

THE HOUSTON INDEPENDENT SCHOOL DISTRICT



AGENDA

**Board of Education
Meeting**

May 11, 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 amendment to HISD contract with Region IV for Provision of LSG Services.
- f) Consideration and approval of amendment to settlement agreement in the matter of Vincent R. b/n/f Daniel and Cristen R. v. Houston ISD; Docket No. 188-SE-0220.

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 4 Progress Measures 4.1, 4.2, And 4.3
 - May 2023 GPMs 4.1, 4.2, And 4.3 Update
- 2. Budget To Actual Report
 - Budget To Actual Report

ITEMS PULLED FROM CONSENT AGENDA

- 3. Authority To Negotiate And Execute Partnerships With Childcare Centers To Expand Prekindergarten Enrollment
 - Explanatory Sheet
- 4. Approval Of The May Budget Amendment
 - Budget Amendment

5. 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
6. Approval Of Proposed Revisions To Board Policy AE(LOCAL), *Educational Philosophy*, Regarding Goal Progress Measures 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 4.1, 4.2, And 4.3-First Reading
 - Proposed GPMs - iReady
 - AE(LOCAL), First Reading

CONSENT AGENDA

7. Receive And Act On Report And Recommendations From Board Audit Committee
 - 2022 Annual Audit Committee Report
8. Appointment Of A Houston Independent School District Representative To The Tax Increment Reinvestment Zone 2 Board Of Directors
9. Approval Of The Recommendation By The Naming Committee At Highland Heights Elementary School To Name The School Library As The Dr. Thaddeus S. Lott Sr. School Library
 - Explanatory Sheet
10. Authority To Negotiate And Execute An Interlocal Agreement With The University of Houston For A One-Year Rigorous Principal Residency Program Offered During The 2023-2024 School Year
11. Approval of 2022-2023 Waiver Requests From School Guidelines, Approval To Submit Waiver Requests From State Policy, Approval To Submit Waiver For Low Attendance And Missed School Days For 2022-2023
 - Explanatory Sheet
12. Certification That The District's Instructional Materials Cover All State Standards In The Required Curriculum
 - Executive Summary
13. Approval To Submit Course Waiver Requests For Texas Connections Academy At Houston To The Texas Education Agency
 - Executive Summary

14. Authority To Negotiate And Execute Agreements And/Or Interlocal Memorandums Of Understanding With Community Agencies, Residential Facilities, And Educational Service Providers For Appraisal, Related, Instructional, And/Or Consultant Services For Students With Disabilities For School Year 2023-2024
 - Executive Summary
15. Authority To Negotiate And Execute Interlocal Agreements With Texas Public Institutions Of Higher Education To Offer Field Instruction To Their Students
 - Executive Summary
16. Authority To Launch a Request For Applications To Approved Educator Preparation Providers From Texas Public Universities, Colleges, And Community Colleges Granting Bachelor's Degrees To Expand High-Quality, Low-Cost Pathways Into Teaching
 - HISD Grow Your Own Program RFA
17. Authority To Negotiate, Execute, And Amend A Construction Contract For The Athletics Fields And Track Renovations At Evan Worthing High School
 - Executive Summary
18. Authority To Negotiate, Execute, And Amend Agreements With The SPARK School Park Program For The Improvement And Construction Of SPARK Parks At Various Campuses
 - Executive Summary
19. Approval Of Vendor Awards For Purchases Over \$100,000 And Ratification Of Vendor Awards For Purchases Under \$100,000
 - Purchase Request
20. 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 Approval Of Donations
21. 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
22. Approval Of Proposed Revisions To Board Policy EHAB(LOCAL), *Basic Instructional Program: Required Instruction (Elementary)*-Second Reading
 - EHAB(LOCAL), Second Reading

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



5/11/2023

1.

Office of the Superintendent of Schools

Office of Academics

Acceptance Of Board Monitoring Update: Presentation Of Goal 4 Progress Measures 4.1, 4.2, And 4.3

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 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.

- **GPM 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.
- **GPM 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.
- **GPM 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 2019 to June 13 percent in June 2024.

GPMs 4.1, 4.2, and 4.3

May 11, 2023



Glossary: Overall Terms

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

Glossary: Goal 4

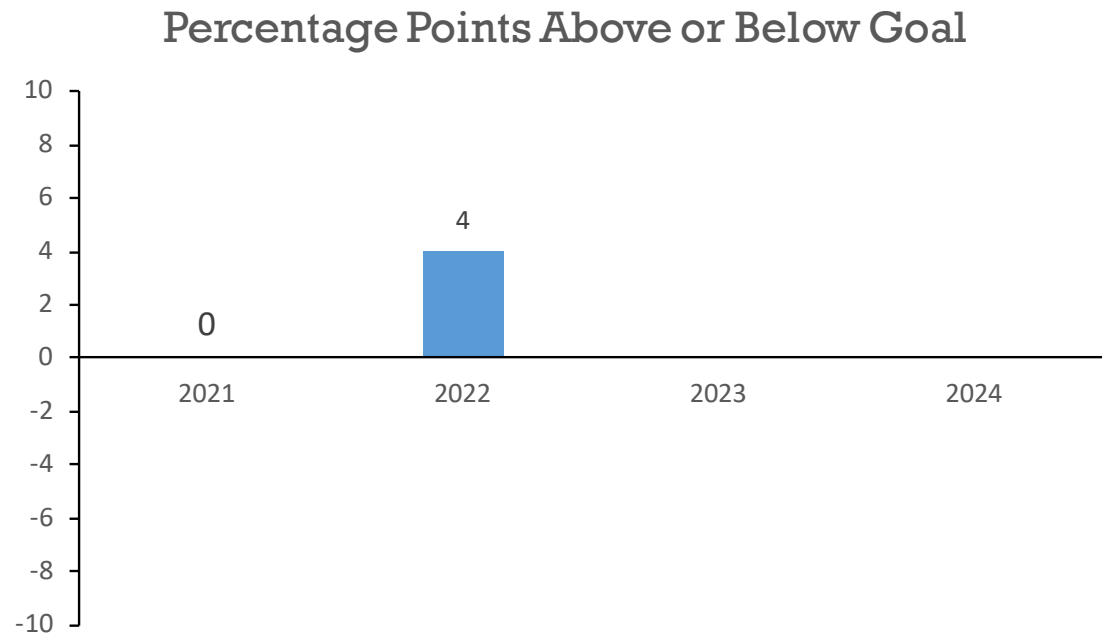
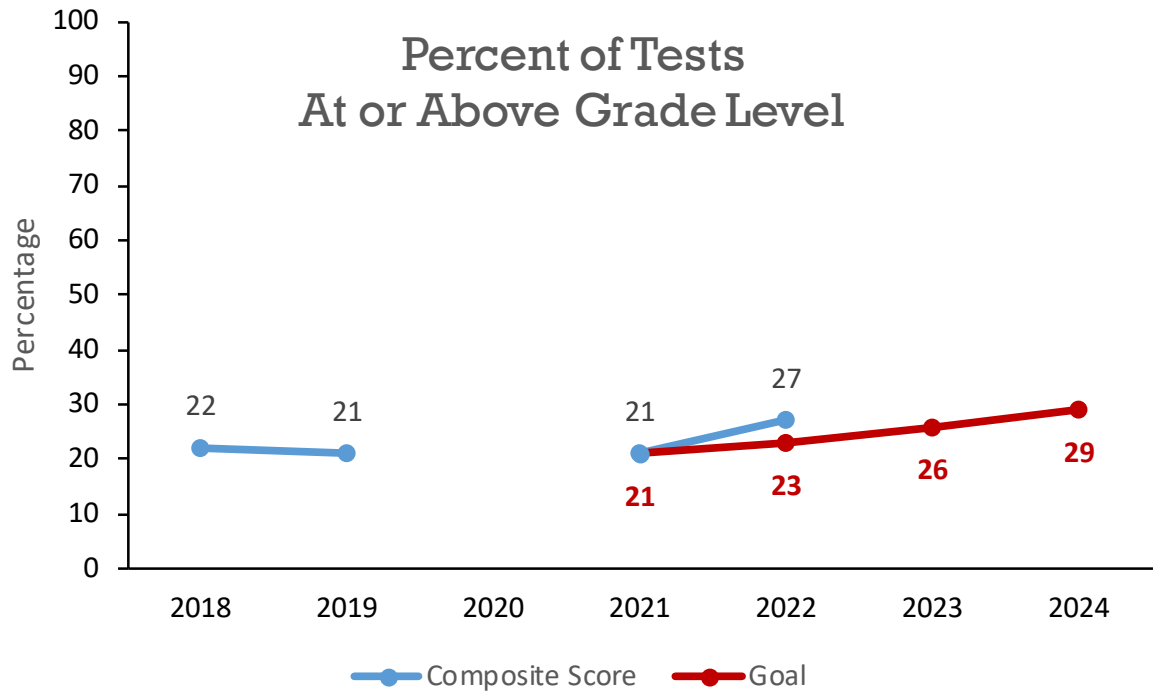
Abbreviation	Meaning	Relevant to
STAAR	State of Texas Assessment of Academic Readiness	Goal 4
EOC	End of Course Exam	Goal 4
TAPR	Texas Academic Performance Report	Goal 4
IEP	Individualized Education Plan	Goal 4

Goal 4

Students with Disabilities (SWD)
Reading At or Above Grade Level

Met Target

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 EOC English I and II assessments will increase 8 percentage points from 21% in June 2019 to 29% in June 2024.



Goal 4 Students with Disabilities (SWD) Reading At or Above Grade Level	Met Target
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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 EOC English I and II assessments will increase 8 percentage points from 21% in June 2019 to 29% in June 2024.

Superintendent’s Response:

- For Goal 4, the district exceeded the target by 4%.
- In response to recent audits of the Special Education program and the recent reorganization of the Special Education program, we continue to see improved academic outcomes for this group of students. Specifically, the following actions have contributed to improved performance:
 - Systems to identify students who have specific learning disabilities.
 - Improved training procedures for staff who construct IEP goals.
 - Improved systems for monitoring compliance of IEP throughout the school year.
 - Improved coordination between Special Education and the Schools Office to ensure appropriate delivery of services.

Goal 4.1, May 2023

Students with Disabilities (SWD) 2nd-5th grades

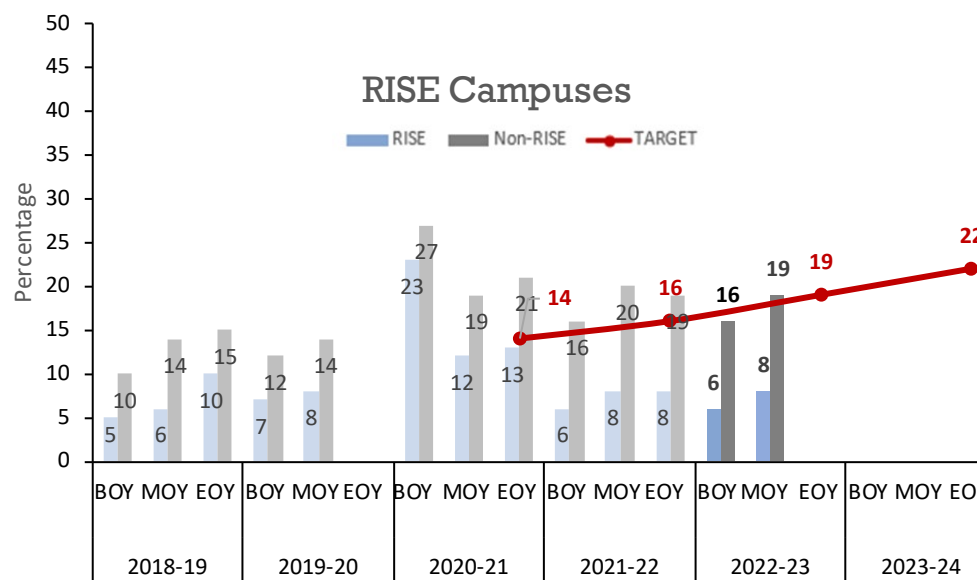
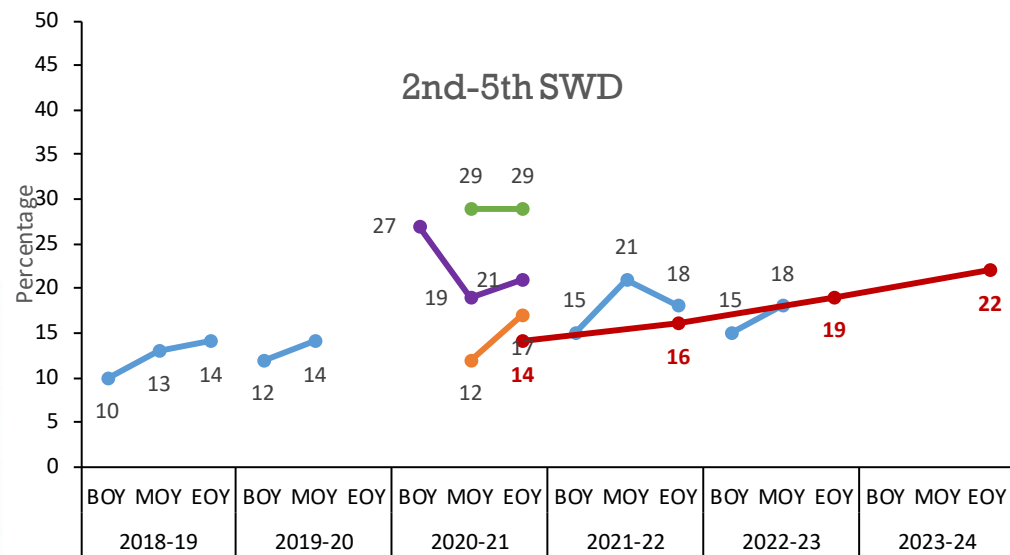
The percentage of students receiving special-education services in second- through fifth-grade reading on grade level as measured by the end-of-year literacy screener will increase eight percentage points from 14 percent in June 2019 to 22 percent in June 2024.

On Track

- Performing on grade level in reading 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 Elementary School SWD (2nd-5th) Reading At or Above Benchmark

Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.



RISE Campuses include:

- 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

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
Students with Disabilities	4,989	4,816	4,643	5,084	5,012	Not Tested	4,142	4,389	3,687	4,235	3,475	4,679	4,512	4,973	

- Reading Performance
- Reading Performance - Data Quality Issues
- Off Campus Testers
- On Campus Testers
- Target

*Demographics from end-of-year student information system, 2020–2021 demographics from PEIMS snapshot (BOY source updated).

