

THE HOUSTON INDEPENDENT SCHOOL DISTRICT



AGENDA

**School Board
Meeting**

May 14, 2026

BOARD AUDITORIUM – OPEN SESSION

- Call to Order
- Meditation and Pledge of Allegiance
- Speakers to Agenda Items
- Board Member Reports and Comments
- Recognitions
- Reports from the Superintendent
- Presentation Regarding Seat Belt Analysis and Implications for SB 546
- Consideration and Approval of Agenda Items
- Recess to Closed Session under Sections 551.004 through 551.089 of the Texas Government Code for the Purposes Listed in this Notice
- Reconvene in Open Session
- Consideration and Possible Action on Matters Discussed in Closed Session

BOARD MEMBER REPORTS AND COMMENTS

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

REPORTS FROM THE SUPERINTENDENT

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

- Special Education Supports
- K–2 Literacy Update

CONSENT AGENDA

1. Reappointment Of A Houston Independent School District Representative To The Tax Increment Reinvestment Zone 7 Board Of Directors

2. Approval To Designate Dates In Calendar Year 2026 As Nonbusiness Days In Compliance With Section 552.0031 Of The Texas Government Code
 - Resolution
3. Reappointment Of A Houston Independent School District Representative To The Texas Association Of School Boards Board Of Directors For Region 4, Position D
4. Authorization To Renew The Training Agreement With The American National Red Cross
5. Approval Of New Campus Library Book Orders And Donations
 - May Board Meeting Book Titles
6. Authority To Negotiate, Execute, And Amend An Interlocal Agreement With The University Of Texas At Austin To Develop An Admission And Enrollment Pipeline For Houston Independent School District Students
7. Authority To Negotiate, Execute, And Amend An Interlocal Agreement With Trinity University To Develop An Admission And Enrollment Pipeline For Houston Independent School District Students
8. Authority To Negotiate, Execute, And Amend An Interlocal Agreement With The University Of Texas At San Antonio To Develop An Admission And Enrollment Pipeline For Houston Independent School District Students
9. Authority To Negotiate, Execute, And Amend An Interlocal Agreement With The University Of The Incarnate Word To Develop An Admission And Enrollment Pipeline For Houston Independent School District Students
10. Approval Of Texas Education Agency Login Access For Superintendent Designee
11. Approval To Name A New Career Center The Southside Launchpad: Career And Innovation Center
12. Approval To Name A New Building At Barbara Jordan Career Center The Northside Launchpad At Barbara Jordan Career Center
13. Approval Of A Resolution Authorizing The Houston Independent School District To Submit A Grant Application Under The Magnet Schools Assistance Program
 - Resolution
 - Plan
14. Approval Of Resolutions Authorizing The Houston Independent School District To Apply For, Accept, Reject, Alter, Or Terminate Office Of The Governor Grants
 - Resolution For FY 2027 Active Attack Response Equipment Grant Program
 - Resolution For FY 2027 Rifle-Resistant Body Armor Grant Program
 - Resolution For FY 2027 Criminal Justice Grant Program

15. Approval Of Vendor Awards For Purchases Which Cost \$1,000,000 Or More
 - Purchasing Requests
16. Approval Of Revisions To The 2026-2027 Academic Calendar
 - Revised 2026–2027 Academic Calendar (English)
 - Revised 2026–2027 Academic Calendar (Spanish)
17. Approval To Submit A Request For Exemption From Senate Bill 546 To The Texas Education Agency
 - HISD Transportation: Seat Belt Analysis And Implications For SB 546
18. Approval Of Proposed Revisions To Board Policy CQB(LOCAL), *Technology Resources: Cybersecurity*-Second Reading
 - CQB(LOCAL), Second Reading
19. Approval Of Proposed Revisions To Board Policy EIF(LOCAL), *Academic Achievement: Graduation*-Second Reading
 - EIF(LOCAL), Second Reading
20. Approval Of Proposed Revisions To Board Policy CQ(LOCAL), *Technology Resources*-First Reading
 - CQ(LOCAL), First Reading
21. Approval Of Proposed Revisions To Board Policy DEC(LOCAL), *Compensation and Benefits: Leaves and Absences*-First Reading
 - DEC(LOCAL), First Reading
22. Approval Of Proposed Revisions To Board Policy EEP(LOCAL), *Instructional Arrangements: Lesson Plans*-First Reading
 - EEP(LOCAL), First Reading
23. Approval Of Proposed Establishment Of Board Policy FEF(LOCAL), *Attendance: Released Time*-First Reading
 - FEF(LOCAL), First Reading
24. Approval Of Proposed Revisions To Board Policy FFB(LOCAL), *Student Welfare: Crisis Intervention*-First Reading
 - FFB(LOCAL), First Reading

25. Consideration And Approval Of Minutes From Previous Meetings

CLOSED SESSION

Personnel

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

Legal

- a) Matters on which the district's attorney's duty to the district under the Code of Professional Responsibility clearly conflicts with the Texas Open Meetings Law, including specifically any matter listed on this agenda and meeting notice.
- b) Pending or contemplated litigation matters and status report.
- c) Update on federal law enforcement activity on February 27, 2020.
- d) Update and possible action in the matter of Nathan v. Alamo Heights Independent School District, in the Western District of Texas, San Antonio Division, Civil Action No. 5:25-cv-00756.
- e) Update and possible action in the matter of Houston Federation of Teachers v. Mike Miles, in the District Court of Harris County, Texas, 164 Judicial District, Cause No. 2025-53237.
- f) GSA Network et al., v. Mike Morath, Houston ISD et al., in the Southern District of Texas, Civil Action No. 4:25-CV-04090.

Real Estate

- a) Sale
 - 1) Consideration and possible action to sell the surplus real property known as SB# 26-08-94, 4103 Brisbane Street, Houston, Harris County, Texas 77047.
 - 2) Consideration and possible action to sell the surplus real property known as SB# 26-10-98, South Area Office, 4040 W. Fuqua Street, Houston, Harris County, Texas 77045.

District Safety, Emergency Management, And Security Audits

- a) Discussion of district safety concerns, including districtwide intruder detection audit report findings and HB3 compliance.
- b) District Vulnerability Assessment Full Report

ADJOURN



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

5/14/2026

1.

Office of the School Board

Reappointment Of A Houston Independent School District Representative To The Tax Increment Reinvestment Zone 7 Board Of Directors

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

This agenda item is to authorize reappointment of Cathy Evans-Jackson to a new two-year term of service on the TIRZ 7 (Old Spanish Trail/Almeda Corridor) board of directors. The term is from May 7, 2026, through May 6, 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 Cathy Evans-Jackson to the TIRZ 7 board of directors, effective May 15, 2026.



5/14/2026

2.

Office of the School Board

Approval To Designate Dates In Calendar Year 2026 As Nonbusiness Days In Compliance With Section 552.0031 Of The Texas Government Code

The Houston Independent School District (HISD) School Board is asked to consider a resolution designating specific dates in calendar year 2026 as nonbusiness days in accordance with Government Code Section 552.0031 of the Texas Public Information Act (TPIA), which defines business day under the TPIA to mean a day other than:

- a Saturday or Sunday;
- a national holiday under Texas Government Code Section 662.003(a); or
- a state holiday under Texas Government Code Section 662.003(b).

Section 552.0031 of the Texas Government Code further provides that the Friday before or Monday after a state or federal holiday is not a business day of a governmental entity if the holiday occurs on a weekend and the governmental entity observes the holiday on that Friday or Monday.

This is significant for government bodies as the TPIA requires a governmental entity to take action upon receipt of a request for public information and often requires the calculation of business days.

Section 552.0031 of the Texas Government Code provides that the board of trustees of a school district may designate up to 10 days in each calendar year as nonbusiness days, on which the governmental entity's administrative offices are closed or operating with minimum staffing, but which are not national or state holidays.

Accordingly, it is requested that the following dates in calendar year 2026, when the district will be closed, be designated by the HISD School Board as nonbusiness days in compliance with section 552.0031 of the Texas Government Code:

- November 23, 24, and 25, 2026
- December 21, 22, 23, 28, 29, 30, and 31, 2026

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board designates November 23, 24, and 25, and December 21, 22, 23, 28, 29, 30, and 31 as nonbusiness days during calendar year 2026, effective May 15, 2026.

SIGNED this ____th day of May 2026.

President, HISD School Board

Secretary, HISD School Board



5/14/2026

3.

Office of the School Board

Reappointment Of A Houston Independent School District Representative To The Texas Association Of School Boards Board Of Directors For Region 4, Position D

Members of the Houston Independent School District (HISD) board serve as representatives to various internal and external organizations including the Texas Association of School Boards (TASB) Board of Directors for Region 4, Position D.

In June 2023, the board appointed Angela Lemond Flowers to complete the three-year term ending October 1, 2023, and to serve the following three-year term ending October 1, 2026. The TASB nomination cycle runs from April 30 to June 30, so the board is now asked to reappoint Angela Lemond Flowers to serve the following three-year term ending October 1, 2029.

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 Angela Lemond Flowers to serve the three-year term ending October 1, 2029, effective May 15, 2026.



5/14/2026

4.

Office of the Superintendent of Schools

Office of Academics

Authorization To Renew The Training Agreement With The American National Red Cross

This agenda item seeks board approval to authorize the renewal of the training service agreement between the Houston Independent School District (HISD) and the American National Red Cross to continue providing districtwide health, safety, and emergency response training for HISD employees.

HISD utilizes the American National Red Cross to deliver nationally recognized training and certification programs that support student and employee safety and ensure compliance with operational and regulatory requirements.

Under this agreement, the American National Red Cross will provide in-person and online training courses, Red Cross-certified instructors, instructional materials, and nationally recognized certifications upon successful completion.

Courses the district may offer with this agreement include, but are not limited to, First Aid/Cardiopulmonary Resuscitation (CPR)/Automated External Defibrillators (AED), Bloodborne Pathogens, and Basic Life Support for Medical Professionals. It also allows the district to offer these courses at a reduced cost to HISD employees.

Approval of this agreement will ensure continuity of services, consistent training quality, and scalable access to safety certifications across the district, supporting effective risk management and emergency preparedness.

COST/FUNDING SOURCE(S): No additional costs to district budgets. The district transfers reduced training rates paid by participants to the American Red Cross upon completion of the trainings offered.

STAFFING IMPLICATIONS: None. Existing district staff coordinate training, participation, and oversight as part of their current roles.

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

RECOMMENDED: That the School Board approves renewal of the full services training agreement between HISD and the American National Red Cross for a period of 36 months, effective May 15, 2026.



5/14/2026

5.

Office of the Superintendent of Schools

Office of Academics

Approval Of New Campus Library Book Orders And Donations

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

S.B. 13 requires that:

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

The HISD book acquisition process is as follows:

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

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

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

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board approves the proposed list of library materials submitted by district librarians and reviewed by Library Services, effective May 15, 2026.

Title	Author	Level	Public Posting Date	School	30 Day Posting Complete
Anacondas vs. Capybaras: Food Chain Fights	Hubbard, Ben	Elementary	3/23/26	Lyons ES	4/22/26
Animal	Brookes, Olivia	Elementary	3/23/26	Lyons ES	4/22/26
Basket Ball: The Story of the All-American Game	Nelson, Kadir	Elementary	3/23/26	Lyons ES	4/22/26
Birds Swarm	Bylenga, Heather Rook	Elementary	3/23/26	Lyons ES	4/22/26
Books on Horseback	Ransom, Candice Ferris	Elementary	3/23/26	Lyons ES	4/22/26
Breakout	Wyman, Christina	Elementary	3/23/26	Lyons ES	4/22/26
Cane Toads Invade	Simms, Susan Rose	Elementary	3/23/26	Lyons ES	4/22/26
Cheetahs vs. Gazelles: Food Chain Fights	Roggio, Sarah	Elementary	3/23/26	Lyons ES	4/22/26
Crocodile vs. Deinosuchus	Hofer, Charles C.	Elementary	3/23/26	Lyons ES	4/22/26
Crocodiles vs. Hippos: Food Chain Fights	Roggio, Sarah	Elementary	3/23/26	Lyons ES	4/22/26
Funnel-Web Spiders	Amstutz, Lisa J.	Elementary	3/23/26	Lyons ES	4/22/26
Glory Be	Sumner, Jamie	Elementary	3/23/26	Lyons ES	4/22/26
Grandpere's Ghost Swamp	Marsh, Rachel M.	Elementary	3/23/26	Lyons ES	4/22/26
Great Horned Owls	Barnes, Rachael	Elementary	3/23/26	Lyons ES	4/22/26
Great White Sharks vs. Dolphins: Food Chain Fights	Hubbard, Ben	Elementary	3/23/26	Lyons ES	4/22/26
Huff-and-Puff Proof House and the Science of the Three Little Pigs	Koster, Gloria	Elementary	3/23/26	Lyons ES	4/22/26
Killer Whales vs. Penguins: Food Chain Fights	Hubbard, Ben	Elementary	3/23/26	Lyons ES	4/22/26
Komodo Dragons vs. Wild Boars: Food Chain Fights	Roggio, Sarah	Elementary	3/23/26	Lyons ES	4/22/26
Lions vs. Zebras: Food Chain Fights	Hubbard, Ben	Elementary	3/23/26	Lyons ES	4/22/26
Lynx vs. Porcupines: Food Chain Fights	Hubbard, Ben	Elementary	3/23/26	Lyons ES	4/22/26
Marble Caves of Patagonia	Chanez, Katie	Elementary	3/23/26	Lyons ES	4/22/26
Marie's Magic Eggs: How Marie Procai Kept the Ukrainian Art of Pysanky	Wallace, Sandra Neil	Elementary	3/23/26	Lyons ES	4/22/26
Meet Bisticeratops: A Graphic Guide	Harper, Benjamin	Elementary	3/23/26	Lyons ES	4/22/26
Meet Mbiresaurus: A Graphic Guide	Harper, Benjamin	Elementary	3/23/26	Lyons ES	4/22/26
Meet Meraxus Gigas: A Graphic Guide	Harper, Benjamin	Elementary	3/23/26	Lyons ES	4/22/26
Meet Yuxisaurus: A Graphic Guide	Harper, Benjamin	Elementary	3/23/26	Lyons ES	4/22/26
Michio Kaku	Parkin, Michelle	Elementary	3/23/26	Lyons ES	4/22/26
Moses: The True Story of an Elephant Baby	Perepeczko, Jenny	Elementary	3/23/26	Lyons ES	4/22/26
Mosquitoes Infect	Osornio, Catherine L.	Elementary	3/23/26	Lyons ES	4/22/26
Polar Bears vs. Seals: Food Chain Fights	Roggio, Sarah	Elementary	3/23/26	Lyons ES	4/22/26
Poo Down Under	Wood, John	Elementary	3/23/26	Lyons ES	4/22/26
Poo in the Desert	Wood, John	Elementary	3/23/26	Lyons ES	4/22/26
Snakes Strike	Reitmann, Kathleen	Elementary	3/23/26	Lyons ES	4/22/26
Stephen Hawking	Parkin, Michelle	Elementary	3/23/26	Lyons ES	4/22/26
Tigers vs. Deer: Food Chain Fights	Roggio, Sarah	Elementary	3/23/26	Lyons ES	4/22/26
Unexpected Players	Caprioli, Claire	Elementary	3/23/26	Lyons ES	4/22/26
Wolves vs. Moose: Food Chain Fights	Hubbard, Ben	Elementary	3/23/26	Lyons ES	4/22/26
Amari and the Metalwork Menace	B Alston	Elementary	3/25/26	Bush ES	4/24/26
Animal Minds: What are they Thinking?	D Church	Elementary	3/25/26	Bush ES	4/24/26
Animal Superpowers!	A Cherrix	Elementary	3/25/26	Bush ES	4/24/26
At the Rescue Cat Cafe	A Humphrey	Elementary	3/25/26	Bush ES	4/24/26
Awe!	C Stiefel	Elementary	3/25/26	Bush ES	4/24/26
Bartleby	M Phelan	Elementary	3/25/26	Bush ES	4/24/26
Bon Festival	E Andrews	Elementary	3/25/26	Bush ES	4/24/26
Book of Maps for You	L Heuer	Elementary	3/25/26	Bush ES	4/24/26
Broken	X Fang	Elementary	3/25/26	Bush ES	4/24/26
Capybara: A First Field Guide to the Biggest Rodent in the World	J Mata	Elementary	3/25/26	Bush ES	4/24/26
Celebrating St. Patrick's Day	M York	Elementary	3/25/26	Bush ES	4/24/26
The Dark is for	J Kohuth	Elementary	3/25/26	Bush ES	4/24/26
Escape Room Puzzles	L Miceli	Elementary	3/25/26	Bush ES	4/24/26
Game Zero	C Edge	Elementary	3/25/26	Bush ES	4/24/26
George Washington's Spectacular Spectacles	S Castrovilla	Elementary	3/25/26	Bush ES	4/24/26
Haunted Scavenger Hunt	S Patschke	Elementary	3/25/26	Bush ES	4/24/26
Hello, I'm a Quokka	H Rocco	Elementary	3/25/26	Bush ES	4/24/26
Hello, Sun!	L Watkins	Elementary	3/25/26	Bush ES	4/24/26
How do You Eat Color?	M David	Elementary	3/25/26	Bush ES	4/24/26
The Hunt for Agent 9	A Woolf	Elementary	3/25/26	Bush ES	4/24/26
Like No Other	S Collard	Elementary	3/25/26	Bush ES	4/24/26
A Line Can Go Anywhere	C Mcalister	Elementary	3/25/26	Bush ES	4/24/26
Loops	J Awan	Elementary	3/25/26	Bush ES	4/24/26
Magnitude	J Nielsen	Elementary	3/25/26	Bush ES	4/24/26
Monarch and Mourning Cloak	M Stewart	Elementary	3/25/26	Bush ES	4/24/26
My First Read-Aloud Bible	M Batchelor	Elementary	3/25/26	Bush ES	4/24/26
Owls: Who Gives a Hoot?	F Backhouse	Elementary	3/25/26	Bush ES	4/24/26
Parrotfish Has a Superpower	J Esbaum	Elementary	3/25/26	Bush ES	4/24/26
The Princess and the Dragon	A Luzzader	Elementary	3/25/26	Bush ES	4/24/26
Red River Rose	C Lindstrom	Elementary	3/25/26	Bush ES	4/24/26
Resist: A Story of D-Day	A Gratz	Elementary	3/25/26	Bush ES	4/24/26

