goossen
SECONDER:	Edgar Colón
AYE:	Lemond Flowers, Cruz Arnold, Colón, Goossen, Gore, and Rosales
NAY:	
ABSTAIN:	

HISD School Board - May 14, 2026

- 2) Consideration and possible action to sell the surplus real property known as SB# 26-10-98, South Area Office, 4040 W. Fuqua Street, Houston, Harris County, Texas 77045.

On motion by board member Goossen, with a second by board member Colón, the board voted to adopt the Resolution of the Houston Independent School District School Board Regarding the Sale of Surplus Real Property, which authorizes the board vice president to complete the sale of the property known as SB# 26-08-98 South Area Office, 4040 W. Fuqua Street, Houston, Texas 77045 to Hiram Clark Fort Bend Redevelopment Authority.

RESULT:	APPROVED
MOVER:	Marty Goossen
SECONDER:	Edgar Colón
AYE:	Lemond Flowers, Cruz Arnold, Colón, Goossen, Gore, and Rosales
NAY:	
ABSTAIN:	

District Safety, Emergency Management, And Security Audits

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

On motion by board member Goossen, with a second by board member Colón, the board voted to adopt an amended resolution claiming a good cause exception to the specified requirement of HB 3 and to delegate authority to the superintendent to develop, amend, and refine an alternative standard for compliance with HB 3 as discussed in closed session, effective May 14, 2026.

RESULT:	APPROVED
MOVER:	Marty Goossen
SECONDER:	Edgar Colón
AYE:	Lemond Flowers, Cruz Arnold, Colón, Goossen, Gore, and Rosales
NAY:	
ABSTAIN:	

- b) District Vulnerability Assessment Full Report

HISD School Board - May 14, 2026

ADJOURN

There being no further business, the meeting adjourned at 9:27 p.m.



Ric Campo
School Board, President
Houston Independent School District



Paula Mendoza
School Board, Secretary
Houston Independent School District



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

8/13/2026

11.

Office of the Superintendent of Schools

Office of Academics

Approval Of Proposed Revisions To Board Policy EFA(LOCAL), *Instructional Resources: Instructional Materials*-Second Reading

This agenda item seeks Houston Independent School District (HISD) School Board approval of revisions to Board Policy EFA(LOCAL), *Instructional Resources: Instructional Materials*, regarding instructional materials and the local instructional material review process.

The proposed revisions align board policy with current requirements under Texas Education Code sections 26.0061 and 31.0252 regarding parent requests for instructional material review while establishing a standardized and efficient review process by campuses and district staff.

The proposed revisions streamline administrative processes while preserving board oversight, parent rights, instructional continuity, and compliance with Texas law governing instructional materials.

A copy of EFA(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 EFA (LOCAL), *Instructional Resources: Instructional Materials*, on second reading, effective August 14, 2026.

Note: For information related to the accounting of instructional materials, as this term is defined by state law and rule, see CMD.

For information related to the selection process of library materials, see EFB.

The District shall provide instructional materials designed to teach the Texas Essential Knowledge and Skills and further the District's educational mission. Although the Superintendent shall ensure that professional staff select instructional materials in accordance with District policy and administrative regulations, the ultimate authority for determining and approving the curriculum and instructional program of the District lies with the Board.

Objectives

In this policy, "instructional materials" may include textbooks, supplementary resources for classroom use, and any other instructional resources, including electronic resources, used for formal or informal teaching and learning purposes. The primary objectives of instructional materials are to implement, enrich, and support the District's educational program.

Selection

Instructional materials that are textbooks and related supplemental materials, which may include items from the list of resources adopted by the State Board of Education, shall be chosen in accordance with administrative regulations and the objectives above.

The Board shall rely on District professional staff to select and acquire instructional materials that:

1. Enrich and support the curriculum consistent with the general educational goals of the state and District, the aims and objectives of individual schools and specific courses, and the District and campus improvement plans.
2. Are appropriate for the subject area and for the age, ability level, learning styles, interests, and social and emotional development of the students for whom they are selected.
3. Meet high standards for artistic quality, literary style, authenticity, educational significance, factual content, physical format, presentation, readability, and technical quality.
4. Present various sides of controversial issues so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives. [See also EMB regarding instruction about controversial issues.]

INSTRUCTIONAL RESOURCES
INSTRUCTIONAL MATERIALS

EFA
(LOCAL)

5. Promote literacy.

District professional staff may select additional instructional materials in accordance with administrative regulations and the criteria above.

Administrators, teachers, other District personnel, parents, and community members, as appropriate, may recommend instructional materials for selection. Gifts of instructional materials shall be evaluated according to these criteria and accepted or rejected in accordance with CDC(LOCAL).

Selection of instructional materials is an ongoing process that includes the removal of materials no longer appropriate and the periodic replacement or repair of materials that still have educational value.

**Parent Request for
Instructional Material
Review**

The Superintendent shall develop administrative regulations to ensure compliance with state law and rules that a parent or guardian of a District student may request an instructional materials review for a subject area in the grade level in which their student is enrolled on the basis of the following:

1. The material is not aligned with District-adopted materials; or
2. The material does not have the appropriate rigor for the grade level for the subject area in which the instructional material is used.

The regulations shall also address procedures for submitting a parent petition to review instructional materials, the appeal process if a petition for review is denied, criteria for reviewing any appeal, and timelines for each step in the process.

**Reconsideration of
Instructional
Materials**

A District employee or a parent or guardian of a District student may request reconsideration of instructional material used in the District's educational program on the basis that the instructional material fails to meet the standards set forth in this policy.

Guiding Principles

The following principles shall guide the Board and staff in responding to a request for reconsideration of instructional materials:

1. A complainant may raise an objection to an instructional material used in a school's educational program, despite the fact that the professional staff selecting the materials were qualified to make the selection, followed the proper procedure, and adhered to the objectives for instructional materials set out in this policy.

INSTRUCTIONAL RESOURCES
INSTRUCTIONAL MATERIALS

EFA
(LOCAL)

2. A parent's ability to exercise control over instruction extends only to their own child as set forth in Education Code Chapter 26.
3. Access to a challenged material shall not be restricted during the reconsideration process, except the District may deny access to a child if requested by the child's parent.

The major criterion for the final decision on challenged instructional materials is the appropriateness of the material for its intended educational use. No challenged instructional material shall be removed solely because of the ideas expressed therein.

Informal
Reconsideration

When the District or a campus receives an objection to the appropriateness of an instructional material, the appropriate administrator shall try to resolve the matter informally. The administrator shall explain the selection process and discuss the intended educational purpose for the instructional material. If appropriate, the administrator may offer a concerned parent an alternative instructional material to be used by that parent's child in place of the challenged material.

If the complainant wishes to make a formal challenge, the administrator shall provide the complainant a copy of this policy and a form to request a formal reconsideration of the instructional material.

Formal Request for
Reconsideration

A complainant shall make any formal request to reconsider an instructional material on the form provided by the District and shall submit the completed and signed form to the principal. Upon receipt of the form, the principal shall appoint a reconsideration committee.

The reconsideration committee shall include at least one member of the instructional staff who has experience using the challenged material with students or is familiar with the challenged material's content. Other members of the committee may include District-level staff, secondary-level students, parents, and any other appropriate individuals.

All members of the committee shall review the challenged instructional material in its entirety. As soon as reasonably possible, the committee shall meet and determine whether the challenged material conforms to the principles of selection set out in this policy and whether the challenged material will continue to be used in the educational program. The committee shall prepare a written report of its findings. The Superintendent, other appropriate administrators, and the complainant shall receive copies of the report.

INSTRUCTIONAL RESOURCES
INSTRUCTIONAL MATERIALS

EFA
(LOCAL)

<i>Frequency of Review</i>	After an instructional material has been reviewed through formal reconsideration, it shall not be reviewed again until it is evaluated in the periodic local selection process.
Appeal	The complainant may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting at the appropriate level. [See DGBA, FNG, and GF]



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

8/13/2026

12.

Office of the Superintendent of Schools

Office of Academics

Approval Of Proposed Revisions To Board Policy EIA(LOCAL), Academic Achievement: Grading/Progress Reports To Parents-Second Reading

This agenda item seeks Houston Independent School District (HISD) School Board approval of revisions to Board Policy EIA(LOCAL), *Academic Achievement: Grading/Progress Reports to Parents*, regarding parent conferences and written notice requirements related to student academic performance.

The proposed revisions align board policy with updates to state law and clarify requirements related to parent-teacher conferences.

The proposed revisions establish that the district shall provide at least two opportunities each year for in-person conferences between parents and teachers, while also allowing additional conferences to be scheduled at the request of a parent or teacher as needed.

A copy of EIA(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 EIA (LOCAL), *Academic Achievement: Grading/Progress Reports to Parents*, on second reading, effective August 14, 2026.

ACADEMIC ACHIEVEMENT
GRADING/PROGRESS REPORTS TO PARENTS

EIA
(LOCAL)

**Relation to Texas
Essential Knowledge
and Skills**

The District shall establish instructional objectives that relate to the Texas Essential Knowledge and Skills (TEKS) for grade-level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that each student's performance indicates the level of mastery of the designated District standards.

**District Grading
Policy**

The District's grading policy shall include the following provisions:

1. A classroom teacher shall be required to assign a grade that reflects the student's relative mastery of an assignment;
2. A classroom teacher shall not be required to assign a minimum grade for an assignment without regard to the student's quality of work; and
3. A student shall be allowed a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade.

**Guidelines for
Grading**

The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's level of mastery of an assignment and that a sufficient number of grades are taken to support the student's cycle grade assigned. Guidelines for grading shall be clearly communicated to students and parents in writing.

**Written Notice to
Parents**

Teachers shall send out written notice to a student's parents regarding the student's performance in each class or subject as specified in the ~~School Guidelines~~ [guidelines](#) for the current year.

Conferences

~~Teachers shall have conferences with parents as appropriate~~ [Each year, the District shall provide at least two opportunities for in-person conferences between each parent and the student's teacher.](#) ~~Additional~~ [Conferences](#) may be ~~scheduled at the request~~ [ed by](#) of a teacher or parent [as needed](#).

**Academic
Dishonesty**

A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the *Student Code of Conduct*. Academic dishonesty includes cheating or copying the work of another student, plagiarism, the use of artificial intelligence (AI) to complete an assignment in part or in whole unless approved by the classroom teacher (refer to the District's *AI Guidebook* for guidance), and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom

ACADEMIC ACHIEVEMENT
GRADING/PROGRESS REPORTS TO PARENTS

EIA
(LOCAL)

teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

8/13/2026

13.

Office of the Superintendent of Schools

Office of Academics

Approval Of Proposed Revisions To Board Policy EIE(LOCAL), *Academic Achievement: Retention And Promotion*-Second Reading

This agenda item seeks Houston Independent School District (HISD) School Board approval of revisions to Board Policy EIE(LOCAL), *Academic Achievement: Retention and Promotion*.

Board Policy EIE(LOCAL), *Academic Achievement: Retention and Promotion*, governs the standards and procedures for student promotion and retention across all grade levels in HISD. The policy establishes proficiency requirements, intervention obligations, grade-level classification criteria for high school students, and the process for parent appeals of retention decisions.

The proposed revisions update the standards for proficiency to align with current instructional practices and state requirements. Specifically, the revisions clarify that course assignments and unit evaluations shall be used to determine student grades, with an average of 70 or higher constituting a passing grade; add new early literacy promotion standards for students in kindergarten and grade 2 to ensure readiness for subsequent grade-level instruction; and refine the criteria by which proficiency of skills necessary for success at the next level is validated through assessment. The revised policy also strengthens the framework for mandatory intervention services for students who do not meet promotion standards.

A copy of EIE(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 EIE (LOCAL), *Academic Achievement: Retention and Promotion*, on second reading, effective August 14, 2026.

ACADEMIC ACHIEVEMENT
RETENTION AND PROMOTION

EIE
(LOCAL)

**Curriculum
Proficiency**

Promotion and course credit shall be based on demonstrated proficiency ~~of~~ in the subject matter and compliance with attendance requirements. [See FEC] Expectations and standards for promotion shall be established for each grade level, content area, and course, and shall be coordinated with compensatory, intensive, and/or accelerated services. [See EHBC]

The District shall comply with applicable state and federal requirements when determining methods for students with disabilities [see FB] or students who are English language learners [see EHBE and EKBA] to demonstrate mastery of the curriculum.

Students Receiving
Special Education
Services

Any modified promotion standards for a student receiving special education services shall be determined by the student's admission, review, and dismissal (ARD) committee and documented in the student's individualized education program (IEP). [See EHBA series and EKB]

**Standards for
Proficiency**

In addition to the factors in law that must be considered for promotion, proficiency shall be determined as follows:

1. Course assignments and unit evaluations shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
2. Proficiency of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final exams or may be administered separately. ~~Proficiency of at least 70 percent of the objectives shall be required.~~

Grades ~~4~~K–8

The District shall implement additional early literacy promotion standards for students in kindergarten and grade 2 to ensure readiness for subsequent grade-level instruction.

In grades 1–8, promotion to the next grade level shall be based on course assignments and unit evaluations aligned to District curricular standards to determine student grades in a subject. ~~An average of 70 or higher shall be considered a passing grade and shall signify proficiency of the skills necessary for success at the next level.~~

~~For students in~~ In grades ~~3–8, 1, 2, and 3 through 8 who passed student performance on~~ 3–8, 1, 2, and 3 through 8 who passed state-administered assessments in reading and mathematics but failed core courses, the student must meet the District's promotion standards on the District-administered criterion-referenced assessment shall be considered as part of the District's determination of whether the student has demonstrated academic achievement and proficiency in the subject matter in accordance with law.

A student's failure to perform satisfactorily on a state-administered assessment shall not, by itself, require retention. However, such performance shall be considered along with course grades, classroom performance, and other relevant academic data in determining whether the student has demonstrated proficiency for promotion. ~~For students in grades 3–8 who did not fail core courses, the student must meet the state's passing standards on the state-administered criterion-referenced assessment in reading and mathematics.~~

*Mandatory
Intervention*

Mandatory intervention shall be required during the ~~following subsequent summer or school~~ year if a student does not meet promotion standards at the end of the spring semester. Students who do not perform satisfactorily on a state-administered assessment shall receive accelerated instruction and intervention services designed to address identified areas of need. ~~Such interventions shall also be required for students scoring below the 40th percentile in total reading (grades 1–8) and total mathematics (grades 4–8) and who failed the state-administered assessment and did not perform at least 110 percent on the next state-administered assessment or on the District-administered norm-referenced assessments.~~

*Potential
Interventions*

~~Potential interventions include, but are not limited to:~~

- ~~1. Small group instruction (30–45 minutes) with progress monitoring.~~
- ~~2. One-on-one tutorials.~~
- ~~3. Use of varied texts and supplementary materials.~~
- ~~4. Multiple and flexible grouping activities for differentiated instruction.~~
- ~~5. Use of technology to allow students to access and manipulate content in multiple ways.~~
- ~~6. Opportunities for students to respond to assignment in a variety of ways.~~
- ~~7. Instructional assignments broken down into smaller chunks to focus on mastery.~~
- ~~8. Additional assignments that address student needs based on data for more time on task.~~
- ~~9. Double blocked class for extensive instruction.~~
- ~~10. STAAR preparation during or after school.~~
- ~~11. Peer tutoring.~~

ACADEMIC ACHIEVEMENT
RETENTION AND PROMOTION

EIE
(LOCAL)

~~12.—Mentors assigned to students.~~

~~13.—Computer based instruction on campus.~~

Classification—High
School Students
Grades 9–12

Grade-level advancement for students in grades 9–12 shall be earned by course credits. Changes in grade-level classification shall be made at the beginning of the fall semester and may be made again at the beginning of the spring semester. [See EI]

High school students shall be classified annually on the basis of earned credits and course completion, as follows:

Grade Level	Credits earned
9	0–5.5
10	6–11.5
11	12–17.5
12	18 and over

*Intervention
Plans*

Intervention plans must be provided to students who do not meet promotion standards at the end of the spring semester. Mandatory intervention plans shall be designed to enable the student to perform at the appropriate grade level at the conclusion of the next school year.

