

THE HOUSTON INDEPENDENT SCHOOL DISTRICT



AGENDA

**School Board
Meeting**

February 13, 2025

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

- CALL TO ORDER
- MEDITATION AND PLEDGE OF ALLEGIANCE
- RECOGNITIONS
- SPEAKERS TO AGENDA ITEMS
- HEARING OF THE COMMUNITY
- MID-YEAR ACADEMIC PROGRESS
- TEACHER EXCELLENCE SYSTEM FOR SCHOOL YEAR 2025-2026
- CONSIDERATION AND APPROVAL OF AGENDA ITEMS
- REMARKS AND REPORTS
- 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

DISCUSSION AND REPORT ITEMS

1. Acceptance Of Board Monitoring Update: Presentation Of Goal 3 Progress Measures 3.2 And 3.3
 - February Goal Progress Report
2. Budget To Actual Report
 - Budget To Actual Report For The Period Ending December 31, 2024

ITEMS PULLED FROM CONSENT AGENDA

3. Consideration And Adoption Of Resolution Approving Contingent Fee Legal Services Agreement, Including Findings Needed For Submission Of Contingent Fee Legal Services Agreement And Request For Expedited Review By The Texas Attorney General
 - Resolution Approving Agreement

4. Consideration And Adoption Of Contingent Fee Legal Services Agreement With Thompson & Horton, LLP; Eiland & Bonnin, PC; And O'Hanlon, Demerath & Castillo, PC
5. Approval Of The 2024-2025 Targeted Improvement Plans For The Houston Independent School District Comprehensive Support Intervention-Identified Campuses
 - Comprehensive Targeted Improvement Plan Summary For 2024–2025

CONSENT AGENDA

6. Review Of The Board's Quarterly Self-Evaluation
 - Lone Star Governance Quarterly Progress Tracker October 2024-December 2024
7. Approval Of A Director Reappointment To Position 1 Of The Houston Independent School District Public Facility Corporation Board Of Directors
8. Adoption Of Resolution To Pay Employees Related To Closure For Winter Storm Enzo On January 21-22, 2025
 - Inclement Weather Resolution
9. Approval Of Vendor Awards For Purchases Which Cost \$1,000,000 Or More And Purchases Associated With A Board-Approved Cooperative Or Intergovernmental Interlocal Agreement
 - Purchasing Requests
10. Authorization For The Superintendent To Appoint Alternate Submitters/Approvers For Approval Of Texas Education Agency Login Applications
11. Authorization To Execute An Update And Renewal Of The Partnership Agreement With The United States Navy For Junior Reserve Officers' Training Corps Units
12. Authorization To Execute An Update And Renewal Of The Partnership Agreement With The United States Air Force Junior Reserve Officers' Training Corps Units
13. Approval Of The 2025-2026 Academic Calendar
 - 2025-2026 Yearly Calendar
14. Approval To Adopt Texas Education Agency Innovative Courses For Use In Special Education Beginning In The 2025-2026 School Year
15. Approval Of Proposed Revisions to Board Policy BAA(LOCAL), *Board Legal Status: Powers And Duties*-Second Reading
 - BAA(LOCAL), Second Reading

16. Approval Of Proposed Revisions to Board Policy CKC(LOCAL), *Safety Program/Risk Management: Emergency Plans*-Second Reading
 - CKC(LOCAL), Second Reading
17. Approval Of Proposed Revisions to Board Policy CQ(LOCAL), *Technology Resources*-Second Reading
 - CQ(LOCAL), Second Reading
18. Approval Of Proposed Revisions To Board Policy CV(LOCAL), *Facilities Construction*-Second Reading
 - CV(LOCAL), Second Reading
19. Approval Of Proposed Revisions to Board Policy EIA(LOCAL), *Academic Achievement: Grading/Progress Reports to Parents*-Second Reading
 - EIA(LOCAL), Second Reading
20. Approval Of Proposed Revisions To Board Policy DBD(LOCAL), *Employment Requirements And Restrictions: Conflict Of Interest*-First Reading
 - DBD(LOCAL), First Reading
21. Approval Of Proposed Revisions To Board Policy EC(LOCAL), *School Day*-First Reading
 - EC(LOCAL), First Reading
22. Consideration And Approval Of Minutes From Previous Meetings

REMARKS AND REPORTS

BOARD MEMBER REPORTS AND COMMENTS

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

CLOSED SESSION

Personnel

- a) Deliberate the duties of the superintendent of schools, chief officers, deputy chief officers, executive directors, principals, employees, and board members; evaluations of the superintendent; consideration of compensation, and contractual provisions of same.

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

Legal

- a) Matters on which the district's attorney's duty to the district under the Code of Professional Responsibility clearly conflicts with the Texas Open Meetings Law, including specifically any matter listed on this agenda and meeting notice.
- b) Pending or contemplated litigation matters and status report.
- c) Update on federal law enforcement activity on February 27, 2020.
- d) Discuss participation in multi-district litigation involving youth social media usage and related litigation and entering into a contingency fee contract with Thompson & Horton, LLP; Eiland & Bonnin, PC; and O'Hanlon, Demerath & Castillo, PC, to represent the District (Texas Government Code §551.071).

District Safety, Emergency Management, And Security Audits

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

ADJOURN



2/13/2025

1.

Office of the Superintendent of Schools

Office of Academics

Acceptance Of Board Monitoring Update: Presentation Of Goal 3 Progress Measures 3.2 And 3.3

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 Lone Star Governance continuous improvement model and the Framework for School Board Development, the HISD School Board monitors progress towards the district's goals and compliance with certain goals and constraints.

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

Goal 3: The percentage of students graduating Texas Success Initiative (TSI)-ready and with an industry-based certification (IBC) will increase from 11 percent for the 2021-22 graduates to 26 percent for the 2026-27 graduates.

Goal Progress Measure 3.2: The percentage of grade 10, 11, and 12 students who are on-track to achieve career and technical education (CTE) completer status by graduation will increase from 34 percent in May 2023 to 49 percent in May 2028.

Goal Progress Measure 3.3: The percentage of grade 11 students who qualify for college credit will increase from 33percent in May 2023 to 48 percent in May 2028.

GPM 3.2 & 3.3

February 2025 Board Meeting



Table of Contents: GPM 3.2 and 3.3

Overview of Data	Exhibit(s)	Page
Background: Goal 3	1	3
Goal 3: The percent of students graduating TSI-ready and with an industry-based certification (IBC) will increase from 11% for the 2021–2022 graduates to 26% for the 2026-2027 graduates.	1	3
GPM 3.2: The percent of 10th, 11th, and 12th grade students who are on-track to achieve CTE Completer status by graduation will increase from 34% in May 2023 to 49% in May 2028.	Exhibits 2 – 5	4 – 6
GPM 3.3: The percent of 11th graders who qualify for college credit will increase from 33% in May 2023 to 48% in May 2028.	Exhibits 6 – 8	7, 8

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

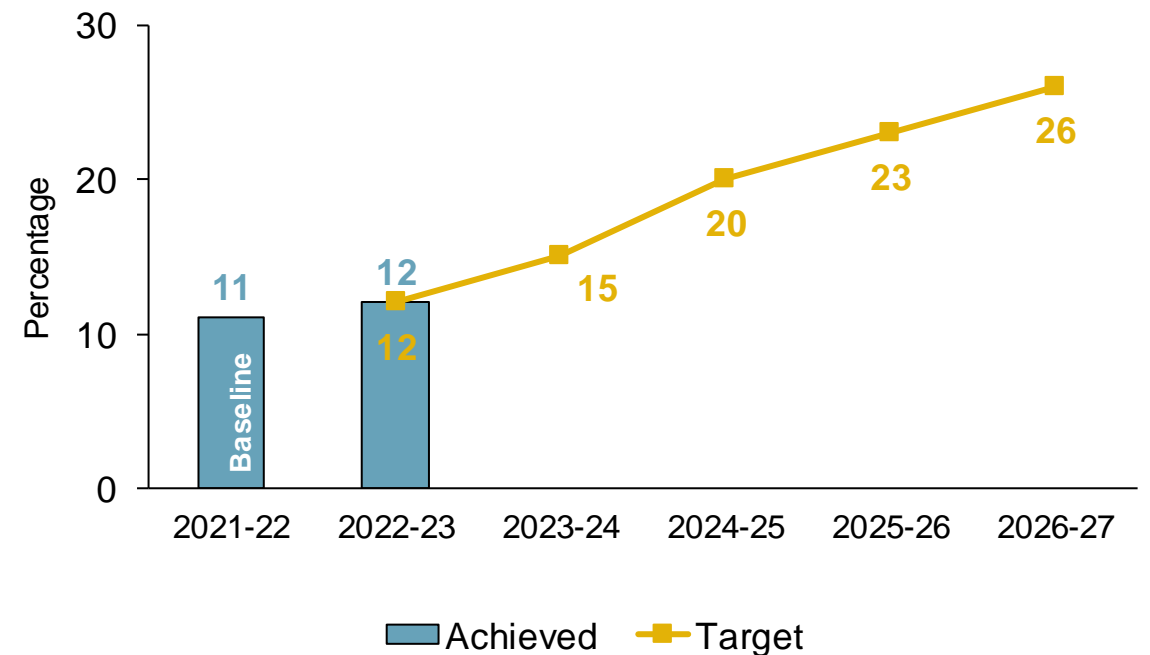
Background

College, Career, and Military Readiness (CCMR) is a component used to measure graduates' preparedness for college, the workforce, or the military. The Texas Success Initiative (TSI) assesses students' post-secondary readiness through performance on standardized assessments such as the SAT, ACT, and the TSIA (Texas Success Initiative Assessment). Additionally, students can demonstrate TSI readiness through participation in the Texas College Bridge program.

Industry-Based Certifications (IBCs) are included in Goal 3 as they continue to be a key indicator of workforce preparedness and a component of CCMR reporting when coupled with aligned Career and Technical Education (CTE) coursework.

These indicators focus on graduating students, so reporting is lagged by one year. Twelve percent of students graduating in 2023 earned both an IBC and TSI Ready. This meets the goal of 12 percent set by the district for school year 22-23.

Exhibit 1: Percent of HISD Graduates TSI Ready with an IBC



Note: CCMR is a lagging indicator and does not look at current graduates due to data timeline submissions. In this case, the above data point reflects the class of 2023 graduates. Data for the class of 2024 graduates is currently unavailable.

GPM 3.2: The percent of 10th, 11th, and 12th grade students who are on-track to achieve CTE Completer status by graduation will increase from 34% in May 2023 to 49% in May 2028.

**On
Track**

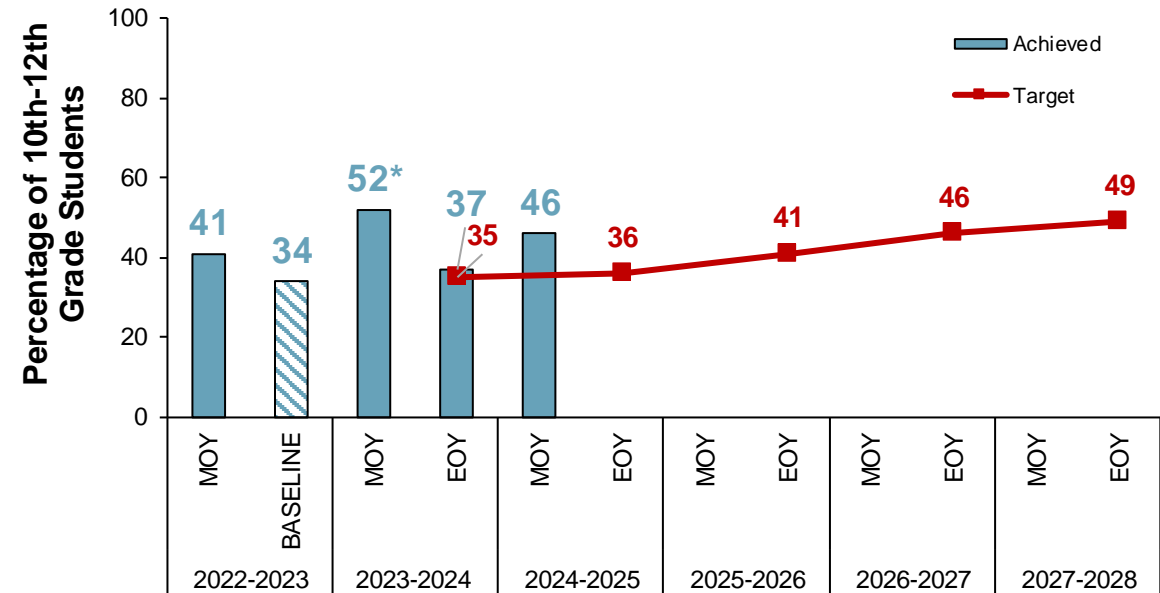
Background

A CTE completer is a student who has finished a state-approved sequence of courses in a specific career pathway, meeting requirements for postsecondary education, workforce entry, or industry certification. More specifically, completers are defined as students who earn 4+ credits in an aligned program of study, including at least one level 3 or 4 course.

For the purposes of internal calculations, a student is considered on track to achieve Completer status in a CTE program of study if they meet any of the following criteria in the current fall semester:

- **12th Grade** – Considered on-track if 1) already a Completer, 2) student is a Concentrator who has earned 1 whole course credit in the Fall in a Level 3 or 4, or 3) student is an Explorer who has earned 1.5 CTE course credit in the Fall in a Level 3 or 4
- **11th Grade** – Considered on-track if 1) already a Completer or 2) student is a Concentrator, or Explorer who has earned 0.5 credit in a CTE course in the Fall
- **10th Grade** – Considered on-track if 1) already a Completer, Concentrator, Explorer or Participant, even if not taking credit in 10th grade or 2) student is new to CTE starting in 10th grade but has earned 0.5 credit in a CTE course in the Fall.

Exhibit 2: CTE Completer Status On Track for 10th – 12th Grade Students



At the conclusion of Semester 1 of SY24-25, 46% of 10th – 12th grade students are “On Track” to CTE program completer status, already exceeding the EOY goal of 36%.

**Definition for “on-track” students was updated to better align with CTE Completer requirements. Updated methodology was applied to MOY23-24 data and results were recalculated.*

GPM 3.2: The percent of 10th, 11th, and 12th grade students who are on-track to achieve CTE Completer status by graduation will increase from 34% in May 2023 to 49% in May 2028.

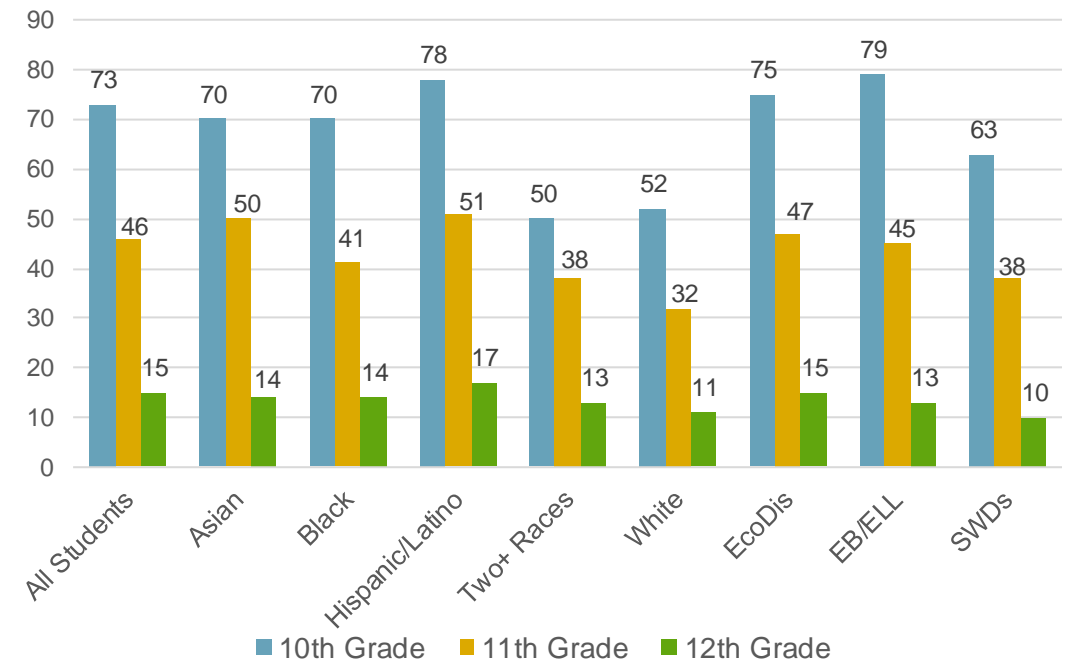
**On
Track**

Exhibit 3: MOY CTE “On Track” to Completer Status with Target, by Student Group

Student Group	Total (n)	24-25 MOY Actual (n)	24-25 MOY Actual (%)	23-24 MOY Actual (%)	24-25 EOY Target
All Students	36,337	16,541	46	52	36
Asian	1,746	787	46	52	39
Black or African American	7,331	3,092	43	50	34
Hispanic/Latino	22,487	10,878	49	54	38
Two or More Races	650	226	35	45	29
White	3,859	1,193	32	42	29
Eco Dis	26,837	12,467	47	53	36
Emergent Bilingual	12,029	5,896	50	55	38
SWDs	3,511	1,279	37	41	27

The mid-year (MOY) data for CTE completer status shows that all student groups have exceeded the EOY target. However, the MOY to MOY comparison shows a decline so scheduling practices are being reviewed and improved.