Rise and Fall	P Wallen	Elementary	3/25/26	Bush ES	4/24/26
Rougarou at Mardi Gras	V Cano	Elementary	3/25/26	Bush ES	4/24/26
Secret of Honeycake	K Fusco	Elementary	3/25/26	Bush ES	4/24/26
Serafina Makes Waves	M Burgess	Elementary	3/25/26	Bush ES	4/24/26
The Size of Everything	A Clements	Elementary	3/25/26	Bush ES	4/24/26
The St. Patrick's Day Alphabet	L Saunders	Elementary	3/25/26	Bush ES	4/24/26
There's Something Odd about the Babysitter	E Crain	Elementary	3/25/26	Bush ES	4/24/26
The Tiny Truths Illustrated Bible	J Rivard	Elementary	3/25/26	Bush ES	4/24/26
The Wild Robot on the Island	P Brown	Elementary	3/25/26	Bush ES	4/24/26
Mal's Spell Book	Tina McLeef	Elementary	04/02/26	Lovett ES	05/02/26
Academy for Roblox Pros : 2 : GAME ON!	Louis Shea	Elementary	04/02/26	Bush ES	05/02/26
A Card for My Mom	Bashabi Fraser	Elementary	04/02/26	Bush ES	05/02/26
Carnival Queen	Donette Williams-Harry	Elementary	04/02/26	Bush ES	05/02/26
Chicka Chicka Peep Peep	Julien Chung	Elementary	04/02/26	Bush ES	05/02/26
Crack Goes the Cascaron: An Eggcellent	Sara Fajardo	Elementary	04/02/26	Bush ES	05/02/26
Elijah's Easter Suit	Brentom Jackson	Elementary	04/02/26	Bush ES	05/02/26
Flat Cat: The Class Pet	Tara Lazar	Elementary	04/02/26	Bush ES	05/02/26
Haunted House	Ari Avatar	Elementary	04/02/26	Bush ES	05/02/26
It's Almost Time for Easter	Maisha Oso	Elementary	04/02/26	Bush ES	05/02/26
The Most Exciting Eid	Zeba Talkhani	Elementary	04/02/26	Bush ES	05/02/26
Night Light	Michael Emberley	Elementary	04/02/26	Bush ES	05/02/26
The Passover Pet Surprise	Ana Maria Shua	Elementary	04/02/26	Bush ES	05/02/26
Rainbow Fish and the Great Escape	Marcus Pfister	Elementary	04/02/26	Bush ES	05/02/26
Ramadan Rain	Jamilah Thompkins-Bigelow	Elementary	04/02/26	Bush ES	05/02/26
Soccer Simulator	Ari Avatar	Elementary	04/02/26	Bush ES	05/02/26
The Spark in You	Andrea Pippins	Elementary	04/02/26	Bush ES	05/02/26
The Unluckiest Leprechaun	Alastair Heim	Elementary	04/02/26	Bush ES	05/02/26
Welcome, Uncle Nowruz!	Rashin Kheiriyeh	Elementary	04/02/26	Bush ES	05/02/26
The 1989 era	Hansen, Grace	Elementary	04/06/26	Oak Forest ES	05/06/26
The adventures of Cipollino	Rodari, Gianni	Elementary	04/06/26	Oak Forest ES	05/06/26
Aggie and the ghost	Forsythe, Matthew	Elementary	04/06/26	Oak Forest ES	05/06/26
Alabama Crimson Tide	Beattie, Charlie	Elementary	04/06/26	Oak Forest ES	05/06/26
All about Antarctic penguins	Greve, Meg	Elementary	04/06/26	Oak Forest ES	05/06/26
All about U.S. : a look at the lives of 50 real kids from across the United States	Lamothe, Matt	Elementary	04/06/26	Oak Forest ES	05/06/26
Alligators	Weakland, Mark	Elementary	04/06/26	Oak Forest ES	05/06/26
Alligators : The three little gators ; All about alligators		Elementary	04/06/26	Oak Forest ES	05/06/26
The amazing generation : your guide to fun and freedom in a screen-filled world	Haidt, Jonathan	Elementary	04/06/26	Oak Forest ES	05/06/26
American alligators	Scheffer, Janie	Elementary	04/06/26	Oak Forest ES	05/06/26
Anacondas	Bow, James	Elementary	04/06/26	Oak Forest ES	05/06/26
Andre : Andre Leon Talley--a fabulously fashionable fairy tale	Weatherford, Carole Boston	Elementary	04/06/26	Oak Forest ES	05/06/26
Anything	Stead, Rebecca	Elementary	04/06/26	Oak Forest ES	05/06/26
At our table	Hulse, Patrick	Elementary	04/06/26	Oak Forest ES	05/06/26
Atlanta Falcons	Alinas, Marv	Elementary	04/06/26	Oak Forest ES	05/06/26
Awesome Earth : concrete poems celebrate caves, canyons, and other fascinating landforms	Graham, Joan Bransfield	Elementary	04/06/26	Oak Forest ES	05/06/26
Awesome LEGO creations with bricks you already have : 55 projects for robots, dragons, race cars, planes, wild animals and more to build imaginative worlds	Dees, Sarah	Elementary	04/06/26	Oak Forest ES	05/06/26
Baltimore Ravens	Alinas, Marv	Elementary	04/06/26	Oak Forest ES	05/06/26
The Baltimore Ravens	Stewart, Mark	Elementary	04/06/26	Oak Forest ES	05/06/26
Basket ball	Nelson, Kadir	Elementary	04/06/26	Oak Forest ES	05/06/26
Bat and the business of ferrets	Arnold, Elana K	Elementary	04/06/26	Oak Forest ES	05/06/26
Bat and the case of the yips	Arnold, Elana K	Elementary	04/06/26	Oak Forest ES	05/06/26
Becoming a ballerina : the story of Michaela Mabinty DePrince	Obuobi, Laura	Elementary	04/06/26	Oak Forest ES	05/06/26
Beinoni	Lowe, Mari	Elementary	04/06/26	Oak Forest ES	05/06/26
The big book of knock-knock jokes	Elliott, Rob	Elementary	04/06/26	Oak Forest ES	05/06/26
The big mess and other stories	Pizzoli, Greg	Elementary	04/06/26	Oak Forest ES	05/06/26
Black Widow spiders	Amstutz, Lisa J	Elementary	04/06/26	Oak Forest ES	05/06/26
Book comes home	Sanders, Rob	Elementary	04/06/26	Oak Forest ES	05/06/26
A book of maps for you	Heuer, Lourdes	Elementary	04/06/26	Oak Forest ES	05/06/26
Braided roots	Westbrook, Pasha	Elementary	04/06/26	Oak Forest ES	05/06/26
Buffalo Bills	Alinas, Marv	Elementary	04/06/26	Oak Forest ES	05/06/26
The Buffalo Bills	Stewart, Mark	Elementary	04/06/26	Oak Forest ES	05/06/26
Burrowing owls	Barnes, Rachael	Elementary	04/06/26	Oak Forest ES	05/06/26
But Art Is Awful!	McCright, Cassi	Elementary	04/06/26	Oak Forest ES	05/06/26
Call me Gray	Larsen, Andrew	Elementary	04/06/26	Oak Forest ES	05/06/26
Carolina Panthers	Alinas, Marv	Elementary	04/06/26	Oak Forest ES	05/06/26
Cats love books, too	Coco, Maria	Elementary	04/06/26	Oak Forest ES	05/06/26
Chance : escape from the Holocaust	Shulevitz, Uri	Elementary	04/06/26	Oak Forest ES	05/06/26
Chicago Bears	Alinas, Marv	Elementary	04/06/26	Oak Forest ES	05/06/26

The Chicago Bears	Stewart, Mark	Elementary	04/06/26	Oak Forest ES	05/06/26
Cincinnati Bengals	Alinas, Marv	Elementary	04/06/26	Oak Forest ES	05/06/26
City summer, country summer	Laymon, Kiese	Elementary	04/06/26	Oak Forest ES	05/06/26
Cleveland Browns	Alinas, Marv	Elementary	04/06/26	Oak Forest ES	05/06/26
Cookies and crescents : an Eid story	Dutka, Nada Shawish	Elementary	04/06/26	Oak Forest ES	05/06/26
Copycat Conundrum (The Misfits)	Yee, Lisa	Elementary	04/06/26	Oak Forest ES	05/06/26
Dachshunds	Lopez, Dan	Elementary	04/06/26	Oak Forest ES	05/06/26
Dallas Cowboys	Alinas, Marv	Elementary	04/06/26	Oak Forest ES	05/06/26
The Dallas Cowboys	Stewart, Mark	Elementary	04/06/26	Oak Forest ES	05/06/26
Defending the Swamp Dragon	West, Tracey	Elementary	04/06/26	Oak Forest ES	05/06/26
Denver Broncos	Alinas, Marv	Elementary	04/06/26	Oak Forest ES	05/06/26
Detroit Lions	Alinas, Marv	Elementary	04/06/26	Oak Forest ES	05/06/26
Dogs love books, too	Coco, Maria	Elementary	04/06/26	Oak Forest ES	05/06/26
A dragonfly grows	Ruby, Rex	Elementary	04/06/26	Oak Forest ES	05/06/26
Elena camps	Medina, Juana	Elementary	04/06/26	Oak Forest ES	05/06/26
Emperor penguins	Owen, Ruth	Elementary	04/06/26	Oak Forest ES	05/06/26
Entirely Emmie	Libenson, Terri	Elementary	04/06/26	Oak Forest ES	05/06/26
The evermore era	Andrews, Elizabeth	Elementary	04/06/26	Oak Forest ES	05/06/26
Every peach is a story	Masumoto, David Mas	Elementary	04/06/26	Oak Forest ES	05/06/26
The fearless era	Hansen, Grace	Elementary	04/06/26	Oak Forest ES	05/06/26
Felice and the wailing woman	Lopez, Diana	Elementary	04/06/26	Oak Forest ES	05/06/26
Fierce aunts!	Goodluck, Laurel	Elementary	04/06/26	Oak Forest ES	05/06/26
First day around the world	Zoboi, Ibi Aanu	Elementary	04/06/26	Oak Forest ES	05/06/26
Five stories	Weinstein, Ellen	Elementary	04/06/26	Oak Forest ES	05/06/26
The folklore era	Andrews, Elizabeth	Elementary	04/06/26	Oak Forest ES	05/06/26
For a girl becoming	Harjo, Joy	Elementary	04/06/26	Oak Forest ES	05/06/26
Fox Catches a Wave	Tabor, Corey R	Elementary	04/06/26	Oak Forest ES	05/06/26
From Memen to Mori	Yoshitake, Shinsuke	Elementary	04/06/26	Oak Forest ES	05/06/26
Fun facts about owls	Murray, Julie	Elementary	04/06/26	Oak Forest ES	05/06/26
The future book	Barnett, Mac	Elementary	04/06/26	Oak Forest ES	05/06/26
Galapagos penguin	Latham, Bethany	Elementary	04/06/26	Oak Forest ES	05/06/26
Georgia Bulldogs	Hanlon, Luke	Elementary	04/06/26	Oak Forest ES	05/06/26
The giving flower : the story of the Poinsettia	Dobbs, Alda P	Elementary	04/06/26	Oak Forest ES	05/06/26
The great blue heron	Minsky, Howie	Elementary	04/06/26	Oak Forest ES	05/06/26
Great blue heron's great day	Minsky, Howie	Elementary	04/06/26	Oak Forest ES	05/06/26
Great horned owls	Barnes, Rachael	Elementary	04/06/26	Oak Forest ES	05/06/26
The great lego puzzle book : 120 creative building challenges	Berg, Jacob	Elementary	04/06/26	Oak Forest ES	05/06/26
Green Bay Packers	Alinas, Marv	Elementary	04/06/26	Oak Forest ES	05/06/26
The Green Bay Packers	Stewart, Mark	Elementary	04/06/26	Oak Forest ES	05/06/26
Grumpy monkey. 3.School stinks!	Lang, Suzanne	Elementary	04/06/26	Oak Forest ES	05/06/26
Grumpy Monkey Father's Day fuss	Lang, Suzanne	Elementary	04/06/26	Oak Forest ES	05/06/26
Halfway to somewhere	Pimentia, Jose	Elementary	04/06/26	Oak Forest ES	05/06/26
Handmade Valentine's Day crafts	Owen, Ruth	Elementary	04/06/26	Oak Forest ES	05/06/26
The history of we	Smith, Nikkolas	Elementary	04/06/26	Oak Forest ES	05/06/26
Home	de la Pena, Matt	Elementary	04/06/26	Oak Forest ES	05/06/26
Hopeful heroes : more poems about amazing Latinos	Engle, Margarita	Elementary	04/06/26	Oak Forest ES	05/06/26
Hot cat, cool cat	Manaresi, Laura	Elementary	04/06/26	Oak Forest ES	05/06/26
How to Be a Dragonfly	Dk	Elementary	04/06/26	Oak Forest ES	05/06/26
I am we : a book of community	Verde, Susan	Elementary	04/06/26	Oak Forest ES	05/06/26
I hear the snow, I smell the sea	Milusch, Janice	Elementary	04/06/26	Oak Forest ES	05/06/26
I like hoops	Ford, Juwanda G	Elementary	04/06/26	Oak Forest ES	05/06/26
I, rock : a geology tale	Slivensky, Katie	Elementary	04/06/26	Oak Forest ES	05/06/26
I see a rat	Meisel, Paul	Elementary	04/06/26	Oak Forest ES	05/06/26
In the world of whales	Cusolito, Michelle	Elementary	04/06/26	Oak Forest ES	05/06/26
The ink witch	Cherrywell, Steph	Elementary	04/06/26	Oak Forest ES	05/06/26
Interrupting chicken saves the Nutcracker	Stein, David Ezra	Elementary	04/06/26	Oak Forest ES	05/06/26
Island storm	Floca, Brian	Elementary	04/06/26	Oak Forest ES	05/06/26
It's my bird-day!	Willems, Mo	Elementary	04/06/26	Oak Forest ES	05/06/26
Jacksonville Jaguars	Alinas, Marv	Elementary	04/06/26	Oak Forest ES	05/06/26
Kansas City Chiefs	Alinas, Marv	Elementary	04/06/26	Oak Forest ES	05/06/26
The Kansas City Chiefs	Stewart, Mark	Elementary	04/06/26	Oak Forest ES	05/06/26
Karen's Surprise --A Graphic Novel	Grant, Shauna J	Elementary	04/06/26	Oak Forest ES	05/06/26
Katie Leducky : swimming GOAT	Rajczak Nelson, Kristen	Elementary	04/06/26	Oak Forest ES	05/06/26
The keeper of stories	Ritchard, Caroline Kusin	Elementary	04/06/26	Oak Forest ES	05/06/26
The library in the woods	Ramsey, Calvin A	Elementary	04/06/26	Oak Forest ES	05/06/26
Light and air	Wendell, Mindy Nichols	Elementary	04/06/26	Oak Forest ES	05/06/26
Lightfall. Book four,A place between	Probert, Tim	Elementary	04/06/26	Oak Forest ES	05/06/26
Lila and the jack-o'-lantern : Halloween comes to America	Churnin, Nancy	Elementary	04/06/26	Oak Forest ES	05/06/26
Lindsey Vonn : skiing GOAT	Rajczak Nelson, Kristen	Elementary	04/06/26	Oak Forest ES	05/06/26
The lions' run	Pennypacker, Sara	Elementary	04/06/26	Oak Forest ES	05/06/26
The littlest elephant : a one and only Ruby story	Applegate, Katherine	Elementary	04/06/26	Oak Forest ES	05/06/26

