

**THE HOUSTON INDEPENDENT SCHOOL DISTRICT**



# **AGENDA**

**Board of Education  
Meeting**

**April 13, 2023**

**2:00 P.M. – BOARD SERVICES CONFERENCE ROOM – CLOSED SESSION**

- **CALL TO ORDER**
- **ADJOURN TO CLOSED OR EXECUTIVE SESSION UNDER SECTIONS 551.004, 551.071, 551.072, 551.073, 551.074, 551.076, 551.082, 551.0821, 551.083, 551.084, AND 551.089 OF THE TEXAS GOVERNMENT CODE FOR THE PURPOSES LISTED IN THIS NOTICE**
- **RECESS**

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

- **REGULAR BOARD MEETING RECONVENES FOR OPEN SESSION**
- **MEDITATION AND PLEDGE OF ALLEGIANCE**
- **RECOGNITIONS**
- **SPEAKERS TO AGENDA ITEMS**
- **CONSIDERATION AND APPROVAL OF MINUTES FROM PREVIOUS MEETINGS**
- **CONSIDERATION AND APPROVAL OF AGENDA ITEMS**
- **HEARING OF THE COMMUNITY**
- **CONSIDERATION AND POSSIBLE ACTION ON MATTERS DISCUSSED IN CLOSED OR EXECUTIVE SESSION**
- **REMARKS AND REPORTS**

**CLOSED SESSION**

**Personnel**

- a) Deliberate the duties of the superintendent of schools, chief officers, assistant superintendents, principals, employees, chief audit executive, and board members; evaluations of the superintendent and chief audit executive; 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, chief officers, assistant superintendents, executive officers, 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) Receive legal advice concerning March 15, 2023, letter from the Texas Education Agency concerning the appointment of a board of managers and superintendent.
- e) Consideration and approval of settlement in the matter of Bluitt, Phoebe, et al v. HISD; in the 129th Judicial District Court, Harris County, Texas; Cause No. 2018-63337.
- f) Consideration and approval of settlement agreement in the matter of Patriot Contracting, LLC v HISD; in the 127th Judicial District Court of Harris County, TX; Cause No. 2019-69389.
- g) Consideration and approval of settlement in the special education matter of Muhammad S. b/n/f Hoda B. v. Houston ISD; SOAH Docket No. 701-23-07481; TEA Docket No. 116-SE-1222.
- h) Consideration and approval of settlement in the matter of Regenia Holmes v. Houston ISD; EEOC Charge No. 460-2022-01186.

### **Real Estate**

- a) Sale
- b) Purchase
- c) Exchange
- d) Other

### **Security Devices Or Security Audits**

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

### **DISCUSSION AND REPORT ITEMS**

- 1. Acceptance of Board Monitoring Update: Presentation Of Goal 2 Progress Measures 2.1, 2.2, And 2.3
  - April 2023 GPMs 2.1, 2.2, And 2.3 Update
- 2. Presentation By The Texas Education Agency Regarding The Transition To A Board Of Managers

### **ITEMS PULLED FROM CONSENT AGENDA**

- 3. Approval Of The April Budget Amendment
  - Executive Summary
  - Budget Amendment

4. Approval Of Proposed Revisions To Board Policy AE(LOCAL), *Educational Philosophy*, Regarding Constraints 2.1, 2.2, And 2.3-Second Reading
  - Explanatory Sheet
  - AE(LOCAL), Second Reading
  - Presentation
5. Approval Of Proposed Revisions To Board Policy EHAB(LOCAL), *Basic Instructional Program: Required Instruction (Elementary)*-First Reading
  - EHAB(LOCAL), First Reading
12. Approval Of Vendor Awards For Purchases Over \$100,000 And Ratification Of Vendor Awards For Purchases Under \$100,000
  - 23-10-08 – RFP / Awards, Trophies, and Promotional Items
12. Approval Of Vendor Awards For Purchases Over \$100,000 And Ratification Of Vendor Awards For Purchases Under \$100,000
  - 23-11-08 – RFQ / Internal Audit Management Services
12. Approval Of Vendor Awards For Purchases Over \$100,000 And Ratification Of Vendor Awards For Purchases Under \$100,000
  - 23-02-16-04 – Cooperative / Nutrition Services Branding & Design Concepts

#### **CONSENT AGENDA**

6. Approval Of Correction To Redistricting Plan Map
7. Adoption Of A Resolution Concerning Local Control Of The Transition From Local Governance To Texas Education Agency Governance Of The Houston Independent School District
  - Resolution
8. Approval Of Recommended Curriculum Materials For Human Sexuality Instruction And Instruction On The Prevention Of Child Abuse, Family Violence, Dating Violence, And Sex Trafficking
  - Executive Summary
9. Authority To Negotiate And Execute The Region 4 Regional Day School Program For The Deaf Shared Services Arrangement Agreement With Region 4 Education Service Center; The Pasadena, Deer Park, Klein, Aldine, And Spring Independent School Districts; And Bloom Academy For The 2023-2024 School Year
  - Explanatory Sheet



10. Authority To Negotiate, Execute, And Amend A Lease Agreement And Joint Use Agreement With Texas Southern University For The Athletic Fields Located At Jack Yates High School
  - Explanatory Sheet
11. Approval Of Naming The Orchard At Mykawa Farm
  - Executive Summary
12. Approval Of Vendor Awards For Purchases Over \$100,000 And Ratification Of Vendor Awards For Purchases Under \$100,000
  - Purchases Request
13. Approval Of Current And Anticipated Donations For Districtwide And School-Specific Programs And Authorization To Negotiate, Execute, And Amend Necessary Contracts Associated With These Donations
  - Attachment For The Approval Of Donations
  - List Of Schools To Receive Donated Printers From Computot
14. Acceptance Of Grant Funds In Support Of Districtwide And School-Specific Programs And Authorization To Negotiate And Execute Contracts Required Under The Grants
  - Attachment For Acceptance Of Grants
15. Ratification Of Use Of Self-Insurance Recovery Fund For Kate Bell Elementary School
  - Executive Summary
16. Approval Of Proposed Revisions To Board Policy CHE(LOCAL), *Purchasing And Acquisition: Vendor Disclosures And Contracts*-Second Reading
  - Explanatory Sheet
  - CHE(LOCAL), Second Reading
17. Approval Of Proposed Revisions To Board Policy CVB(LOCAL), *Facilities Construction: Competitive Sealed Proposals*-Second Reading
  - Explanatory Sheet
  - CVB(LOCAL), Second Reading
18. Approval Of Proposed Revisions To Board Policy EHBE(LOCAL), *Special Programs: Bilingual Education/SEL*-First Reading
  - EHBE(LOCAL), First Reading

## **REMARKS AND REPORTS**

### **TRUSTEE REPORTS AND COMMENTS**

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

### **REPORTS FROM THE SUPERINTENDENT**

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

### **ADJOURN**



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4/13/2023

1.

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Office of the Superintendent of Schools

Office of Academics

### Acceptance of Board Monitoring Update: Presentation Of Goal 2 Progress Measures 2.1, 2.2, And 2.3

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

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

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

**Goal 2:** The percentage of grade 3 students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46 percent in June 2019 to 54 percent in June 2024.

- **GPM 2.1:** The percentage of grade 1 students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 64 percent in June 2019 to 72 percent in June 2024.
- **GPM 2.2:** The percentage of grade 2 students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 62 percent in June 2019 to 70 percent in June 2024.
- **GPM 2.3:** The percentage of grade 3 students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 69 percent in June 2019 to 77 percent in June 2024.

# GPMs 2.1, 2.2, and 2.3

April 13, 2023



# Glossary: Overall Terms

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Abbreviation	Meaning
BOY	Beginning of Year
MOY	Middle of Year
EOY	End of Year
EB/EL	Emergent Bilingual/English Learner
SWD	Students with Disabilities
PEIMS	Public Education Information Management System
SIS	Student Information System

# Goal 2 Specific Terms

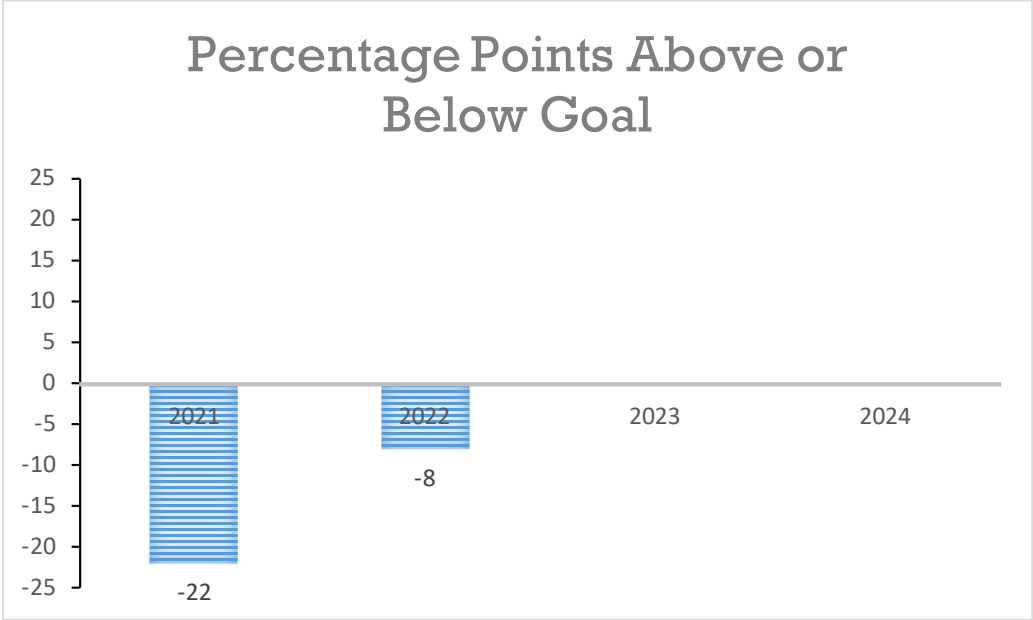
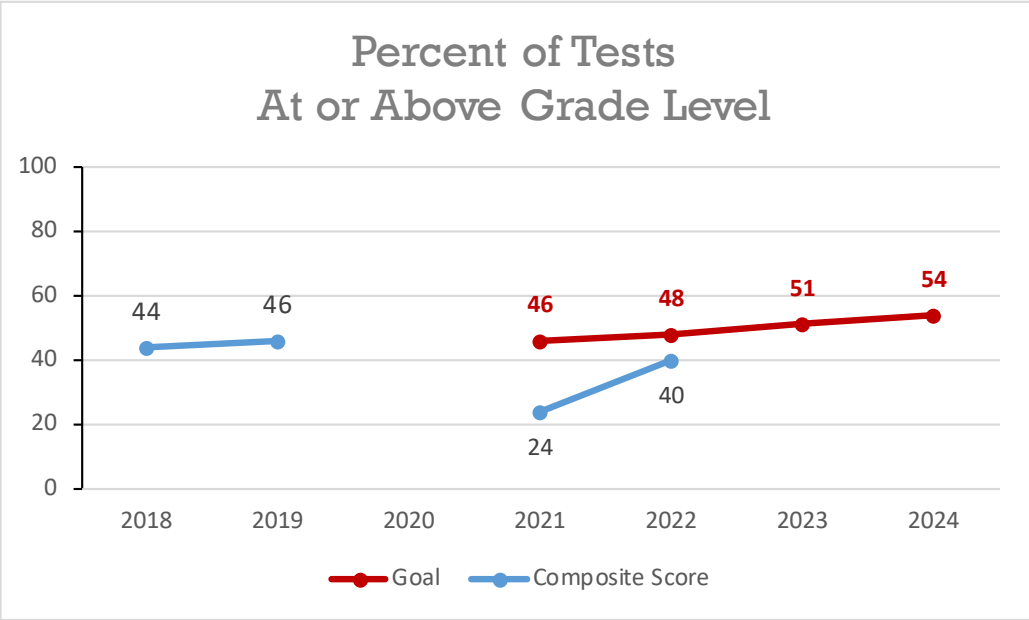
Abbreviation	Meaning
STAAR	State of Texas Assessment of Academic Readiness
TAPR	Texas Academic Performance Reports
HQIM	High Quality Instructional Materials

Goal 2

3<sup>rd</sup> Grade STAAR Math At or Above Grade Level

Did Not Meet

The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in June 2019 to 54% in June 2024.



Data Source: TAPR statewide district data download

The percentage of 3rd grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in June 2019 to 50% in June 2024.

### Superintendent's Response:

- **GPM 2.1:** Students have improved by 4 points (63% to 67%) from BOY to MOY on the math screener. The target for the EOY is 69%. When compared to last year's cohort of students, MOY results were similar or improved, except for Asian students and students who identify as two or more races, whose performance decreased by 3% and 7% respectively.
- **GPM 2.2:** Students have improved from the BOY assessment to the MOY assessment by 9% but are 11% points away from meeting the target by the EOY assessment.
- **GPM 2.3:** Students have improved from the BOY assessment to the MOY assessment by 8%, which mirrors MOY performance of last year.

### Next Steps:

- Teachers can use MOY data to analyze performance gaps and modify instruction as we prepare for the STAAR exam.
- This is the first year of implementation for 78 schools who implementing new math curriculum and there is often a decrease in initial performance as teachers adjust to the new curriculum.
- In addition to this data, we are analyzing other inputs, such as the fidelity of implementation of the curriculum and the intervention products. One thing we have learned is that schools where fidelity of implementation is high for both products, student performance was higher on this benchmark as well as the interim assessment.
- We are using this data to deploy additional instructional supports for schools such as additional time in classrooms as we prepare for the STAAR assessment.



### 3<sup>rd</sup> Grade STAAR Math At or Above Grade Level

## Did Not Meet

The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in June 2019 to 54% in June 2024.

Houston ISD			School Year						
			2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
All Students		Actual	44%	46%	n/a	24%	40%		
		Target				46%	48%	51%	54%
Economically Disadvantaged		Actual	39%	40%	n/a	16%	32%		
		Target				40%	43%	46%	50%
Race/Ethnicity	African American	Actual	29%	31%	n/a	12%	26%		
		Target				31%	35%	39%	44%
	Hispanic	Actual	43%	45%	n/a	19%	36%		
		Target				45%	47%	50%	53%
	White	Actual	71%	72%	n/a	59%	71%		
		Target				72%	73%	74%	75%
	American Indian	Actual	---	---	n/a	---	---		
		Target				---	---	---	---
	Asian	Actual	83%	85%	n/a	65%	79%		
		Target				85%	86%	87%	88%
	Pacific Islander	Actual	---	---	n/a	---	---		
		Target				---	---	---	---
	Two or More	Actual	67%	71%	n/a	36%	72%		
		Target				71%	72%	73%	74%
Special Pops.	Special Ed.	Actual	30%	28%	n/a	23%	28%		
		Target				28%	32%	37%	42%
	Special Ed. (Former)	Actual	43%	46%	n/a	30%	48%		
		Target				46%	48%	51%	54%
	ELs*	Actual	45%	46%	n/a	19%	37%		
		Target				46%	48%	51%	54%
Mobility	Cont. Enrolled	Actual	46%	48%	n/a	25%	41%		
		Target				48%	50%	52%	54%
	Non-Cont. Enrolled	Actual	37%	38%	n/a	20%	34%		
		Target				38%	41%	45%	49%

Data Source: TAPR statewide district data download

Number of Targets Met or Exceeded	2
Number of Total Targets	12
<b>Percentage Met</b>	<b>17%</b>

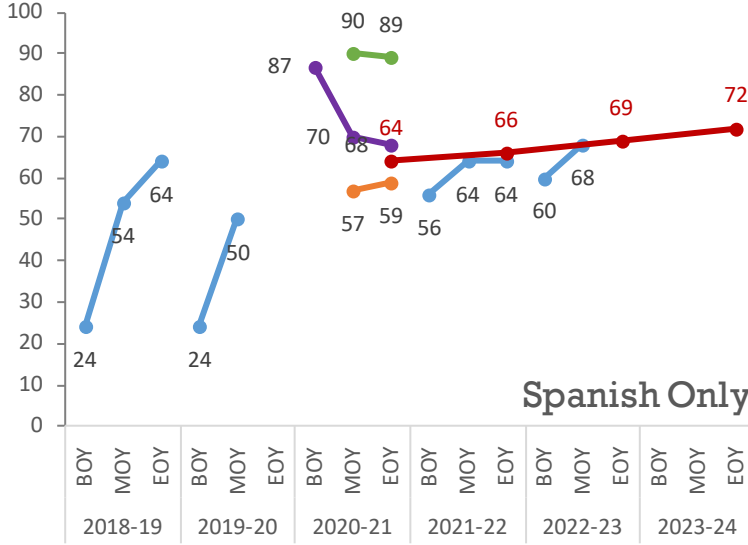
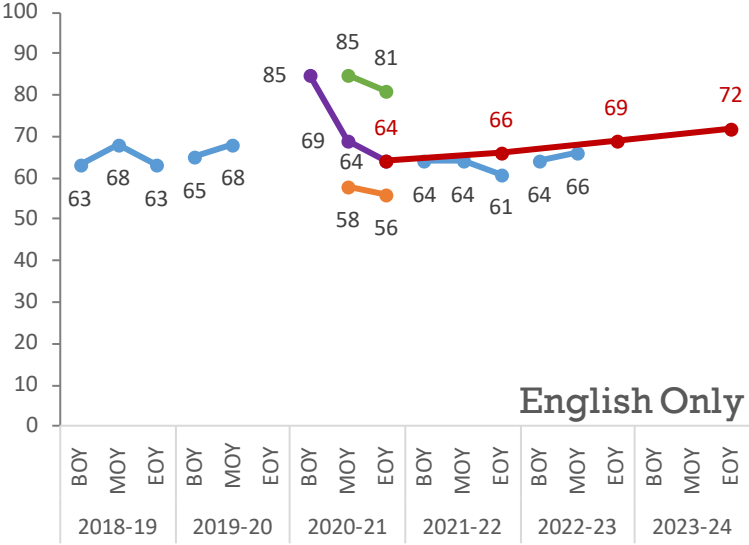
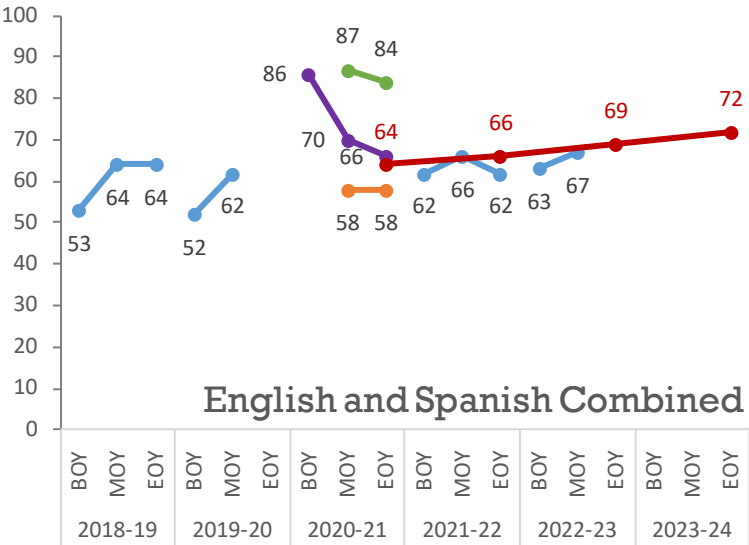
Goal Progress Measure 2.1, April 2023

1st Grade Math Students At or Above Benchmark

Not on Track

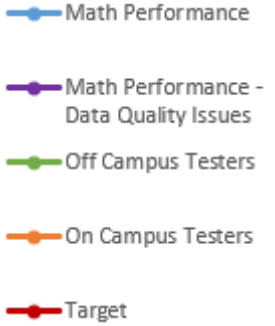
The percentage of first-grade students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 64 percent in June 2019 to 72 percent in June 2024.

- Performing on grade level in math is defined as students meeting At/Above Benchmark ( $\geq 40^{th}$  Percentile) on the Universal Screener.
- For students testing in both English and Spanish, the language with the higher result is used when presented as an aggregate.



BOY 2020–2021 results reflect the last assessment during the testing window when all students were learning remotely.

Tested N=	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
All Students	14,739	15,441	15,341	15,374	15,657	Not Tested	13,621	13,217	13,579	13,425	11,394	13,959	14,402	14,640	
English Only	10,883	10,341	10,228	10,453	10,577	Not Tested	9,261	9,008	9,300	9,466	8,607	9,643	9,906	9,573	
Spanish Only	4,947	5,606	5,614	5,561	5,701	Not Tested	4,815	4,675	4,850	4,469	4,035	4,862	5,088	5,067	



Goal Progress Measure 2.1, April 2023

1<sup>st</sup> Grade Math Students At or Above Benchmark

Not on Track

The percentage of first-grade students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 64 percent in June 2019 to 72 percent in June 2024.

- Performing on grade level in math is defined as students meeting At/Above Benchmark (≥ 40<sup>th</sup> Percentile) on the Universal Screener.
- For students testing in both English and Spanish, the language with the higher result is used when presented as an aggregate.