Exhibit 4: MOY CTE “On Track” to Completer Status by Grade Level and Student Group, SY24-25

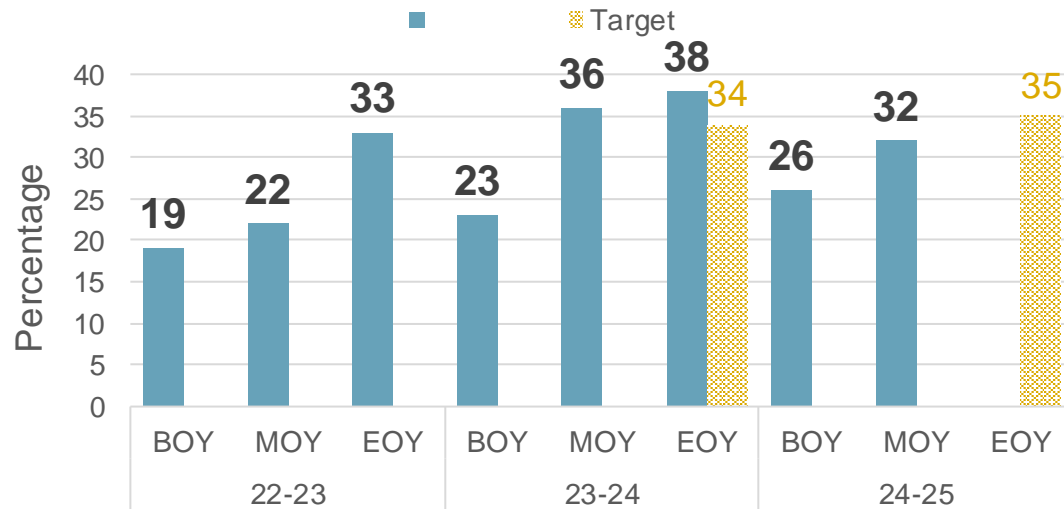


A higher percent of 10th graders are on track given only .5 CTE credits are required by the end of Fall semester. As students advance into higher grades, they must meet stricter benchmarks to be considered “on track,” including progress in advanced CTE pathways and higher level CTE courses.

GPM 3.3: The percent of 11th graders who qualify for college credit will increase from 33% in May 2023 to 48% in May 2028.

**On
Track**

Exhibit 6: Percent of 11th Grade Students Qualified for College Credit (earned credit)*



College Credit Earned (Y) – MOY

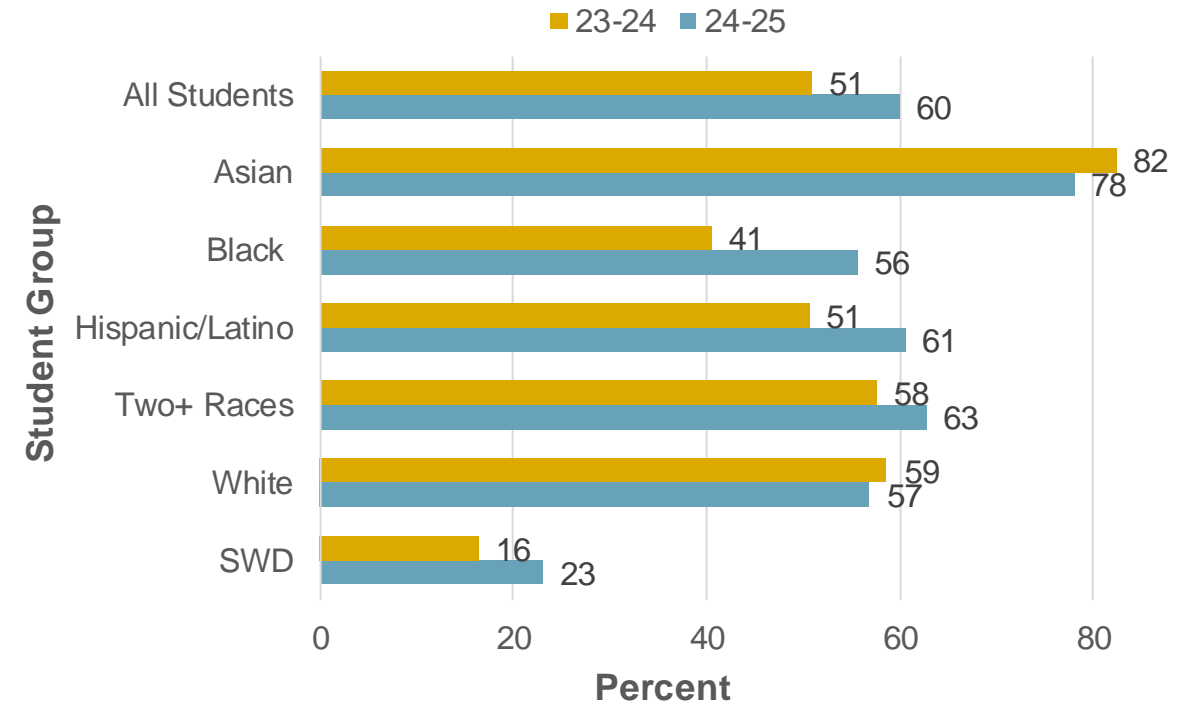
3,799

Total 11th Graders (SY 24-25)

11,865

The percentage of current 11th grade students earning college credit has increased from 26% at BOY to 32% at MOY. The BOY percentage represents credit earned prior to 11th grade and most students enroll in college-credit earning courses *during* their 11th-grade year. UT OnRamps Semester 1 results are still pending (except for Economics, primarily a Grade 12 course). The MOY data includes only UTOR Economics and HCC DC courses.

Exhibit 7: Percent of Current 11th Graders (SY24-25) Enrolled in a College Credit-Earning Course by Student Group

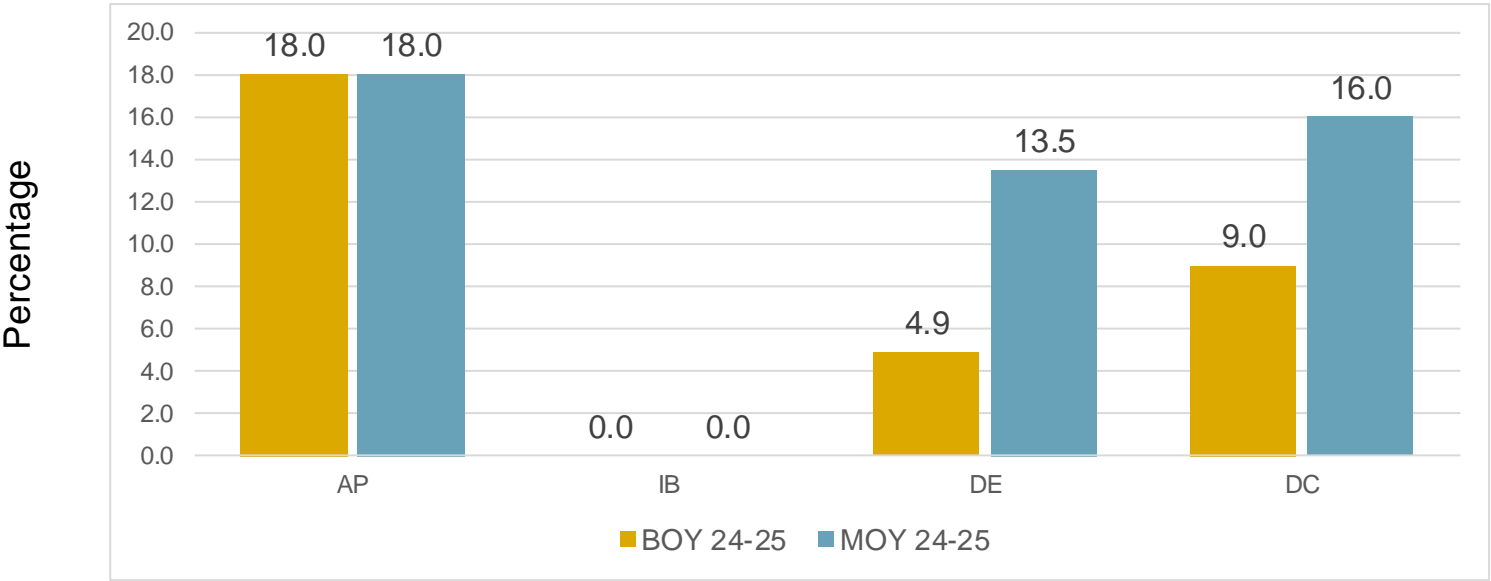


60% of current 11th grade students are enrolled in a college credit-earning course. This is an increase from 23-24 enrollment of last year's 11th graders (51%). This data indicates we are on track to reach the EOY target if pass rates are similar to previous years.

GPM 3.3: The percent of 11th graders who qualify for college credit will increase from 33% in May 2023 to 48% in May 2028.

On
Track

Exhibit 8: Percent of 11th Grade Students Qualified for College Credit, by credit type



n Count	AP	IB	DE	DC	Total Earned
24-25 BOY	2,140	0	579	1,073	3,029
24-25 MOY	2,140	0	1,600*	1,925	3,799

Out of 11,685 11th-grade students, 3,555 have earned college credit through one or more pathways.

Many students earn college credit through multiple pathways. This overlap means that the total **n Count** for each pathway (AP, IB, DE, DC) cannot simply be added together to determine the Total Earned credits (see table under *Exhibit 7*). The "Total Earned" number represents the total unique number of students who earned college credit, regardless of pathway.

From BOY to MOY of the 24-25 school year, the total credits earned increased. At MOY, this is largely driven by Dual Enrollment and Dual Credit (which excludes pending data for 434 students enrolled in a credit-eligibility course in Semester 1). No new data for AP or IB is available for current 11th graders, as their exams are not administered until May 2025.

Superintendent's Evaluation of Performance:

For GPM 3.2, at the conclusion of Semester 1 of SY24-25, 46% of 10th – 12th grade students are “On Track” to CTE program completer status, already exceeding the EOY goal of 36%. The mid-year (MOY) data for CTE completer status shows that all student groups have exceeded the EOY target. However, the MOY-to-MOY comparison shows a decline so scheduling practices are being reviewed and improved.

For GPM 3.3, HISD demonstrates consistent progress in increasing the percentage of 11th graders earning college credit, with growth observed from BOY to MOY this year. The district met its 2023-24 EOY target, and BOY 2024-25 data surpasses the BOY results of both 22-23 and 23-24, signaling ongoing improvement. The MOY results are lower this year than the MOY results last year which is partially due to missing enrollment credit at the time of reporting. The MOY results also do not yet account for students enrolled in full year courses (e.g., AP, IB, Dual Enrollment). Data for these 11th grade students will not be reflected until EOY results are reported.

Root-Cause Analysis and Key Actions :

The district is on track to ensure students follow a coherent program of study sequence. The root causes and key actions are outlined below:

- **CTE Program Scheduling Guidance:** A critical success factor to keep students on track is to ensure they are appropriately scheduled into the next level CTE course in the same Program of Study. Historically, the district has not had the data systems to centrally monitor this student scheduling data to ensure students not continuing in the course sequence are doing so intentionally with an understanding of the implications in career readiness. To address this, the CTE team is working to automate and monitor the scheduling of CTE courses to support student retention in programs. Additionally, counselors are provided training in master scheduling and student course selection, and the Advising team is also helping students receive direct support in making informed decisions to solidify their programs of study and continue in their coherent sequence of courses, ultimately leading to completer status within their chosen program of study.
- **FPOS Implementation:** FPOS was initiated to ensure equitability of programming across all comprehensive high schools, providing students with opportunities to meet TEA completer requirements in the four programs of study: Entrepreneurship, Networking Systems, Health Informatics, and Transportation, Distribution, and Warehousing. In collaboration with the Curriculum Design team, students in these CTE programs are provided with high-quality curriculum designed to equip them with the knowledge and skills necessary for success in both future Industry-Based Certification (IBC) coursework and the industry itself. Additionally, in partnership with Formative Assessment, a customized dashboard was developed to provide quarterly assessment updates to school leadership and division personnel. These updates reinforce the essential skills students need to succeed in IBC coursework and future industry roles. This district-wide initiative of standardizing the four foundational programs of study provides an option for high mobility students to have the best opportunity to continue in their intended program of study and achieve completer status.

Root-Cause Analysis and Key Actions :

The district is on track to ensure students follow a coherent program of study sequence. The root causes and key actions are outlined below:

- **Monitor and Evaluate CTE Progress:** The CTE department holds monthly meetings with designated CTE campus leaders to ensure timely communication of updates and district-wide consistency in understanding processes and procedures. These meetings strengthen collaboration with campus leaders, to ensure federal and state compliance of CTE programs. During these sessions, leaders receive guidance on tracking CTE progress, monitoring program completers, providing appropriate resources, and maintaining regulatory compliance. These key actions help evaluate campus programs of study to drive student performance.
- **Incorporate Real-World Experiences:** District partnerships create valuable opportunities for work-based learning, internships, and guest speaker engagements. Business partners offer critical feedback on industry-standard equipment, curriculum, and certifications to ensure alignment with workforce demands. Early exposure to these experiences allows students to apply their knowledge and develop the skills necessary to meet industry standards. These key actions and efforts provide hands-on learning opportunities with industry professionals, equipping students for success in the workforce.

Root-Cause Analysis and Key Actions :

The district is on track to meet the goal of Grade 11 students earning college credit the end of their junior year (EOY). The top root causes and key actions are outlined below:

- **Opt-out Scheduling Policy** - An opt-out process for advanced coursework was developed and implemented. Using student assessment data (i.e., ACT, SAT, TSIA 2.0, PSAT, STAAR EOC, and Grade 8 NWEA MAP), students who are identified as at grade level or higher are automatically enrolled in advanced courses. Parents may opt students out of the required advanced courses after a counselor conference and learning about the advantages of advanced courses.
- **Advanced Course Strategic Scheduling**– HISD has developed and implemented an advanced course scheduling tool for the 2024-25 school year. This tool is used by high school campus counselors to identify students who are academically ready for advanced courses based on student assessment data. For example, Grade 8 math STAAR and NWEA MAP results identify students for automatic enrollment in advanced high school math. These students typically progress from Pre-AP Algebra I to a college credit-bearing math course (e.g., AP, Dual Credit, Dual Enrollment) by graduation. Annual performance data reviews help identify additional students ready for advanced coursework at any grade level. We are expanding strategic scheduled for advanced math pathways to middle school this year to increase the percent of students who can access Algebra I in 8th grade.
- **Create Freely Available High-Quality Curriculum** – HISD continues to focus providing campuses with access to rigorous, on-grade level curriculum to support all students in meeting and exceeding grade level standards.
- **High Quality Instruction** – HISD is dedicated to high-quality instruction in all classrooms. Campus and division leaders provide year-round, embedded coaching to enhance teachers' abilities to help students master content. Advanced coursework teachers receive ongoing, content-specific professional development. Leaders use a specialized Spot Guidance document to ensure advanced course instruction meets required standards.

General Terms

Abbreviation	Term
BOY	Beginning of Year
MOY	Middle of Year
EOY	End of Year
SWDs	Students with Disabilities
EB	Emergent Bilingual
Eco Dis	Economically Disadvantaged
Two+	Two or More Ethnicities

Glossary: GPM 3.2

Abbreviation	Term	Definition
CTE	College, Career, and Military Readiness	State-wide term used to describe a set of indicators that demonstrate post-secondary readiness

Term	Definition
Completer	A student completing and passing 3 or more CTE courses for a total of 4 or more credits within the same program of study. One course must be a level 3 or level 4 course within the same program of study.
Concentrator	A student completing and passing at least 2 or more CTE courses for a total of at least 2 credits within the same program of study, and who is not a completer.
Explorer	A student completing 2 or more CTE courses for a total of 2 or more credits, and not a participant, concentrator, or completer.
Participant	A student completing 1 or more courses for less than 2 credits

Glossary: GPM 3.3

Abbreviation	Term	Definition
CCMR	College, Career, and Military Readiness	State-wide term used to describe a set of indicators that demonstrate post-secondary readiness
IBC	Industry-Based Certification	Certificate earned in various industries, such as welding
TSIA	Texas Success Initiative Assessment	Texas college readiness assessment, similar to SAT
TSI	Texas Success Initiative	Sets criteria/benchmarks for success on ACT, SAT, and TSIA assessments
ACT	American College Test	College entrance exam
SAT	Scholastic Aptitude Test	College entrance exam
AP	Advanced Placement	Represents a critical element in HISD's efforts to inject rigor into the high school classrooms.
IB	International Baccalaureate	Offers students a strong curriculum monitored by an international consortium of educators

Appendix: HISD GPM 3.2

2023-2028, Goal Progress Measure 3.2 Targets

Group	2023 BOY Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
All Students	34	35	36	41	46	49
American Indian	27	28	29	34	39	42
Asian	37	38	39	44	49	52
Black	32	33	34	39	44	47
Hispanic	36	37	38	43	48	51
Pacific Islander	29	30	31	36	41	44
Two or More	27	28	29	34	39	42
White	27	28	29	34	39	42
Eco. Dis.	34	35	36	41	46	49
EB	36	37	38	43	48	51
SpEd	25	26	27	32	37	40

Appendix: HISD GPM 3.3

2023-2028, Goal Progress Measure 3.3 Targets

Student Group	2023 Baseline (EOY)	2024 EOY Goal	2025 EOY Goal	2026 EOY Goal	2027 EOY Goal	2028 EOY Goal
All Students	33	34	35	40	45	48
American Indian	25	26	27	32	37	40
Asian	71	72	73	78	83	86
Black	22	23	24	29	34	37
Hispanic/Latino	33	34	35	40	45	48
Pacific Islander	20	21	22	27	32	35
Two or More Races	45	46	47	52	57	60
White	38	39	40	45	50	53
Eco Dis	28	29	30	35	40	43
Emergent Bilingual	37	38	39	44	49	52
SWDs	9	10	11	16	21	24



2/13/2025

2.