Lizard or salamander?	Rice, Jamie	Elementary	04/06/26	Oak Forest ES	05/06/26
Lizard or salamander?	Schuh, Mari C	Elementary	04/06/26	Oak Forest ES	05/06/26
Lone Wolf goes to the library	Thomas, Kiah	Elementary	04/06/26	Oak Forest ES	05/06/26
The lover era	Hansen, Grace	Elementary	04/06/26	Oak Forest ES	05/06/26
Lyle, Lyle, crocodile	Hapka, Cathy	Elementary	04/06/26	Oak Forest ES	05/06/26
Make your own Valentine's Day crafts	Rossow, Kayla	Elementary	04/06/26	Oak Forest ES	05/06/26
Mambo mucho mambo! : the dance that crossed color lines	Robbins, Dean	Elementary	04/06/26	Oak Forest ES	05/06/26
Many things at once	Hiranandani, Veera	Elementary	04/06/26	Oak Forest ES	05/06/26
Miami Dolphins	Alinas, Marv	Elementary	04/06/26	Oak Forest ES	05/06/26
The Miami Dolphins	Stewart, Mark	Elementary	04/06/26	Oak Forest ES	05/06/26
Michigan Wolverines	Moon, Derek	Elementary	04/06/26	Oak Forest ES	05/06/26
The midnights era	Hansen, Grace	Elementary	04/06/26	Oak Forest ES	05/06/26
Mine!	Fleming, Candace	Elementary	04/06/26	Oak Forest ES	05/06/26
Minecraft. The crafter's kitchen : an official cookbook for young chefs and	Berne, Emma Carlson	Elementary	04/06/26	Oak Forest ES	05/06/26
Minnesota Vikings	Alinas, Marv	Elementary	04/06/26	Oak Forest ES	05/06/26
Mr. Fox's game of "No!"	LaRochelle, David	Elementary	04/06/26	Oak Forest ES	05/06/26
The mystery of locked rooms	Currie, Lindsay	Elementary	04/06/26	Oak Forest ES	05/06/26
Never give a baby a library card	Sandberg, Erin	Elementary	04/06/26	Oak Forest ES	05/06/26
New England Patriots	Alinas, Marv	Elementary	04/06/26	Oak Forest ES	05/06/26
The New England Patriots	Stewart, Mark	Elementary	04/06/26	Oak Forest ES	05/06/26
New York Giants	Alinas, Marv	Elementary	04/06/26	Oak Forest ES	05/06/26
The New York Giants	Stewart, Mark	Elementary	04/06/26	Oak Forest ES	05/06/26
New York Jets	Alinas, Marv	Elementary	04/06/26	Oak Forest ES	05/06/26
Nifty knock-knock jokes	McAneney, Caitie	Elementary	04/06/26	Oak Forest ES	05/06/26
The nine moons of Han Yu and Luli	Glaser, Karina Yan	Elementary	04/06/26	Oak Forest ES	05/06/26
North American river otter	Lawrence, Ellen	Elementary	04/06/26	Oak Forest ES	05/06/26
Notre Dame Fighting Irish	Moon, Derek	Elementary	04/06/26	Oak Forest ES	05/06/26
Ohio State Buckeyes	Moon, Derek	Elementary	04/06/26	Oak Forest ES	05/06/26
Oklahoma Sooners	Hanlon, Luke	Elementary	04/06/26	Oak Forest ES	05/06/26
One big open sky	Cline-Ransome, Lesa	Elementary	04/06/26	Oak Forest ES	05/06/26
Owls	Koestler-Grack, Rachel A	Elementary	04/06/26	Oak Forest ES	05/06/26
Peacocks	Deniston, Natalie	Elementary	04/06/26	Oak Forest ES	05/06/26
Peacocks	Rajczak Nelson, Kristen	Elementary	04/06/26	Oak Forest ES	05/06/26
The peanut man	Deedy, Carmen Agra	Elementary	04/06/26	Oak Forest ES	05/06/26
Penguins	Schuh, Mari C	Elementary	04/06/26	Oak Forest ES	05/06/26
A penny's worth	Wilson, Kimberly	Elementary	04/06/26	Oak Forest ES	05/06/26
Percy Jackson & the Olympians. Book two,The sea of monsters : the gr	Venditti, Robert	Elementary	04/06/26	Oak Forest ES	05/06/26
The Philadelphia Eagles	Alinas, Marv	Elementary	04/06/26	Oak Forest ES	05/06/26
The Philadelphia Eagles	Stewart, Mark	Elementary	04/06/26	Oak Forest ES	05/06/26
Picking tea with Baba	Xu, Bin	Elementary	04/06/26	Oak Forest ES	05/06/26
Pilgrim codex	Mansour Manzur, Vivian	Elementary	04/06/26	Oak Forest ES	05/06/26
Pittsburgh Steelers	Alinas, Marv	Elementary	04/06/26	Oak Forest ES	05/06/26
The Pittsburgh Steelers	Stewart, Mark	Elementary	04/06/26	Oak Forest ES	05/06/26
The polar bear and the ballerina	Velasquez, Eric	Elementary	04/06/26	Oak Forest ES	05/06/26
Popo el xolo	Lopez, Paloma Angelina	Elementary	04/06/26	Oak Forest ES	05/06/26
Prehistoric Mammals	Flood, Joe	Elementary	04/06/26	Oak Forest ES	05/06/26
Ramadan : the holy month of fasting	Khan, Ausma Zehanat	Elementary	04/06/26	Oak Forest ES	05/06/26
Raven's ribbons	Spillitt, Tasha	Elementary	04/06/26	Oak Forest ES	05/06/26
Red Bird danced	Quigley, Dawn	Elementary	04/06/26	Oak Forest ES	05/06/26
The red era	Andrews, Elizabeth	Elementary	04/06/26	Oak Forest ES	05/06/26
The reel wish	Mendez, Yamile Saied	Elementary	04/06/26	Oak Forest ES	05/06/26
The reputation era	Hansen, Grace	Elementary	04/06/26	Oak Forest ES	05/06/26
Rockhopper penguin	Latham, Bethany	Elementary	04/06/26	Oak Forest ES	05/06/26
San Francisco 49ers	Alinas, Marv	Elementary	04/06/26	Oak Forest ES	05/06/26
The San Francisco 49ers	Stewart, Mark	Elementary	04/06/26	Oak Forest ES	05/06/26
A sea of lemon trees : the corrido of Roberto Alvarez	Aguila, Maria Dolores	Elementary	04/06/26	Oak Forest ES	05/06/26
Seattle Seahawks	Alinas, Marv	Elementary	04/06/26	Oak Forest ES	05/06/26
The Seattle Seahawks	Stewart, Mark	Elementary	04/06/26	Oak Forest ES	05/06/26
A secret escape	Gerber, Alyson	Elementary	04/06/26	Oak Forest ES	05/06/26
A snail	Owen, Ruth	Elementary	04/06/26	Oak Forest ES	05/06/26
Snail	Rylands, Warren	Elementary	04/06/26	Oak Forest ES	05/06/26
A snow day for Amos McGee	Stead, Philip Christian	Elementary	04/06/26	Oak Forest ES	05/06/26
Snow problem and other stories	Pizzoli, Greg	Elementary	04/06/26	Oak Forest ES	05/06/26
The snowball fight	Ferry, Beth	Elementary	04/06/26	Oak Forest ES	05/06/26
Snowy owls	Barnes, Rachael	Elementary	04/06/26	Oak Forest ES	05/06/26
Soccer Smarter for Kids Learn to Play Like the Pros	Latham, Andrew	Elementary	04/06/26	Oak Forest ES	05/06/26
The speak now era	Andrews, Elizabeth	Elementary	04/06/26	Oak Forest ES	05/06/26
Special delivery : a book's journey around the world	Faber, Polly	Elementary	04/06/26	Oak Forest ES	05/06/26
Spotlight on ballet	Hammond, Mel	Elementary	04/06/26	Oak Forest ES	05/06/26
Spotlight on dance teams	Hammond, Mel	Elementary	04/06/26	Oak Forest ES	05/06/26
Spotlight on stepping	Hammond, Mel	Elementary	04/06/26	Oak Forest ES	05/06/26

Spotlight on tap dancing	Gramson, Hannah	Elementary	04/06/26	Oak Forest ES	05/06/26
Spotted owls	Neuenfeldt, Elizabeth	Elementary	04/06/26	Oak Forest ES	05/06/26
Spy School Secret Service the Graphic Novel	Gibbs, Stuart	Elementary	04/06/26	Oak Forest ES	05/06/26
Sticky hermana	Siqueira, Ana	Elementary	04/06/26	Oak Forest ES	05/06/26
Stop that mop!	Fenske, Jonathan	Elementary	04/06/26	Oak Forest ES	05/06/26
The summer of the bone horses	Sneve, Virginia Driving Hawk	Elementary	04/06/26	Oak Forest ES	05/06/26
Sundust	Pena, Zeke	Elementary	04/06/26	Oak Forest ES	05/06/26
The super fun knock knock joke book : over 700 hilarious jokes!	Finnegan, Ivy	Elementary	04/06/26	Oak Forest ES	05/06/26
The super-scary sleepover	Quigley, Dawn	Elementary	04/06/26	Oak Forest ES	05/06/26
Tampa Bay Buccaneers	Alinas, Marv	Elementary	04/06/26	Oak Forest ES	05/06/26
The Tampa Bay Buccaneers	Stewart, Mark	Elementary	04/06/26	Oak Forest ES	05/06/26
The Taylor Swift era	Andrews, Elizabeth	Elementary	04/06/26	Oak Forest ES	05/06/26
The teacher of nomad land : a World War II story	Nayeri, Daniel	Elementary	04/06/26	Oak Forest ES	05/06/26
Texas Longhorns	Moon, Derek	Elementary	04/06/26	Oak Forest ES	05/06/26
The tide pool waits	Fleming, Candace	Elementary	04/06/26	Oak Forest ES	05/06/26
The tortured poets department era	Andrews, Elizabeth	Elementary	04/06/26	Oak Forest ES	05/06/26
Touchdown : the science behind football's most daring plays	Morey, Allan	Elementary	04/06/26	Oak Forest ES	05/06/26
The tunneler tunnels in the tunnel	Rex, Michael	Elementary	04/06/26	Oak Forest ES	05/06/26
The undead fox of Deadwood forest	Hartman, Aubrey	Elementary	04/06/26	Oak Forest ES	05/06/26
Usborne Soccer Skills		Elementary	04/06/26	Oak Forest ES	05/06/26
USC Trojans	Moon, Derek	Elementary	04/06/26	Oak Forest ES	05/06/26
A Vaisakhi to remember	Singh, Simran Jeet	Elementary	04/06/26	Oak Forest ES	05/06/26
Las Vegas Raiders	Alinas, Marv	Elementary	04/06/26	Oak Forest ES	05/06/26
War horse	Morpurgo, Michael	Elementary	04/06/26	Oak Forest ES	05/06/26
Washington Commanders	Alinas, Marv	Elementary	04/06/26	Oak Forest ES	05/06/26
We the People Is All the People	Reeves, Howard W	Elementary	04/06/26	Oak Forest ES	05/06/26
Whale vs. giant squid	Pallotta, Jerry	Elementary	04/06/26	Oak Forest ES	05/06/26
The winter pony	Lawrence, Iain	Elementary	04/06/26	Oak Forest ES	05/06/26
A Wolf Called Fire --A Voice of the Wilderness Novel	Parry, Rosanne	Elementary	04/06/26	Oak Forest ES	05/06/26
You're invited to a creepover, the graphic novel. 5,There's something ou	Night, P. J	Elementary	04/06/26	Oak Forest ES	05/06/26
You're invited to a creepover, the graphic novel. 6,Best friends forever	Night, P. J	Elementary	04/06/26	Oak Forest ES	05/06/26
A-Ztec : a bilingual alphabet book	Valtierra, Emmanuel	Elementary	04/06/26	Oak Forest ES	05/06/26



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6.

Office of the Superintendent of Schools

Office of Academics

Authority To Negotiate, Execute, And Amend An Interlocal Agreement With The University Of Texas At Austin To Develop An Admission And Enrollment Pipeline For Houston Independent School District Students

This agenda item requests approval from the Houston Independent School District (HISD) School Board to authorize the superintendent of schools or designee to negotiate, execute, and amend an interlocal agreement with The University of Texas at Austin to develop a formalized partnership that will strengthen recruitment, increase matriculation, and improve all-around success for HISD graduating seniors who intend to enroll in college. The partnership with The University of Texas at Austin will outline the framework for admission options (direct admission or guaranteed admission) for students who meet the academic and program-specific criteria; student engagement opportunities; and HISD-specific programming. Students will have a clear postsecondary plan to guarantee a pathway to a higher living wage after high school graduation. The partnership agreement term is from June 1, 2026, through August 31, 2029.

For school years 2023-2024 and 2024-2025, more than 14,000 students indicated college (two-year or four-year) as their postsecondary plan. According to the National Student Clearinghouse, 51 percent (5,919) of the HISD class of 2024 and 53 percent (6,217) of the HISD class of 2025 enrolled in college in the fall immediately after high school graduation. A formalized partnership with The University of Texas at Austin would increase college matriculation and decrease the number of students who included college as their postsecondary plan but did not enroll.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board authorizes the superintendent of schools or designee to negotiate, execute, and amend an interlocal agreement with The University of Texas at Austin for university admissions, effective May 15, 2026.



5/14/2026

7.

Office of the Superintendent of Schools

Office of Academics

Authority To Negotiate, Execute, And Amend An Interlocal Agreement With Trinity University To Develop An Admission And Enrollment Pipeline For Houston Independent School District Students

This agenda item requests approval from the Houston Independent School District (HISD) School Board to authorize the superintendent of schools or designee to negotiate, execute, and amend an interlocal agreement with Trinity University to develop a formalized partnership that will strengthen recruitment, increase matriculation, and improve all-around success for HISD graduating seniors who intend to enroll in college. The partnership with Trinity University will outline the framework for admission options (direct admission or guaranteed admission) for students who meet the academic and program-specific criteria; student engagement opportunities; and HISD-specific programming. Students will have a clear postsecondary plan to guarantee a pathway to a higher living wage after high school graduation. The partnership agreement term is from June 1, 2026, through August 31, 2029.

For school years 2023-2024 and 2024-2025, more than 14,000 students indicated college (two-year or four-year) as their postsecondary plan. According to the National Student Clearinghouse, 51 percent (5,919) of the HISD class of 2024 and 53 percent (6,217) of the HISD class of 2025 enrolled in college in the fall immediately after high school graduation. A formalized partnership with Trinity University would increase college matriculation and decrease the number of students who indicated college as their postsecondary plan but did not enroll.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board authorizes the superintendent of schools or designee to negotiate, execute, and amend an interlocal agreement with Trinity University for university admissions, effective May 15, 2026.



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8.

Office of the Superintendent of Schools

Office of Academics

Authority To Negotiate, Execute, And Amend An Interlocal Agreement With The University Of Texas At San Antonio To Develop An Admission And Enrollment Pipeline For Houston Independent School District Students

This agenda item requests approval from the Houston Independent School District (HISD) School Board to authorize the superintendent of schools or designee to negotiate, execute, and amend an interlocal agreement with The University of Texas at San Antonio (UTSA) to develop a formalized partnership that will strengthen recruitment, increase matriculation, and improve all-around success for HISD graduating seniors who intend to enroll in college. The partnership with UTSA will outline the framework for admission options (direct admission or guaranteed admission) for students who meet the academic and program-specific criteria; student engagement opportunities; and HISD-specific programming. Students will have a clear postsecondary plan to guarantee a pathway to a higher living wage after high school graduation. The partnership agreement term is from June 1, 2026, through August 31, 2029.

For school years 2023-2024 and 2024-2025, more than 14,000 students indicated college (two-year or four-year) as their postsecondary plan. According to the National Student Clearinghouse, 51 percent (5,919) of the HISD class of 2024 and 53 percent (6,217) of the HISD class of 2025 enrolled in college in the fall immediately after high school graduation. A formalized partnership with UTSA would increase college matriculation and decrease the number of students who indicated college as their postsecondary plan but did not enroll.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board authorizes the superintendent of schools or designee to negotiate, execute, and amend an interlocal agreement with The University of Texas at San Antonio for university admissions, effective May 15, 2026.



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9.

Office of the Superintendent of Schools

Office of Academics

Authority To Negotiate, Execute, And Amend An Interlocal Agreement With The University Of The Incarnate Word To Develop An Admission And Enrollment Pipeline For Houston Independent School District Students

This agenda item requests approval from the Houston Independent School District (HISD) School Board to authorize the superintendent of schools or designee to negotiate, execute, and amend an interlocal agreement with the University of the Incarnate Word (UIW) to develop a formalized admissions partnership that will strengthen recruitment, increase matriculation, and improve all-around success for HISD graduating seniors who intend to enroll in college. The partnership with UIW will outline the framework for admission options (direct admission or guaranteed admission) for students who meet the academic and program-specific criteria; student engagement opportunities; and HISD-specific programming. Students will have a clear postsecondary plan to guarantee a pathway to a higher living wage after high school graduation. The partnership agreement term is from June 1, 2026, through August 31, 2029.

For school years 2023-2024 and 2024-2025, more than 14,000 students indicated college (two-year or four-year) as their postsecondary plan. According to the National Student Clearinghouse, 51 percent (5,919) of the HISD class of 2024 and 53 percent (6,217) of the HISD class of 2025 enrolled in college in the fall immediately after high school graduation. A formalized partnership with UIW would increase college matriculation and decrease the number of students who indicated college as their postsecondary plan but did not enroll.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board authorizes the superintendent of schools or designee to negotiate, execute, and amend an interlocal agreement with the University of the Incarnate Word for university admissions, effective May 15, 2026.



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10.

Office of the Superintendent of Schools

Office of Academics

Approval Of Texas Education Agency Login Access For Superintendent Designee

The Houston Independent School District (HISD) School Board is requested to approve the designation of Travis Hunt, Director of Program Compliance for the Department of System Fidelity and Reporting, as the alternate to the superintendent for purposes of obtaining Texas Education Agency Login (TEAL) access to the Texas Student Data System (TSDS) portal for HISD (Organization 101912).

TEAL is the Texas Education Agency (TEA) gateway application that provides secure access to TEA applications, including the Education Connection Operations System (ECOS), Texas Records Exchange (TREx), and TSDS. Certain roles within TEAL-including the Public Education Information Management System (PEIMS) data approver role-are restricted to superintendent-level authorization. When an individual other than the superintendent requires this level of access, TEA requires the district to provide board meeting minutes designating that individual as an authorized alternate to the superintendent.

In his role as director of Program Compliance, Travis Hunt is responsible for overseeing data submission, reporting, and approval functions on behalf of HISD. Board approval of this item will authorize his designation as alternate to the superintendent, fulfilling the TEA requirement and enabling uninterrupted access to critical student data and PEIMS reporting systems.

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



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

5/14/2026

11.

Office of the Superintendent of Schools

Office of Academics

Approval To Name A New Career Center The Southside Launchpad: Career And Innovation Center

This agenda item is to request approval from the Houston Independent School District School Board to name a career center the Southside Launchpad: Career and Innovation Center. The new career center will be built at the site of the former Grimes Elementary School (9220 Jutland Road, Houston, Texas 77033) with an intended opening no later than fall 2028.