Houston ISD		School Year				
		2018–19	2019–20	2020–21	2021–22	2022–23
All Students	BOY	53%	52%	86%	62%	63%
	MOY	64%	62%	70%	66%	67%
	EOY	64%		66%	62%	
Econ. Dis.	BOY	47%	44%	84%	56%	58%
	MOY	58%	56%	65%	60%	62%
	EOY	58%		61%	56%	
ELs**	BOY	41%	37%	87%	58%	62%
	MOY	59%	56%	72%	61%	67%
	EOY	64%		69%	62%	
Males	BOY	54%	51%	86%	64%	63%
	MOY	63%	62%	71%	67%	68%
	EOY	62%		68%	63%	
Females	BOY	53%	52%	86%	61%	63%
	MOY	65%	62%	70%	66%	66%
	EOY	65%		67%	61%	
Migrant	BOY	*	*	*	*	*
	MOY	*	*	*	*	*
	EOY	*		*	*	
Homeless	BOY	53%	36%	86%	48%	51%
	MOY	50%	48%	59%	-	57%
	EOY	49%		56%	47%	

Houston ISD		School Year				
		2018–19	2019–20	2020–21	2021–22	2022–23
African American	BOY	54%	56%	80%	55%	56%
	MOY	57%	56%	58%	55%	55%
	EOY	50%		54%	48%	
Hispanic	BOY	46%	42%	85%	58%	61%
	MOY	60%	58%	69%	64%	66%
	EOY	63%		65%	61%	
White	BOY	81%	82%	94%	86%	81%
	MOY	88%	87%	90%	86%	85%
	EOY	87%		89%	87%	
American Indian	BOY	*	*	*	*	*
	MOY	*	*	*	*	*
	EOY	*		*	*	
Asian	BOY	87%	87%	96%	90%	84%
	MOY	91%	89%	93%	88%	85%
	EOY	87%		92%	81%	
Pacific Islander	BOY	*	*	*	*	*
	MOY	*	*	*	*	*
	EOY	*		*	*	
Two or More	BOY	78%	75%	94%	84%	76%
	MOY	87%	86%	87%	89%	81%
	EOY	86%		87%	83%	

\* <25 students tested. Grey cells indicate canceled progress monitoring; Blue shaded cells indicate data quality issues. PEIMS snapshot data used for 2020–2021 student groups. BOY 2020–2021 results updated during the May Board Monitoring Update. SIS data used for other year student groups.

## Goal Progress Measure 2.1, April 2023

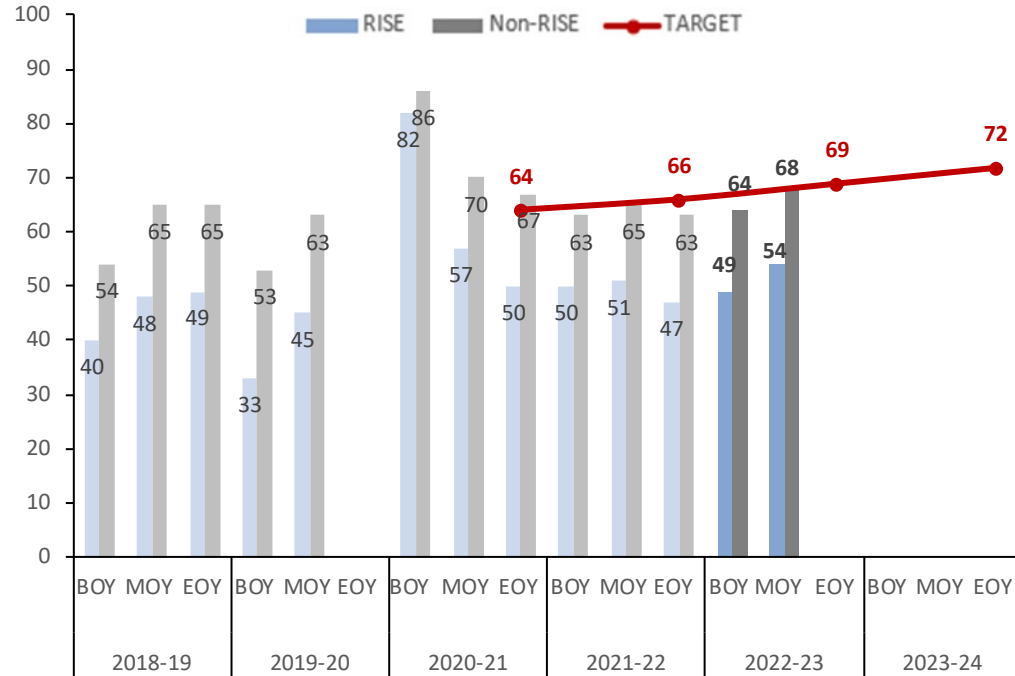
Not on Track

### 1<sup>st</sup> Grade Math Students At or Above Benchmark

The percentage of first-grade students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 64 percent in June 2019 to 72 percent in June 2024.

- Performing on grade level in math is defined as students meeting At/Above Benchmark ( $\geq 40^{\text{th}}$  Percentile) on the Universal Screener.
- For students testing in both English and Spanish, the language with the higher result is used when presented as an aggregate.

Percentage of 1st Grade Students At or Above Benchmark: MATH (40th Percentile)  
By RISE Campus Status



Data includes campuses listed as RISE for 2022-23 SY, all other campuses included in Non-Rise data.

- Ashford ES
- Highland Heights ES
- Isaacs ES
- Marshall ES
- Martinez C ES
- Northline ES
- Osborne ES
- Robinson ES
- Rucker ES
- Seguin ES
- Smith ES
- Whidby ES
- Young ES

## Goal Progress Measure 2.1, April 2023

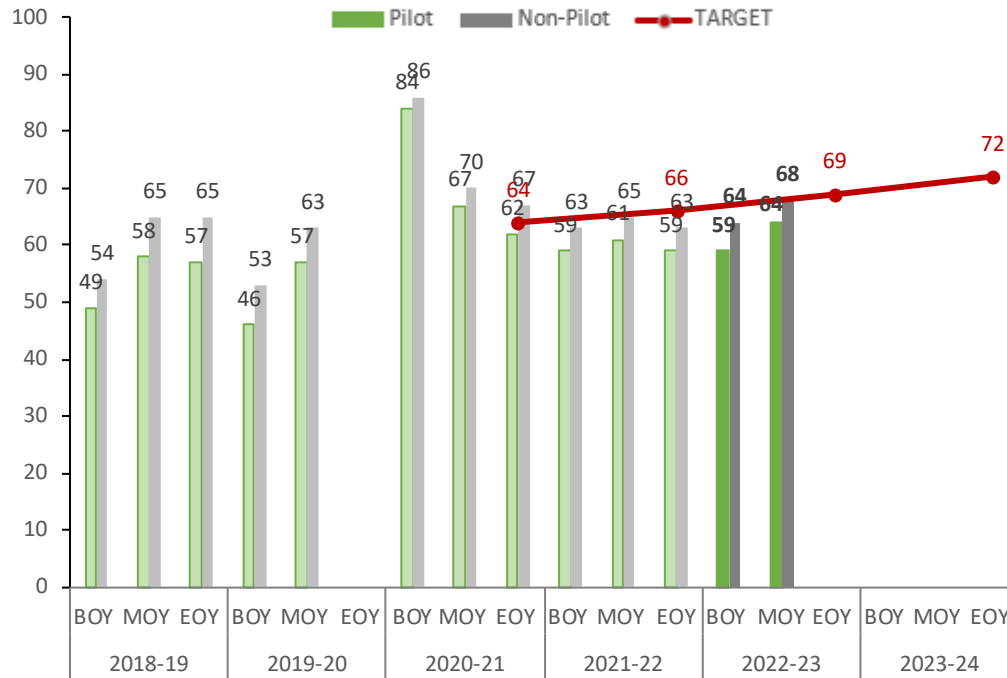
Not on Track

### 1<sup>st</sup> Grade Math Students At or Above Benchmark

The percentage of first-grade students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 64 percent in June 2019 to 72 percent in June 2024.

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Percentage of 1st graders At or Above Benchmark: MATH (40th Percentile) at Pilot HQIM Campuses



Data includes campuses using Eureka Math curriculum in Pilot, all other campuses in non-Pilot.

- Arabic Immersion
- Ashford ES
- Blackshear ES
- Braeburn ES
- Briargrove ES
- Briarmeadow
- Durham ES
- Fondren ES
- Gregory-Lincoln PK-8
- Harris RP ES
- Highland
- Heights ES
- Hobby ES
- Isaacs ES
- Kelso ES
- MacGregor ES
- Marshall ES
- Martinez C ES
- Mitchell ES
- Neff ECC
- Neff ES
- Northline ES
- Oates ES
- Osborne ES
- Petersen ES
- Pugh ES
- Reagan Ed Ctr PK-8
- Robinson ES
- Rodriguez ES
- Rogers T H

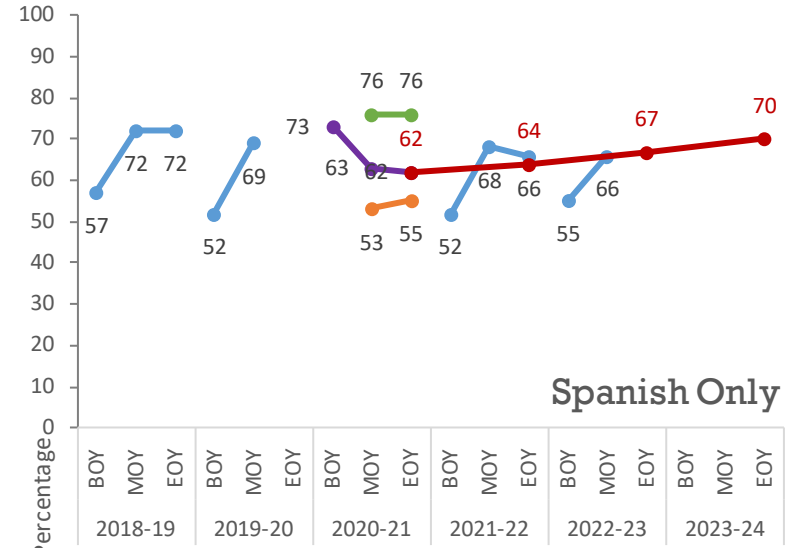
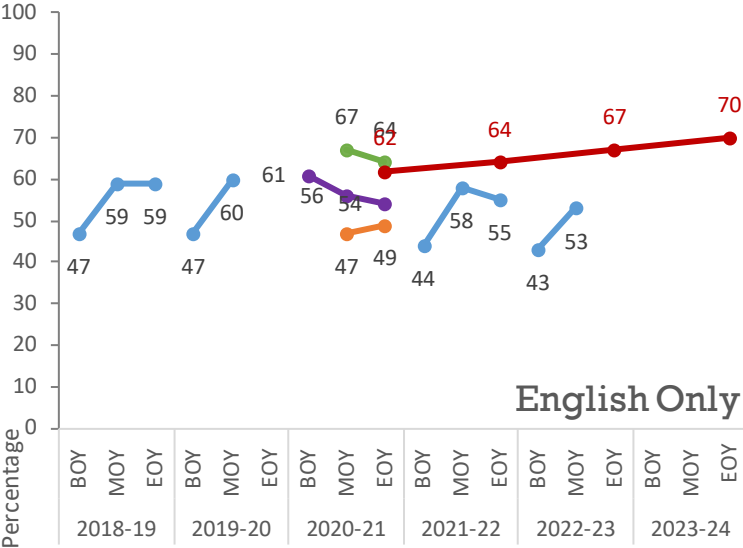
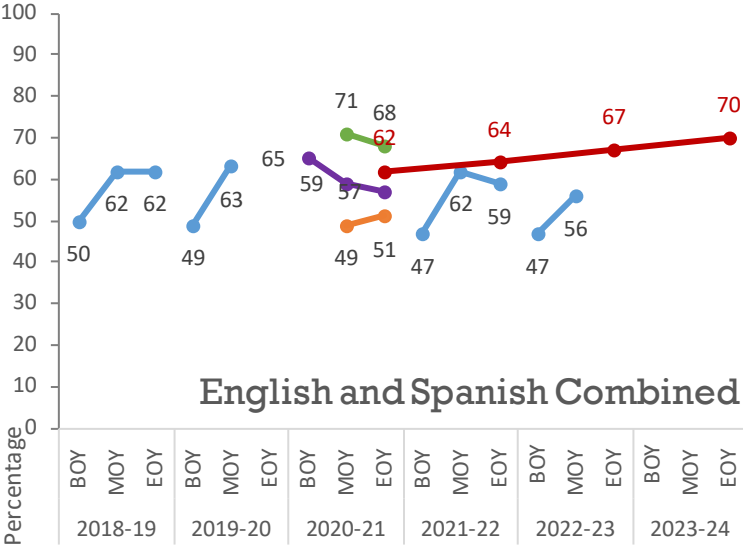
Goal Progress Measure 2.2, April 2023

2nd Grade Math Students At or Above Benchmark

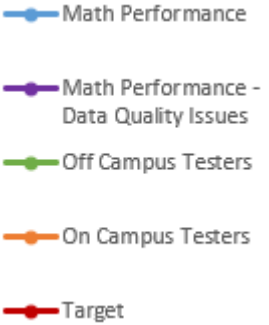
Not on Track

The percentage of second-grade students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 62 percent in June 2019 to 70 percent in June 2024.

- Performing on grade level in math is defined as students meeting At/Above Benchmark ( $\geq 40^{\text{th}}$  Percentile) on the Universal Screener.
- For students testing in both English and Spanish, the language with the higher result is used when presented as an aggregate.



Tested N=	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
All Students	15,811	15,845	15,762	15,670	15,575	Not Tested	13,181	13,522	13,809	13,337	10,962	13,575	13,830	13,838	
English Only	12,664	12,589	12,359	12,221	11,906	Not Tested	10,662	10,539	10,767	10,359	8,872	10,601	10,876	10,290	
Spanish Only	4,047	3,695	3,825	4,231	4,115	Not Tested	3,765	3,598	2,233	3,612	3,141	3,723	3,689	3,548	





Goal Progress Measure 2.2, April 2023

2nd Grade Math Students At or Above Benchmark

Not on Track

The percentage of second-grade students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 62 percent in June 2019 to 70 percent in June 2024.

- Performing on grade level in math is defined as students meeting At/Above Benchmark (≥ 40<sup>th</sup> Percentile) on the Universal Screener.
- For students testing in both English and Spanish, the language with the higher result is used when presented as an aggregate.

Houston ISD		School Year				
		2018–19	2019–20	2020–21	2021–22	2022–23
All Students	BOY	50%	49%	65%	47%	47%
	MOY	62%	63%	59%	62%	56%
	EOY	62%		57%	59%	
Econ. Dis.	BOY	44%	43%	60%	39%	40%
	MOY	56%	57%	53%	56%	
	EOY	57%		51%	53%	
Special Ed.	BOY	17%	22%	50%	28%	26%
	MOY	24%	29%	40%	34%	
	EOY	26%		40%	32%	
ELs**	BOY	50%	47%	67%	48%	47%
	MOY	62%	63%	59%	55%	
	EOY	63%		57%	60%	
Males	BOY	50%	49%	66%	49%	49%
	MOY	62%	63%	62%	61%	
	EOY	62%		60%	61%	
Females	BOY	50%	50%	64%	45%	45%
	MOY	62%	63%	58%	62%	
	EOY	62%		56%	57%	
Migrant	BOY	*	*	*	*	*
	MOY	*	*	*	*	
	EOY	*		*	*	
Homeless	BOY	50%	*	65%	30%	32%
	MOY	47%	*	45%	-	
	EOY	49%		44%	41%	

Houston ISD		School Year				
		2018–19	2019–20	2020–21	2021–22	2022–23
African American	BOY	35%	35%	52%	31%	31%
	MOY	47%	46%	46%	51%	39%
	EOY	48%		44%	41%	
Hispanic	BOY	50%	47%	63%	44%	45%
	MOY	62%	63%	57%	59%	55%
	EOY	62%		54%	58%	
White	BOY	76%	78%	86%	77%	78%
	MOY	84%	87%	87%	88%	83%
	EOY	84%		86%	84%	
American Indian	BOY	*	*	*	*	*
	MOY	*	*	*	*	*
	EOY	*		*	*	
Asian	BOY	81%	81%	90%	84%	70%
	MOY	87%	85%	89%	87%	76%
	EOY	86%		87%	81%	
Pacific Islander	BOY	*	*	*	*	*
	MOY	*	*	*	*	*
	EOY	*		*	*	
Two or More	BOY	71%	74%	84%	70%	76%
	MOY	84%	84%	83%	83%	76%
	EOY	82%		82%	77%	

\* <25 students tested. Grey cells indicate canceled progress monitoring; Blue shaded cells indicate data quality issues. PEIMS snapshot data used for 2020–2021 student groups. BOY 2020–2021 results updated during the May Board Monitoring Update. SIS data used for 2<sup>nd</sup> year student groups.

Goal Progress Measure 2.2, April 2023

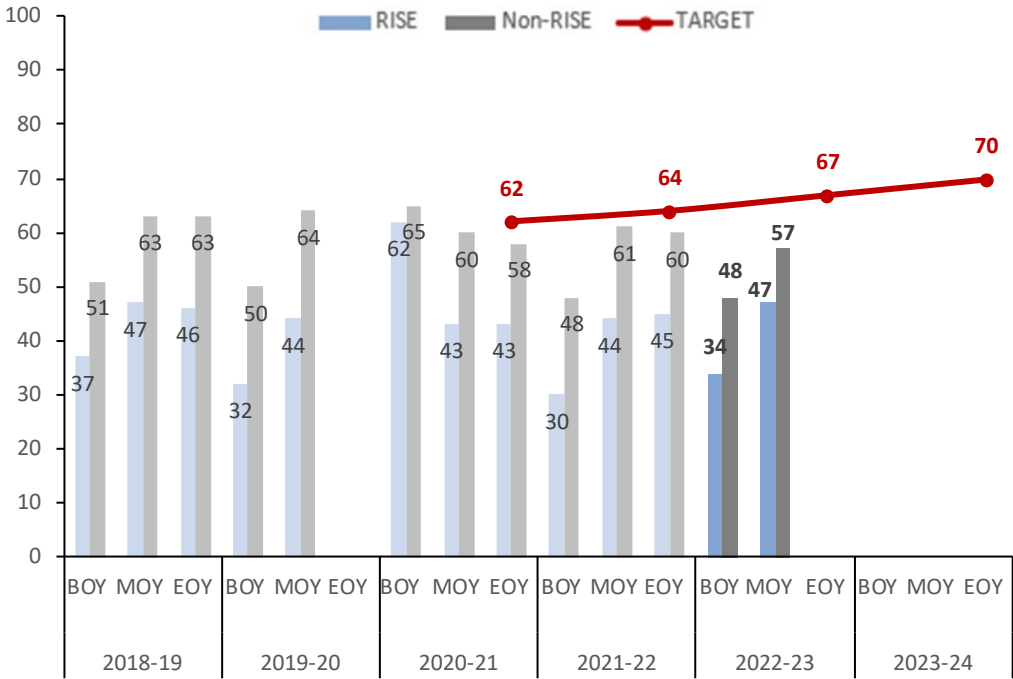
2nd Grade Math Students At or Above Benchmark

Not on Track

The percentage of second-grade students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 62 percent in June 2019 to 70 percent in June 2024.

- Performing on grade level in math is defined as students meeting At/Above Benchmark ( $\geq 40^{\text{th}}$  Percentile) on the Universal Screener.
- For students testing in both English and Spanish, the language with the higher result is used when presented as an aggregate.

Percentage of 2nd Grade Students At or Above Benchmark: MATH (40th Percentile) By RISE Campus Status



Data includes campuses listed as RISE for 2022-23 SY, all other campuses included in Non-Rise data.

- Ashford ES
- Highland Heights ES
- Isaacs ES
- Marshall ES
- Martinez C ES
- Northline ES
- Osborne ES
- Robinson ES
- Rucker ES
- Seguin ES
- Smith ES
- Whidby ES
- Young ES



## Goal Progress Measure 2.2, April 2023

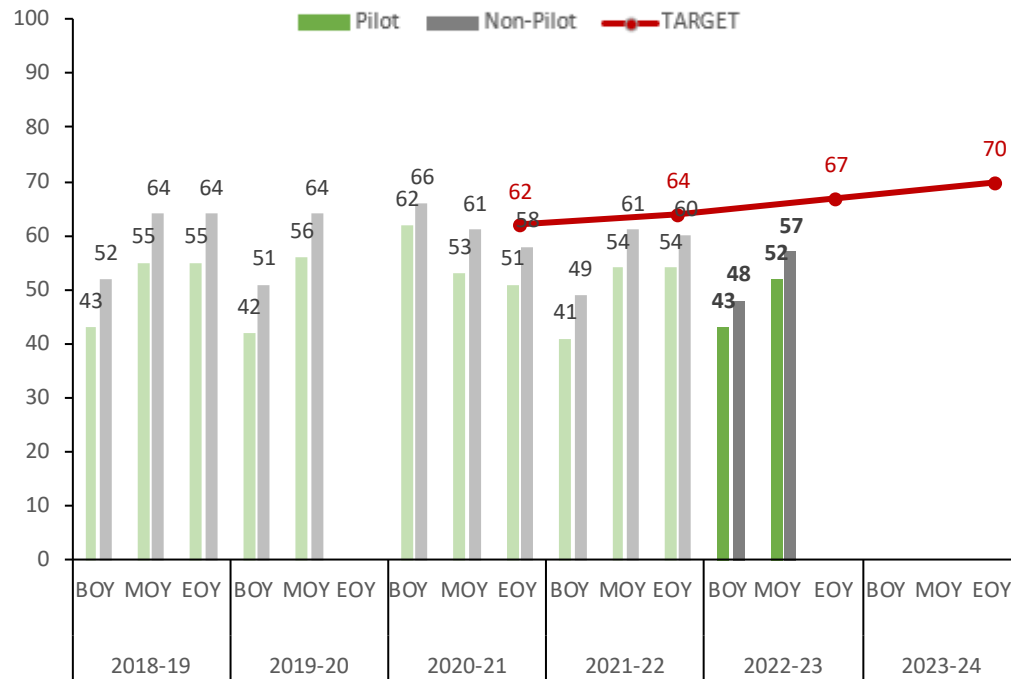
### 2nd Grade Math Students At or Above Benchmark

Not on Track

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Percentage of 2nd graders At or Above Benchmark: MATH (40th Percentile) at Pilot HQIM Campuses



Data includes campuses using Eureka Math curriculum in Pilot, all other campuses in non-Pilot.