Office of the Superintendent of Schools

Office of Finance and Operations

Budget To Actual Report

Board Policy CE(LOCAL) requires that the budget officer or designee prepares and submits to the board a quarterly budget to actual report for the General Fund, the Child Nutrition Fund, and the Debt Service Fund.

The quarterly budget to actual report for the quarter ending December 31, 2024, for fiscal year 2024-2025 contains comparisons of budget to current financial data for the General Fund, Child Nutrition Fund, and Debt Service Fund.

This is an informational report for the School Board reporting the progress of actual revenues and expenditures for the current year as of December 31, 2024, vs. the same period in 2023. It also contains the percentage of revenues and expenditures recognized in the same period. There is no board action or vote required for this report.

General Fund | Financial Report

For the Period Ending December 31

	Fiscal Year 2024-2025			Fiscal Year 2023-2024		
	Amended Budget as of December 10, 2024	Actual as of December 31, 2024	YTD % of Budget	Final Budget as of June 30, 2024	Actual as of December 31, 2023	YTD % of PY Actual
REVENUES						
Local sources	\$1,617,339,990	\$191,537,785	11.84%	\$1,584,970,890	\$437,584,983	27.61%
State sources	255,088,198	\$97,966,073	38.40%	319,532,249	98,092,747	30.70%
Federal sources	26,733,379	\$8,628,811	32.28%	78,105,613	4,994,270	6.39%
TOTAL REVENUE	\$1,899,161,567	\$298,132,669	15.70%	\$1,982,608,752	\$540,672,000	27.27%
EXPENDITURES FUNCTIONS						
11 Instruction	1,233,562,196	563,674,234	45.69%	\$1,150,954,093	587,202,313	51.02%
12 Instructional Media	8,631,004	3,402,620	39.42%	13,830,385	6,558,644	47.42%
13 Curriculum & Personnel Development	19,958,653	7,656,468	38.36%	25,815,707	12,437,266	48.18%
21 Instructional Leadership	74,730,988	31,618,311	42.31%	63,063,461	29,952,466	47.50%
23 School Leadership	215,900,900	105,338,986	48.79%	215,392,395	103,749,015	48.17%
31 Guidance & Counseling	67,792,313	35,970,024	53.06%	64,717,439	35,551,100	54.93%
32 Social Work Services	6,869,543	3,760,433	54.74%	4,712,785	2,740,255	58.15%
33 Health Services	25,638,108	11,845,744	46.20%	24,201,089	12,623,828	52.16%
34 Pupil Transportation	52,982,293	26,804,683	50.59%	57,023,753	29,655,860	52.01%
35 Food Services	65,183	54,911	84.24%	71,239	38,245	53.69%
36 Extracurricular Activities	23,419,723	14,683,559	62.70%	25,280,790	15,264,115	60.38%
41 General Administration	57,592,407	25,721,388	44.66%	53,050,919	27,942,609	52.67%
51 Plant Maintenance & Operations	210,130,619	83,037,437	39.52%	235,307,348	121,382,214	51.58%
52 Security & Monitoring Services	30,657,939	13,744,482	44.83%	32,091,167	15,053,314	46.91%
53 Data Processing Services	49,805,096	22,868,407	45.92%	58,440,335	30,889,825	52.86%
61 Community Service	9,812,291	1,121,791	11.43%	7,050,496	1,610,658	22.84%
71 Debt Service	5,130,350	3,980,350	77.58%	18,998,183	5,140,349	27.06%
81 Facilities Acq. & Construction	2,268,646	101,842	4.49%	6,632,145	5,701,201	85.96%
91 Contracted Instructional Services Between Public Scho	56,969,146	0	0.00%	0	0	
95 Payments to JJAEP Programs	792,000	291,600	36.82%	583,200	0	0.00%
97 Payments to Tax Increment Fund	54,445,593	0	0.00%	75,544,048	0	0.00%
99 Other Intergovernmental Charges	18,610,882	6,720,357	36.11%	16,453,702	8,502,788	51.68%
TOTAL EXPENDITURES	\$2,225,765,872	\$962,397,627	43.24%	\$2,149,214,679	\$1,051,996,065	48.95%
SURPLUS / (DEFICIT)	(\$326,604,305)	(\$664,264,957)		(\$166,605,927)	(\$511,324,065)	
OTHER FINANCING SOURCES / (USES)						
Transfers-in	\$97,000,000			\$84,000,000		
Insurance Proceeds	\$0			\$18,165,781		
Issuance of leases and SBITAs	\$0			\$963,576		
Transfers-out	(16,405,274)			(16,395,650)		
TOTAL OTHER FINANCING SOURCES / (USES)	\$80,594,726			\$86,733,707		
Net change in Fund Balances	(\$246,009,579)			(\$79,872,220)		
Beginning Fund Balance *	\$1,047,196,700			\$1,127,068,920		
Projected Ending Fund Balance	\$801,187,121			\$1,047,196,700		

Debt Service Fund | Financial Report

For the Period Ending December 31

Fiscal Year 2024-2025

Fiscal Year 2023-2024

	Adopted Budget as of July 1, 2024	Actual as of December 31, 2024	YTD % of Budget		Final Budget as of June 30, 2024	Actual as of December 31, 2023	YTD % of PY Actual
REVENUES							
Local sources	\$371,396,035	\$36,409,631	9.80%		\$366,211,302	\$97,749,890	26.69%
State sources	\$17,168,780	\$16,323,934	95.08%		\$17,973,535	\$15,415,633	85.77%
TOTAL REVENUE	\$388,564,815	\$52,733,565	13.57%		\$384,184,837	\$113,165,523	29.46%
EXPENDITURES FUNCTIONS							
71 Debt Service	374,371,606	44,535,136	11.90%		409,281,911	51,654,079	12.62%
TOTAL EXPENDITURES	\$374,371,606	\$44,535,136	11.90%		\$409,281,911	\$51,654,079	12.62%
SURPLUS / (DEFICIT)	\$14,193,209	\$8,198,429			(\$25,097,074)	\$61,511,444	
OTHER FINANCING SOURCES / (USES)							
Other Financing Sources	\$21,166,025				\$22,256,775		
TOTAL OTHER FINANCING SOURCES / (USES)	\$21,166,025				\$22,256,775		
Net change in Fund Balances	\$35,359,234				(\$2,840,299)		
Beginning Fund Balance *	\$123,816,823				\$126,657,122		
Projected Ending Fund Balance	\$159,176,057				\$123,816,823		

Child Nutrition Fund | Financial Report

For the Period Ending December 31

	Fiscal Year 2024-2025			Fiscal Year 2023-2024		
	Adopted Budget as of July 1, 2024	Actual as of December 31, 2024	YTD % of Budget	Final Budget as of June 30, 2024	Actual as of December 31, 2023	YTD % of PY Actual
REVENUES						
Local sources	7,984,095	4,569,183	57.23%	8,823,232	4,160,986	47.16%
State sources	458,239	0	0.00%	458,239	0	0.00%
Federal sources	138,503,473	63,140,593	45.59%	141,934,423	57,321,275	40.39%
TOTAL REVENUE	\$146,945,807	\$67,709,777	46.08%	\$151,215,894	\$61,482,261	40.66%
EXPENDITURES FUNCTIONS						
35 Food Services	143,807,768	68,396,846	47.56%	157,523,928	63,113,438	40.07%
41 General Administration		346,330		5,138	4,688	91.24%
51 Plant Maintenance & Operations	2,994,067	1,923,204	64.23%	3,108,531	1,675,350	53.90%
TOTAL EXPENDITURES	\$146,801,835	\$70,666,380	48.14%	\$160,637,597	\$64,793,476	40.34%
Net change in Fund Balances	\$143,972	(\$2,956,603)		(\$9,421,703)	(\$3,311,215)	
Beginning Fund Balance *	\$62,689,022			\$72,110,725		
Projected Ending Fund Balance	\$62,832,994			\$62,689,022		

General Fund Major Object

For the Period Ending December 31

	Fiscal Year 2024-2025			Fiscal Year 2023-2024		
	Amended Budget as of December 10, 2024	Actual as of December 31, 2024	YTD % of Budget	Final Budget as of June 30, 2024	Actual as of December 31, 2023	YTD % of PY Actual
REVENUES						
5700 Local sources	\$1,617,339,990	\$191,537,785	11.84%	\$1,584,970,890	\$437,584,983	27.61%
5800 State sources	255,088,198	\$97,966,073	38.40%	319,532,249	\$98,092,747	30.70%
5900 Federal sources	26,733,379	\$8,628,811	32.28%	78,105,613	\$4,994,270	6.39%
TOTAL REVENUE	\$1,899,161,567	\$298,132,669	15.70%	\$1,982,608,752	\$540,672,000	27.27%
EXPENDITURES FUNCTIONS						
6100 Personnel Costs	1,690,291,616	817,658,389	48.37%	1,665,195,405	820,763,352	49.29%
6200 Professional & Contracted Services	323,087,865	101,494,018	31.41%	216,513,922	136,474,328	63.03%
6300 Supplies & Materials	70,583,871	14,239,042	20.17%	49,382,643	25,128,171	50.88%
6400 Other Operating Costs	109,747,032	13,957,642	12.72%	113,449,545	18,462,373	16.27%
6500 Debt Service	4,050,350	3,980,350	98.27%	18,998,183	5,140,349	27.06%
6600 Capital Costs	28,005,138	11,068,185	39.52%	85,674,981	46,027,491	53.72%
TOTAL EXPENDITURES	\$2,225,765,872	\$962,397,627	43.24%	\$2,149,214,679	\$1,051,996,065	48.95%
SURPLUS / (DEFICIT)	(\$326,604,305)	(\$664,264,957)		(\$166,605,927)	(\$511,324,065)	
OTHER FINANCING SOURCES / (USES)						
7900 Other Financing Sources	\$97,000,000			\$103,129,357		
8900 Other Financing Uses	(16,405,274)			(16,395,650)		
TOTAL OTHER FINANCING SOURCES / (USES)	\$80,594,726			\$86,733,707		
Net change in Fund Balances	(\$246,009,579)			(\$79,872,220)		
Beginning Fund Balance *	\$1,047,196,700			\$1,127,068,920		
Projected Ending Fund Balance	\$801,187,120			\$1,047,196,700		

Debt Service Major Object

For the Period Ending December 31

	Fiscal Year 2024-2025			Fiscal Year 2023-2024		
	Adopted Budget as of July 1, 2024	Actual as of December 31, 2024	YTD % of Budget	Final Budget as of June 30, 2024	Actual as of December 31, 2023	YTD % of PY Actual
REVENUES						
5700 Local sources	\$371,396,035	\$36,409,631	9.80%	\$366,211,302	\$97,749,890	26.69%
5800 State sources	\$17,168,780	\$16,323,934	95.08%	\$17,973,535	\$15,415,633	85.77%
5900 Federal sources	0	\$0		0	\$0	
TOTAL REVENUE	\$388,564,815	\$52,733,565	13.57%	\$384,184,837	\$113,165,523	29.46%
EXPENDITURES FUNCTIONS						
6500 Debt Service	374,371,606	44,535,136	11.90%	409,281,911	51,654,079	12.62%
TOTAL EXPENDITURES	\$374,371,606	\$44,535,136	11.90%	\$409,281,911	\$51,654,079	12.62%
SURPLUS / (DEFICIT)	\$14,193,209	\$8,198,429		(\$25,097,074)	\$61,511,444	
OTHER FINANCING SOURCES / (USES)						
7900 Other Financing Sources	\$21,166,025			\$22,256,775		
8900 Other Financing Uses	\$0			\$0		
TOTAL OTHER FINANCING SOURCES / (USES)	\$21,166,025			\$22,256,775		
Net change in Fund Balances	\$35,359,234			(\$2,840,299)		
Beginning Fund Balance *	\$123,816,823			\$126,657,122		
Projected Ending Fund Balance	\$159,176,057			\$123,816,823		

Child Nutrition Major Object

For the Period Ending December 31

		Fiscal Year 2024-2025			Fiscal Year 2023-2024		
		Adopted Budget as of July 1, 2024	Actual as of December 31, 2024	YTD % of Budget	Final Budget as of June 30, 2024	Actual as of December 31, 2023	YTD % of PY Actual
REVENUES							
5700	Local sources	7,984,095	4,569,183	57.23%	8,823,232	4,160,986	47.16%
5800	State sources	458,239	0	0.00%	458,239	0	0.00%
5900	Federal sources	138,503,473	63,140,593	45.59%	141,934,423	57,321,275	40.39%
	TOTAL REVENUE	\$146,945,807	\$67,709,777	46.08%	\$151,215,894	\$61,482,261	40.66%
EXPENDITURES FUNCTIONS							
6100	Personnel Costs	55,185,209	25,058,963	45.41%	57,825,091	22,669,650	39.20%
6200	Professional & Contracted Services	5,299,640	2,402,670	45.34%	12,412,070	3,450,622	27.80%
6300	Supplies & Materials	75,408,477	37,979,234	50.36%	78,553,646	33,828,094	43.06%
6400	Other Operating Costs	10,092,209	4,838,244	47.94%	8,995,524	4,166,776	46.32%
6600	Capital Costs	816,300	387,269	47.44%	2,851,267	678,853	23.81%
	TOTAL EXPENDITURES	\$146,801,835	\$70,666,380	48.14%	\$160,637,597	\$64,793,995	40.34%
	Net change in Fund Balances	\$143,972	(\$2,956,603)		(\$9,421,703)	(\$3,311,734)	
	Beginning Fund Balance *	\$62,689,022			\$72,110,725		
	Projected Ending Fund Balance	\$62,832,994			\$62,689,022		



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

2/13/2025

3.

Office of the School Board

Consideration And Adoption Of Resolution Approving Contingent Fee Legal Services Agreement, Including Findings Needed For Submission Of Contingent Fee Legal Services Agreement And Request For Expedited Review By The Texas Attorney General

The Houston Independent School District (HISD) School Board is asked to adopt a resolution approving a legal services agreement with the firms Thompson and Horton, LLP; Eiland and Bonnin, PC; and O'Hanlon, Demerath and Castillo, PC; regarding social media multi-district litigation.

The resolution recites that the board finds that there is a need for these services, that the services cannot be provided by current HISD staff, and that obtaining the services without contingency would be cost prohibitive. The resolution also recites the qualifications of these firms to provide such services.

A copy of the above-referenced resolution is attached to this item.

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 attached resolution approving a contingent fee legal services agreement with Thompson and Horton, LLP; Eiland and Bonnin, PC; and O'Hanlon, Demerath and Castillo, PC; effective February 14, 2025.

HOUSTON INDEPENDENT SCHOOL DISTRICT
BOARD OF MANAGERS RESOLUTION APPROVING
THE CONTINGENT FEE LEGAL SERVICES CONTRACT
WITH THOMPSON & HORTON, LLP, EILAND & BONNIN, PC, AND
O'HANLON, DEMERATH & CASTILLO, PC

After having provided adequate notice as required by Sec. 2254.1036 of the Texas Government Code, the approval of the Contingent Fee Legal Services Agreement ("Agreement") with Thompson & Horton, LLP, Eiland & Bonnin, PC, and O'Hanlon, Demerath & Castillo, PC, is approved and the Superintendent or any member of the Board of Managers of the Houston Independent School District is authorized to execute this Agreement.

After exercising its due diligence, the Houston Independent School District ("District") Board of Managers finds that:

1. There is a substantial need for the legal services to be provided pursuant to the Agreement;
2. These legal services cannot be adequately performed by the attorneys and supporting personnel of the District at a reasonable cost;
3. The specialized legal services, advancement of expenses, and compensation on a contingent fee basis required by this agreement cannot be performed by the attorneys and supporting personnel of Houston Independent School District because the District does not have the capacity to devote attorney resources to pursue the litigation. The firms have specialized knowledge and experience regarding Multi-District Litigation and related analysis and legal remedies under both Texas and federal law on a contingent fee basis. In addition, the District does not have budgeted the financial resources necessary to compensate competent and experienced attorneys and staff regarding Multi-District Litigation as District employees or to reasonably compensate a firm in private practice with the necessary experience under a contract providing for payment on an hourly basis without contingency.
4. Due to the complexity of the matter and expected difficulties in performing the legal work for this matter, the risk of no recovery, the expected expenses, including expert witness fees and other litigation costs, a reasonable hourly fee for a firm in private practice to prosecute this matter would exceed the amount for which the District would be able to adequately budget and expend financial resources. The District also does not have the financial resources required to pay the additional, significant costs of implementing appropriate infrastructure and technology necessary to fully and properly perform the needed legal services. The District also does not have the financial resources required to properly pursue its claims and causes of action, including to retain independent experts as testifying witnesses and to finance all costs of litigation through final resolution of the matter. Additionally, many law firms that handle large, complex matters strictly on an hourly basis have institutional clients, including social media corporations, and it would be difficult to find a firm with the required experience that does not have a conflict of interest that would hinder the firm's ability to effectively represent the District. The

proposed law firms have certified that they have no such conflict of interest in representing Houston Independent School District.