Consistent with Board Policy CW(LOCAL), *Naming Facilities*, the superintendent's designee appointed a committee of appropriate individuals to recommend a name for the new career center. The committee recommended that the new career center be named the Southside Launchpad: Career and Innovation Center. The name will honor the location of the center on the south side of Houston and will speak to the intended impact of the career center in launching students into high-wage, high-demand jobs.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board approves naming the new career center the Southside Launchpad: Career and Innovation Center, effective May 15, 2026.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

5/14/2026

12.

Office of the Superintendent of Schools

Office of Academics

Approval To Name A New Building At Barbara Jordan Career Center The Northside Launchpad At Barbara Jordan Career Center

This agenda item is to request approval from the Houston Independent School District School Board to name a new building at the Barbara Jordan Career Center, which will be constructed as part of an expansion, the Northside Launchpad At Barbara Jordan Career Center. The new career center building will be built at the site of the Barbara Jordan Career Center (5800 Eastex Freeway, Houston, Texas 77033) with an intended opening no later than fall 2027. The overall facility will continue to be called the Barbara Jordan Career Center. Only the new building will have the name Northside Launchpad at Barbara Jordan Career Center.

Consistent with Board Policy CW(LOCAL), *Naming Facilities*, the superintendent's designee appointed a committee of appropriate individuals to recommend a name for the career center's new building. The committee recommended that the new building be named the Northside Launchpad at Barbara Jordan Career Center. The name will continue to honor the impact of Barbara Jordan and will speak to the intended impact of the career center in launching students into high-wage, high-demand jobs.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board approves naming the new building at Barbara Jordan Career Center, to be constructed as part of an expansion, the Northside Launchpad at Barbara Jordan Career Center, effective May 15, 2026.



5/14/2026

13.

Office of the Superintendent of Schools

Office of Academics

Approval Of A Resolution Authorizing The Houston Independent School District To Submit A Grant Application Under The Magnet Schools Assistance Program

The Houston Independent School District School Board is asked to approve a resolution authorizing the superintendent of schools or designee to submit a grant application under the Magnet Schools Assistance Program (MSAP). The MSAP grant will support six magnet middle schools to increase knowledge and access to science, technology, engineering, and mathematics (STEM) and medical careers.

Approval of this resolution is to ensure legal authorization and compliance with the terms and conditions of the MSAP grant award to the district.

A copy of the resolution is attached.

COST/FUNDING SOURCE(S): MSAP grant

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board approves the resolution authorizing the superintendent of schools or designee to submit a grant application under the Magnet Schools Assistance Program, effective May 15, 2026.

RESOLUTION

WHEREAS, the Houston Independent School District has for a number of years implemented voluntary measures, including measures pursuant to a Consent Decree approved by the federal district court in Harris County, to provide integrated learning experiences for its students and to address demographic challenges within the Houston Independent School District;

WHEREAS, the Houston Independent School District has offered school choice through magnet schools since 1975, and is committed to continuing to provide parents and students with the maximum amount of choice in making student assignment decisions;

WHEREAS, the Houston Independent School District has adopted and revised as appropriate key policies to implement the Consent Decree requirements and other voluntary desegregation measures;

WHEREAS, on June 17, 1981, the federal district court for Harris County declared the Houston Independent School District unitary and released the Houston Independent School District from its jurisdiction;

WHEREAS, the Houston Independent School District is seeking funding pursuant to the federal Magnet School Assistance Program (“MSAP”) for the 2024–2025 through 2028–2029 school years through the submission of a MSAP grant application;

WHEREAS, as part of the MSAP grant application, the Houston Independent School District is required to submit a voluntary plan that complies with Title VI of the Civil Rights Act of 1964 and that includes the magnet programs for which the Houston Independent School District is seeking funding in its MSAP grant application for 2024–2025 through 2028–2029;

WHEREAS, the Houston Independent School District still faces significant enrollment and demographic challenges;

WHEREAS, the Houston Independent School District’s enrollment in the 2023–2024 school year was 176,727 (White 10.0%, African American 20.8%, Hispanic 61.7%, Asian 5.2%, and Native American 00.2%);

WHEREAS, the Houston Independent School District’s enrollment in the 2024–2025 school year was 168,531 (White 10.1%, African American 18.0%, Hispanic 51.1%, Asian 4.4 %, and Native American 00.3%).

WHEREAS, 77.8% of Houston Independent School District students qualified for free and reduced meals in 2023–2024, and 248 of its 273 schools are Title I schools;

WHEREAS, changing demographics and residential housing patterns in the Houston Independent School District have made it challenging for the Houston Independent School District to provide students with the educational benefits of attending schools with students from diverse backgrounds and to avoid the educational harms of racial/ethnic and socio-economic isolation;

Public

WHEREAS, to address these changes and to be eligible for MSAP funding, the Houston Independent School District has developed a voluntary desegregation plan;

WHEREAS, pursuant to the attached voluntary plan, the Houston Independent School District will continue to implement a randomized lottery and will implement other policies and procedures provided for in the voluntary plan;

WHEREAS, pursuant to the attached voluntary plan, the Houston Independent School District proposes to adopt new or significantly revised whole-school magnet programs at six schools: Attucks Middle School, which will implement a science, technology, engineering, and mathematics (STEM) magnet program; Fonville Middle School, which will implement a STEM magnet program; the school originally named McReynolds Middle School but known as Mickey Leland Academy beginning in school year 2026–2027, which will implement a STEM magnet program; Hartman Middle School, which will implement a medical STEM (STEM + M) magnet program; Henry Middle School, which will implement a STEM + M magnet program; and Jane Long Academy, which will implement a STEM + M magnet program;

WHEREAS, additional resources are necessary to implement the new or revised magnet programs at the six schools;

WHEREAS, the United States Congress in the MSAP statute has recognized the importance of eliminating, reducing, and preventing minority group isolation in this country’s schools and has provided federal funding to address this important interest;

WHEREAS, in the MSAP, the Congress also has recognized that the development of magnet schools will assist school districts in achieving systemic reform, providing all students the opportunity to meet challenging state academic content standards, developing innovative educational methods and practices that promote diversity and increase choices in public schools, strengthening the knowledge of academic subjects and the attainment of tangible and marketable technological and vocational skills of students attending magnet schools, improving the capacity to continue to operate magnet schools at a high performance level after federal funding is terminated, and ensuring that all students enrolled in magnet schools have equitable access to high quality education that will enable them to succeed academically and to continue with postsecondary education or productive employment;

WHEREAS, the proposed whole-school magnet programs at Attucks Middle School, Fonville Middle School, Hartman Middle School, Henry Middle School, Jane Long Academy, and Mickey Leland Academy (formerly McReynolds Middle School) address all of the goals of the MSAP, and the Houston Independent School District has developed a grant application requesting federal funding to assist with providing the resources necessary for new or significantly revised magnet programs to be implemented;

WHEREAS, as required by the MSAP, the Houston Independent School District has designed its strategies to recruit students from diverse backgrounds, to assign students by lottery based on student choice without using academic admission criteria, and to give a preference in the selection process to siblings of students currently enrolled at each magnet school;

WHEREAS, the MSAP grant application of the Houston Independent School District is consistent with the goals, definitions, and eligibility requirements of the MSAP; and

Public

WHEREAS, the Houston Independent School District will continue to operate its schools in compliance with Title VI of the Civil Rights Act of 1964;

NOW THEREFORE BE IT RESOLVED, that the School Board of the Houston Independent School District authorizes the Superintendent of Schools or his designee to submit a grant application under the Magnet Schools Assistance Program in the amount of approximately \$15 million to support a five-year effort to develop and implement magnet programs at Attucks Middle School, Fonville Middle School, Hartman Middle School, Henry Middle School, Jane Long Academy, and Mickey Leland Academy.

REGULARLY PASSED AND ADOPTED on this ____ day of ____, 2026.

F. Mike Miles
Supt of Schools, Superintendent
Houston Independent School District

Paula Mendoza
School Board, Secretary
Houston Independent School District

Ric Campo
School Board, President
Houston Independent School District

Desegregation

Background and Context

Since 1970, when a historic court order led to the creation of the Houston Independent School District's (HISD's) magnet programs, HISD has promoted the value of diversity and has declared that there can be no achievement gap among children based on ethnicity, race, or socioeconomic status. With 117 magnet programs throughout HISD and a total of 273 schools located in a 333-square-mile area, HISD provides families with a wide variety of choices and options for all students to be able to find the perfect-fit program.

School choice remains an integral part of the HISD system. School choice ignites the spirit of competition, motivates excellence, promotes innovation, and empowers parents to match their children with schools that best meet the children's needs, interests, and talents. HISD has a desire to develop, improve, and use innovative educational tools so that every child at every school has access to instructional programs that appeal to students' passions and interests. In support of HISD's efforts in magnet programming, the Office of School Choice (OSC) was created in 2009–2010 to provide support and oversight for the many campus-based programs across the district.

Magnet School Program Descriptions

Background and Context

Houston, Texas, is an economic hub for culturally diverse and forward-thinking business owners, bold technology pioneers, and innovative medical institutions. The geographic area attracts professionals from across the U.S. and abroad into the area's robust science, technology, engineering, and math (STEM) and medical ecosystem. HISD thus has an obligation to the students and families of the city to prepare youth for the careers that are attracting people to

Houston Independent School District Magnet Schools Assistance Program (2024–2029)

relocate to the city. Global events of the past few years, such as the COVID-19 pandemic, however, have highlighted gaps in technology access and educational practices, as well as how information—including but not limited to health-related information—is perceived and acted upon. It is, thus, more important than ever for young learners to develop skills that will allow them to gather and evaluate information to make critical decisions and find solutions. This requires the kind of logical thinking, reasoning, and problem-solving skills promoted in STEM and STEM + medical (STEM + M) education. With careers in STEM and health-related fields projected to steadily increase in the coming years, HISD, home of the “Energy Corridor,” Lyndon B. Johnson Space Center, and the world-renowned Texas Medical Center, is committed to reimagining STEM education to prepare students for emerging industries, including in health sciences, in order to increase equity and access to high-demand fields in the area for all students (Krutsch & Roderick, 2022).

This is ever more important as data highlighted in the U.S. Department of Education’s Civil Rights Data Collection continues to show stark underrepresentation of students of color in high-quality learning opportunities in STEM fields (U.S. Education Department, 2023).

With support from the MSAP grant, the proposed magnet programs will be able to offer STEM and STEM + M opportunities to more than 3,000 students across the underrepresented communities of Attucks, Fonville, Hartman, and Henry middle schools, as well as Long and Leland academies. As described in the following paragraphs, these six middle schools are located within historically black and brown neighborhoods that currently do not contain STEM programs within their boundaries. Through the four new and two significantly revised magnet programs, students and families in these communities will gain access to resources and

experiences that otherwise would not be available to them, which will in turn positively impact the number of black and brown students pursuing careers in STEM and STEM + M.

STEM Middle Magnet Schools

The Academy for STEM Professions at Fonville Middle School (MS): Fonville MS is located in the Northline community of north Houston, a low-income community with a mix of residential, commercial, and industrial areas. Fonville MS currently serves 668 students in grades 6–8. With support from the MSAP, Fonville will create a comprehensive and distinctive STEM program customized for students living in a community near Houston City College's Northline Campus, which houses two engineering academies and an extensive computer science program. In the new whole-school magnet program, Fonville students will explore engineering, computer science, and robotics through STEM-based thematic curriculum units, which will be integrated into learning across core content areas, unique thematic electives, field experiences that introduce students to STEM careers across Houston, and engaging after-school opportunities and clubs.

Mickey Leland Academy STEM Magnet School: The Mickey Leland Academy (previously McReynolds MS), situated in the Fifth Ward of Houston, currently serves 1,034 students in grades 6–8, the vast majority of whom come from low-income families. The community played an important role in the development of the city's industrial and technological sectors, and many of the city's early STEM professionals had roots in the Fifth Ward. The school is located just north of the University of Houston—Downtown campus, which houses a renowned engineering program and The Ion, a cutting-edge facility for promoting innovation and collaboration in technology. With the MSAP grant, Leland will create a schoolwide magnet program that integrates STEM into core content areas and provides unique electives, field

experiences, and after-school clubs for all students, allowing them to explore and gain knowledge and skills in the high-demand fields of engineering, computer science, and robotics.

Attucks STEM Magnet School: Nestled in the Sunnyside neighborhood of Houston, Crispus Attucks MS is committed to providing a high-quality education to its 399 students in grades 6–8, most of whom come from low-income families. Sunnyside, one of the earliest African American neighborhoods in Houston, boasts a rich cultural heritage and a strong history of social activism. The school is located in close proximity to Houston's Innovation Corridor, which includes The Texas Medical Center and The Ion facility highlighted earlier. With the support of the MSAP grant, Attucks will create a new program designed to increase student interest, career preparation, and diversity in the STEM fields of engineering, coding, and application development through the implementation of a comprehensive STEM curriculum, field trips, enrichment experiences, and after-school STEM clubs and activities.

Proposed STEM + M Middle Magnet Schools

Henry STEM + M Magnet School: Patrick Henry MS currently serves 765 students in grades 6–8 in the Northline neighborhood. The nearby Houston City College Northline Campus offers a comprehensive health science program as well as two engineering academies. With the award of the MSAP grant, Henry will offer a new and distinctive STEM + M program aligned with the postsecondary and professional landscape of the Northline community. In the whole-school magnet program, all students will explore STEM + M careers in engineering design, medical science, and healthcare. The new magnet program will help Henry MS increase student interest through unique thematic curricula and materials, state-of-the-art STEM + M equipment and supplies, and student enrichment activities such as field trips, guest speakers from STEM + M fields, and theme-related after-school clubs and activities.

Houston Independent School District Magnet Schools Assistance Program (2024–2029)

Hartman STEM + M Magnet School: Hartman MS serves 470 students in grades 6–8 in the Golfcrest/Reveille neighborhood of southeast Houston, a low-income community with a mix of residential and commercial areas dating back to World War II. The school is located just a few miles from Houston City College's South Campus. With the award of the MSAP grant, Hartman MS will be able to revise its current program-within-a-school into a whole-school STEM + M program that aligns with the growing medical industry in Houston. Students will have the opportunity to explore STEM + M careers in engineering design, medical science, and healthcare. The grant will support implementation of a unique thematic curriculum, state-of-the-art equipment and materials, field trips, and guest speakers.

Jane Long STEM + M Magnet School: Jane Long Academy is located in the Sharpstown neighborhood of southwest Houston, a low-income community with a mix of residential and commercial areas dating back to the mid-1950s, and currently serves 650 students in grades 6–8. The school is located just a few miles from The Texas Medical Center, which is home to some of the world's leading medical professionals and research institutions. With the award of the MSAP grant, Long Academy will be able to expand its current Allied Health Professions magnet program into a school-wide new and distinctive STEM + M program tailored to students residing in southeast Houston. With the new magnet program, Long Academy will boost student interest, career exploration, and diversity in STEM + M careers in medical science and healthcare.

One of the key goals for the OSC is the reduction of minority group isolation (MGI). The district's definition of MGI at a particular school is the following: "A school is experiencing minority group isolation for a specific race or ethnic group if the percentage enrollment for that racial or ethnic group is at least 10 percentage points above the District's enrollments for that

Houston Independent School District Magnet Schools Assistance Program (2024–2029)

group." As shown in Table 1 below, the six middle schools included in this MSAP application all fit with the district’s definition of MGI (percentages in bold represent MGI).

Table 1. Demographics of Target Magnet Schools

Demographic Group	Attucks (N=X)	Fonville (N=X)	Hart- mann (N=X)	Henry (N=X)	Jane Long (N=X)	Leland (N=)	District grades 6-8 (N=)
American Indian/Alaska Native	<1%	<1%	<1%	<1%	0%	<1%	<1%
Asian	<1%	0%	<1%	0%	9%	0%	4%
Black/African American	67%	3%	24%	12%	14%	27%	22%
Hispanic	34%	96%	74%	87%	71%	72%	61%
Native Hawaiian/ Pacific Islander	0%	0%	<1%	0%	<1%	0%	<1%
White	2%	<1%	<1%	1%	4%	1%	17%
Two or more races	1%	0%	<1%	<1%	<1%	<1%	2%

Houston Independent School District Magnet Schools Assistance Program (2024–2029)

Among the primary goals of the project is to reduce MGI on each of these campuses while growing the overall population to the current rated capacities of the schools.

School	Campus Building Capacity
Attucks MS	983 (40.6 %)
Fonville MS	1,116 (65.7%)
Henry MS	1,288 (59.4 %)
Leland Academy	1,971 (43.9 %)
Long Academy	1,208 (69.2%)
Hartman MS	1,637 (63.2 %)

(1) The effectiveness of the applicant's proposed desegregation strategies for the elimination, reduction, or prevention of MGI in elementary schools and secondary schools with substantial proportions of minority students.

HISD has demonstrated effectiveness in leveraging funding from MSAP grants to achieve impactful reductions on MGI in magnet schools. With the district’s 2017 grant, for example, the OSC implemented a strategic and wide-reaching marketing effort through distribution of printed and digital promotional flyers and materials using mailers, in-person

events, school websites, social media, and email. The OSC also hosted magnet fairs and community events to spread information and positive messaging about the schools. These efforts, among others, supported additional school-based recruitment efforts, including school tours, open houses, presentations to feeder schools, and participation in community fairs and other events to build awareness for the magnet programs within the schools’ local and surrounding communities. **Results of these combined efforts have yielded reductions of MGI in five of the six grant-funded magnet programs**, with decreases ranging from a high of 11 percentage points at Wesley Elementary School (ES) (STEM theme) to 4 points at Rusk MS (medical theme), as shown in the following table.