- Arabic Immersion
- Ashford ES
- Blackshear ES
- Braeburn ES
- Briargrove ES
- Briarmeadow
- Durham ES
- Fondren ES
- Gregory-Lincoln PK-8
- Harris RP ES
- Highland
- Heights ES
- Hobby ES
- Isaacs ES
- Kelso ES
- MacGregor ES
- Marshall ES
- Martinez C ES
- Mitchell ES
- Neff ECC
- Neff ES
- Northline ES
- Oates ES
- Osborne ES
- Petersen ES
- Pugh ES
- Reagan Ed Ctr PK-8
- Robinson ES
- Rodriguez ES
- Rogers T H

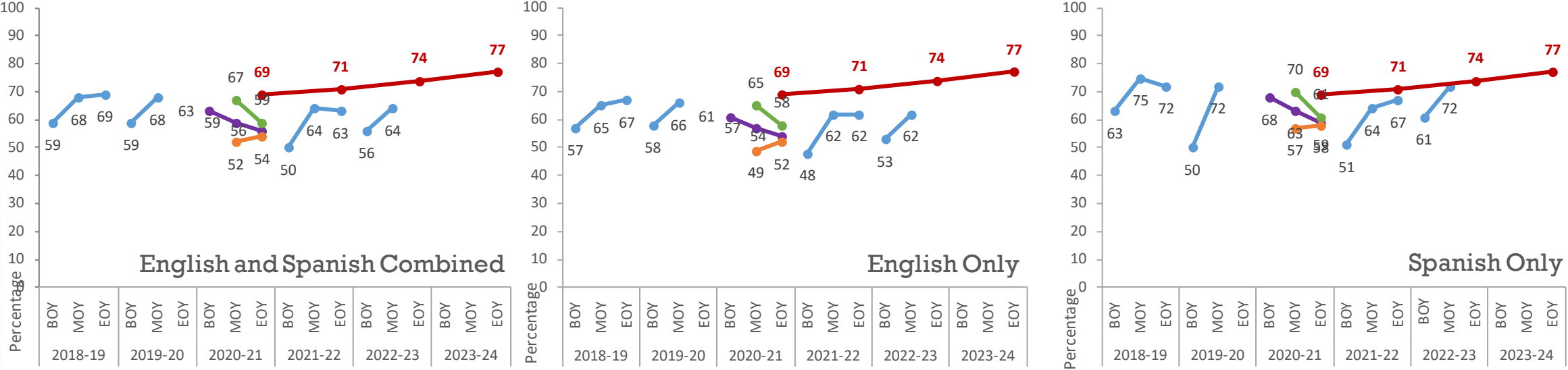
Goal Progress Measure 2.3, April 2023

3rd Grade Math Students At or Above Benchmark

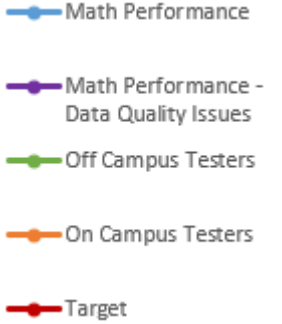
Not on Track

The percentage of third-grade students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 69 percent in June 2019 to 77 percent in June 2024.

- Performing on grade level in math is defined as students meeting At/Above Benchmark ( $\geq 40^{\text{th}}$  Percentile) on the Universal Screener.
- For students testing in both English and Spanish, the language with the higher result is used when presented as an aggregate.



Tested N=	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
All Students	16,310	16,342	16,113	15,682	15,526	Not Tested	14,337	14,028	13,856	13,407	11,513	13,999	13,212	13,276	
English Only	13,777	13,494	13,334	12,922	12,716	Not Tested	11,805	11,470	11,417	10,943	9,633	11,314	11,093	10,642	
Spanish Only	3,375	3,256	3,825	3,360	3,291	Not Tested	3,081	3,009	3,038	3,110	2,864	3,276	2,888	2,634	



## Goal Progress Measure 2.3, April 2023

### 3<sup>rd</sup> Grade Math Students At or Above Benchmark

**Not on Track**

The percentage of third-grade students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 69 percent in June 2019 to 77 percent in June 2024.

- Performing on grade level in math is defined as students meeting At/Above Benchmark ( $\geq 40^{\text{th}}$  Percentile) on the Universal Screener.
- For students testing in both English and Spanish, the language with the higher result is used when presented as an aggregate.

Houston ISD		School Year				
		2018–19	2019–20	2020–21	2021–22	2022–23
All Students	BOY	59%	59%	63%	50%	56%
	MOY	68%	68%	59%	64%	64%
	EOY	69%		56%	63%	
Econ. Dis.	BOY	53%	53%	57%	42%	49%
	MOY	63%	63%	53%	58%	58%
	EOY	65%		49%	58%	
Special Ed.	BOY	20%	22%	40%	24%	27%
	MOY	28%	31%	35%	38%	35%
	EOY	28%		31%	31%	
ELs**	BOY	58%	56%	62%	47%	55%
	MOY	69%	67%	58%	58%	64%
	EOY	71%		55%	63%	
Males	BOY	59%	60%	65%	52%	59%
	MOY	67%	68%	61%	63%	66%
	EOY	69%		58%	64%	
Females	BOY	59%	58%	62%	47%	53%
	MOY	68%	68%	58%	65%	62%
	EOY	70%		55%	62%	
Migrant	BOY	*	*	*	*	*
	MOY	*	*	*	*	*
	EOY	*		*	*	
Homeless	BOY	43%	*	46%	37%	33%
	MOY	48%	*	38%	-	46%
	EOY	51%		34%	46%	

Houston ISD		School Year				
		2018–19	2019–20	2020–21	2021–22	2022–23
African American	BOY	42%	45%	51%	34%	40%
	MOY	48%	53%	45%	51%	46%
	EOY	51%		40%	47%	
Hispanic	BOY	59%	58%	61%	47%	55%
	MOY	70%	68%	58%	62%	64%
	EOY	71%		54%	63%	
White	BOY	83%	83%	88%	82%	83%
	MOY	89%	87%	86%	86%	87%
	EOY	89%		85%	86%	
American Indian	BOY	*	*	*	*	*
	MOY	*	*	*	*	*
	EOY	*		*	*	
Asian	BOY	88%	87%	88%	83%	77%
	MOY	91%	88%	87%	87%	80%
	EOY	92%		88%	83%	
Pacific Islander	BOY	*	*	*	*	*
	MOY	*	*	*	*	*
	EOY	*		*	*	
Two or More	BOY	80%	82%	86%	80%	74%
	MOY	84%	86%	85%	86%	79%
	EOY	86%		83%	79%	

\* <25 students tested. Grey cells indicate canceled progress monitoring. Blue shaded cells indicate data quality issues. PEIMS snapshot data used for 2020–2021 student groups. BOY 2020–2021 results updated during the May Board Monitoring Update. SIS data used for other year student groups.

Goal Progress Measure 2.3, April 2023

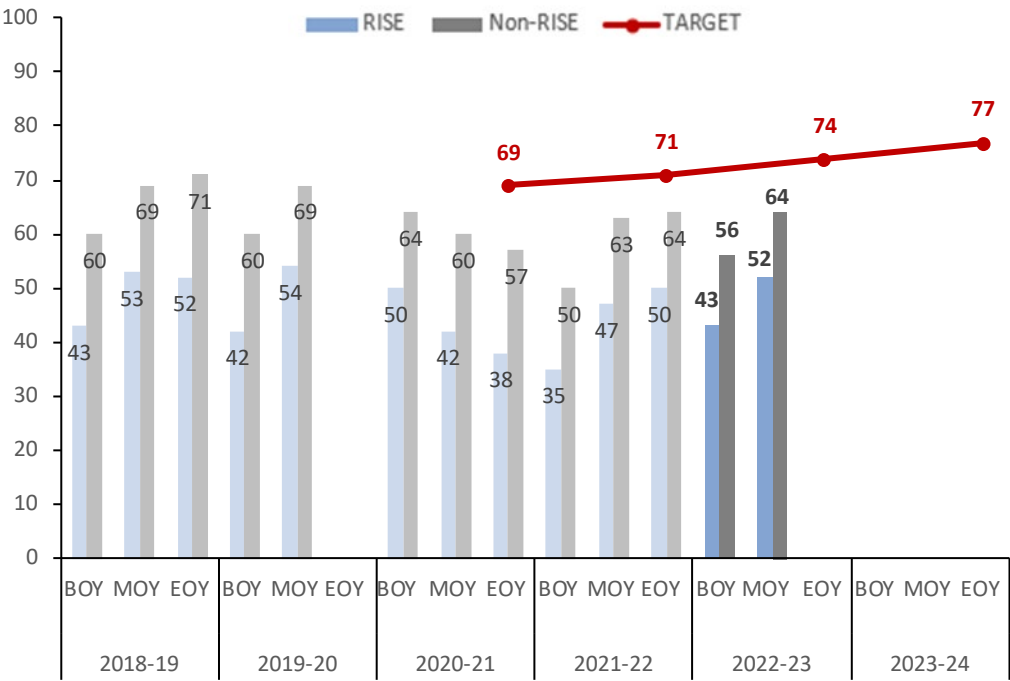
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Percentage of 3rd Grade Students At or Above Benchmark: MATH (40th Percentile) By RISE Campus Status



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Goal Progress Measure 2.3, April 2023

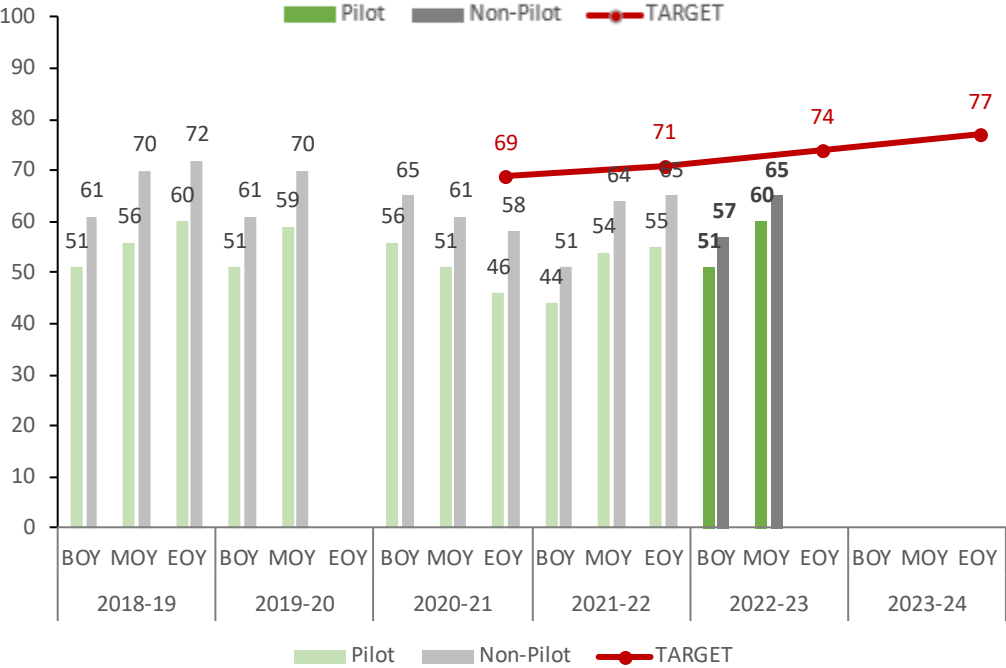
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- Osborne ES
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- Robinson ES
- Rodriguez ES
- Rogers T H

# Thank you





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4/13/2023

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### Office of the Board of Education

#### Presentation By The Texas Education Agency Regarding The Transition To A Board Of Managers

The purpose of this agenda item is to allow the Texas Education Agency (TEA) to present to the Houston Independent School District Board of Education and the community its plan for the transition from local governance to TEA governance of the district.



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4/13/2023

3.

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Office of the Superintendent of Schools

Office of Finance

Approval Of The April Budget Amendment

A report on the status of the 2022-2023 budget has been completed. This report reflects budget amendments that require approval by the Houston Independent School District (HISD) Board of Education in accordance with state guidelines, as well as budget-neutral adjustments made by schools and departments for ratification by the board. Although this update reflects all known changes and recommendations, additional changes may be needed. This item requests authority to make adjustments, if necessary, for the April Budget Amendment.

COST/FUNDING SOURCE(S):                      Adjustments to the budget will be appropriated as shown in the April Budget Amendment.

STAFFING IMPLICATIONS:                      None

THIS ITEM DOES NOT REQUIRE CONSULTATION.

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

RECOMMENDED: That the Board of Education approves the April Budget Amendment reflecting fiscal adjustments to estimated appropriations for fiscal year 2022-2023, effective April 14, 2023.



## **General Fund:**

### **Revenues:**

No Change

### **Appropriations:**

Budget neutral amendments are budget transfers between functions and do not impact the bottom-line district budget. The total for this column is zero. Transfers are a result of position changes, supplies, contracted services, capital, and other operating expenses with varying reasons specific to each campus and department. Budget transfers included:

- Schools transferring funds from function 11 (Instruction) to function 13 (Curriculum and Instructional Staff Development) for staff development fees.
- Schools transferring funds from function 11 (Instruction) to function 23 (School Leadership) for position actions.
- Schools transferring funds from function 11 (Instruction) to function 36 (Co-Curricular/Extracurricular Activities) for athletic stipends.
- Schools transferring funds from function 11 (Instruction) to function 51 (Plant Maintenance and Operations) for maintenance repairs and supplies.
- Schools transferring funds from function 23 (School Leadership) to function 11 (Instruction) for position actions, supplies and materials.
- Departments transferring from function 21 (Instructional Leadership) to function 13 (Curriculum and Instructional Staff Development) for technology equipment.
- Departments transferring from function 31 (Guidance, Counseling, and Evaluation Services) to function 11 (Instruction) for position actions.
- Departments transferring from function 51 (Plant Maintenance and Operations) to function 35 (Food Services) for employee benefits.
- Departments transferring from function 51 (Plant Maintenance and Operations) to function 52 (Security and Monitoring Services) for crossing guards pay.
- Departments transferring from function 53 (Data Processing Services) to function 11 (Instruction) for Special Education contracted services.

# HOUSTON INDEPENDENT SCHOOL DISTRICT

## STATEMENT OF OPERATIONS BY FUNCTION

### GENERAL FUND

#### BUDGET AMENDMENT FISCAL YEAR 2022-2023 (as adjusted)

For April 30, 2023

	2021-2022 Adopted Budget July 1, 2022	Approved Budget as of March 31, 2023	Proposed Budget Amendments April 30, 2023	Budget Neutral Amendments April 30, 2023	Proposed Budget as of April 30, 2023
<b>ESTIMATED REVENUES</b>					
Local sources	\$ 1,900,655,772	1,884,491,260	-	-	1,884,491,260
State sources	190,733,783	216,169,283	-	-	216,169,283
Federal sources	71,905,107	71,769,376	-	-	71,769,376
<b>Total estimated revenues</b>	<b>\$ 2,163,294,662</b>	<b>2,172,429,919</b>	<b>-</b>	<b>-</b>	<b>2,172,429,919</b>
<b>APPROPRIATIONS</b>					
11 Instruction	\$ 1,149,772,623	1,121,299,969	-	(1,106,953)	1,120,193,015
12 Instructional resources and media services	16,758,401	17,923,228	-	20,738	17,943,965
13 Curriculum and Instructional Staff Development	36,198,801	36,219,305	-	343,166	36,562,471
21 Instructional leadership	32,520,525	26,604,698	-	(245,339)	26,359,359
23 School leadership	165,393,715	168,010,568	-	(355,451)	167,655,117
31 Guidance, counseling and evaluation services	71,930,212	73,291,265	-	(86,434)	73,204,831
32 Social work services	9,974,809	10,786,063	-	22,478	10,808,541
33 Health services	25,434,832	26,868,248	-	16,833	26,885,081
34 Student transportation	54,462,909	58,114,510	-	(7,100)	58,107,411
35 Food services	-	1,400	-	61,173	62,573
36 Co-Curricular/extracurricular activities	12,316,171	16,844,612	-	740,953	17,585,565
41 General administration	47,841,669	49,695,618	-	(0)	49,695,618
51 Plant maintenance and operations	215,192,846	241,598,844	-	277,378	241,876,222
52 Security and monitoring services	30,294,544	32,635,890	-	133,317	32,769,207
53 Data processing services	64,673,294	82,695,705	-	(8,187)	82,687,518
61 Community services	1,946,674	2,138,308	-	(831)	2,137,476
71 Debt Service	-	-	-	-	-
81 Facilities acquisition and construction	-	850,657	-	194,258	1,044,915
91 Contracted Instructional Services Between Public Schools	247,439,733	295,834,930	-	-	295,834,930
95 Juvenile justice alternative education programs	792,000	792,000	-	-	792,000
97 Tax reinvestment zone payments	68,625,372	68,625,372	-	-	68,625,372
99 Tax appraisal and collection	16,108,790	16,108,790	-	-	16,108,790
<b>Total estimated appropriations</b>	<b>\$ 2,267,677,919</b>	<b>2,346,939,978</b>	<b>-</b>	<b>-</b>	<b>2,346,939,978</b>
<b>Excess (deficiency) of estimated revenues over (under) appropriations</b>	<b>\$ (104,383,257)</b>	<b>(174,510,059)</b>	<b>-</b>	<b>-</b>	<b>(174,510,059)</b>
<b>OTHER FINANCING SOURCES (USES)</b>					
Transfers-in	20,000,000	30,000,000	-	-	30,000,000
Transfers-out	(16,386,200)	(16,386,200)	-	-	(16,386,200)
<b>Total other financing sources (uses)</b>	<b>\$ 3,613,800</b>	<b>13,613,800</b>	<b>-</b>	<b>-</b>	<b>13,613,800</b>
Net change before anticipated unspent funds	(100,769,457)	(160,896,259)			(160,896,259)
Anticipated unspent funds	70,000,000	70,000,000			70,000,000
Net Change	(30,769,457)	(90,896,259)			(90,896,259)
Beginning Fund Balance July 1, 2022	852,224,713	1,126,908,568			1,126,908,568
Projected Ending Fund Balance June 30, 2023	821,455,256	1,036,012,309			1,036,012,309
Nonspendable Fund Balance	20,562,375	16,488,097			16,488,097
Committed Fund Balance	97,481,219	97,481,219			97,481,219
Assigned Fund Balance <sup>(1)</sup>	147,088,893	257,874,465			257,874,465
Unassigned Fund Balance <sup>(2)</sup>	556,322,769	664,168,529			664,168,529

(1) Reflects liquidation of carryover encumbrances.

(2) Unspent funds at the end of 2022-2023 will flow into the assigned fund balance (Instructional Stabilization) or the unassigned fund balance

**CAMPUS AND DEPARTMENT TRANSFERS BY FUNCTION****For April 30, 2023**

<b>Function</b>	<b>Function Description</b>	<b>Budget Amendment</b>	<b>Campus Funds</b>	<b>Department Funds</b>
11	Instruction	(\$1,106,953)	(\$1,439,916)	\$332,963
12	Instructional resources and media services	\$20,738	\$22,037	(\$1,299)
13	Curriculum and Instructional Staff Development	\$343,166	\$106,557	\$236,609
21	Instructional leadership	(\$245,339)	\$0	(\$245,339)
23	School leadership	(\$355,451)	(\$355,653)	\$202
31	Guidance, counseling and evaluation services	(\$86,434)	\$35,221	(\$121,655)
32	Social work services	\$22,478	\$22,478	\$0
33	Health services	\$16,833	\$16,833	\$0
34	Student transportation	(\$7,100)	\$0	(\$7,100)
35	Food services	\$61,173	\$1,064	\$60,109
36	Co-Curricular/extracurricular activities	\$740,953	\$740,953	\$0
41	General administration	(\$0)	\$0	(\$0)
51	Plant maintenance and operations	\$277,378	\$445,319	(\$167,941)
52	Security and monitoring services	\$133,317	\$86,178	\$47,139
53	Data processing services	(\$8,187)	\$125,502	(\$133,689)
61	Community services	(\$831)	(\$831)	(\$0)
71	Debt Service	\$0	\$0	\$0
81	Facilities acquisition and construction	\$194,258	\$194,258	\$0
		(\$0)	\$0	(\$0)



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4/13/2023

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Office of the Board of Education

Approval Of Proposed Revisions To Board Policy AE(LOCAL), *Educational Philosophy*,  
Regarding Constraints 2.1, 2.2, And 2.3-Second Reading

The purpose of this agenda item is to request that the Houston Independent School District (HISD) Board of Education approves a revision to Board Policy AE(LOCAL), *Educational Philosophy*, to update constraint progress measures 2.1, 2.2, and 2.3. These changes reset the language and targets of the constraint to better align with board goals and initiatives leading to student success.

COST/FUNDING SOURCE(S):                      None

STAFFING IMPLICATIONS:                      None

THIS ITEM DOES REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the Board of Education approves the proposed revisions to AE(LOCAL), *Educational Philosophy*, on second reading, effective April 14, 2023.