Definition of
“Parent”

For purposes of this policy and decisions related to grade advancement requirements, a student’s “parent” shall be defined to include either of the student’s parents or guardians; a person designated by the parent, by means of a power of attorney or an authorization agreement as provided in Chapter 34 of the Family Code, to have responsibility for the student in all school-related matters [see FD]; a surrogate parent acting on behalf of a student with a disability; a person designated by the parent or guardian to serve on the grade placement committee (GPC) for all purposes; or in the event that a parent, guardian, or designee cannot be located, a person designated by the Superintendent or designee to act on behalf of the student. [See EIE(LEGAL)]

Standards For
Promotion Upon
Appeal

If a parent initiates an appeal of their child’s retention following the student’s core course failure, the GPC shall review all facts and circumstances in accordance with the law.

~~The student shall not be promoted unless~~ In determining whether to promote the student, the committee shall:

1. ~~All members of the GPC agree that~~ Determine the student is likely to ~~per form~~ perform on grade level if given additional intervention plans during the following school year ~~in accordance with the educational plan developed by the GPC~~; and
2. ~~The~~ Confirm the student has completed existing required intervention plans in the core course subject area for which the student failed to demonstrate proficiency.

~~Whether the GPC decides to promote or to retain a student in this manner, the committee shall determine an intervention plan for the student for the following school year, providing for interim reports to the student's parent and opportunities for the parent to consult with the teacher or principal as needed. The principal or designee shall monitor the student's progress during the following school year to ensure that the student is progressing in accordance with the plan. The administration shall provide an annual report to the Board on committee decisions.~~



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

8/13/2026

14.

Office of the Superintendent of Schools

Office of Academics

*Approval Of Proposed Revisions To Board Policy FDB(LOCAL), Admissions:
Intradistrict Transfers And Classroom Assignments-Second Reading*

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves revisions to Board Policy FDB(LOCAL), *Admissions: Intradistrict Transfers and Classroom Assignments*.

The proposed revisions include minor edits for clarity of language in transfer processes.

A copy of FDB(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 FDB (LOCAL), *Admissions: Intradistrict Transfers and Classroom Assignments*, on second reading, effective August 14, 2026.

ADMISSIONS
INTRADISTRICT TRANSFERS AND CLASSROOM ASSIGNMENTS

FDB
(LOCAL)

Attendance Areas	A Students shall be assigned to a school in the attendance area in which he or she they resides. A student who wishes to attend a school other than as assigned shall obtain approval prior to enrollment.
Change of Residence	A student whose parent or guardian moves his or her residence (domicile) to another attendance zone during the course of a semester may remain at his or her the initial school until the end of the semester school year. If the student is in grade 5, 8, or 12, the student may remain at the initial school until the end of the school year. <u>The school should follow current practice to process such an event.</u>
<i>Nonresident Employees</i>	A Nonresident employees shall benefit as if he or she was an they were in-District residents and shall follow the same practices as in-District employees. [See FDA(LOCAL)]
Class Changes	The campus principal shall be authorized to investigate and approve the transfer of a student from one classroom to another on that campus.
Transfer Requests	An intradistrict transfer request shall be considered in the following priority order: 1. Legally mandated—such as for special education students. 2. Magnet schools. 3. Special <u>programs</u>. 4. Open enrollment—granted to any enrolled District student who wishes to transfer to another school that has space available to accommodate the student. 5. Public Education Grant (PEG)—see FDAA(LEGAL) and (LOCAL). An intradistrict transfer shall be for one year and must be renewed annually. Non-legally mandated transfers may be revoked prior to one year due to misconduct. A student may lose his or her transportation privileges and/or have his or hera transfer revoked due to Level IV or V misconduct on the bus.
Magnet School Transfers	A transfer to the a <u>M</u> magnet <u>P</u> rogram, including <u>M</u> magnet and <u>Vanguard</u> <u>P</u> rograms, shall be granted to a student who meets the eligibility criteria and qualifications of the specific magnet program requested when there is available space to accommodate the transfer student. These programs shall strive to achieve ethnic and other forms of diversity in the selection of students through a uniform, fair, credible, and properly applied application process. Application procedures shall be disseminated to every parent and

ADMISSIONS
INTRADISTRICT TRANSFERS AND CLASSROOM ASSIGNMENTS

FDB
(LOCAL)

guardian. Transportation may be provided in accordance with established campus guidelines.

Magnet and
Vanguard Program

The following provisions shall apply to a ~~M~~magnet and *Vanguard* transfer:

1. All completed applications ~~postmarked~~submitted by the deadline, which shall be determined annually, shall be processed during Phase I.
2. ~~A letter~~Program information and qualifying status shall be ~~sent~~provided to each applicant ~~with program information and qualifying status~~ by the annually established date.
3. Each student receiving an acceptance ~~letter offer~~ from a ~~M~~magnet or *Vanguard* program shall be responsible for ~~informing the program~~confirming their seat by the designated offer expiration ~~date of his or her intent to enroll~~.
4. Final acceptance shall be approved by the ~~Student Transfer~~School Choice department.
- ~~5. An applicant who has not responded to the acceptance letter shall be contacted by the coordinator.~~
- ~~6. An applicant who does not respond to the coordinator shall be removed from the acceptance list to make space for other students.~~
- ~~7.~~5. Students may change programs if ~~a~~ space becomes available at the first choice school until the deadline for the transfer date specified by the ~~Student Transfer~~School Choice department.
- ~~8.~~6. A Magnet or *Vanguard* students shall be locked into ~~his or her~~their final ~~M~~magnet transfer for one year on the ~~August~~ date specified each year.

Special Transfers

A special transfer shall be granted to a student requesting a transfer to a school offering courses and facilities not available in the school in his or her attendance zone or on the basis of certain hardship situations.

~~[For additional information on types of and qualifications for intradistrict transfers, refer to the Secondary and Elementary School Guidelines for the current year.]~~

**Limitation of
Enrollment**

The Superintendent is authorized to limit the enrollment in a school when enrollment reaches the building's capacity and the Superintendent determines that any additional enrollment would adversely impact the educational program at that school.

ADMISSIONS
INTRADISTRICT TRANSFERS AND CLASSROOM ASSIGNMENTS

FDB
(LOCAL)

When the Superintendent limits enrollment ~~at or~~ "(caps)" a school, the Superintendent or designee shall have the authority to deny transfer requests to the capped school and/or to assign students zoned to the capped school to another District school.

Note: For the transfer of a student who is the victim of bullying or who engaged in bullying, see FDB(LEGAL). For the transfer of a student who attends a persistently dangerous school, becomes a victim of a violent criminal offense, or becomes a victim of sexual assault, see [the FDE series](#).



8/13/2026

15.

Office of the Superintendent of Schools

Office of Academics

Authority To Renew Partnerships With AVANCE-Houston, Inc.; Gulf Coast Community Services Association; Harris County Department Of Education; And BakerRipley, For Head Start Prekindergarten Collaborative Programs

The purpose of this agenda item is to seek approval from the Houston Independent School District (HISD) School Board to negotiate, execute, and amend agreement renewals with specific external agencies to create effective prekindergarten (pre-K) collaboratives. HISD collaborates with four federally funded Head Start agencies that serve regional sectors of Harris County within HISD boundaries. Collectively, all four agencies will partner with 23 HISD schools. Within the schools, the HISD and Head Start teachers collaborate and deliver instruction to dually enrolled students in 97 pre-K classrooms.

During the 2026-2027 school year, the HISD/AVANCE-Houston, Inc., Head Start pre-K collaborative will continue at Janowski Elementary School (ES). The HISD/Harris County Department of Education (HCDE) Head Start pre-K collaborative will continue at Dogan ES and Fonwood Early Childhood Center (ECC). The HISD/Gulf Coast Community Services Association (GCCSA) Head Start pre-K collaborative will continue at DeAnda ES, Kelso ES, Patterson ES, Peck ES, Reynolds ES, Rucker ES, Thompson ES, and Woodson PK-5 Leadership Academy. The HISD/BakerRipley Head Start pre-K collaborative will continue at Anderson ES, Benavidez ES, Bonham ES, Braeburn ES, Halpin ECC, King ECC, Mistral ECC, Neff ECC, Rodriguez ES, and Shearn ES.

The Head Start agencies will offer comprehensive services to eligible children at the designated schools. These services include medical, dental, nutritional, and psychological services for students and classes for parents. Preschoolers with disabilities will be enrolled according to HISD guidelines for special education and preK. The class sizes, program options, and hours of operation at each site will depend upon the mutually agreed-upon needs of the community, each individual campus, and the Head Start program. This determination will be made after the student-certification process is completed at each site. As space becomes available in schools or in standalone Head Start sites, additional classrooms, Head Start staff members, and HISD teachers may be added as agreed upon by all parties involved.

One HISD teacher and at least one Head Start staff member will serve each HISD/Head Start collaborative class. The HISD teachers at non-New Education System (NES) campuses will work 7.75 hours each day, with a 30-minute duty-free lunch and a 45-minute planning period. The HISD teachers at NES campuses will work 8 hours each day, with a 30-minute duty-free lunch, and a 60-minute planning period. The HISD teachers will be funded through state revenues generated by the average daily attendance of eligible students.

The Head Start agencies will furnish the classrooms in the collaboratives with appropriate furniture, materials, supplies, and playground equipment, if needed. The Head Start agencies provide teachers/teacher aides, materials, copying, and supplies as well as cover indirect costs with in-kind funds.

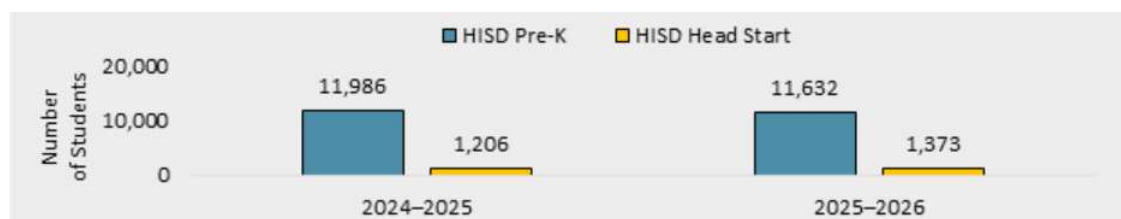
These collaboratives, while adhering to Head Start performance standards, will provide an appropriate program supported by and correlated to the HISD pre-K district curriculum, standards in *Developmentally Appropriate Practice in Early Childhood Programs, Fourth Edition* (National Association for the Education of Young Children, 2022), and the Texas Education Agency's pre-K guidelines.

Preliminary Findings

In the 2024-2025 school year, 11,986 students were identified as HISD pre-K students attending 167 schools, with 1,206 of them participating in HISD Head Start programs at 19 schools.

In the 2025-2026 school year, the number of students identified as HISD pre-K program participants decreased by 354 students to 11,632 at 167 schools. However, the number of HISD Head Start program participants increased by 167 students from 1,206 at 19 schools in 2024-2025 to 1,373 students at 26 schools in 2025-2026.

Figure 1. HISD pre-K overall and Head Start enrollment, 2024-2025 and 2025-2026

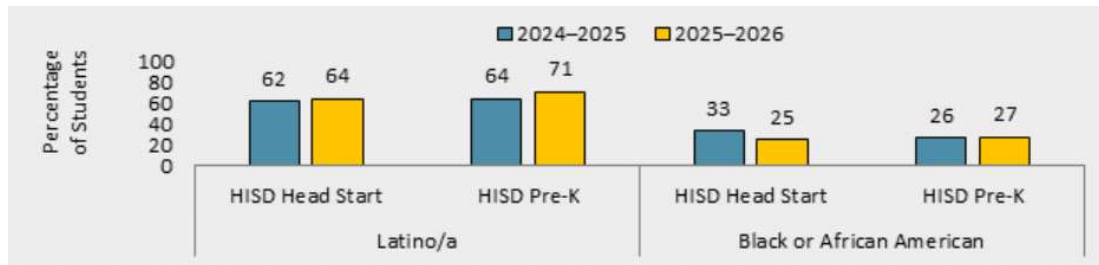


In 2024-2025 and 2025-2026, most HISD pre-K students were Latino/a or Black/African American. In each year, Latino/a students represented a higher percentage of HISD pre-K students overall (64 percent and 71 percent, respectively) than of HISD Head Start participants (62 percent and 64 percent, respectively).

In 2024-2025, a higher percentage of Black/African American students were enrolled in the HISD Head Start program compared to the HISD pre-K overall enrollment (33 percent vs. 26 percent, respectively).

In 2025-2026, Black/African American students represented a slightly higher percentage of HISD pre-K students overall than of HISD Head Start participants (27 percent and 25 percent, respectively).

Figure 2. HISD pre-K overall and Head Start largest racial/ethnic groups, 2024-2025 and 2025-2026

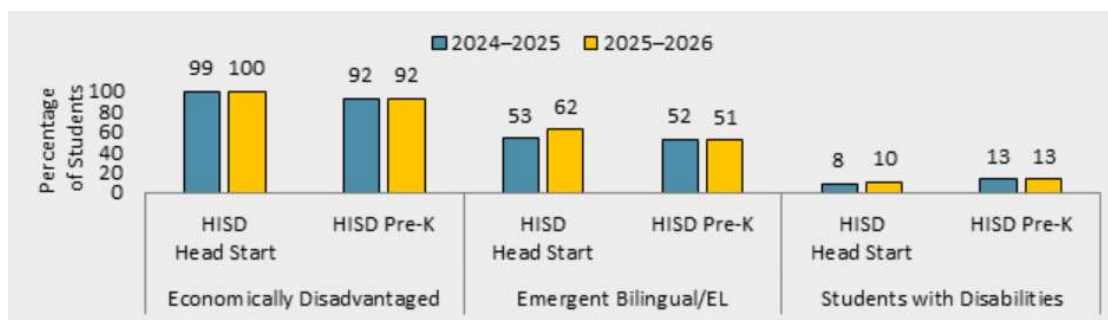


In 2024-2025 and 2025-2026, a larger proportion of HISD Head Start pre-K students were identified as economically disadvantaged (99 percent or more each year) than HISD pre-K students, overall (92 percent each year).

In 2024-2025 and 2025-2026, a larger proportion of HISD Head Start pre-K students were identified as emergent bilingual/English learners (53 percent and 62 percent, respectively) than HISD pre-K students, overall (52 percent and 51 percent, respectively).

In 2024-2025 and 2025-2026, the proportion of students with disabilities eligible to receive special education program services was larger among HISD pre-K students, overall (13 percent each year) than among HISD Head Start pre-K students (8 percent and 10 percent, respectively).

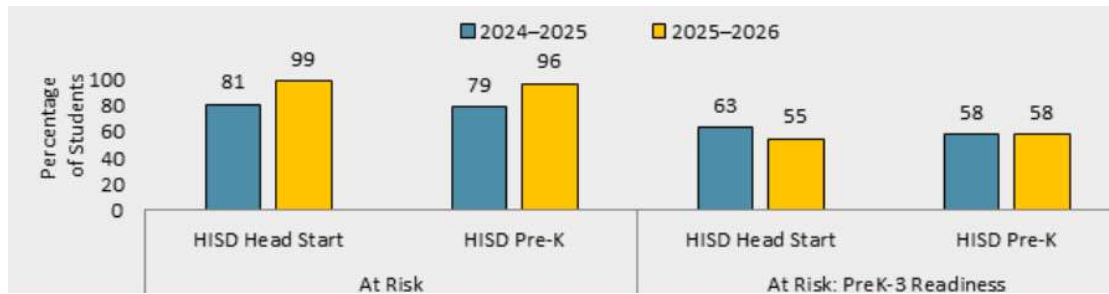
Figure 3. HISD pre-K overall and Head Start student characteristics, 2024-2025 and 2025-2026



In 2024-2025 and 2025-2026, the proportion of students identified as at risk of dropping out of school was higher among HISD Head Start pre-K students (81 percent and 99 percent, respectively).

In 2024-2025, the proportion of students identified as at risk based on pre-K-grade 3 readiness assessments was higher among HISD Head Start pre-K students than among HISD pre-K students overall (63 percent and 58 percent, respectively).

In 2025-2026, the proportion of students identified as at risk based on pre-K-grade 3 readiness assessments was higher among HISD pre-K students overall compared to the HISD Head Start pre-K students (58 percent and 55 percent, respectively).