Table 2. MGI Reductions in 2017 MSAP Grant Cohort Schools

School	MGI Subgroup	Proportion of MGI Students		
		Fall 2017 (Y1)	Fall 2022 (Y5)	Change
Wesley ES	African American students	78%	67%	-11 points
BT Washington High School (HS)		53%	48%	-5 points
Davila ES	Hispanic students	98%	90%	-8 points
Deady MS		98%	93.5%	-4.5 points
Rusk MS		80%	76%	-4 points
Milby HS		93%	95%	+2 points

Leveraging the district’s and the OSC’s effective strategies and best practices for reducing, preventing, or eliminating MGI, a finely tuned program of planned strategies will be carried out. The district’s five-pronged approach includes the following core elements:

1. Enhancing curricular opportunities for current and prospective students by establishing or significantly revising the magnet programs at the six target middle schools and offering a

robust set of professional development to enhance teachers’ skills and content knowledge in the thematic areas of the programs

2. Expanding upon districtwide initiatives designed to promote inclusive school cultures welcoming of all students and families
3. Promoting access to participation by offering an open admission magnet selection process and providing transportation to the magnet programs
4. Implementing a targeted outreach and marketing campaign to attract and retain a more diverse group of families to the magnet schools
5. Monitoring and assessing the effectiveness of the diversity and desegregation efforts

Enhancing Curricular Opportunities in Magnet Schools

This MSAP application will support four new middle school magnets and significant revisions to two other middle schools under the STEM + M umbrella. Galvanized by a comprehensive set of strategies—including curriculum and assessment development, professional development, and partnership development—the instructional programs at the six targeted middle schools will be revamped to provide students with the latest technologies, activities in which the students can apply their learning in real-world settings, and a seamless pathway to pursue their college and career goals as they transition to high school.

Expanding Districtwide Initiatives to Promote Inclusive and Welcoming School Culture

“To change school cultures, we can't just think about merely having students attend the same schools—we must integrate social and cultural practices” (Russell, 2013). The six magnet schools will benefit from a wide array of districtwide and grant-funded initiatives designed to ensure that all instructional, co-curricular, and family engagement activities incorporate culturally responsive and sustaining approaches that support truly integrated and

inclusive school cultures and students' well-being. Magnet school staff and administrators will continue to participate in training on topics including Responsive Teaching, Creating an Inclusive Social and Emotional Learning (SEL) Climate, Restorative Circles and Discipline Practices, Adult SEL, and many others.

Promoting Access to Participation in Magnet Schools

Two key strategies are designed to promote access to participating in the magnet programs: an open admission policy and free transportation.

Open Admission Magnet Programs:

Admissions to all the magnet schools under the MSAP project will be made available to all students annually; no academic criteria, entrance examination, or performance auditions will be used to select students. Furthermore, HISD will support and promote an open access lottery and magnet application system that is fully accessible to all district residents. Each magnet program accepts, within its enrollment goal, students who have a strong interest in its magnet theme. The following students will be given priority for enrollment in the following order if they indicate their intent to attend the magnet school:

1. Students who currently attend or live in the attendance area of the school zone.
2. Applicants who live outside the attendance area but have one or more siblings who are currently enrolled there and who will be applying for an entrance grade (6) for the upcoming school year.
3. Students who reside within the HISD boundary.

Any eligible student who meets the requirements for the program to which they apply will be entered into a lottery if there are more applicants than available seats. The date of the application does not influence their chances if it is within the first application window (Phase 1).

When magnet program enrollment goals have been met, a waitlist of applicants will be established. As space becomes available, wait-listed students may be offered a seat in the program in their order on the waitlist. For schools with space, after all applications in Phase 1 have been processed, eligible students who meet the qualifications for the program to which they are applying will be considered in the order in which their application was submitted (Phase 2).

To assist non-English speakers, via Google Languages, HISD provides translatable websites and applications. Parent information sessions are conducted both in English and Spanish. Marketing materials and instructional documents are also produced in English and Spanish, as well as Vietnamese. Furthermore, instructional videos online are done in both English and Spanish. Students with disabilities can work with our staff over the phone or come to our office for assistance with their application. In addition, the OSC presents at the HISD Special Education Summits annually, occurring in fall and spring.

Magnet Transportation:

Transportation will be provided to students enrolled in the magnet program. Students eligible for transportation to magnet programs are residents of HISD within the 333-square-mile attendance boundary. Students who are attending such magnet programs on approved transfers or who reside two or more miles from their assigned campuses will be guaranteed transportation. Students eligible for magnet program transportation will be provided round-trip transportation between district-designated stops that are less than two miles from their homes and their assigned campuses. Furthermore, special education and homeless students receive door-to-door service to their respective schools.

Implementing a Targeted Outreach and Marketing Campaign

HISD has a solid infrastructure in place for supporting educational choice on the part of students and families. The 2024–2029 MSAP initiative will benefit from the comprehensive set of recruitment activities at the community, district, and school levels in order to attain the diversity goals of the grant.

Recruitment for each magnet campus will focus on increasing the range of students, so each campus's student demographics more closely resemble the district's student profile. HISD's recruitment plan includes strategic and focused marketing that is key to successfully informing families outside of the zoned school areas about the programs offered on their campus. To assist campuses with targeted marketing, the Research and Accountability Department's demographer will provide contact information for those families living in the zones identified as feeders. The identified campuses have a larger proportion of MGI ethnicities than the proposed magnet campuses and most buildings are near or at capacity. In addition, HISD will contract with Satori Marketing to identify families with school-age children in those same school zones and neighborhoods who do not currently attend an HISD school to send them direct mailers and invitations to visit the campus. These targeted mailers to non-HISD families will address those families currently attending local charter schools, private schools, and homeschool. The areas, by magnet campus, include for Attucks, Meyerland (55% Homeschooled, 15% White), Pershing (41% Homeschooled, 17% White), and Yes Prep Southside Charter (47% Homeschooled); for Fonville, Williams (38% African American) and Black (26% White, 12% African American); for Hartman, Cullen (76% African American) and Thomas (65% African American); for Henry, Forest Brook (57% African American) and Key (52% African American); for Long, Pershing (32% African American, 17% White) and Revere

(29% African American, 9% White); and for Leland, Fleming (62% African American) and Key (52% African American).

Monitoring and Compliance

The district's Research and Accountability Department will annually monitor and assess the effectiveness of its efforts to attain diversity and reduce MGI at the magnet schools under the MSAP project. This will include an analysis of:

- The percentage of students at each school and within each grade level from each racial/ethnic group to identify trends across years;
- The percentage of socio-economically disadvantaged students at each school and within each grade level (as determined by the free and reduced lunch applications);
- Magnet applications to each school, including the home schools of applicants to determine which schools or neighborhoods are most and least likely to make up the applicant pool; and
- Surveys or feedback form data from prospective families to solicit feedback on school tours and other recruitment activities, as well as their likelihood of submitting magnet applications.

(2) The importance of magnitude of the results or outcomes likely to be attained by the proposed project

In alignment with and supportive of the six purposes of the Magnet Schools Assistance Program, the STEM + M magnet initiative, as designed, will positively impact participating students, educators, families, and school communities. Anticipated results are quantified below for each beneficiary group related to the MSAP purposes, the project's objectives

and performance measures, and the project’s reach as expected impact. These outcomes are also depicted in the logic model at the end of this section.

Table 3. Results to be Attained by the MSAP Project

Results	Y1	Y2	Y3	Y4	Y5
Results for Students (MSAP Purposes 2, 4, and 6)					
Increasing numbers of students across all magnet schools will benefit from the innovative, engaging, and rigorous experiences of the magnet programs across the grant period. (Reach)	3,829	3,914	4,027	4,170	4,357
Increasing numbers of students across all magnet schools will improve their academic performance in English language arts each year, including all sub-groups, across the grant period. (Reach)	75	113	151	189	226
Increasing numbers of students across all magnet schools will improve their academic performance in math each year, including all sub-groups, across the grant period. (Impact)	75	113	151	189	226
Increasing proportions of students across all magnet schools will improve their 21 st -century and applied learning skills, including critical thinking, communication, collaboration, creativity, problem-solving, and digital literacy, including all sub-groups, across the grant period. (Impact)	5%	10%	15%	20%	25%

Houston Independent School District Magnet Schools Assistance Program (2024–2029)

Results for Educators (MSAP Purposes 2, 3, and 5)					
Increasing numbers of educators across the magnet schools, including general education, special education, cluster teachers, and teachers of English language learners (ELLs), will benefit from increased opportunities for targeted and rigorous professional learning experiences (e.g., culturally responsive and sustaining education, project-based learning) across the grant period. (Reach)	243	248	255	264	276
Increasing numbers of educators across the magnet schools, including general education, special education, cluster teachers, and teachers of ELLs, will report increases in the amount of time spent working in collaboration with their peers across the grant period. (Impact)	102	130	201	251	262

Houston Independent School District Magnet Schools Assistance Program (2024–2029)

Results for Parents/Families (MSAP Purpose 3)					
Increasing numbers of parents/caregivers will participate in activities designed to engage them in planning and decision-making about the magnet programs across the grant period. (Reach)	1,225	1,566	2,416	2,502	2,614
Increasing percentages of parents/caregivers will report being satisfied by the programming at the magnet schools across the grant period. (Impact)	40%	50%	75%	95%	95%
Results for School Communities (MSAP Purposes 1-6):					
Decreasing percentages of MGI across the schools will result each year of the grant. (Impact)	-6%	-7%	-10%	-9%	8%
Increasing numbers of educators, including general education, special education, cluster teachers, and teachers of ELLs, will use instructional and equity-focused strategies and practices in their classrooms to promote equity, integration, and inclusion (e.g., culturally responsive and sustaining education, SEL) across the grant period. (Impact)	102	130	201	251	262

(3) The effectiveness of its plan to recruit students from different social, economic, ethnic, and racial backgrounds into the magnet schools.

HISD's OSC provides equity in access to quality educational programs for all students, and to this end has developed a comprehensive Magnet Recruitment Plan for the

district. The recruitment plan was designed with the intent to sufficiently create diverse school environments by increasing opportunities through a variety of programs that will attract students and maintain an interest level that will improve academic success.

Focused and research-based student recruitment activities and processes are utilized to inform the multitude of diverse groups in HISD about magnet options. Use of the Mobile Enrollment Unit to go to community events and partner with external organizations' events to recruit, and virtual ad drops to cell phones and on webpages through an external marketing firm (Satori) in both English and Spanish will focus on the 20 zip codes where HISD is losing the most students to both charters and neighboring districts. At the campus level, magnet program leaders create a recruitment plan which outlines their individualized campus efforts. Campuses will also participate in district-level recruitment events, including district-wide school choice fairs, elementary school outreach, and magnet coordinator training. The OSC will coordinate phone and email communications with all district families, conduct radio and social media campaigns and Magnet Thursday tours on campuses during Phase 1, in addition to setting up and running the fairs and information sessions. Districtwide virtual Parent University events are held monthly and OSC presents regularly.

The project schools will strategically conduct extensive targeted recruiting and marketing to ensure that students from different social, economic, ethnic, and racial backgrounds have equal access to information about the programs in addition to the activities listed below. All recruitment efforts will be coordinated by the Office of School Choice and individual campuses.

Dissemination of Magnet Information:

The OSC has put in place multiple ways and uses multiple modalities to communicate with families about the different magnet programs available in HISD and to recruit

Houston Independent School District Magnet Schools Assistance Program (2024–2029)

students to apply for magnet schools. The OSC will schedule five in-person open house events during Phases 1 and 2 of the application period, where families can hear about the magnet application process and meet with representatives from each magnet campus. The OSC website is updated regularly to inform parents and students about their options within HISD magnets, including a virtual brochure outlining what is also in print at magnet fairs. This brochure also provides parents with a calendar of events and locations so parents can plan the best available time for them to learn more about the magnet programs that their family might be interested in. OSC also does multiple callouts to every student in the district in multiple languages to inform parents the week before magnet open houses are scheduled, allowing parents to schedule a time to visit the programs they were interested in.

Magnet Training:

The OSC provides each of the 120 magnet programs with a coordinator that oversees the magnet program located on the designated campuses. These coordinators are provided training before the school year begins to coordinate recruitment plans, learn about the online application system, and gain information about how to target families from areas outside their zone to make sure that each school is recruiting a diverse group of families and students to their school. The coordinators also participate in monthly training and can sign up for open labs with OSC staff to work on magnet processes.

School Choice Fairs:

School choice fairs are held throughout the city, or held virtually, throughout the entire school year. These events are well-established traditions in the Houston area and regularly receive extensive local media coverage. In-person events are strategically held in areas where MGI occurs and are open to the entire Houston community. These events are held on Saturday

mornings to ensure that parents and students have access to information and the ability to visit with school personnel on the weekends when most parents are available. Thousands of parents, students, and community members attend these events to learn about the choices available through magnet programs. Each magnet program is represented by school personnel, including the magnet coordinator, administrators, teachers, and sometimes students. While parents are visiting schools, the district provides on-site translators so parents can communicate with schools in their native language if needed. Appropriate visuals, displays, and handouts are available for parents and students from each magnet program, as well as an overview of all programs provided by the district in multiple languages. On-site or virtual computer labs are set up to assist parents in filling out the application. Parents also have the option of filling out paper-based applications that are provided in multiple languages, for any parent or family that does not have computer access. Grant program schools will be given a prime location and additional recruiting space at these events to encourage parent interest and attract targeted students. For those parents who are not able to attend the Saturday school choice fairs, information sessions are conducted during the week at Parent University events. Similarly, campuses have individual fairs after school hours where the host campus invites magnet programs of interest to attend.

Parent Magnet Tours:

Magnet Thursdays are scheduled each Thursday throughout Phase 1 of the application period. Tours are available at every magnet campus as publicized by the school. Times for parent magnet tours are separated, elementary in the morning and secondary in the afternoon, in consideration of families that have more than one child at a given level of schooling. Grant program schools will be publicized, and additional parent orientation meetings will take place with a focus on the groups currently underrepresented at the school.

Spring School Choice Fairs:

These are held in under-represented and low magnet engagement communities during Phase 2. The fairs are designed to assist in the placement of students who are on waiting lists and/or who did not submit Phase 1 applications within the magnet timeline. Schools and programs will have booths to display information and distribute literature about their educational programs. Grant program schools will be given a prime location and additional recruiting space at this event to encourage parent interest and attract targeted students.

Middle School Magnet Outreach Program:

This is designed to meet the needs of each community the magnet school serves as well as reach out to others beyond the base community. Middle school magnet coordinators visit elementary schools, after-school programs, community centers, and other appropriate organizations to provide information for parents. Parents receive information about secondary schools to plan for the continuity of their child's education.

Campus-Based Recruitment:

Each magnet program has an individually-designed recruitment plan outlining strategies to recruit students from throughout the district. Campus-based recruitment plans for the grant program schools are written in collaboration with staff and community, the OSC, Family and Community Engagement, and HISD Print Services communications designers. Recruitment materials and their distribution are designed to target under-represented groups and to support the goal of reducing minority isolation. Business partners provide printed information for distribution on opportunities in their fields. Targeted recruitment efforts and partnership opportunities will be developed with feeder elementaries and magnet schools of the same theme. Partnerships will include Saturday student experiences, year-long student-to-student mentorship

opportunities, and collaborative projects and celebrations. The results of recruitment efforts will result in early exposure to the magnet for elementary students and a pipeline of interest for project schools.

Community Outreach:

To make sure that all demographic groups are informed of all 120 magnet programs that HISD has to offer, the OSC has partnered with specialized agencies to make sure that these groups are informed about applying and their school options. Partner organizations include Good Reason Houston, Families Empowered, BakerRipley community developers, the Houston Hispanic Forum, and the National School Choice Week organization. Grant schools specifically are brought to these events to display and disseminate information about their programs. The OSC will continuously reach out to entities to support the work of the district, especially as it pertains to increasing student achievement and the diversity of our schools.

(4) How it will foster interaction among students of different social, economic, ethnic, and racial backgrounds in classroom activities, extracurricular activities, or other activities in the magnet schools.

The STEM + M magnet initiative is designed to enhance interaction among students of different social, economic, ethnic, and racial backgrounds in the classroom and in extracurricular activities. Research shows that children who attend diverse schools learn how to be more comfortable as adults when working with people from various cultural backgrounds. Instruction that takes place in a diverse classroom setting has a positive impact on all students, enhancing critical thinking and problem-solving skills (The Century Foundation, 2016).

To this end, HISD will enter into a sub-contract with *Leader in Me*, a research-based, comprehensive model that builds leadership and life skills in students, creates a high-trust school

culture, and lays the foundation for sustained academic achievement. The five core paradigms of the *Leader in Me* framework are as follows:

- Leadership: Everyone can be a leader
- Potential: Everyone has genius
- Change: Change starts with me
- Motivation: Empower students to lead their own learning
- Education: Educators and families partner to develop the whole person

Leader in Me addresses leadership and life skills, positive and supportive school cultures, unfinished learning, resilience and trauma-informed practices, self-directed learning, positive behavioral interventions and supports, and more. Through a continued partnership with *Leader in Me*, the HISD magnets will participate in a four-year sequence of SAP school programming that includes four key components: the *Leader in Me* core program, Impact Journey, Annual Membership, and Materials and Enhancements. Core levels 1–3 training is designed to ensure the school team establishes the foundational support structure needed to set it on the path to greatness, and long-term sustainable results. *Leader in Me* is a continual improvement process. Schools can select an Impact Journey to focus on an area in which they wish to see measurable results. This provides a path for continuous improvement and connects *Leader in Me* to current areas of focus in the education industry. Emphasis in this work at the six MSAP schools will be on aligning the program vision to the goals of the magnet grant and will involve staff, students, and parents.

(5) The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.

Houston Independent School District Magnet Schools Assistance Program (2024–2029)

The project logic model below presents a continuum of inputs, activities, and outputs that will result in identified outcomes at multiple stages of the grant process. This graphic displays the program's resources and intended effect.