**EXPLANATORY SHEET**

ITEM	TITLE (SUBJECT)	SCHEDULED MEETING
	Approval Of Proposed Revisions To Board Policy AE(LOCAL), Educational Philosophy, Regarding Goals And Constraints—Second Reading	April 13, 2023
<b>INITIATED BY: Dani Hernandez, Board President</b>		
<b>BACKGROUND:</b> This item resets the language and targets for Constraint 2, Wraparound Services, to better align with board goals and initiatives leading to student success.		
<b>OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY: None</b>		

EDUCATIONAL PHILOSOPHY

AE  
(LOCAL)

**Beliefs and Vision**

The Board's Declaration of Beliefs and Vision for the Improvement of the District is as follows:

**Beliefs**

- We believe that equity is a lens through which all policy decisions are made.
- We believe that there should be no achievement gap between socio-economic groups or children of ethnic diversity.
- We believe that the District must meet the needs of the whole child providing wraparound services and social and emotional supports.
- We believe our classrooms/schools should be safe, vibrant, joyful spaces where students are guaranteed access to a challenging and deep educational experience.
- We believe that instruction should be customized/personalized to meet the learning needs for each individual child including students with disabilities, gifted and talented students, and English Language Learners so they have the support and opportunity they need to flourish.
- We believe that recruitment and retention of qualified and effective personnel are the keys to enhancing the quality of education and increasing student achievement.
- We believe that the community has a right to transparent operations across the District in all schools, departments, and divisions.
- We believe that meaningful engagement with the community is important in all major decision making.

**Vision**

Every child shall have equitable opportunities and equal access to an effective and personalized education in a nurturing and safe environment. Our students will graduate as critical thinkers and problem solvers; they will know and understand how to be successful in a global society.

**Mission**

To equitably educate the whole child so that every student graduates with the tools to reach their full potential.

**Theory of Action**

- If the District creates a culture of support and the expectation that every child can succeed regardless of existing challenges; and
- If the District allocates resources equitably, through a weighted funding formula based on student characteristics and performance, that distributes all resources to meet differentiated student needs; and

DATE ISSUED:

1 of 13

AE(LOCAL)-X

EDUCATIONAL PHILOSOPHY

AE  
(LOCAL)

- If the District offers equitable access to high-quality diverse school settings that meet the needs of its diverse community of students; and
- If the District defines and funds essential positions or functions that guarantee a basic standard for student health, safety, and well-being at every campus.

Then campuses will be able to accomplish the Board's student outcome goals while honoring the Board's constraints.

**Mandate for Change**

Human Capital

The District's greatest strength is its human capital. The personal, face-to-face contact between teacher and child shall always be the central event in education. Changes in the District's structure, governance, and policies underscore the importance of this relationship; that is, through reform, they exist to support the relationship. In addition, the District sets high expectations for school leadership to inspire creative thinking and innovative approaches that lead to instructional and operational excellence.

- Employees identified as high performers using value-added data should be rewarded. The District must establish levels of compensation and differentiated salaries driven by performance, value-added data, and accountability for all employees.
- Reform measures must focus on higher standards for recruitment and selection, job performance and compensation, and professional development and career planning and must provide employees with a viable career path within the organization.

School  
Empowerment

Schools must be empowered to develop and implement the methods that best achieve their unique and individual instructional goals. The District is fully committed to a decentralized system of schools, giving principals the authority over the educational and operational systems. In such a system, the Board of Education remains accountable to the public for high-quality educational services for all children. The Board provides guidance and support to schools by establishing clear, consistent Districtwide goals, high standards and expectations, and effective systems of evaluation; but the individual school is held accountable for innovation and instructional results within those District-wide parameters.

The Board believes that:

- Principals are the leaders of the decision-making process affecting their schools, and their leadership is measured not only by results but also by their collaboration with teachers, parents, and the community.

DATE ISSUED:

2 of 13

AE(LOCAL)-X

- Recognizing that schools are where decisions should be made and that successful decentralization is a function of leadership capacity at the school level, the District shall establish a tiered system of differentiated autonomy focusing on instructional competencies, budget, and business operational systems. Schools demonstrating higher levels of student performance, innovation, and operational excellence (including school safety) are further empowered with greater autonomy and decision making. However, other schools may need greater support and guidance; and until they reach acceptable levels of performance, the District must manage for them critical areas such as curriculum, professional development, and operational systems. When guidance over decision making is needed, structured interventions shall help develop the competencies toward greater autonomy. Annual performance monitoring of instruction, operations, and attractiveness to the community served shall determine the level of principal autonomy or central office intervention at the school.

#### School Choice

School choice must remain 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 the schools that best meet their children's needs. It is important for the District to focus more on developing, improving, and using creative educational tools so that every child at every school has access to the instructional program that best suits their unique interests.

Equal access to instructional excellence requires adequate and equitable allocation of resources. That, in turn, requires fair funding formulas. The District shall remain a system of schools rather than a school system where every campus offers the same programs.

- The District shall offer diverse school settings to meet the needs of its diverse community of students. All schools, whether they are specialty, magnet, or neighborhood, shall be accountable to identify educational and programmatic standards, including a common core of academic subjects, approved by the administration and the Board of Education. All students are expected to meet those standards.
- Achievement gaps between student groups are unacceptable. Closing achievement gaps requires unequal resources for unequal needs. Weighted funding allocations address individual differences, allowing the money to follow the child in accordance with their unique instructional needs and thereby ensuring access to the resources that enhance student achievement.



EDUCATIONAL PHILOSOPHY

AE  
(LOCAL)

- The District must be proactive in the early identification of schools that may have too few students enrolled to provide adequate resources. The District must be ready to provide the school with appropriate interventions.

Meaningful  
Engagement

Meaningful engagement is defined as actively listening to constructive input, collecting and exchanging information, and sharing outcomes. The Board of Education understands and appreciates the need for constructive engagement with both the community and District employees and shall aggressively solicit their opinions and ideas without relinquishing its responsibility as an elected body. As a publicly funded entity, the District must maintain open and respectful relationships, both internally and externally, and be a model for a service-oriented culture. Schools belong to the people; communities shall be engaged in the decision-making process.

- Everyone in the District, including the Board and the Superintendent, must be responsive to the District's diverse communities. Consistent, meaningful two-way communication with those who support the District as well as those with differing philosophies is essential to establishing public trust and confidence. The District shall provide parents and the public (and, where appropriate, students) with formal, structured systems for input into decision making that sets high achievement standards for all children.
- All employees must be encouraged to play a more active, visible role in representing the District to the community.

**Change in Action**

For nearly two decades, the District's Board of Education has been guided successfully by an uncompromising statement of its beliefs and its visions for improving education in Houston. We, the 2009 Board of Education, shall continue to move the District forward. We shall work openly and creatively with administrators, teachers, parents, and community leaders to put in action this new mandate for change.

Change is essential if we are to make our children's education our very highest priority. We, alone, cannot affect school transformation; and we, alone, cannot simply demand it. As our predecessors clearly understood, meaningful improvement is not a top-down exercise. It must include and involve everyone at all levels of the organization and the community. We pledge to seek input and ownership by those who will be most affected by reform and restructuring in the District, and we shall guide the Superintendent to ensure that the District is collaborative on issues of such importance to the entire community. This is a solemn pledge, and it is a privilege to accept this great responsibility on behalf of the children of Houston.

DATE ISSUED:

4 of 13

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EDUCATIONAL PHILOSOPHY

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**Decentralization**

The District shall decentralize. Effectiveness requires that decision making be placed as close as possible to the teacher and the student. Decisions should be made in schools; accordingly, principals shall be the leaders of that decision-making process. To accomplish this goal:

- The Board shall provide guidance and support to local schools by establishing clear goals, high standards, and effective systems of evaluation, while at the same time giving schools maximum freedom to develop and implement the methods that best achieve those goals.
- The central office shall turn the traditional management pyramid upside down and become an enabler rather than an enforcer. Its role shall be to train, consult, provide resources, and evaluate.
- The individual school shall be the unit of accountability and improvement.
- Schools shall be responsive to their communities, providing parents and members of the community (and where appropriate, students) with formal, structured input into decision making.
- Schools shall be given control over budgets, delivery of curriculum, teaching methodologies, and personnel, provided they are led by a strong and effective principal, function as a team, and collaboratively develop a vision and a plan to achieve that vision.

The following core beliefs and principles shall guide District decentralization:

1. Academic success is paramount;
2. All resources shall be at the schools unless managerial issues such as efficiency dictate otherwise;
3. The District shall pursue a goal of equity in funding;
4. Accountability and resource allocation decisions shall be matched (linked); and
5. Good sense shall guide implementation.

**Purpose and  
Strategic Intent**

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

**Goals and Progress Measures**

The District's strategic intent shall be to earn so much respect from the citizens of Houston that the District becomes their prekindergarten–grade 12 educational system of choice.

The District has adopted goals and goal progress measures in accordance with the Texas Education Agency (TEA) Lone Star Governance continuous improvement model and the Framework for School Board Development.

**Goal 1**

The percentage of grade 3 students performing at or above grade level in reading as measured by the Meets Grade Level Standard on the State of Texas Assessments of Academic Readiness (STAAR) will increase 8 percentage points from 42 percent in June 2019 to 50 percent in June 2024.

- **Goal Progress Measure 1.1**

The percentage of grade 1 students reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 63 percent in June 2019 to 71 percent in June 2024.

- **Goal Progress Measure 1.2**

The percentage of grade 2 students reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 61 percent in June 2019 to 69 percent in June 2024.

- **Goal Progress Measure 1.3**

The percentage of grade 3 students reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 57 percent in June 2019 to 65 percent in June 2024.

**Goal 2**

The percentage of grade 3 students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46 percent in June 2019 to 54 percent in June 2024.

- **Goal Progress Measure 2.1**

The percentage of grade 1 students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 64 percent in June 2019 to 72 percent in June 2024.

- **Goal Progress Measure 2.2**

The percentage of grade 2 students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 62 percent in June 2019 to 70 percent in June 2024.

- Goal Progress Measure 2.3

The percentage of grade 3 students performing on grade level in math as measured by the end-of-year math screener will increase eight percentage points from 69 percent in June 2019 to 77 percent in June 2024.

Goal 3

The percentage of graduates that meet the criteria for college, career, and military readiness (CCMR) as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63 percent for 2017–2018 graduates reported in August 2019 to 71 percent for 2022–2023 graduates reported in August 2024.

- Goal Progress Measure 3.1

The percentage of students who by the end of grade 11 have demonstrated college readiness by satisfying the Texas Success Initiative (TSI) requirements via SAT, ACT, or Texas Success Initiative Assessment (TSIA) will increase eight percentage points from 24 percent in August 2019 to 32 percent in August 2024.

- Goal Progress Measure 3.2

The percentage of students who by the end of grade 11 have demonstrated college readiness via Advanced Placement/International Baccalaureate (AP/IB) examinations, dual credit coursework, or dual-enrollment credit eligibility will increase eight percentage points from 26 percent in August 2019 to 34 percent in August 2024.

- Goal Progress Measure 3.3

The percentage of students who by the end of grade 11 have demonstrated career readiness via an industry-based certification will increase 18 percentage points from 0 percent in August 2019 to 18 percent in August 2024.

Goal 4

The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3–8 Reading and STAAR end-of-course (EOC) English I and II assessments will increase 8 percentage points from 21 percent in June 2019 to 29 percent in June 2024.

- Goal Progress Measure 4.1

The percentage of students receiving special education services in second- through fifth-grade reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 14 percent in June 2019 to 22 percent in June 2024.

- Goal Progress Measure 4.2

The percentage of students receiving special education services in sixth- through eighth-grade reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 7 percent in June 2019 to 15 percent in June 2024.

- Goal Progress Measure 4.3

The percentage of students receiving special education services enrolled in English I or II reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 5 percent in June 2019 to 13 percent in June 2024.

**Constraints and  
Constraint Progress  
Measures**

Board's Constraints  
for the Board

*Constraint 1*

The District has adopted constraints and constraint progress measures in accordance with the TEA Lone Star Governance continuous improvement model and the Framework for School Board Development.

The Board will not conduct its duties without including students, families, teachers, and community members (inclusive of those that speak languages other than English) in a manner that inspires broad community ownership of Board policy.

*Constraint 2*

The Board will not support recommendations or policy that contribute to historic patterns of disproportionate discipline.

*Constraint 3*

The Board will not allow five years to pass without an equity audit, a Legislative Budget Board (LBB) review, and a special education (SPED) review.

*Constraint 4*

The Board will not operate without an annual review of strengths and weaknesses and a plan for team building and Board professional development that includes anti-racist training.

*Constraint 5*

The Board will spend no less than 50 percent of its meeting time monitoring progress on student outcome goals – starting at zero today and shall be 50 percent by the end of the second quarter of 2022.

EDUCATIONAL PHILOSOPHY

AE  
(LOCAL)

Board's Constraints  
for the  
Superintendent

*Constraint 1*

The Superintendent will not allow the District to operate without a system to recruit/employ strong teachers, who meet the needs of students needing the most support.

- Constraint Progress Measure 1.1

The percentage of students receiving special education services served by strong teachers will increase three percentage points from 57 percent during the 2018–2019 school year in June 2019 to 60 percent during the 2023–2024 school year in June 2024.

- Constraint Progress Measure 1.2

The percentage of English as a Second Language (ESL) students served by strong teachers will increase six percentage points from 49 percent during the 2018–2019 school year in June 2019 to 55 percent during the 2023–2024 school year in June 2024.

- Constraint Progress Measure 1.3

The gap in retention rates of newly recruited teachers between identified campuses and other HISD campuses will decrease six percentage points from 20 percent during the 2019–2020 school year in June 2019 to 14 percent during the 2023–2024 school year in June 2024.

*Constraint 2*

The Superintendent will not allow the District to operate without students having effective, school-based wraparound support systems.

- Constraint Progress Measure 2.1

~~The number of annual interventions provided through Wraparound Services will increase from 628,753 during the 2019–2020 school year as measured in August 2020 to 883,253 during the 2023–2024 school year as measured in August 2024. The percentage of students in moving from Tier 3 to Tier 2 (based on attendance rates only) and receiving wraparound services who move to Tier 2 from fall semester to spring semester will increase 5 percentage points from 0% in June August 2023 to 5% in June May 2024.~~

- Constraint Progress Measure 2.2

The percentage of campuses engaged with cross-functional Wraparound Advisory Councils (WAC), as measured by attending at least two WAC meetings during the year, will increase from 50 percent during the 2019–2020 school year as measured in August 2020 to 100 percent during the 2023–2024 school year as measured in August 2024. The number of campuses with basic needs resource spaces will increase by 110 from 90 in June 2022 to 200 in June 2024.

- Constraint Progress Measure 2.3

The number of wraparound service partnerships will increase by 56 partners from 72 partnerships in spring 2020 as measured in August 2020 to 128 partnerships in spring 2024 as measured in August 2024. The number of centrally connected external service providers for mental health and well-being available for students will increase by 8 from 62 in June 2022 to 70 in June 2024.

*Constraint 3*

The Superintendent will not allow the District to operate without notifying parents/guardians at least once each 12 weeks about how to help their student, if the student is one or more grade levels behind in literacy.

- Constraint Progress Measure 3.1

The percentage of students, one or more grade levels behind in literacy, whose parents/guardians are centrally documented as having been notified of their child's literacy level at least once every 12 weeks will increase 100 percentage points from 0 percent in June 2020 to 100 percent in June 2024.

- Constraint Progress Measure 3.2

The percentage of campuses with a centrally documented literacy plan, including parent outreach strategies, to address the needs of students one or more grade levels behind in literacy will increase 100 percentage points from 0 percent during the 2019–2020 school year as measured in August 2020 to 100 percent during the 2023–2024 school year as measured in August 2024.

*Constraint 4*

The Superintendent will not allow the District to operate without students receiving special education services meeting individualized education program (IEP) progress.

- Constraint Progress Measure 4.1

The percentage of students with up-to-date IEP progress recorded every six weeks in the IEP system will increase from 0

percent during the 2019–2020 school year as measured in July 2020 to 100 percent during the 2023–2024 school year as measured in July 2024.

- Constraint Progress Measure 4.2

The percentage of audited IEPs showing standards-based goals shall increase from 0 percent during the 2019–2020 school year as measured in July 2020 to 90 percent during the 2023–2024 school year as measured in July 2024.

- Constraint Progress Measure 4.3

The percentage of students demonstrating measurable progress for all IEP goals will increase from 0 percent during the 2019–2020 school year as measured in July 2020 to 75 percent during the 2023–2024 school year as measured in July 2024.

*Constraint 5*

The Superintendent shall not allow the District to operate without providing high-quality full-day prekindergarten 3, prekindergarten 4, and kindergarten programs for all students throughout the district at locations based on a data-driven centralized method for identifying areas of highest need.

- Constraint Progress Measure 5.1

The percentage of projected state prekindergarten 4 eligible students with access to an open seat in a full day early learning program within their zoned elementary boundary will increase eight percentage points from 74 percent in June 2022 to 82 percent in June 2024.

- Constraint Progress Measure 5.2

The district student to instructor ratio in prekindergarten will decrease from 15:1 in October 2019 to 11:1 or less in October 2023.

- Constraint Progress Measure 5.3

The percentage of prekindergarten and kindergarten classrooms requesting waivers will decrease by three percentage points from 24 percent in October 2019 to 21 percent in October 2023 without the average number of students in waiver classrooms above 26.

**Core Values**

The District's core values are as follows:

- Safety Above All Else.



Safety takes precedence over all else. A safe environment shall be provided for every student and employee.

- Student Learning is the Main Thing.

All decisions and actions, at any level, focus on and support the “main thing,” which is effective student learning.

- Focus on Results and Excellence.

Each employee shall focus on results and excellence in individual and organizational efforts.

- Parents are Partners.

Parents are valued partners in the educational process, serving as the child’s teacher in the home. All school and District activities shall give proper consideration to the involvement of parents.

- Common Decency.

The District shall be responsive and accountable to the public and its employees. Community members and employees shall receive respectful and courteous treatment.

- Human Capital.

Through recruitment, retention, dismissal, and professional development programs, the District shall work to make sure students are served by the top talent available, from teachers to superintendents.

#### **Central Office Accountability System**

The overall goal of the District’s central office accountability system is to provide resources and services to schools in an efficient and timely manner that promotes schools’ progress in achieving their educational missions.

Specifically, the objectives of the District central office accountability system are to:

- Establish and monitor progress toward performance indicators for each central office department, including evaluations of each departmental improvement plan goals and objectives;
- Determine which central office departments are meeting the District’s objectives through the use of “customer” surveys; and
- Determine whether central office departments that are failing to meet the objectives require assistance, reorganization, and/or replacement.

EDUCATIONAL PHILOSOPHY

AE  
(LOCAL)

**Effective Date**

This policy shall be effective as of the adoption date, ~~November 11,~~  
~~2022.~~

# Proposed Changes: AE Local

CPM 2.1, 2.2, and 2.3

April 13, 2023



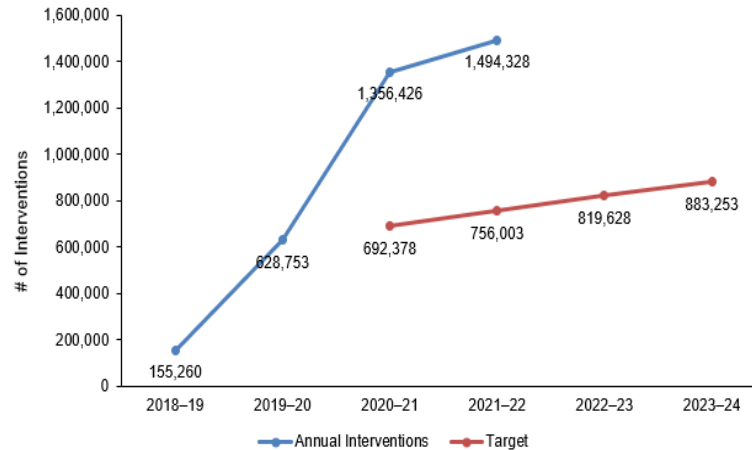
# Constraint 2

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**Constraint 2:** The Superintendent will not allow the District to operate without students having **effective**, school-based wraparound support systems.

# Current CPM 2.1

**CPM 2.1:** The number of annual interventions provided through Wraparound Services will increase from 628,753 during the 2019–2020 school year as measured in August 2020 to 883,253 during the 2023–2024 school year as measured in August 2024.

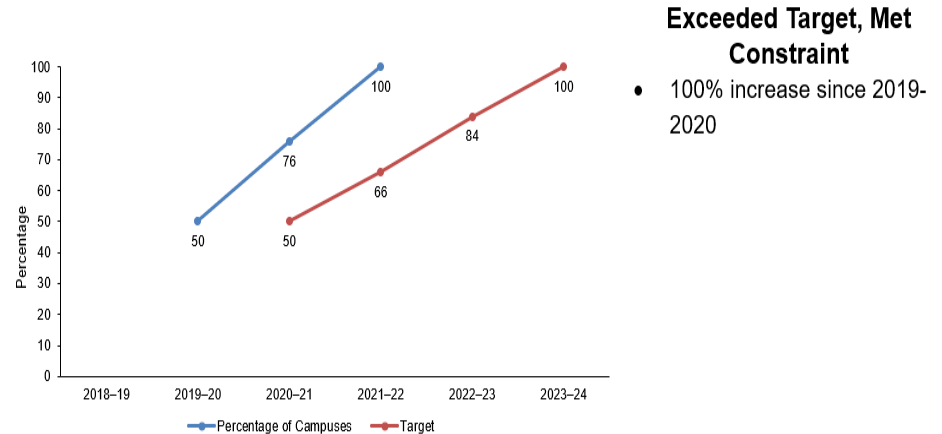


## Exceeded Target & Constraint

- 862% increase since 2018-19
- 69% over goal 883,253 interventions

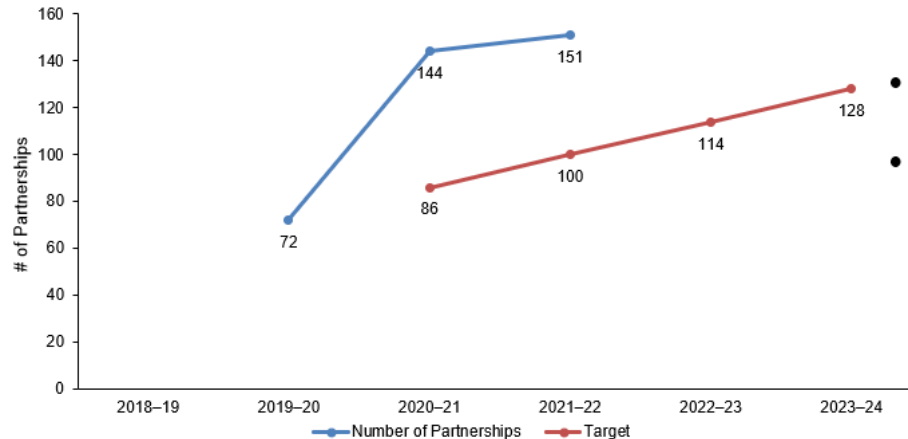
# Current CPM 2.2

**CPM 2.2:** The percentage of campuses engaged with cross-functional Wraparound Advisory Councils (WAC), as measured by attending at least two WAC meetings during the year, will increase from 50 percent during the 2019–2020 school year as measured in August 2020 to 100 percent during the 2023–2024 school year as measured in August 2024.