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

Goal 4.2, May 2023

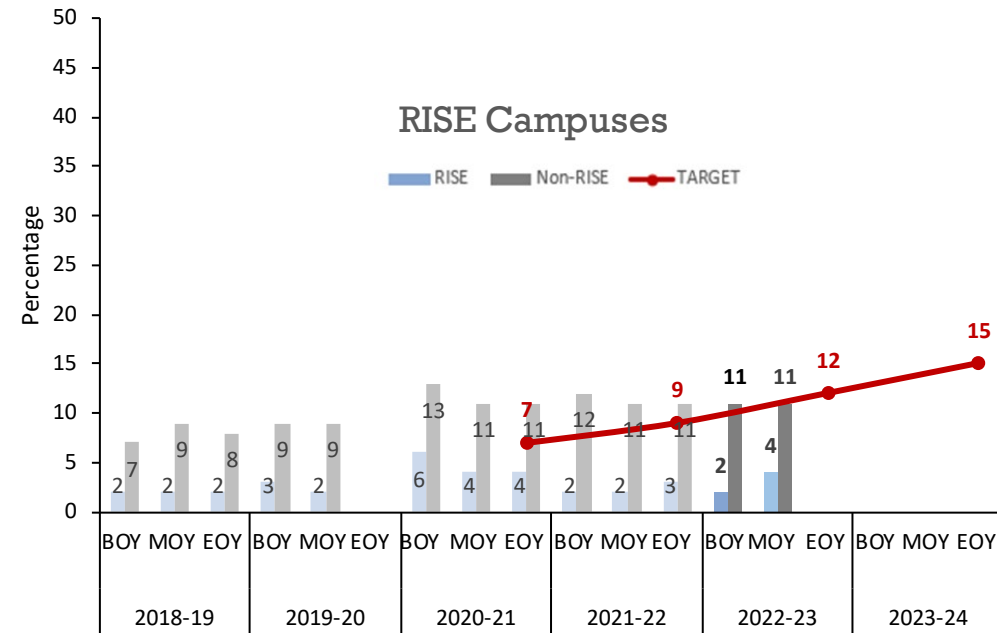
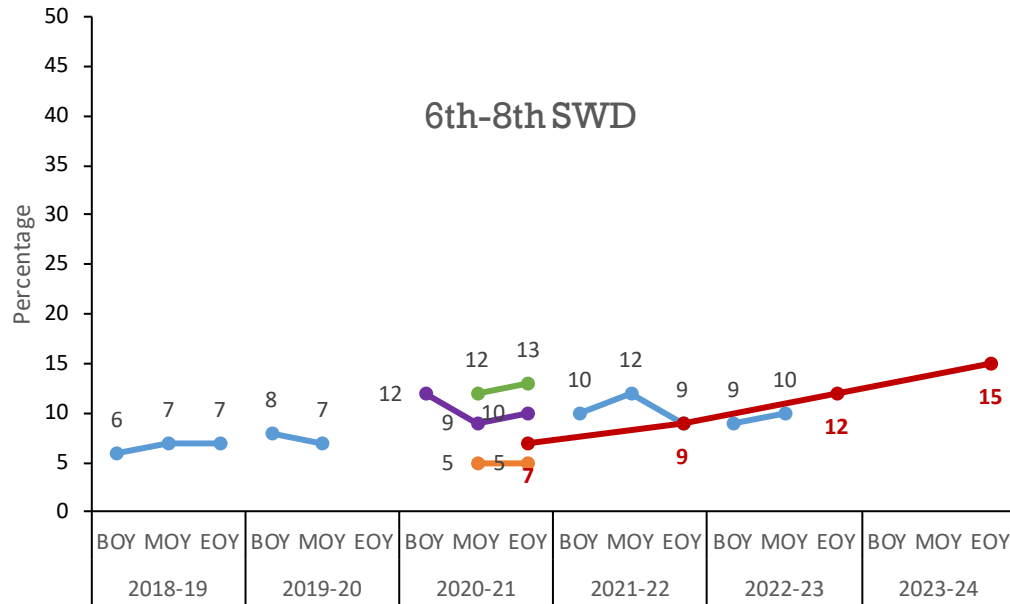
Students with Disabilities (SWD) 6th-8th grades

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.

Not on Track

- Performing on grade level in reading 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 Middle School SWD (6th-8th) Reading At or Above Benchmark



RISE Campuses include:

- Attacks MS
- Deady MS
- Edison MS
- Fleming MS
- Henry MS
- Key MS
- Sugar Grove MS
- Thomas MS
- Williams MS

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
Students with Disabilities	2,771	2,578	2,372	2,784	2,682	Not Tested	2,304	2,279	1,900	2,695	2,197	2,725	2,842	2,964	

- Reading Performance
- Reading Performance - Data Quality Issues
- Off Campus Testers
- On Campus Testers
- Target

*Demographics from end-of-year student information system, 2020-2021 demographics from PEIMS snapshot (BOY source updated).

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

Goal 4.3, May 2023

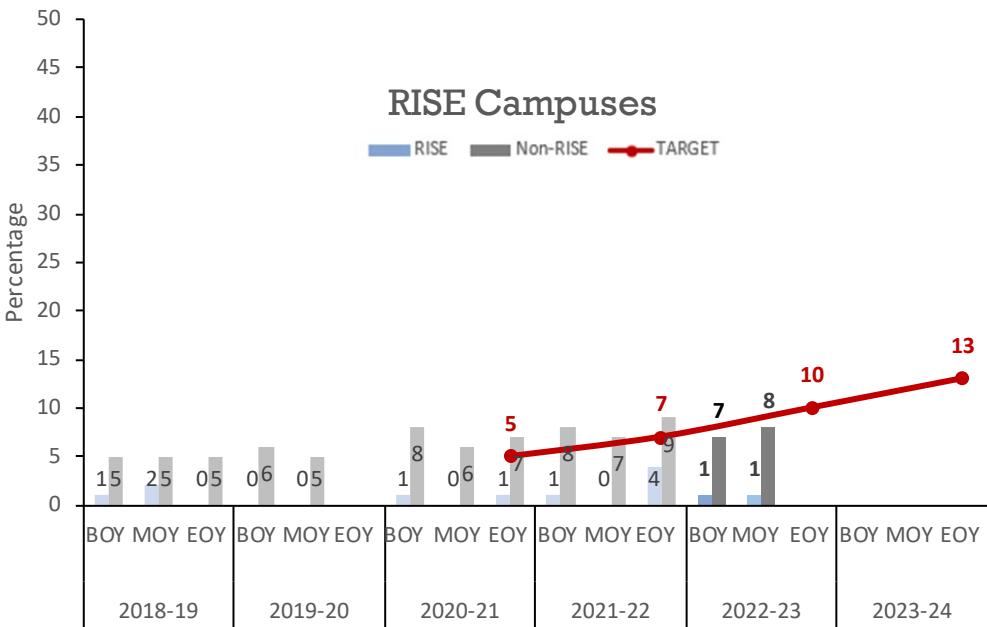
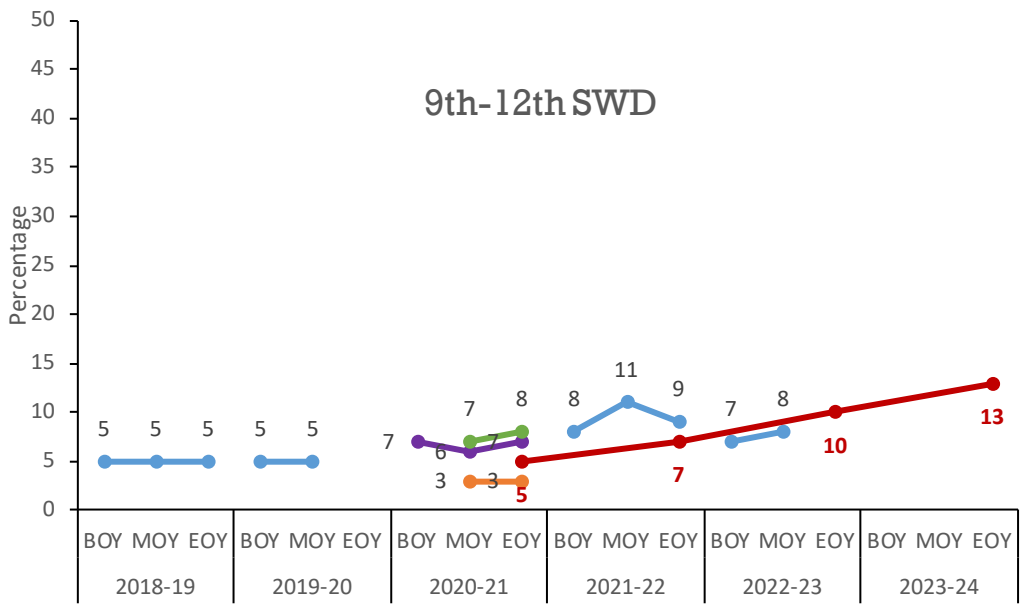
Students with Disabilities (SWD) 9th – 12th grades

Not on Track

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.

- Performing on grade level in reading 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 High School SWD (9th-12th) Reading At or Above Benchmark



RISE Campuses include:

- North Forest HS
- Wheatley HS

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
Students with Disabilities	2,381	2,063	1,534	2,098	2,301	Not Tested	1,980	1,571	1,057	2,095	1,802	1,873	2,323	2,316	

*Demographics from end-of-year student information system, 2020–2021 demographics from PEIMS snapshot (BOY source updated).

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

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Thank you





5/11/2023

2.

Office of the Superintendent of Schools

Office of Finance

Budget To Actual Report

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

The quarterly budget to actual report for the quarter ending March 31, 2023, for fiscal year 2022-2023 contains budget to actual schedules for the General Fund, Child Nutrition Fund and Debt Service Fund.

This is an informational report for the Board of Education reporting the progress of actual revenues and expenditures for the current year as of March 31, 2023, vs. the same period in 2022. It also contains the percentage of revenues and expenditures recognized in the same period. There is no board action or vote required on this report.

General Fund | Function Financial Summary

For the Period Ending March 31

		Actual as of March 31, 2022	Budget as of March 31, 2022	YTD % of PY Actual	Actual as of March 31, 2023	Budget as of March 31, 2023	YTD % of Budget
	REVENUES						
	Local sources	\$1,738,821,266	\$1,825,363,723	95.26%	\$1,786,842,149	\$1,884,491,260	94.82%
	State sources	72,722,760	187,160,679	38.86%	149,480,701	216,169,283	69.15%
	Federal sources	8,811,890	42,230,000	20.87%	8,418,802	71,769,376	11.73%
	TOTAL REVENUE	\$1,820,355,916	\$2,054,754,402	88.59%	\$1,944,741,652	\$2,172,429,919	89.52%
	EXPENDITURES FUNCTIONS						
11	Instruction	\$691,909,794	\$1,130,075,507	61.23%	\$717,990,031	\$1,121,299,969	64.03%
12	Instructional Media	4,933,586	9,011,544	54.75%	13,310,562	17,923,228	74.26%
13	Curriculum & Personnel Development	22,756,708	36,922,118	61.63%	20,223,917	36,219,305	55.84%
21	Instructional Leadership	17,480,433	25,265,719	69.19%	16,133,434	26,604,698	60.64%
23	School Leadership	109,411,754	151,979,233	71.99%	116,064,717	168,010,568	69.08%
31	Guidance & Counseling	46,611,627	66,879,290	69.70%	48,861,498	73,291,265	66.67%
32	Social Work Services	12,423,264	19,712,281	63.02%	6,876,904	10,786,063	63.76%
33	Health Services	19,783,655	33,364,570	59.30%	18,426,716	26,868,248	68.58%
34	Pupil Transportation	38,562,304	61,128,911	63.08%	39,696,899	58,114,510	68.31%
35	Food Services	32,761	40,452	80.99%	53,864	1,400	3847.43%
36	Extracurricular Activities	13,593,591	14,512,911	93.67%	16,052,988	16,844,612	95.30%
41	General Administration	28,907,388	44,322,252	65.22%	27,898,588	49,695,618	56.14%
51	Plant Maintenance & Operations	168,350,105	236,695,484	71.13%	162,320,220	241,598,844	67.19%
52	Security & Monitoring Services	22,792,933	30,657,825	74.35%	23,497,905	32,635,890	72.00%
53	Data Processing Services	45,598,058	113,927,170	40.02%	41,059,136	82,695,705	49.65%
61	Community Service	1,482,043	2,685,244	55.19%	1,247,465	2,138,308	58.34%
71	Debt Service	14,740,385	15,438,017	95.48%	0	0	
81	Facilities Acq. & Construction	2,977,794	3,870,751	76.93%	96,740	850,657	11.37%
91	Contracted Instructional Services Between Public Schools	0	231,107,611	0.00%	0	295,834,930	0.00%
93	Payments to Fiscal Agent	0	0		0	0	
95	Payments to JJAEP Programs	362,250	792,000	45.74%	0	792,000	0.00%
97	Payments to Tax Increment Fund	0	69,106,766	0.00%	0	68,625,372	0.00%
99	Other Intergovernmental Charges	11,700,057	16,108,790	72.63%	11,796,792	16,108,790	73.23%
	TOTAL EXPENDITURES	\$1,274,410,490	\$2,313,604,445	55.08%	\$1,281,608,376	\$2,346,939,980	54.61%
	SURPLUS / (DEFICIT)	\$545,945,426	(\$258,850,043)		\$663,133,276	(\$174,510,061)	
	OTHER FINANCING SOURCES / (USES)						
	Other Financing Sources	\$21,156,000	\$42,557,540		\$0	\$30,000,000	
	Other Financing Uses	0	(28,348,422)		0	(16,386,200)	
	TOTAL OTHER FINANCING SOURCES / (USES)	\$21,156,000	\$14,209,118		\$0	\$13,613,800	
	Result of Operations	\$567,101,426	(\$244,640,925)		\$663,133,276	(\$160,896,261)	

Debt Service Fund | Function Financial Summary

For the Period Ending March 31

	Actual as of March 31, 2022	Budget as of March 31, 2022	YTD % of PY Actual	Actual as of March 31, 2023	Budget as of March 31, 2023	YTD % of Budget
REVENUES						
Local sources	\$309,394,014	\$324,560,071	95.33%	\$329,228,239	\$354,211,580	92.95%
State sources	\$2,019,951	\$2,019,951	100.00%	\$5,864,587	\$5,836,663	100.48%
TOTAL REVENUE	\$311,413,965	\$326,580,022	95.36%	\$335,092,826	\$360,048,243	93.07%
EXPENDITURES FUNCTIONS						
Debt Service	285,061,552	355,975,998	80.08%	242,850,140	370,400,153	65.56%
TOTAL EXPENDITURES	\$285,061,552	\$355,975,998	80.08%	\$242,850,140	\$370,400,153	65.56%
SURPLUS / (DEFICIT)	\$26,352,413	(\$29,395,976)		\$92,242,686	(\$10,351,910)	
OTHER FINANCING SOURCES / (USES)						
Other Financing Sources	\$0	\$26,744,350		\$0	\$22,155,075	
TOTAL OTHER FINANCING SOURCES / (USES)	\$0	\$26,744,350		\$0	\$22,155,075	
Result of Operations	\$26,352,413	(\$2,651,626)		\$92,242,686	\$11,803,165	

Child Nutrition Fund | Function Financial Summary

For the Period Ending March 31

		Actual as of March 31, 2022	Budget as of March 31, 2022	YTD % of PY Actual	Actual as of March 31, 2023	Budget as of March 31, 2023	YTD % of Budget
	REVENUES						
	Local sources	2,309,262	31,009	7447.07%	5,547,099	5,991,842	92.58%
	State sources	0	537,594	0.00%	0	537,594	0.00%
	Federal sources	99,374,007	137,631,368	72.20%	108,866,379	136,230,865	79.91%
	TOTAL REVENUE	\$101,683,269	\$138,199,971	73.58%	\$114,413,478	\$142,760,301	80.14%
	EXPENDITURES FUNCTIONS						
	Food Services	88,970,679	139,959,083	63.57%	99,765,224	138,938,892	71.81%
	General Administration	-	-		-	-	
	Plant Maintenance & Operations	1,008,515	1,347,504	74.84%	2,169,586	1,320,059	164.36%
	TOTAL EXPENDITURES	\$89,979,194	\$141,306,587	63.68%	\$101,934,810	\$140,258,951	72.68%
	SURPLUS / (DEFICIT)	\$11,704,075	(\$3,106,616)		\$12,478,668	\$2,501,350	
	OTHER FINANCING SOURCES / (USES)						
	Other Financing Sources	\$0	\$0		\$0	\$0	
	TOTAL OTHER FINANCING SOURCES / (USES)	\$0	\$0		\$0	\$0	
	Result of Operations	\$11,704,075	(\$3,106,616)		\$12,478,668	\$2,501,350	



5/11/2023

3.