5. The legal services cannot be reasonably obtained from attorneys in private practice charging hourly fees without contingency because a contract to pay attorneys on an hourly basis without contingency would represent an additional and significant cost to Houston Independent School District. Furthermore, the District would be responsible for payment of all costs and expenses of the litigation through appeals, including to retain independent experts as testifying witnesses and to finance all discovery expenses and other costs of litigation through final resolution of the matter. The District does not have the financial resources necessary to pay for these additional and significant expenses necessitated by this social media multi-district litigation.
6. Thompson & Horton, LLP, Eiland & Bonnin, PC, and O'Hanlon, Demerath & Castillo, PC, are well qualified and competent to perform the legal services required to comply with the terms of this Agreement.
7. Thompson & Horton, LLP, is a full-service school law firm whose mission is to provide the highest quality personalized legal service to public and private schools, institutions of higher education, local governments, and private individuals and companies. Thompson & Horton attorneys have unique and specialized qualifications based on several hundred years of combined experience. Leaders in the field, their attorneys have been directly involved in many of the most significant court cases, administrative decisions, and public policy developments affecting their clients over the past 40 years. Thompson & Horton has represented the District for over 10 years. Thompson & Horton discussed the social media litigation with the District in January 2025. Thompson & Horton introduced Eiland & Bonnin to the District to consider the social media litigation in January 2025. Thompson & Horton included O'Hanlon, Demerath & Castillo in conversation with the District to consider the social media litigation in January 2025.
8. Eiland & Bonnin, PC, engages in complex contingent fee litigation which has required the investment of hundreds of thousands to millions of dollars of litigation expenses. Lawyers in the firm have served in past MDL leadership committees. The firm has worked in many high-profile litigations like the MGM Grand Las Vegas Mass Shooting, Syngenta GMO Corn, and BP Texas City Refinery Explosion. After 20 years of service as a member of the Texas House of Representatives for Districts 23 & 24, Craig Eiland has a unique understanding of what elected officials and public entities are confronted with when navigating complex litigation. Mr. Eiland regularly advises multiple Texas school districts in litigation. Mr. Eiland regularly advises multiple Texas school districts in litigation. Thompson & Horton has represented the District for over 10 years. The inception of the relationship between Eiland & Bonnin and the District began when Thompson & Horton introduced Eiland & Bonnin to the District in January 2025 to consider the social media litigation.
9. O'Hanlon, Demerath & Castillo, PC, regularly serves school districts across the state of Texas in a general counsel capacity and maintains a principal office in

Austin, Texas, and also offices in Pharr, San Antonio, and Fort Worth. The firm has litigated statewide high profile public education related cases such as the No Pass No Play, the A-F litigation and multiple Edgewood decisions related to the school finance system. After serving as General Counsel for the Texas Education Agency and litigating various high-profile issues for the public education system for the Attorney General of Texas, Kevin O’Hanlon founded the firm in 1992 to serve the needs of Public Entity clients. Justin Demerath regularly represents Texas School Districts on a contingent fee basis, often in property damage insurance recovery. He operates a contingent fee litigation practice within the firm that has recovered millions of dollars in recovery in high-profile multi-district litigations, including Syngenta GMO Corn, General Motors ignition switch recall, Transvaginal mesh, and NFL concussion litigation, as well as serving in leadership of cases that garnered national attention like the Sutherland Springs Mass Shooting. Thompson & Horton has represented the District for over 10 years. O’Hanlon, Demerath & Castillo has previously intermittently represented the District in various areas of practice as external counsel for more than 15 years. Thompson & Horton included O’Hanlon, Demerath & Castillo in conversation with the District in January 2025 to consider the social media litigation.

10. The approval of this Agreement with Thompson & Horton, LLP, Eiland & Bonnin, PC, and O’Hanlon, Demerath & Castillo, PC, is the result of an arm’s length transaction between the District and Thompson & Horton, LLP, Eiland & Bonnin, PC, and O’Hanlon, Demerath & Castillo, PC, and is fair and reasonable. The relationship between the Houston Independent School District or the District’s Board of Managers and the law firms being retained is not improper and would not appear improper to a reasonable person.
11. Additionally, time is of the essence in the provision of these legal services. Potentially impending legal deadlines require urgent action by counsel.

ADOPTED this ____ day of _____, 202__ at a duly called meeting of the Houston Independent School District Board of Managers.

Ric Campo,
Board President

Angela Lemond Flowers,
Board Secretary



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

2/13/2025

4.

Office of the School Board

Consideration And Adoption Of Contingent Fee Legal Services Agreement With Thompson & Horton, LLP; Eiland & Bonnin, PC; And O'Hanlon, Demerath & Castillo, PC

The Houston Independent School District (HISD) School Board is asked to adopt a contingent fee legal services agreement with the firms Thompson and Horton, LLP; Eiland and Bonnin, PC; and O'Hanlon, Demerath and Castillo, PC; regarding social media multi-district litigation.

COST/FUNDING SOURCE(S): Costs and funding sources are as described in the agreement.

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board adopts the contingent fee legal services agreement with the firms Thompson and Horton, LLP; Eiland and Bonnin, PC; and O'Hanlon, Demerath and Castillo, PC; regarding social media multi-district litigation, effective February 14, 2025.



2/13/2025

5.

Office of the Superintendent of Schools

Office of Academics

Approval Of The 2024-2025 Targeted Improvement Plans For The Houston Independent School District Comprehensive Support Intervention-Identified Campuses

A Title I campus with a Closing the Gaps (CTG) scaled score in the bottom five percent of its school type is identified for Comprehensive Support Intervention (CSI). The Texas Education Agency (TEA) determines this by rank-ordering CTG scores of Title I campuses within each school type (elementary, middle, high school/kindergarten-12th grade, and alternative education).

To exit CSI status, campuses must:

1. Submit a Targeted Improvement Plan (TIP) for 2024-2025.
2. Avoid ranking in the bottom five percent of their school type's CTG domain for two consecutive years.
3. Achieve a CTG domain scaled score higher than their original identification score by the end of the second year.

As required by the TEA, the Houston Independent School District (HISD) has developed TIPs for all CSI-identified campuses. These plans address performance gaps, implement evidence-based strategies, and establish measurable goals to improve student achievement. Their development included student performance and root cause analyses, stakeholder engagement through public hearings, and alignment with the TEA's Continuous Improvement Framework.

Thirty-five out of the thirty-seven HISD campuses that are CSI-identified are New Education System (NES) schools. For these campuses, the NES framework serves as the core strategy within their TIPs. This framework, grounded in systemic reform, aligns with identified needs, addresses performance challenges, and supports sustainable, long-term improvement.

Board approval is requested to submit the finalized TIPs to the TEA, with the unified improvement strategy centered on the NES framework. A summary of the unified plan is provided, and individual campus-level TIPs are available upon request.

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 TIPs for submission to the TEA, affirming HISD's commitment to addressing performance challenges at CSI campuses and meeting state intervention requirements, effective February 14, 2025.

Houston ISD: Comprehensive Targeted Improvement Plan

Summary for 2024-2025

Submitted: 2/13/2025

Prepared For: Houston ISD School Board

Prepared By: Alisha Wildman, *Assessment, Accountability & Compliance*

Background

A Title I campus is identified for Comprehensive Support Intervention (CSI) by the Texas Education Agency (TEA) if its "Closing the Gaps" (CTG) scaled score ranks in the bottom 5% of schools within the same type (elementary, middle, high school/K-12, or alternative education). Additionally, any Title I or non-Title I campus that fails to achieve a 66.7% six-year federal graduation rate for the all-students group is also designated for CSI by TEA.

To exit CSI status, campuses must:

1. Submit a Targeted Improvement Plan (TIP) for 2024–2025.
2. Avoid ranking in the bottom 5% of their school type's CTG domain for two consecutive years.
3. Achieve a CTG domain scaled score higher than their original identification score by the end of the second year.
4. If identified as CSI based solely on a low graduation rate, they must have a four or six-year federal graduation rate of at least 66.7% for two consecutive years.

Executive Summary

This summary outlines the Targeted Improvement Plans (TIPs) for 37 Houston ISD campuses requiring strategic intervention, focusing on key areas for growth, actionable strategies, and accountability measures to meet district and state expectations.

Campuses identified for Comprehensive Support Intervention:

New Education System (NES)			PUA
Almeda ES Askew ES Atherton ES Benavidez ES Burrus ES Codwell ES Coop ES Cullen MS Dogan ES Durkee ES Elmore ES Fleming MS	Fondren MS Forest Brook MS Henry MS Hilliard ES Hobby ES Holland MS Key MS Lewis ES Looscan ES Madison HS Marshall ES Milne ES	Ortiz MS Paige ES Reagan Ed Ctr K-8 Revere MS Reynolds ES Sharpstown HS Wainwright ES Washington HS Wesley ES Yates HS	High School Ahead Acad MS Liberty HS Middle College HS – Gulfton

All campuses were identified for Comprehensive Support Intervention due to low performance in Closing the Gaps, except for Liberty HS and Middle College HS – Gulfton, which were identified due to low graduation rate.

The Targeted Improvement Plans for all campuses focus on one or more of the following key priorities:

1. Enhancing academic performance in Reading and Math across all student groups.
2. Improving student attendance and fostering greater engagement.
3. Supporting pathways to graduation and reducing dropout rates.

Summary of Strategy & Intervention

For NES campuses, the NES framework serves as the core strategy within their TIPs. This framework, grounded in systemic reform, aligns with identified needs, addresses performance challenges, and supports sustainable, long-term improvement.

	New Education System (NES)	PUA
Strategy	<p>All NES Campuses</p> <p>The New Education System (NES) in HISD is a comprehensive reform initiative designed to dramatically improve academic outcomes and prepare students for success in the modern world. Through innovative staffing models, enhanced teacher compensation, rigorous instructional programs, critical-thinking courses, and diverse enrichment opportunities, NES aims to close achievement gaps, foster a culture of excellence, and ensure all students graduate equipped for future challenges</p>	<p>High School Ahead Academy MS</p> <p>Our strategy is to provide over-age middle school students a pathway to success through an accelerated curriculum, high school credit opportunities, and personalized support in a small, nurturing environment. By addressing attendance, behavior, and academic challenges, we help students regain momentum toward graduation while connecting learning to future college and career opportunities. Our approach fosters resilience and equips students to overcome challenges both in and out of school.</p> <p>Liberty HS, Middle College HS – Gulfton</p> <p>Our strategic focus is on empowering non-traditional, overage students by offering a second chance to graduate through innovative, research-based approaches. By prioritizing flexible scheduling options (i.e., night school) and pathways, combined with personalized support and rigorous academic programming, we can address unique challenges, close achievement gaps, and prepare students for success in both graduation and post-secondary opportunities.</p>

The Targeted Improvement Plans for all HISD campuses include one or more of the following evidence-based interventions:

Evidence-Based Interventions	<p>1. Make data part of an ongoing cycle of instructional improvement.</p> <p>Rationale: NES emphasizes frequent, real-time assessments, such as Demonstration of Learning (DOL), to monitor student understanding, enabling</p>
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Evidence-Based Interventions	<p>teachers to quickly identify students needing additional support and adjust their instructional strategies. Additionally, all HISD campuses leverage data from regular classroom observations (SPOTs) conducted by district leadership to guide strategic coaching, helping teachers build on their strengths and grow professionally. By integrating real-time student data with targeted coaching, this intervention ensures that data-driven practices enhance both teacher development and student success.</p>
	<p>2. Systematic Instruction: Provide systematic instruction during intervention to develop student understanding of mathematical ideas.</p> <p>Rationale: Direct grade-level instruction, targeted small-group support, and re-teaching for learners aligns with providing systematic and structured instruction to develop mathematical understanding.</p>
	<p>3. Routinely use a set of comprehension-building practices to help students make sense of the text.</p> <p>Rationale: HISD's emphasis on high-quality instruction includes actively engaging students through reading, writing, and discussing during lessons, particularly in NES schools.</p>
	<p>4. Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school.</p> <p>Rationale: The NES model supports dropout prevention in secondary schools by addressing key factors that contribute to student disengagement and providing robust academic and extracurricular support. PUA campuses like Liberty HS and Middle College HS – Gulfton offer flexible pathways and scheduling (night school), personalized support, and rigorous academic programs to prevent dropout.</p>

Soliciting Stakeholder Feedback (Public Hearing)

Each Houston ISD campus identified for Comprehensive Support and Intervention (CSI) will hold public hearings for their Targeted Improvement Plan (TIP) between January and February 2025. These hearings offer a formal platform to present the reasons behind each campus's accountability rating, outline improvement strategies, and engage the community. Stakeholders are welcomed to offer input, ensuring their voices are heard in the development of the final TIP submission.

Resource Allocation

New Education System (NES)	
1. Instructional Support Resources	<ul style="list-style-type: none"> Dedicated Learning Coaches and Teacher Apprentices: Learning coaches support students during differentiated instruction and are the primary support for teachers, and Teacher Apprentices are available to ensure students have high-quality instruction every day by supporting in the classroom and stepping in when a teacher of record is absent.
2. Staffing Enhancements	<ul style="list-style-type: none"> Competitive Salary: Increased average teacher salary across the district. Additionally, HIS offers increased salaries for educators committed to working on NES campuses.
3. Professional Development	<ul style="list-style-type: none"> Instructional Staff and Leadership: Workshops on data-driven instruction; Professional Learning Communities (PLCs) to collaborate and enhance instructional practices.
4. Extended Building Hours	

- **Hours:** To better support students and working families, NES campuses have extended hours outside of the instructional day (open earlier, close later).

5. Student Experiences & Enrichment

- **Travel:** Free trips for middle school students to experience new places and cultures

PUA

Available upon request for High School Ahead Academy MS, Liberty HS, and Middle College HS – Gulfton

Progress Monitoring & Accountability

Campuses have set goals aligned with the needs identified in their root cause analyses, as outlined in both their School Action Plans. Progress will be measured via:

- **Data Reviews:** Data meetings to analyze interim assessments of all students and student groups of concern.
- **Campus Walkthroughs:** Monthly walkthroughs with Division leaders focusing on fidelity of strategy implementation.
- **Weekly Attendance Monitoring and Intervention:** Houston ISD partners with EveryDay Labs to monitor students' attendance and intervene depending on a student's tier. Attendance is monitored weekly, and trends are shared with division/campus leaders.

Board approval is required to submit the finalized Targeted Improvement Plans (TIPs) to the Texas Education Agency (TEA). This includes approval of the New Education System (NES) framework as the unified improvement strategy, along with the strategies specific to the three campuses not included in the NES framework.

Board Approval: _____

Date _____



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

2/13/2025

6.

Office of the School Board

Review Of The Board's Quarterly Self-Evaluation

The School Board is asked to review its self-evaluation for the October-December 2024 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 the quarterly self-evaluation for October-December 2024, effective February 14, 2025.

Lone Star Governance Q5 Progress Tracker

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 Results

BASELINE: The board conducted a baseline self-evaluation in September 2023 at a regional LSG workshop. Unsurprisingly, the board's baseline was zero.

Q1 Results: The self-evaluation score for work completed in this quarter was 31 points. This progress was made because the board had completed the process of adopting their student outcome goals, goal progress measures, superintendent constraints, and constraint progress measures in the Fall and early Winter.

Q2 Results: The self-evaluation score for work completed in this quarter was 53 points. This increase came as a result of the board's progress monitoring practice and efficiencies in The Board's meeting management processes. Because this quarter is when the board began progress monitoring, the governance team also began keeping track of how much of that time was spent monitoring progress toward achieving the student outcome goals. During this quarter, the board spent 51.68% of its Board Authorized Public Meeting Minutes focused on their adopted Goals.

Q3 Results: The board of managers estimates their self-evaluation score to be 35 points for the months of April, May, and June 2024. The score declined primarily due to a reduction in the time spent in board-authorized public meetings monitoring student outcome goals. It is common for this metric to fluctuate across quarters. The takeaway from this quarter is that the board has met the 50% time-use threshold in the previous quarter, and it is reasonable to believe that the board can and will meet that threshold again.