Houston Independent School District STEM+ M MSAP Grant Logic Model

Context: 1) Houston Independent School District is experiencing increases in residential segregation that are impacting diversity in neighborhood schools; 2) STEM and STEM+M are emerging and growing industries in Houston which HISD students must be prepared for; 3) Six proposed magnet schools are experiencing high levels of MGI and low levels of student achievement in ELA and math compared with districtwide averages.

Inputs	Activities	Outputs	Short-term Outcomes	Mid-term Outcomes	Long-term Outcomes
<p>HISD Offices and Leadership</p> <ul style="list-style-type: none"> ● Superintendent and District Leaders ● School Innovations ● Office of School Choice ● Communications ● Print Services ● Wrap Around Services ● Transportation <p>School Communities</p> <ul style="list-style-type: none"> ● 6 Magnet Principals ● Teachers ● Students and Families ● Volunteers and Community Members ● Magnet Coordinators <p>MSAP Grant</p> <ul style="list-style-type: none"> ● Funding ● Grant Manager ● Senior MSAP Specialist ● STEM Specialists <p>Partnerships</p> <ul style="list-style-type: none"> ● Industry Partners ● University Partners ● Community Partners ● External Evaluator 	<p>District</p> <ul style="list-style-type: none"> ● Conduct grant management ● Develop marketing and outreach plan ● Provide training on <i>Leader in Me (LIM)</i> and cultural competence ● Foster partnerships with STEM and STEM+M organizations to provide professional development (PD) and student experiences <p>● Implement thematic curriculum development plan</p> <p>● Purchase STEM and STEM+M equipment and resources to outfit school</p> <p>● Implement open admissions process with random lottery</p> <p>● Contract annual external evaluation and impact study</p> <p>Schools</p> <ul style="list-style-type: none"> ● Rebrand and market school as STEM or STEM+M magnets ● Organize and plan community-school nights ● Develop thematic curriculum units ● Create elective pathways ● Create school-based partnerships for PD and student experiences ● Host monthly parent meetings 	<p>District</p> <ul style="list-style-type: none"> ● New magnet flyers and brochures for each school ● District-wide OSC fairs, social media posts, magnet recruitment events ● 270+ teachers received 50+ hours of PD on <i>LIM</i>, cultural competence, and theme-related instruction ● Monthly coordinator meetings ● Biannual formative evaluation reports to inform program improvement <p>Schools</p> <ul style="list-style-type: none"> ● Weekly school tours, school-based recruitment fairs ● Social media and school website posts, newsletter ● 4 new thematic curriculum units per school ● 2–3 thematic elective pathways offered by school ● 3 new partners per school ● 260+ instructional staff participate in collaborative planning and instruction ● 1 community night per semester ● 2,600+ family members participate in theme-related events at school 	<ul style="list-style-type: none"> ● Reduced MGI by 6–7% points across schools in year (Y) 1, Y2 ● Increased number of magnet applications for each school (5% each in Y1 and Y2) ● Increased proportion of students (overall and by subgroup) proficient in ELA and math (2 points in Y1, 3 in Y2) ● Increased student content knowledge and skills in STEM/STEM+M (5% each in Y1 and Y2) ● Increased implementation of innovative instructional practices (40% of teachers in Y1, 50% in Y2) ● Increased teacher collaboration (40% in Y1, 50% in Y2) ● Increased parent satisfaction (75% in Y1 and 80% in Y2) ● Increase interest in family involvement (40% in Y1, 50% in Y2) 	<ul style="list-style-type: none"> ● Reduced MGI by 8–10% points across schools in Y3–5 ● Increased number of magnet applications for each school (5% each in Y3–Y5) ● Increased proportion of students (overall and by subgroup) proficient in ELA and math (4 points in Y4, 5 in Y4, 6 in Y5) ● Increased student content knowledge and skills in STEM/STEM+M (5% each in Y3–Y5) ● Increased implementation of innovative instructional practices (75% of teachers in Y3, 95% in Y4 and Y5) ● Increased teacher collaboration (75% in Y3, 95% in Y4 and Y5) ● Increased parent satisfaction (85% in Y3, 90% in Y4, and 95% in Y5) ● Increase interest in family involvement (75% in Y3–Y5) 	<ul style="list-style-type: none"> ● Increased racial/ethnic diversity in schools and applicant pools ● Increased enrollment and retention of students in magnet schools ● Increased student achievement and exposure to STEM and STEM+M careers ● Increased school and teacher capacity to provide high-quality instruction and programs ● Strong and long-term community and industry partnerships in STEM and STEM+M fields ● Strong family engagement and decision-making in schools



5/14/2026

14.

Office of the Superintendent of Schools

Office of the Chief of Police

Approval Of Resolutions Authorizing The Houston Independent School District To Apply For, Accept, Reject, Alter, Or Terminate Office Of The Governor Grants

The Houston Independent School District School Board is asked to approve three resolutions authorizing the district to apply for the Office of the Governor grants as described below. With this item, the School Board designates through resolution the approval to apply for, accept, reject, alter, or terminate Office of the Governor grants if awarded to the school district. The School Board also designates through resolution the district's chief finance officer as the district's authorized official and financial officer for these Office of the Governor grants.

The three grant applications, if awarded, are intended to support the district police department's primary mission to maintain a safe and secure environment within schools, fostering conditions where students, families, staff, and community members can learn and succeed without fear. The three grant applications under consideration by the Office of the Governor include the following:

- Fiscal Year (FY) 2027 Active Attack Response Equipment Grant
- FY 2027 Rifle-Resistant Body Armor Grant
- FY 2027 Criminal Justice Grant

Copies of the resolutions are attached. Approval of these resolutions is to ensure legal authorization and compliance required with the terms and conditions of the Office of the Governor for the listed grant applications in the resolutions.

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 resolutions authorizing the Houston Independent School District to apply for, accept, reject, alter, or terminate these Office of the Governor grants, effective May 15, 2026.

RESOLUTION FOR FY2027 ACTIVE ATTACK RESPONSE EQUIPMENT GRANT PROGRAM

WHEREAS, The Houston Independent School District (Houston ISD) School Board finds it in the best interest of the citizens of Houston ISD, (Geographic Area) that the Houston ISD Active Attack Response Equipment Grant Program (Name of Project) be operated for the 2026-2027 school year (Year); and

WHEREAS, Houston ISD School Board agrees that in the event of loss or misuse of the Office of the Governor funds, Houston ISD School Board assures that the funds will be returned to the Office of the Governor in full.

WHEREAS, Houston ISD School Board designates the Chief Finance Officer James Terry, as the grantee's authorized official. The authorized official is given the power to apply for, accept, reject, alter or terminate the grant on behalf of the applicant agency.

WHEREAS, Houston ISD School Board designates the Chief Finance Officer James Terry as the grantee's financial officer. The financial officer is given the power to submit financial and/or programmatic reports or alter a grant on behalf of the applicant agency.

NOW THEREFORE, BE IT RESOLVED that Houston ISD School Board approves submission of the grant application for the Houston ISD Active Attack Response Equipment Grant Program to the Office of the Governor.

Signed by:

Dr. James Terry, Ph.D., CPA, RTSBA
Houston ISD, Chief Finance Officer

Ric Campo
Houston ISD School Board President

Signed by:

Passed and Approved this ____ (Day) of _____ (Month), ____ (Year)

Grant Number: 5760101

Note: The Resolution will be presented to the Houston ISD school board for approval and authorized signatures at their mid-May 2026 meeting. Once signed, the Resolution will be returned.

RESOLUTION FOR FY2027 RIFLE-RESISTANT BODY ARMOR GRANT PROGRAM

WHEREAS, The Houston Independent School District (Houston ISD) School Board finds it in the best interest of the citizens of Houston ISD, (Geographic Area) that the Houston ISD Rifle-Resistant Body Armor Grant Program be operated for the 2026-2027 school year (Year); and

WHEREAS, Houston ISD School Board agrees that in the event of loss or misuse of the Office of the Governor funds, Houston ISD School Board assures that the funds will be returned to the Office of the Governor in full.

WHEREAS, Houston ISD School Board designates the Chief Finance Officer James Terry as the grantee's authorized official. The authorized official is given the power to apply for, accept, reject, alter or terminate the grant on behalf of the applicant agency.

WHEREAS, Houston ISD School Board designates the Chief Finance Officer James Terry as the grantee's financial officer. The financial officer is given the power to submit financial and/or programmatic reports or alter a grant on behalf of the applicant agency.

NOW THEREFORE, BE IT RESOLVED that Houston ISD School Board approves submission of the grant application for the Houston ISD Rifle-Resistant Body Armor Grant Program to the Office of the Governor.

Signed by:

Dr. James Terry, Ph.D., CPA, RTSBA
Houston ISD, Chief Finance Officer

Ric Campo
Houston ISD School Board President

Passed and Approved this _____ (Day) of _____ (Month), _____ (Year)

Grant Number: 5760401

Note: The Resolution will be presented to the Houston ISD school board for approval and authorized signatures at their mid-May 2026 meeting. Once signed, the Resolution will be returned.

RESOLUTION FOR FY2027 CRIMINAL JUSTICE GRANT PROGRAM

WHEREAS, The Houston Independent School District (Houston ISD) School Board finds it in the best interest of the citizens of Houston ISD, (Geographic Area) that the Houston ISD Criminal Justice Grant Program be operated for the 2026-2027 school year (Year); and

WHEREAS, Houston ISD School Board agrees that in the event of loss or misuse of the Office of the Governor funds, Houston ISD School Board assures that the funds will be returned to the Office of the Governor in full.

WHEREAS, Houston ISD School Board designates the Chief Finance Officer James Terry as the grantee's authorized official. The authorized official is given the power to apply for, accept, reject, alter or terminate the grant on behalf of the applicant agency.

WHEREAS, Houston ISD School Board designates the Chief Finance Officer James Terry as the grantee's financial officer. The financial officer is given the power to submit financial and/or programmatic reports or alter a grant on behalf of the applicant agency.

NOW THEREFORE, BE IT RESOLVED that Houston ISD School Board approves submission of the grant application for the Houston ISD Criminal Justice Grant Program to the Office of the Governor.

Signed by:

Dr. James Terry, Ph.D., CPA, RTSBA
Houston ISD, Chief Finance Officer

Ric Campo
Houston ISD School Board President

Passed and Approved this _____ (Day) of _____ (Month), _____ (Year)

Grant Number: 5760301

Note: The Resolution will be presented to the Houston ISD school board for approval and authorized signatures at their mid-May 2026 meeting. Once signed, the Resolution will be returned.



5/14/2026

15.

Office of the Superintendent of Schools

Office of Finance and Operations

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

The purpose of this item is to authorize vendor awards for purchases which cost \$1,000,000 or more. Pursuant to School Board policy, contracts for purchases which cost \$1,000,000 or more are submitted to the Houston Independent School District (HISD) School Board for approval before purchase orders and/or agreement letters are issued. The Purchasing Services Department, authorized by board policy, enters into purchase agreements for bid projects less than \$1,000,000, subject to ratification by the School Board.

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

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

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board approves vendor awards for purchases which cost \$1,000,000 or more, effective May 15, 2026.

**Approval of Project
Recommended for 5/14/2026 Board Agenda**

Project Information	26-02-08 – RFQ / Internal Audit Services – (March) – (CFOO)
Project Description	The purpose of this project is to obtain internal audit management services for the district. Based on annual appropriations, the projected expenditure is not to exceed \$1,700,000 for the duration of the project. The district applied the best value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from July 1, 2026, through June 30, 2027, with two automatic annual renewals, not to extend beyond June 30, 2029.
Amount not to Exceed (Project Term)	\$1,700,000

Recommended Vendor(s) for Approval	HUB Commitment
Baker Tilly Advisory Group Parent, LP, dba Baker Tilly Advisory Group, LP	RFQ-25%
BDO USA, P.C.	RFQ-20%
CRI Advisors, LLC	RFQ-0%
Gibson Consulting Group, Inc.	RFQ-20%
P&M Holding Group, LLP, dba Plante & Moran, PLLC	RFQ-0%
Protiviti, Inc.	RFQ-20%
RSM US LLP	RFQ-25%
Weaver and Tidwell, LLP	RFQ-0%

**Approval of Cooperative Project
Recommended for 5/14/2026 Board Agenda**

Project Information	26-03-05-23 – Cooperative / Recovery Replication Failover – (Sanchez) – (CTO)
Project Description	The purpose of this cooperative project is to obtain recovery replication failover solutions and services to optimize the district’s ability to effectively recover from a disaster incident. Based on annual appropriations, the projected expenditure is not to exceed \$3,000,000 for the duration of the project. This is a cooperative agreement with The Interlocal Purchasing System (TIPS) utilizing cooperative project number 260105 in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LLEGAL).
Project Term	The project term is from June 1, 2026, through May 31, 2027, with two automatic renewals, if TIPS executes its project renewal options, not to extend beyond May 31, 2029.
Amount not to Exceed (Project Term)	\$3,000,000

Recommended Vendor(s) for Approval	HUB Commitment
Cloud Unity, LLC	N/A

**Approval of Cooperative Project
Recommended for 5/14/2026 Board Agenda**

Project Information	26-03-07-01 – Cooperative / Voice and Data Communications Solutions – (Sanchez) – (CTO)
Project Description	The purpose of this cooperative project is to obtain voice and data communications solutions and related products and services for cellular and/or internet coverage and connectivity as needed districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$1,600,000 for the duration of the project. This is a cooperative agreement with BuyBoard utilizing cooperative project number 796-26 in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from May 15, 2026, through March 31, 2027, with two automatic renewals, if BuyBoard executes its project renewal options, not to extend beyond March 31, 2029.
Amount not to Exceed (Project Term)	\$1,600,000

Recommended Vendor(s) for Approval	HUB Commitment
BearCom Operating, LLC, dba BearCom	N/A
SpeakEZ Communications, LLC	N/A

**Approval of Cooperative Project
Recommended for 5/14/2026 Board Agenda**

Project Information	26-03-09-23 – Cooperative / Website and Content Management System – (Sanchez) – (CTO)
Project Description	The purpose of this cooperative project is to obtain an annual subscription for the hosting and administration of school and department websites and related online content districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$1,300,000 for the duration of the project. This is a cooperative agreement with The Interlocal Purchasing System (TIPS) utilizing cooperative project number 230105 in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from June 1, 2026, through May 31, 2027, with one automatic renewal, if TIPS executes its project renewal option, not to extend beyond May 31, 2028.
Amount not to Exceed (Project Term)	\$1,300,000

Recommended Vendor(s) for Approval	HUB Commitment
Active Internet Technologies, LLC, dba Finalsight	N/A

**Approval of Cooperative Purchase
Recommended for 5/14/2026 Board Agenda**

Project Information	26-04-05-01 – Cooperative / Building Maintenance, Repairs, and Operations Products and Supplies – (Chevalier) – (CFOO)
Project Description	The purpose of this project is to obtain building materials, supplies, equipment, and services districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$3,000,000 for the duration of the project. This is a cooperative agreement with BuyBoard utilizing cooperative project number 756-24 in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from May 15, 2026, through November 30, 2026, with one automatic renewal, if BuyBoard executes its project renewal option, not to extend beyond November 30, 2027.
Amount not to Exceed (Project Term)	\$3,000,000

Recommended Vendor(s) for Approval	HUB Commitment
City Supply Company	N/A
Lawson Products, Inc.	N/A
RAE Security, Inc.	N/A
W.W. Grainger, Inc., dba Grainger	N/A

**Amendment to Item Approved on a Prior Agenda
Recommended for 5/14/2026 Board Agenda**

Project Information	21-05-02 – RFP / Special Education Services – Speech Therapy – Independent Education Evaluations (IEE) & Evaluation Services – (Iles) – (CAO) – NTE Increase
Project Description	This project was originally approved by the Board of Education on September 9, 2021. The purpose of this project amendment is to request an increase to the spending limit authorization to obtain special education services, including but not limited to speech and language therapy, evaluations, and IEE districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$65,000,000 for the duration of the project. The district applied the best value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from September 10, 2021, through September 9, 2022, with four automatic annual renewals, not to extend beyond September 9, 2026.
Amount not to Exceed (Project Term)	\$65,000,000

Recommended Vendor(s) for Approval	HUB Commitment
360 Degree Customer, Inc.	B-25%
Advanced Plus Therapy LLC	A-100%
AMN Allied Services LLC	C-10%
Amplio Learning Technologies, Inc.	C-D
Community Rehab Association, Inc., dba CRA Therapy	B-25%
Cross Country Staffing, Inc., dba New Mediscan, dba Cross Country Education	B-25%
Gary D. Stromberg & Associates, LLC	C-D
Harris County Department of Education	NP-0%
New Directions Solutions LLC dba Bilingual Therapies	B-25%
Orange Tree Staffing LLC	A-100%
Pinwheel Therapy LLC	A-100%
Stepping Stones Group, The, LLC	C-D
TeleTeachers, Inc.	C-D
Verboso LLC	C-D
Virtus Et Scientia LLC dba Children’s Evaluation Therapy	C-D

**Amendment to Item Approved on a Prior Agenda
Recommended for 5/14/2026 Board Agenda**

Project Information	21-06-02 – RFP / Instructional Curriculum Materials, Supplies, and Digital Resources – (Guerrero Martinez) – (CAO) – Vendor Name Change
Project Description	This project was originally approved by the Board of Education on May 12, 2022. The purpose of this project amendment is to change the name of an awarded vendor through a contract reassignment beginning April 9, 2026, with no additional increase in funding, to obtain supplemental curriculum materials, educational/instructional software, digital resources, and related items districtwide. Nasco Education, LLC, dba Nasco, has changed its business name to School Specialty, LLC, dba Nasco Education, LLC. The district applied the best value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from July 1, 2022, through June 30, 2023, with four automatic annual renewals, not to extend beyond June 30, 2027.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	HUB Commitment
School Specialty, LLC, dba Nasco Education, LLC	C-D