Office of the Superintendent of Schools

Office of Academics

Authority To Negotiate And Execute Partnerships With Childcare Centers To Expand Prekindergarten Enrollment

The purpose of this agenda item is to seek approval from the Houston Independent School District (HISD) Board of Education to negotiate and execute partnership agreements with childcare centers within the HISD boundaries to expand prekindergarten (pre-K) enrollment. This Pre-K Partnerships Initiative will consist of working with the Texas Workforce Commission which will support HISD to establish partnerships with qualifying childcare centers to service Texas Education Agency (TEA)-eligible three- and four-year-old children within the district's attendance boundaries in areas of high demand where HISD campuses are at building capacity. The students will be dually enrolled in HISD and in the childcare centers. Each childcare center will provide use of in-kind space/classroom and one teacher/aide, while HISD will provide one certified teacher per classroom. The HISD teachers will work 7.75 hours each day with a 30-minute duty-free lunch and a 45-minute planning period. The HISD teachers will be funded through state revenues generated by the average daily attendance of eligible students and early childhood allotment funds. Within the childcare centers, the childcare teacher and HISD teacher collaborate and deliver instruction to dually enrolled students for the duration of the HISD teacher contract term.

The students will benefit from a high-quality pre-K program with a certified classroom teacher using the district's curriculum, supplemental age-appropriate instructional materials, and before- and after-school care at partial or no cost. In addition, students and their families will be able to access all resources available through HISD including speech services, special education services, and dyslexia screening.

As a result of the Pre-K Partnerships Initiative for 2023-2024, HISD will increase pre-K enrollment by adding approximately 100 seats and students will be kindergarten-ready when they transition to matriculate to an HISD elementary campus.

COST/FUNDING SOURCE(S): The total cost of this program is not expected to exceed \$422,910, of which HISD will pay \$422,910 for salaries for HISD teachers.

Fund Source	Fund	Cost Center	Functional Area	General Ledger	Internal Order/ Work Breakdown Structure	Amount
General Fund	199101000X	1012XXX000	PS11110000000000	6119000000	N/A	\$422,910.00

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 agreements for HISD pre-K partnerships with childcare centers, effective May 12, 2023.

BOARD AGENDA ITEM EXPLANATORY SHEET

TITLE (SUBJECT)	SCHEDULED MEETING								
AUTHORITY TO NEGOTIATE AND EXECUTE PARTNERSHIPS WITH CHILDCARE CENTERS TO EXPAND PREKINDERGARTEN ENROLLMENT	May 11, 2023								
INITIATED BY: Marisol Castruita, HISD Early Childhood Director									
BACKGROUND: <p>As part of the bold Houston Independent School District (HISD) Strategic Plan the district is expanding access to high-quality prekindergarten (pre-K) seats across HISD. In 2022–2023, an additional 24 pre-K classrooms were open at various campuses as part of this plan. For 2023–2024, the goal is to expand pre-K classrooms internally within HISD campuses and externally through the Pre-K Partnerships initiative.</p> <p>This initiative will consist of partnering with the Texas Workforce Commission which will support HISD to establish partnerships with childcare centers to service Texas Education Agency (TEA)-eligible three- and four-year-old children within the district's attendance boundaries in areas of high demand. The students will be dually enrolled in HISD and at the childcare centers and will receive all resources available through HISD as well as those in the privately-owned childcare facilities.</p> <p>The Pre-K Partnerships with external childcare facilities will allow HISD to service additional three- and four-year-old children that meet the TEA eligibility in childcare classrooms. These students will be positively impacted socially and emotionally as well as academically as they will experience age-appropriate high-quality education that aligns to the Texas Prekindergarten Guidelines to ensure they are prepared to enter kindergarten ready.</p> <p>Currently, there is a high need to expand access to high-quality pre-K seats in areas of high demand where HISD campuses are at building maximum capacity to increase enrollment to students that qualify for free pre-K programs. Based on this need, HISD has initiated plans to be part of the Pre-K Partnerships initiative under TEA to start a Year 1 Pilot in 2023–2024. With this initiative, HISD would be partnering with up to five Houston-area childcare centers and would adopt the “Share a teacher and resources” Pre-K Partnership Model during the Year 1 Pilot soft launch in the 2023–2024 school year. Each childcare center would house one HISD pre-K classroom.</p>									
<div><div>HISD/PRE-K PARTNERSHIP PROJECTIONS FOR 2023-2024</div><table><tr><th>Childcare Centers</th><th>HISD Teachers</th><th>Childcare Teachers</th><th>Projected Students</th></tr><tr><td>5</td><td>5</td><td>5</td><td>100</td></tr></table></div>		Childcare Centers	HISD Teachers	Childcare Teachers	Projected Students	5	5	5	100
Childcare Centers	HISD Teachers	Childcare Teachers	Projected Students						
5	5	5	100						



5/11/2023

4.

Office of the Superintendent of Schools

Office of Finance

Approval Of The May 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 May Budget Amendment.

COST/FUNDING SOURCE(S): Adjustments to the budget will be appropriated as shown in the May 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 May Budget Amendment reflecting fiscal adjustments to estimated appropriations for fiscal year 2022-2023, effective May 12, 2023.

HOUSTON INDEPENDENT SCHOOL DISTRICT

STATEMENT OF OPERATIONS BY FUNCTION

GENERAL FUND

BUDGET AMENDMENT FISCAL YEAR 2022-2023 (as adjusted)

For May 31, 2023

	2021-2022 Adopted Budget July 1, 2022	Approved Budget as of April 30, 2023	Proposed Budget Amendments May 31, 2023	Budget Neutral Amendments May 31, 2023	Proposed Budget as of May 31, 2023
ESTIMATED REVENUES					
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
Total estimated revenues	\$ 2,163,294,662	2,172,429,919	-	-	2,172,429,919
APPROPRIATIONS					
11 Instruction	\$ 1,149,772,623	1,120,193,016	-	(513,311)	1,119,679,705
12 Instructional resources and media services	16,758,401	17,943,966	-	10,751	17,954,716
13 Curriculum and Instructional Staff Development	36,198,801	36,562,471	-	96,042	36,658,512
21 Instructional leadership	32,520,525	26,359,359	-	2,912	26,362,271
23 School leadership	165,393,715	167,655,117	-	(174,858)	167,480,259
31 Guidance, counseling and evaluation services	71,930,212	73,204,831	-	(268,992)	72,935,839
32 Social work services	9,974,809	10,808,541	-	(2,965)	10,805,576
33 Health services	25,434,832	26,947,492	-	20,680	26,968,172
34 Student transportation	54,462,909	58,107,410	-	-	58,107,410
35 Food services	-	62,573	-	11,200	73,773
36 Co-Curricular/extracurricular activities	12,316,171	17,585,565	-	458,403	18,043,968
41 General administration	47,841,669	49,577,371	-	-	49,577,371
51 Plant maintenance and operations	215,192,846	241,876,222	-	191,077	242,067,299
52 Security and monitoring services	30,294,544	32,825,044	-	13,488	32,838,532
53 Data processing services	64,673,294	82,687,518	-	(35,688)	82,651,831
61 Community services	1,946,674	2,137,477	-	13,963	2,151,440
71 Debt Service	-	-	-	-	-
81 Facilities acquisition and construction	-	1,044,915	-	-	1,044,915
91 Contracted Instructional Services Between Public Schools	247,439,733	295,834,930	-	177,297	296,012,227
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
Total estimated appropriations	\$ 2,267,677,919	2,346,939,978	-	-	2,346,939,978
Excess (deficiency) of estimated revenues over (under) appropriations	\$ (104,383,257)	(174,510,059)	-	-	(174,510,059)
OTHER FINANCING SOURCES (USES)					
Transfers-in	20,000,000	30,000,000	-	-	30,000,000
Transfers-out	(16,386,200)	(16,386,200)	-	-	(16,386,200)
Total other financing sources (uses)	\$ 3,613,800	13,613,800	-	-	13,613,800
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 ⁽¹⁾	147,088,893	257,874,465			257,874,465
Unassigned Fund Balance ⁽²⁾	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 May 31, 2023**

Function	Function Description	Budget Amendment	Campus Funds	Department Funds
11	Instruction	(\$513,311)	(\$513,311)	(\$0)
12	Instructional resources and media services	\$10,751	\$10,751	(\$0)
13	Curriculum and Instructional Staff Development	\$96,042	\$31,948	\$64,094
21	Instructional leadership	\$2,912	\$0	\$2,912
23	School leadership	(\$174,858)	(\$182,858)	\$8,000
31	Guidance, counseling and evaluation services	(\$268,992)	(\$35,952)	(\$233,040)
32	Social work services	(\$2,965)	(\$2,965)	\$0
33	Health services	\$20,680	\$20,681	(\$0)
34	Student transportation	\$0	\$0	\$0
35	Food services	\$11,200	\$11,200	\$0
36	Co-Curricular/extracurricular activities	\$458,403	\$468,449	(\$10,046)
41	General administration	\$0	\$0	\$0
51	Plant maintenance and operations	\$191,077	\$49,843	\$141,234
52	Security and monitoring services	\$13,488	\$32,524	(\$19,036)
53	Data processing services	(\$35,688)	\$14,313	(\$50,000)
61	Community services	\$13,963	\$13,964	(\$0)
71	Debt Service		\$0	\$0
81	Facilities acquisition and construction	\$177,297	\$81,413	\$95,883
		(\$0)	(\$0)	\$0



5/11/2023

5.

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 Accompany Texas Health Skills for High School

Goodheart-Willcox,

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 May 12, 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	May 11, 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–5th 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 and announced via 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.



5/11/2023

6.

Office of the Superintendent of Schools

Office of Academics

Approval Of Proposed Revisions To Board Policy AE(LOCAL), *Educational Philosophy*, Regarding Goal Progress Measures 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 4.1, 4.2, And 4.3-First 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 goal progress measures 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 4.1, 4.2, and 4.3. These changes reset the language and targets of the goal progress measures to better align the new iReady assessment with board goals and initiatives leading to student success.

The proposed update to Board Policy AE(LOCAL), *Educational Philosophy*, is attached.

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 accepts the proposed revisions to AE(LOCAL), *Educational Philosophy*, on first reading.

Proposed GPMs

Goals 1, 2, and 4
iReady targets



Glossary: Overall Terms

Abbreviation	Meaning
BOY	Beginning of Year
MOY	Middle of Year
EOY	End of Year
SWD	Students with Disabilities
STAAR	State of Texas Assessment of Academic Readiness
EOC	End of Course Exam

Overall Considerations

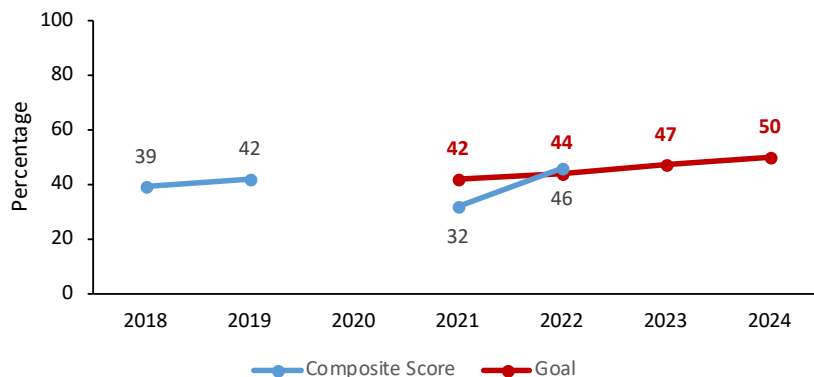
- Moves away from percentile ranking to determine “grade level performance”
- Allows for growth to be measured
- Includes domain specific information for teacher use

Goal 1 3rd Grade STAAR Reading At or Above Grade Level

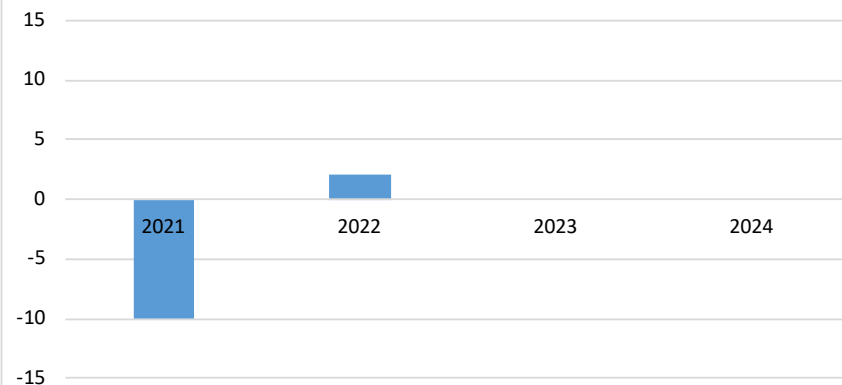
Did Not Meet

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

Percent of Tests
At or Above Grade Level



Percentage Points Above or Below
Goal



Proposed GPM 1.1

The percentage of 3rd grade students at or above grade level as measured by the end of year literacy screener will increase from 0% in June of 2023 to 50% in June of 2024.

Because English and Spanish tests are normed differently, there are 5 possible performance levels for English testers and 3 possible performance levels for Spanish testers.

Notes:

Can be reported at BOY, MOY, and EOY

English and Spanish tests combined

English = ***Mid or Above Grade Level***

Spanish = ***Met Grade-level Expectations***

Proposed GPM 1.2

The percentage of 3rd grade students who are at grade level during the beginning of year window that demonstrate typical growth on the literacy screener will increase from 0% in June of 2023 to 61% in June of 2024.

Notes:

Can be reported at MOY and EOY

Will only include English testers

MOY: A student earning a score of 50% or higher in Percent Progress Towards Annual Growth will be calculated as meeting typical growth.

EOY: Use Annual Typical Growth Measure (yes or no) to determine calculation.

Proposed GPM 1.3

The percentage of 3rd grade students who are below grade level during the beginning of year window that demonstrate stretch growth on the literacy screener will increase from 0% in June of 2023 to 40% in June of 2024.

Notes:

Can be reported at MOY and EOY

Will only include English testers

MOY: A student earning a score of 50% or higher in Percent Progress Towards Stretch Growth will be calculated as meeting stretch growth.

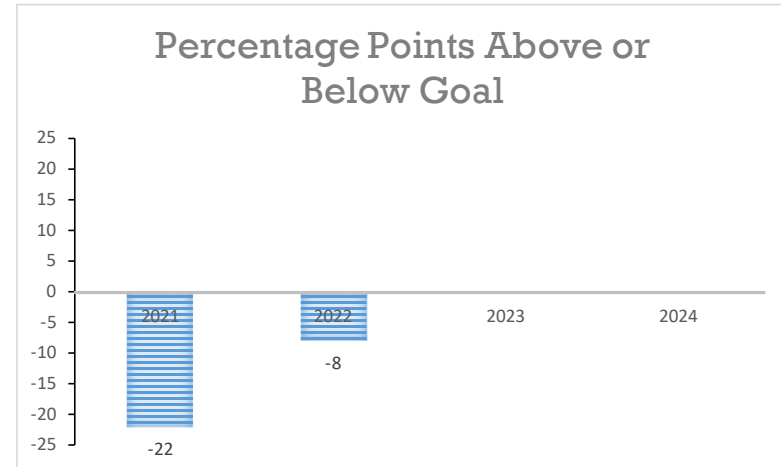
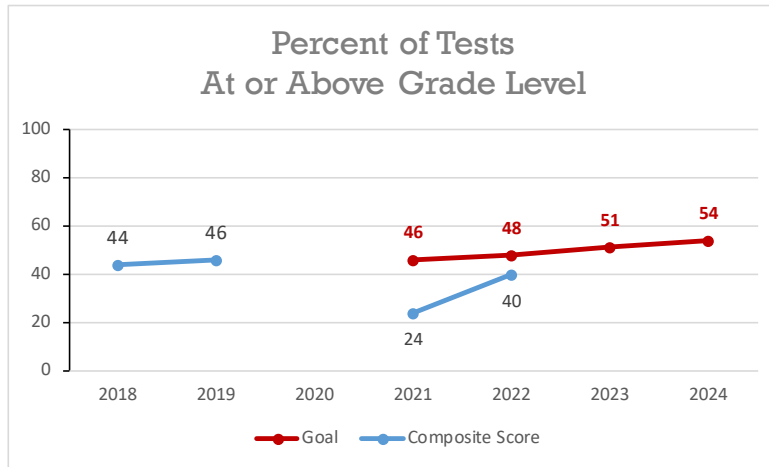
EOY: Use Annual Stretch Growth Measure (yes or no) to determine calculation.