Q4 Reporting Results- Overall Q4 evaluation results are rolled into the annual results

- Time Use- 31.9%
- 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- 2/5 points
- Progress and Accountability 1- 9/15 points
- Progress and Accountability 2- 4/5 points
- Systems and Processes- 4/15 points
- Advocacy and Engagement- 1/10 points*
- Synergy and Teamwork- 0/10 points*

Current Quarter Results (October, November, December 2024)

- 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- 2/5 points
- Progress and Accountability 1- 12/15 points
 - Quarterly Time-Use- 37.24%
- Progress and Accountability 2- 4/5 points
 - The board engaged in an annual board self-evaluation on November 14, 2024
- Systems and Processes- 4/15 points
- Advocacy and Engagement- 1/10 points*
- Synergy and Teamwork- 0/10 points*

Next Implementation Priorities:

- **Move to “Meets Focus” in Vision and Goals 4**
 - Refinement of Constraint #3 language took place in January 2025. The board will receive credit at the next quarterly self-evaluation.
- **Move to the “Masters Focus” level in the “Progress and Accountability 1” category.**
 - Spend an average of at least 50% of minutes in all board-authorized public meetings monitoring student outcome goals.
- **Move to the “Meets Focus” level in the “Systems and Processes” category.**
 - All board authorized public meetings must be accounted for, regardless whether the district broadcasts them or not.
- **Move to the “Approaches Focus” level in the “Synergy and Teamwork” category.**
 - Now that the board has adopted board constraints, it must establish a process to self-evaluate on them.

Next Quarterly Self-Evaluation:

- April 2025
- Evaluating January - March 2025

TEXAS FRAMEWORK: VISION AND GOALS

Vision and Goals 1: The board has adopted student outcome goals

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

TEXAS FRAMEWORK: VISION AND GOALS

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

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

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 .		<ul style="list-style-type: none"> ✓ adopted 1 to 5 superintendent constraints; and ✓ owned the constraint development process while working collaboratively with the superintendent. 		<ul style="list-style-type: none"> ✓ Each superintendent constraint describes a single operational action or class of actions the superintendent may not use or allow. 		<ul style="list-style-type: none"> ✓ 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. 		<ul style="list-style-type: none"> □ 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>	
<input type="checkbox"/> The board does not have superintendent constraint progress measures (CPMs) .		<input checked="" type="checkbox"/> The board has adopted CPMs for each superintendent constraint . <input checked="" type="checkbox"/> The superintendent owned the CPM development process while working collaboratively with the board. <input checked="" type="checkbox"/> The status of each adopted CPM is able to be updated multiple times during each school year.		<input checked="" type="checkbox"/> The board has adopted no more than three CPMs for each superintendent constraint . <input checked="" type="checkbox"/> All CPMs include: <ol style="list-style-type: none"> 1. a one- to five-year deadline of a month and year; 2. a baseline of a month and a year; and 3. annual targets. 		All board members and the superintendent agree that the superintendent CPMs <input checked="" type="checkbox"/> will challenge the organization to focus on the vision; <input type="checkbox"/> will challenge the organization to uphold community values; <input type="checkbox"/> are all predictive of their respective constraint ; and <input checked="" type="checkbox"/> are influenceable by the superintendent.		All board members and the superintendent agree there is broad community ownership of the superintendent CPMs through involvement and communication with students, staff, and community members.	

TEXAS FRAMEWORK: Progress and Accountability

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

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

TEXAS FRAMEWORK: Progress and Accountability

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

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

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

TEXAS FRAMEWORK: Systems and Processes

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

Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	4	Meets Focus	12	Masters Focus	15
<i>The board does not meet focus if any of the following are true:</i>		<i>The board is preparing to focus if the following is true.</i>		<i>The board approaches focus if all prior conditions and the following are true.</i>		<i>The board meets focus if all prior conditions and the following are true.</i>		<i>The board masters focus if all prior conditions and the following are true.</i>	
<ul style="list-style-type: none"> <input type="checkbox"/> The board has not received a monitoring report. <input type="checkbox"/> There were six or more board authorized public meetings in a month (unless a state of emergency was declared). <input type="checkbox"/> Any meeting of the board lasted longer than eight hours. <input type="checkbox"/> Board members did not receive the final version of materials to be voted on at least three calendar days in advance of the board authorized public meeting. 		<p>The board receives and votes to accept monitoring reports that include</p> <ul style="list-style-type: none"> ✓ the student outcome goal and GPM or constraint and CPM being monitored; ✓ 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. 		<p><input checked="" type="checkbox"/> All consent-eligible items were placed on the consent agenda and more than 75% of the items were voted on using a consent agenda.</p> <p><input checked="" type="checkbox"/> The adopted monitoring calendar has not been modified during the past quarter.</p>		<p><input type="checkbox"/> Board authorized public meetings in the last quarter did not exceed</p> <ol style="list-style-type: none"> 1. an average of four meetings per month; 2. an average of three hours per meeting; and 3. an average of five other topics per meeting. <p><input type="checkbox"/> The board has</p> <ol style="list-style-type: none"> 1. reviewed its existing local policies; and 2. only adopted local policies pertaining to board work. 		<p><input type="checkbox"/> Board authorized public meetings in the last quarter did not exceed</p> <ol style="list-style-type: none"> 1. an average of three meetings per month; 2. an average of two hours per meeting; and 3. an average of three other topics per meeting. <p><input type="checkbox"/> Board members received the final materials to be voted on at least seven calendar days before the public meeting.</p> <p><input type="checkbox"/> 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).</p>	

TEXAS FRAMEWORK: Advocacy and Engagement

Advocacy and Engagement: The board promotes the vision

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>	
<ul style="list-style-type: none"> <input type="checkbox"/> The board has not publicly communicated the board adopted student outcome goals. <input type="checkbox"/> The board has not arranged for any community engagement activities during the previous 12-month period beyond public comments during board authorized public meetings and/or required hearings. 		<p>The board has a two-way communication system in place where the board members at least once per year</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> listen for and discuss the vision and values of their students; and <input checked="" type="checkbox"/> listen for and discuss the vision and values of their staff and community members. 		<p>The board has</p> <ul style="list-style-type: none"> <input type="checkbox"/> provided time during regular scheduled board-authorized public meetings to recognize the accomplishments of its students and staff regarding progress on student outcome goals; and <input type="checkbox"/> hosted a community meeting to discuss progress toward student outcome goals within each feeder pattern with low performing campuses during the previous 12-month period. 		<p>The board</p> <ul style="list-style-type: none"> <input type="checkbox"/> displays and keeps updated the status and targets of all student outcome goals and GPMs permanently and publicly in the room in which the board most frequently holds regularly scheduled meetings; and <input type="checkbox"/> has led or co-led at least one training on Lone Star Governance for its community during the previous six-month period. 		<ul style="list-style-type: none"> <input type="checkbox"/> Students have been included in at least one Lone Star Governance training or two-way communication meeting in the previous 12-month period. <input type="checkbox"/> Newly selected board members have received an orientation on Lone Star Governance by fellow board members or an LSG Coach prior to being seated. 	

TEXAS FRAMEWORK: Synergy and Teamwork

Synergy and Teamwork: The board works collaboratively and with the superintendent to lead toward the vision.

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>	
<ul style="list-style-type: none"> <input type="checkbox"/> The board has not adopted board operating procedures. <input type="checkbox"/> The board does not have a policy that contains a template of ethics and conflicts of interest statement; <input type="checkbox"/> The board has not achieved a quorum in two or more board-authorized public meetings during the previous three months. <input type="checkbox"/> Board members serve on committees formed by superintendent or staff, unless serving is required by law. <input type="checkbox"/> A board member voted on an item for which they had a conflict of interest, as defined by law, during the previous three months. 		<p>The board</p> <ul style="list-style-type: none"> <input type="checkbox"/> affirms that at least every two years, it has reviewed all policies governing board operating procedures; <input checked="" type="checkbox"/> affirms that all members have signed the ethics and conflict of interest statement in the past 12 months; <input checked="" type="checkbox"/> agrees that a committees' role is to advise the board, not to advise the staff; <input checked="" type="checkbox"/> agrees that a board officers' role is to advise the board, not to advise the staff; and <input checked="" type="checkbox"/> maintained a quorum throughout all regularly scheduled meetings for the past three months. 		<p>The board</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> agrees that every member is responsible for the outcomes of all students, not just students in their region of the school system; <input type="checkbox"/> maintained an average attendance of 70% or higher throughout all regularly scheduled board meetings over the previous three months; and <input checked="" type="checkbox"/> has set the expectation that information provided to one board member is provided to all board members. 		<p>The board</p> <ul style="list-style-type: none"> <input type="checkbox"/> maintained an average attendance of 80% or higher throughout all regularly scheduled board meetings over the previous three months; <input type="checkbox"/> agrees that all members have adhered to all policies governing board operating procedures; <input type="checkbox"/> agrees that every member has completed all statutorily required trainings; and <input type="checkbox"/> rather than the superintendent, led the completion of Lone Star Governance tasks. 		<p>All board members and the superintendent</p> <ul style="list-style-type: none"> <input type="checkbox"/> have completed the Lone Star Governance Workshop; <input type="checkbox"/> agree that all board members have adhered to all adopted board constraints during the previous three months; and <input type="checkbox"/> agree that no board member has given operational advice or instructions to staff members during the previous three months. 	

QUARTERLY PROGRESS TRACKER

School Board: Houston ISD				Date: January 13, 2025		Quarter: 5
Framework	Three Quarters Ago	Two Quarters Ago	One Quarters 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	3	3	9	9	9	10
Vision and Goals 4	4	2	2	2	4	5
Progress and Accountability 1	15	4	9	12	15	15
Progress and Accountability 2	2	0	4	4	4	5
Systems and Processes	4	4	4	4	4	15
EXIT CRITERIA TOTAL	52	37	52	55	59	80
Advocacy and Engagement	1	1	1	1	1	10
Synergy and Teamwork	0	0	0	0	3	10
Total						

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
	31.9%		

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.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

2/13/2025

7.

Office of the School Board

Approval Of A Director Reappointment To Position 1 Of The Houston Independent School District Public Facility Corporation Board Of Directors

The Houston Independent School District (HISD) Public Facility Corporation (PFC) was created in 1997 to assist the school district in the financing of public-school facilities.

The corporation has a board of directors with rotating terms of office. It is recommended that Ric Campo, whose current term expires in March 2025, be reappointed to Position 1. The new term will expire in March 2028.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board approves the reappointment of Ric Campo to Position 1 of the HISD PFC Board of Directors for the term from March 2025 to March 2028, effective February 14, 2025.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

2/13/2025

8.

Office of the School Board

Adoption Of Resolution To Pay Employees Related To Closure For Winter Storm Enzo On January 21-22, 2025

The Houston Independent School District (HISD) School Board is asked to adopt a resolution authorizing payment to employees for January 21-22, 2025. The administration recommends that impacted district staff receive compensation for this date during which they did not report to work due to a districtwide closure of schools and facilities necessitated by winter storm Enzo on January 21-22, 2025. The administration further recommends that staff members be paid in accordance with CKC8 (REGULATION) and other guidelines issued by the chief financial officer.

The resolution recites that the board finds that a public purpose and a benefit to HISD exist to pay impacted employees for the days missed due to the aforementioned districtwide closures at schools and district facilities.

A copy of the above-referenced resolution is attached to this item.

COST/FUNDING SOURCE(S): Funds are budgeted in the 2024-2025 operating budget.

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board adopts the resolution related to the payment of employees during the closure of district schools, offices, and facilities on January 21-22, 2025, due to winter storm Enzo, effective immediately.

RESOLUTION

WHEREAS inclement weather conditions, specifically winter storm Enzo, resulted in the decision to close all schools and facilities in the Houston Independent School District ("HISD" or "district") on January 21–22, 2025; and

WHEREAS HISD salaried employees who were unable to report to duty, including teachers, school-based administrators, and central office staff will be paid as normal without having to work make-up days; and

WHEREAS HISD scheduled hourly employees who are paid for hours actually worked will not have the opportunity to work make-up days to compensate for the days that the district was closed on January 21–22, 2025; and

WHEREAS the HISD 2024–2025 calendar and related duty schedules have been affected for some employees by these events; and

WHEREAS the HISD School Board ("Board") believes it is in the best interests of HISD for the remainder of the 2024–2025 12-month calendar and duty schedule to remain in effect as designated by the administration and originally adopted by the Board; and

WHEREAS the Board has determined that the days missed due to a districtwide closure should not be made up by impacted HISD employees, and that payment should be made to employees in accordance with CKC8(REGULATION); and

WHEREAS this resolution is not meant to excuse the failure to report to duty on January 21–22, 2025, by any employees who were instructed by the administration to do so, or who were required by contract or job description to report for duty, and who are emergency services personnel or whose presence is necessary to provide for the safety and well-being of the general public;

NOW THEREFORE, be it resolved by the Board that:

1. All the above-referenced paragraphs are incorporated into and made a part of this resolution; and
2. The Board determines that the workdays missed on January 21–22, 2025, by district employees due to a districtwide closure resulting from winter storm Enzo need not be made up by impacted HISD employees; and
3. The Board finds that a public purpose and a benefit to HISD, and therefore a public benefit, exists to excuse and/or forgive the absence of district employees due to the impact of unprecedented weather on district operations, and that payment for such days is necessary for both salaried and scheduled hourly employees, in the operation of the public schools as provided by Texas Education Code §45.105; and
4. The Board hereby authorizes the Superintendent of Schools to pay employees for the days of absence and work location closure necessitated by winter storm Enzo as set forth in HISD Board Policy and district practice; and
5. The Board hereby ratifies and approves, to the extent permitted by law, all actions taken by the Superintendent in the exercise of his discretion, as a result of winter storm Enzo through the effective date of this Resolution. This ratification is necessary to ensure no disruption in pay to the impacted employees.

Approved this _____ day of February, 2025.

By: _____
Ric Campo
HISD Board President

Attest:

By: _____
Angela Lemond Flowers
HISD Board Secretary



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

2/13/2025

9.

Office of the Superintendent of Schools

Office of Finance and Operations

Approval Of Vendor Awards For Purchases Which Cost \$1,000,000 Or More And Purchases Associated With A Board-Approved Cooperative Or Intergovernmental Interlocal Agreement

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 minority- and woman-owned business enterprise procedures. All contracts are negotiated and executed with the supplier(s) providing the best overall value for the district.

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

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board approves vendor awards for purchases which cost \$1,000,000 or more and purchases associated with a board-approved cooperative or intergovernmental interlocal agreement, effective February 14, 2025.

Approval of Project
Recommended for 2/13/2025 Board Agenda

Project Information	25-07-02 – RFP / Communications Support and Services – (Hardy) – (CPAC)
Project Description	The purpose of this project is to obtain communication services and support districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$3,000,000 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 and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from February 14, 2025, through February 13, 2026, with two automatic annual renewals, not to extend beyond February 13, 2028.
Amount not to Exceed (Project Term)	\$3,000,000

Recommended Vendor(s) for Approval	M/WBE Commitment
ABSB Resources dba Caissa K12 Communications, LLC	B-50%
BEYOUNDTHEWRDS, INC., dba BEYOUNDTHEWRDS STUDIOS FOUNDATION, INC.	NP-0%
BrandEra, Inc.	A-100%
Loren McCray dba McCray Consulting Squared, LLC (Mc2)	A-100%
Sweet Sharks, LLC, dba Matterlab	A-100%

**Approval of Project
Recommended for 2/13/2025 Board Agenda**

Project Information	25-11-07 – RFP / Nursing Services – (Contreras) – (COE)
Project Description	The purpose of this project is to obtain nursing and healthcare services for eligible students with complex medical needs, including procedures that are invasive in nature and are considered necessary to sustain life, and for the Special Education Department per the Admission, Review, and Dismissal/Individual Education Program (ARD/IEP) Committee. Based on annual appropriations, the projected expenditure is not to exceed \$15,000,000 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 and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from February 14, 2025, through February 13, 2026, with two automatic annual renewals, not to extend beyond February 13, 2028.
Amount not to Exceed (Project Term)	\$15,000,000

Recommended Vendor(s) for Approval	M/WBE Commitment
24/7 AllStaff, LLC, dba 24/7 AllStaff	A-100%
Ad-A-Staff, Inc.	B-35%
Amergis Healthcare Staffing, Inc.	C-D
Astrocare Visiting Health Professionals, Inc.	C-D
ATC Healthcare Services, LLC	B-35%
AYA Healthcare, Inc.	B-35%
Cyte, LLC	C-20%
Favorite Healthcare Staffing, LLC	B-35%
Healthcare Staffing Professionals, Inc.	A-100%
IDEAL Personnel Services, LLC, dba IDEAL Hire	A-100%
JWS Health Consultant, Inc., dba UltraStaff	A-100%
Katy Dreamweaver Home Health Services, LLC	A-100%
N2S Healthcare Staffing Solutions, LLC	A-100%
Orange Tree Staffing, LLC	A-100%
Pro-Touch Nurses, Inc., dba Protouch Staffing	A-100%
RCM Technologies (USA), Inc., dba RCM Health Care Services	B-35%
SHC Services, Inc., dba Supplemental Health Care	B-35%

**Approval of Cooperative Project
Recommended for 2/13/2025 Board Agenda**

Project Information	25-01-12-09 – Cooperative / Public Sector Consulting – (Salazar) – (CFOO)
Project Description	The purpose of this cooperative project is to obtain contracted financial consulting services for the district. Based on annual appropriations, the projected expenditure is not to exceed \$50,000 for the duration of the project. This is a cooperative agreement with OMNIA Partners utilizing cooperative project number 4400005869 in accordance with Chapter 44 of the Texas Education Code, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from February 14, 2025, through April 28, 2025, with no remaining renewals.
Amount not to Exceed (Project Term)	\$50,000

Recommended Vendor(s) for Approval	M/WBE Commitment
Alvarez & Marsal Holdings, LLC, dba Alvarez & Marsal Public Sector Services, LLC	N/A