Figure 4. HISD pre-K overall and Head Start students at risk, 2024-2025 and 2025-2026

A list of the Head Start collaboratives is attached.

COST/FUNDING SOURCE(S):

The total cost of this program is not expected to exceed \$17,837,166.84, of which HISD will pay \$8,290,590.00 for salaries for HISD teachers. The balance of \$9,546,577.84 will be covered by in-kind contributions from the four Head Start agencies. • \$414,761 - AVANCE-Houston, Inc. • \$4,517,336.84 - GCCSA • \$1,243,191 - HCDE • \$3,371,288 - BakerRipley

Fund	Functional Area	Program Intent Code (PIC)	Process	Account	Cost Center	Project	Amount
199101	11	36	000	611901	Multiple	000	\$8,290,590

STAFFING IMPLICATIONS:

None

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

RECOMMENDED: That the School Board authorizes the superintendent of schools or a designee to negotiate, execute, and amend agreement renewals for HISD/Head Start pre-K collaborative programs with AVANCE-Houston, Inc.; GCCSA; HCDE; and BakerRipley, effective August 14, 2026.

HISD/HEAD START COLLABORATIVES PROJECTIONS 2026-2027

AVANCE-HOUSTON, INC., HEAD START

Kristie Mireles		713-812-0033 x1055	
School	HISD Teachers	Head Start Teachers	Total Students
Janowski ES	3	3	60

BAKER RIPLEY INC./AGENCY HEAD START

Adrian Yam		713-273-3199	
School	HISD Teachers	Head Start Teachers	Total Students
Anderson ES	4	4	80
Benavidez ES	3	3	60
Bonham ES	5	5	100
Braeburn ES	4	4	80
Halpin ECC	5	5	100
Mistral ECC	5	5	100
MLK ECC	6	6	120
Neff ECC	6	6	120
Rodriguez ES	4	4	80
Shearn ES	4	4	80

GULF COAST COMMUNITY SERVICES ASSOCIATION

Tiamoiya Lee		713-393-4728	
School	HISD Teachers	Head Start Teachers	Total Students
Bastian ES	4	4	80
Codwell ES	4	4	80
DeAnda ES	4	4	80
Kelso ES	3	3	60
Patterson ES	7	7	140
Peck ES	3	3	60
Reynolds ES	3	3	60
Rucker ES	4	4	80
Thompson ES	4	4	80
Woodson ES	4	4	80

HARRIS COUNTY DEPARTMENT OF EDUCATION/PROJECT HEAD START

Venetia Peacock		713-672-9343	
School	HISD Teachers	Head Start Teachers	Total Students
Dogan ES	4	4	80
Fonwood ECC	5	5	100

**HISD/HEAD START
COLLABORATIVES
2026-2027 In-Kind Budget**

Contractual – AVANCE Houston Chapter, Inc.

Head Start Personnel (Teachers/Teacher Aides)

Materials, Copying, and Supplies

Indirect Costs

Total

\$414,761

Contractual – Gulf Coast Community Services Association

Head Start Personnel (Teachers/Teacher Aides)

Materials, Copying, and Supplies

Indirect Costs

Total

\$4,517,336.84

Contractual – Harris County Department of Education

Head Start Personnel (Teachers/Teacher Aides)

Materials, Copying, and Supplies

Indirect Costs

Total

\$1,243,191.00

Contractual – Baker Ripley

Head Start Personnel (Teachers/Teacher Aides)

Materials, Copying, and Supplies

Indirect Costs

Total

\$3,371,288.00

GRAND TOTAL

\$9,546,576.84



8/13/2026

16.

Office of the Superintendent of Schools

Office of Academics

Authority To Negotiate, Execute, And Amend Interlocal Agreements With Texas Public Institutions Of Higher Education To Offer Field Instruction To Their 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, execute, and amend interlocal agreements with Texas public institutions of higher education to offer field instruction to their college and/or university students in HISD schools. Field instruction is to be provided but not limited to the disciplines of speech therapy, school psychology, educational diagnostics, interpreting services for the deaf or hard of hearing (DHH), and teacher education.

Colleges and/or universities that participate may include but are not limited to:

- Stephen F. Austin University
- University of Houston
- Lamar University
- Lone Star College
- Houston City College
- Texas Tech University
- Sam Houston State University
- Prairie View A&M University
- Texas Southern University
- Texas A&M University System
- The University of Texas System
- Emerson College
- Baylor University
- West Coast University
- Marymount University
- Oklahoma Baptist University
- University of St. Augustine
- University of Louisiana at Lafayette
- University of Iowa

The district will assign a qualified special education staff member to supervise and monitor the college and/or university students' field instruction and the delivery of services to district students with disabilities. The college and/or university will be responsible for the educational requirements of the

respective discipline. The district will approve the number of hours for the field instruction. The college and/or university will ensure that insurance coverage is maintained for students who participate in field instruction in the district.

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 a designee to negotiate, execute, and amend interlocal agreements with Texas public institutions of higher education to offer field instruction to their students in HISD schools, effective August 14, 2026.



8/13/2026

17.

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 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 to be posted for a 30-day public posting period, available through the HISD website.
- Final Approval - After the comment window, vetted titles are presented to the School 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 August 14, 2026.

Title	Author	Level	Public Posting Date	School	30 Day Posting Complete
Cloud Puppy. 1	Kelly Miller	Elementary	05/14/26	Lovett ES	06/13/26
Cloud Puppy. 3, The Pup Days of Summer	Kelly Miller	Elementary	05/14/26	Lovett ES	06/13/26
Hikaru in the Light! 3	Mai Matsuda	Elementary	05/14/26	Lovett ES	06/13/26
Hikaru in the Light! 4	Mai Matsuda	Elementary	05/14/26	Lovett ES	06/13/26
Pocket Peaches --Happy Campers	Dora Wang	Elementary	05/14/26	Lovett ES	06/13/26
Saphie, the One-eyed Cat. Volume 2	JOHO	Elementary	05/14/26	Lovett ES	06/13/26
African history for kids : early civilizations on the African continent		K-8	05/18/26	Baker Montessori	06/17/26
Ancient Africa : a global history, to 300 CE	Ehret, Christopher	K-8	05/18/26	Baker Montessori	06/17/26
Ancient civilizations of Islam : Muslim history for kids, early dynasties.		K-8	05/18/26	Baker Montessori	06/17/26
Ancient Nubia : a captivating guide to one of the earliest civilizations in Africa and African kingdoms, such as the kingdoms of Kerma and Kush	Clayton, Matt	K-8	05/18/26	Baker Montessori	06/17/26
Animal factopia! : follow the trail of 400 beastly facts	Beer, Julie	K-8	05/18/26	Baker Montessori	06/17/26
Billions to burn	Banks, Taylor	K-8	05/18/26	Baker Montessori	06/17/26
Bob the vampire snail	Zuill, Andrea	K-8	05/18/26	Baker Montessori	06/17/26
Bomb, graphic novel : the race to build--and steal--the world's most dangerous weapon	Sheinkin, Steve	K-8	05/18/26	Baker Montessori	06/17/26
Book comes home	Sanders, Rob	K-8	05/18/26	Baker Montessori	06/17/26
Breaking the ice	Blitt, Natalie	K-8	05/18/26	Baker Montessori	06/17/26
Buzz! Boom! Bang! : the book of sounds	Gottwald, Benjamin	K-8	05/18/26	Baker Montessori	06/17/26
California Curse : Unofficial Mystery Stories for K-Pop Demon Hunters Fans (Book 4)	Deutsch, Stacia	K-8	05/18/26	Baker Montessori	06/17/26
Cheesy noms : a cookbook for kids who love cheese	Eboch, M. M	K-8	05/18/26	Baker Montessori	06/17/26
Chocolate delights : a cookbook for kids who love chocolate	Eboch, M. M	K-8	05/18/26	Baker Montessori	06/17/26
Come on out!	Lot, Alberto	K-8	05/18/26	Baker Montessori	06/17/26
Confessions from the group chat	Meadows, Jodi	K-8	05/18/26	Baker Montessori	06/17/26
The cosmic adventures of Astrid and Stella. 3, Get out my space!	Moyle, Sabrina	K-8	05/18/26	Baker Montessori	06/17/26
Cupcake-opedia : a cookbook for kids who love cupcakes	Klepinger, Teresa	K-8	05/18/26	Baker Montessori	06/17/26
Cute FACTopia! : follow the trail of 200 super-sweet facts	Olesin, Kate	K-8	05/18/26	Baker Montessori	06/17/26
Epic factopia! : follow the trail of 400 extreme facts	Davidson, Rose	K-8	05/18/26	Baker Montessori	06/17/26
Farm to table kids cookbook : 50 recipes for kids to follow		K-8	05/18/26	Baker Montessori	06/17/26
Feeling Good! (Cabin Head and Tree Head, Book #2)	Campbell, Scott	K-8	05/18/26	Baker Montessori	06/17/26
The forest of a thousand eyes	Hardinge, Frances	K-8	05/18/26	Baker Montessori	06/17/26
Gross factopia! : follow the trail of 400 foul facts	Towler, Paige	K-8	05/18/26	Baker Montessori	06/17/26
Haunted U.S.A. : spine-tingling stories from all 50 states	Alexander, Heather	K-8	05/18/26	Baker Montessori	06/17/26
Hello, I'm a loris	Rocco, Hayley	K-8	05/18/26	Baker Montessori	06/17/26
Hello, I'm a quokka	Rocco, Hayley	K-8	05/18/26	Baker Montessori	06/17/26
Hello, I'm a toucan	Rocco, Hayley	K-8	05/18/26	Baker Montessori	06/17/26
Hello, I'm an axolotl	Rocco, Hayley	K-8	05/18/26	Baker Montessori	06/17/26
Here we are. Book of animals	Jeffers, Oliver	K-8	05/18/26	Baker Montessori	06/17/26
Here we are. Book of numbers	Jeffers, Oliver	K-8	05/18/26	Baker Montessori	06/17/26
Hide-and-seek	Tabor, Corey R	K-8	05/18/26	Baker Montessori	06/17/26
History factopia! : follow ye olde trail of 400 facts	Towler, Paige	K-8	05/18/26	Baker Montessori	06/17/26
How to have a thought : a walk with Charles Darwin	Day, Nicholas	K-8	05/18/26	Baker Montessori	06/17/26
Hydrant-hydra	Cummings, Troy	K-8	05/18/26	Baker Montessori	06/17/26
I'm so happy you're here : a celebration of library joy	Threets, Mychal	K-8	05/18/26	Baker Montessori	06/17/26
K-Pop demon hunters. The movie in comics.		K-8	05/18/26	Baker Montessori	06/17/26
K-Pop demon hunters : the official deluxe junior novelization	Yoon, Jessica	K-8	05/18/26	Baker Montessori	06/17/26
Katie the Catsitter 5 Villain Con	Venable, Colleen Af	K-8	05/18/26	Baker Montessori	06/17/26
The kingdoms and empires of ancient Africa.		K-8	05/18/26	Baker Montessori	06/17/26
A la mode : a cookbook for kids who love ice cream	Klepinger, Teresa	K-8	05/18/26	Baker Montessori	06/17/26
Life in the Aztec Empire : an interactive ancient history adventure	Oviedo, Claudia	K-8	05/18/26	Baker Montessori	06/17/26
Life in the Indus civilization : an interactive ancient history adventure	Braun, Eric	K-8	05/18/26	Baker Montessori	06/17/26
Life in the Maya civilization : an interactive ancient history adventure	Smith-Llera, Danielle	K-8	05/18/26	Baker Montessori	06/17/26
Life in the Rapa Nui Empire : an interactive ancient history adventure	Ramos, Vanessa	K-8	05/18/26	Baker Montessori	06/17/26
Lone Wolf on vacation	Thomas, Kiah	K-8	05/18/26	Baker Montessori	06/17/26
The Midwatch Institute for Wayward Girls	Rossell, Judith	K-8	05/18/26	Baker Montessori	06/17/26
The Millicent Quibb School of Etiquette for young ladies of mad science	McKinnon, Kate	K-8	05/18/26	Baker Montessori	06/17/26
The moon without stars	Miller, Chanel	K-8	05/18/26	Baker Montessori	06/17/26
My return to the Walter boys	Novak, Ali	K-8	05/18/26	Baker Montessori	06/17/26
The night compass	Foody, Amanda	K-8	05/18/26	Baker Montessori	06/17/26
The Night of the Lions	Tarshis, Lauren	K-8	05/18/26	Baker Montessori	06/17/26
Noodle-mania : a cookbook for kids who love pasta	Klepinger, Teresa	K-8	05/18/26	Baker Montessori	06/17/26
Octavio and his glasses	Gonzalez Rossell, Marc	K-8	05/18/26	Baker Montessori	06/17/26
Our solar system! : a stellar neighborhood	McAnulty, Stacy	K-8	05/18/26	Baker Montessori	06/17/26
Percy Jackson and the Olympians Wrath of the Triple Goddess	Riordan, Rick	K-8	05/18/26	Baker Montessori	06/17/26
Pizza and Taco Scariest Sleepover Ever!	Shaskan, Stephen	K-8	05/18/26	Baker Montessori	06/17/26
Pizza master : a cookbook for kids who love pizza	Eboch, M. M	K-8	05/18/26	Baker Montessori	06/17/26
Pre-Columbian Civilizations	Boutland, Craig	K-8	05/18/26	Baker Montessori	06/17/26
Rivals in Rome : Unofficial Mystery Stories for K-Pop Demon Hunters Fans (Book 3)	Deutsch, Stacia	K-8	05/18/26	Baker Montessori	06/17/26
Science factopia! : follow the trail of 400 STEM-tastic facts	Davidson, Rose	K-8	05/18/26	Baker Montessori	06/17/26
A sea of lemon trees : the corrido of Roberto Alvarez	Aguila, Maria Dolores	K-8	05/18/26	Baker Montessori	06/17/26
Secret factopia! : follow the trail of 400 hidden facts	Towler, Paige	K-8	05/18/26	Baker Montessori	06/17/26
Secrets of the purple pearl	McKinnon, Kate	K-8	05/18/26	Baker Montessori	06/17/26
The sled race	Tabor, Corey R	K-8	05/18/26	Baker Montessori	06/17/26