Goal 2

3rd 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.



Proposed GPM 2.1

The percentage of 3rd grade students at or above grade level as measured by the end of year math screener will increase from 0% in June of 2023 to 54% in June of 2024.

Notes:

Can be reported at BOY, MOY, and EOY

English and Spanish tests combined

Calculated as ***Mid or Above Grade Level***

Proposed GPM 2.2

The percentage of 3rd grade students who are at grade level during the beginning of year window that demonstrate typical growth on the math screener will increase from 0% in June of 2023 to 68% in June of 2024.

Notes:

Can be reported at MOY and EOY

English and Spanish tests combined

MOY: A student earning a score of 50% or higher in Percent Progress Towards Annual Growth will be calculated as meeting typical growth.

EOY: Use Annual Typical Growth Measure (yes or no) to determine calculation.

Proposed GPM 2.3

The percentage of 3rd grade students who are below grade level during the beginning of year window that demonstrate stretch growth on the math screener will increase from 0% in June of 2023 to 40% in June of 2024.

Notes:

Can be reported at MOY and EOY

English and Spanish tests combined

MOY: A student earning a score of 50% or higher in Percent Progress Towards Stretch Growth will be calculated as meeting stretch growth.

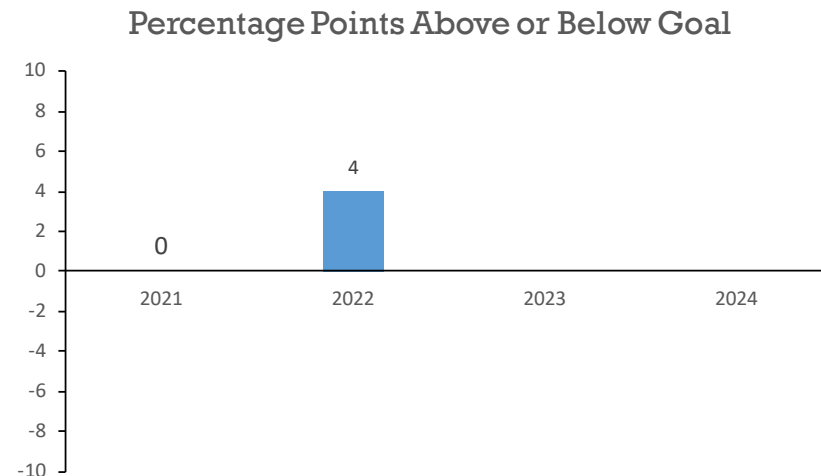
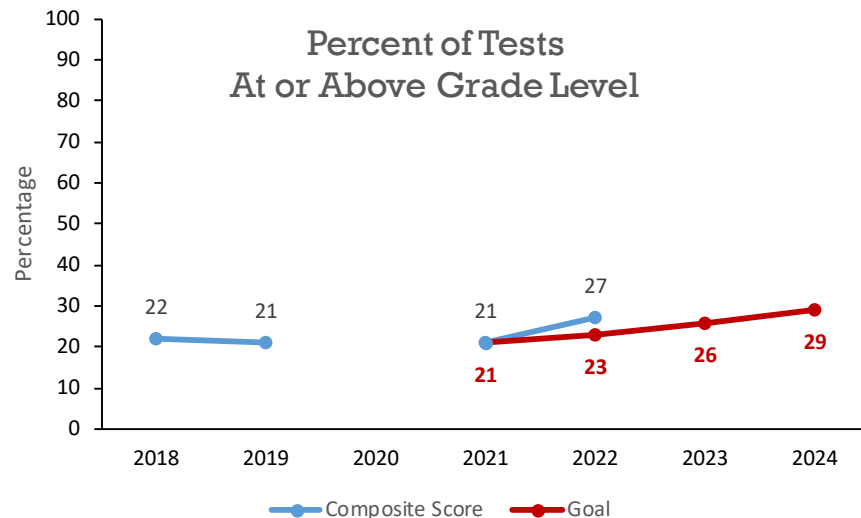
EOY: Use Annual Stretch Growth Measure (yes or no) to determine calculation.

Goal 4

Students with Disabilities (SWD) Reading At or Above Grade Level

Met Target

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 EOC English I and II assessments will increase 8 percentage points from 21% in June 2019 to 29% in June 2024.



Proposed GPM 4.1

The percentage of 3rd – 5th grade students receiving special education services at or above grade level as measured by the end of year literacy screener will increase from 0% in June of 2023 to 20% in June of 2024.

Notes:

Can be reported at BOY, MOY, and EOY

English and Spanish tests combined

Calculated as ***Mid or Above Grade Level***

STAAR Alternate 2 testers not required to take iReady, but will be included in goal 4 overall calculation.

Proposed GPM 4.2

The percentage of 6th – 8th grade students receiving special education services at or above grade level as measured by the end of year literacy screener will increase from 0% in June of 2023 to 16% in June of 2024.

Notes:

Can be reported at BOY, MOY, and EOY

English and Spanish tests combined

Calculated as ***Mid or Above Grade Level***

STAAR Alternate 2 testers not required to take iReady, but will be included in goal 4 overall calculation.

Proposed GPM 4.3

The percentage of 9th – 12th grade students receiving special education services at or above grade level as measured by the end of year literacy screener will increase from 0% in June of 2023 to 12% in June of 2024.

Notes:

Can be reported at BOY, MOY, and EOY

English and Spanish tests combined

Calculated as ***Mid or Above Grade Level***

STAAR Alternate 2 testers not required to take iReady, but will be included in goal 4 overall calculation.

Thank you



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

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.

- 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.

EDUCATIONAL PHILOSOPHY

AE
(LOCAL)

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. The percentage of grade 3 students at or above grade level as measured by the end-of-year literacy screener will increase from 0 percent in June of 2023 to 50 percent in June of 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. The percentage of grade 3 students who are at grade level during the beginning-of-year window that demonstrate typical growth on the literacy screener will increase from 0 percent in June of 2023 to 61 percent in June of 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. The percentage of grade 3 students who are below grade level during the beginning-of-year window that demonstrate stretch growth on the literacy screener will increase from 0 percent in June of 2023 to 40 percent in June of 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. The percentage of grade 3 students at or above grade level as measured by the end-of-year math screener will increase from 0 percent in June of 2023 to 54 percent in June of 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. The percentage of grade 3 students who are at grade level during the beginning-of-year window that demonstrate typical growth on the math screener will increase from 0 percent in June of 2023 to 68 percent in June of 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. The percentage of grade 3 students who are below grade level during the beginning-of-year window that demonstrate stretch growth on the math screener will increase from 0 percent in June of 2023 to 40 percent in June of 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. The percentage of third- through fifth-grade students receiving special education services at or above grade level as measured by the end-of-year literacy screener will increase from 0 percent in June of 2023 to 20 percent in June of 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. The percentage of sixth- through eighth-grade students receiving special education services at or above grade level as measured by the end-of-year literacy screener will increase from 0 percent in June of 2023 to 16 percent in June of 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. The percentage of 9th – 12th grade students receiving special education services at or above grade level as measured by the end-of-year literacy screener will increase from 0 percent in June of 2023 to 12 percent in June of 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.

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 percentage of students moving from Tier 3 to Tier 2 based on attendance and receiving wraparound services will increase from 0% in August 2023 to 5% in May 2024.

- Constraint Progress Measure 2.2

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 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 learn-

ing 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.



5/11/2023

7.

Office of the Board of Education

Receive And Act On Report And Recommendations From Board Audit Committee

Pursuant to Board Policy BDB(LOCAL), *Board Internal Organization: Board Committees*, and the Houston Independent School District's (HISD's) *Audit Committee Charter*, the Audit Committee submits its annual report to the board summarizing the work of the committee, including meetings held and audit reports reviewed, as well as the committee's recommendations concerning the Audit Committee calendar for the next calendar year.

The *Audit Committee Charter* also tasks the committee with annually reviewing the charter and making recommendations to the board concerning changes to the charter. The committee does not recommend any substantive changes be made to the charter at this time.

The committee's full report is attached to this agenda item.

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 accepts the final report of the Audit Committee and approves the committee's proposed Audit Committee Calendar for the year 2023, effective May 12, 2023.

Annual Audit Committee Report to the Houston Independent School District Board of Education

January 26, 2023



BOARD OF EDUCATION

Dani Hernandez, President, District III

Myrna Guidry, First Vice President, District IX

Bridget Wade, Second Vice President, District VII

Kendall Baker, Secretary, District VI

Kathy Blueford-Daniels, Assistant Secretary, District II

Elizabeth Santos, District I

Patricia Allen, District IV

Sue Deigaard, District V

Judith Cruz, District VIII

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Introduction

According to the HISD Audit Committee Charter, “The Audit Committee plays an important role in providing oversight of the Houston Independent School District’s governance, risk management and internal control practices. This oversight mechanism also serves to provide confidence in the integrity of these practices. The Audit Committee performs its role by providing independent oversight to the Board of Education.”

In February 2022, the HISD Board voted to appoint Trustees Sue Deigaard, Elizabeth Santos, and Bridget Wade to new terms to the 2022 Audit Committee, serving two-year terms pursuant to the Audit Committee Charter. At the first meeting of the 2022 Audit Committee in February, Trustee Santos volunteered to serve a one-year term in order to stagger terms for future years. Additionally, in June 2020 the BOE approved the appointment of volunteer subject matter expert Elizabeth Logan to the Audit Committee, and she continued to serve in this advisory position in 2022. At its first meeting of 2022, the Audit Committee voted for Trustee Sue Deigaard to serve as Committee Chair.

The charter charges the Audit Committee with submitting this annual report to the Board of Education summarizing the Audit Committee’s activities, issues, and recommendations.

Meetings

The meetings conducted to date along with the trustees in attendance are listed in the table below:

	Meeting Dates	Sue Deigaard, Chair	Elizabeth Santos	Bridget Wade	Judith Cruz, Board President	Other Board Members	Volunteer
1	02/15/22	x	x	x	x	x	x
2	04/19/22	x		x	x		x
3	06/02/22	x	x	x	x	x	x
4	08/30/22	x		x	x	x	x
5	09/22/22		x	x	x	x	x
6	11/15/22	x	x	x	x		x

Summary of Audit Committee Work

Below, please find a list of activities conducted and deliverables submitted over the course of 2022. The Audit Committee utilized the Audit Committee Charter and recommendations from the previous calendar year as a guide for the work.

Activity/Deliverable	Date
Reviewed and monitored audit reports	Ongoing
Provided oversight to the independent audit of HISD's financial statements	Ongoing
Gave guidance and direction to the CAE on certain topics, both operational and administrative	Ongoing
Helped to maintain a culture of auditor independence among the Board and Administration	Ongoing
Monitored the progress and completion of the Legislative Budget Board's Performance Review of HISD	Ongoing
Received updates via the Audit Dashboard	Ongoing
Discussed vacancies and Audit Department needs, including those for Ethics and Compliance	Ongoing
The Audit Committee received an update from BDO concerning the annual Enterprise Risk Assessment	February 2022
Received and monitored LBB update from McConnel & Jones	April 2022
Reviewed the Chief Audit Executive's internal audit budget	April 2022
Committee members completed the CAE's performance review	April/May 2022
BOE approved the CAE's performance review	May 2022
Reviewed the Chief Audit Executive's Draft 2022-2023 Internal Audit Plan	April 2022, August 2022, and September 2022
The Board of Education received an update from Weaver concerning the audit of the Comprehensive Annual Financial Report. Explored and initiated the process to solicit an external firm to outsource the audit function.	November 2022

Internal Audit Department Accomplishments

- **Reports Issued:** A number of audit and investigation reports were issued during the year. See the attachment that follows for the list of topics. A sample of the topics is listed below to give stakeholders a general idea of the kind of reports that we issued in education, construction, finance, operations, ethics, and compliance.
 - 2022-2023 Information Technology Risk Assessment Report and IT Audit Plan
 - 2021-2022 HISD Risk Assessment Report – NON IT
 - Testing Integrity Follow-up Audit
 - HISD OneSource SAP
 - COVID-19 Impact (Two separate reports were issued in CY 2022)
 - Assignment of Long-Term Associate Teachers
 - IT Asset Management
 - PowerSchool Student Application System
 - Telework Policies and Procedures
 - Donations to the District
 - Grant Follow-up Audit
 - Madison HS Construction Follow-up audit
 - MS SQL System
 - Audit Years 2020 and 2021 Prior Issue Follow-up Audit
 - Central Warehouse and Satellite Shops Inventory Observations
 - Pilgrim Academy Construction Audit
 - Sharpstown International HS Construction Services Audit
 - Yong Women’s Academy School Construction Services Audit
 - Yates HS Construction Services Audit
 - Investigation reports on a variety of topics related to ethics and compliance across HISD
- **Quality Assurance and Improvement Program (QAIP)**
 - The Internal Audit department strives to enhance the quality of Internal Audit activity by conforming to the Standards of the Institute of Internal Auditors (IIA). We conducted an internal assessment in 2022 resulting in a “Generally Conforms” rating.
- **Audit Dashboard:**
 - We successfully maintain the Dashboard to provide timely updates of the audit progress and Management’s improvements as of this report.
 - We successfully accomplished “at a glance” visualization and navigation capacity of the Dashboard by implementing the Power BI presentation module.
- **Audit Recommendation Status Monitoring**

- We successfully addressed 384 (82%) of 471 outstanding audit recommendations that were communicated to Management prior to February 15, 2022, and of those, we closed 363 (77%) of them. The remainder are to be addressed in 2023.

Ethics and Compliance Department Accomplishments

- Ethics Hotline poster redesigned and distributed to all HISD schools.
- Conflict of Interest policy was revised and then Board approved. Semi-annual employee disclosure form revised and implemented.
- Tools and resources acquired to improve conflict of interest reviews and fraud investigations.
- New Ethics & Compliance training programs developed and embedded, including raising awareness of fraud prevention during Fraud Awareness Week.
- 17 investigations of financial impropriety or potential fraud conducted providing assurance that the processes and controls associated with the allegations are operating effectively or control gaps remediated by partnering with appropriate HISD departments throughout.
- Remediation and prevention plans embedded into our investigative process to help prevent further financial improprieties.
- Contractor Criminal Background Checks process enhanced, and collaboration improved.

• **Status of Vacant Positions**

The Office of Internal Audit experienced the following vacancies and recruitment efforts:

- Internal Audit has 10 of 16 Internal Audit positions vacant. We are recruiting temporary auditors to start the 18-months 2022-2023 audit plan. And we will outsource some audits from that plan to audit firms.
- Ethics and Compliance currently has one vacant position out of 6 positions. During 2022, two employees retired and three open positions were filled.