**Amendment to Item Approved on a Prior Agenda
Recommended for 5/14/2026 Board Agenda**

Project Information	21-06-05 – RFP / College and Career Readiness Materials and Services – (Chevalier) – (CAO) – Vendor Name Change
Project Description	This project was originally approved by the Board of Education on May 12, 2022. The purpose of this project amendment is to change the name of an awarded vendor through a contract reassignment beginning April 9, 2026, with no additional increase in funding, to obtain college and career readiness materials, services, software, and supplies districtwide. Nasco Education, LLC, dba Nasco, has changed its business name to School Specialty, LLC, dba Nasco Education, LLC. The district applied the best value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from July 1, 2022, through June 30, 2023, with four automatic annual renewals, not to extend beyond June 30, 2027.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	HUB Commitment
School Specialty, LLC, dba Nasco Education, LLC	C-D

**Amendment to Item Approved on a Prior Agenda
Recommended for 5/14/2026 Board Agenda**

Project Information	23-07-01-23 – Cooperative / Agricultural, Animal Equipment, Supplies, and Services – (Contreras) – (CAO) – Vendor Name Change
Project Description	This project was originally approved by the School Board on January 16, 2025. The purpose of this project amendment is to change the name of an awarded vendor through a contract reassignment beginning April 9, 2026, with no additional increase in funding, to obtain farming equipment, supplies, and other related items to support programs of study aligned with the Agriculture, Food, and Natural Resources cluster and other educational programs districtwide. Nasco Education, LLC, has changed its business name to School Specialty, LLC, dba Nasco Education, LLC. This is a cooperative agreement with The Interlocal Purchasing System (TIPS) utilizing cooperative project number 230501 in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from October 27, 2023, through July 31, 2026, with one automatic renewal, if TIPS executes its project renewal option, not to extend beyond July 31, 2027.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	HUB Commitment
School Specialty, LLC, dba Nasco Education, LLC	N/A

**Amendment to Item Approved on a Prior Agenda
Recommended for 5/14/2026 Board Agenda**

Project Information	25-01-10-01 – Cooperative / Athletic Supplies, Equipment, and Related Services – (Salazar) – (CFMO) – Vendor Name Change
Project Description	This project was originally approved by the School Board on March 20, 2025. The purpose of this project amendment is to change the name of an awarded vendor through a contract reassignment beginning April 9, 2026, with no additional increase in funding, to obtain athletic and physical education supplies and equipment for University Interscholastic League (UIL) sports and other districtwide activities. Nasco Education, LLC, has changed its business name to School Specialty, LLC, dba Nasco Education, LLC. This is a cooperative agreement with BuyBoard utilizing cooperative project number 766-25 in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from April 1, 2025, through March 31, 2026, with two automatic annual renewals, if BuyBoard executes its project renewal options, not to extend beyond March 31, 2028.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	HUB Commitment
School Specialty, LLC, dba Nasco Education, LLC	N/A

**Amendment to Item Approved on a Prior Agenda
Recommended for 5/14/2026 Board Agenda**

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

Recommended Vendor(s) for Approval	HUB Commitment
Bosch Building Technologies, LLC	N/A

Code Legend

HUB – Historically Underutilized Business Notations

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

Other Status Options

(NP-0%) - Non-profit/Government-entity



5/14/2026

16.

Office of the Superintendent of Schools

Office of Organizational Effectiveness

Approval Of Revisions To The 2026-2027 Academic Calendar

This item seeks approval of revisions to the Houston Independent School District (HISD) 2026-2027 Academic Calendar. Since the initial proposed calendar was presented on February 12, 2026, the following adjustments have been made.

- November 6, 2026 - Added Professional Development Day
- March 26, 2027 - Changed from a Professional Development Day to a Recess Day
- March 29, 2027 - Holiday Removed

The revised academic calendar for school year 2026-2027 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 revisions to the 2026-2027 academic calendar, effective May 15, 2026.

YEARLY CALENDAR

2026-2027

JUNE • 2026

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

S	M	T	W	T	F	S
		1	2	3	4	5
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 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	

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					

JULY • 2026

1-17.....5th Quarter
2.....Recess (no classes)
3Independence Day
observed
20-29..School Leaders' Induction
and Preparation
30-31...All Staff Induction
and Preparation

SEPTEMBER 2026

S	M	T	W	T	F	S
			1	2	3	4
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			

OCTOBER 2026

S	M	T	W	T	F	S
					1	2
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

NOVEMBER 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					

AUGUST • 2026

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

SEPTEMBER • 2026

7Labor Day
21.....Staff PD Day (no classes)

DECEMBER 2026

S	M	T	W	T	F	S
			1	2	3	4
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		

JANUARY 2027

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						

FEBRUARY 2027

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	

OCTOBER • 2026

9.....Staff PD Day (no classes)

NOVEMBER • 2026

6.....Staff PD Day (no classes)
23-27..Recess (no classes)
26Thanksgiving Day

DECEMBER • 2026

21-31..Recess (no classes)

MARCH 2027

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	

APRIL 2027

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

MAY 2027

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					

JANUARY • 2027

1New Year's Day
4.....Staff PD Day (no classes)
18MLK Jr. Day

FEBRUARY • 2027

15.....Staff PD Day (no classes)

MARCH • 2027

8-12.....Recess (no classes)
26.....Recess (no classes)

APRIL • 2027

16.....Staff PD Day (no classes)

MAY • 2027

28Last day for students
31Memorial Day

JUNE 2027

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 2027

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						

JUNE • 2027

1.....Staff PD Day (no classes)
7.....5th Quarter Staff PD Day
8-30.....5th Quarter
18Juneteenth

JULY • 2027

1-15.....5th Quarter
2.....Recess (no classes)
5Independence Day
observed
16.....5th Quarter Staff PD Day



FIRST DAY OF SCHOOL
AUGUST 10, 2026



LAST DAY FOR STUDENTS
MAY 28, 2027

LAST DAY FOR TEACHERS
JUNE 1, 2027

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

GRADING CYCLES

Aug. 10 - Sep. 18
Sep. 22 - Oct. 30
Nov. 2 - Dec. 18
Jan. 5 - Feb. 19
Feb. 22 - Apr. 15
Apr. 19 - May 28

REPORT CARD

Sep. 25 (Friday)
Nov. 6 (Friday)
Jan. 8 (Friday)
Feb. 26 (Friday)
Apr. 23 (Friday)
Jun. 2 (Wednesday)

CALENDARIO ACADÉMICO

2026-2027

JUNIO • 2026

4Último día de clases de los estudiantes
5.....Capacitación (no hay clases)
9.....5.º trimestre: Día de desarrollo profesional
10-30...5.º trimestre
19Juneteenth

JUNIO 2026						
Dom	Lun	Mar	Mié	Jue	Vie	Sáb
	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				

JULIO 2026

JULIO 2026						
Dom	Lun	Mar	Mié	Jue	Vie	Sáb
			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	

AGOSTO 2026

AGOSTO 2026						
Dom	Lun	Mar	Mié	Jue	Vie	Sáb
						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					

JULIO • 2026

1-17.....5.º trimestre
2.....Receso (no hay clases)
3Día de la Independencia
20-29...Introducción y preparación de los líderes escolares
30-31...Introducción y preparación de todo el personal

SEPTIEMBRE 2026

SEPTIEMBRE 2026						
Dom	Lun	Mar	Mié	Jue	Vie	Sáb
		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			

OCTUBRE 2026

OCTUBRE 2026						
Dom	Lun	Mar	Mié	Jue	Vie	Sáb
				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

NOVIEMBRE 2026

NOVIEMBRE 2026						
Dom	Lun	Mar	Mié	Jue	Vie	Sáb
						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						

AGOSTO • 2026

3-7Introducción y preparación de todo el personal
10Primer día de clases

SEPTIEMBRE • 2026

7Día del Trabajo
21.....Capacitación (no hay clases)

DICIEMBRE 2026

DICIEMBRE 2026						
Dom	Lun	Mar	Mié	Jue	Vie	Sáb
		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		

ENERO 2027

ENERO 2027						
Dom	Lun	Mar	Mié	Jue	Vie	Sáb
					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						

FEBRERO 2027

FEBRERO 2027						
Dom	Lun	Mar	Mié	Jue	Vie	Sáb
						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					

OCTUBRE • 2026

9.....Capacitación (no hay clases)

NOVIEMBRE • 2026

6.....Capacitación (no hay clases)
23-27...Receso (no hay clases)
26Día de Acción de Gracias

DICIEMBRE • 2026

21-31...Receso (no hay clases)

ENERO • 2027

1Año Nuevo
4.....Capacitación (no hay clases)
18Martin Luther King, Jr.

FEBRERO • 2027

15.....Capacitación (no hay clases)

MARZO • 2027

8-12.....Receso (no hay clases)
26.....Receso (no hay clases)

ABRIL • 2027

16.....Capacitación (no hay clases)

MAYO • 2027

28Último día de clases de los estudiantes
31Día de los Caídos

MARZO 2027

MARZO 2027						
Dom	Lun	Mar	Mié	Jue	Vie	Sáb
	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			

ABRIL 2027

ABRIL 2027						
Dom	Lun	Mar	Mié	Jue	Vie	Sáb
				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	

MAYO 2027

MAYO 2027						
Dom	Lun	Mar	Mié	Jue	Vie	Sáb
						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					

JUNIO • 2027

1.....Capacitación (no hay clases)
7.....5.º trimestre: Día de desarrollo profesional
8-30.....5.º trimestre
18Juneteenth

JUNIO 2027

JUNIO 2027						
Dom	Lun	Mar	Mié	Jue	Vie	Sáb
		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			

JULIO 2027

JULIO 2027						
Dom	Lun	Mar	Mié	Jue	Vie	Sáb
				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

JULIO • 2027

1-15.....5.º trimestre
2.....Receso (no hay clases)
5Día de la Independencia
16.....5.º trimestre: Día de desarrollo profesional



PRIMER DÍA DE CLASES
10 DE AGOSTO, 2026



ÚLTIMO DÍA DE CLASES
28 DE MAYO, 2027

ÚLTIMO DÍA DE LOS MAESTROS
1 DE JUNIO, 2027

- Feriado (no hay clases)
- Receso (no hay clases)
- Capacitación del personal (no hay clases)
- 5.º trimestre
- 5.º trimestre: Día de desarrollo profesional (no hay clases)
- Introducción y preparación de los líderes escolares
- Introducción y preparación de todo el personal

CICLOS DE CALIFICACIÓN

10 de ago. - 18 de set.
22 de set. - 30 de oct.
2 de nov. - 19 de dic.
5 de ene - 19 de feb.
22 de feb. - 15 de abr.
19 de abr. - 28 de mayo

BOLETAS DE CALIFICACIÓN

25 de set. (viernes)
6 de nov. (viernes)
8 de ene. (viernes)
26 de feb. (viernes)
23 de abr. (viernes)
2 de jun. (miércoles)



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

5/14/2026

17.

Office of the Superintendent of Schools

Office of Organizational Effectiveness

Approval To Submit A Request For Exemption From Senate Bill 546 To The Texas Education Agency

This item seeks Houston Independent School District School Board approval to apply for an exemption from requirements in Senate Bill 546 regarding three-point seatbelts in school buses ahead of the 2026-2027 school year. As permitted by state law, districts may request an exemption under certain conditions. Approval will authorize the administration to submit the required request to the Texas Education Agency (TEA).

The attached seat belt analysis provides additional information for board 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 administration's submission of a request for exemption from Senate Bill 546 to the TEA, effective May 15, 2026.



HISD Transportation: Seat Belt Analysis and Implications for SB 546

Background

[Senate Bill 546](#) is an amendment to the Texas Transportation Code Section 547.701, which requires that school buses be outfitted with certain equipment. Prior to SB 546, a bus operated by or contracted for use by a school district for the transportation of school children had to be equipped with a three-point seat belt for each passenger, including the operator, *if the bus's model year was 2018 or later*. SB 546 eliminates the three-point seatbelt exception for a bus purchased by a school district that is a model year 2017 or earlier.

SB 546's requirement for all school buses to have three-point seat belts **does not apply** to a bus:

- If the board determines that the district's budget does not permit the district to purchase a bus that is equipped with the required seat belts, or
- For which the warranty would become void if the bus were equipped to comply with the law.

After a public presentation, if the HISD School Board determines that the district's budget does not allow for the purchase of new buses and retrofitting existing buses, HISD may submit a report to TEA requesting an exemption from SB 546 on or before May 29, 2026.

HISD School Buses: Current State

Headlines-

- HISD currently owns 773 operational school buses, ranging in capacity from 9 to 81.
- The model year of operational buses ranges from 2006 to 2025.
- Of the 773 operational buses, 495 (64 percent) have seatbelts and 278 (36 percent) have no seatbelts.



The table below details the number of operational school buses, by range of model year and type of seat belt installed.

Model Year Range	Bus Capacity	3-Point Belts	Lap Belt or No Belt	Total Buses
2006–2010	<47	4	55	59
	65+	0	69	69
2011–2014	<47	0	16	16
	65+	1	50	51
2015–2016	<47	4	4	8
	65+	6	81	87
2017–2019	<47	21	0	21
	65+	126	3	129
2020–2023	<47	200	0	200
	65+	90	0	90
2024–2026	<47	27	0	27
	65+	16	0	16
Totals		495	278	773

Cost for HISD to Comply with SB 546

Headlines-

- It will cost HISD **\$29,093,000** to comply with SB 546.

Cost model assumptions:

- Buses with a model year of 2018 or later already have three-point seat belts (N=276)
- All buses with a model year of 2010 or earlier cannot have three-point belts installed and must be replaced (N= 124)
 - The cost to replace buses with a capacity of 65 or greater is \$165k for a new 71 passenger bus
 - The cost to replace buses with a capacity of 47 or less is \$156k for a new 29 passenger bus with a wheelchair lift
- Buses made by Bluebird with a model year of 2011 to 2017 cannot have three-point belts installed and must be replaced (N= 28)



- Buses made by International or Thomas with a model year of 2011 to 2017 will have three-point seatbelts installed (N=128). The average cost for retrofitting is \$38k for a full-size bus and \$24k for a specialized bus.

Cost Model

	Bus Type	Unit Price	Number of Units	Total Cost
Replace	Full Size	165,000	97	\$16,005,000
	Specialized	156,000	55	\$8,580,000
Retrofit	Full Size	38,000	106	\$4,028,000
	Specialized	24,000	20	\$480,000
Total Cost				\$29,093,000

Recommendation

The District’s budget does not permit it to invest over \$29M in new school buses and retrofitting current buses with three-point seat belts between now and the start of the 2026–2027 school year. Given this, the administration requests the School Board’s permission to seek an exemption from SB 546. This item will be presented for a vote during the May 14, 2026, HISD Board Meeting.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

5/14/2026

18.

Office of the Superintendent of Schools

Office of Information Technology

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

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

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

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the School Board approves the proposed revisions to Board Policy CQB (LOCAL), *Technology Resources: Cybersecurity*, on second reading, effective May 15, 2026.

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

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

Training The Board delegates to the Superintendent the authority to:

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

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

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

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

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



5/14/2026

19.

Office of the Superintendent of Schools

Office of Academics

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

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

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

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

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

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the School Board approves the proposed revisions to Board Policy EIF (LOCAL), *Academic Achievement: Graduation*, on second reading, effective May 15, 2026.

**High School
Personal Graduation
Plan**

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

A high school PGP must:

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

**Middle School
Personal Graduation
Plan**

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

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

A PGP must:

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

**Diploma and
Academic
Achievement Record**

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

**Graduation
Requirements**

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

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

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

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

Special Education

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

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

**Physical Education
Substitutions**

Classification for
Physical Education

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

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

Olympic-Caliber
Physical Activity
Programs

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

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

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

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

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

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

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

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

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

**Financial Aid
Application
Confirmation**

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

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

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

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



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

5/14/2026

20.

Office of the Superintendent of Schools

Office of Information Technology

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

This agenda item seeks Houston Independent School District (HISD) School Board approval of revisions to Board Policy CQ(LOCAL), *Technology Resources*. The proposed changes correct a job title and remove the section on artificial intelligence, which is proposed to be moved into the new policy CQD(LOCAL).

A copy of CQ(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 CQ(LOCAL), *Technology Resources*, on first reading, effective May 15, 2026.

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

Act (FERPA)] Use of District IT resources constitutes acceptance of this policy.

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]

Violations for misuse of District IT resources may result in the imposition of administrative, civil, or criminal penalties.

Technology Resources

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.

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.

Availability of Access

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 *Technology and Information Systems Policies and Procedures Manual*.

Limited Personal Use

Limited personal use of the District's technology resources shall be permitted if the use:

- Imposes no tangible cost on the District;
- Does not unduly burden the District's technology resources; and
- Has no adverse effect on an employee's job performance or on a student's academic performance.

Use by Members of the Public

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:

- Imposes no tangible cost on the District; and
- 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 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

~~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.~~

~~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:

- Control students' access to inappropriate materials, as well as to materials that are harmful to minors;
- Ensure student safety and security when using electronic communications;
- Prevent unauthorized access, including hacking and other unlawful activities;
- Restrict unauthorized disclosure, use, and dissemination of personally identifiable information regarding students; and
- 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.

TECHNOLOGY RESOURCES

CQ
(LOCAL)

Filtering	<p>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.</p> <p>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.</p>
Monitored Use	<p>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.</p>
Disclaimer of Liability	<p>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.</p>
Record Retention	<p>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)]</p>
Electronically Signed Documents	<p>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.</p> <p>To the extent the District offers transactions electronically, the District may accept electronic signatures in accordance with this policy.</p> <p>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:</p> <ul style="list-style-type: none">• 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*.



5/14/2026

21.