Sweet Valley twins. 7,Three's a crowd	Andelfinger, Nicole	K-8	05/18/26	Baker Montessori	06/17/26
This Book Is Seriously Silly! (A Narwhal and Jelly Picture Book #2)	Clanton, Ben	K-8	05/18/26	Baker Montessori	06/17/26
Tokyo takedown	Deusch, Stacia	K-8	05/18/26	Baker Montessori	06/17/26
The traitor's gambit	Foody, Amanda	K-8	05/18/26	Baker Montessori	06/17/26
The tree that was a world	Goldewijk, Yorick	K-8	05/18/26	Baker Montessori	06/17/26
Unofficial guide for fans of Kpop demon hunters.		K-8	05/18/26	Baker Montessori	06/17/26
Venus! : fierce and fabulous	McAnulty, Stacy	K-8	05/18/26	Baker Montessori	06/17/26
We Really Like Cooking Slop! : the Elephant & Piggie Cookbook	Willems, Cher	K-8	05/18/26	Baker Montessori	06/17/26
Where Ella went	Morrison, Laurie	K-8	05/18/26	Baker Montessori	06/17/26
Why space will freak you out : the scariest, strangest parts of the universe	Arcand, Kimberly	K-8	05/18/26	Baker Montessori	06/17/26
The wound	AdBage, Emma	K-8	05/18/26	Baker Montessori	06/17/26
Yarn Is Everything!	Reynolds, Aaron	K-8	05/18/26	Baker Montessori	06/17/26
Your letter	Cho, Hyon-a	K-8	05/18/26	Baker Montessori	06/17/26
Tales from the Treehouse: Too Silly to Be Told Until Now!	Andy Griffiths	Elementary	05/18/26	West University ES	06/17/26
Catering Workshop: Feeding a Hungry Crowd	Megan Borgert-Spaniol	Elementary	05/18/26	West University ES	06/17/26
Farm to Fork Workshop: Making the Most of Local Foods	Megan Borgert-Spaniol	Elementary	05/18/26	West University ES	06/17/26
Fast Food Workshop: Building a Menu of Quick Dishes	Megan Borgert-Spaniol	Elementary	05/18/26	West University ES	06/17/26
A La Mode: A Cookbook for Kids Who Love Ice Cream	Teresa Klepinger	Elementary	05/18/26	West University ES	06/17/26
Cheesy Noms: A Cookbook for Kids Who Love Cheese	M. M. Eboch	Elementary	05/18/26	West University ES	06/17/26
Chocolate Delights: A Cookbook for Kids Who Love Chocolate	M. M. Eboch	Elementary	05/18/26	West University ES	06/17/26
Cupcake-opedia: A Cookbook for Kids Who Love Cupcakes	Teresa Klepinger	Elementary	05/18/26	West University ES	06/17/26
Noodle-mania: A Cookbook for Kids Who Love Pasta	Teresa Klepinger	Elementary	05/18/26	West University ES	06/17/26
Pizza Master: A Cookbook for Kids Who Love Pizza	M. M. Eboch	Elementary	05/18/26	West University ES	06/17/26
Games-a-Lot! Gets Unplugged	C.W. Estes	Elementary	05/18/26	West University ES	06/17/26
Screams-a-Lot! Spooky Night	C.W. Estes	Elementary	05/18/26	West University ES	06/17/26
Sings-a-Lot! Takes the Stage	C.W. Estes	Elementary	05/18/26	West University ES	06/17/26
Snacks-a-Lot! Gets the Hungries	C. W. Estes	Elementary	05/18/26	West University ES	06/17/26
Ben & Jerry's	Golriz Golkar	Elementary	05/18/26	West University ES	06/17/26
Starbucks	Golriz Golkar	Elementary	05/18/26	West University ES	06/17/26
Granny Mobile (Bluey)		Elementary	05/18/26	West University ES	06/17/26
Bluey and Bingo's Christmas Cookbook		Elementary	05/18/26	West University ES	06/17/26
Would You Rather Get a Hat Trick or Stop a Penalty Shot?: Questions About Pro Soccer	Matt Chandler	Elementary	05/18/26	West University ES	06/17/26
Would You Rather Rush for a First Down or Get a Third-Down Sack?: Questions About Pro Football	Matt Chandler	Elementary	05/18/26	West University ES	06/17/26
Would You Rather Smash a Home Run or Pitch a Perfect Game?: Questions About Pro Baseball	Matt Chandler	Elementary	05/18/26	West University ES	06/17/26
Would You Rather Snag the Most Steals or Block the Most Shots?: Questions About Pro Basketball	Matt Chandler	Elementary	05/18/26	West University ES	06/17/26
Would You Rather Be Covered in Snake Scales or Earthworm Mucus?: Questions About Animals and Nature	Lauren Kukla	Elementary	05/18/26	West University ES	06/17/26
Would You Rather Be Cursed by a Mummy or Abducted by Aliens?: Questions About Spooky Stuff	Jose Cruz	Elementary	05/18/26	West University ES	06/17/26
Would You Rather Eat Snot or Earwax?: Questions About Gross Stuff	Jose Cruz	Elementary	05/18/26	West University ES	06/17/26
Would You Rather be Healed by Donkey Poop or Dog Spit?: Questions About Life Long Ago	Amy Sroka	Elementary	05/18/26	West University ES	06/17/26
World Kitchen: Family Recipes from Around the World	Abigail Wheatley	Elementary	05/18/26	West University ES	06/17/26
Cooking Class: 73 Fun Recipes Kids Will Love to Make and Eat! (10th Anniversary Edition)	Deanna F. Cook	Elementary	05/18/26	West University ES	06/17/26
Alana's Recipe for Kindness	Coco Simon	Elementary	05/18/26	West University ES	06/17/26
Natalie's Sprinkle of Light	Coco Simon	Elementary	05/18/26	West University ES	06/17/26
Ren's One-Of-a-Kind Cupcakes	Coco Simon	Elementary	05/18/26	West University ES	06/17/26
Ghoulicious Halloween Treats	Tamara JM Peterson, Ruthie Van Oosbr	Elementary	05/18/26	West University ES	06/17/26
Breakfast Across Cultures	Chelsey Luciw	Elementary	05/18/26	West University ES	06/17/26
Dinner Across Cultures	Chelsey Luciw	Elementary	05/18/26	West University ES	06/17/26
Lunch Across Cultures	Chelsey Luciw	Elementary	05/18/26	West University ES	06/17/26
Treats Across Cultures	Chelsey Luciw	Elementary	05/18/26	West University ES	06/17/26
How to Draw DC Super-Pets Manga!	Christopher Harbo	Elementary	05/18/26	West University ES	06/17/26
Dogs	Marie-Therese Miller	Elementary	05/18/26	West University ES	06/17/26
Pokemon	Jill C. Wheeler	Elementary	05/18/26	West University ES	06/17/26
Cars	Corey Anderson	Elementary	05/18/26	West University ES	06/17/26
Motorcycles	Deborah A. Rogus	Elementary	05/18/26	West University ES	06/17/26
Planes	Priyanka Lamichhane	Elementary	05/18/26	West University ES	06/17/26
Tractors	Brenda Scott Royce	Elementary	05/18/26	West University ES	06/17/26
Trains	Priyanka Lamichhane	Elementary	05/18/26	West University ES	06/17/26
Trucks	Mari Bolte	Elementary	05/18/26	West University ES	06/17/26
Gymnastics	Karen Price	Elementary	05/18/26	West University ES	06/17/26
Among Us	Betsy Rathburn	Elementary	05/18/26	West University ES	06/17/26
Animal Crossing	Betsy Rathburn	Elementary	05/18/26	West University ES	06/17/26
Donkey Kong	Kieran Downs	Elementary	05/18/26	West University ES	06/17/26
Kirby	Kieran Downs	Elementary	05/18/26	West University ES	06/17/26
Mario Kart	Kieran Downs	Elementary	05/18/26	West University ES	06/17/26
NBA 2K	Kieran Downs	Elementary	05/18/26	West University ES	06/17/26
Sims	Betsy Rathburn	Elementary	05/18/26	West University ES	06/17/26
Stardew Valley	Kieran Downs	Elementary	05/18/26	West University ES	06/17/26
Tetris	Kieran Downs	Elementary	05/18/26	West University ES	06/17/26
Everything MLB	Donna McKinney	Elementary	05/18/26	West University ES	06/17/26
Everything NBA	Rachel A. Koestler-Grack	Elementary	05/18/26	West University ES	06/17/26
Everything NFL	Rachel A. Koestler-Grack	Elementary	05/18/26	West University ES	06/17/26

Everything NHL	Donna McKinney	Elementary	05/18/26	West University ES	06/17/26
Everything Olympics	Donna McKinney	Elementary	05/18/26	West University ES	06/17/26
Everything World Cup	Rachel A. Koestler-Grack	Elementary	05/18/26	West University ES	06/17/26
Famous Activists	Elsie Olson	Elementary	05/18/26	West University ES	06/17/26
Famous Athletes	Melissa Ross	Elementary	05/18/26	West University ES	06/17/26
Famous Entrepreneurs	Rachel Grack	Elementary	05/18/26	West University ES	06/17/26
Famous Inventors	Melissa Ross	Elementary	05/18/26	West University ES	06/17/26
Famous Musicians	Elsie Olson	Elementary	05/18/26	West University ES	06/17/26
Famous Scientists	Elsie Olson	Elementary	05/18/26	West University ES	06/17/26
1920s	Sara Green	Elementary	05/18/26	West University ES	06/17/26
1930s	Sara Green	Elementary	05/18/26	West University ES	06/17/26
1940s	Sara Green	Elementary	05/18/26	West University ES	06/17/26
1950s	Sara Green	Elementary	05/18/26	West University ES	06/17/26
1960s	Sara Green	Elementary	05/18/26	West University ES	06/17/26
1970s	Alicia Klepeis	Elementary	05/18/26	West University ES	06/17/26
1980s	Alicia Klepeis	Elementary	05/18/26	West University ES	06/17/26
1990s	Christina Leaf	Elementary	05/18/26	West University ES	06/17/26
2000s	Betsy Rathburn	Elementary	05/18/26	West University ES	06/17/26
2010s	Christina Leaf	Elementary	05/18/26	West University ES	06/17/26
Edible Wild Plants	Douglas W. Darnowski	Elementary	05/18/26	West University ES	06/17/26
Mushrooms and Other Fungi	Mari Bolte	Elementary	05/18/26	West University ES	06/17/26
Seashells	Peggy Snow	Elementary	05/18/26	West University ES	06/17/26
Cora and the Terrible Twister: A Tri-State Tornado Survival Story	Julie Gilbert	Elementary	05/18/26	West University ES	06/17/26
I Escaped Komodo Dragons	Ellie Crowe	Elementary	05/18/26	West University ES	06/17/26
I Escaped The Killer Bees	Sd Brown	Elementary	05/18/26	West University ES	06/17/26
I Escaped The Running Of The Bulls	Scott Peters	Elementary	05/18/26	West University ES	06/17/26
I Escaped The Saltwater Crocodile	Juliet Fry	Elementary	05/18/26	West University ES	06/17/26
I Escaped The World's Deadliest Shark Attack	Ellie Crowe	Elementary	05/18/26	West University ES	06/17/26
Book With No Words	A. P. Veidmark	Elementary	05/18/26	West University ES	06/17/26
Disney Lilo and Stitch: The Graphic Novel		Elementary	05/18/26	West University ES	06/17/26
Bubbly Beautiful Kitty-Corn	Shannon Hale	Elementary	05/18/26	West University ES	06/17/26
Itty-Bitty Kitty-Corn	Shannon Hale	Elementary	05/18/26	West University ES	06/17/26
Party Hearty Kitty-Corn	Shannon Hale	Elementary	05/18/26	West University ES	06/17/26
Pretty Perfect Kitty-Corn	Shannon Hale	Elementary	05/18/26	West University ES	06/17/26
Disney Frozen Ever After	Josef Lemoine	Elementary	05/18/26	West University ES	06/17/26
I Am Cruella de Vil (Disney)		Elementary	05/18/26	West University ES	06/17/26
I Am Maleficent (Disney Villains)	Mary Ellen Owens	Elementary	05/18/26	West University ES	06/17/26
I Am Maui (Disney Moana)		Elementary	05/18/26	West University ES	06/17/26
I Am Moana (Disney)		Elementary	05/18/26	West University ES	06/17/26
Magic Xylophone (Bluey)		Elementary	05/18/26	West University ES	06/17/26
Whole New World (Disney Aladdin)	Tim Rice	Elementary	05/18/26	West University ES	06/17/26
Zootopia 2 (Disney)	Cynthia Liu	Elementary	05/18/26	West University ES	06/17/26
Origami Polar Animals	Joe Fullman	Elementary	05/18/26	West University ES	06/17/26
Fishing Encyclopedia	Donna B. McKinney	Elementary	05/18/26	West University ES	06/17/26
Hunting Encyclopedia	Kate Conley	Elementary	05/18/26	West University ES	06/17/26
Wildlife Watching Encyclopedia	Laura Perdew	Elementary	05/18/26	West University ES	06/17/26
Dream Team (Disney Zootopia 2)	Aubre Andrus	Elementary	05/18/26	West University ES	06/17/26
Lots of Love! (Disney Princess)	Nicole Johnson	Elementary	05/18/26	West University ES	06/17/26
Ride the Waves! (Disney Stitch)	Alli Brydon	Elementary	05/18/26	West University ES	06/17/26
Ariel Takes the Reins! (Disney Princess)	Brittany Mazique	Elementary	05/18/26	West University ES	06/17/26
Camping Trip! (Disney Stitch)	Nicole Johnson	Elementary	05/18/26	West University ES	06/17/26
Dog Show (Disney Stitch)	Nicole Johnson	Elementary	05/18/26	West University ES	06/17/26
Spring Fever! (Disney Stitch)	Virginia Murphy	Elementary	05/18/26	West University ES	06/17/26
This Is Ursula (Disney Villains)	Nicole Johnson	Elementary	05/18/26	West University ES	06/17/26
Mutant Stories to Scare Your Socks Off!	Megan Atwood, Benjamin Harper	Elementary	05/18/26	West University ES	06/17/26
Urban Legends to Scare Your Socks Off!	Megan Atwood, Benjamin Harper	Elementary	05/18/26	West University ES	06/17/26
What Are Taylor Swift's Eras?	Niki Catherine	Elementary	05/18/26	West University ES	06/17/26
What Is AI?	Wes Locher	Elementary	05/18/26	West University ES	06/17/26
What Is American Sign Language?	Gail Herman	Elementary	05/18/26	West University ES	06/17/26
What Is Greek Mythology?	Kathryn Waterfield	Elementary	05/18/26	West University ES	06/17/26
What Is Lunar New Year?	Vivian Jun Kirklín	Elementary	05/18/26	West University ES	06/17/26
What Was the Industrial Revolution?	Jim E. Gigliotti	Elementary	05/18/26	West University ES	06/17/26
What Was the Renaissance?	Robert Edwards	Elementary	05/18/26	West University ES	06/17/26
What Were the Shark Attacks Of 1916?	Nico Medina	Elementary	05/18/26	West University ES	06/17/26
Where Are The Rocky Mountains?	Sarah Fabiny	Elementary	05/18/26	West University ES	06/17/26
Where Are the Everglades?	Nico Medina	Elementary	05/18/26	West University ES	06/17/26
Where Is Tornado Alley?	Wes Locher	Elementary	05/18/26	West University ES	06/17/26
Where Is Yellowstone?	Hugo Bresson, Sarah Fabiny	Elementary	05/18/26	West University ES	06/17/26
Where Is the International Space Station?	Dana Meachen Rau	Elementary	05/18/26	West University ES	06/17/26
What Ended the Golden Age of Airships?: The Hindenburg Disaster	Chris Kindred	Elementary	05/18/26	West University ES	06/17/26
Who Discovered How to Breathe Underwater?: Jacques Cousteau	Ned Wolfe	Elementary	05/18/26	West University ES	06/17/26
Who Is Jenna Ortega?	Kirsten Anderson	Elementary	05/18/26	West University ES	06/17/26
Where Is Tennessee?	Annette Whipple	Elementary	05/18/26	West University ES	06/17/26
Where Is Texas?	Annette Whipple	Elementary	05/18/26	West University ES	06/17/26
Who Is "Weird Al" Yankovic?	Wes Locher	Elementary	05/18/26	West University ES	06/17/26
Who Is Lin-Manuel Miranda?	Elijah Rey-David Matos	Elementary	05/18/26	West University ES	06/17/26
Who Is Vera Wang?	Vivian Jun Kirklín	Elementary	05/18/26	West University ES	06/17/26