• **Training / Professional Development Efforts** – Below is a list of training opportunities that were completed in 2022.

- **Internal Audit**
 - 2022 Texas School District Accounting and Auditing Conference
 - 2022 Association of Local Governmental Auditors (ALGA) Regional Training
 - Audit Sampling and Audit Report Writing

- Statistical Sampling and Teammate Analytics Training
- Considering Fraud While Conducting Audits
- Public Sector Seminar
- Houston Public Sector and nonprofit CPE Day
- **Ethics and Compliance**
 - Fraud Conference
 - Conflicts of Interest
 - Compliance & Ethics Essentials Workshop

2022 Office of Internal Audit Report List

Audit Practice Area	Name of Report
Construction Audit	Madison HS Construction Follow-up Audit
Construction Audit	Pilgrim Academy Construction Services Audit
Construction Audit	Sharpstown International HS Follow-up Audit
Construction Audit	Yong Women's Academy Construction Services Audit
Construction Audit	Yates HS Constructions Services Audit
Education Program	COVID-19 Impact (Part I Education Program)
Education Program	Assignment of Long Term Associate Teachers Audit
Education Program	Testing Integrity Follow-up Audit
Finance and Operations	2021-2022 HISD Risk Assessment report - NON-IT
Finance and Operations	Impacts fro COVID-19 (Part II) Financial and Operations)
Finance and Operations	Donations to the District
Finance and Operations	Grant Follow-up Audit
Finance and Operations	2022 Central Warehouse and Satellite Shops Inventory Observations
Information and Technology	2022-2023 Information Technology Risk Assessment Report and IT Audit Plan
Information and Technology	HISD OneSource SAP IT Audit
Information and Technology	IT Asset Management
Information and Technology	PowerSchool IT Audit
Information and Technology	Audit of Telework Policies and Procedures
Information and Technology	MS SQL System IT Audit
Information and Technology	Audit Years 2020 and 2021 Prior Issue Follow-up Audit"

Recommendations for Consideration

- The Institute for Internal Auditors recommends that Audit Committee members serve two-year staggered terms. Current committee members are Trustee Deigaard and Trustee Wade appointed to two-year terms. Trustee Santos volunteered to serve a one-year term in order to stagger terms. This committee respectfully recommends that trustees continue to be appointed to this committee on a staggered two-year basis
- Maintain appointment to the Audit Committee of a community member with audit expertise
- Additional and continued training for all committee members and the full board, including use of the internal audit dashboard
- Continue to support a culture of auditor independence within HISD
- Continue utilization of adopted evaluation protocol for the CAE
- Continue to meet quarterly
- Recommend that the 2023 Audit Committee plan for and adopt a self-evaluation tool, in accordance with Audit Committee Charter
- Recommend that the 2023 Audit Committee monitor the possible upgrade of the internal audit dashboard to inform the board about progress of audits and the implementation of audit recommendations
- Recommend that the 2023 Audit Committee monitor open findings and how those are addressed
- Recommend that the 2023 Audit Committee discuss high risk findings/reports at each Audit Committee meeting
- Recommend that the 2023 Audit Committee progress monitor implementation of internal audit plan and corrective action plans for the CAFR and the LBB performance review
- Recommend that the 2023 Audit Committee draft Board Constraint 3 Progress Measures to recommend to the Board of Education
- Add a second committee member allowed by Audit Committee Charter to add to knowledge base and to create a succession plan
- Enlist the assistance of Board Services staff to calendar out the agendas for the year per the attached “Recommended Calendar of Activities”
- Provide contingency plan in annual audit plan for audits that may arise mid-year

Recommended Calendar of Activities and Deliverables for 2023

Month	Activity/Deliverable	Meeting	Board Approval Month
February	<ul style="list-style-type: none"> -Audit Committee named by nomination and vote of BOE -Committee plans meeting and training calendar for the year -Committee approves committee chair -Committee develops professional development plan for the course of the year -Decide Audit Committee self-evaluation tool -Progress monitoring of internal audit plan and corrective action plans, discussion of specific audits, Ethics and Compliance updates -Onboarding of new trustees to the Audit Committee -Audit training for committee members and full board 	Yes	N/A
March	-Progress monitoring of internal audit plan via Audit Dashboard and emailed reports	No	N/A
April	<ul style="list-style-type: none"> -Review CAE's internal audit budget and advise board on recommended resources to achieve the Internal Audit Plan -Progress monitoring of internal audit plan and corrective action plans, discussion of specific audits, Ethics and Compliance updates 	Yes	May
May	-Progress monitoring of internal audit plan via Audit Dashboard and emailed reports	No	May/June
June	-Progress monitoring of internal audit plan via Audit Dashboard and emailed reports	No	N/A
July	-Progress monitoring of internal audit plan via Audit Dashboard and emailed reports	No	N/A
August	<ul style="list-style-type: none"> -Discuss annual department goals -Select three major expectations to be included in annual performance evaluation -Review Audit Committee charter and make recommendations to board for revisions, if any - Receive Mid-Audit Update of Comprehensive Annual Financial Report -Progress monitoring of internal audit plan and corrective action plans, discussion of specific audits, Ethics and Compliance updates 	Yes	September
September	-Progress monitoring of internal audit plan via Audit Dashboard and emailed reports	No	N/A
October	-Progress monitoring of internal audit plan via Audit Dashboard and emailed reports	No	N/A

	-Discuss and plan for Audit Committee training for CY 2023		
November	<ul style="list-style-type: none"> - Committee develops and finalizes the summary report outlining the work and accomplishments over the course of the calendar year -Evaluate the committee and individual performance -Recommend committee succession plan or next board president and any recommendations for next committee to consider -Progress Monitor mid-year progress to goals of the CAE -Receive Audit of Comprehensive Annual Financial Report -Receive annual enterprise risk assessment report -Progress monitoring of internal audit plan and corrective action plans, discussion of specific audits, Ethics and Compliance updates 1:1 meetings with external auditor for enterprise risk assessment audit 	Yes	December
December	<ul style="list-style-type: none"> -Progress monitoring of internal audit plan via Audit Dashboard and emailed reports -Committee presents the summary report to the full board outlining the work and accomplishments over the course of the calendar year 1:1 meetings with external auditor for enterprise risk assessment audit 	No	December

*Please note that no dates are provided for performance evaluation of the Chief Audit Executive (CAE) due to the CAE's departure from the district.



5/11/2023

8.

Office of the Board of Education

Appointment Of A Houston Independent School District Representative To The Tax
Increment Reinvestment Zone 2 Board Of Directors

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

This agenda item is to authorize appointment of the following representative because the previous appointee no longer wishes to serve in this role:

- John Thomas - TIRZ 2 (Midtown): This appointment is to complete the two-year term of service that ends in December 2023.

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 appointment of John Thomas to the TIRZ 2 board of directors, effective May 12, 2023.



5/11/2023

9.

Office of the Superintendent of Schools

Office of School Offices

Approval Of The Recommendation By The Naming Committee At Highland Heights Elementary School To Name The School Library As The Dr. Thaddeus S. Lott Sr. School Library

The Houston Independent School District (HISD) administration asks that the Board of Education, in accordance with Board Policy CW(LOCAL), *Naming Facilities*, approves the recommendation of the naming committee at Highland Heights Elementary School (ES) to name the school library.

Members of the committee included appropriate representation from the relevant school community as required by CW(LOCAL).

The recommendation from the Highland Heights ES naming committee is to name the school library the Dr. Thaddeus S. Lott Sr. School Library.

COST/FUNDING SOURCE(S): General School Funds

Fund Source	Fund	Cost Center	Functional Area	General Ledger	Internal Order/ Work Breakdown Structure	Amount
GF1	1991010001	1012174000	PS11110000000000	6399000000	N/A	\$1,000.00

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 recommendation of the naming committee at Highland Heights ES to name the school library the Dr. Thaddeus S. Lott Sr. School Library, effective May 12, 2023.

BOARD AGENDA ITEM EXPLANATORY SHEET

TITLE (SUBJECT)	SCHEDULED MEETING
Approval Of The Recommendation By The Naming Committee At Highland Heights Elementary School To Name The School Library As The Dr. Thaddeus S. Lott Sr. School Library	Thursday, May 11, 2023
INITIATED BY: The school community and family of Dr. Thaddeus S. Lott Sr.	
<p>BACKGROUND:</p> <p>The purpose of this item is to authorize the naming of the Highland Heights Elementary School (ES) Library as the Dr. Thaddeus S. Lott Sr. School Library.</p> <p>Thaddeus Scott Lott Sr. was a Houstonian educator. Lott gained national attention from ABC News PrimeTime Live in 1991 for the results of his implementation of direct instruction at Mabel B. Wesley ES of the Houston Independent School District (HISD).</p> <p>Lott began his career with HISD in 1959 at Highland Heights ES. Under his leadership as principal at Wesley ES, by 1975 test scores in reading comprehension improved to 85 percent from 18 percent in 1980, and by 1996, 100 percent of third graders passed the reading portion of the Texas Assessment of Academic Skills. In 1994, George W. Bush went to Wesley ES to announce his then Texas gubernatorial campaign focus on education, later conferring with Lott in the 1996 formation of the Texas Reading Initiative. Rod Paige, HISD superintendent in 1994, supported Lott by creating the first charter school system in Texas (Wesley, Highland Heights, and Osborne ES) under Lott's supervision. Lott retired from HISD in 2002.</p> <p>The naming committee and the community would like to recognize Dr. Lott and they want his legacy to continue at Highland Heights.</p> <p>Present members of the committee included: Khalilah Campbell-Rhone, Zandra Aguilar, Bettina McKinney, Lina Gonzalez, Tiana Youngblood, Regina Ford, Renee Felder, Brendella Chavis, Rev. Williams, Catherine Dorsey, Johnnie Johnson, Rebecca Ayar, Floyd Youngblood, Tamika Gatewood, Jonetta Franklin, Remyka Chandler, Darlene Lewis, Patricia Garcia.</p>	
<p>OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY:</p> <p>N/A</p>	



5/11/2023

10.

Office of the Superintendent of Schools

Schools Office

Authority To Negotiate And Execute An Interlocal Agreement With The University of Houston For A One-Year Rigorous Principal Residency Program Offered During The 2023-2024 School Year

This agenda item requests approval from the Houston Independent School District (HISD) Board of Education to authorize the superintendent of schools or a designee to negotiate and execute an interlocal agreement with the University of Houston (UH) to provide a one-year rigorous authentic principal residency program during the 2023-2024 school year. This interlocal agreement is to support the implementation of the 2023-2024 Principal Residency Cycle 6 Grant that was approved by the Board of Education on April 13, 2023. For the grant, the district will select a cohort of 10 principal candidate participants to be recruited, whose demographics mirror student enrollment, to complete a one-year rigorous residency program. The interlocal agreement will assist the district to generate a highly-qualified pool of job applicants who are fully equipped and well-suited to assume the principal role successfully in HISD.

During the 2023-2024 school year, UH will provide the district with a principal educator preparation program (EPP) that will address the four domains required by the 2023-2024 Principal Residency Cycle 6 Grant. These four domains include the following:

- Domain 1: Principal Residency Design to provide structured authentic leadership opportunities in which residents apply new learning and become familiar with various real-world contexts on associated skill requirements.
- Domain 2: Residency Experience to include the Texas 268 Identified Integrated Pillars of communication with stakeholders; diversity and equity; professional development; curriculum alignment; hiring, selection, and retention; school vision and culture; data-driven instruction; observation and feedback; and strategic problem-solving.
- Domain 3: Course Content to be based on leader performance standards found in Texas Administrative Code 241.15, and are designed to develop leader competencies, including the Texas 268 Identified Integrated Pillars.
- Domain 4: Residency Graduate Performance Outcomes to include exit performance expectations for residency graduates based on the Texas 268 Identified Integrated Pillars' associated skill requirements.

COST/FUNDING SOURCE(S): The total cost of this program is up to \$200,000.00 or \$20,000.00 per resident for a cohort of 10 to cover the costs of tuition, fees, and books. The program will be funded by the 2023-2024 Principal Residency Cycle 6 Grant.

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 an interlocal agreement with the University of Houston for a one-year rigorous principal residency program, effective May 12, 2023.



5/11/2023

11.

Office of the Superintendent of Schools

Office of Academics

Approval of 2022-2023 Waiver Requests From School Guidelines, Approval To Submit Waiver Requests From State Policy, Approval To Submit Waiver For Low Attendance And Missed School Days For 2022-2023

In accordance with Texas Education Code (TEC) §7.056(a-e), which provides a process by which schools may request waivers from local Board of Education policies, State Board of Education rules, or TEC requirements that inhibit student achievement, it is requested that the Houston Independent School District (HISD) Board of Education approves the waiver requests outlined below and detailed in the explanatory sheet.

Waiver requests involve modification or suspension of school guidelines from policies.

Low Attendance Waiver

For a day when school was held but attendance was at least 10 percentage points below the overall average attendance rate for the applicable campus from the prior year because of inclement weather-related, health, or safety issues, HISD is applying for a waiver to have the day excluded from average daily attendance (ADA) and Foundation School Program (FSP) funding calculations. HISD has confirmed that the number of minutes requested for a low attendance day is equivalent to the number of minutes operated on that day.

Missed School Day(s) Waiver

HISD is requesting a waiver for identified campuses for excused absences due to full instructional days missed due to inclement weather-related, health, safety, or other issues. HISD has confirmed that the number of minutes requested for a missed school day is equivalent to the number of minutes operated on that day.

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 requested waivers from local board policy and guidelines; approves submission to the Texas Education Agency (TEA) of requests for waivers from state policy; and approves submission to the TEA of waivers for low attendance and missed school days for 2022-2023, effective May 12, 2023.

BOARD AGENDA ITEM EXPLANATORY SHEET

AGENDA ITEM	TITLE (SUBJECT)	SCHEDULED MEETING
	2022–2023 LOW ATTENDANCE/MISSED SCHOOL DAY WAIVERS	May 11, 2023
INITIATED BY: Office of Academic Services - Shawn Bird, Chief Academic Officer		
<p>BACKGROUND:</p> <p>The Office of Federal and State Compliance must ensure the district remains in compliance with Texas Education Agency (TEA) rules and regulations regarding attendance and school days/minutes. The agency allows for state waivers to be requested for consideration for a day when school was held but attendance was at least 10 percentage points below the overall average attendance rate for the district or applicable campus from the prior year because of one of the following reasons:</p> <ol style="list-style-type: none"> 1. Inclement weather 2. Health issues 3. Safety issues <p>Through district local processes, Federal and State Compliance works with campuses which submitted their waiver and determines if documentation properly supports their request. All submitted waivers for this item have been deemed acceptable for submission to TEA for approval to exclude from average daily attendance (ADA) and Foundation School Program (FSP) funding calculations.</p>		
Board Policy	Waiver Description	Requesting School(s)
Missed School Days	<p>Districts or campuses can request a waiver for excused absences if instructional days are missed due to inclement weather, health, safety- related, or other issues.</p> <p>The first two days missed for any reason must be made up, using either designated makeup days or additional minutes.</p>	<p>Missed School Day Meyerland Middle School (MS) – 3/28/2023, 3/29/2023, 3/30/2023</p>
Low ADA	Allows the district to excuse instructional days from ADA calculations when attendance was at least 10 percent below the previous school year's average attendance due to inclement weather or health/safety reasons.	<p>Weather None</p> <p>Health Harvard Elementary School (ES) – 10/3/2022 Whittier ES – 10/28/2023</p> <p>Safety Ortiz MS – 9/30/2022 Pleasantville ES – 10/18/2022 Sterling High School (HS) - 10/7/2022, 3/10/2023</p>

		Williams MS 10/24/2022 Baker Montessori -10/25/2023 Golfcrest ES -11/11/2022 Lawson MS -11/18/2022 Houston Math, Science, and Technology Center (MSTC) – 12/9/2023 Pugh ES – 2/1/2023 Poe ES – 3/22/2023
OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY: None		
ADMINISTRATIVE PROCEDURES REQUIRED: This item does require consultation.		