# Current CPM 2.3

**CPM 2.3:** The number of wraparound service partnerships will increase by 56 partners from 72 partnerships in spring 2020 as measured in August 2020 to 128 partnerships in spring 2024 as measured in August 2024.



## Exceeded Target & Constraint

- 110% increase since 2019-2020
- 18% over goal of 128 partnerships

# Why update these CPMs?

- Consistent success with previous CPMs
- HERC study (*Fall 2021 Survey*)
- Target critical student needs

**Recommendations**  
based on results from the 2021-22 HISD Student Needs Survey

The survey was made available to HISD students in grades 3-6 and 7-12, parents, and campus staff. Respondents identified needs across five categories: health, mental health, basic needs, home learning environment, enrichment activities, and legal services (parents only). For more details, see the full reports.

**1** Improve access to mental health support by addressing the costs as well as the social stigma/apprehension toward seeking help.

- Over half of students and parents experienced mental health stressors in the past school year.
- Staff ranked student mental health support as the #1 priority for their campuses.
- Parents cited cost as the top barrier to mental health services, while students said they were "nervous or embarrassed to ask for help".

**2** Support physical health of students and families by ensuring everyone has the opportunity and resources to attend annual check-ups (doctor, dentist, and vision).

- About 20% of parents reported difficulty accessing dental appointments and general check-ups; a third of students reported visiting the eye doctor less than once a year; over half of teachers said that vision care was an unmet need in their class.
- Cost and health insurance were the barriers parents cited to attending annual appointments; students most often said they were too busy.

**3** Prioritize connecting families with free or low-cost resources that will help them pay for housing and transportation.

- Twenty-two percent of parents had difficulty paying for their rent/mortgage; 20% had difficulty paying for transportation.
- Potentially related to the cost of housing and transportation, 23% of students said they changed their living situation more than once over the past couple years.

**4** For parents needing legal services, facilitate access to affordable immigration and naturalization support.

- Eight percent of parents had difficulty accessing immigration/naturalization services, and the most common reasons were cost and language barriers.

**5** Target extra wraparound support and resources to campuses with high rates of need, specifically, the newcomer immigrant-serving campuses.

- Las Americas Middle School and Liberty High School demonstrated particularly high levels of need across all categories. These campuses ranked #1 and #2 for physical health needs, mental health needs, home academic needs, and enrichment activity needs.

**6** Ensure information on wraparound services and other supports are available in Spanish. Prioritize language support for parents as well as students.

- Students and parents who took the survey in Spanish reported higher needs across all categories.
- Students reported language as a barrier to receiving medical services (8%) and enrichment activities (9%), and parents reported it as a barrier to legal services (7%).

Cemila Cigarroa Kennedy and Kari Stroub, PhD August 2022



# Proposed CPM 2.1

The percent of students in Tier 3 (attendance rates only) and receiving wraparound services who move to Tier 2 from fall semester to spring semester will increase 5 percentage points from 0% in June 2023 to 5% in June 2024.

Data Source	Methodology
PurpleSENSE	Identify data subset: <ul style="list-style-type: none"><li>• Student in Tier 3 due to attendance, AND</li><li>• Student had at least one documented action with wraparound specialist, counselor, or social worker</li></ul>
$\frac{[\text{Number of those students moving to Tier 2}]}{[\text{Number of those students remaining in Tier 3}]}$	
<i>Baseline set to 0% because this data has not been specifically tracked in prior years.</i>	

# How does proposed CPM 2.1 measure effectiveness?

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- When students are served by wraparound systems, there is potential that their school attendance will increase.
- Consistent attendance is linked to better student outcomes.
- Attendance overall does not accurately capture students served by wraparound, nor target attendance as root cause of student need.

# Proposed CPM 2.2

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The number of campuses with basic needs resource spaces will increase by 110 from 90 in June 2022 to 200 in June 2024.

Data Source	Methodology
Department Inventory	Number of campuses with basic resource space
<i>A basic resource space is defined as a dedicated space stocked with commonly identified items such as toiletries, uniforms, and school supplies, and in many cases, non-perishable food, designed to immediately address a student need.</i>	

# How does proposed CPM 2.2 measure effectiveness?

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- There is a critical need for students around tangible resources (food, uniforms, supplies).
- Providing a designated space on campus allows consistent access for students.
- Students who know resources are available on campus will feel more prepared to tackle academic expectations.

# Proposed CPM 2.3

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The number of centrally connected external service providers for mental health and well-being available for students will increase by 8 from 62 in June 2022 to 70 in June 2024.

Data Source	Methodology
PurpleSENSE	Number of service providers for mental health
<i>Mental health service providers include partners and vendors that can offer students and/or families services and resources focused on preventing and managing mental health challenges.</i>	

# How does proposed CPM 2.3 measure effectiveness?

---

- There is a critical need for mental health supports.
- Many students/families lack the ability to access supports outside of school.
- Providing these supports in school can help students manage challenges that impact attendance and academic outcomes.

# Thank you





4/13/2023

5.

Office of the Superintendent of Schools

Office of Academics

**Approval Of Proposed Revisions To Board Policy EHAB(LOCAL), *Basic Instructional Program: Required Instruction (Elementary)*-First Reading**

The purpose of this agenda item is to request that the Houston Independent School District (HISD) Board of Education approves proposed revisions to Board Policy EHAB(LOCAL), *Basic Instructional Program: Required Instruction (Elementary)*, as recommended by the HISD administration.

**RATIONALE**

The HISD administration recommends changes to Board Policy EHAB(LOCAL) to:

- Update the recommended number of reading instruction minutes students in kindergarten (K) to grade 5 should receive daily from 90 to 135 to align with the district's high-quality instructional curriculum;
- Include a recommended reading instructional time allotment for students in grades K-5 who have dyslexia, in accordance with the Texas Education Agency *Dyslexia Handbook 2021*;
- Revise "dyslexic students" to "students with dyslexia" to align with the current language used to describe students with reading disabilities.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

**RECOMMENDED:** That the Board of Education accepts the proposed revisions to Board Policy EHAB(LOCAL), *Basic Instructional Program: Required Instruction (Elementary)*, on first reading.



BASIC INSTRUCTIONAL PROGRAM  
REQUIRED INSTRUCTION (ELEMENTARY)

EHAB  
(LOCAL)

**Reading  
Instructional  
Program**

The District's *Reading Instructional Program* for students in prekindergarten–grade 12 shall provide a comprehensive, balanced approach to reading that combines skills development of phonological awareness and decoding with language and literature-rich activities for English, bilingual, and English as a Second Language (ESL) classrooms.

**Daily Time  
Requirements**

The *Reading Instructional Program* shall provide an appropriate period of time daily dedicated to reading instruction in kindergarten–grade 5 and in grade 6 when located in an elementary school setting. The recommended time is ~~90~~135 minutes per day.

**Dyslexia  
Students with  
Dyslexia**

For students kindergarten – grade 5 who have dyslexia, the recommended time allotment shall be 45 minutes, four days per week, 180 minutes weekly. [See the Texas Education Agency *Dyslexia Handbook 2021*, 39–58]

For students in grades 6–12 who have ~~dyslexia~~ disabilities in reading, the recommended time allotment shall be one period per day, 180 minutes weekly. [See EHB(LEGAL)]

The need for dyslexia instruction is determined by the Admission, Review, and Dismissal (ARD) Committee or the Section 504 Committee.

**Daily Recess**

Recess, while separate and distinct from physical education, is an essential component of the total educational experience for elementary aged children. For all students in prekindergarten–grade 5, the time allotment for recess shall be as outlined in the *Elementary School Guidelines*.



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4/13/2023

6.

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Office of the Board of Education

### Approval Of Correction To Redistricting Plan Map

In accordance with state and federal law, the Houston Independent School District (HISD) Board of Education on February 9, 2023, approved a redistricting plan and map that responded to population changes over the last decade as indicated by 2020 census data. However, there was a small error in the map which incorrectly placed Valley West Elementary School in single member district 9 instead of single member district 6; the error did not involve any population, nor does the correction.

Board action is requested to approve the correction to the map.

COST/FUNDING SOURCE(S):                      None

STAFFING IMPLICATIONS:                      None

THIS ITEM DOES NOT REQUIRE CONSULTATION.

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

RECOMMENDED: That the Board of Education approves the correction to the redistricting map as described above, effective April 14, 2023.



## Trustee Items

4400 WEST 18TH STREET  
HOUSTON, TEXAS 77092

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4/13/2023

7.

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### Office of the Board of Education

#### Adoption Of A Resolution Concerning Local Control Of The Transition From Local Governance To Texas Education Agency Governance Of The Houston Independent School District

The purpose of this agenda item is to request that the Houston Independent School District (HISD) Board of Education adopts a resolution concerning local control of the transition from local governance to Texas Education Agency governance of HISD to ensure stability during this process.

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

COST/FUNDING SOURCE(S):

STAFFING IMPLICATIONS:                      None

THIS ITEM DOES NOT REQUIRE CONSULTATION.

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

**RECOMMENDED:** That the Board of Education adopts the resolution concerning local control of the transition from local governance to Texas Education Agency governance, effective April 14, 2023.

## **RESOLUTION OF THE BOARD OF EDUCATION OF THE HOUSTON INDEPENDENT SCHOOL DISTRICT CONCERNING LOCAL CONTROL OF THE TRANSITION**

**WHEREAS**, on March 15, 2023, the Texas Commissioner of Education, Mike Morath, announced his intention to replace the Houston Independent School District (ISD) Board of Education and Superintendent with a board of managers and new superintendent, effective June 1, 2023.

**WHEREAS**, the Houston ISD Board of Education believes in the electoral process and local control;

**WHEREAS**, the Houston ISD Board of Education believes in community input and voice;

**WHEREAS**, the Houston community should lead Houston ISD in the transition process from local control to Texas Education Agency (TEA) control;

**WHEREAS**, the Texas Education Agency transition process has been led from TEA by leaders outside of Houston which has resulted in a lack of transparency and confusion;

**WHEREAS**, the Houston ISD Board of Education believes that the transition manager should be from Houston and work closely with the TEA to facilitate a smooth transition and ensure no gap in leadership; and

**WHEREAS**, the Houston ISD Board of Education desires to ensure stability within the school district during the transition process, especially at the campus level,

**NOW, THEREFORE, BE IT RESOLVED** by the Board of Education of the Houston ISD that:

1. The Houston ISD Board of Education proposes that the Texas Education Agency select one of the two qualified individuals residing in Houston listed below to lead the transition from local governance to Texas Education Agency governance of the District:
  - Alton Fraley
  - AJ Crabill
2. The Board of Education commits to our teachers, assistant principals, associate principals, and principals a one-time retention stipend payable in August 2023 for those employees who sign employment contracts with the Houston ISD for the 2023–2024 school year on or before April 15, 2023 (teachers), or June 30, 2023 (assistant principals, associate principals, and principals), and authorizes the Houston ISD Superintendent to prepare a resolution or other appropriate agenda item for the Board's approval authorizing same. The Houston ISD Board of Education has identified the public purpose for providing this one-time stipend of maintaining stability and continuity of campus leadership during the period of transition from local governance to Texas Education Agency governance of the Houston ISD.



4/13/2023

8.

Office of the Superintendent of Schools

Office of Academics

Approval Of Recommended Curriculum Materials For Human Sexuality Instruction And Instruction On The Prevention Of Child Abuse, Family Violence, Dating Violence, And Sex Trafficking

The purpose of this agenda item is to request that the Houston Independent School District (HISD) Board of Education approves health education materials regarding human sexuality, child abuse, family violence, dating violence, and sex trafficking as recommended by the district's School Health Advisory Council (SHAC).

As part of HISD's response to Proclamation 2022, the Board of Education adopted a resolution on April 14, 2022, to convene the district's SHAC to review and recommend health education materials regarding human sexuality, child abuse, family violence, dating violence, and sex trafficking. The consensus recommendations of the public reviews and SHAC are now offered to the district's Board of Education for consideration. The district-recommended materials for secondary health and physical education (PE) are on the state-adopted list and address 100 percent of the Texas Essential Knowledge and Skills (TEKS) for the courses. The district-recommended materials for elementary health and PE address 100 percent of the TEKS for each grade as determined by the Texas State Board of Education (SBOE).

Based on the recommendations of the SHAC, HISD proposes to adopt the instructional materials listed below starting with the 2022-2023 school year.

K-5 Health and PE  
*Quaver Health and PE*

QuaverEd,

Middle-School Health Education  
*Texas Health Skills for Middle School and Companion Text to Accompany Texas Health Skills for Middle School*

Goodheart-Willcox,

High-School Health I and II  
*Texas Health Skills for High School and Companion Text to*

Goodheart-Willcox,

*Accompany Texas Health Skills for High School*

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS:                      None

THIS ITEM DOES REQUIRE CONSULTATION.

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

RECOMMENDED: That the Board of Education approves the recommended curriculum materials regarding human sexuality, child abuse, family violence, dating violence, and sex trafficking for school year 2022-2023, effective April 14, 2023.

## BOARD AGENDA ITEM EXPLANATORY SHEET

<u>TITLE (SUBJECT)</u>	<u>SCHEDULED MEETING</u>
APPROVAL OF RECOMMENDED CURRICULUM MATERIALS FOR HUMAN SEXUALITY INSTRUCTION AND INSTRUCTION ON THE PREVENTION OF CHILD ABUSE, FAMILY VIOLENCE, DATING VIOLENCE, AND SEX TRAFFICKING	April 13, 2023

### Overview

Effective with the 2022–2023 school year, Senate Bill (SB) 9 requires local boards to adopt a policy establishing a process for adoption of curriculum materials for instruction on child abuse, family violence, dating violence, and sex trafficking.

Effective April 15, 2022, the Houston Independent School District (HISD) Board of Education adopted a resolution convening the local school health advisory council (SHAC) for the purpose of making recommendations regarding curriculum materials for the district’s human sexuality instruction, and prevention of child abuse, family violence, dating violence, and sex trafficking. The resolution called for the SHAC to hold at least two public meetings on the curriculum materials for the district’s human sexuality, prevention of child abuse, family violence, dating violence, and sex trafficking instruction before adopting recommendations to present to the board, and recommend curriculum materials that comply with the instructional content requirements in law, are suitable for the subject and grade level for which the materials are intended, and are reviewed by academic experts in the subject and grade level for which the materials are intended.

The consensus recommendations of the public reviews and SHAC are now offered to the district’s Board of Education for consideration. The district-recommended materials for secondary health are on the state-adopted list and address 100 percent of the Texas Essential Knowledge and Skills (TEKS) for the courses. The district-recommended materials for elementary health and physical education (PE) address 100 percent of the TEKS for each grade as determined by the State Board of Education (SBOE).

### SHAC Recommendation of Materials to be Adopted by HISD

- Quaver Health and PE K–5<sup>th</sup> Grade
- Goodheart Willcox Texas Health Skills for Middle School and Companion Text to Accompany Texas Health Skills for Middle School
- Goodheart Willcox Texas Health Skills for High School and Companion Text to Accompany Texas Health Skills for High School

### Adoption Timeline

- ✓ HISD board signs resolution to convene the SHAC to review human sexuality, child abuse, family violence, dating violence, and sex trafficking..... 04/05/2022
- ✓ SHAC Public Reviews.....05/09-11/2022; 10/6/2022; 11/3/2022; 01/10/2023; 3/2/2023
- ✓ Public review available online at [www.houstonisd.org/Page/172459](http://www.houstonisd.org/Page/172459) and announced via [blogs.houstonisd.org/news/2021/12/10/](http://blogs.houstonisd.org/news/2021/12/10/) .....05/15/2022 – 05/31/2022
- ✓ Public input received via online survey, <https://bit.ly/P22-survey>.....05/09/2022 – 01/12/2023
- ✓ Analysis of proposed materials by public and final ranking.....05/17/2022 – 01/10/2023
- ✓ HISD board meeting and public hearing..... 04/10/2023

### SHAC Public Reviews

- Board appointed SHAC parents, parents-at-large, and community members from across the City of Houston contributed to the final evaluations. The SHAC evaluated curriculum resources and provided comment addressing the TEKS-alignment for Health and PE and the degree to which materials –
  - provide age-appropriate, medically accurate information;
  - create a deep understanding of content and skills;
  - support a student-centered approach to learning for all students, including students with disabilities, English learners, and students needing intervention and/or acceleration;
  - incorporate aligned, authentic assessment;
  - provide appropriate support for teachers; and
  - employ technology to enhance teaching and learning.
- [2022–2023 SHAC Committee Members](#)

### Parental Consent

Before a student may be provided with education about human sexuality, child abuse, family violence, dating violence, and sex trafficking, a school district must obtain the written consent of the student's parent. A request for written consent under this subsection:

- 1) may not be included with any other notification or request for written consent provided to the parent, other than the notice provided under Subsection \_\_\_\_; and
- 2) must be provided to the parent no later than the 14th day before the date on which the human sexuality instruction begins;
- 3) parents may provide an electronic signature via Powerschools or written consent.





4/13/2023

9.

Office of the Superintendent of Schools

Office of Academics

Authority To Negotiate And Execute The Region 4 Regional Day School Program For The Deaf Shared Services Arrangement Agreement With Region 4 Education Service Center; The Pasadena, Deer Park, Klein, Aldine, And Spring Independent School Districts; And Bloom Academy For The 2023-2024 School Year

Region 4 attorneys Thompson & Horton LLP have prepared an interlocal agreement for services to be provided to the Houston, Pasadena, Deer Park, Klein, Aldine, and Spring Independent School Districts (ISDs) and Bloom Academy. The expansion of the Region 4 Regional Day School Program for the Deaf (RDSPD) fulfills the purpose of education service centers to assist school districts in improving student performance and to enable school districts to operate more efficiently and economically (Chapter 8.002 TEC).

This agenda item requests that the Board of Education authorizes the superintendent of schools or a designee to negotiate and execute the Shared Services Arrangement (SSA) with Region 4 Education Service Center (ESC); the Pasadena, Deer Park, Klein, Aldine, and Spring ISDs; and Bloom Academy for the 2023-2024 school year after it has been reviewed by appropriate financial, legal, and Special Education staff members.

Upon approval, the 2023-2024 Region 4 SSA will be on file in the Office of Special Education Services.

**COST/FUNDING SOURCE(S):** The total cost of this program is \$6,656,161.00 and will be funded by Individuals with Disabilities Act-B (IDEA-B) formula grants.

Fund Source	Fund	Cost Center	Functional Area	General Ledger	Internal Order/ Work Breakdown Structure	Amount
Special Revenue	2240000000000	1060924000	PS11230000000000	6119000000	500000020514	\$4,559,996
Special Revenue	2240000000000	1060924000	PS11230000000000	6119010000	500000020514	\$50,984
Special Revenue	2240000000000	1060924000	PS11230000000000	6129000000	500000020514	\$29,500
Special Revenue	2240000000000	1060924000	PS11230000000000	6121000000	500000020514	\$15,820

Special Revenue	2240000000000	1060924000	PS11230000000000	9219000000	500000020514	\$1,809,035
Special Revenue	2240000000000	1060924000	PS11230000000000	6399000000	500000020514	\$99,588
Special Revenue	2240000000000	1060924000	PS11230000000000	64110100000	500000020514	\$40,000
Special Revenue	2240000000000	1060924000	PS11230000000000	6411000000	500000020514	\$51,238

STAFFING IMPLICATIONS: None

THIS ITEM DOES REQUIRE CONSULTATION.

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

**RECOMMENDED:** That the Board of Education authorizes the superintendent of schools or a designee to negotiate and execute the Region 4 RDSPD SSA Agreement with Region 4 ESC; the Pasadena, Deer Park, Klein, Aldine, and Spring ISDs; and Bloom Academy for the 2023-2024 school year, effective April 14, 2023.