Who Is Willie Nelson?	David Stabler	Elementary	05/18/26	West University ES	06/17/26
Who Was Cleopatra?	Kathryn Waterfield	Elementary	05/18/26	West University ES	06/17/26
Who Was Katherine Johnson?	Shelia P. Moses	Elementary	05/18/26	West University ES	06/17/26
Who Was Shirley Chisholm?	Crystal Hubbard	Elementary	05/18/26	West University ES	06/17/26
Who Was Vincent Van Gogh?	Paula K. Manzanero	Elementary	05/18/26	West University ES	06/17/26
Who Was Wilma Mankiller?	Andrea Page	Elementary	05/18/26	West University ES	06/17/26
Meet the Iron Friends (Iron Man and His Awesome Friends)	Steve Behling	Elementary	05/18/26	West University ES	06/17/26
Can You Survive a Civil War Escape?: An Interactive History Adventure	Jessica Gunderson	Elementary	05/18/26	West University ES	06/17/26
Can You Survive a Revolutionary War Escape?: An Interactive History Adventure	Blake Hoena	Elementary	05/18/26	West University ES	06/17/26
Life or Death at Sea	Matt Doeden	Elementary	05/18/26	West University ES	06/17/26
Life or Death in a Snowstorm	Jessica Gunderson	Elementary	05/18/26	West University ES	06/17/26
Life or Death in the Desert	Elliott Smith	Elementary	05/18/26	West University ES	06/17/26
Life or Death on a Mountain	Megan Clendenan	Elementary	05/18/26	West University ES	06/17/26
Battling for a New Nation at Lexington and Concord	Eric Braun	Elementary	05/18/26	West University ES	06/17/26
Coming to America through the Angel Island Immigration Station: A History Seeking Adventure	Ailynn Collins	Elementary	05/18/26	West University ES	06/17/26
Enduring Winter at Valley Forge: A History Seeking Adventure	Eric Braun	Elementary	05/18/26	West University ES	06/17/26
Facing Tragedy on the Titanic: A History Seeking Adventure	Allison Lassieur	Elementary	05/18/26	West University ES	06/17/26
Fighting for Freedom Along the Underground Railroad: A History Seeking Adventure	Shawn Pryor	Elementary	05/18/26	West University ES	06/17/26
Fighting for the Civil Rights Act of 1964: A History Seeking Adventure	Elliott Smith	Elementary	05/18/26	West University ES	06/17/26
Searching for Gold in the Klondike	Eric Braun	Elementary	05/18/26	West University ES	06/17/26
Seeking Fortune During the California Gold Rush: A History Seeking Adventure	Matt Doeden	Elementary	05/18/26	West University ES	06/17/26
Serving the Nation as a Buffalo Soldier	Allison Lassieur	Elementary	05/18/26	West University ES	06/17/26
Surviving as a Migrant Worker in the Great Depression: A History Seeking Adventure	Matt Doeden	Elementary	05/18/26	West University ES	06/17/26
Surviving the Blitz of World War II	Allison Lassieur	Elementary	05/18/26	West University ES	06/17/26
Taking a Stand During the War of 1812: A History Seeking Adventure	Matt Doeden	Elementary	05/18/26	West University ES	06/17/26
Terror Strikes New York on September 11	Thomas Kingsley Troupe	Elementary	05/18/26	West University ES	06/17/26
Can You Survive a Deadly Earthquake?: An Interactive Survival Adventure	Thomas Kingsley Troupe	Elementary	05/18/26	West University ES	06/17/26
Can You Survive a Raging Hurricane?: An Interactive Survival Adventure	Matt Doeden	Elementary	05/18/26	West University ES	06/17/26
Can You Survive a Roaring Tornado?: An Interactive Survival Adventure	Thomas Kingsley Troupe	Elementary	05/18/26	West University ES	06/17/26
Can You Survive a Surging Tsunami?: An Interactive Survival Adventure	Matt Doeden	Elementary	05/18/26	West University ES	06/17/26
Can You Discover the Lost Dutchman's Gold Mine?: An Interactive Treasure Adventure	Thomas Kingsley Troupe	Elementary	05/18/26	West University ES	06/17/26
Can You Find the Knights Templar Treasure?: An Interactive Treasure Adventure	Matthew K. Manning	Elementary	05/18/26	West University ES	06/17/26
Can You Spot Blackbeard's Treasure?: An Interactive Treasure Adventure	Thomas Kingsley Troupe	Elementary	05/18/26	West University ES	06/17/26
Can You Uncover the Oak Island Money Pit?: An Interactive Treasure Adventure	Matthew K. Manning	Elementary	05/18/26	West University ES	06/17/26
Bold Rescue of the Forgotten 500: Interactive World War II Missions	Allison Lassieur	Elementary	05/18/26	West University ES	06/17/26
Brave Escapes from Stalag Luft I: Interactive World War II Missions	Eric Braun	Elementary	05/18/26	West University ES	06/17/26
Dangerous Rescue from Amiens Prison: Interactive World War II Missions	Matt Doeden	Elementary	05/18/26	West University ES	06/17/26
Daring Sea Evacuation at Dunkirk: Interactive World War II Missions	Jessica Gunderson	Elementary	05/18/26	West University ES	06/17/26
I Know you started it	Daphne Benedis-Grab	Elementary	05/19/26	Sinclair ES	06/18/26
Grimwood	Nadia Shireen	Elementary	05/19/26	Sinclair ES	06/18/26
I'm Just like my mom	Jorge Ramos	Elementary	05/19/26	Sinclair ES	06/18/26
The Gnomes of Fibberton	Becky Bell	Elementary	05/19/26	Sinclair ES	06/18/26
Good to be Me	Jessica Parham	Elementary	05/19/26	Sinclair ES	06/18/26
Lunar New Year A Celebration of Family and Fun	Mary Man-Kong	Elementary	05/19/26	Sinclair ES	06/18/26
Curious George Story to Share	Margret and H.A. Rey	Elementary	05/19/26	Sinclair ES	06/18/26
Wish for a Fish All about sea creatures	Bonnie Worth	Elementary	05/19/26	Sinclair ES	06/18/26
Pete the Cat Five Little Bunnies	Kimberly and James Dean	Elementary	05/19/26	Sinclair ES	06/18/26
My Rows and Pules of Coins	Tololwa Mollel	Elementary	05/19/26	Sinclair ES	06/18/26
Velma Gratch and the Way cool Butterfly	Alan Madison and Kevin Hawkes	Elementary	05/19/26	Sinclair ES	06/18/26
Who Would Win? The Ultimate Rumble Collection	Jerry Pallotta	Elementary	05/19/26	Sinclair ES	06/18/26
When you Dream Big	Peter Reynolds	Elementary	05/19/26	Sinclair ES	06/18/26
Captain Underpants, The First Epic Manga	Dav Pilkey	Elementary	05/21/26	Lovett ES	06/20/26
Guinness World Records Wild Things	Craig Glenday	Elementary	05/21/26	Lovett ES	06/20/26
Kingfisher Oceana Encyclopedia	Anna Claybourne	Elementary	05/21/26	Lovett ES	06/20/26
Racing Legends	David Clayton	Elementary	05/21/26	Lovett ES	06/20/26
Revolutionary War: A Visual History	Rebecca Miller	Elementary	05/21/26	Lovett ES	06/20/26
Behind the scenes. Airports	Maxim Usik	Elementary	6/3/2026	Oak Forest ES	07/03/26
Just One Gift	Linda Sue Park	Elementary	6/3/2026	Oak Forest ES	07/03/26
The Wow and the How: Weather	Thora Hagen	Elementary	6/3/2026	Oak Forest ES	07/03/26
The History of Foods: Salty Snacks	Kristine Spanier	Elementary	6/3/2026	Oak Forest ES	07/03/26
Majestic Eagles	Jenna Grodzicki	Elementary	6/3/2026	Oak Forest ES	07/03/26
The Littlest Elephant	Katherine Applegate	Elementary	6/3/2026	Oak Forest ES	07/03/26
Aaron Slater's Big Project Book For Astonishing Artists	Beaty, Andrea	Elementary	6/12/26	Field ES	07/12/26
Amina Banana And The Formula For Friendship	Safadi, Shifa Saltagi	Elementary	6/12/26	Field ES	07/12/26
Animals Speak : The Lakota Way	Nelson, S D	Elementary	6/12/26	Field ES	07/12/26
Battle Of The Super Rabbit Boys!	Flintham, Thomas	Elementary	6/12/26	Field ES	07/12/26
Beatrix And The Unicorn	Judge, Lita	Elementary	6/12/26	Field ES	07/12/26
A Believer's Guide To Unicorns	Desmond, Jenni	Elementary	6/12/26	Field ES	07/12/26
The Book That Never Ends	Stanton, Beck	Elementary	6/12/26	Field ES	07/12/26
Caitlin Clark : A Who Was? Illustrated Biography	Luchini, Olivia	Elementary	6/12/26	Field ES	07/12/26
Caitlin Clark : Basketball Phenom	Chandler, Matt	Elementary	6/12/26	Field ES	07/12/26
Camp Monster	Messner, Kate	Elementary	6/12/26	Field ES	07/12/26
Catstronauts : 7 : Cosmic Clutter	Brockington, Drew	Elementary	6/12/26	Field ES	07/12/26
Chicka Chicka Peep Peep	Chung, Julien	Elementary	6/12/26	Field ES	07/12/26

Chirri & Chirra : The Snowy Day	Doi, Kaya	Elementary	6/12/26	Field ES	07/12/26
Crouton : One Cat's Adoption Tale	Lombardi, Kristine A	Elementary	6/12/26	Field ES	07/12/26
A Day With Mousse	Lebourg, Claire	Elementary	6/12/26	Field ES	07/12/26
Dragon Flower	Hong, Chen Jiang	Elementary	6/12/26	Field ES	07/12/26
Dragon Girl And The Graveyard Of Doom	Moore, Jenny	Elementary	6/12/26	Field ES	07/12/26
Drawn Onward	Nayeri, Daniel	Elementary	6/12/26	Field ES	07/12/26
Ducky The Spy : Expect The Unexpected!	Avery, Sean E	Elementary	6/12/26	Field ES	07/12/26
Felix Powell, Boy Squirrel	Kelly, Erin Entrada	Elementary	6/12/26	Field ES	07/12/26
Froggy Library	Fiveash, Julie	Elementary	6/12/26	Field ES	07/12/26
Goodbye, French Fry	Yu, Rin-Rin	Elementary	6/12/26	Field ES	07/12/26
Have A Good Trip, Mousse!	Lebourg, Claire	Elementary	6/12/26	Field ES	07/12/26
Help Me Find My Hamster!	Hartman, Brooke	Elementary	6/12/26	Field ES	07/12/26
Hikaru In The Light! : 3	Matsuda, Mai	Elementary	6/12/26	Field ES	07/12/26
Hot Food : Nice!	Rosen, Michael	Elementary	6/12/26	Field ES	07/12/26
How To Cook Everything Kids	Bittman, Mark	Elementary	6/12/26	Field ES	07/12/26
How To Save A Tortoise	Messner, Kate	Elementary	6/12/26	Field ES	07/12/26
How To Save An Otter	Messner, Kate	Elementary	6/12/26	Field ES	07/12/26
How To Save An Owl	Messner, Kate	Elementary	6/12/26	Field ES	07/12/26
A Kid Like Me : A Graphic Novel	Feuti, Norm	Elementary	6/12/26	Field ES	07/12/26
Kindred Dragons : 1	Mensinga, Sarah	Elementary	6/12/26	Field ES	07/12/26
Kitty Camp	Brockington, Drew	Elementary	6/12/26	Field ES	07/12/26
A Little Bit Super	Schmidt, Gary D	Elementary	6/12/26	Field ES	07/12/26
Little Helper	Linke, Regina	Elementary	6/12/26	Field ES	07/12/26
Making Friends And Getting Along	Brown, Carron	Elementary	6/12/26	Field ES	07/12/26
Michael Jordan : A Who Hq Illustrated Biography	Labrecque, Ellen	Elementary	6/12/26	Field ES	07/12/26
Mousse's Treasures	Lebourg, Claire	Elementary	6/12/26	Field ES	07/12/26
Orris And Timble : Lost And Found	Dicamillo, Kate	Elementary	6/12/26	Field ES	07/12/26
Pencil	Kim, Hye-Eun	Elementary	6/12/26	Field ES	07/12/26
Piece Out	Willan, Alex	Elementary	6/12/26	Field ES	07/12/26
A Sashimi : 1 : Fishboy Named Sashimi	Santat, Dan	Elementary	6/12/26	Field ES	07/12/26
Sashimi : 2 : Sashimi And The Field Trip Of Doom	Santat, Dan	Elementary	6/12/26	Field ES	07/12/26
Sashimi : 3 : Double Trouble	Santat, Dan	Elementary	6/12/26	Field ES	07/12/26
Sato The Rabbit, Morning Light	Ainoya, Yuki	Elementary	6/12/26	Field ES	07/12/26
Science Comics : Computers : How Digital Hardware Works	Dye, Jerel	Elementary	6/12/26	Field ES	07/12/26
Science Comics : Deep Sea Creatures : Adapting To The Abyss	Lawrence, Mike	Elementary	6/12/26	Field ES	07/12/26
The Second Life Of Snap	Kelly, Erin Entrada	Elementary	6/12/26	Field ES	07/12/26
Shine-A-Light, Getting Sick And Feeling Better	Brown, Carron	Elementary	6/12/26	Field ES	07/12/26
Shine-A-Light, On The Farm	Behar, Susie	Elementary	6/12/26	Field ES	07/12/26
Shrinking Violet	Snyder, Laurel	Elementary	6/12/26	Field ES	07/12/26
Sunday	Tolentino, Marcelo	Elementary	6/12/26	Field ES	07/12/26
Taylor Swift : A Who Was? Illustrated Biography	Mayer, Kirsten	Elementary	6/12/26	Field ES	07/12/26
The Tunneler Tunnels In The Tunnel	Rex, Michael	Elementary	6/12/26	Field ES	07/12/26
Who Was Katherine Johnson?	Moses, Shelia P	Elementary	6/12/26	Field ES	07/12/26
Witches Of Brooklyn : 5 : Curse And Reverse	Escabasse, Sophie	Elementary	6/12/26	Field ES	07/12/26
Would You Rather Get A Hat Trick Or Stop A Penalty Shot? : Q	Chandler, Matt	Elementary	6/12/26	Field ES	07/12/26
Would You Rather Rush For A First Down Or Get A Third-Down S	Chandler, Matt	Elementary	6/12/26	Field ES	07/12/26
Would You Rather Smash A Home Run Or Pitch A Perfect Game? :	Chandler, Matt	Elementary	6/12/26	Field ES	07/12/26
Would You Rather Snag The Most Steals Or Block The Most Shot	Chandler, Matt	Elementary	6/12/26	Field ES	07/12/26
Your Turn Marisol Rainey	Kelly, Erin Entrada	Elementary	6/12/26	Field ES	07/12/26
Chirri & Chirra : In The Night	Doi, Kaya	Elementary	6/12/26	Field ES	07/12/26
At The Hospital : A Shine-A-Light Book	Brown, Carron	Elementary	6/12/26	Field ES	07/12/26
Rumpelstiltskin	Barnett, Mac	Elementary	6/12/26	Field ES	07/12/26
The Astronuts : Mission Two : The Water Planet	Scieszka, Jon	Elementary	6/12/26	Field ES	07/12/26
Wombat Waiting	Katherine Applegate	K-8	6/18/26	Briar Meadow Charter	07/18/26
Otis Knows (How to Be a Bear)	Liz Garton Scanlon	K-8	6/18/26	Briar Meadow Charter	07/18/26
	102 Matthew Cordell	K-8	6/18/26	Briar Meadow Charter	07/18/26
The Bakery Dragon #2: The Bakery Dragon and the Fairy Cake	Devin Elle Kurtz	K-8	6/18/26	Briar Meadow Charter	07/18/26
Boy 2.0 #2: Kid X	Tracey Baptiste	K-8	6/18/26	Briar Meadow Charter	07/18/26
Mia in the Middle	Coco Simon	K-8	06/25/26	Briar Meadow Charter	07/25/26
How Not to Make a Jelly Sandwich	Ross Burach	K-8	06/25/26	Briar Meadow Charter	07/25/26
Rhea's Rodeo	Laekan Zea Kemp	K-8	06/25/26	Briar Meadow Charter	07/25/26
The Great Big Animal Race	Jose Carlos Roman	K-8	06/25/26	Briar Meadow Charter	07/25/26
Space Walking with You 2	Inuhiko Doronoda	K-8	06/25/26	Briar Meadow Charter	07/25/26
Sheeta's Little Big World 2	Yuki Kamba	K-8	06/25/26	Briar Meadow Charter	07/25/26
Colorado Rapids (Inside Major League Soccer)	Katie Gillespie	K-8	06/26/26	Briar Meadow Charter	07/25/26
Atlanta United FC (Inside Major League Soccer)	Katie Gillespie	K-8	06/26/26	Briar Meadow Charter	07/25/26
Diary of a Pug: Pug the Unicorn (Branches)	Kyla May	K-8	06/26/26	Briar Meadow Charter	07/25/26
FC Dallas (Inside Major League Soccer)	Katie Gillespie	K-8	06/26/26	Briar Meadow Charter	07/25/26
Houston Dynamo FC (Inside Major League Soccer)	Katie Gillespie	K-8	06/26/26	Briar Meadow Charter	07/25/26
Pets Rule: Beware of Dino-snake	Susan Tan	K-8	06/26/26	Briar Meadow Charter	07/25/26
St. Louis City SC (Inside Major League Soccer)	Joy Gregory	K-8	06/26/26	Briar Meadow Charter	07/25/26
Who's Hoo? Set		K-8	06/26/26	Briar Meadow Charter	07/25/26
10 Ways to Build with STEM Set		K-8	06/26/26	Briar Meadow Charter	07/25/26
Diary of a Roblox Pro Set		K-8	06/26/26	Briar Meadow Charter	07/25/26



8/13/2026

18.