5/11/2023

12.

Office of the Superintendent of Schools

Office of Academics

Certification That The District's Instructional Materials Cover All State Standards In The Required Curriculum

Texas school districts and charter schools are required to certify annually to the State Board of Education (SBOE) and the Commissioner of Education that, for each subject in the required curriculum other than physical education, students have access to instructional materials that cover all the Texas Essential Knowledge and Skills (TEKS). Districts and charters will be unable to order 2023-2024 instructional materials using state instructional materials funding until the certification has been received by the Texas Education Agency (TEA).

The Houston Independent School District (HISD) confirms that the district's instructional materials and technology allotment is used only for expenses allowed by the Texas Education Code (TEC), §31.0211, and that district students have access to instructional materials that collectively cover all elements of the TEKS of the required curriculum identified in the TEC, §28.002, other than physical education, for each subject and grade level (TEC §31.004). The TEA requires that the district superintendent, along with the president and secretary of the local board of education, certify this information.

A copy of the certification form is on file in Board Services.

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 certifies to the TEA that the district is using its state instructional materials and technology allotment as permitted by law to ensure that students have materials that address all the TEKS for the required curriculum, effective May 12, 2023.

Overview

Texas Administrative Code (TAC) §66.1305 (Certification of Instructional Materials) requires each school district annually to “... submit to the commissioner of education certification that for each subject in the required curriculum under the Texas Education Code, §28.002, other than physical education, and each grade level, the district ... provides each student with instructional materials that cover all elements of the essential knowledge and skills adopted by the State Board of Education.” The code also requires a school district’s certification to “... be ratified by local school boards in public, noticed meetings.” The Texas Education Agency (TEA) will not accept a district’s “... requisition or request for disbursement through the EMAT system for the next school year until the required annual certification has been received by the commissioner for the current school year.” (The state’s educational materials ordering system is known as EMAT).

The Texas Education Agency (TEA) has updated its process for certifying Texas Essential Knowledge and Skills (TEKS) coverage this year and has created an online form for district officials to use. After the local school board has certified its instructional materials in an open meeting, the district’s instructional materials coordinator is to enter the certification details and a list of materials currently in use by the district in the online form from TEA and submit via the Educational Materials System (EMAT), TEA’s online instructional materials ordering system. Districts must submit their certifications by the end of May 2023.

Certifications

The district must certify that –

- Students have access to instructional materials that cover all the TEKS for all other courses in the required curriculum not listed [on this form], except for physical education.

The superintendent, along with the president and secretary of the board of trustees, must certify that –

- The district's instructional materials and technology allotment is used only for expenses allowed by the Texas Education Code (TEC §31.0211).
- For the current school year, the district has instructional materials that collectively cover all elements of the TEKS of the required curriculum identified in TEC §28.002, other than physical education, for each subject and grade level (TEC §31.004).
- Upon request, the district will provide to the State Board of Education (SBOE) the title and publication information for any instructional materials requisitioned or purchased by the district with the district's allotment (TEC §31.101).

Most of the instructional materials that HISD purchases with its instructional materials and technology allotment are for materials that have been adopted by the SBOE and address 100 percent of the TEKS. In cases when state-adopted materials are not available or not suitable, the materials that the district does purchase, in conjunction with the district’s curriculum and other supplementary instructional materials, ensure that 100 percent of the TEKS are addressed for all courses in the required curriculum.



5/11/2023

13.

Office of the Superintendent of Schools

Office of Academics

Approval To Submit Course Waiver Requests For Texas Connections Academy At
Houston To The Texas Education Agency

The Texas Education Agency (TEA) requires the review and approval of all courses made available through the Texas Virtual School Network (TXVSN) prior to a course being offered. Eligible school districts may apply to the commissioner of education for a waiver from TEA's course review process if the district can document that each course meets all TXVSN course standards and requirements. Per Texas Education Code, Section 7.056 (b)(1), the submission of waiver requests must be authorized by the local board of education.

Texas Connections Academy at Houston (TCAH) is a Houston Independent School District (HISD) campus charter that provides, as part of TXVSN, an online school program to nearly 9,000 students in Houston and across Texas. TCAH developed and has implemented Advanced Placement (AP) Research and Seminar courses in alignment with College Board curriculum expectations and requirements since school year (SY) 2020-2021. These courses were approved by the HISD Board of Education. The course waiver expires in SY 2022-2023. This request is for a renewal of the course waiver. These innovative student-directed AP courses satisfy the TXVSN course standards and requirements as well as the College Board course standards and requirements. TCAH recommends that the board reauthorizes the submission of the course waiver request to TEA to be used in SY 2023-2024, 2024-2025, and 2025-2026.

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 submission of course waiver requests for TCAH to the TEA for school years 2023-2024, 2024-2025, and 2025-2026, effective May 12, 2023.

BOARD AGENDA ITEM EXECUTIVE SUMMARY

Approval to Submit Course Waiver Requests for Texas Connections Academy at Houston to the Texas Education Agency

Overview

Texas Connections Academy at Houston (TCAH) is a Houston Independent School District (HISD) campus charter school that provides, as part of TXVSN, an online schools program. TCAH has implemented the Advanced Placement (AP) Research and AP Seminar courses online starting in the 2020–2021 school year. TCAH has received authorization from College Board in order to offer both AP Research and AP Seminar as demonstrated through the AP Course Audit process.

The district is asking the HISD Board of Education to re-authorize the submission of the course approval waivers so the courses can continue to be used in school years (SY) 2023–2024, 2024–2025, and 2025–2026.

TXVSN Course Standards and Requirements Summary

- Meets the definition of an electronic course per Texas Education Code (TEC) §30A.001(4)
- Is in a subject that is part of the required curriculum
- Is 100 percent complete and functional
- Is equivalent in rigor and scope to a course provided in a traditional classroom during a 90-day semester with seven-hour days
- Meets 100 percent of the Texas Essential Knowledge and Skills (TEKS) for a course or grade level
- Meets all current International Association for K–12 Online Learning (iNACOL) National Standards for Quality Online Courses (ver. 2)
- Meets all current state and federal laws and rules, and TXVSN guidelines, related to accessibility
- Will be led by a teacher with credentials as required by Texas Administrative Code (TAC) §70.1027
- Is designed for a fully online learning environment and includes instructional tools, assessments, and collaborative communication tools
- Course name and identification number (ID) are correct, match Public Education Information Management System (PEIMS) course name, ID code, and course length
- Includes at least 40 percent hands-on lab investigations and field work using appropriate scientific inquiry for secondary science courses per TAC §74.3(b)(2)(C), Subchapter A
- Enables the online teacher to observe, document, and evaluate students' proficiency in TEKS requiring performance or demonstration of skill, or ensemble performance or group work
- Has current approval from the College Board as an AP course (for AP only)

New/revised TCAH courses:

- AP Seminar - N1130026
- AP Research - N1100014



5/11/2023

14.

Office of the Superintendent of Schools

Office of Academics

Authority To Negotiate And Execute Agreements And/Or Interlocal Memorandums Of Understanding With Community Agencies, Residential Facilities, And Educational Service Providers For Appraisal, Related, Instructional, And/Or Consultant Services For Students With Disabilities For School Year 2023-2024

This is an annual request to enter into contract negotiations for services for students with disabilities. These contracts are in compliance with Texas Education Agency (TEA) policies and guidelines. This agenda item requests that the Board of Education authorizes the superintendent of schools or a designee to approve other individual contracts after they have been negotiated by appropriate financial, legal, and Special Education staff members.

For school year 2023-2024, students with disabilities may require educational and related services beyond the scope of those offered on school campuses. These services are identified in each student's Individualized Education Program (IEP).

Contracts with residential and day-program facilities may include but are not limited to such facilities as River Oaks Academy, Shiloh Treatment Center, Texas School for the Deaf, Texas School for the Blind, Heartsprings, The Monarch School and Institute, Harris County Department of Education, and Providence Treatment Center. Each residential and nonpublic day-school facility has been approved by the TEA. The Office of Special Education Services makes an annual site visit to each residential and nonpublic day-school facility to review and evaluate student performance and program effectiveness in the implementation of the student's IEP. The TEA reference guide for nonpublic schools is used for the evaluation. Also, this includes services provided to students with disabilities in a residential facility (RF) within Houston Independent School District (HISD) boundaries which may include but are not limited to Harris County Jails, Odyssey House, The University of Texas M.D. Anderson Cancer Center, Harris County Psychiatric Center, Texas Children's Hospital, and Houston Area Women's Center. Each RF has been approved by a Texas Department of Licensing and Regulatory agency.

In addition, agreements with vendors for Independent Educational Evaluations per parental requests in accordance with the Individuals with Disabilities Education Act (IDEA) regulations are included in this agenda item. Additionally, vendors for instructional and related student supports as mandated by TEA hearing officers' decisions, confidential settlement agreements, and settlement agreements executed by the district are also included.

Also specified in this agenda item are agreements with parents for transporting their children to and from school. Parents are reimbursed for transportation costs in cases where a student's physical or

emotional condition prohibits them from being transported on an HISD bus. A private transportation agreement will be offered when specifically recommended and approved by the Admission, Review, and Dismissal (ARD)/IEP committee.

The contracts will be on-file in the Office of Special Education Services and Community Services.

COST/FUNDING SOURCE(S): The total cost of this program is determined by instructional and related services for students with disabilities as per their IEP. The programs cost will be funded by Individuals with Disabilities Education Act, Part B (IDEA-B) Formula grant funds, IDEA-B Preschool grant funds, and the General Revenue Department Budget.

Fund Source	Fund	Cost Center	Functional Area	General Ledger	Internal Order/ Work Breakdown Structure	Amount
Special Revenue	2240000000	1060924000	PS11230000000000	6219000000	N/A	
Special Revenue	2240000000	1060924000	PS11230000000000	6223000000	N/A	
General Revenue	1993000000	1060924000	PS11230000000000	6223000000	N/A	
General Revenue	1993000000	1060924000	PS11230000000000	6299000000	N/A	

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 agreements and/or interlocal memorandums of understanding with community agencies, residential facilities, and educational service providers for appraisal, related, instructional, and/or consultant services as needed by staff members and students with disabilities, effective May 12, 2023.

BOARD AGENDA ITEM EXECUTIVE SUMMARY

TITLE (SUBJECT)	SCHEDULED MEETING
Authority To Negotiate And Execute Agreements And/Or Interlocal Memorandums Of Understanding With Community Agencies, Residential Facilities, And Educational Service Providers For Appraisal, Related, Instructional, And/Or Consultant Services For Students With Disabilities For School Year 2023–2024	May 11, 2023
INITIATED BY: Office of Academic Services - Shawn Bird, Chief Academic Officer	
<p data-bbox="199 629 402 655">BACKGROUND:</p> <p data-bbox="199 666 1421 942">The Office of Special Education Services (OSES) 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. The district must provide transportation and specific instructional, behavioral, and related services that meet the individual needs of each student as specified in their Individualized Education Program (IEP). OSES must annually enter into contract negotiations to provide these required services that are beyond the scope of services offered by campuses. Required services may include but are not limited to the following:</p> <ul data-bbox="199 953 1276 1172" style="list-style-type: none">• Texas Education Agency (TEA) approved residential and day program facilities• Independent educational evaluations as per parental requests• Instructional and related supports as mandated by due process hearings and settlement agreements• Private transportation agreements• Instructional and related supports for students enrolled in residential facilities (RFs) <p data-bbox="199 1208 1325 1278">During the 2022–2023 school year, the district has provided instructional and related services to students with disabilities in the following RFs:</p> <ul data-bbox="199 1289 623 1693" style="list-style-type: none">• The Menninger Clinic• Harris County Psychiatric Center• Houston Area Women's Center• Texas Children's Hospital• M.D. Anderson Cancer Center• Odyssey House• St. Michael's Home for Children• TIRR Memorial Hermann• Harris County Jail• Ronald McDonald House• Eating Recovery	

Below is a table of TEA approved residential and day program facilities that the district has historically contracted with for services for students with disabilities, and the number of students served during the 2020–2021, 2021–2022 and 2022–2023 school years.

	2020–2021	2021–2022	2022–2023
Avondale House	28	26	26*
Bayes Achievement Center	4	2	1
Harris County Department of Education - Adaptive Behavior Services - East and West	17	18	17
Including Kids, INC.	2	0	0
Providence Treatment Center	11	8	6
Heartsprings	0	0	1
River Oaks Academy	13	13	12
Shiloh Treatment Center	5	7	5
Texas School for the Blind and Visually Impaired	5	5	4
Texas School for the Deaf	7	15	9
Monarch School	1	9	9

OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY: None

ADMINISTRATIVE PROCEDURES REQUIRED: This item does require consultation.

*Houston ISD received notification on January 9, 2023, Avondale House was no longer approved by TEA due to violations related to health and safety concerns and IEP implementation. New placements were determined for these students as per the 30-day timeline outlined by TEA.



5/11/2023

15.

Office of the Superintendent of Schools

Office of Academics

Authority To Negotiate And Execute Interlocal Agreements With Texas Public Institutions Of Higher Education To Offer Field Instruction To Their Students

This agenda item requests approval from the Houston Independent School District (HISD) Board of Education to authorize the superintendent of schools or a designee to negotiate and execute interlocal agreements with Texas public institutions of higher education to offer field instruction to their college and/or university students. Field instruction is to be provided in disciplines including, but not limited to, speech therapy, school psychology, educational diagnostics, interpreting services for the Deaf or Hard of Hearing (DHH), and teacher education.

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

- Stephen F. Austin University
- University of Houston
- Lamar University
- Lone Star College
- Houston Community College
- Texas Tech University
- Sam Houston State University
- Prairie View A&M University
- Texas Southern University
- Texas A&M University System
- University of Texas System

The district will assign a qualified special education staff member to supervise and monitor the college and/or university students' field instruction and the delivery of services to district students with disabilities. The college and/or university will be responsible for the educational requirements of the respective disciplines. The district will approve the number of hours for the field instruction. The college and/or university will ensure that insurance coverage is maintained for students who participate in field instruction in the district.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT 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 interlocal agreements with Texas public institutions of higher education to offer field instruction to their students, effective May 12, 2023.

BOARD AGENDA ITEM EXPLANATORY SHEET

TITLE (SUBJECT)	SCHEDULED MEETING
AUTHORITY TO NEGOTIATE AND EXECUTE INTERLOCAL AGREEMENTS WITH TEXAS PUBLIC INSTITUTIONS OF HIGHER EDUCATION TO OFFER FIELD INSTRUCTION TO THEIR STUDENTS.	MAY 11, 2023
INITIATED BY: Office of Academic Services – Shawn Bird, Chief Academic Officer	
<p>BACKGROUND:</p> <p>The Office of Special Education Services (OSES) in the Houston Independent School District must comply with state statutory requirements pursuant to Texas Government Code Sec. 791.011 (d). The Statute requires an interlocal contract with other state agencies.</p> <p>The OSES receives requests from Texas state colleges and universities to provide supervised, practical learning experiences and field instruction for their students. These requests are for disciplines including, but not limited to, speech therapy, school psychology, educational diagnostics, interpreting services for the deaf and hard of hearing (DHH), and teacher education.</p> <p>To provide these learning experiences, an interlocal contract must be executed.</p>	



5/11/2023

16.