**BOARD AGENDA ITEM EXPLANATORY SHEET**

<b>TITLE (SUBJECT)</b>	<b>SCHEDULED MEETING</b>
AUTHORITY TO NEGOTIATE AND EXECUTE THE REGION 4 REGIONAL DAY SCHOOL PROGRAM FOR THE DEAF SHARED SERVICES ARRANGEMENT AGREEMENT WITH REGION 4 EDUCATION SERVICE CENTER; THE PASADENA, DEER PARK, KLEIN, ALDINE, AND SPRING INDEPENDENT SCHOOL DISTRICTS; AND BLOOM ACADEMY FOR THE 2023–2024 SCHOOL YEAR	APRIL 13, 2023
<b>INITIATED BY:</b> Office of Academic Services – Shawn Bird, Chief Academic Officer	
<p data-bbox="203 680 446 709"><b>BACKGROUND:</b></p> <p data-bbox="203 716 1425 1073">The Office of Special Education Services in the Houston Independent School District (HISD) must comply with federal and state regulations as they relate to the provision of services to students with disabilities. Students with disabilities must receive a free, appropriate public education in the least restrictive environment. HISD entered into a Shared Services Arrangement (SSA) with Region 4 Education Service Center (ESC) in the spring of 2012. The purpose of the SSA is to create a cooperative arrangement whereby the participating districts may provide for the efficient delivery of legally required Special Education and related services to eligible students who are deaf or hard of hearing, including those who are deaf/blind, and who are residents or students of the member districts.</p> <ul data-bbox="251 1079 1425 1816" style="list-style-type: none"><li data-bbox="251 1079 1425 1152">• Region 4 ESC serves as the fiscal agent for the Region 4 Regional Day School Program (RDSPD) SSA.</li><li data-bbox="251 1159 1425 1480">• Throughout the 2021–2022 school year, Region 4 ESC and Aldine Independent School District (ISD) engaged in discussions concerning the possibility of the district dissolving the North Harris County Cooperative for the Deaf and Hard of Hearing (NHCC-DHH) which consisted of Aldine, Spring, and Huffman ISDs. On March 7, 2022, Aldine ISD announced it would indeed dissolve the cooperative and effectively cease acting as a fiscal agent. The district formally requested membership in the Region 4 RDSPD, and membership was unanimously approved by the Region 4 RDSPD Management Board.</li><li data-bbox="251 1486 1425 1816">• As fiscal agent of NHCC-DHH, Aldine ISD provided services and supports to two member districts, Spring and Huffman ISDs. Upon Aldine ISD's announcement of the dissolution of the cooperative, both districts sought new SSAs for their students. On October 19, 2022, Spring ISD submitted a formal request to the Region 4 RDSPD for membership and was also unanimously approved by the program's management board. In addition, the Region 4 RDSPD management board approved Aldine ISD as the Region 4 RDSPD satellite site for the provision of services to Spring ISD. Huffman ISD sought membership from the Humble RDSPD.</li></ul>	



4/13/2023

10.

Office of the Superintendent of Schools

Office of Business Operations

Authority To Negotiate, Execute, And Amend A Lease Agreement And Joint Use Agreement With Texas Southern University For The Athletic Fields Located At Jack Yates High School

The Houston Independent School District (HISD) has had a long-term lease agreement with Texas Southern University (TSU) for use of the athletic fields located behind Yates High School (HS).

Approval of this lease agreement would allow TSU to improve certain athletic fields located at Yates HS for TSU's baseball and softball programs. The proposed Joint Use Agreement would allow the district to use the athletic fields to be constructed by TSU and memorializes TSU's commitment to maintain and accommodate HISD's future use of the athletic fields. Based on the terms of the proposed agreement, TSU agrees to work with the district to accommodate all use requests for the athletic fields.

Approval of this lease agreement would allow HISD to continue to use and enjoy the athletic fields. TSU has agreed to develop and maintain the fields during the lease period. The lease agreement is for a 30-year term, with either party having the right to terminate with written notice. The rental amount is \$3,600 for the entire term.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT REQUIRE CONSULTATION.

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

**RECOMMENDED:** That the Board of Education authorizes the superintendent of schools or a designee to negotiate, execute, and amend a lease agreement with TSU for use of the athletic fields located behind Yates HS, effective April 14, 2023.

## Board Agenda Item Explanatory Sheet

AGENDA ITEM	TITLE (SUBJECT)	SCHEDULED MEETING
4	Authority to Negotiate, Execute, and Amend a Lease Agreement And Joint Use Agreement with Texas Southern University for the Athletic Fields Located at Jack Yates High School	April 13, 2023
<b>INITIATED BY:</b> Office of Business Operations		
<b>BACKGROUND:</b> This project allows for the development of the athletic fields at Yates HS. TSU has agreed to develop and maintain the athletic fields as a part of the lease agreement and in partnership with the Houston Astros. The district will maintain the ability to use the property via the Joint Use Agreement authorized by this agenda item. The attached map sets forth the area to be leased.		
<b>OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY:</b> None		
<b>ADMINISTRATIVE PROCEDURES REQUIRED:</b> None		

Google Maps Yates High School  
EXHIBIT A



Imagery ©2023 CNES / Airbus, Houston-Galveston Area Council, Maxar Technologies, Texas General Land Office, U.S. Geological Survey, 50 ft Map data ©2022





4/13/2023

11.

Office of the Superintendent of Schools

Office of Business Operations

## Approval Of Naming The Orchard At Mykawa Farm

David Husbands, formerly the executive chef of Nutrition Services, was employed by the Houston Independent School District (HISD) for 18 years. During his tenure, he was on the forefront of changing menus for students, as well as delivering extraordinary catered meals to the staff and the public. He passed away on August 29, 2022.

Mr. Husbands demonstrated leadership in preparing and serving meals to students, served the Houston community during the pandemic, and was considered a national expert for Chefs in Schools. In remembrance of his work of ensuring healthy meals for children, HISD Nutrition Services is requesting that the orchard at Mykawa Farm be named in his honor.

A committee, which included Nutrition Services stakeholders, reached a consensus to recommend that the orchard at Mykawa Farm be named in memory of Mr. Husband's legacy and personal dedication to improving the quality of child nutrition services in HISD.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT REQUIRE CONSULTATION.

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

**RECOMMENDED:** That the Board of Education approves naming the orchard at Mykawa Farm in honor of former Executive Chef David Husbands, effective April 14, 2023.

## **Executive Summary: Approval of Naming the Orchard at Mykawa Farm**

### **Objective**

Consideration and approval of naming the orchard at Mykawa Farm in memory of Executive Chef David Husbands, who passed away on August 29, 2022.

### **Plan**

- Executive Chef David Husbands was employed by the Houston Independent School District (HISD) for 18 years. During his tenure, he was on the forefront of changing menus for students, as well as delivering extraordinary catered meals to the staff and the public.
- A committee, which included Nutrition Services stakeholders, reached a consensus to recommend that the Orchard at Mykawa Farm be named in memory of Chef Husband's legacy and personal dedication to improving the quality of child nutrition services in HISD.

### **Impact**

Chef Husbands demonstrated leadership in preparing and serving meals to students, served the Houston community during the pandemic, and was considered a national expert for Chefs in Schools. In remembrance of his work ensuring healthy meals for children, HISD Nutrition Services is requesting the orchard at Mykawa Farm be named in his honor.





4/13/2023

12.

Office of the Superintendent of Schools

Office of Finance

**Approval Of Vendor Awards For Purchases Over \$100,000 And Ratification Of Vendor Awards For Purchases Under \$100,000**

The purpose of this item is to authorize vendor awards for purchases over \$100,000 and ratify vendor awards for purchases under \$100,000. Pursuant to Board of Education policy, contracts for purchases over \$100,000 are submitted to the Houston Independent School District (HISD) Board of Education for approval prior to the issuance of purchase orders and/or agreement letters. Procurement Services, authorized by board policy, enters into purchase agreements for bid projects less than \$100,000, subject to ratification by the Board of Education.

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

The attachment reflects the names of successful bidders, the budgets to be charged, and a description of the items to be purchased. A copy of each tabulation is on file in Board Services.

**COST/FUNDING SOURCE(S):** Funds for these recommended actions will be necessary only one time.

**STAFFING IMPLICATIONS:** None

**THIS ITEM DOES NOT REQUIRE CONSULTATION.**

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

**RECOMMENDED:** That the Board of Education approves vendor awards for purchases over \$100,000 and ratifies vendor awards for purchases under \$100,000, effective April 14, 2023.

**Approval of Purchase Over \$100,000**  
**Recommended for 4/13/2023 Board Agenda**

<b>Project Information</b>	23-10-08 – RFP / Awards, Trophies, and Promotional Items – (Young) – ( <del>COO</del> CFO)
<b>Project Description</b>	The purpose of this project is to obtain awards, trophies, and promotional items districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$20,000,000 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).
<b>RFX's Sent/Viewed/Received</b>	1485/133/34
<b>Project Term</b>	The project term is from April 14, 2023, through April 13, 2024, with four automatic annual renewals, not to extend beyond April 13, 2028.
<b>Amount not to Exceed (Project Term)</b>	\$20,000,000

<b>Budget Information</b>			
Fund	Various Schools and/or Departments	Fund	Fund
Cost Center		Cost Center	Cost Center
Functional Area		Functional Area	Functional Area
General Ledger		General Ledger	General Ledger
I/O		I/O	I/O

<b>Recommended Vendor(s) for Approval</b>		
<b>Name</b>	<b>M/WBE Commitment</b>	<b>Location</b>
Absolute Color	A-100%	H
Academy Advertising Specialties & Awards	B-20%	H
AIA Corporation Top Tier Branding dba Top Tier Branding	A-100%	T
All Print & Office Supply, Inc. dba All Printing	A-100%	H
Amazing Awards	A-100%	H
Buffalo Specialties Inc.	B-20%	H
CLC 2US, LLC dba Custom Logo Cases	A-100%	O
Copyink, LLC	C-10%	H
Gateway Printing & Office Supply, Inc.	C-D	T
IdentiSys Incorporated	C-10%	O
Imagestuff.com, Inc. dba School Life	A-100%	O
Jostens, Inc.	C-D	O
Juzar Sulemanji dba T-Shirts Etcetera	A-100%	H
J.W. Drouin & Associates dba J. Harding & Co.	B-20%	H
Liberty Data Products, Inc dba Liberty Office Products	C-D	H
Marketing Magic International, LTD.	A-100%	T
Prosystems Group, LLC dba Prosystems	A-100%	T
Ship Black, LLC	NP-0%	H
Showcase Awards and Trophies	B-20%	H

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
<b>23-10-08 – RFP / Awards, Trophies, and Promotional Items (continued)</b> STS Brand, LLC The Urban Circle	A-100% B-20%	H H

**Approval of Purchase Over \$100,000**  
**Recommended for 4/13/2023 Board Agenda**

<b>Project Information</b>	23-12-01 – RFP / Water Filling Stations – (Pleasant) – (COO)
<b>Project Description</b>	The purpose of this project is to replace existing water fountains with water filling stations districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$6,000,000 for the duration of the project. The district applied the Best Value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
<b>RFX's Sent/Viewed/Received</b>	332/13/2
<b>Project Term</b>	The project term is from April 14, 2023, through April 13, 2024, with one automatic annual renewal, not to extend beyond April 13, 2025.
<b>Amount not to Exceed (Project Term)</b>	\$6,000,000

<b>Budget Information</b>					
Fund	2820000000	Fund	282000000	Fund	1993010002
Cost Center	1040801000	Cost Center	1040801000	Cost Center	1040803100
Functional Area	PS51990000000000	Functional Area	PS51990000000000	Functional Area	PS51990000000000
General Ledger	6249000000	General Ledger	6319000000	General Ledger	6249000000
I/O		I/O		I/O	

<b>Recommended Vendor(s) for Approval</b>		
<b>Name</b>	<b>M/WBE Commitment</b>	<b>Location</b>
American Mechanical Services of Houston, LLC	B-25%	T
Westco Ventures, LLC	A-100%	H

**Approval of Purchase Over \$100,000**  
**Recommended for 4/13/2023 Board Agenda**

<b>Project Information</b>	23-01-07 – RFQ / Independent Auditor for Annual Financial Audit – (Wright) – (CFO)
<b>Project Description</b>	The purpose of this project is to obtain an external auditor to conduct an annual independent audit of district financial statements as required by the Texas Education Agency (TEA), as well as year-round consultation and additional services as requested. The audit will be performed in accordance with generally accepted government auditing standards (GAGAS) issued by the Comptroller General of the United States. Based on annual appropriations, the projected expenditure is not to exceed \$2,500,000 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).
<b>RFx's Sent/Viewed/Received</b>	881/6/2
<b>Project Term</b>	The project term is from April 14, 2023, through April 13, 2024, with four automatic annual renewals, not to extend beyond April 13, 2028.
<b>Amount not to Exceed (Project Term)</b>	\$2,500,000

<b>Budget Information</b>			
Fund	199000001	Fund	Fund
Cost Center	1090800003	Cost Center	Cost Center
Functional Area	AD19900000000000	Functional Area	Functional Area
General Ledger	6212000000	General Ledger	General Ledger
I/O		I/O	I/O

<b>Recommended Vendor(s) for Approval</b>		
<b>Name</b>	<b>M/WBE Commitment</b>	<b>Location</b>
Weaver and Tidwell, LLP	RFQ-25%	O

**Approval of Purchase Over \$100,000**  
**Recommended for 4/13/2023 Board Agenda**

<b>Project Information</b>	23-11-08 – RFQ / Internal Audit Management Services – (Pleasant) – (CAE)
<b>Project Description</b>	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 \$6,300,000 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), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
<b>RFx's Sent/Viewed/Received</b>	2127/13/7
<b>Project Term</b>	The project term is from April 14, 2023, through April 13, 2024, with two automatic annual renewals, not to extend beyond April 13, 2026.
<b>Amount not to Exceed (Project Term)</b>	\$6,300,000

<b>Budget Information</b>					
Fund	1993000000	Fund		Fund	
Cost Center	1080820000	Cost Center		Cost Center	
Functional Area	AD41990000000000	Functional Area		Functional Area	
General Ledger	6219000000	General Ledger		General Ledger	
I/O		I/O		I/O	

<b>Recommended Vendor(s) for Approval</b>		
<b>Name</b>	<b>M/WBE Commitment</b>	<b>Location</b>
<u>TBD RSM US LLP</u>	<u>TBD RFQ-25%</u>	<u>TBD OT</u>

**Approval of Cooperative Purchase Over \$100,000**  
**Recommended for 4/13/2023 Board Agenda**

<b>Project Information</b>	23-01-06-01 – Cooperative / Technology Solutions and Related Services – (Ly) – (CIO)
<b>Project Description</b>	The purpose of this cooperative project is to obtain technology equipment, software applications, and related products and services districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$3,600,000 for the duration of the project. This is a cooperative agreement with BuyBoard utilizing cooperative project number 661-22 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).
<b>RFx's Sent/Viewed/Received</b>	N/A
<b>Project Term</b>	The project term is from April 14, 2023, through December 31, 2023, with one automatic annual renewal, if BuyBoard executes its project renewal option, not to extend beyond December 31, 2024.
<b>Amount not to Exceed (Project Term)</b>	\$3,600,000

<b>Budget Information</b>			
Fund	Various Schools and/or Departments	Fund	Fund
Cost Center		Cost Center	Cost Center
Functional Area		Functional Area	Functional Area
General Ledger		General Ledger	General Ledger
I/O		I/O	I/O

<b>Recommended Vendor(s) for Approval</b>		
<b>Name</b>	<b>M/WBE Commitment</b>	<b>Location</b>
Newbart Products, Inc.	N/A	H
Raptor Technologies, LLC	N/A	H

**Approval of Cooperative Purchase Over \$100,000**  
**Recommended for 4/13/2023 Board Agenda**

<b>Project Information</b>	23-01-06-22 – Cooperative / Application Portfolio Management Software Products and Services – (Ly) – (CIO)
<b>Project Description</b>	The purpose of this cooperative project is to obtain application portfolio management software products and services districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$3,500,000 for the duration of the project. This is a cooperative agreement with the Purchasing Association of Cooperative Entities (PACE) Purchasing Cooperative utilizing cooperative project number P00185 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).
<b>RFx's Sent/Viewed/Received</b>	N/A
<b>Project Term</b>	The project term is from April 14, 2023, through December 31, 2023, with three automatic annual renewals, if PACE executes its project renewal options, not to extend beyond December 31, 2026.
<b>Amount not to Exceed (Project Term)</b>	\$3,500,000

<b>Budget Information</b>			
Fund	Various Schools and/or Departments	Fund	Fund
Cost Center		Cost Center	Cost Center
Functional Area		Functional Area	Functional Area
General Ledger		General Ledger	General Ledger
I/O		I/O	I/O

<b>Recommended Vendor(s) for Approval</b>		
<b>Name</b>	<b>M/WBE Commitment</b>	<b>Location</b>
SHI Government Solutions, Inc.	N/A	OT



**Approval of Cooperative Purchase Over \$100,000**  
**Recommended for 4/13/2023 Board Agenda**

<b>Project Information</b>	23-01-08-23 – Cooperative / Data Analytics Tool and Related Software, Hardware, and Services – (Ly) – (CIO)
<b>Project Description</b>	The purpose of this cooperative project is to obtain technology solutions and related software, hardware, and services districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$1,500,000 for the duration of the project. This is a cooperative agreement with The Interlocal Purchasing System (TIPS) utilizing cooperative project number 210101 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).
<b>RFx's Sent/Viewed/Received</b>	N/A
<b>Project Term</b>	The project term is from April 14, 2023, through May 31, 2026, with no remaining renewals.
<b>Amount not to Exceed (Project Term)</b>	\$1,500,000

<b>Budget Information</b>					
Fund	1993000000	Fund	1993000000	Fund	
Cost Center	1050808000	Cost Center	1050808000	Cost Center	
Functional Area	AD53990000000000	Functional Area	AD53990000000000	Functional Area	
General Ledger	6299000000	General Ledger	6249000000	General Ledger	
I/O		I/O		I/O	

<b>Recommended Vendor(s) for Approval</b>		
<b>Name</b>	<b>M/WBE Commitment</b>	<b>Location</b>
Lightspeed Solutions, LLC dba Lightspeed Systems	N/A	T

**Approval of Cooperative Purchase Over \$100,000**  
**Recommended for 4/13/2023 Board Agenda**

<b>Project Information</b>	23-01-10-43 – Cooperative / Consultant Support Services – (March) – (COO)
<b>Project Description</b>	The purpose of this cooperative project is to obtain staffing required for oversight and management of existing and future projects for the Construction Services department. Based on annual appropriations, the projected expenditure is not to exceed \$1,500,000 for the duration of the project. This is a cooperative agreement with Purchasing Cooperative of America (PCA) utilizing cooperative project number OD-336-21 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).
<b>RFx's Sent/Viewed/Received</b>	N/A
<b>Project Term</b>	The project term is from April 14, 2023, through January 31, 2024, with two automatic annual renewals, if PCA executes its project renewal options, not to extend beyond January 31, 2026.
<b>Amount not to Exceed (Project Term)</b>	\$1,500,000

<b>Budget Information</b>			
Fund	6990000300	Fund	Fund
Cost Center	1090800003	Cost Center	Cost Center
Functional Area	AD81990000000000	Functional Area	Functional Area
General Ledger	6629100000	General Ledger	General Ledger
I/O		I/O	I/O

<b>Recommended Vendor(s) for Approval</b>		
<b>Name</b>	<b>M/WBE Commitment</b>	<b>Location</b>
CBRE Heery, LLC	N/A	OT
The H2 Group LLC <u>dba H2G-AUSTX LLC</u>	N/A	OT

**Approval of Cooperative Purchase Over \$100,000  
Recommended for 4/13/2023 Board Agenda**

<b>Project Information</b>	23-02-16-04 – Cooperative / Nutrition Services Branding & Design Concepts – (Carroll-Johnson) – (COO)
<b>Project Description</b>	The purpose of this cooperative project is to obtain the integration of branding and design concepts for Nutrition Services. Based on annual appropriations, the projected expenditure is not to exceed \$24,000,000 for the duration of the project. This is a cooperative agreement with Choice Partners utilizing cooperative project number 23/019TP-03 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).
<b>RFX's Sent/Viewed/Received</b>	N/A
<b>Project Term</b>	The project term is from April 14, 2023, through February 23, 2024, with three annual renewals, if Choice Partners executes its project renewal options, not to extend beyond February 23, 2027.
<b>Amount not to Exceed (Project Term)</b>	\$24,000,000

<b>Budget Information</b>					
Fund	2400010000	Fund	2400010000	Fund	Various Schools and/or Departments
Cost Center	1040830000	Cost Center	1040830000	Cost Center	
Functional Area	AD35900000000000	Functional Area	AD35900000000000	Functional Area	
General Ledger	6399000000	General Ledger	6299000000	General Ledger	
I/O		I/O		I/O	

<b>Recommended Vendor(s) for Approval</b>		
<b>Name</b>	<b>M/WBE Commitment</b>	<b>Location</b>
The Edu-Source Corporation	N/A	T

**Amendment to Item Approved on a Prior Board Agenda  
Recommended for 4/13/2023 Board Agenda**

<b>Project Information</b>	19-07-09 RFP / Rental of HVAC and Boiler Equipment (Bean) – (COO) – NTE Increase
<b>Project Description</b>	This project was originally approved by the Board of Education on November 8, 2018. The purpose of this project amendment is to request an increase to the spending limit authorization and a ratification of expenditures beginning March 10, 2023, for the rental of air conditioners, chillers, boilers, generators, and other related HVAC equipment and services. Based on annual appropriations, the projected expenditure is not to exceed \$10,500,000 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).
<b>RFX’s Sent/Viewed/Received</b>	N/A
<b>Project Term</b>	The project term is from November 13, 2018, through November 12, 2019, with four automatic annual renewals, not to extend beyond November 12, 2023.
<b>Amount not to Exceed (Project Term)</b>	\$10,500,000

<b>Budget Information</b>			
Fund	Various Schools and/or Departments	Fund	Fund
Cost Center		Cost Center	Cost Center
Functional Area		Functional Area	Functional Area
General Ledger		General Ledger	General Ledger
I/O		I/O	I/O

<b>Recommended Vendor(s) for Approval</b>			
<b>Name</b>	<b>M/WBE Commitment</b>	<b>Location</b>	
Carrier Rental Systems, Inc.	B-23%	OT	
Daikin Applied Americas, Inc.	C-D	OT	
United Rentals (North America), Inc.	C-D	OT	