Office of the Superintendent of Schools

Office of Academics

Authorization To Apply For A Texas Education Agency Waiver For The Prekindergarten Partnership 85-Percent Pass-Through Requirement For The 2025-2026 and 2026-2027 School Years

The purpose of this agenda item is to seek approval from the Houston Independent School District (HISD) School Board to authorize the submission of a waiver application to the Texas Education Agency (TEA) by August 31, 2026, for the district's Senate Bill (S.B.) 1882 prekindergarten (pre-K) partnership between Piney Point Elementary School (ES)-Kid's Learning Academy and Collaborative for Children. HISD is requesting the waiver due to inadequate time to negotiate revised partnership agreements necessary to implement the new 85-percent pass-through funding requirement.

House Bill (H.B.) 2 requires that a partnership between a school district or charter school and a private pre-K provider must provide that at least 85 percent of funds are passed to the private pre-K provider as updated in Texas Education Code 29.153(i) from the 89th legislative session. The funding a district receives should be a good faith estimate of the total amount of funding a district receives for the student. This includes funds from regular program funding, the early education allotment, state compensatory education funding, special education funding, bilingual funding, tier two funding, other direct (e.g. small and mid-sized allotment, allotment for basic costs, school safety, etc.), and other indirect (e.g. proportionate share of teacher retention allotment) funding, but does not need to include interest and sinking (I&S) funding.

Please see attachment for pre-K partnership pass-through funding requirements under H.B. 2.

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 a designee to submit a waiver application by August 31, 2026, to the TEA for the S.B. 1882 pre-K partnership between Piney Point ES-Kid's Learning Academy and Collaborative for Children, effective August 14, 2026.

Pre-K Partnership Pass-through Funding Requirements Under HB 2

School System Leaders:

This message is for school system leadership, including superintendents and related staff, that have indicated participation in a Pre-Kindergarten partnerships through PEIMS. We want to keep you informed of important updates related to prekindergarten partnerships and to communicate changes ahead of the coming school year.

Pre-K Partnership Pass-Through Funding Requirement Reminder – [Texas Education Code \(TEC\), §29.153\(i\)](#)

HB 2 requires that a partnership between a school district or charter school and a private prekindergarten provider must provide that at least 85% of funds are passed to the private prekindergarten provider. TEC, §29.153(i) as established in the 89th Legislative Session is included here for reference:

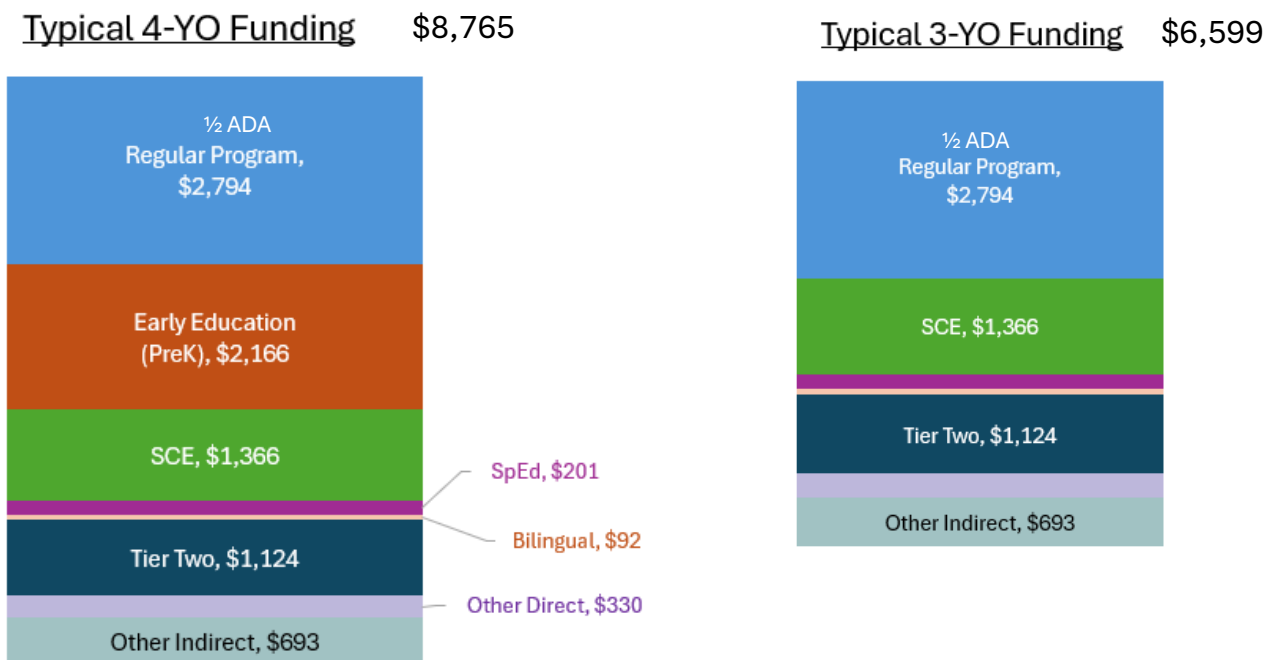
(i) A partnership entered into between a school district or open-enrollment charter school and a private provider for a prekindergarten class under this section must provide for the provider to receive funding for each district or school student enrolled in the class in an amount that is not less than 85 percent of the amount of funding that the district or school receives for the student. Notwithstanding Section [7.056\(e\)\(3\)\(I\)](#), the commissioner may waive the requirement under this subsection on request by a school district or open-enrollment charter school in accordance with Section [7.056](#).

This provision §29.153(i), as enacted by HB 2, began to apply to school districts with the 2025-26 school year.

What Constitutes 85% of Funding?

TEC, §29.153(i), requires that a provider receive not less than 85% of the funding the district or school receives for the student. The funding a district or school receives for the student should be a good faith estimate of the total amount of funding a district receives for the student. This include funds from regular program funding, the early education allotment, state compensatory education funding, special education funding, bilingual funding, tier two funding, other direct (e.g. small and mid-sized allotment, allotment for basic costs, school safety, etc.), and other indirect (e.g. proportionate share of teacher retention allotment) funding, but does not need to include I&S funding. School systems should use local state aid templates to estimate the total funding per student.

This graphic provides a general approach to how the calculation could result given average data statewide during the 2025-26 SY:



Note: The chart is an example of the funding streams available for a pre-k student. Not all pre-k students will generate all funding streams. Local amounts will vary based on the individual student and the district or charter they attend.

TEA Approach to Supporting and Monitoring this Requirement:

TEA is required to ensure that all Pre-K Partnerships meet legal requirements and pass **85% of all funding** that the school system receives for the student as soon as possible to comply with the law, while accommodating the realities of implementation.

The following is the approach TEA will take to monitor and support the implementation of this requirement:

1. **School Year 2025-2026:** TEA encourages school systems to comply with the 85% pass-through requirement for the current school year. School Systems may apply for a waiver (below) if they are not in compliance, given there may have been inadequate time for negotiation between school systems and their partners to allow for implementation.

2. **School Year 2026-2027:** Waivers will also be available for school systems actively working in good faith with their Pre-K partners to ensure their agreements meet the 85% pass-through rate. Additionally, TEA will provide targeted support to facilitate partnerships through Pre-K Intermediaries established under HB 2. The application process for Pre-K Intermediaries will be conducted in summer 2026 and intermediaries will be named in fall 2026.
3. **School Year 2027-2028 and beyond:** TEA does not currently expect broadly available waivers to be offered.

School systems may apply for a waiver using this link: [Pre-K Partnership Pass-Through Waiver](#) . Waiver applications must be submitted by August 31, 2026. Waivers may be approved for School Year 2025-2026, School Year 2026-2027, or both.

TEA will engage in rulemaking to clarify expectations for pass-through rates and Pre-K Partnership agreement expectations. The Agency expects these rules to be in effect in summer 2027.

Additional details on rules, intermediaries, and available supports will be released in a To The Administrator Addressed (TAA) letter in early fall 2026.

Share Your Questions Now

To ensure the future communications are as helpful as possible, we are collecting pass-through funding, partnership, and intermediary questions. Please submit your questions to the [Pre-K Partnership Questions & Input Form](#) linked. TEA will update and post to the TEA Pre-K Partnership website an FAQ document later this year. We appreciate your continued partnership and commitment to early childhood education.

Sincerely,

Chris DeWitt
Director, System Support Division
Texas Education Agency



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

8/13/2026

19.

Office of the Superintendent of Schools

Office of Finance and Operations

Approval Of Proposed Revisions To Board Policy CSA(LOCAL), *Facility Standards: Safety And Security*-Second Reading

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves revisions to Board Policy CSA(LOCAL), *Facility Standards: Safety and Security*. The changes are recommended by the Texas Association of School Boards to comply with Senate Bill 8 by including a section on Designation and Use of Private Spaces and by the administration to update reporting requirements for building access control.

A copy of CSA(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 CSA (LOCAL), *Facility Standards: Safety and Security*, on second reading, effective August 14, 2026.

Security

The Superintendent shall develop and implement procedures designed to ensure the security of all District property. Security includes maintenance of a safe building, protection from fire hazards and faulty equipment, and safe practices in the use of electrical, plumbing, and heating equipment.

Building Checks

The Superintendent shall ensure that buildings are inspected regularly.

Key Control

The security of District-owned buildings and properties shall be maintained at all times. Locks and other security devices shall be maintained in proper working order. A system to account for all keys at each facility and safeguard against entrance by unauthorized persons shall be established.

Damage Report

Damage of any nature to District property, whether willful or otherwise, shall be reported upon detection to the principal, who shall then report to the Superintendent or designee and the Houston Independent School District Police Department. The name or names of the person or persons responsible shall be submitted if known. Any break-ins shall be reported without delay to the principal whether damage is noted or not.

For additional information regarding security and damage reports, see the *Finance Procedures Manual*.

Building Access Control

Audits of building access control shall include weekly inspections of instructional facilities during school hours to certify all exterior doors are, by default, set to closed, latched, and locked status and cannot be opened from the outside without a key.

The Superintendent shall ensure that the findings of the weekly inspections are:

1. Reported to the District safety and security committee [and Life Safety Systems department](#); and
2. Reported to the campus principal or lead administrator of the instructional facility to ensure awareness of any deficiencies identified.

The campus principal or lead administrator shall assign appropriate staff to take action to reduce the likelihood of similar deficiencies in the future.

The results of the weekly reports shall be kept for review as part of the required safety and security audit.

The District's building access control procedures shall not be interpreted as discouraging parents or guardians who have been

properly verified as authorized visitors from visiting their student's campus. [See GKC]

**Designation and Use
of Private Spaces**

The Board shall ensure that the Superintendent, or appropriate staff as determined by the Superintendent, designates private spaces in accordance with law.

The Superintendent shall develop administrative regulations to ensure compliance with law and policy regarding the use of private spaces in District facilities.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

8/13/2026

20.

Office of the Superintendent of Schools

Office of Finance and Operations

Delegation Of Authority To The Superintendent Of Schools To Obligate The District For Excess Revenue Contracts And Agreements

The Houston Independent School District (HISD) has been identified as a district with revenue in excess of entitlement for 2026-2027 and is required to reduce its revenue per Chapters §48.257 and §49.004 of the Texas Education Code (TEC).

Per Texas Education Agency (TEA) guidelines, the Agreement for the Purchase of Attendance Credits must be submitted through the Excess Local Revenue subsystem. To submit the contract through the Excess Local Revenue subsystem, the School Board must delegate the authority to obligate the school district under Chapter 49 and the rules adopted by the commissioner of education as authorized under TEC §11.1511(c)(4) and §49.006 to the superintendent. The superintendent must be the person that submits the contract to the TEA via the Excess Local Revenue subsystem. This delegation of authority to the superintendent must occur annually to obligate the school district. Revenue in excess of entitlement payments is due to the TEA by September 1, 2026.

COST/FUNDING SOURCE(S):

Current estimate is \$0. Amount will be updated in the 2026-2027 budget as necessary.

Fund	Functional Area	Program Intent Code (PIC)	Process	Account	Cost Center	Project	Amount
1990001	91	99		624401	805010		0

STAFFING IMPLICATIONS:

None

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

RECOMMENDED: That the School Board approves the authority to obligate the school district under TEC Chapters 11, 48, and 49 to the superintendent , effective August 14, 2026.

RESOLUTION THAT THE HOUSTON INDEPENDENT SCHOOL DISTRICT BOARD OF EDUCATION DELEGATES CONTRACTUAL AUTHORITY TO OBLIGATE THE SCHOOL DISTRICT UNDER TEXAS EDUCATION CODE (TEC) §11.1511(C)(4) TO THE SUPERINTENDENT OF SCHOOLS, SOLELY FOR THE PURPOSE OF OBLIGATING THE DISTRICT UNDER TEC §48.257 AND TEC CHAPTER 49, SUBCHAPTERS A AND D, AND THE RULES ADOPTED BY THE COMMISSIONER OF EDUCATION AS AUTHORIZED UNDER TEC §49.006. THIS INCLUDES APPROVAL OF THE AGREEMENT FOR THE PURCHASE OF ATTENDANCE CREDITS.

WHEREAS, if a district chooses to submit its Option 3 contract via the TEC Chapter 49 subsystem, annually the district School Board must delegate the authority to obligate the school district under Chapter 49 to the superintendent;

WHEREAS, the following language is required to be recorded in the board minutes and the board minutes must be uploaded into the Chapter 49 subsystem:

For the 2025–2026 school year, we delegated contractual authority to obligate the school district under Texas Education Code (TEC) §11.1511(c)(4) to the superintendent, solely for the purpose of obligating the district under TEC, §48.257 and TEC, Chapter 49, Subchapters A and D, and the rules adopted by the commissioner of education as authorized under TEC, 49.006. This included approval of the Agreement for the Purchase of Attendance Credit or the Agreement for the Purchase of Attendance Credit (Netting Chapter 48 Funding).

WHEREAS, the School Board desires officially to designate the officers and administrators who will be authorized to act on behalf of the school district in all banking and investment matters; now

THEREFORE, BE IT RESOLVED that for the 2026–2027 school year the Houston Independent School District School Board delegates contractual authority to obligate the school district under TEC §11.1511(c)(4) to the Superintendent of Schools, solely for the purpose of obligating the district under TEC §48.257 and TEC Chapter 49, Subchapters A and D, and the rules adopted by the Commissioner of Education as authorized under TEC §49.006. This includes approval of the Agreement for the Purchase of Attendance Credits, the Agreement for the Purchase of Attendance Credit (Netting Chapter 48 Funding) or the Agreement for Purchase of Attendance Credit and Netting Chapter 48 Funding.

Date: _____

APPROVE:

President
Board

ATTEST:

Secretary
Board



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

8/13/2026

21.

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 August 14, 2026.