**Approval of Cooperative Project
Recommended for 2/13/2025 Board Agenda**

Project Information	25-01-13-23 – Cooperative / First Responder Emergency Campus Mapping – (Hardy) – (COP)
Project Description	The purpose of this cooperative project is to obtain software and training related to districtwide emergency mapping for critical response services. 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 the project number 230202 in accordance with Chapter 44 of The Texas Education Code, Chapter 791 of the Government Code, and purchasing acquisition policies CH(LOCAL) and CH (LEGAL).
Project Term	The project term is from February 14, 2025, through April 30, 2026 with no remaining renewals.
Amount not to Exceed (Project Term)	\$1,500,000

Recommended Vendor(s) for Approval	M/WBE Commitment
Critical Response Group, Inc.	N/A

**Approval of Cooperative Project
Recommended for 2/13/2025 Board Agenda**

Project Information	25-08-13-01 – Cooperative / Theatrical Supplies and Equipment – (Majano) – (CAO)
Project Description	The purpose of this cooperative project is to obtain theatrical supplies and equipment districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$600,000 for the duration of the project. This is a cooperative agreement with BuyBoard utilizing cooperative project number 752-24, in accordance with Chapter 44 of the Texas Education Code, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from February 14, 2025, through November 30, 2025, with two automatic annual renewals, if BuyBoard executes its project renewal options, not to extend beyond November 30, 2027.
Amount not to Exceed (Project Term)	\$600,000

Recommended Vendor(s) for Approval	M/WBE Commitment
A V Pro, Inc.	N/A
AVES Audio Visual Systems, Inc.	N/A
CueBlue, LLC, dba CueBlue.com	N/A
Gypsy Queen, LLC, dba Rose Costumes	N/A
Norcostco, Inc.	N/A
Performing Arts Supply Company, Inc.	N/A
Sweetwater Sound Holdings, LLC, dba Sweetwater Sound, LLC	N/A
Techland Houston, Inc., dba CostumeWorx	N/A
We Get Lit, LLC, dba Olden Lighting	N/A

**Approval of Cooperative Project
Recommended for 2/13/2025 Board Agenda**

Project Information	25-11-01-23 – Cooperative / Technology Solutions, Products, and Services – (Svitek) – (CAO)
Project Description	The purpose of this cooperative project is to obtain instructional software to support the planning and delivery of quality, standard-based instruction and support for language learners' increased proficiency in learning a new language. Based on annual appropriations, the projected expenditure is not to exceed \$900,000 for the duration of the project. This is a cooperative agreement with The Interlocal Purchasing System (TIPS) utilizing cooperative project number 240101 in accordance with Chapter 44 of the Texas Education Code, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from February 14, 2025, through May 31, 2025, with two automatic annual renewals, if TIPS executes its project renewal options, not to extend beyond May 31, 2027.
Amount not to Exceed (Project Term)	\$900,000

Recommended Vendor(s) for Approval	M/WBE Commitment
Rosetta Stone, LLC	N/A

**Approval of Cooperative Project
Recommended for 2/13/2025 Board Agenda**

Project Information	25-11-02-01 – Cooperative / Instructional Materials (Non-Adopted) for Prekindergarten–Grade 12, Special Education, and Career and Technical Education – (Guerrero Martinez) – (CAO)
Project Description	The purpose of this cooperative project is to obtain instructional materials, products, and services, including but not limited to special-education materials, technology equipment, supplies, professional development services, and a full line of related districtwide general classroom supplies/equipment for the Academics Department. Based on annual appropriations, the projected expenditure is not to exceed \$7,500,000 for the duration of the project. This is a cooperative agreement with BuyBoard utilizing cooperative project number 748-24 in accordance with Chapter 44 of the Texas Education Code, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from February 14, 2025, through October 31, 2025, with two automatic annual renewals if BuyBoard executes its project renewal options, not to extend beyond October 31, 2027.
Amount not to Exceed (Project Term)	\$7,500,000

Recommended Vendor(s) for Approval	M/WBE Commitment
CEV Multimedia, LLC	N/A
Davis Publication, Inc.	N/A
Hand2mind, Inc.	N/A
Lab Resources, Inc.	N/A
Pitsco Education, LLC	N/A
Textbook Warehouse, LLC	N/A
VWR Funding, Inc., dba VWR International, LLC, dba Ward's Science	N/A

**Approval of Cooperative Project
Recommend for 2/13/2025 Board Agenda**

Project Information	25-11-13-02 – Cooperative / Printing Equipment, Software, Supplies, and Related Services – (Garcia) – (CITO)
Project Description	The purpose of this cooperative project is to obtain printing equipment, software, supplies, and managed print services for the district's central print shop. Based on annual appropriations, the projected expenditure is not to exceed \$4,200,000 for the duration of the project. This is a cooperative agreement with the Texas Department of Information Resources (DIR) utilizing cooperative project DIR-CPO-5428 in accordance with Chapter 44 of the Texas Education Code, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from February 14, 2025, through December 19, 2026, with two automatic annual renewals, if DIR executes its project renewal options, not to extend beyond December 19, 2028.
Amount not to Exceed (Project Term)	\$4,200,000

Recommended Vendor(s) for Approval	M/WBE Commitment
Canon U.S.A., Inc.	N/A

**Approval of Cooperative Project
Recommend for 2/13/2025 Board Agenda**

Project Information	25-12-02-42 – Cooperative / Technology and Audiovisual (A/V) Products, Services, and Software – (Scherer) – (CITO)
Project Description	The purpose of this cooperative project is to obtain technology and A/V products, services, and software utilized by campuses and departments districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$10,000,000 for the duration of the project. This is a cooperative agreement with Educational Purchasing Interlocal Corporation 6 (EPIC6) utilizing cooperative project 28.24 in accordance with Chapter 44 of the Texas Education Code, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from February 14, 2025, through June 30, 2026, with two automatic annual renewals, if EPIC6 executes its project renewal options, not to extend beyond June 30, 2028.
Amount not to Exceed (Project Term)	\$10,000,000

Recommended Vendor(s) for Approval	M/WBE Commitment
Data Projections, Inc.	N/A

**Approval of Cooperative Project
Recommend for 2/13/2025 Board Agenda**

Project Information	25-12-07-01 – Cooperative / Identification Badging Products & Services – (Scherer) – (COE)
Project Description	The purpose of this cooperative project is to obtain identification badging products and services to support safety and security districtwide, including but not limited to badging system software and licensing, radio frequency identification card printers, and related products and services. Based on annual appropriations, the projected expenditure is not to exceed \$85,000 for the duration of the project. This is a cooperative agreement with BuyBoard utilizing cooperative project 692-23 in accordance with Chapter 44 of the Texas Education Code, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from February 14, 2025, through March 31, 2026, with no remaining renewals.
Amount not to Exceed (Project Term)	\$85,000

Recommended Vendor(s) for Approval	M/WBE Commitment
Card Integrators Corporation dba CI Solutions	N/A

Approval of Cooperative Project
Recommended for 2/13/2025 Board Agenda

Project Information	25-12-12-01 – Cooperative / Career and Technical Education (CTE) Automotive Parts, Fluids, Equipment, and Maintenance Services – (Majano) – (CAO)
Project Description	The purpose of this cooperative project is to obtain access to industry-grade automotive products and tools, inspections to certify automotive parts, and repair and maintenance services for existing CTE equipment. Based on annual appropriations, the projected expenditure is not to exceed \$700,000 for the duration of the project. This is a cooperative agreement with BuyBoard utilizing cooperative project number 715-23, in accordance with Chapter 44 of the Texas Education Code, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from February 14, 2025, through November 30, 2026, with no remaining renewals.
Amount not to Exceed (Project Term)	\$700,000

Recommended Vendor(s) for Approval	M/WBE Commitment
Reeder Distributors, Inc.	N/A

**Amendment to Item Approved on a Prior Agenda
Recommended for 2/13/2025 Agenda**

Project Information	20-08-11 – RFP / Waste Disposal, Recycling, and Portable Services – (March) – (CFOO) – NTE Increase and Term Extension
Project Description	This project was originally approved by the Board of Education in November 2019 and in August 2024. The purpose of this project amendment is to request an increase to the spending limit authorization and a 60-day extension, to ensure no disruption in service for waste disposal, recycling, and portable services districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$18,000,000. The district applied the “Best Value” process in selecting the vendor 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 November 15, 2019, through February 14, 2025, with a 60-day extension not to extend beyond April 14, 2025.
Amount not to Exceed (Project Term)	\$18,000,000

Recommended Vendor(s) for Approval	M/WBE Commitment
BFI Waste Services of Texas LP, dba Republic Services of Houston	B-20%

**Amendment to Item Approved on a Prior Agenda
Recommended for 2/13/2025 Board Agenda**

Project Information	24-02-05 – RFP / Information Technology (IT) Contractors – (Teer) – (CITO) – Term Correction
Project Description	This project was originally approved by the board on October 10, 2024. The purpose of this project amendment is to correct the project term, with no additional increase in funding, to obtain IT contracted services districtwide. The district applied the Best Value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from October 1, 2024, through October 10, 2025, with two automatic annual renewals, not to extend beyond October 10, 2027.
Amount not to Exceed (Project Term)	N/A

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

**Amendment to Item Approved on a Prior Agenda
Recommended for 2/13/2025 Board Agenda**

Project Information	24-04-09 – RFP / Translation & Interpretation Services – (Contreras) – (CPAC) – Additional Vendor(s)
Project Description	This project was originally approved by the board on October 10, 2024. The purpose of this project amendment is to award additional vendors, with no additional increase in funding, to obtain professional-quality interpretation and translation services. The district applied the Best Value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from February 14, 2025, through October 10, 2025, with two automatic annual renewals, not to extend beyond October 10, 2027.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	M/WBE Commitment
Albourn & Associates, LLC, dba Albourn Translation Services	A-100%
Churchill Services Group, LLC	A-100%
Document Tracking Service, LLC, dba Document Tracking Services	B-35%
Taika Translations	B-35%
Translation & Interpretation Network, LLC	B-35%

**Amendment to Item Approved on a Prior Agenda
Recommended for 2/13/2025 Board Agenda**

Project Information	25-08-04 – RFP / Events-Venues, Catering, Audiovisual, & Related Products/Services – (Svitek) – (COS(S)) – Additional Vendor(s)
Project Description	This project was originally approved by the board on December 10, 2024. The purpose of this project amendment is to award an additional vendor, with no additional increase in funding, to obtain event services and/or products to support unique training delivery, student events, ceremonies, competitions, recognitions, celebrations, and other districtwide or campus-based events for staff, students and/or parents/community. The district applied the Best Value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from February 14, 2025, through December 10, 2025, with nine automatic annual renewals, not to extend beyond December 10, 2034.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	M/WBE Commitment
SwalaRue Events, LLC	A-100%

**Amendment to Item Approved on a Prior Agenda
Recommended for 2/13/2025 Board Agenda**

Project Information	25-11-12 – RFP / High Voltage Electrical Services – (Teer) – (CFMO) – Additional Vendor(s)
Project Description	This project was originally approved on January 16, 2025. The purpose of this project amendment is to award an additional vendor, with no additional increase in funding, to obtain services for the repair and maintenance of high-voltage electrical systems that service voltage 480 and above. The district applied the Best Value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from February 14, 2025, through January 16, 2026, with two automatic annual renewals, not to extend beyond January 16, 2028.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	M/WBE Commitment
Saber Power Services, LLC	C-1%

**Amendment to Item Approved on a Prior Agenda
Recommend for 2/13/2025 Board Agenda**

Project Information	24-08-07-01 – Cooperative / Bus and Vehicle Painting, Body Repair Services, & Parts – (Scherer) – (COE) – Vendor Name Change
Project Description	This project was approved by the board on January 16, 2025. The purpose of this project amendment is to change the name of the awarded vendors through a contract reassignment on December 17, 2024, with no additional increase in funding, to obtain bus and large vehicle towing, painting, body repair, floorboard repairs, and accessories, as well as other related parts, equipment, and services. Longhorn Bus Sales, LLC, has changed its business name to Holt Truck Centers of Texas, LLC, dba Longhorn Bus Sales. Texas Truck Centers of Houston, LTD, dba Kyrish Truck Centers of Houston has changed its business name to Holt Truck Centers of Texas, LLC, dba Holt Truck Centers. This is a cooperative agreement with BuyBoard utilizing cooperative project number 722-23 in accordance with Chapter 44 of the Texas Education Code, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from January 24, 2024, through November 30, 2024, with two automatic annual renewals, if BuyBoard executes its project renewal options, not to extend beyond November 30, 2026.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	M/WBE Commitment
Holt Truck Centers of Texas, LLC, dba Holt Truck Centers	N/A
Holt Truck Centers of Texas, LLC, dba Longhorn Bus Sales	N/A

Code Legend

M/WBE - Minority and Women Business Enterprise Notations

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

Other Status Options

(NP-0%) - Non-profit



2/13/2025

10.

Office of the Superintendent of Schools

Office of Academics

Authorization For The Superintendent To Appoint Alternate Submitters/Approvers For Approval Of Texas Education Agency Login Applications

The Texas Education Agency (TEA) requires the superintendent to electronically approve Houston Independent School District staff member requests for access to TEA Login (TEAL) applications containing confidential data on TEA's secure website. The electronic approval process eliminates printing, signing, faxing, and storing of paperwork. In accordance with TEA guidelines, submitters may be named by the superintendent to carry out approval functions, with approval from the School Board. TEA requires submission of the School Board meeting minutes as evidence thus requiring this board agenda item. The board is asked to authorize the following people as alternate approvers/submitters on behalf of the superintendent for staff member requests and submissions (also referred to as "submitting requests to TEA") to one or more TEA web applications accessed through TEAL.

- Assessment, Accountability, and Compliance - Joycelyn Ray, Director 2
- Assessment, Accountability, and Compliance - Travis Hunt, Director 1

This authorization is valid from February 13, 2025, to March 1, 2026.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board authorizes Joycelyn Ray and Travis Hunt as alternate approvers on behalf of the superintendent as submitters/approvers of staff member requests and submissions (also referred to as "submitting requests to TEA") to one or more TEA web applications accessed through TEAL, effective February 14, 2025.



2/13/2025

11.

Office of the Superintendent of Schools

Office of Academics

Authorization To Execute An Update And Renewal Of The Partnership Agreement With The United States Navy For Junior Reserve Officers' Training Corps Units

The purpose of this request is to obtain authorization for the superintendent of schools to update and renew the partnership agreement between the Houston Independent School District (HISD) and the United States (U.S.) Navy for the operation of Navy Junior Reserve Officers' Training Corps (JROTC) units. This agreement includes completing the required documentation for establishing and maintaining Navy JROTC programs at participating campuses. This agreement is a renewal of prior agreements previously entered into by HISD and the U.S. Department of Defense. Renewal is required because the U.S. Department of Defense has updated DD Form 3202 and included two additional forms, DD 3200 and DD 3203 (described below), which were not part of prior partnership agreements. It is expected this agreement will be in place until expiration of DD Form 3202, which occurs on February 28, 2027. The update and renewal must be executed before March 31, 2025.

The agreement and the following forms are required as part of the overall Navy JROTC agreement to maintain and operate Navy JROTC units within HISD. This agreement between HISD and the U.S. Navy is distinct from agreements between HISD and other Department of Defense service branches (Army and Air Force). HISD accepts the responsibility of following operational guidelines as established within the forms described below. The U.S. Navy commits to providing resources for the operation of the Navy JROTC units. Resources include curriculum and instructional materials, instructor professional development, student uniforms and equipment, and funds required to operate programs.

- **Navy A17 DD Form 3202:** Establishes a formal agreement between the school district and the U.S. Navy for operating a Navy JROTC unit.
- **DD3202 Addendum NJROTC:** An application and contract for establishing a Navy JROTC unit.
- **DD Form 3200:** Acknowledgement form for Navy JROTC instructors, outlining expected behavior and prohibited activities.
- **DD Form 3203:** *Student Code of Conduct and Parent/Guardian Consent Form*, outlining expected behavior and prohibited activities for students.

The partnership will impact the following campuses with active Navy JROTC programs: B.T. Washington High School (HS), Madison HS, North Forest HS, Sterling HS, and Worthing HS. This partnership update ensures compliance with military service requirements and maintains clear guidelines for both instructors and students participating in the Navy JROTC program.

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 execute an update and renewal of the agreement with the U.S. Navy for Navy JROTC programs before the suspension date of March 31, 2025, effective February 14, 2025.



2/13/2025

12.

Office of the Superintendent of Schools

Office of Academics

Authorization To Execute An Update And Renewal Of The Partnership Agreement With The United States Air Force Junior Reserve Officers' Training Corps Units

The purpose of this request is to obtain authorization for the superintendent of schools to update and renew the partnership agreement between the Houston Independent School District (HISD) and the United States (U.S.) Air Force for the operation of Air Force Junior Reserve Officers' Training Corps (JROTC) units. This agreement includes completing the required documentation for establishing and maintaining Air Force JROTC programs at participating campuses. This agreement is a renewal of prior agreements previously entered into by HISD and the U.S. Department of Defense. Renewal is required because the U.S. Department of Defense has updated DD Form 3202 and included two additional forms, DD 3200 and DD 3203 (described below), which were not part of prior partnership agreements. It is expected this agreement will be in place until expiration of DD Form 3202, which occurs on February 28, 2027. The update and renewal must be executed before March 31, 2025.