Office of the Superintendent of Schools

Office of Talent

Authority To Launch a Request For Applications To Approved Educator Preparation Providers From Texas Public Universities, Colleges, And Community Colleges Granting Bachelor's Degrees To Expand High-Quality, Low-Cost Pathways Into Teaching

This agenda item is to request approval from the Houston Independent School District (HISD) Board of Education to launch a new competitive request for applications (RFA) to all educator preparation providers from Texas public universities, colleges, and community colleges granting bachelor's degrees to expand high-quality, low-cost Grow Your Own (GYO) programs and to authorize the administration to negotiate and execute interlocal agreements with grant awardees.

This grant opportunity will be known as the HISD GYO Grant. There will be 10 grants of \$100,000 each, for which any eligible public Texas college or university that grants bachelor's degrees may apply. These grants will be funded from an Elementary and Secondary School Emergency Relief (ESSER) allocation of \$1 million for the 2023-2024 school year. For each \$100,000 grant, the college or university will state how many candidates their school of education can train to become teachers within HISD, resulting in a bachelor's degree and license. These candidates from HISD are aspiring educators who are employed full-time as paraprofessionals or teaching assistants and already have an associate's degree or equivalent credit hours.

The HISD GYO Grant is heavily weighted in favor of a higher number of candidates served, while still maintaining program quality. It also gives preference to programs that equip teachers to teach high-vacancy subject areas such as special education.

COST/FUNDING SOURCE(S): \$1 million ESSER allocation

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 authority to launch the HISD GYO Grant RFA with Texas public colleges and universities and negotiate and execute interlocal agreements with awardees, effective May 12, 2023.

**ATTACHMENT TO BOARD ITEM REQUESTING
AUTHORITY TO LAUNCH A REQUEST FOR APPLICATIONS (RFA) TO APPROVED
EDUCATOR PREPARATION PROVIDERS (EPPs) FROM TEXAS PUBLIC UNIVERSITIES,
COLLEGES, AND COMMUNITY COLLEGES GRANTING BACHELOR'S DEGREES TO
EXPAND HIGH-QUALITY, LOW-COST PATHWAYS INTO TEACHING**



**Houston Independent School District
Grow Your Own Program**

Request for Applications (RFA)

Houston Independent School District | May 12, 2023

Early Application Due Date: May 26, 2023

Regular Application Due Date: June 16, 2023



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General Information

Background

Nationally, according to data from the American Association of Colleges for Teacher Education (AACTE), the number of students earning an undergraduate degree in education has dropped from 200,000 annually in the early 1970s to less than 90,000 in 2018-19¹. Most recent pre-pandemic data from 2018-19 shows that this trend has been particularly pronounced in high-need specialty areas, as there has been a 4% decrease in special education degrees conferred, a 27% decrease in science and mathematics education, and a 44% decrease in foreign language education². In addition, the coronavirus pandemic has led to an overall decline in undergraduate enrollment, which has further contributed to declining participation in teacher preparation³. Furthermore, despite continued efforts, there continues to be a mismatch between the demographics of teachers and the students they serve. According to AACTE, 55% of students currently enrolled in public schools in the U.S. are non-white, compared to 29% of annual completers of teacher preparation programs at a national level who identified as non-white⁴.

Houston is not immune to these national trends. In the 2022-2023 school year, the Houston Independent School District (HISD) experienced over 550 teacher vacancies. Of these vacancies, 20% were in Special Education, 14% were in Mathematics and Science, 11% were in English/Language Arts/Reading, and 9% were in Bilingual Education. Over the last three school years, these same subject areas have persisted with high vacancy rates, reinforcing HISD's need for sustainable talent solutions – Special Education accounts for 23% of total vacancies since 2020, Mathematics and Science for 14%, English/Language Arts/Reading for 11%, and Bilingual Education for 10%. Moreover, according to data from the 2021-2022 school year, while Hispanic/Latino students comprise 62% of all HISD students, Hispanic/Latino teachers only comprised 31% of all HISD teachers. This is particularly pronounced at the high school level, where Hispanic/Latino students comprise 64% of students but only 21% of teachers.

Despite these challenges, “Grow Your Own” (GYO) strategies offer a promising solution for increasing teacher diversity, improving teacher recruitment and retention efforts, and lowering barriers to entry that may prevent passionate, talented individuals from earning their degree and entering the teaching profession. Within the last few years, a number of states, including [Tennessee](#) and [West Virginia](#), have received national attention for GYO strategies that remove financial barriers for aspiring teachers to enroll in teacher preparation programs and earn a post-secondary degree. Aspiring teachers in these programs spend a majority of their

¹ *Colleges of Education: A National Portrait Second Edition*. (n.d.). <https://aacte.org/wp-content/uploads/2022/03/Colleges-of-Education-A-National-Portrait-Executive-Summary.pdf>

² Chirichella, C. (2022, March 22). AACTE's National Portrait Sounds the Alarm on Declining Interest in Education Careers. American Association of Colleges for Teacher Education (AACTE). <https://aacte.org/2022/03/aactes-national-portfolio-sounds-the-alarm-on-declining-interest-in-education-careers/>

³ *Colleges of Education: A National Portrait Second Edition*. (n.d.). <https://aacte.org/wp-content/uploads/2022/03/Colleges-of-Education-A-National-Portrait-Executive-Summary.pdf>

⁴ Chirichella, C. (2022, March 22). AACTE's National Portrait Sounds the Alarm on Declining Interest in Education Careers. American Association of Colleges for Teacher Education (AACTE). <https://aacte.org/2022/03/aactes-national-portfolio-sounds-the-alarm-on-declining-interest-in-education-careers/>



preparation time in the classroom receiving mentorship and support from expert, cooperating teachers, while being paid as full-time employees of the district.

Part of HISD's theory of action for the World-Class Talent commitment of the strategic plan is to build clear instructional pathways to increase the number of excellent, representative teachers in HISD. To achieve this, the district is developing Grow Your Own programs to provide prospective future teachers with the skills, knowledge, and certification to lead as teachers.

There is great promise for Grow Your Own Programs in HISD. Over the past five years, the district has partnered with the University of Houston (UH) to implement the Teach Forward Houston Grow Your Own (GYO) program to support current HISD high school students interested in teaching to obtain their bachelor's degree in Teaching and Learning and return to teach in their communities. Of the first graduating cohort of 27 educators, 92% were retained in HISD after 3 years. Additionally, there are hundreds of teaching assistants employed in HISD who indicated interest in becoming a teacher if presented with the right pathway. While teacher shortage and diversity mismatches are concerns across the country, GYO programs are powerful mechanisms to help HISD tap into homegrown talent that already exists within its local schools and communities, helping to ensure that every HISD student has access to the excellent teachers they deserve.

Purpose

The purpose of the HISD GYO Competitive Grant is to create multiple pathways for aspiring educators who currently hold an associate's degree (or equivalent 60 credits) to **become teachers for free and get paid to do so**. These aspiring educators may be current teaching assistants, substitute teachers, tutors, non-certified employees, parents, guardians, or other community members. As part of a HISD GYO program, participants will be able to **earn their bachelor's degree and licensure** to teach in Texas, while being **full-time employed by HISD as a teaching assistant**.

The HISD GYO Competitive Grant offers **up to 10 grants of \$100,000 each** to Education Preparation Providers (EPPs) who can offer high-quality, low-cost pathways to aspiring educators. **EPPs are allowed to (and are encouraged to) apply for multiple grant awards**. The HISD GYO Competitive Grant is heavily weighted in favor of a higher number of candidates served, while still maintaining program quality. It also gives preference to programs that equip teachers to teach high-vacancy subject areas. It is open to bachelor's degree-granting programs only.

By increasing EPP enrollment, removing financial barriers, prioritizing extended clinical internship/student teaching experience and time spent in the classroom, and recruiting directly from within our local communities, HISD believes it can strengthen existing EPP relationships and forge new partnerships that will provide a sustainable, high-quality teacher pipeline.



Eligible Applicants

This competitive solicitation is open to any Texas Education Agency approved educator preparation providers (EPP) from Texas public universities, colleges, and community colleges issuing bachelor's degrees.

Note: EPPs may submit multiple grant applications. EPPs who wish to submit more than one application should follow the same submission procedures and deadlines for all applications they submit.

Schedule

Event	Time	Date
Request for Applications Released		May 12, 2023
Early Application Deadline*	11:59 p.m.	May 26, 2023
Possible Notice of Award for Early Applicants*		May 31, 2023
Regular Application Deadline	11:59 p.m.	June 16, 2023
Notice of Award for All Applicants*		June 21, 2023
All MoUs Finalized **		June 27, 2023

*Note: HISD may choose to give awards to Early Applicants, or HISD may choose to defer final consideration of an early application until all applications are received at the Regular Application Deadline. HISD may award anywhere from \$0 to the full \$1,000,000 to early applicants, depending on the competitiveness of the proposals. Any Early Applicants who do not receive a Notice of Award will be automatically re-considered against the full applicant pool in June.

**Note: All contract/MoU signature deadlines and proposed contract/MoU start dates are tentative and subject to all final approvals once grant awards are determined.

Submission Guidelines and Logistics

There is no minimum or maximum page or word limit for individual questions or for the entire application. Applicants are encouraged to respond to each question thoroughly but concisely. Standard formatting conventions of 1-inch margins and 11–12-point font are encouraged.

EPP applicants must submit all application materials, via email, to Kaylan Connally at kaylan.connally@houstonisd.org by 11:59 p.m. CST on May 26, 2023, for the Early Application Deadline, or by 11:59 p.m. CST on June 16, 2023, for the Regular Application Deadline. Paper



copies of this application will not be accepted. Applicants should follow all instructions as outlined in the “Steps to submitting an application” section below.

Note: EPPs may submit multiple grant applications. EPPs who wish to submit more than one application should follow the same submission procedure, as outlined here, for each application they submit. For example, if an EPP is submitting five applications, HISD should receive five separate emails with five separate attachments.

Steps to submitting an application:

1. Address all application components in sequential order.
2. Clearly label each section (i.e., mandatory, technical, budget).
3. Ensure it is clear to which item each response corresponds.
4. Save application as one PDF.
4. Submit a PDF copy of the application, via email, to kaylan.connally@houstonisd.org. All application materials must be submitted by the deadlines listed above.

Scope of Work Summary

Terms for EPP Applicant

The following Scope of Work summary provides an overview of the minimum requirements that selected awardees will be expected to provide upon contract award.

1. The Awardee must provide aspiring educators (“participants”) with a tuition-free education resulting in a bachelor’s degree and certification to teach in HISD, with certification in at least one certification field. All certification fields offered as part of the proposed partnership must be mutually agreed upon by the Awardee and HISD. The Awardee must already be approved to offer the certification fields they have proposed in their application(s).
2. Grant funding must entirely cover tuition, textbooks, and fees for all selected participants. No cost for programming shall be passed on to participants.
3. The Awardee must agree to cover the cost of one issuance of each required Texas Examination of Educator Standards (TExES) certification assessment for all selected participants who complete the GYO HISD program. Unless covered by the Awardee’s approved grant budget, additional issuance of a required certification exam will be paid for by HISD or the participant.
4. The Awardee must administer their Grow Your Own program along a timeline that would allow each participant to be eligible to become a teacher-of-record within two years of their matriculation into the program.
5. The Awardee must work with HISD to place each participant in a paid teaching assistant position for the duration of their participation in the program. During this residency



component of the program, participants will serve in a minimum 1-year clinical internship experience. Each participant must be assigned to a high-quality cooperating/mentor teacher, identified by HISD.

6. The Awardee must allow for the residency experience to satisfy the clinical internship/student teaching requirements for participants. Once selected and enrolled in the Awardee's GYO program, participants will be employed by HISD as paid, full-time teaching assistants for the entire duration of the program. Participants will not serve as the teacher-of-record in a clinical practice setting during the completion of the program.
7. The Awardee must allow HISD to recommend all candidates. As long as recommended candidates meet all state and local requirements for employment as a full-time teaching assistant, and as long as they meet minimum admission requirements for the partner Awardee institution, they must be automatically admitted to the Awardee's institution.
8. The Awardee must ensure that if a participant chooses to unenroll from the Awardee's program prior to their completion of the program, the Awardee will allow HISD to select a new participant to enroll in the program at no additional cost.
9. The Awardee must agree to allow HISD, at the HISD's sole discretion, to purchase additional participant seats in the approved GYO program at the Awardee's prorated amount per participant, as outlined in the grant award and corresponding budget.
10. The Awardee must submit a proof of participant progress report, on a semesterly basis, that outlines program progress and outcomes to date. Minimum semesterly report requirements include:
 - a. Participant progress data
 - b. Participant names
 - c. GPAs
 - d. Enrollment status (enrolled vs. unenrolled)
 - e. Degree and/or certification currently held
 - f. Any other relevant information as requested by HISD.
11. The Awardee shall provide to HISD, within 90 calendar days of the conclusion of the grant term, a written final report that outlines program activities and outcomes. Minimum final report requirements include:
 - a. Comprehensive summary of program activities and outcomes, including wraparound support activity and outcomes, according to supports described in response to Technical Response #6
 - b. Participant progress data outlined in scope item #10.
 - c. Graduation status, certification assessment passage status, and employment status for each participant
 - d. Overall evaluation of program effectiveness, including participant graduation rate and certification assessment passage rates
 - e. HISD satisfaction survey regarding the effectiveness of the participants' preparation as a result of the program
 - f. Recommendations for program improvements for future participants
12. For the duration of the grant term, the Awardee must be responsive to all program evaluation requests from HISD.



13. The Awardee must provide supplementary academic, career, and certification preparation support, within grant funding, to all participants enrolled in the programs, as outlined in their grant application and proposal.
14. The Awardee shall agree to cooperate with HISD in establishing their Grow Your Own program as a Registered Apprenticeship program, if pursued by HISD.
15. The Awardee shall agree to provide any information requested from HISD to assist HISD with efforts to have participants pay back grant funds if they do not complete a 3-year teaching commitment as teacher-of-record, according to HISD discretion. The Awardee will not be asked by HISD to return any awarded funds, but instead the candidate would be asked to reimburse HISD for an amount equivalent to their allocated seat's value, according to a separate agreement between HISD and the participant. Payback shall be proportional to the percentage of time the participant spent as a teacher, and funds ultimately shall be reimbursed to HISD.
16. Unused funding from the Awardee's award may be reallocated, at the discretion of the Houston Independent School District.
17. The Awardee shall otherwise implement a Grow Your Own program as specified in their application's response to the Application Component section of this RFA, including all specifications outlined by the applicant in response to Mandatory Requirement and Technical Response items.

Application Components

Mandatory Requirements (Pass/Fail)

The applicant must address all mandatory requirement items listed below and provide, in sequence, all requested information and documentation. Applications that do not earn a passing score in all mandatory requirement items will not be considered for award. All mandatory requirements must be met and given a passing score in order for an application to receive remaining scores for the Technical Response section.

Item	Mandatory Requirements	(For HISD use only: Assigned Score (Pass/Fail)
M1	Contact Info: Detail the name, title, email address, mailing address, and telephone number of the person the Solicitation Coordinator should contact regarding the response.	