Approval of Project
Recommended for 8/13/2026 Board Agenda

Project Information	25-02-25 – RFP / Catering/Commercial Food Products and Services – (Cortez) – (CFOO)
Project Description	The purpose of this project is to obtain groceries, produce, and related items for the Nutrition Services Catering department. Based on annual appropriations, the projected expenditure is not to exceed \$3,000,000. 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 August 14, 2026, through June 30, 2027, with two annual renewals, not to extend beyond June 30, 2029.
Amount not to Exceed (Project Term)	\$3,000,000

Recommended Vendor(s) for Approval	HUB Commitment
Aspire Staffing Incorporated dba Verdant Exchange	C-D
Interboro Packaging Corporation	A-100%
Jeremy Peaches dba Fresh Life Organic	B-20%
Myrtle Farnes, LLC, dba Taylor Stevenson Ranch Meat Co.	C-D
Sysco USA I, Inc., dba Sysco Houston, A Division of Sysco USA I, Inc.	C-D

Approval of Project
Recommended for 8/13/2026 Board Agenda

Project Information	26-02-14 – RFP / Fence Installation, Maintenance, and Repairs – (March) – (CFMO)
Project Description	The purpose of this project is to obtain fence installation, maintenance, repairs, and related services districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$3,000,000. 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 August 14, 2026, through August 13, 2027, with two automatic annual renewals, not to extend beyond August 13, 2029.
Amount not to Exceed (Project Term)	\$3,000,000

Recommended Vendor(s) for Approval	HUB Commitment
ARAC Services, LLC, dba RAM Construction	B-20%
Custer Fence, LLC	A-100%
The Fierro Group, LTD CO, dba Fencemaster of Houston, dba Advanced Concrete & Construction	A-100%
JR Thomas Group, Inc.	A-100%
Westco Ventures, LLC	A-100%

Approval of Project
Recommended for 8/13/2026 Board Agenda

Project Information	26-03-09 – RFP / Hattie Mae White Administration Building Heating, Ventilation, And Air Conditioning (HVAC) Makeup Air Units Replacement, Test & Balance, and Building Automation System (BAS) Controls – (Bean) – (CFMO)
Project Description	The purpose of this project is to obtain replacement makeup air units, test & balance services, and building automation system (BAS) controls for the Hattie Mae White Educational Support Center. Based on annual appropriations, the projected expenditure is not to exceed \$2,000,000. 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 August 14, 2026, through August 13, 2027, with two automatic annual renewals, not to extend beyond August 13, 2029.
Amount not to Exceed (Project Term)	\$2,000,000

Recommended Vendor(s) for Approval	HUB Commitment
HTI, LTD, dba Hunton Trane	B-20%

Approval of Project
Recommended for 8/13/2026 Board Agenda

Project Information	26-03-13 – RFP / Carpet, Wood, and Other Flooring Materials, Maintenance, and Repairs – (Bean) – (CFMO)
Project Description	The purpose of this project is to obtain carpet, wood, and other flooring materials, services, maintenance, and repairs districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$1,000,000. 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 August 14, 2026, through August 13, 2027, with two automatic annual renewals, not to extend beyond August 13, 2029.
Amount not to Exceed (Project Term)	\$1,000,000

Recommended Vendor(s) for Approval	HUB Commitment
ARAC Services, LLC, dba RAM Construction	C-10%
Brandt Constructors & Facility Services, LLC	C-1%
Houston Discount Floors and Remodel, LLC	A-100%
Houston Kaco	A-100%
Post Oak Construction, LLC	A-100%
Westco Ventures, LLC	A-100%

Approval of Project
Recommended for 8/13/2026 Board Agenda

Project Information	26-05-01 – RFP / Special Education Services - Independent Education Evaluations (IEE), Evaluation Services, Special Education Service Providers; and Board Certified Behavior Analyst (BCBA) and Behavior Therapist Services – (Illes) – (CAO)
Project Description	The purpose of this project is to obtain Special Education services, including, but not limited to, speech and language therapy, behavior consultation and coaching, evaluations, Independent Educational Evaluations (IEE), and specialized equipment and materials to support students with disabilities districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$30,000,000 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 August 14, 2026, through August 13, 2027, with two automatic annual renewals, not to extend beyond August 13, 2029.
Amount not to Exceed (Project Term)	\$30,000,000

Recommended Vendor(s) for Approval	HUB Commitment
24/7 AllStaff, LLC	A-100%
AB Staffing Solutions, LLC	C-1%
Ace Therapy Services, LLC	C-D
Aequor Healthcare Services, LLC	B-20%
Amergis Healthcare Staffing, Inc.	C-D
American Medical Staffing, Inc.	B-20%
AMN Allied Services, LLC	C-D
Assessment Intervention Management, LLC	A-100%
Blazerworks, LLC	B-20%
Brianda Garza, dba Bloom Well Development Group, LLC	A-100%
Broadscope Holdings, LLC, dba Peter Pan Speech Therapy	B-20%
Centra Healthcare Solutions, Inc.	C-D
Delta-T Group Texas, Inc.	B-20%
Elite Result Solution, LLC, dba Elite Solution, LLC	B-20%
Gary D. Stromberg & Associates, LLC	C-D
Masterword Services, Inc.	A-100%
Megan Zigler, dba Boomtown Therapy, LLC	C-1%
National Recruiting Consultants, LLC	C-D
New Direction Solutions, LLC, dba Bilingual Therapies, dba Procure Therapy	B-20%
Pinwheel Therapy, LLC	C-D
Pioneer Healthcare Services, LLC	A-100%
Preferred Healthcare Registry, Inc.	A-100%
PrentGraf, Ltd, dba TalkPath Live	C-D

Recommended Vendor(s) for Approval	HUB Commitment
<i>26-05-01 – RFP / Special Education Services - Independent Education Evaluations (IEE), Evaluation Services, Special Education Service Providers; and Board Certified Behavior Analyst (BCBA) and Behavior Therapist Services (continued)</i>	
Pro-Touch Nurses, Inc., dba Protouch Staffing	A-100%
RCM Technologies (USA), Inc., dba RCM Healthcare Services	C-D
Soliant Health, LLC	B-20%
Specialized Assessment & Consulting, LLC, dba Specialized Assessment & Consulting	C-D
Spenceton Educational Evaluation Services, LLC	C-D
SpringHealth Integrated Care, Inc., dba SpringHealth Behavioral Health and Integrated Care Texas, LLC	C-D
The Stepping Stones Group, Inc.	C-D
Sunbelt Staffing, LLC	B-20%
Sunburst Workforce Advisors, LLC	B-20%
The Therapy Spot, LLC, dba Pediatric Developmental Services	C-D
UI Holdings, LLC, dba University Instructors, LLC	B-20%
Webbco Enterprises, LLC, dba Visual Communication Services	A-100%
Yancy Life Transition Center	NP-0%

Approval of Cooperative Project
Recommended for 8/13/2026 Board Agenda

Project Information	26-02-02-01 – Cooperative / Health and Medical Supplies and Equipment – (Gaddies) – (CAO)
Project Description	The purpose of this cooperative project is to obtain health and medical supplies, equipment, and related items and services districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$3,000,000 for the duration of the project. This is a cooperative agreement with BuyBoard utilizing cooperative project number 804-26 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 14, 2026, through May 31, 2027, with two automatic renewals, if BuyBoard executes its project renewal options, not to extend beyond May 31, 2029.
Amount not to Exceed (Project Term)	\$3,000,000

Recommended Vendor(s) for Approval	HUB Commitment
SafetyMed, LLC, dba Sterlington Medical	N/A
School Health Cooperation	N/A
School Nurse Supply, Inc.	N/A

Approval of Cooperative Project
Recommended for 8/13/2026 Board Agenda

Project Information	26-02-13-23 – Cooperative / Lock and Key Purchase, Maintenance, Repair, and Installation – (Chevalier) – (CFMO)
Project Description	The purpose of this cooperative project is to obtain lock and key purchases, services, maintenance, repairs, and installation districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$1,500,000 for the duration of the project. This is a cooperative agreement with The Interlocal Purchasing System (TIPS) utilizing cooperative project number 260202 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 14, 2026, through April 30, 2027, with two automatic renewals, if TIPS executes its project renewal options, not to extend beyond April 30, 2029.
Amount not to Exceed (Project Term)	\$1,500,000

Recommended Vendor(s) for Approval	HUB Commitment
RAE Security, Inc.	N/A

**Approval of Cooperative Project
Recommended for 8/13/2026 Board Agenda**

Project Information	26-04-51-01 – Cooperative/ Grounds Maintenance Equipment, Irrigation Parts, Supplies, and Installation – (Bean) – (CFMO)
Project Description	The purpose of this cooperative project is to obtain grounds maintenance equipment, irrigation parts, supplies, and installation districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$2,000,000. This is a cooperative agreement with BuyBoard utilizing cooperative project number 806-26 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 14, 2026, through May 31, 2027, with two automatic renewals, if BuyBoard executes its project renewal options, not to extend beyond May 31, 2029.
Amount not to Exceed (Project Term)	\$2,000,000

Recommended Vendor(s) for Approval	HUB Commitment
Hustler Turf Equipment, LLC	N/A
MTD Products Company dba MTD Independent Retail Group, Arnold, Mass Retail, MTD Specialty Retail, Consumer Direct, WPD-International Sales	N/A
Professional Turf Products, LP	N/A
Yamaha Golf-Car Company	N/A

Approval of Cooperative Project
Recommended for 8/13/2026 Board Agenda

Project Information	26-05-07-03 – Cooperative / VoLTE Telecommunications Upgrade – (Sanchez) – (CTO)
Project Description	The purpose of this cooperative project is to replace Plain Old Telephone Service (POTS) landlines with cellular Voice over Long-Term Evolution (VoLTE). Based on annual appropriations, the projected expenditure is not to exceed \$1,080,000 for the duration of the project. This is a cooperative agreement with the General Services Administration (GSA) utilizing cooperative project number GS-35F-0494X 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 14, 2026, through July 11, 2027, with two automatic renewals, if GSA executes its project renewal options, not to extend beyond July 11, 2029.
Amount not to Exceed (Project Term)	\$1,080,000

Recommended Vendor(s) for Approval	HUB Commitment
Manhattan Telecommunications Corporation, LLC, dba MetTel; Metropolitan Communications Solutions, LLC	N/A

Approval of Cooperative Project
Recommended for 8/13/2026 Board Agenda

Project Information	26-05-12-23 – Cooperative / Athletic Sports Field Equipment, Supplies, and Grounds Maintenance (Non-JOC) – (Salazar) – (COO)
Project Description	The purpose of this cooperative project is to obtain minor maintenance or servicing of sports fields, facility grounds, courts, and tracks districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$2,000,000 for the duration of the project. This is a cooperative agreement with The Interlocal Purchasing System (TIPS) utilizing cooperative project number 260201 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 14, 2026, through April 30, 2027, with two automatic renewals, if TIPS executes its project renewal options, not to extend beyond April 30, 2029.
Amount not to Exceed (Project Term)	\$2,000,000

Recommended Vendor(s) for Approval	HUB Commitment
Paragon Sports Constructors, Inc.	N/A

**Approval of Cooperative Project
Recommended for 8/13/2026 Board Agenda**

Project Information	26-06-06-23 – Cooperative / Technology Hardware, Software, and Related Services – (Garcia) – (CTO)
Project Description	The purpose of this cooperative project is to obtain technology equipment, software applications, and related products and services districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$3,000,000 for the duration of the project. This is a cooperative agreement with the Texas Interlocal Purchasing System (TIPS) utilizing cooperative project number 260105 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 14, 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)	\$3,000,000

Recommended Vendor(s) for Approval	HUB Commitment
Netsync Network Solutions, Inc.	N/A

**Amendment to Item Approved on Prior Agenda
Recommended for 8/13/2026 Board Agenda**

Project Information	22-05-08 – RFP / Maintenance, Supplies, and Services for Printing Services – (James) – (CTO) – NTE Increase & Ratification
Project Description	This project was originally approved by the School Board on August 10, 2023. The purpose of this project amendment is to request an increase to the spending limit authorization and ratification of expenditures beginning on June 24, 2026, to obtain equipment maintenance, supplies, and services to support the operational needs of the Administrative Services Department, which provides a wide array of printed materials districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$3,600,000 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 August 11, 2023, through August 10, 2024, with four automatic annual renewals, not to extend beyond August 10, 2028.
Amount not to Exceed (Project Term)	\$3,600,000

Recommended Vendor(s) for Approval	HUB Commitment
Adam Don McCollum, dba Houston Vinyl Installation, LLC	C-D
Cape Equipment & Services, LLC, dba LSS Digital Print Finishing Services	C-D
Clampitt Paper Co. of Houston, LLC, dba Clampitt Paper of Houston	C-D
Mark Andy, Inc., dba Mark Andy Print Products	C-D
T Enterprises, Inc., dba 1Vision	A-100%

**Amendment to Item Approved on a Prior Agenda
Recommended for 8/13/2026 Board Agenda**

Project Information	20-06-05-09 – Cooperative / Online Auction Services – (James) – (CFOO) – Term Extension
Project Description	This project was originally approved by the Board of Education on August 13, 2020. The purpose of this project amendment is to request a term extension, with no additional increase in funding, to obtain online public auctions of obsolete and surplus fixed assets, including vehicles, furniture, and equipment owned by the district. This is a cooperative agreement with OMNIA Partners utilizing cooperative project number 161468 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 14, 2020, through August 7, 2021, with five automatic renewals, if OMNIA Partners 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
The Public Group, LLC, dba Public Surplus, Public Contract	N/A

**Amendment to Item Approved on a Prior Agenda
Recommended for 8/13/2026 Board Agenda**

Project Information	24-09-01-02 – Cooperative / Network Cabling Services (Non-E-Rate) – (Sanchez) – (CTO) – Term Extension
Project Description	This project was originally approved in October 2023 and ratified by the School Board on January 16, 2025. The purpose of this project amendment is to request a term extension, with no additional increase in funding, to provide technology hardware, software, and related services for the Information Technology Department and districtwide use. This is a cooperative agreement with The Texas Department of Information Resources (DIR) utilizing cooperative project numbers DIR-CPO-4782 and DIR-CPO-4783 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 October 27, 2023, through June 7, 2025, with one automatic renewal, if DIR executes its project renewal options, not to extend beyond October 7, 2027.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	HUB Commitment
Electra Link, Inc.	N/A
Network Cabling Services, Inc.	N/A

**Amendment to Item Approved on a Prior Agenda
Recommended for 8/13/2026 Board Agenda**

Project Information	21-05-02 – RFP / Special Education Services – Speech Therapy – Independent Education Evaluations (IEE) & Evaluation Services – (Iles) – (CAO) – Vendor Name Change
Project Description	This project was originally approved by the Board of Education on September 9, 2021. The purpose of this project amendment is to change the name of an awarded vendor through a contract reassignment beginning May 29, 2026, with no additional increase in funding, to obtain Special Education services, including but not limited to speech and language therapy, evaluations, and Independent Educational Evaluations (IEE) districtwide. The Stepping Stones Group, LLC, has changed its business name to SSG Intermediate Holdco, LLC, dba The Stepping Stones Group, LLC. 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 September 10, 2021, through September 9, 2022, with four automatic annual renewals, not to extend beyond September 9, 2026.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	HUB Commitment
SSG Intermediate Holdco, LLC, dba The Stepping Stones Group, LLC	C-D

**Amendment to Item Approved on a Prior Agenda
Recommended for 8/13/2026 Board Agenda**

Project Information	22-10-09 – RFP / Special Education Services – Evaluation Materials, Auditory/Visual Impairments Materials; Occupational/Physical Therapy Services, Assistive Technology & Specialized Access Items, Devices, Equipment, Software, and Related Goods & Services – (Guerrero Martinez) – (CAO) – Vendor Name Change
Project Description	This project was originally approved by the Board of Education on March 10, 2022. The purpose of this project amendment is to change the name of an awarded vendor through a contract reassignment beginning May 29, 2026, with no additional increase in funding, to obtain Special Education services, equipment, software, instructional materials, and supplies districtwide. Services include but are not limited to materials for music therapy, adapted physical education, assistive technology, hearing and visual impairments, orientation and mobility, and occupational and physical therapy services. The Stepping Stones Group, LLC, has changed its business name to SSG Intermediate Holdco, LLC, dba The Stepping Stones Group, LLC. 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 March 11, 2022, through March 10, 2023, with four automatic annual renewals, not to extend beyond March 10, 2027.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	HUB Commitment
SSG Intermediate Holdco, LLC, dba The Stepping Stones Group, LLC	C-D

**Amendment to Item Approved on a Prior Agenda
Recommended for 8/13/2026 Board Agenda**

Project Information	25-01-06 – RFP / Uniforms, Linen, Accessories, Rentals, and Services – (Hung) – (CFOO) – 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, with no additional increase in funding, to obtain uniforms, linen, accessories, rentals, and related services districtwide. Maxari Energy, LLC has changed its business name to Maxari Solutions, LLC. Based on annual appropriations, the projected expenditure is not to exceed \$1,750,000 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 August 15, 2025, through June 30, 2026, with four annual renewals, not to extend beyond June 30, 2030.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	HUB Commitment
Maxari Solutions, LLC	A-100%

**Amendment to Item Approved on a Prior Agenda
Recommended for 8/13/2026 Board Agenda**

Project Information	25-04-07-04 – Cooperative / Athletics & University Interscholastic League (UIL) Supplies and Related Items – (Salazar) – (CFMO) – Vendor Name Change
Project Description	The project was originally approved by the 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 May 14, 2026, with no additional increase in funding, to obtain uniforms, athletic equipment, additional supplies and services for UIL sports and other activities districtwide. Matherne, Inc., dba Texas Swim Shop, has changed its business name to Fabulinus Group, LLC, dba Texas Swim Shop. This is a cooperative agreement with Choice Partners utilizing cooperative project number 25/016SG 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 May 20, 2026, with two automatic renewals, if Choice Partners executes its project renewal options, not to extend beyond May 20, 2028.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	HUB Commitment
Fabulinus Group, LLC, dba Texas Swim Shop	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



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

8/13/2026

22.