Office of the Superintendent of Schools

Office of Human Resources

Approval Of Proposed Revisions To Board Policy DEC(LOCAL), *Compensation and Benefits: Leaves and Absences*-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 DEC(LOCAL), *Compensation and Benefits: Leaves and Absences*. The changes include new definitions for Daily Rate of Pay and Concurrent Use of Paid Leave, additional requirements regarding bereavement leave and court appearances, and explanation of an exception to concurrent use of Family and Medical Leave and paid leave.

A copy of DEC(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 DEC (LOCAL), *Compensation and Benefits: Leaves and Absences*, on first reading, effective May 15, 2026.

Leave Administration

The Superintendent shall develop administrative regulations addressing employee leaves and absences to implement the provisions of this policy.

Definitions

The term “immediate family” is defined as:

Immediate Family

1. Spouse.
2. Son or daughter, including a biological, adopted, or foster child, a son- or daughter-in-law, a stepchild, a legal ward, or a child for whom the employee stands *in loco parentis*.
3. Parent, stepparent, parent-in-law, or other individual who stands *in loco parentis* to the employee.
4. Sibling, stepsibling, and sibling-in-law.
5. Grandparent and grandchild.
6. Any person residing in the employee’s household at the time of illness or death.

For purposes of the Family and Medical Leave Act (FMLA), the definitions of spouse, parent, son, or daughter, and next of kin are found in DECA(LEGAL).

Family Emergency

The term “family emergency” shall be limited to disasters and life-threatening situations involving the employee or a member of the employee’s immediate family.

Leave Day

A “leave day” for purposes of earning, using, or recording leave shall mean the number of hours per day equivalent to the employee’s usual assignment, whether full-time or part-time.

School Year

A “school year” for purposes of earning, using, or recording leave shall mean the term of the employee’s annual employment as set by the District for the employee’s usual assignment, whether full-time or part-time.

Daily Rate of Pay

The daily rate of a contract employee, including a teacher, school counselor, or librarian, shall be computed by dividing the employee’s annual salary by the number of duty days in the employee’s contract year.

Note: For District contribution to employee insurance during leave, see CRD(LOCAL).

Availability

The District shall make state personal leave and local personal leave for the current year available for use at the beginning of the school year.

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

**State-Leave
Proration**

If an employee separates from employment with the District before their last duty day of the school year or begins employment after the first duty day of the school year, all personal leave shall be prorated based on the actual time employed.

If an employee separates from employment before the last duty day of the school year, the employee's final paycheck shall be reduced for any personal leave the employee used beyond their pro rata entitlement for the school year.

State Personal Leave

The District has established a state personal leave program consisting of five days of paid leave annually, as required by law. [See DEC(LEGAL)]

**Local Personal
Leave**

Each employee shall earn five, six, or seven paid local personal leave days per school year based on months of service and in accordance with administrative regulations.

Local personal leave shall be used for personal illness, illness of an immediate family member, death in the immediate family, or family emergency. Up to three days of paid leave per year may be used for personal business.

An employee may contribute local leave to the Supplemental Sick Leave Bank in accordance with this policy.

Local personal leave shall accumulate without limit.

Use of Leave

The Board requires employees to differentiate the manner in which state personal leave and local leave is used.

**Nondiscretionary
Use**

Nondiscretionary use of leave shall be for the same reasons and in the same manner as state sick leave. [See DEC(LEGAL)]

Nondiscretionary use includes leave related to the birth or placement of a child and taken within the first year after the child's birth, adoption, or foster placement.

Discretionary Use

Discretionary use of leave is at the individual employee's discretion, subject to limitations set out below.

Request for Leave

In deciding whether to approve or deny a request for discretionary use of state personal leave and/or local leave, the supervisor shall not seek or consider the reasons for which an employee requests to use leave. The supervisor shall, however, consider the duration of the requested absence in conjunction with the effect of the employee's absence on the educational program and District operations, as well as the availability of substitutes.

Discretionary use of state personal leave and/or local leave shall not exceed two consecutive workdays.

Medical Certification

An employee shall submit medical certification of the need for leave if:

1. The employee is absent three or more consecutive workdays because of personal illness or illness in the immediate family;
2. The District requires medical certification due to a questionable pattern of absences or when deemed necessary by the supervisor or Superintendent; or
3. The employee requests FMLA leave for the employee's serious health condition; a serious health condition of the employee's spouse, parent, or child; or for military caregiver leave.

In each case, medical certification shall be made by a health-care provider as defined by the FMLA. [See DECA(LEGAL)]

Bereavement Leave

Each full-time, benefits-eligible employee shall be granted three days of bereavement leave, per occurrence, upon the death of a spouse, parent, current parent-in-law, child, sibling, grandparent, grandchild, or any other person residing in the employee's home at the time of death. Such leave shall be taken with no loss of pay or other paid leave.

[Bereavement leave shall be taken within 30 days of the date of death, unless otherwise approved by the employee's supervisor to accommodate extenuating or logistical circumstances.](#)

Additional days in excess of the three days, or leave for other circumstances not covered by this provision, shall be deducted from the employee's accrued leave.

For benefits-eligible, hourly employees, the hours granted for each day of bereavement leave will be based on the employee's planned working time.

[The District may require reasonable documentation to verify the need for bereavement leave. Acceptable documentation may include, but is not limited to, an obituary, funeral or memorial service program, or other appropriate verification. Documentation should be provided within a reasonable timeframe upon the employee's return to work.](#)

Peace Officers

Quarantine Leave

Notwithstanding the above, a District peace officer shall be granted five days of quarantine leave when ordered by the local health authority or supervisor to quarantine or isolate due to possible known exposure to a communicable disease while on duty.

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

Mental Health Leave	A District peace officer or a full-time licensed telecommunicator (e.g., a police dispatcher) who experiences a traumatic event in the scope of employment will be granted a maximum of five days of mental health leave per traumatic event. The amount of leave time necessary is determined by the chief of police or designee.
Extended Leave for Illness or Injury	For a District peace officer who experiences an illness or injury related to their line of duty and who, following the required leave of absence with full pay for a period commensurate with the nature of the illness or injury as required by law, is unable to return to work, the District shall extend the leave of absence, not to exceed two years, with no loss of pay.
Supplemental Sick Leave Bank (SSLB)	<p>The District shall establish a Supplemental Sick Leave Bank that employees may join through contribution of local leave.</p> <p>Leave contributed to the bank shall be solely for the use of participating employees. An employee who is a member of the bank may request leave from the bank if the employee experiences a catastrophic illness or injury and has exhausted all paid leave and any applicable compensatory time.</p> <hr/> <p>Note: For implementation procedures for the SSLB, see DEC9(REGULATION).</p> <hr/>
Family and Medical Leave	<p>The District shall make FMLA leave available to employees in accordance with DECA(LEGAL) and the following provisions.</p> <p>Concurrent Use of Paid Leave</p> <p>Exception</p> <p>FMLA leave shall run concurrently with applicable paid leave and compensatory time, as applicable, except as provided below.</p> <p>A classroom teacher shall notify the appropriate administrator if they choose not to use paid leave concurrently with FMLA leave for an absence related to pregnancy or the birth or adoption of a child.</p> <hr/> <p>Note: See DECA(LEGAL) for provisions addressing FMLA.</p> <hr/>
Twelve-Month Period	For purposes of an employee's entitlement to FMLA leave, the 12-month period shall be July 1 through June 30.
Combined Leave for Spouses	When both spouses are employed by the District, the District shall limit FMLA leave for the birth, adoption, or placement of a child, or to care for a parent with a serious health condition, to a combined total of 18 weeks.
Intermittent or Reduced Schedule Leave	The District shall permit use of intermittent or reduced schedule FMLA leave for the employee's own serious health condition or for the care of a family member with a serious health condition. The

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

District shall not permit use of intermittent or reduced schedule FMLA leave for the care of a newborn child or for the adoption or placement of a child with the employee.

Certification of
Leave

When an employee requests leave, the employee shall provide certification, in accordance with FMLA regulations, of the need for leave.

Fitness-for-Duty
Certification

In accordance with administrative regulations, when an employee takes FMLA leave due to the employee's own serious health condition, the employee shall provide, before resuming work, a fitness-for-duty certification.

Leave at the End of
Semester

When a teacher takes leave near the end of the semester, the District may require the teacher to continue leave until the end of the semester.

**Temporary Disability
Leave**

Certified Employees

Any full-time employee whose position requires educator certification by the State Board for Educator Certification or by the District shall be eligible for temporary disability leave. The maximum length of temporary disability leave shall be 180 calendar days. [See DBB(LOCAL) for temporary disability leave placement and DEC(LEGAL) for return to active duty.]

Notification

An employee's notification of need for extended absence due to the employee's own medical condition shall be forwarded to the Superintendent or designee as a request for temporary disability leave.

Concurrent Use of
Paid Leave

The District shall require the employee to use temporary disability leave and paid leave, including any compensatory time, concurrently with FMLA leave.

**Workers'
Compensation**

Note: Workers' compensation is not a form of leave. The workers' compensation law does not require the continuation of the District's contribution to health insurance.

An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.

Paid Leave Offset

The District shall permit the option for paid leave offset in conjunction with workers' compensation income benefits.

**Professional
Business**

Short leaves with full pay may be granted to employees for visiting schools, for attending important professional meetings, or for carrying out some special assignments on recommendation of the department head and the Superintendent. An employee may be asked to file a written report. Each administrator may be allowed

professional leave without salary deduction for attending national and state professional meetings, visiting schools, and attending other professional meetings, at their own expense, upon approval of the immediate supervisor and department head.

Procedures for authorization and reimbursement for a professional trip are outlined in the *Finance Procedures Manual*.

**Board Meeting/
Professional
Consultation**

When meetings between the Board or designee and the representative organization are scheduled during normal working hours of a school day, the members shall be relieved, as necessary, from all regular duties without loss of pay in order to permit their attendance at such meetings.

**Employment Dispute
Resolution Meetings**

When it is necessary for any party of interest to attend an employment dispute resolution meeting, they shall, upon notice, be released without loss of pay in order to permit participation in the foregoing activities. Any employee who appears as a witness in such investigation or meetings shall be accorded the same right. [See DGBA(LOCAL) and appropriate regulations]

Court Appearances

Absences due to compliance with a valid subpoena or for jury duty shall be fully compensated by the District and shall not be deducted from the employee's pay or leave balance. [Employees must provide appropriate documentation of attendance \(e.g., court-issued verification\) upon return to work.](#)

Absences for court appearances related to an employee's personal business shall be deducted from the employee's accrued leave or, at the employee's option, be taken as leave without pay.

**Payment for Unused
Leave**

The 1972 Plan

An employee hired before October 10, 1972, who leaves employment with the District shall be eligible to receive payment for accumulated, unused paid leave if they:

1. Have been continuously employed by the District since initial employment; and
2. Have become eligible for retirement in accordance with the provisions of TRS.

An employee who meets all criteria shall receive payment for the unused portion of any accumulated, unused paid leave at their current daily rate of pay, not to exceed one-half of the contract year or the number of days available as of August 31, 1986, whichever is less.

If an employee dies while under contract, any accumulated personal leave benefits, not to exceed one-half of the contract year or

the number of days available as of August 31, 1986, shall be paid to the estate of the deceased.

Exception

Unless otherwise approved by the Board, an employee is not eligible for buy-back of unused state sick leave, state personal leave, and local leave if they:

1. Are terminated from employment with the District;
2. Resign or retire in lieu of termination or nonrenewal;
3. Are under investigation for a terminable offense (while the investigation continues); or
4. Are found guilty in an investigation for a terminable offense.



Consent Agenda

4400 WEST 18TH STREET
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5/14/2026

22.

Office of the Superintendent of Schools

Office of Academics

Approval Of Proposed Revisions To Board Policy EEP(LOCAL), *Instructional Arrangements: Lesson Plans-First Reading*

This agenda item seeks Houston Independent School District (HISD) School Board approval of revisions to Board Policy EEP(LOCAL), *Instructional Arrangements: Lesson Plans*. This proposed policy revision updates the district's existing increased transparency and public access to instructional materials. The revised policy requires the district to post an instructional plan for each class on the district website at the beginning of each semester; to collect teacher instructional plans for each course; to require teachers to distribute instructional plans to parents; and to ensure additional copies are provided to parents upon request. Approval of this revision will ensure compliance with current statutory requirements and formalize consistent district practices regarding instructional plan availability.

A copy of EEP(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 EEP (LOCAL), *Instructional Arrangements: Lesson Plans*, on first reading, effective May 15, 2026.

Instructional Plan
and Course Syllabus

Prior to the beginning of each semester, each teacher shall provide a copy of the teacher's instructional plan or course syllabus for each class for which the teacher provides instruction. The use of District-approved curriculum will suffice for collection of instructional plans for teachers.

The teacher shall provide this information to the District administration and the parent of each student enrolled in the teacher's class. Additional copies of the instructional plan or course syllabus shall be made available to a parent of a student enrolled upon that parent's request.

District Website

The Superintendent shall develop administrative procedures for the posting of the instructional plans and course syllabi for each class offered in the District on the District's website.

Lesson Plans

Written lesson plans shall be required of every teacher in order to facilitate efficient and effective instruction of the District curriculum. The lesson plan shall serve as a means of administrative monitoring of the instructional program. In the absence of the teacher, the lesson plan shall provide the substitute teacher a guide for presenting the daily activities.

For students with disabilities, a current individualized education program (IEP) shall be used as the basis for the development of lesson plans.



Consent Agenda

4400 WEST 18TH STREET
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5/14/2026

23.

Office of the Superintendent of Schools

Office of the Chief of Schools

Approval Of Proposed Establishment Of Board Policy FEF(LOCAL), *Attendance: Released Time-First Reading*

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves the establishment of Board Policy FEF(LOCAL), *Attendance: Released Time*.

The proposed policy aligns with Senate Bill 1049, Texas Education Code 25.0875, changes to legal policy, and recommendations from the Texas Association of School Boards regarding released time courses for religious instruction under specific conditions.

A copy of the proposed Board Policy FEF(LOCAL), *Attendance: Released Time*, is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES ESTABLISH BOARD POLICY.

RECOMMENDED: That the School Board accepts the proposed establishment of FEF(LOCAL), *Attendance: Released Time*, on first reading, effective May 15, 2026.

Release from School

Student release during the instructional day shall be conducted in accordance with District procedures to ensure student safety, proper authorization, and accurate attendance accounting.

Exception for Released Time Course

For purposes of this policy, a released time course shall have the same definition as provided by state law, to wit: Pursuant to Texas Education Code §25.0875(a), a released time course means a course in religious instruction offered by a private entity.

A student shall be permitted to attend a released time course in accordance with the following requirements:

1. The parent or guardian has provided written consent for the student to attend the released time course;
2. The private entity offering the released time course maintains attendance records and will make those records available to the District;
3. The private entity, parent or guardian, or student assumes responsibility for transportation, including transportation for a student with a disability, to and from the location at which the released course is offered;
4. The private entity makes provisions for and assumes liability for the student enrolled in the released time course while the student is under the private entity's care; and
5. The student is responsible for any school work and assignments issued during the student's absence from the District.

The District shall be prohibited from using District funds, excluding de minimis costs, to facilitate the student attending a released time course.

A private entity shall be prohibited from offering the released time course on District property unless the use is in accordance with policy GKD.

The District shall not interfere with a parent's or guardian's ability to request or access a released time course for the student.

Time Excused

In accordance with Texas Education Code §25.0875(b), the District shall excuse a student from instructional time to participate in a released time course for a minimum of one hour and a maximum of five hours per week, as requested by the student's parent or legal guardian.



Consent Agenda

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24.

Office of the Superintendent of Schools

Office of the Chief of Schools

Approval Of Proposed Revisions To Board Policy FFB(LOCAL), *Student Welfare: Crisis Intervention-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 FFB(LOCAL), *Student Welfare: Crisis Intervention*.

The proposed policy revisions align with House Bill 2 and recommendations from the Texas Association of School Boards regarding notification to teaching staff when a threat is made against a campus.

A copy of FFB(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 FFB(LOCAL), *Student Welfare: Crisis Intervention*, on first reading, effective May 15, 2026.

**Threat Assessment
and Safe and
Supportive Team**

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

Training

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

Student Reports

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

Employee
Confidentiality

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

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

Notification to
Teaching Staff of
Threat

As soon as safe and practicable after an administrator or team receives information regarding a threat against a campus, including a threat made through social media, the appropriate administrator or the team shall immediately provide to each member of the teaching staff, including teacher aides, who may be directly affected by the threat a statement containing the following information:

1. The existence of the threat;
2. The nature of the threat; and
3. Any other pertinent detail to ensure student and staff safety.

The Superintendent shall develop administrative regulations to ensure that the required notice is provided to the teaching staff in ac-

[cordance with law. The administrative regulations may also address notification of other appropriate employees on the affected campus.](#)

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

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

1. Identifying individuals, based on referrals, tips, or observations, whose behavior has raised concerns due to threats of violence or exhibition of behavior that is harmful, threatening, or violent.
2. Conducting an individualized assessment based on reasonably available information to determine whether the individual poses a threat of violence or poses a risk of harm to self or others and the level of risk.
3. Implementing appropriate intervention and monitoring strategies, if the team determines an individual poses a threat of harm to self or others. These strategies may include referral of a student for a mental health assessment and escalation procedures as appropriate.

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

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

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

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

As appropriate, the team may refer a student:

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

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

Guidance to School
Community

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

Reports

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



Consent Agenda

4400 WEST 18TH STREET
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25.

Office of the School Board

Consideration And Approval Of Minutes From Previous Meetings

The Houston Independent School District School Board is asked to approve the minutes of its meetings on April 9, 23, and 30, 2026.

The minutes will be published after they are approved.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

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

RECOMMENDED: That the School Board approves the minutes of its meetings on April 9, 23, and 30, 2026, effective May 15, 2026.