**Amendment to Item Approved on a Prior Board Agenda  
Recommended for 4/13/2023 Board Agenda**

<b>Project Information</b>	20-06-03-04 Cooperative / Job Order Contracting (JOC) General Contractors – RS Means (March) – (COO) – NTE Increase
<b>Project Description</b>	This project was originally approved by the Board of Education on August 13, 2020. The purpose of this project amendment is to request an increase to the spending limit authorization to obtain JOC Services. JOC is a procurement method for maintenance, repair, alteration, renovation, remediation, or minor construction of a facility when the work is of a recurring nature, but the delivery times, type, and quantities of work required are indefinite. Based on annual appropriations, the projected expenditure is not to exceed \$6,500,000 for the duration of the project. This is a cooperative agreement with Choice Partners utilizing cooperative project number 20/017MR 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).
<b>RFX's Sent/Viewed/Received</b>	N/A
<b>Project Term</b>	The project term is from August 14, 2020, through February 25, 2021, with three automatic annual renewals, if Choice Partners executes its project renewal options, not to extend beyond February 25, 2024.
<b>Amount not to Exceed (Project Term)</b>	\$6,500,000

<b>Budget Information</b>			
Fund	Various Schools and/or Departments	Fund	Fund
Cost Center		Cost Center	Cost Center
Functional Area		Functional Area	Functional Area
General Ledger		General Ledger	General Ledger
I/O		I/O	I/O

<b>Recommended Vendor(s) for Approval</b>		
<b>Name</b>	<b>M/WBE Commitment</b>	<b>Location</b>
Baseline Paving and Construction	N/A	T
ERC Environmental Consultants, Inc.	N/A	H
JR Thomas Group, Inc.	N/A	H
Nash Industries, Inc.	N/A	H
Westco Ventures, LLC	N/A	H

**Amendment to Item Approved on a Prior Board Agenda  
Recommended for 4/13/2023 Board Agenda**

<b>Project Information</b>	20-06-06-02 – Cooperative / Information Technology (IT) Research and Advisory Annual Subscription Services – (Ly) – (CIO) – NTE Increase & Term Extension
<b>Project Description</b>	This project was originally approved by the Board of Education on August 13, 2020. The purpose of this project amendment is to request an increase to the spending limit authorization and a term extension to obtain IT research and advisory subscription services, including licensing and related products and services. Based on annual appropriations, the projected expenditure is not to exceed \$510,000 for the duration of the project. This is a cooperative agreement with the Texas Department of Information Resources (DIR) utilizing cooperative project number DIR-TSO-4099 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).
<b>RFX's Sent/Viewed/Received</b>	N/A
<b>Project Term</b>	The project term is from August 14, 2020, through April 6, 2021, with two automatic annual renewals, if DIR executes its project renewal options, not to extend beyond July 6, 2024.
<b>Amount not to Exceed (Project Term)</b>	\$510,000

<b>Budget Information</b>					
Fund	1993000000	Fund	1993000000	Fund	
Cost Center	1050808000	Cost Center	1050808000	Cost Center	
Functional Area	AD35990000000000	Functional Area	AD35990000000000	Functional Area	
General Ledger	6299000000	General Ledger	6249000000	General Ledger	
I/O		I/O		I/O	

<b>Recommended Vendor(s) for Approval</b>		
<b>Name</b>	<b>M/WBE Commitment</b>	<b>Location</b>
Gartner, Inc.	N/A	O

**Amendment to Item Approved on a Prior Board Agenda  
Recommended for 4/13/2023 Board Agenda**

<b>Project Information</b>	18-01-06 – RFP / Fine Arts Materials and Services – (Gabino) – (CAO) – Vendor Name Change
<b>Project Description</b>	This project was originally approved by the Board of Education on June 14, 2018. The purpose of this project amendment is to change the name of an awarded vendor through a contract reassignment beginning January 1, 2023, with no additional increase in funding, to provide materials, software, and professional development to align with the district's fine arts initiatives. Richard Mark Lisle, LLC dba Lisle Violin Shop has changed its business name to Lisle Enterprises, LLC dba Lisle Violin Shop. 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).
<b>RFX's Sent/Viewed/Received</b>	N/A
<b>Project Term</b>	The project term is from June 15, 2018, through June 14, 2021, with two automatic annual renewals, not to extend beyond September 15, 2023.
<b>Amount not to Exceed (Project Term)</b>	N/A

<b>Budget Information</b>		
Fund Cost Center Functional Area General Ledger I/O	Various Schools and/or Departments	Fund Cost Center Functional Area General Ledger I/O

<b>Recommended Vendor(s) for Approval</b>		
<b>Name</b>	<b>M/WBE Commitment</b>	<b>Location</b>
Lisle Enterprises, LLC dba Lisle Violin Shop	C-D	H

## **Code Legend**

### **M/WBE - Minority and Women Business Enterprise Notations**

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

### **Other Status Options**

(NP-0%) - Non-profit

### **LOC – Location**

Houston (H); Texas (T); Out of State (O); Out of State with Local Office (OT).





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4/13/2023

13.

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Office of the Superintendent of Schools

Office of Finance

**Approval Of Current And Anticipated Donations For Districtwide And School-Specific Programs And Authorization To Negotiate, Execute, And Amend Necessary Contracts Associated With These Donations**

In accordance with board policy, all donations in aggregate of \$5,000 or more must be approved by the Houston Independent School District Board of Education.

The attachment reflects a summary of proposed donations.

COST/FUNDING SOURCE(S):                      Shown on the attached list.

STAFFING IMPLICATIONS:                      None

THIS ITEM DOES NOT REQUIRE CONSULTATION.

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

**RECOMMENDED:** That the Board of Education approves the proposed donations for districtwide and school-specific programs and authorizes the superintendent or a designee to negotiate, execute, and amend necessary contracts, effective April 14, 2023.

## SUMMARY OF DONATIONS GREATER THAN \$5,000

Donor	Receiving School/ Department	Donation Disbursement	Total Value of Donation
Barbara Bush Elementary Parent Teacher Organization (PTO)	Barbara Bush Elementary School (ES)	Library Renovation	\$27,000.00 In-Kind
<p>The Barbara Bush Elementary PTO has made an in-kind donation valued at \$27,000.00 to renovate the school's library. The donation includes tables and chairs, soft seating, new desks for technology, wall painting, and other flexible seating. This donation may only be used for the purpose intended.</p>			
Compudot	See Attached List of Schools	Technology	\$799,800.00 In-Kind
<p>Compudot has made an in-kind donation valued at \$799,800.00 to provide the schools listed in the attachment with printers. This donation may only be used for the purpose intended.</p>			
Harris County Commissioners Court, Precinct 1	Billy Reagan K–8 Educational Center	SPARK Park	\$200,000.00 In-Kind
<p>Harris County Commissioners Court, Precinct 1, has made an in-kind donation valued at \$200,000.00 to Billy Reagan K–8 Educational Center. The purpose of the donation is to make improvements on the Billy Reagan K–8 Educational Center campus through a newly constructed SPARK Park. The park will include a new concrete track and playground equipment. This donation may only be used for the purpose intended.</p>			

## SUMMARY OF DONATIONS GREATER THAN \$5,000

Donor	Receiving School/ Department	Donation Disbursement	Total Value of Donation
Parker Elementary PTO	Parker ES	Payroll	\$45,000.00

Parker Elementary PTO has donated \$45,000.00 to Parker ES to provide the nine music teachers with stipends for the 2022–2023 school year. This donation may only be used for the purpose intended.

Operation Warm Inc.	Alameda ES, Atherton ES, Foerster ES, Mark White ES, McNamara ES, Osborne ES, Ross ES, Kelso ES	Coats for Students	\$247,500.00 In-Kind
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Operation Warm Inc. has made an in-kind donation of 4,500 coats valued at \$247,500.00 to be distributed among Alameda ES, Atherton ES, Foerster ES, Mark White ES, McNamara ES, Osborne ES, Ross ES, and Kelso ES. The purpose of this donation is to provide coats to students to give them “warmth, confidence, and hope.” Below is the distribution of coats per campus. This donation may only be used for the purpose intended.

Campus	Coats per Campus
Alameda ES	792
Atherton ES	432
Foerster ES	636
M. White ES	612
McNamara ES	1,008
Osborne ES	324
Ross ES	276
Kelso ES	420
<b>Total</b>	<b>4,500</b>

## SUMMARY OF DONATIONS GREATER THAN \$5,000

Donor	Receiving School/ Department	Donation Disbursement	Total Value of Donation
Port of Houston Authority	Yates High School (HS)	Support for Maritime Program	\$15,000.00

The Port of Houston Authority has donated \$15,000.00 to Yates HS to provide funding to maintain their Maritime Program. This donation may only be used for the purpose intended.

Ray Cammack Shows, Inc.	South Early College High School (HS)	Support for Student Incentives, Senior Class Activities, Student Clubs, and Teacher Appreciation	\$7,360.00
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Ray Cammack Shows, Inc., has donated \$7,360.00 to South Early College HS. The purpose of the donation is to provide support for student incentives, senior class activities, Robotics Club, Debate Club, Cheer Club, and teacher appreciation. Ray Cammack Shows, Inc., has a history of providing support to Houston Independent School District (HISD) schools. This donation may only be used for the purpose intended.

<i>Cuatro Amigos</i>	Paige ES	Support for After School Activities	\$5,500.00
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John Vaughan has donated \$5,500.00 as the “*Cuatro Amigos*” to Paige ES to honor his childhood friendships while attending James Bowie ES that was renamed Roderick Paige ES in 2006. The purpose of this donation is to provide support for afterschool activities for students, based on the greatest need identified by the campus principal. This donation may only be used for the purpose intended.

## SUMMARY OF DONATIONS GREATER THAN \$5,000

Donor	Receiving School/ Department	Donation Disbursement	Total Value of Donation
HISD Foundation	Middle College HS at Houston Community College (HCC) - Fraga	Student Support	\$6,400.00

The HISD Foundation has donated \$6,400.00 to Middle College HS at HCC-Fraga. These funds are to be used for class expenses, activities, and souvenirs (class jackets, shirts, etc.) for the graduating class of 2024. This donation may only be used for the purpose intended.

HISD Foundation	Scholarships Department	Student Support	\$5,000.00
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The HISD Foundation has donated \$5,000.00 to the Scholarships Department. These funds are to be applied to the Westerman Scholarship account. This donation may only be used for the purpose intended.

<u>Children's Museum Houston</u>	<u>Office of Special Education Services</u>	<u>Family Passes</u>	<u>\$20,400.00 In-Kind</u>
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Children's Museum Houston has made an in-kind donation valued at \$20,400.00 to the Office of Special Education Services. The purpose of the donation is to provide 200 admission passes for a family of up to six people to the Children's Museum Houston or Fort Bend Children's Discovery Center. Each pass is valued at \$102.00. This donation may only be used for the purpose intended.

## SUMMARY OF DONATIONS GREATER THAN \$5,000

Donor	Receiving School/ Department	Donation Disbursement	Total Value of Donation
<u>Memorial ES PTO</u>	<u>Memorial ES</u>	<u>Payroll, Supplies and Material</u>	<u>\$65,000.00</u>
<u>Memorial ES PTO has donated \$65,000.00 to Memorial ES to pay for a new hourly degreed-lecturer position, and science supplies and materials for the 2023–2024 school year. This donation may only be used for the purpose intended.</u>			
<u>Trees For Houston</u>	<u>Durham ES</u>	<u>Trees</u>	<u>\$11,201.00 In-Kind</u>
<u>Trees For Houston has made an in-kind donation valued at \$11,201.00 to Durham ES. The purpose of the donation is to provide 110 trees to be planted in various locations on the Durham campus. Through the donation, native trees will be planted, pruned, and watered for two years. Trees that do not survive will be replaced. This donation may only be used for the purpose intended.</u>			
<b>Total Value of Donations: <del>\$1,358,560.00</del> \$1,455,161.00</b>			

**List of Schools to Receive Donated Printers from Computot**

Alcott Elementary School (ES) Almeda ES Anderson ES Ashford ES Askew ES Atherton ES Barrick ES Bell ES Benavidez ES Benbrook ES Berry ES Blackshear ES Bonham ES Bonner ES Braeburn ES Briargrove ES Briscoe ES Brookline ES Browning ES Bruce ES Burbank ES Burnet ES Burrus ES Bush ES Cage ES Carrillo ES Codwell ES Condit ES Cook ES Coop ES Cornelius ES Crespo ES	Crockett ES Cunningham ES Daily ES Davila ES De Anda ES De Chaumes ES De Zavala ES Dogan ES Durham ES Durkee ES Eliot ES Elmore ES Elrod ES Emerson ES Field ES Foerster ES Fondren ES Foster ES Franklin ES Gallegos ES Garcia ES Garden Villas ES Golfcrest ES Grissom ES Gross ES Harris, J.R. ES Harris, R.P. ES Hartsfield ES Harvard ES Helms ES Henderson, J.P. ES Henderson, N.Q. ES	Herod ES Herrera ES Highland Hts. ES Hilliard ES Hines-Caldwell ES Hobby ES Horn ES Isaacs ES Janowski ES Jefferson ES Kashmere Gardens ES Kelso ES Kennedy ES Ketelsen ES Kolter ES Lantrip ES Lewis ES Lockhart ES Longfellow ES Looscan ES Love ES Lovett ES Lyons ES MacGregor ES Marshall ES Martinez, C., ES Martinez, R. ES McGowen ES McNamara ES Memorial ES Milne ES	Mitchell ES Montgomery ES Moreno ES Neff ES Northline ES Oak Forest ES Oates ES Osborne ES Paige ES Park Place ES Parker ES Patterson ES Peck ES Petersen ES Piney Point ES Pleasantville ES Poe ES Port Houston ES Pugh ES Red ES Reynolds ES River Oaks ES Roberts ES Robinson ES Rodriguez ES Roosevelt ES Ross ES Rucker ES Sanchez ES Scarborough ES School at St. George Place	Scroggins ES Seguin ES Shadowbriar ES Shadydale ES Shearn ES Sherman ES Sinclair ES Smith ES Southmayd ES Stevens ES Sutton ES Thompson ES Tijerina ES Tinsley ES Travis ES Twain ES Valley West ES Wainwright ES Walnut Bend ES Wesley ES West University ES Whidby ES White E. ES White M. ES Whittier ES Windsor Village ES Woodson ES Young ES Arabic Immersion Magnet School	Attucks Middle School (MS) Baker Montessori BCM Academy at Ryan BCM Biotech at Rusk Black MS Briar Meadow Charter Burbank MS Clifton MS Cullen MS Deady MS Edison MS Fleming MS Fondren MS Fonville MS Forest Brook MS Garden Oaks Montessori Gregory Lincoln Hamilton MS Hartman MS High School Ahead Academy Hogg MS Holland MS Key MS Lanier MS Lawson MS	Mandarin Immersion Magnet School Marshall MS McReynolds MS Meyerland MS Navarro MS Pershing MS Pilgrim Academy Pin Oak MS Project Chrysalis MS Reagan K-8 Revere MS Rice School Rogers, T.H. Stevenson MS Sugar Grove MS Welch MS West Briar MS Wharton K-8 Williams MS
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4/13/2023

14.

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Office of the Superintendent of Schools

Office of Finance

Acceptance Of Grant Funds In Support Of Districtwide And School-Specific Programs  
And Authorization To Negotiate And Execute Contracts Required Under The Grants

In accordance with board policy, all grant funds in aggregate of \$5,000 or more must be approved by the Houston Independent School District (HISD) Board of Education.

The attachment reflects a summary of grants awarded to HISD.

COST/FUNDING SOURCE(S):                      Shown on the attached list.

STAFFING IMPLICATIONS:                      None

THIS ITEM DOES NOT REQUIRE CONSULTATION.

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

**RECOMMENDED:** That the Board of Education accepts the proposed grant funds for districtwide and school-specific programs and authorizes the superintendent of schools or designee to negotiate and execute contracts required under the grants, effective April 14, 2023.



## SUMMARY OF GRANTS GREATER THAN \$5,000

Grantor	Receiving School/ Department	Grant Disbursement	Total Value of Grant
Texas Education Agency (TEA)	Innovation and Strategic Initiatives, Kashmere High School (HS), Phillis Wheatley HS, and Worthing HS	Payroll, Professional and Contracted Services, Supplies and Materials, Other Operating Costs	\$597,500.00

The Texas Education Agency (TEA) has awarded the district a 2022–2023 Student Success Initiative (SSI) Community Partnerships Initiative Implementation Year 4 grant in the amount of \$597,500.00. The purpose of the grant is to provide academic support and programming that improves post-secondary outcomes for the students at Kashmere HS, Wheatley HS, and Worthing HS. Through the grant, the schools are providing academic tutoring, mentorship opportunities, and college exploration programming. The grant period is September 1, 2022, to August 31, 2023. The grant may only be used for the purpose intended.

TEA	Career and Technical Education (CTE) Department	Payroll, Professional and Contracted Services, Supplies and Materials, Other Operating Costs	\$50,000.00
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The TEA has awarded the district a 2022–2023 Summer CTE grant in the amount of \$50,000.00. The purpose of the grant is to provide funding to school districts to offer students greater access to CTE courses in TEA-approved programs of study and/or paid or unpaid work-based learning summer opportunities. Through the grant, science, technology, engineering, and mathematics (STEM) related coursework will be provided earlier to students to increase their program completion. The CTE Department will target the special populations of incoming eighth and ninth grade students to learn about STEM and STEM-related programs of study to increase opportunities for student to be CTE learners. The grant period is March 1, 2023, to September 31, 2023. The grant may only be used for the purpose intended.

## SUMMARY OF GRANTS GREATER THAN \$5,000

Grantor	Receiving School/ Department	Grant Disbursement	Total Value of Grant
TEA	Police Department	School Safety Improvements	\$7,936,717.00

The TEA has awarded the district a 2023–2025 School Safety Standards Formula grant in the amount of \$7,936,717.00. The purpose of the grant is to assist local educational agencies in meeting the new safety standards applicable to Chapter 61, Sub-chapter CC, 61.031 of Commissioner's Rules. The allotted funds to the district will be used for fencing, glass exterior doors not within a secured area, ground level exterior windows, silent panic alert technology, secure master keys, and exterior door numbers. The grant period is February 27, 2023, to April 30, 2025. The grant may only be used for the purpose intended.

<u>American Theatre Wing</u>	<u>High School Ahead Academy</u>	<u>Lighting Improvements to Stage Area</u>	<u>\$25,000.00</u>
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The American Theatre Wing has awarded High School Ahead Academy a 2022–2023 Andrew Lloyd Weber (ALW) Classroom Resources Grant in the amount of \$25,000.00. The purpose of the grant is to provide support to the school's theatre program. The grant will be used to make lighting improvements around the stage area at High School Ahead Academy. The grant period is December 15, 2022, to December 31, 2023. The grant may only be used for the purpose intended.

<u>USA Swimming Foundation</u>	<u>Athletics Department</u>	<u>Swimming Lessons</u>	<u>\$35,300.00</u>
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The USA Swimming Foundation has awarded a *Youth Learn to Swim Grant* in the amount of \$35,300.00 to the Athletics Department. The purpose of the grant is to help expand current swimming programs to reach more underserved populations which would otherwise not have the opportunity to learn to swim. The Houston Independent School District (HISD) has identified high-risk drowning zones and will provide access to swim lessons for students from targeted zones. Lessons will be offered at Milby HS, Chavez HS, and Northside HS. The grant period is from March 27, 2023, to December 15, 2023. The grant may only be used for the purpose intended.

## SUMMARY OF GRANTS GREATER THAN \$5,000

Grantor	Receiving School/ Department	Grant Disbursement	Total Value of Grant
TEA	Leadership Development Department	Payroll, Supplies and Materials	\$750,000.00

The TEA has awarded the district's Leadership Development Department a 2023–2024 Principal Residency Cycle 6 grant in the amount of \$750,000.00. Through the grant, the district will recruit and train a minimum of 10 qualified internal principal candidates who have demonstrated instructional leadership capacity to meet the needs of a diverse student population. The grant period is February 10, 2023, to August 31, 2024. The grant may only be used for the purpose intended.

**Total Value of Grants:** ~~\$8,584,217.00~~ ~~\$8,609,217.00~~ **\$9,394,517.00**



4/13/2023

15.

Office of the Superintendent of Schools

Office of Finance

**Ratification Of Use Of Self-Insurance Recovery Fund For Kate Bell Elementary School**

On September 25, 2022, the electrical wiring to a window unit air conditioner shorted out in T-Building 1132 at Kate Bell Elementary School (ES), resulting in smoke and fire damage to the contents and structure. Cotton Restoration was called out for fire and smoke mitigation. Brown and Root will undertake the building repairs. Contents replacements will be purchased from various vendors approved by the Houston Independent School District (HISD).

This agenda item seeks ratification by the HISD Board of Education to use the Self-Insurance Recovery Fund (SIRF) to fund the clean-up, repairs, and contents replacement.

**COST/FUNDING SOURCE(S):** The cost of this action will not exceed \$133,000 and will be paid from the SIRF for insurance-related damages.