The agreement and the following forms are required as part of the overall Air Force JROTC agreement to maintain and operate Air Force JROTC units within HISD. This agreement between HISD and the U.S. Air Force is distinct from agreements between HISD and other Department of Defense service branches (Army and Navy). HISD accepts the responsibility of following operational guidelines as established within the forms described below. The U.S. Air Force commits to providing resources for the operation of the Air Force JROTC units. Resources include curriculum and instructional materials, instructor professional development, student uniforms and equipment, and funds required to operate programs.

- **AF DD Form 3202:** Establishes a formal agreement between the school district and the U.S. Air Force for operating an Air Force JROTC unit.
- **Air Force MOA Addendum DD 3202:** An application and contract for establishing an Air Force JROTC unit.
- **DD Form 3200:** Acknowledgement form for Air Force JROTC instructors, outlining expected behavior and prohibited activities.
- **DD Form 3203:** *Student Code of Conduct and Parent/Guardian Consent Form*, outlining expected behavior and prohibited activities for students.

The partnership will impact the following campus with an active Air Force JROTC program: Westbury High School. This partnership update ensures compliance with military service requirements and maintains clear guidelines for both instructors and students participating in the Air Force JROTC program.

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 execute an update and renewal of the agreement with the U.S. Air Force for Air Force JROTC programs before the suspension date of March 31, 2025, effective February 14, 2025.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

2/13/2025

13.

Office of the Superintendent of Schools

Office of Organizational Effectiveness

Approval Of The 2025-2026 Academic Calendar

This item seeks approval of the Houston Independent School District (HISD) 2025-2026 Academic Calendar. The district surveyed stakeholders including the District Advisory Council and Teacher Advisory Council, district staff, and campus leaders to support the administration in the development of this year's academic calendar. In addition, feedback from the larger HISD community was solicited and considered in the creation of the final academic calendar draft.

The proposed academic calendar for school year 2025-2026 is attached for review.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board approves the proposed 2025-2026 academic calendar, effective February 14, 2025.

2025-2026 YEARLY CALENDAR

JUNE • 2025

4.....Last day for students
 5.....Staff PD Day (no classes)
 10.....Staff PD Day (no classes)
 11-30 ..5th Quarter
19.....Juneteenth

JULY • 2025

1-185th Quarter
 3.....Recess (no classes)
4.....Independence Day
 21-31 ..School Leaders' Induction
 and Preparation

AUGUST • 2025

1-11All Staff Induction
 and Preparation
 12.....First Day for Students

SEPTEMBER • 2025

1.....Labor Day
 2.....Staff PD Day (no classes)

OCTOBER • 2025

2.....Staff PD Day (no classes)
 3.....Recess (no classes)

NOVEMBER • 2025

7.....Staff PD Day (no classes)
 24-28 ..Recess (no classes)
27.....Thanksgiving Day

DECEMBER • 2025

22-31 ..Recess (no classes)

JANUARY • 2026

1.....New Year's Day
 2.....Recess (no classes)
 5.....Staff PD Day (no classes)
19.....MLK Jr. Day

FEBRUARY • 2026

13.....Staff PD Day (no classes)
16.....Presidents' Day

MARCH • 2026

9-13Recess (no classes)
**30.....Chavez-Huerta Day
 observed**

APRIL • 2026

3.....Recess (no classes)

MAY • 2026

25.....Memorial Day

JUNE • 2026

4.....Last day for students
 5.....Staff PD Day (no classes)
 9.....Staff PD Day (no classes)
 10-30 ..5th Quarter
19.....Juneteenth

JULY • 2026

1-175th Quarter
 2.....Recess (no classes)
**3.....Independence Day
 observed**
 20-29 ..School Leaders' Induction
 and Preparation
 30-31 ..All Staff Induction
 and Preparation

AUGUST • 2026

3-7All Staff Induction
 and Preparation
 10.....First Day for Students

JUNE 2025

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

JULY 2025

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

AUGUST 2025

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

SEPTEMBER 2025

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28	29	30				

OCTOBER 2025

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26	27	28	29	30	31	

NOVEMBER 2025

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30						

DECEMBER 2025

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21	22	23	24	25	26	27
28	29	30	31			

JANUARY 2026

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18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY 2026

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21	22	23	24	25	26	27
28						

MARCH 2026

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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL 2026

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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY 2026

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23	24	25	26	27	28	29
30	31					

JUNE 2026

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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

JULY 2026

S	M	T	W	T	F	S
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

AUGUST 2026

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



FIRST DAY OF SCHOOL
 AUGUST 12, 2025

LAST DAY FOR STUDENTS
 JUNE 4, 2026

LAST DAY FOR TEACHERS
 JUNE 5, 2026

- Holiday (no classes)
- Recess (no classes)
- Staff PD (no classes)
- 5th Quarter
- School Leaders' Induction and Preparation
- All Staff Induction and Preparation

GRADING CYCLES

Aug. xx – Sep. xx
 Sep. xx – Nov. x
 Nov. x – Dec. xx
 Jan. x – Feb. xx
 Feb. xx – Apr. xx
 Apr. xx – Jun. x

REPORT CARD

Sept. xx (Friday)
 Nov. xx (Monday)
 Jan. xx (Monday)
 Feb. xx (Friday)
 Apr. xx (Friday)
 Jun. x (ES, K8, MS)
 Jun. xx (HS)



2/13/2025

14.

Office of the Superintendent of Schools

Office of Organizational Effectiveness

Approval To Adopt Texas Education Agency Innovative Courses For Use In Special Education Beginning In The 2025-2026 School Year

The state allows districts to offer state-approved innovative courses which enable students to master knowledge, skills, and competencies not included in the essential knowledge and skills of the required curriculum (Texas Administrative Code, Section 74.27). The State Board of Education (SBOE) may approve any course that does not fall within any of the subject areas listed in the foundation and enrichment curricula. With the approval of the local School Board, school districts and charter schools may offer any state-approved innovative course for state elective credit.

Texas Education Agency (TEA) Innovative Courses requested for approval include:

Making Connections III

Assists students in understanding how their specific disability impacts their learning style. Students learn to employ the proper accommodations and modifications to be more successful. Additionally, they develop the skill to effectively self-advocate for the accommodations and modifications they require.

Making Connections IV

The Making Connections courses also assist students with developing and generalizing appropriate and beneficial social skills which in turn increase students' postsecondary outcomes. Making Connections IV assists students with developing skills to employ collaborative problem solving.

Peer Assistance for Students with Disabilities

Peer assistants obtain initial training in confidentiality, cueing, prompting, and positive reinforcement to be used with the students with special needs with whom they will be working. With the guidance of their peer assistants, disabled students can discover new strengths and abilities that help them find joy and fulfillment. Likewise, peer assistants experience growth in their understanding and empathy that carries outside the classroom. In this inclusive environment, students will create a relationship among age-appropriate peers of different abilities, both socially and academically, that will last long beyond the classroom time.

Peer Assistance for Students with Disabilities II

Designed to promote meaningful social inclusion and create accepting school environments. Students with disabilities are given a space to develop confidence, foster independence, and improve their social skills through their interactions with their non-disabled peers. Peer assistants obtain initial training in confidentiality, cueing, prompting, and positive reinforcement to be used with the students

with special needs with whom they will be working. With the guidance of their peer assistants, disabled students can discover new strengths and abilities that help them find joy and fulfillment. Likewise, peer assistants experience growth in their understanding and empathy that carries outside the classroom. In this inclusive environment, students will create a relationship among age-appropriate peers of different abilities, both socially and academically, that will last long beyond the classroom time.

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

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board approves adoption of the listed TEA Innovative Courses for use in Special Education programming beginning in the 2025-2026 school year, effective February 14, 2025.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

2/13/2025

15.

Office of the School Board

Approval Of Proposed Revisions to Board Policy BAA(LOCAL), *Board Legal Status: Powers And Duties*-Second Reading

The purpose of this agenda item is to request that the Houston Independent School District School Board approves revisions to Board Policy BAA(LOCAL), *Board Legal Status: Powers and Duties*.

The proposed revisions include minor edits for style and updates to clarify the role of the Board Audit Committee.

A copy of Board Policy BAA(LOCAL), *Board Legal Status: Powers and Duties*, 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 BAA (LOCAL) *Board Legal Status: Powers and Duties*, on second reading, effective February 14, 2025.

BOARD LEGAL STATUS
POWERS AND DUTIES

BAA
(LOCAL)

The Board shall be responsible for ~~the~~ leadership, guidance, and direction in educating the youth of the District and shall endeavor to provide the educational programs and physical facilities that best meet community needs at the lowest required cost in all of the schools and other institutions.

The Board recognizes that the Superintendent is responsible under state law for managing the day-to-day operations of the District as its chief administrative officer.

It shall be the policy of the Board to determine and maintain the distinction between activities that are appropriately the responsibility of the Board as the governing body of the District and those activities that are administrative in nature and performed by the administrative staff on duly authorized and delegated authority of the Board. The Board, as a corporate body and as individual Board members, shall not engage in activities that interfere with the administrative responsibilities of the Superintendent and staff, which include but are not limited to the following:

- ~~1.~~ 1. Assignment and evaluations of District personnel, other than the Superintendent and the Chief Audit Executive;
- ~~2.~~ 2. Recommendations regarding selection and promotion of District personnel, other than the Superintendent and the Chief Audit Executive;
- ~~3.~~ 3. Termination and suspension of an employee, or the nonrenewal of an employee's term contract;
- ~~4.~~ 4. Preparation of the proposed budget;
- ~~5.~~ 5. Implementation of adopted Board policies;
- ~~6.~~ 6. Development of administrative procedures;
- ~~7.~~ 7. Organization of the District's central administration except that the Chief Audit Executive shall report functionally to the Board and administratively to the Superintendent;
- ~~8.~~ 8. Recommendations for student disciplinary action; and
- ~~9.~~ 9. Any other activities included as responsibilities of the Superintendent and administrative staff, including principals.

**Additional Powers
and Duties**

In addition to exercising the powers and duties conferred by statute, the Board shall:

- ~~1.~~ 1. Maintain suitable offices within the administration building for ~~the~~ staff to handle the work of the Board and Board committees and keep the minutes, policies, and Board files current.

BOARD LEGAL STATUS
POWERS AND DUTIES

BAA
(LOCAL)

- ~~2.~~ Adopt broad goals and objectives for each aspect of the District's operation based upon the identified needs of the community. Said goals shall be documented, reviewed, and revised periodically in light of changing community needs and state accreditation guidelines.
- ~~3.~~ Establish basic policies to implement these goals and objectives and provide a framework of general rules and guidelines for District administration affecting major educational and financial problems of the District.
- ~~4.~~ Act upon all recommendations of the Superintendent as they relate to implementation of Board policies.
- ~~5.~~ Evaluate the performance and progress of the District against the stated goals and objectives. The measures used shall be:
 - ~~a.~~ Progress toward objectives;
 - ~~b.~~ Administrative operations within ~~the~~ Board policy;
 - ~~c.~~ Concise and meaningful management reports on current operations provided to Board members by the Superintendent on a regular, recurring basis; and
 - ~~d.~~ Performance of the Superintendent.
- ~~6.~~ Evaluate the Superintendent's performance on a continuing basis. Criteria for appraisal shall be specific and communicated to the Superintendent. Performance appraisals based on the stated criteria shall be conducted privately or publicly at ~~his or her~~ the Superintendent's discretion. Formal evaluation shall occur annually; informal evaluation shall occur as the parties deem appropriate. [See BJCD(LEGAL) and (LOCAL)]
- ~~7.~~ In accordance with the *Audit Committee Charter*, the Board Audit Committee evaluates the internal and external audit functions annually, and makes recommendations for Board consideration. ~~Evaluate the Chief Audit Executive's performance on a continuing basis.~~ Appraisal criteria shall be specific and communicated to the ~~Chief Audit Executive~~ internal or external auditor. Formal evaluation shall occur annually; informal evaluation shall occur as the parties deem appropriate. Appraisals shall be consistent with the standards set forth in the *International Professional Practices Framework* issued by the Institute of Internal Auditors. ~~At the discretion of the Board, the Chief Audit Executive's review may be conducted by the Board Audit Committee.~~

BOARD LEGAL STATUS
POWERS AND DUTIES

BAA
(LOCAL)

- ~~8.~~ 9. Review and act upon the annual operating budget of the District prepared by the Superintendent and staff to provide prudent stewardship of public resources. [See CE(LEGAL) and (LOCAL)]
- ~~9.~~ 10. Review and act upon proposed bond issues to finance long-term capital expenditures and approve spending funds derived from the sale of bonds. [See CCA(LEGAL)]
- ~~10.~~ 11. Act upon the selection of sites for new school facilities.
- ~~11.~~ 12. Act upon architects' plans for new buildings or remodeling of old buildings for the District. [See (LEGAL) and (LOCAL) policies in the CV series]
- ~~12.~~ 13. Act upon recommendations for naming schools and other facilities (or portions thereof) in the District. [See CW(LOCAL)]
- ~~13.~~ 14. Delegate final authority for selection and employment of all personnel (except the Superintendent and the Chief Audit Executive) to the Superintendent and further delegate final authority to the Superintendent to determine the terms of employment within the District, consistent with the budget approved by the Board and applicable Board policy.
- ~~14.~~ 15. Provide leadership in presenting needs of the District to local, state, and federal governments or agencies, the general public, and the media by a planned program of external relations; actively support appropriate regulations, ordinances, or legislation necessary to meet these needs.
- ~~15.~~ 16. Review and act upon the recommended attendance boundaries within the District in compliance with state and federal mandates.
- ~~16.~~ 17. Authorize expenditures and approve bills presented for payment of said expenditures. [See policies in the CH and CV series]
- ~~17.~~ 18. Act upon legal matters with advice from attorneys.
- ~~18.~~ 19. Act upon textbooks and courses of study recommended by the Superintendent. [See EFA(LOCAL)]
- ~~19.~~ 20. Act as a body of final appeal for employees and patrons appealing a decision of the Superintendent or designee, or of an independent hearing officer in accordance with provisions of the procedures for appeals and hearings established by the Texas Education Agency and applicable federal requirements. [See policies at DFD, DGBA, FNG, and GF]

BOARD LEGAL STATUS
POWERS AND DUTIES

BAA
(LOCAL)

- Employ for the District independent auditors, who will be responsible directly to the Board. In accordance with prudent business practices, employment of auditors shall be rotated periodically as required under CFC(LOCAL).

Effective Date

~~This policy shall be effective as of the adoption date, December 12, 2014.~~

ⁱ In the event there is no Chief Audit Executive, the internal audit function reports to the board.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

2/13/2025

16.

Office of the Superintendent of Schools

Office of the Chief of Police

Approval Of Proposed Revisions to Board Policy CKC(LOCAL), *Safety Program/Risk Management: Emergency Plans*-Second Reading

The purpose of this agenda item is to request that the Houston Independent School District School Board approves revisions to Board Policy CKC(LOCAL), *Safety Program/Risk Management: Emergency Plans*.

The proposed revisions add the section *Notice Regarding Violent Activity* to comply with legal requirements. The procedures called for by this change have been developed by the administration.

A copy of Board Policy CKC(LOCAL) *Safety Program/Risk Management: Emergency Plans*, 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 CKC (LOCAL) *Safety Program/Risk Management: Emergency Plans*, on second reading, effective February 14, 2025.

SAFETY PROGRAM/RISK MANAGEMENT
EMERGENCY PLANS

CKC
(LOCAL)

**Emergency
Operations Plan**

The Superintendent shall ensure updating of the District's emergency operations plan and ongoing staff training.

As required by law, the emergency operations plan shall include the District's procedures addressing:

- Reasonable security measures when District property is used as a polling place;
- Response to an active shooter emergency;
- Response to a nearby train derailment, as applicable; and
- Access to campus buildings and materials necessary for a substitute teacher to carry out the duties of a District employee during an emergency or an emergency drill.

**Notice Regarding
Violent Activity**

The Superintendent shall develop procedures to notify parents regarding violent activity that has occurred or is being investigated at a campus or other District facility or at a District-sponsored activity.

**Emergency
Procedures
Handbook**

As a part of the emergency operations plan, each school shall have effective emergency procedures that can be implemented on short notice and that will ensure safety for students and school personnel. The *Emergency Procedures Handbook* shall be available at every work location.

School Closings

In the event unusual circumstances require closings of schools and alternation of the annual school calendar, the Superintendent shall prepare recommendations to the Board for approval of a revised annual calendar as soon as practicable.

Students Retained

During actual emergency conditions, students and faculty shall be retained at the school buildings unless otherwise directed by the Superintendent. Buses will not be made available for transportation until authorized by the Superintendent, and Civil Defense vehicles, ambulances, firefighting units, police, and other authorized vehicles shall have priority in the vicinity of the school.

**Evacuation
Procedures**

The Superintendent shall design and implement a system to familiarize employees and students with evacuation procedures and shall ensure that evacuation diagrams are appropriately posted.

Drills

Principals shall conduct emergency drills designed to ensure the orderly movement of students and personnel to the safest areas available.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

2/13/2025

17.