Office of the Superintendent of Schools

Office of Finance and Operations

Approval Of Proposed Revisions To Board Policy CDC(LOCAL), Other Revenues: Gifts And Solicitations-Second Reading

This agenda item seeks Houston Independent School District (HISD) School Board approval of revisions to Board Policy CDC(LOCAL), *Other Revenues: Gifts and Solicitations*. The proposed changes clarify the approval and reporting requirements for gifts and donations to the district, including thresholds for administrative and board approval, donor recognition, and donations involving capital improvements, naming rights, or real property. The revisions also strengthen transparency, compliance, and oversight requirements related to solicitations, technology donations, and contributions made on behalf of district campuses, departments, and programs.

A copy of CDC(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 CDC (LOCAL), *Other Revenues: Gifts and Solicitations*, on second reading, effective August 14, 2026.

OTHER REVENUES
GIFTS AND SOLICITATIONS

CDC
(LOCAL)

Note: For purposes of this policy, the terms gift and donation have the same meaning.

Definitions

Gift

A gift or donation shall mean something bestowed voluntarily and without a fee to the District.

In-Kind

An in-kind donation shall mean a non-monetary contribution of goods, services, or property made to the District instead of cash. Examples include equipment, supplies, furniture, professional services, or the donation of time and expertise.

On Behalf of
(Donations)

An on behalf of donation shall mean cash, goods, or services provided by a third party for the District's benefit or for the benefit of a specific campus, department, or program, with no District reimbursement.

Device

A device shall mean a tangible product, commodity, good, or instrument that has relative value or worth.

Donor

A donor shall mean an organization or individual who contributes a donation, device, or gift.

**Voluntary and
Unsolicited Gifts**

The District, schools, programs, and classes may seek and accept gifts with approval from designated administration. The practice is permissible as long as it is truly voluntary and in no way a prerequisite to participation in any District program or activity. Furthermore, the District shall not solicit anything of value from known technology service providers who plan to participate or currently participate in the District's E-Rate Program. However, the District may accept voluntary philanthropic gifts initiated by such vendors where such actions further the educational mission of the District and comply with all aspects of this policy. Any statement or explanation related to a gift that may lead a reasonable person to believe the donation may not be truly voluntary shall be avoided.

Examples of such statements include, but are not limited to, a specified minimum amount of a gift, a date by which a gift is due, or a lesser gift amount if funds are received prior to a certain date. Additionally, any statement or action that exerts explicit or implicit pressure on a student or parent to make a gift shall be avoided. The reason a student or family does not make a gift is not a subject for inquiry.

Authority to Accept

All gifts or donations must be reported to the Grant Development Department, and The fair market value and any actual budget impact must be documented for reporting and auditing purposes. The Grant Development Department requires all donations to be submitted with a *Donation Intent Form and Donation Letter* to review

OTHER REVENUES
GIFTS AND SOLICITATIONS

CDC
(LOCAL)

and seek approval of unsolicited gifts. The donation process is as follows:

~~Any donations with a value that are under a \$5,000 cost or market value will shall~~ require approval from the division superintendent or designee, or ~~the~~ appropriate department designee, if applicable.

Any donation with a value of \$5,000 or more shall require approval from be approved by the Superintendent or designee.

All donations shall require approval from the Superintendent, chief financial officer, or their designee.

Board approval, including approval of donations restricted by donor intent for a specified purpose, shall be required only when a proposed donation:

- Involves capital improvements, including construction, renovations, permanent fixtures, or infrastructure modifications to District facilities;
- Includes naming rights, branding, signage, or other forms of public donor recognition associated with District property, facilities, or programs; or
- Is a gift of real property.

See CW(LOCAL) for additional requirements regarding naming rights.

~~Any gift that the potential donor has expressly made conditional upon the District's use for a specified purpose, or any gift of real property, shall require Board approval, except that g~~Gifts from recognized parent organizations, including parent-teacher organizations (PTOs), parent-teacher associations (PTAs), and booster clubs ~~will shall~~ be exempted from Board approval unless they involve capital improvements or naming/branding recognition, signage, other public donor recognition, or real property~~this requirement.~~

Any gift ~~to the District that requires the prior approval of the~~requir-ing Board approval shall be considered by the Board at its next regularly scheduled ~~Board~~ meeting following the date the gift was offered. ~~The principal or appropriate department~~Executive leader-ship shall work with a member of the Superintendent's cabinet to submit an agenda item for Board ~~approval~~consideration.

All donations must identify a specific campus, department, program, or approved District initiative. Donations that do not designate an intended recipient and are approved shall be a gift of to the

OTHER REVENUES
GIFTS AND SOLICITATIONS

CDC
(LOCAL)

District. ~~Once accepted, a gift becomes the sole property of the District.~~

Approved donations are recorded and publicly listed on the District website to support transparency and reporting requirements.

[For technology service provider contributions, see Technology Donations, below.]

*Criteria for
Acceptance*

The District shall not accept any gift that would violate or conflict with policies of or actions by the Board or with federal or state law.

Before employees accept a gift or an agenda item is submitted for Board approval, the following shall be considered:

- Does it have a purpose consistent with the District's educational philosophy, goals, and objectives;
- Does it place any restrictions on a campus or District program;
- Will it support a program that the Board may be unable or unwilling to continue when the donation of funds is exhausted;
- Will it result in ancillary or ongoing costs for the District;
- Does it require employment of additional personnel;
- Does it require or imply the endorsement of a specific business or product [see GKB for advertising opportunities];
- Will it result in inequitable funding, equipment, or resources among District schools or programs;
- Does it obligate the District or a campus to engage in specific actions;
- Is it connected to an existing contract, future promise, or future contract;
- Does it create a controversy calling into doubt the appropriateness of the gift or donation;
- Does it require factual determination as to the legal ownership of the gift; and
- Does it affect the physical structure of a building or would require extensive maintenance on the part of the District and meets the District's design standards?

For real property, the Superintendent shall determine whether the title to the property has been transferred to the District.

OTHER REVENUES
GIFTS AND SOLICITATIONS

CDC
(LOCAL)

Playground Equipment	Donated or u Used playground equipment shall not be accepted by the District. [See CS2(REGULATION)]
Technology Donations	Technology devices that are donated must be coordinated through the department of technology and information systems. A donation must meet the minimum approved standards as described in the Guidelines for Donated Equipment section of the <i>Technology and Information Systems Manual</i> .
Vehicle Donations	Before a vehicle may be accepted as a gift, a complete analysis must be conducted to determine if the vehicle is operational and will pass state inspection. All costs (i.e., repairs, maintenance, inspections, insurance, and the like) must be given careful consideration prior to determining if ownership is fully justified. The following shall apply for vehicle donations: • The official title of ownership must be transferred to the District and placed in the possession of the property management department. • Vehicles with a free and clear title shall be considered. Additional information regarding vehicle donations can be accessed in the <i>Finance Procedures Manual</i>, Section 908 — Donation of Vehicles to Schools.
Technology Service Providers	Anything of value offered by a technology service provider that is valued shall require Ethics and Compliance Office review prior to acceptance of the gift. Any technology device donations made by E-Rate vendors must also be reviewed by the Ethics and Compliance Office. [See the CQCAA series (LOCAL)]
Refusal of Gift	The Board and employees shall reserve the right to refuse any gift offered to the District, at any time and for any reason, as deemed appropriate by the Board and/or the Superintendent.
Donor Recognition	Recognition of the donor for the gift may be made at the school or department with approval from administration. Formal recognition may be made by the Board or the administration.
Solicitations	An employee who solicits gifts on behalf of the District or for use in the fulfillment of professional responsibilities shall comply with relevant state and federal law and any District administrative regulations. Any solicitation made on behalf of the District shall be routed through the Grant Development Department and recorded. All donations solicited on behalf of the District, including solicitations in the name of the District or a campus, or donations solicited using District or campus resources, become the sole property of the District

OTHER REVENUES
GIFTS AND SOLICITATIONS

CDC
(LOCAL)

Web-Based
Solicitations

An employee may solicit web-based donations of money or items for use by the employee in fulfilling professional responsibilities or for the District's use, including crowdfunding. However, an employee shall obtain prior approval from the employee's principal and/or ~~division superintendent~~ deputy chief or designee before using the name or image of the District, a campus, or any student.
[See CDC(REGULATION)]



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

8/13/2026

23.

Office of the Superintendent of Schools

Office of Finance and Operations

Approval Of Proposed Revisions To Board Policy CB(LOCAL), State And Federal Revenue Sources-Second Reading

This agenda item seeks Houston Independent School District (HISD) School Board approval of revisions to Board Policy CB(LOCAL), *State and Federal Revenue Sources*. The proposed changes clarify requirements and approval processes for grant applications submitted on behalf of the district, including applications involving outside organizations and district-affiliated entities, and establish additional board approval requirements for grants involving capital improvements or naming rights associated with district property or programs.

A copy of CB(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 CB (LOCAL), *State and Federal Revenue Sources*, on second reading, effective August 14, 2026.

STATE AND FEDERAL REVENUE SOURCES

CB
(LOCAL)

Grants and Awards

All grant applications submitted on behalf of the District or its campuses, programs, staff, or students must be reviewed and approved through the Superintendent or designee prior to submission. District employees must submit an Intent to Apply for a Grant form in accordance with administrative procedures before initiating any application activity. [See Form – Intent to Apply for a Grant]

Students, parent organizations including parent-teacher organizations (PTOs) and parent-teacher associations (PTAs), booster clubs, vendors, external individuals, and outside organizations shall not independently apply for grants on behalf of the District, a District campus, or any District program unless coordinated and authorized through the District's established grant approval process.

All grant applications submitted in the name of the District or intended to support District students, campuses, departments, programs, or employees must be reviewed and approved in accordance with District grant procedures and applicable Board policy.

This provision shall not prohibit District-approved partner organizations, education foundations, or affiliated nonprofit entities from applying for grants intended to benefit the District when coordinated with and authorized through District procedures.

No outside individual or organization may represent itself as acting on behalf of the District in seeking or submitting grant funding unless authorized through District procedures.

The Superintendent shall be authorized to:

1. Apply, on behalf of the Board, for any and all special federal and state grants and awards as deemed appropriate for the District's operations;
2. Approve commitment of District funds for matching, cost sharing, cooperative, or jointly funded projects up to the amounts specifically allowed under the District budget approved by the Board; and
3. Approve grant and award plans and amendments as necessary. The Superintendent or designee is authorized to accept grant awards on behalf of the District unless Board approval is otherwise required as described below.

Board approval shall be required for submission or acceptance of grant applications or awards if the proposed grant:

STATE AND FEDERAL REVENUE SOURCES

CB
(LOCAL)

- Involves capital improvements, including construction, renovations, permanent fixtures, or infrastructure modifications to District facilities; and/or
- Includes naming rights, branding, signage, or other forms of public recognition associated with District property, facilities, or programs.

The District shall comply with all requirements for state and federal grants and awards imposed by law, the awarding agency, or an applicable pass-through entity. The Superintendent shall develop and enforce financial management systems, internal control procedures, procurement procedures, and other administrative procedures as needed to provide reasonable assurance that the District is complying with requirements for state and federal grants and awards.

[See CAA, CBB]

Federal Awards

Public Notice and
Input

The District shall provide public notice of federal grant applications through an information item at a Board meeting and by publishing information on the District's website. The District shall make available opportunities for public input as required by law or the granting agency.

Conflict of Interest

Each employee, Board member, or agent of the District who is engaged in the selection, award, or administration of a contract supported by a federal grant or award and who has a potential conflict of interest as defined at Code of Federal Regulations, title 2, section 200.318, shall disclose to the District, in writing, any conflict that meets the disclosure threshold in Chapter 176 of the Local Government Code. [See CBB]

In addition, each employee, Board member, or agent of the District shall comply with any other conflict of interest requirements imposed by the granting agency or a pass-through entity.

For purposes of this policy, "immediate family member" shall have the same meaning as "family member" as described in Chapter 176 of the Government Code. [See BBFA]

For purposes of this policy, "partner" shall have the same meaning as defined in Business Organizations Code Chapter 1, Subchapter A.

An employee, Board member, or agent of the District who is required to disclose a conflict in accordance with the provisions above shall not participate in the selection, award, or administration of a contract supported by a federal grant or award.

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Gifts and Gratuities

Employees, Board members, and agents of the District shall not solicit any gratuities, favors, or items from a contractor or a party to a subcontract for a federal grant or award and shall not accept:

~~1.~~ 1. Any single item with a value at or above \$50; or

~~2.~~ 2. Items from a single contractor or subcontractor that have an aggregate monetary value exceeding \$100 in a 12-month period.

[See BBFA, BBFB, CBB, DBD. In the event of a violation of these requirements, see CAA and DH.]

Effective Date

~~This policy shall be effective as of the adoption date, June 11, 2021.~~



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

8/13/2026

24.

Office of the Superintendent of Schools

Office of Information Technology

Approval To Establish Board Policy CQD(LOCAL), Technology Resources: Artificial Intelligence-Second Reading

This agenda item seeks Houston Independent School District (HISD) School Board approval to establish Board Policy CQD(LOCAL), *Technology Resources: Artificial Intelligence*, to establish local policy governing the district's use of artificial intelligence (AI). This policy includes AI information that has been in CQ(LOCAL) in the section Use in District. The proposed policy also formalizes the superintendent's authority to oversee AI training, compliance, and system access; establishes expectations for responsible and ethical use aligned to student outcomes; and reinforces requirements related to data privacy, security, and academic integrity. Adoption of CQD(LOCAL) will ensure consistent districtwide guidance and compliance with applicable regulations while supporting the effective and appropriate use of emerging technologies.

A copy of the proposed Board Policy CQD(LOCAL), *Technology Resources: Artificial Intelligence*, is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES ESTABLISH BOARD POLICY.

RECOMMENDED: That the School Board approves the proposed establishment of Board Policy CQD(LOCAL), *Technology Resources: Artificial Intelligence*, on second reading, effective August 14, 2026.

Training

The Board delegates to the Superintendent the authority to:

- Determine the artificial intelligence (AI) training program to be used in the District;
- Verify and report compliance with training requirements in accordance with guidance from the Texas Department of Information Resources; and
- 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 AI training requirements.

Use in District

Any use of AI must comply with law, this policy, and administrative regulations outlined in the District's *AI Guidebook* relating to student and employee use, privacy, and data security.

Students who use AI tools to deceive, harm, bully, or harass others shall be disciplined in accordance with the *Student Code of Conduct* and policy. [See FFH, FFI, and the FO series]



8/13/2026

25.

Office of the Superintendent of Schools

Office of Organizational Effectiveness

Authority To Negotiate, Execute, And Amend An Interlocal Agreement With Houston-Galveston Area Council For Clean Vehicles Program Grant

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, execute, and amend an interlocal agreement with Houston-Galveston Area Council for a Clean Vehicles Program Grant award. Houston-Galveston Area Council has awarded the district a Clean Vehicles Program Grant, contingent upon the execution of a contract, and the satisfactory fulfillment of all subsequent contractual and program obligations. The award, in the amount of \$348,000, has a five-year grant period. The purpose of the award is to purchase four new school buses.

The purpose of the Clean Vehicles Program is emissions reduction in the greater Houston region by accomplishing the following:

- Improve regional air quality in the Nonattainment area.
- Positively impact student health by reducing exposure to pollutants associated with respiratory and cardiovascular health risks.
- Fulfill regional State Implementation Plan and conformity requirements.
- Better fuel efficiency and lower maintenance costs.

With School Board approval, the district will purchase four new energy efficient diesel school buses to replace four existing aging buses in the district fleet.

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 an interlocal agreement with Houston-Galveston Area Council for the Clean Vehicles Program Grant, effective August 14, 2026.