Fund Source	Fund	Cost Center	Functional Area	General Ledger	Internal Order/ Work Breakdown Structure	Amount
SIRF	1999010000	1012151000	AD51990000000000	6249000000	N/A	\$133,000

**STAFFING IMPLICATIONS:** None.

**THIS ITEM DOES NOT REQUIRE CONSULTATION.**

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

**RECOMMENDED:** That the Board of Education ratifies use of the SIRF for Kate Bell ES, effective April 14, 2023.



# HISD

Houston Independent School District  
Risk Management Department  
6351 Pinemont Drive Rt. 1 Suite 219  
Houston, TX 77092-3205  
Telephone: 713-556-9225 / Fax: 713-556-9244

## EXECUTIVE SUMMARY

## **RATIFICATION FOR USE OF THE SELF-INSURANCE RECOVERY FUND (SIRF) TO FUND THE CLEANING AND REPAIRS OF FIRE DAMAGE AT KATE BELL ELEMENTARY SCHOOL (ES)**

## DEPARTMENT REQUESTOR

## **RISK MANAGEMENT**

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### BACKGROUND/GENERAL INFORMATION

- What's Covered:** The SIRF was established to assist schools and departments with unexpected losses too large for their budgets, and to provide a ready source of funds in the event of a major property loss so that the district can immediately take necessary actions to resume operations. Risk Management reviews all requests for use of the SIRF. Any loss with payments in excess of \$100,000 requires the approval of the Board of Education.
- Event:** On September 25, 2022, the electrical wiring to a window unit air conditioner shorted out in T-Bldg 1132 at Kate Bell ES, resulting in fire damage to the contents and structure. Cotton Restoration was called out for fire and smoke mitigation; Brown and Root will undertake the building repairs. Contents replacements will be purchased from various vendors approved by the Houston Independent School District (HISD).
- Cost:** The cost of this action will not exceed \$133,000.00 and will be paid from the SIRF for insurance-related damages.
- Vendor(s):** Proposal price(s):  
Cotton Commercial (cleanup) - \$15,700.00  
Brown and Root (repairs)- \$67,539.00  
Contents replacements (see list) - \$49,574.92



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4/13/2023

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Office of the Superintendent of Schools

Office of Finance

*Approval Of Proposed Revisions To Board Policy CHE(LOCAL), Purchasing And Acquisition: Vendor Disclosures And Contracts-Second Reading*

The purpose of this agenda item is to request that the Houston Independent School District (HISD) Board of Education approves revisions to Board Policy CHE(LOCAL), *Purchasing and Acquisition: Vendor Disclosures and Contracts*. These revisions are recommended to match the title of CHE (LEGAL), to update the list of information vendors must disclose, to change Procurement to Purchasing Services, to add the officer of Purchasing Services to the general manager for responsibility to direct staff regarding unsolicited proposals, and to make minor grammatical updates.

The proposed update to Board Policy CHE(LOCAL), *Purchasing and Acquisition: Vendor Disclosures and Contracts*, is attached.

COST/FUNDING SOURCE(S):                      None

STAFFING IMPLICATIONS:                      None

THIS ITEM DOES NOT REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

**RECOMMENDED:** That the Board of Education approves the proposed revisions to CHE(LOCAL), *Purchasing and Acquisition: Vendor Disclosures and Contracts*, on second reading, effective April 14, 2023.

## BOARD POLICY EXPLANATORY SHEET

<b>POLICY CODE</b>	<b>TITLE (SUBJECT)</b>	<b>SUBTITLE</b>
<b>CHE(LOCAL)</b>	<b>PURCHASING AND ACQUISITION</b>	<b>VENDOR DISCLOSURES AND CONTRACTS</b>
<b>INITIATED BY:</b> Houston Independent School District Administration		
<b>TYPE OF REVISION:</b> Update		
<b>APPLICABILITY:</b> This policy update applies to all board members and all district personnel.		
<b>BACKGROUND:</b> This policy revision changes the title to match CHE(LEGAL), updates the list of information vendors must disclose, changes Procurement to Purchasing Services, adds the officer of Purchasing Services to the general manager for responsibility to direct staff regarding unsolicited proposals, and makes minor grammatical updates.		
<b>OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY:</b> None		
<b>ADMINISTRATIVE PROCEDURES REQUIRED:</b> Administrative regulations will be revised in accordance with changes to policy.		

PURCHASING AND ACQUISITION  
VENDOR ~~RELATIONS~~DISCLOSURES AND CONTACTS

CHE  
(LOCAL)

This policy is intended to communicate the District's desire to identify and eliminate unethical practices while creating an environment in which employees and/or citizens are encouraged to report and be comfortable with the reporting of fraud, misappropriations, and other irregularities.

**Covered Activities**

The District's Office of Internal Audit and/or the District's general counsel will investigate theft of property, theft of service, theft of anything of value, fraud, and misappropriation claims. ~~The~~ investigation will include attempts by vendors or outside organizations to influence Board or District staff decisions in violation ~~with of~~ District procurement, contracting, and bidding policies and procedures.

**Actions Constituting Inappropriate Activities**

Examples of activities constituting inappropriate conduct include but are not limited to the following:

- ~~1.~~● Receiving payment as a result of the submittal of fictitious billing for work not ~~actually~~ performed;
- ~~2.~~● Receiving payment as a result of intentional over~~-~~billing for work performed;
- ~~3.~~● Bid price~~-~~fixing;
- ~~4.~~● Influencing Board members or District staff to enter into transactions providing a financial benefit to an organization or vendor that does not comply with District procurement, contract, or grant policies and procedures and/or that may not be in the best interest of the District; and
- ~~5.~~● Collusion with District employees to commit a fraudulent act.

**Investigations**

Any fraud, misappropriation, or financial impropriety that is detected or suspected must be reported immediately by any employee or vendor to the Office of Internal Audit, which shall coordinate all investigations with other affected areas, both internal and external.

Management shall be responsible for the detection and prevention of fraud, misappropriations, and other financial improprieties within the respective work unit. [See CHE(REGULATION)]

Any investigative activity required shall be conducted without regard to the suspected wrongdoer's length of service, position/title, or relationship to the District.

**Contact with Personnel / Board**

Solicitors and representatives from collection agencies shall not be permitted to see school personnel in the buildings at any time. Salespersons of educational products shall be permitted to interview teachers during their planning periods or before or after school. An appointment shall be necessary, and the visitation must be approved by the teacher(s) and the principal.



PURCHASING AND ACQUISITION  
VENDOR ~~RELATIONS~~DISCLOSURES AND CONTACTS

CHE  
(LOCAL)

Individual Board members who are contacted by persons conducting business with the District shall refer such persons to the Office of the Superintendent for the appropriate administrative response in accordance with existing District policies and administrative regulations. [See Unsolicited Proposals, below, and CAA(LOCAL)] The Superintendent or designee shall ~~provide a response~~respond to the full Board ~~of about~~ any matters referred to the Superintendent under this policy.

“Conducting business” shall include participation in a pending procurement, the negotiation of any contract, the performance of any contract, the selling of any product, and the performance of any service.

**Vendor Data  
Requirements**

Conflict of Interest

The Board and taxpayers of the District have the right to know with whom they do business. The availability of such information may help prevent and identify potential conflicts of interest regarding present and former (within the last five years) members of the Board, District employees and members of their immediate families, including those related to the ~~T~~trustee by consanguinity (i.e., blood) within the third degree or by affinity (i.e., marriage) within the second degree, who have a pecuniary or other interest in such company or corporation as described below. Pecuniary or other interest means that said person would receive, directly or indirectly, compensation or anything of value resulting from a purchase, sale, or rental of real or personal property or any other item of value regarding pending competitive procurement practices of the District, including but not limited to:

- ~~1.~~•    Construction, renovation, maintenance, or repair of school property.
- ~~2.~~•    Supplies.
- ~~3.~~•    Equipment.
4. •    Professional services, including architects, attorneys, fiscal agents, engineers, and consultants.

Information will be provided by companies, corporations, individuals, all sole ~~source~~ providers, and any affiliated party or compensated agent as part of the procurement process through a questionnaire made a part of the District’s proposal or qualifications request. ~~Similar information will ultimately be required for any major subcontractor, when known by the approved vendor.~~

Information provided in the questionnaire will be used to identify information that will be relative to the handling of work proposed for the District. This information may include, but is not limited to:

PURCHASING AND ACQUISITION  
VENDOR ~~RELATIONS~~ DISCLOSURES AND CONTACTS

CHE  
(LOCAL)

1. ~~•~~ Names of owners, principal shareholders or stockholders, officers, agents, salespeople, and key employees who fall within the category of:
  - a. ~~•~~ Present and former (within the past five years) members of the Board.
  - b. ~~•~~ District employees and members of their immediate families working or potentially working on the District's contract.
2. ~~•~~ Certification of authority and/or any license or certificate required to conduct business within the State of Texas and/or the City of Houston in accordance with any governing federal, state, and local statutes, regulations, and ordinances.
3. ~~•~~ Names of any parent company, subsidiaries, or other names under which they are currently conducting or have previously conducted business with the District.
4. ~~•~~ Legal name of the business.
5. ~~•~~ Mailing address and business street address, state, and city.
6. ~~•~~ Name of bonding and/or insurance company and copies of current policies.
7. ~~•~~ Number of full- and part-time employees.
8. ~~•~~ Authorized agents, including any person or entity who is authorized to 'act with' or 'act on your behalf', such as consultants, sub-contractors, re-sellers, and/or lobbyists, whether compensated or not compensated.
9. ~~•~~ Type of business and types of products or services provided.
10. ~~Financial and business references, including bank with which they conduct business.~~
11. ~~Ethnic group of the majority owners to identify minority business.~~
12. ~~•~~ Identification of any past, pending, or present litigation involving the District and any company, owners, principal shareholders or stockholders, officers, agents, salespeople, or employees.
13. ~~Relationship to any political action committees (PAC).~~

The Board may use the information listed above to determine whether any potential conflicts exist and to determine whether such conflicts of interests are of sufficient magnitude as to warrant:

PURCHASING AND ACQUISITION  
VENDOR ~~RELATIONS~~DISCLOSURES AND CONTACTS

CHE  
(LOCAL)

- 4.● Disqualification of a Board member or District employee from participation in any decision pertaining to conducting business with such a potential vendor.
- 2.● Disqualification of the potential vendor from conducting business with the District.

Should any potential vendor refuse or willfully fail to provide the requested data, the Board may consider such refusal or failure as a good cause to debar the potential vendor for no less than 24 months. [See also BBFA(LOCAL)]

A benefit interest transaction is ~~one that is~~ in the benefit of the District even though there may be a potential conflict of interest for a Board member. These transactions generally involve vendor gifts of funds, time, or products that benefit students across the District or in one or more Board districts.

Board members shall disclose all instances of vendor gifts for these purposes for consideration regarding conflicts of interest. The Superintendent or designee will use this information for purposes of evaluating and exposing these services to market competition.

**Unsolicited  
Proposals**

Unsolicited proposals may come forth when companies see an opportunity to use the District to enhance their business interest. The District encourages the submission of new and innovative ideas. These ideas may be submitted as unsolicited proposals. Unsolicited proposals allow unique and innovative ideas or approaches that have been developed outside the District to be made available to the District for use in accomplishment of the District's goals and objectives. Unsolicited proposals are offered with the intent to support the District's goals and objectives, and often represent a substantial investment of time and effort by the offeror.

Although it may appear from such proposals that no other company could offer the same product or service [see CH(LOCAL) for the definition of sole source], the District shall evaluate proposals on its own~~their~~ merit and/or utilize a competitive procurement process as if applicable.

The Superintendent or designee shall coordinate and document any requests from outside agencies to meet with and discuss elements of an unsolicited proposal. Vendors shall comply with the requirements of Board policy and not seek to contact or influence individual Board members or District officials in preparing or presenting unsolicited proposals.

The ~~G~~eneral ~~M~~anager and/or officer of Procurement Purchasing Services shall direct District ~~Procurement Purchasing Services~~ staff

PURCHASING AND ACQUISITION  
VENDOR ~~RELATIONS~~DISCLOSURES AND CONTACTS

CHE  
(LOCAL)

members to review and evaluate the proposal in compliance with federal, state, and local laws as well as Board policy and administrative regulation.

**Effective Date**

~~This policy shall be effective as of the adoption date, October 16, 2015.~~



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Office of the Superintendent of Schools

Office of Finance

**Approval Of Proposed Revisions To Board Policy CVB(LOCAL), *Facilities Construction: Competitive Sealed Proposals*-Second Reading**

The purpose of this agenda item is to request that the Houston Independent School District (HISD) Board of Education approves revisions to Board Policy CVB(LOCAL), *Facilities Construction: Competitive Sealed Proposals*. This local policy revision is recommended to include electronic bids or proposals.

The proposed update to Board Policy CVB(LOCAL), *Facilities Construction: Competitive Sealed Proposals*, is attached.

COST/FUNDING SOURCE(S):                      None

STAFFING IMPLICATIONS:                      None

THIS ITEM DOES NOT REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

**RECOMMENDED:** That the Board of Education approves the proposed revisions to CVB(LOCAL), *Facilities Construction: Competitive Sealed Proposals*, on second reading, effective April 14, 2023.

## BOARD POLICY EXPLANATORY SHEET

<b>POLICY CODE</b>	<b>TITLE (SUBJECT)</b>	<b>SUBTITLE</b>
<b>CVB(LOCAL)</b>	<b>FACILITIES CONSTRUCTION</b>	<b>COMPETITIVE SEALED PROPOSALS</b>
<b>INITIATED BY:</b> Houston Independent School District Administration		
<b>TYPE OF REVISION:</b> Update		
<b>APPLICABILITY:</b> This policy update applies to all board members and all district personnel.		
<b>BACKGROUND:</b> This local policy revision is recommended to include electronic bid or proposals and add a reference to CH(LOCAL).		
<b>OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY:</b> None		
<b>ADMINISTRATIVE PROCEDURES REQUIRED:</b> Administrative regulations will be revised in accordance with changes to policy.		

FACILITIES CONSTRUCTION  
COMPETITIVE SEALED PROPOSALS

CVB  
(LOCAL)

**Specifications**

The Superintendent or designee shall prepare a request for proposals for any construction project for which competitive sealed proposals are sought.

**Process**

Bids shall be advertised in accordance with state law. [See ~~PUBLIC NOTICE~~ Notice Publication at CV(LEGAL)] All proposals shall be submitted in sealed envelopes, plainly marked with the name of the proposal and the time of the deadline for submission or following electronic bid or proposals as stipulated by local policy. [See CH(LOCAL)] Proposals shall be opened at the time specified. All respondents shall be invited to attend the proposal opening. Changes in the content of a proposal, and in prices, may be negotiated after proposals are opened.

Withdrawal and  
Late Proposals

Any proposal may be withdrawn prior to the scheduled time for opening. Proposals received after the specified time shall not be considered.

Proposal  
Acceptance

The District reserves the right to reject any and all proposals.

**Safety Record**

If the safety record of the respondent is considered in the selection process, the record shall be defined by the respondent's Occupational Safety and Health Administration (OSHA) inspection logs for the three prior years, a loss analysis from the respondent's insurance carrier, known safety violations on previous District or other projects, and a loss history covering all lines of insurance coverage carried by the respondent.

~~Effective Date~~

~~This policy shall be effective as of the adoption date, October 10, 2014.~~



4/13/2023

18.

Office of the Superintendent of Schools

Office of Academics

**Approval Of Proposed Revisions To Board Policy EHBE(LOCAL), *Special Programs: Bilingual Education/SEL*-First Reading**

The purpose of this agenda item is to request that the Houston Independent School District (HISD) Board of Education approves revisions to Board Policy EHBE(LOCAL), *Special Programs: Bilingual Education/ESL*, as recommended by the HISD administration.

**RATIONALE**

The HISD administration recommends changes to Board Policy EHBE(LOCAL) to:

- Include a definition of the term “emergent bilingual” as revised by Senate Bill (SB) 2066, and
- Remove the Multilingual Department’s multilingual programs’ mission statement, core beliefs, and program goals as they are not required by legal policy for the board to adopt.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

**RECOMMENDED:** That the Board of Education accepts the proposed revisions to Board Policy EHBE(LOCAL), *Special Programs: Bilingual Education/ESL*, on first reading.



**Language  
Proficiency  
Assessment  
Committees**

The professional staff members of the Language Proficiency Assessment Committees (LPAC(s)) shall be assigned those duties by the Superintendent or designee. Selection of parent members of LPAC(s) shall be made after soliciting volunteers and upon the recommendation of professionals involved in the bilingual/English as a Second Language (ESL) programs in accordance with Texas Education Code (TEC), §29.063.

Definitions

For purposes of this policy, emergent bilingual refers to students who qualify for bilingual/ESL services through the LPAC process and replaces the terms limited English proficient (LEP), English language learner (ELL), and English learner (EL).

Training

The District shall provide orientation and training for all members of the each LPAC(s), which shall include a discussion of the committee's duties and a thorough explanation and review of all laws and rules governing the confidentiality of information regarding individual students. In performing their duties, committee members shall be acting for the District and shall observe requirements regarding confidentiality of student records. [See FL]

**Multilingual  
Programs**

The Multilingual Department shall establish guidelines to consistently implement and monitor Transitional/Dual Language and ESL programs in every school. The programs shall be properly staffed and shall conform with statutory and other requirements in accordance with TEC §29.061.

Equitable Access

The District is committed to providing equitable access to services for students identified emergent bilingual as required in TEC §1.002(a).

Mission Statement

It is the mission of the District's multilingual programs to strengthen the social and economic foundations of the community by assuring that District students achieve their full academic potential and by providing opportunities for all students to graduate as proficient in multiple languages. Limited English Proficient (LEP) children also shall learn to read, write, and speak English as rapidly as individually possible.

Core Beliefs

Multilingual education programs exist to reaffirm and support the District's core beliefs:

Safety above all else, student learning is the main thing, focus on results and excellence, parents are partners, common decency.

Academic achievement is the key to a prosperous future.

The community and the region are best served if students with limited English proficiency are fluent in English, educated

beyond high school, encouraged to develop bilingual skills, and prepared to be effective citizens. Educational attainment is the key for economic success.

Bilingual education must work.

The District's multilingual education program should maximize student achievement, English language fluency, and bilingual skills.

English language proficiency is an imperative.

The District's students must learn to read, write, and speak English as rapidly as individually possible, without sacrificing long-term academic success.

Fluency in two languages is encouraged.

The District should encourage its LEP students to retain and improve their non-English language skills, without sacrificing rapid English language acquisition. The District should offer students native-language courses upon transition out of bilingual programs into English language instruction, even in elementary school as is individually appropriate. Increasingly, the District should offer opportunities for all students to acquire two languages to excel in a competitive global marketplace.

### **Multilingual Program Goals**

The goals of the District's multilingual program shall be as follows:

#### **Goal 1**

Comply with all federal and state multilingual mandates.

Per federal and state mandates, LEP children will be assigned to a multilingual program.

LEP students will receive core content instruction in their native language until they demonstrate English reading proficiency.

In order to make informed choices, parents of LEP children will be provided full and unbiased information regarding bilingual program offerings.

Parents of LEP children may choose to waive bilingual education for their children.

Non-LEP students will have opportunities to participate in dual language programs and develop literacy in two languages.

#### **Goal 2**

Increase student achievement.

The performance gap between LEP and non-LEP students will narrow as demonstrated on appropriate grade-level tests.

The District will work to increase the participation of LEP students in gifted and talented programs.

Goal 3

Establish English reading proficiency as the standard for transition.

The District will transition students with limited English proficiency into English as soon as they are able to demonstrate proficiency in English reading. Thereafter, all academic instruction will be provided in English. After transition, the District will continue to monitor student performance and provide support as needed for academic achievement.

English reading proficiency will be a primary goal for all students with limited English proficiency upon entering a District school, no matter what the grade level. Reading, writing, and comprehension in other languages is encouraged as long as English reading is a primary goal.

Reading program offerings will engage parents in student learning activities in the home.

The District will report to the Board on the proposed standards for the definition of "English reading proficiency" including but not limited to the use of a criterion-referenced test. Within legal and administrative considerations, a criterion-referenced test is strongly preferred over a percentile measurement.

The District will report to the Board on the feasibility of hiring a bilingual education reading specialist knowledgeable in Spanish reading instruction and provide reading instruction to students with limited English proficiency.

Goal 4

Implement standardized curricula and assessment programs for all multilingual programs.

The District will have in place standardized, grade-level curricula and accompanying assessment programs throughout the District.

The curricula should encourage students to achieve their full academic potential through (a) English language reading acquisition and (b) grade-level and content-area proficiency standards for learning to read, write, and speak English to ensure English language acquisition, and (c) appropriate multilingual programs. Instruction in a native and/or second language is encouraged as long as English reading is a primary goal.

The curricula will employ the best practices for providing instruction to students who are limited English proficient.

The curricula will engage parents in student learning activities in the home.

The assessment program should provide program accountability and serve to improve public support and confidence.

The District will report to the Board on the feasibility of limiting the number of years a student may spend in a bilingual program. The report will also address possible solutions in the event that a student is not progressing at expected levels in language proficiency or academic achievement.

Goal 5

Increase parental choice and involvement.

The District multilingual program offerings will contain options in multilingual instruction including options for accelerated English language acquisition.

All multilingual education programs will emphasize English reading as a primary goal and be research-based as well as provide for best practices instruction.

All multilingual education programs will engage parents in student learning activities in the home.

The decision regarding which multilingual program to offer at individual schools will be made in accordance with the District's decentralized management structure and established legal requirements, goals, standards, and resources.

Within legal and administrative considerations, the decision on which multilingual program will be attended by the student will be made by the parent.

The District will increase parental awareness of multilingual program offerings.

Goal 6

Increase the number of multilingual teachers in the District.

The District will develop and implement a strategic plan to recruit, hire, and retain certified or qualified multilingual teachers and provide them with the necessary training and instructional and resource materials.

The District will encourage and/or provide professional development opportunities for multilingual teachers.

Goal 7

Encourage fluency in two languages as a goal for all students.

The District will provide program offerings and opportunities that encourage all students to acquire two languages to compete in a global marketplace.

The District will seek to expand dual language programs.

The District will provide an International High School Magnet that utilizes a whole-school concept, meets student's needs, allows for choice in curricula, and provides academic links to national and international universities.

The District will report to the Board on the feasibility of making available dual language or second language instruction from first grade through high school for all children.

The District will report to the Board on the feasibility establishing dual language magnets at the elementary and middle school levels at convenient locations throughout the city.