Office of the Superintendent of Schools

Office of Finance and Operations

Approval Of Proposed Revisions to Board Policy CQ(LOCAL), *Technology Resources*
-Second Reading

The purpose of this agenda item is to request that the Houston Independent School District School Board approves revisions to Board Policy CQ(LOCAL), *Technology Resources*.

The proposed revisions address the use of artificial intelligence in and out of the classroom and consequences for its misuse. Board-requested changes made after first reading are included.

A copy of Board Policy CQ(LOCAL), *Technology Resources*, 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 CQ (LOCAL), *Technology Resources*, on second reading, effective February 14, 2025.

Note: For Board member use of District technology resources, see BBI. For student use of personal electronic devices, see FNCE.

For purposes of this policy, “technology” and “technology resources” mean electronic communication systems and electronic equipment.

Applicability

This policy shall govern all students, employees (part-time or full-time), contractors, consultants, temporary employees, vendors, and other individuals affiliated with third parties who access any District-owned information, property, or device.

In addition, this policy shall govern all information systems for which the District has administrative responsibility including all information created, processed, or used in support of the District’s business, without respect to form or format.

Definition

User

The term “user” shall refer to all categories of individuals who access any District-owned information, property, or device including, but not limited to, a student, an employee (part-time and full-time), a contractor, a consultant, a temporary employee, a vendor, and any individual affiliated with a third party.

Security Framework

District information technology (IT) resources, such as, but not limited to computers, networks, network connectivity, information, storage, email accounts, and the like shall only be provided for approved academic and business purposes by the office of the Chief Technology Information Officer (CTIO), IT, and Information Security. The District shall implement the necessary controls over access to data via a combination of adequate physical, system, remote access and application-based security mechanisms.

In an effort to protect the sensitive information under District care, authorized access to District IT resources shall be limited to the access permissions required for an individual to perform assigned duties or academic activities. Access permissions beyond those needed for those duties or activities shall not be granted.

Passwords shall never be shared with anyone, including District IT security administrators.

Users of District IT resources do not have an expectation of privacy. The District shall reserve the right to monitor and/or record any and all use of District IT resources to ensure compliance with prevailing laws, policies, and regulations to identify misuse as well as for general resource management purposes. [See Children’s Internet Protection Act (CIPA), Family Education Rights and Privacy

TECHNOLOGY RESOURCES

CQ
(LOCAL)

	<p>Act (FERPA)] Use of District IT resources constitutes acceptance of this policy.</p> <p>As an additional protection measure, District information, including personally identifiable information, shall not be released except through approved processes and in accordance with governing laws. [See references above]</p> <p>Violations for misuse of District IT resources may result in the imposition of administrative, civil, or criminal penalties.</p>
Technology Resources	<p>The Department of Information and Technology Systems, in coordination with various user departments, shall be responsible for analysis, development, maintenance, and operation of technology resources for both instructional and administrative purposes. These resources shall provide and facilitate instruction to students, as well as gather, process, and report information relating to all administrative functions within the District.</p> <p>The District shall maintain and support the goals outlined in the Long-Range Plan for Technology. Any purchase of technology shall support the goals of the District as outlined in the Long-Range Plan for Technology.</p>
Availability of Access	<p>Access to the District's wide-area networks (WANs), local area networks (LANs), and technology resources, including the internet, shall be made available to students and employees primarily for instructional and administrative purposes and in accordance with guidelines set forth in the <i>Technology and Information Systems Policies and Procedures Manual</i>.</p>
Limited Personal Use	<p>Limited personal use of the District's technology resources shall be permitted if the use:</p> <ol style="list-style-type: none">1. Imposes no tangible cost on the District;2. Does not unduly burden the District's technology resources; and3. Has no adverse effect on an employee's job performance or on a student's academic performance.
Use by Members of the Public	<p>Access to the District's technology resources, including the internet, shall be made available to members of the public, in accordance with administrative regulations. Such use shall be permitted so long as the use:</p> <ol style="list-style-type: none">1. Imposes no tangible cost on the District; and2. Does not unduly burden the District's technology resources.

Acceptable Use

The Superintendent shall develop and implement administrative regulations, guidelines, and user agreements consistent with the purposes and mission of the District and with law and policy.

Access to the District's technology resources is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations governing use of the District's technology resources and shall agree in writing to allow monitoring of their use and to comply with such regulations and guidelines. Noncompliance ~~with applicable regulations~~ may result in suspension of access or termination of privileges and other disciplinary action consistent with District policies. [See DH, FN series, FO series, and the Student Code of Conduct] Violations of law may result in criminal prosecution as well as disciplinary action by the District.

The District's Acceptable Use Policy is available at CQ(EXHIBIT)–B. [See policy FNCE for student-owned devices]

Artificial Intelligence

~~Employees and students aged 14 and older with parent consent shall be permitted to independently explore artificial intelligence (AI) and implement its use in and out of the classroom in accordance with policy and administrative regulations.~~ The use of artificial intelligence (AI) shall only be as a support tool to enhance student outcomes and shall never take the place of teacher and student decision-making. Any use of AI must comply with law, policy, and administrative regulations outlined in the District's *AI Guidebook* relating to student and employee use, privacy, and data security.

~~A student shall only use generative AI chats if they are aged 14 and older, have parental consent, and are given teacher permission.~~ Students shall be expected to produce original work and properly credit sources, including AI tools used in creating the work. [See Academic Dishonesty at EIA(LOCAL)] 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]

Internet Safety

The Superintendent shall develop and implement an internet safety plan to:

- ~~1.~~• Control students' access to inappropriate materials, as well as to materials that are harmful to minors;
- ~~2.~~• Ensure student safety and security when using electronic communications;
- ~~3.~~• Prevent unauthorized access, including hacking and other unlawful activities;

TECHNOLOGY RESOURCES

CQ
(LOCAL)

4. Restrict unauthorized disclosure, use, and dissemination of personally identifiable information regarding students; and
5. Educate students about cyberbullying awareness and response and about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms.

Filtering

Access to the internet via the District's network systems shall be filtered to block access to visual depictions that are obscene, pornographic, inappropriate for students, or harmful to minors, as defined by the federal CIPA and as determined by the Superintendent.

The Superintendent shall enforce the use of such filtering controls. Upon approval from the Superintendent, an administrator, supervisor, or other authorized person may disable the filtering controls for bona fide research or other lawful purpose for adults.

Monitored Use

Electronic mail transmissions, social media, and other use of the District's technology resources by students, employees, and members of the public shall not be considered confidential and may be monitored at any time by designated District staff to ensure appropriate use.

Disclaimer of Liability

The District shall not be liable for users' inappropriate use of the District's technology resources, violations of copyright restrictions or other laws, users' mistakes or negligence, or costs incurred by users. The District shall not be responsible for ensuring the availability of the District's technology resources or the accuracy or usability of any information found on the internet.

Record Retention

A District employee shall retain electronic records, whether created or maintained using the District's technology resources or using personal technology resources, in accordance with the District's records management program. [See CPC(LOCAL)]

Electronically Signed Documents

At the District's discretion, the District may make certain transactions available online, including student admissions documents, student grade and performance information, contracts for goods and services, and employment documents.

To the extent the District offers transactions electronically, the District may accept electronic signatures in accordance with this policy.

When accepting electronically signed documents or digital signatures, the District shall comply with rules adopted by the Department of Information Resources, to the extent practicable, to:

TECHNOLOGY RESOURCES

CQ
(LOCAL)

- Authenticate a digital signature for a written electronic communication sent to the District;
- Maintain all records as required by law;
- Ensure that records are created and maintained in a secure environment;
- Maintain appropriate internal controls on the use of electronic signatures;
- Implement means of confirming transactions; and
- Train staff on related procedures as necessary.

Procurement of Software

The District has an ongoing need for the implementation of major applications to meet business and student data management and reporting requirements. The District shall pursue the acquisition of commercially packaged software to meet these business needs in lieu of developing systems in-house unless the following criteria cannot be met. For a software package to be considered, it should meet 80 percent of the user requirements and be able to be implemented within project cost and time constraints. In addition, any packaged software acquired should not be customized by the District.

Allocations

Technology resources shall be allocated to meet the requirements of state mandates in accordance with the needs of schools as defined in the school improvement plans and as reflected in the goals of the Long-Range Plan for Technology. All acquisitions of technology resources, both hardware and software, must be reviewed and coordinated by the Department of Information and Technology Systems in accordance with the *Technology and Information Systems Policies and Procedures Manual* and shall meet the requirements described in the *Finance Procedures Manual*.

Effective Date

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



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

2/13/2025

18.

Office of the Superintendent of Schools

Office of Finance and Operations

Approval Of Proposed Revisions To Board Policy CV(LOCAL), *Facilities Construction*
-Second Reading

The purpose of this agenda item is to request that the Houston Independent School District School Board approves revisions to Board Policy CV(LOCAL), *Facilities Construction*. The changes are recommended to clarify the requirements for board approval in the Construction Contracts section.

A copy of CV(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 CV (LOCAL), *Facilities Construction*, on second reading, effective February 14, 2025.

FACILITIES CONSTRUCTION

CV
(LOCAL)

Compliance with Law

The Superintendent shall be responsible for establishing procedures that ensure that all school facilities within the District comply with applicable laws and local building codes.

Professional Services

The administration shall recommend employment of such professional services as needed for architectural and engineering design and appraisals, soil analyses, construction testing services, planning, and for other specific job requirements. Fees shall be established at the time of employment and shall be no more than the prevailing rate for such services.

Construction Contracts

For each construction contract valued at or above \$50,000, the Superintendent shall recommend to the Board the project delivery/contract award method that they determine provides the best value to the District. [See CV series generally and CBB(LEGAL) for requirements if federal funds are involved; see also CH(LEGAL) and (LOCAL)]

The Board may approve one or more general construction delivery methods for all projects subject to approval of alternate methods for individual projects.

For construction valued at or above \$~~1,000,000~~~~50,000~~, the Superintendent shall submit the required contracts to the Board for approval. Lesser expenditures for construction and construction-related materials or services shall be at the discretion of the Superintendent and consistent with law and policy. [See CH(LEGAL) and (LOCAL) and CBB(LEGAL)]

The Board may approve one or more general construction delivery methods for all projects subject to approval of alternate methods for individual projects.

Note: For provisions regarding delegation of authority for construction contracts in the event of a catastrophe, emergency, or natural disaster affecting the District, see CH(LOCAL).

Project Administration

All construction projects shall be administered by the Superintendent or designee.

The Superintendent shall keep the Board informed concerning construction projects and also shall provide information to the general public. [See CH series]

Change Orders

Change orders allowances shall be approved by the Board or its designee prior to any changes being made in the approved plans or the actual construction of the facility.

FACILITIES CONSTRUCTION

CV
(LOCAL)

Final Payment

Final payments for construction work and/or the supervision of such work in the District shall not be made until the work has been completed and accepted by the Officer, Construction and Facility Services or designee, and all releases of liens have been provided confirming payment to subcontractors.

Bond Oversight Committee

The Bond Oversight Committee encourages greater accountability, transparency, public support, and confidence in the effective and efficient use of bond proceeds. The committee's charge, as outlined in the committee charter [see CV5(REGULATION)], is to monitor all applicable bond-funded construction projects and help interested Houstonians stay informed about new construction and renovation projects in the District.

Effective Date

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



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

2/13/2025

19.

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

The purpose of this agenda item is to request that the Houston Independent School District School Board approves revisions to Board Policy EIA(LOCAL) *Academic Achievement: Grading/Progress Reports to Parents*.

The proposed revisions address the use of artificial intelligence in the classroom and consequences for its misuse.

A copy of Board Policy EIA(LOCAL) *Academic Achievement: Grading/Progress Reports to Parents*, 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 February 14, 2025.

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.0)

**District Grading
Policy**

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

- A classroom teacher shall be required to assign a grade that reflects the student's relative mastery of an assignment;
- 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
- 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* for the current year.

Teachers shall have conferences with parents as appropriate. Conferences may be scheduled at the request of a teacher or parent.

**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 teacher or another supervising professional employee, taking into

ACADEMIC ACHIEVEMENT
GRADING/PROGRESS REPORTS TO PARENTS

EIA
(LOCAL)

consideration written materials, observation, or information from students.

Effective Date

~~This policy shall be effective as of the adoption date, April 11, 2014.~~



Consent Agenda

4400 WEST 18TH STREET
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2/13/2025

20.

Office of the Superintendent of Schools

Office of Human Resources

Approval Of Proposed Revisions To Board Policy DBD(LOCAL), *Employment Requirements And Restrictions: Conflict Of Interest*-First Reading

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves revisions to Board Policy DBD(LOCAL), *Employment Requirements And Restrictions: Conflict Of Interest*. The changes are recommended to update information.

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

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the School Board accepts the proposed revisions to Board Policy DBD (LOCAL), *Employment Requirements And Restrictions: Conflict Of Interest*, on first reading, effective February 14, 2025.

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS
CONFLICT OF INTEREST

DBD
(LOCAL)

Note: For conflicts of interest and gifts and gratuities related to federal grants and awards, see CB and CBB.

An employee shall not accept or solicit any gift, favor, service, or other benefit that could reasonably be construed to influence the employee's discharge of assigned duties and responsibilities.

Gifts

No gift, favor, loan, service, entertainment, or anything of more than token value shall be accepted by District employees from any District vendor or prospective vendor seeking to do business with the District. Items of token value include trinkets of minimal value such as coffee mugs, key chains, caps, and the like. Plaques and commemorative items are not considered to be gifts. [See CAA, CB, and CBB]

Meals

Meals exceeding \$100 in the aggregate per year from any single source, District vendor, or prospective District vendor are strictly prohibited. Meals that exceed \$50 per meal or up to \$100 in the aggregate per year from any District vendor or prospective vendor must be reported.

E-Rate

In the case of E-Rate matters, governance provided at CAA supersedes these requirements.

Conflict of Interest

An employee shall not have a personal financial interest, business interest, or any other obligation (e.g., Board member, consultant) that in any way creates a substantial conflict with the proper discharge of assigned duties and responsibilities or that creates a conflict with the best interest of the District.

The Board and the District require employees to put the interests of the District before the interests of external organizations with which they are affiliated, such as being a board member of a volunteer organization. To avoid the appearance of a conflict of interest, any work with outside organizations that are interested in or likely to be interested in any contract, purchase, or financial transaction with the District shall be subject to disclosure by an administrative employee as defined in administrative regulation.

Disclosure Statement

Each employee shall be required to execute the semiannual disclosure statement (i.e., semiannually), certifying that the employee will conform with the requirements of Section 16 of the Special Act of 1923, which created the District.

Definition

"Conflict of interest" includes the common law conflict of interest and the following definition in Section 16 of the Special Act of 1923:

No Superintendent, business manager, or any other person holding any position of employment under said Board, shall

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS
CONFLICT OF INTEREST

DBD
(LOCAL)

be directly or indirectly interested in any purchase, sale, business, work or contract, the expense, price or consideration of which is paid from the school funds of said District; nor shall any employee purchase any warrants or claims against said Board or District, or any interest therein, or become surety for any person or persons having a contract or any kind of business with said Board, for the performance of which security may be required. Anyone violating this provision shall be discharged from services.

If the employee is in doubt about a particular item, written clarification shall be requested [via Ethics@houstonisd.org](mailto:Ethics@houstonisd.org) concerning any transaction or potential transaction that might create a conflict of interest.

**Conflict of Interest
Review Committee**

~~The conflict of interest review committee shall analyze possible conflict of interest disclosures submitted to the Superintendent or designee, and the committee shall make recommendations to the Superintendent for appropriate action by the Board, if necessary.~~

~~The committee shall analyze possible conflict of interest disclosures involving the Superintendent and shall make recommendations to the Board for appropriate action, if necessary. Conflict of interest disclosures involving the Superintendent should be submitted directly to the conflict of interest review committee.~~



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

2/13/2025

21.

Office of the Superintendent of Schools

Office of the Chief of Schools

Approval Of Proposed Revisions To Board Policy EC(LOCAL), *School Day*-First Reading

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves revisions to Board Policy EC(LOCAL), *School Day*. The changes are recommended to remove outdated information.

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

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the School Board accepts the proposed revisions to Board Policy EC (LOCAL), *School Day*, on first reading, effective February 14, 2025.

Loss of Class Time The District shall not remove a student from a regularly scheduled class for tutoring or test preparation for more than ten percent of the school days on which the class is offered without a parent's written consent.

Interruptions The District shall limit nonacademic activities that interrupt and distract from the academic process and shall enforce the following restrictions:

- Schoolwide or all-call announcements, other than emergency announcements, shall be made over the public address system only once during the school day.
- Selling or solicitation shall not be permitted during class time. [For fund-raising activities, see FJ]

School Day The daily program shall be established in accordance with the needs of the individual school, the District, and Texas Education Agency (TEA) guidelines.

~~All schools shall operate on a minimum seven-hour, 15-minute standard school day, including intermissions and recesses.~~

Kindergarten Program All kindergarten classes in the District shall operate on a full-day, full-year basis. [See EC(LEGAL) and FD(LEGAL)]

Effective Date ~~This policy shall be effective as of the adoption date, April 11, 2014.~~



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

2/13/2025

22.

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 January 16 and 28, 2025.

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 January 16 and 28, 2025, effective February 14, 2025.