M2	Agrees to Scope of Services: Provide a statement confirming that, if awarded a contract, the applicant will accept and agree to all terms and conditions outlined in the section “Terms for EPP Applicant” of this RFP.	
M3	Approved to Certify and Will Offer a Bachelor’s Degree: Provide a statement confirming that the applicant is already approved to offer recommendation for certification in all of the applicable certification fields, prior to the submission of their application. Provide a statement that the program will lead to a bachelor’s degree.	
M4	No Cost to Participants: Provide a statement confirming that, if the grant is awarded, participants will not bear any costs from tuition, textbooks, or fees.	
M5	Registered Apprenticeship: Provide a statement indicating that, upon successful program implementation, applicant and LEA partners are willing to participate in registration of the GYO program as an official Registered Apprenticeship, with HISD serving as sponsor.	
M6	Residency Period: Applicants must attest that program participants will have at least one year of full-time residency experience.	
M7	Offers Certification Area Aligned to HISD Educator Workforce Needs and Priorities: The Applicant’s proposed program must offer certification in at least one of the following fields: <ul style="list-style-type: none"> • EC-12 SPED with Core Subjects • EC-6 Core Subjects with SPED Supplemental • EC-6 Bilingual • 4-8 English Language Arts and Reading, with ESL or SPED Supplemental • 7-12 English Language Arts and Reading • 4-8 Mathematics; 7-12 Mathematics • 4-8 Science; 7-12 Science 	
M8	Program Timeline: Provide a statement affirming that the Applicant’s proposed Grow Your Own program is along a timeline that would allow each participant to be eligible to become a teacher-of-record by the School Year 2025-2026.	

Technical Response (100 Points)

The applicant must address all technical response items and provide, in sequence, the information requested. The evaluation team members will evaluate the responses and assign a score to each item using the rubric below. See **Appendix B: Technical Response Rubric** for a detailed breakdown of how each Technical Response Item will be scored.



#	Technical Response Item	Max Points	Assigned Points (For HISD use only)
T1	Participant Seats: Provide a count of the number of participant seats that will be offered to HISD for the proposed GYO program.	40	
T2	<p>Budget and Budget Narrative: Submit a proposed budget (using the attached Appendix A: Budget Template), and an accompanying budget narrative. The budget must be annualized for each year of the program and must categorize all proposed costs for the program. No budget match is required, but if the applicant will supplement total program costs with other funding sources, this must be indicated in the budget. Additionally, submit a reimbursement schedule, aligned to the applicant's budget and budget narrative, detailing when invoices will be sent and, generally, what will be charged at each program milestone.</p> <p><i>Note: Individual application budgets received must not exceed \$100,000.00. EPPs may submit multiple grant applications and be awarded multiple grants.</i></p>	5	
T3	Type of Certification: In what content area(s) does the applicant propose to offer certification? Note that additional points are given to applications that offer Special Education certification (see the rubric in Appendix B for more details).	10	
T4	<p>Program Details: Provide a timeline of program activity and intended course schedule. This response should include, at a minimum:</p> <ol style="list-style-type: none"> 1) Descriptions of how courses will be delivered (online, in-person, hybrid), and an outline of where courses will be offered (e.g. on-campus, online learning management system, etc.) 2) Course descriptions and full course schedule for the proposed GYO program, including number of credit hours for the degree 	8	
T5	<p>Description of Residency Model: Provide a description of the residency and 1-year minimum clinical internship model to be employed during the program. At a minimum, this response must outline the following:</p> <ol style="list-style-type: none"> 1) How will high-quality site coordinators/field supervisor be incorporated into the program? 2) How will participants gradually take on more instructional responsibility over the course of the grant? 3) What evaluation process will be established to provide feedback to participants throughout the program? 	9	
T6	Wraparound Supports: Describe in detail the academic, career, and	10	



	certification preparation support plan that the EPP will offer to participants to ensure success during their completion of the program and successful passage of any certification exam(s). Please provide the certification exam pass rates of participants from similar programs your institution has administered in the past. Outline what wraparound supports you provided to those participants and how supports for this GYO program would compare.		
T7	Science of Reading and High-Quality Instructional Material: Outline how your program would promote understanding and application of the Science of Reading and High-Quality Instructional Material within all participants.	9	
T8	Training in Multi-Tiered Systems of Support and Inclusive Practices: Outline how your program would promote understanding and application of Multi-Tiered Systems of Support and Inclusive Practices.	9	
	<i>Score Awarded (Maximum Possible= 100)</i>		



Appendix A: Budget Template

Grant Budget			
Budget Period (Fiscal Year 20____)			
Expense Category	Grant Award (proposed)	Grantee Contribution (proposed)	Total Project (proposed)
Salaries & Benefits	\$0.00	\$0.00	\$0.00
Supplies	\$0.00	\$0.00	\$0.00
Programmatic costs	\$0.00	\$0.00	\$0.00
TOTAL	\$0.00	\$0.00	\$0.00

You do not need to list specific names, but in subexpense lines, please indicate job titles associated with the program. In the budget narrative, elaborate on how the roles support program outcomes.

This should include expenses for textbooks and any other program materials.

Please ensure that the budget costs are annualized. You may (1) complete a separate budget table for each year of the program, then include a summary table of total program costs per roll-up expense category, or (2) complete a single budget table for all years of the program, clearly indicating to which year of the program each expense line (or subexpense line) applies.

For any start-up expenses that may only be borne in year 1 of the program, please include these expenses in year 1 only (you do not need to calculate an average annual rate of such expenses).

Indicate any matching funds or third-party contributions that would support the operation of this grant program (not required).

This should include subexpense lines for tuition, the costs of licensure assessments, and any other fees. This should be given at a rate per participant, then multiplied out by number of participants.



Appendix B: Technical Response Rubric

Question	Points Earned			
<p>T1: Participant Seats: Please provide the following:</p> <p>A count of the number of participant seats that will be offered to HISD for the proposed GYO program.</p>	<p>Maximum Points: 40 points</p> <p>Score = (Number of total participants applicant can support / maximum number of total participants supported across all applications received) * 40</p>			
<p>T2: Budget and Budget Narrative: Submit a proposed budget (using the attached Appendix A: Budget Template), and an accompanying budget narrative. The budget must be annualized for each year of the program and must categorize all proposed costs for the program. No budget match is required, but if the applicant will supplement total program costs with other funding sources, this must be indicated in the budget. Additionally, submit a reimbursement schedule, aligned to the applicant's budget and budget narrative, detailing when invoices will be sent and, generally, what will be charged at each program milestone.</p>	<p>0 points The item is not addressed.</p>	<p>1 point EPP provides both a budget and budget narrative for the program, but items are poorly detailed, contain several errors, and/or do not clearly align to stated program goals.</p>	<p>3 points EPP provides both a budget and budget narrative for the program, but items are somewhat lacking in detail, contain errors, and/or only somewhat align to stated program goals.</p> <p>The reimbursement schedule is detailed and aligned to the budget and budget narrative, and it reflects charges that will be processed no less frequently than semesterly.</p>	<p>5 points EPP provides both a budget and budget narrative for the program, and items are well detailed, contain no errors, and are clearly aligned to stated program goals.</p> <p>The reimbursement schedule is detailed and aligned to the budget and budget narrative, and it reflects charges that will be processed no less frequently than semesterly.</p>
<p>T3: Type of Certification: In what content area(s) does the applicant propose to offer certification? Note that additional points are given to applications that offer Special Education certification.</p>	<p>3 points Applicant offers certification in at least one of the following:</p> <ul style="list-style-type: none"> • EC-6 Bilingual • 4-8 English Language Arts and Reading, with ESL Supplemental • 7-12 English Language Arts and Reading • 4-8 Mathematics • 7-12 Mathematics • 4-8 Science • 7-12 Science <p>10 points Applicant offers certification in at least one of the following:</p> <ul style="list-style-type: none"> • EC-12 SPED with Core Subjects • EC-6 Core Subjects with SPED Supplemental • 4-8 English Language Arts and Reading, with SPED Supplemental 			
<p>T4: Program Details: Provide a timeline of program activity and intended course schedule. This response should include, at a minimum:</p>	<p>0 points The item is not addressed.</p>	<p>2 points Timeline and course schedule are unclear or incomplete, or two of the required components are missing or lacking in sufficient detail.</p>	<p>5 points Timeline and course schedule are complete, but one of the required components is missing or lacking in sufficient detail.</p>	<p>8 points Timeline and course schedule are complete, and all of the required components are provided in sufficient detail. Program is clearly designed to accommodate the full-time work schedule of</p>



<p>Descriptions of how courses will be delivered (online, in-person, hybrid), and an outline of where courses will be offered (e.g. on-campus, online learning management system, etc.)</p> <p>Course descriptions and full course schedule for the proposed GYO program, including number of credit hours for the degree.</p>				<p>participants, while maintaining rigorous content requirements.</p>
<p>T5: Description of Residency Model: Provide a description of the residency and 1-year minimum clinical internship model to be employed during the program. At a minimum, this response must outline the following:</p> <ol style="list-style-type: none"> 1) How will high-quality site coordinators/field supervisors be incorporated into the program? 2) How will participants gradually take on more instructional responsibility over the course of the grant? 3) What evaluation process will be established to provide feedback to participants throughout the program? 	<p>0 points The item is not addressed.</p>	<p>2 points Response does not contain a clear description of the residency model to be employed during the program, and/or two or more of the required components are missing or lacking in sufficient detail.</p>	<p>5 points Response contains a clear description of the residency model to be employed during the program, but one of the required components is missing or lacking in sufficient detail.</p>	<p>9 points Response contains a clear description of the residency model to be employed during the program, and all required components are addressed in sufficient detail.</p> <p>Mentor teachers, site coordinators, and field supervisors are meaningfully incorporated into the program, and the gradual release model provides significant length of time in which the participant engages in full-time teacher responsibilities (without serving as teacher-of-record), with the support of a mentor teacher.</p> <p>Participants receive systematic feedback throughout the program to ensure their continuous development and growth.</p>
<p>T6: Wraparound Supports: Describe in detail the academic, career, and certification preparation support plan that the EPP will offer to participants to ensure success during their completion of the program and successful passage of any certification exam(s). Please provide the certification exam pass rates of participants from similar programs your institution has administered in the past. Outline what wraparound supports you provided to those participants and how supports for this GYO program would compare.</p>	<p>0 points The item is not addressed.</p>	<p>3 points Narrative provides a poor level of detail around the academic, career, and certification preparation support plan that the applicant will offer to participants, or it does not clearly outline supports offered to participants in similar past programs, or its pass rate history on certification exams is in the lower 25th percentile of all applicants.</p>	<p>6 points Narrative provides a high level of detail around the academic, career, and certification preparation support plan that the applicant will offer to participants, and it clearly outlines supports offered to participants in similar past programs, but its pass rate history on certification exams is in the lower 50th percentile of all applicants.</p>	<p>10 points Narrative provides a high level of detail around the academic, career, and certification preparation support plan that the applicant will offer to participants to ensure success both during and after their completion of the program. Narrative clearly outlines high-quality supports offered to participants in similar past programs, and its pass rate history on certification exams is in the upper 50th percentile of all applicants.</p>
<p>T7: Science of Reading and HQIM: Outline how your program would promote understanding and application of the</p>	<p>0 points The item is not addressed.</p>	<p>1 point Applicant provides a poorly detailed description of how coursework offered as</p>	<p>4 points Applicant provides a moderately detailed description of how</p>	<p>9 points Applicant provides a highly detailed description of how coursework offered as part of the proposed</p>



Science of Reading and High-Quality Instructional Material within all participants.		part of the proposed GYO program will provide participants with adequate training in the "Science of Reading" or High-Quality Instructional Material.	coursework offered as part of the proposed GYO program will provide participants with adequate training in the "Science of Reading" and/or High-Quality Instructional Material. Description lacks specificity around how the "Science of Reading" and/or High-Quality Instructional Material will be embedded.	GYO program will provide participants with adequate training in the "Science of Reading" and/or High-Quality Instructional Material. Description includes a high level of specificity around how the "Science of Reading" and/or High-Quality Instructional Material will be embedded within coursework for all participants.
T8: Training in Multi-Tiered Systems of Support and Inclusive Practices: Outline how your program would promote understanding and application of Multi-Tiered Systems of Support and Inclusive Practices.	0 points The item is not addressed.	1 point Applicant provides a poorly detailed description of how coursework offered as part of the proposed GYO program will provide participants with adequate training in Multi-Tiered Systems of Support and Inclusive Practices.	4 points Applicant provides a moderately detailed description of how coursework offered as part of the proposed GYO program will provide participants with adequate training in Multi-Tiered Systems of Support and Inclusive Practices. Description lacks specificity around how the Multi-Tiered Systems of Support and Inclusive Practices will be embedded.	9 points Applicant provides a highly detailed description of how coursework offered as part of the proposed GYO program will provide participants with adequate training in Multi-Tiered Systems of Support and Inclusive Practices. Description includes a high level of specificity around how the Multi-Tiered Systems of Support and Inclusive Practices. will be embedded within coursework for all participants.



5/11/2023

17.

Office of the Superintendent of Schools

Office of Business Operations

Authority To Negotiate, Execute, And Amend A Construction Contract For The Athletics Fields And Track Renovations At Evan Worthing High School

An assessment of the current athletics fields and track at Evan Worthing High School (HS) identified the need to reconstruct the existing running track, high-jump, long-jump, and pole-vault jump, as well as make improvements to the softball and football fields.

An architect was engaged to prepare detailed drawings and obtain permits from the local regulatory authorities. The Houston Independent School District (HISD) sought competitive sealed proposals (CSPs) from contractors for Project 23-01-05: CSP Worthing High School Fields and Track Renovations. The project was advertised on February 4 and February 11, 2023. On February 15, 2023, the district held a pre-proposal conference. Five addenda were issued prior to receiving proposals. On March 8, 2023, the district received responsive CSPs from the following contractors:

- Construction Managers of Southeast Texas, LLC
- FMG Construction Group, LLC
- Hayden Paving, Inc.
- Hellas Construction, Inc.
- Jerdon Enterprise, LP
- Nash Industries, Inc.

After evaluation in accordance with the procedures approved by the HISD Board of Education, Jerdon Enterprise, LP, was determined to be the highest-ranked, best-value proposer. Therefore, it is recommended this contractor be awarded a construction contract for this project.

Approval of this item will authorize the superintendent of schools or a designee to negotiate and execute contracts not to exceed the identified amount and amend the contracts within the established allowances.

The requested amount is as follows:

Highest Ranked Firm	Base Proposal	Construction Contingency	Total Contract Amount Not to Exceed	M/WBE Participation
Jerdon Enterprise, LP	\$2,444,444.44	\$244,444.44	\$2,688,888.88	A-100%

COST/FUNDING SOURCE(S): The total cost of this project shall not exceed \$2,688,888.88 and will be funded by 2012 Safety & Security Funds.

Fund Source	Fund	Cost Center	Functional Area	General Ledger	Internal Order/ Work Breakdown Structure	Amount
2012 Safety and Security Funds	6990000307	1014019000	PS81990000000000	6629180000	3.019.0003.04	\$2,688,888.88

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 construction contract for the athletics fields and track renovations at Worthing HS, effective May 12, 2023.

EXECUTIVE SUMMARY: Evan Worthing High School Athletics Fields And Track Renovations

The Houston Independent School District (HISD) Construction Services Department recommends that the HISD Board of Education approves the award of a contract for reconstruction of the athletics fields and running track renovations at Evan Worthing High School (HS) and authorizes the superintendent of schools or a designee to negotiate, execute, and amend all related contracts.

OVERVIEW:

An assessment of the current track at Worthing HS identified the need to reconstruct the existing running track, high-jump, long-jump, and pole vault jump, as well as make improvements to the softball and football fields.

The advertisement for Project 23-01-05: Competitive Sealed Proposals (CSPs) for Worthing High School Fields and Track Renovations was issued on February 4 and February 11, 2023. On February 15, 2023, the district held a pre-proposal conference with several potential bidders. Five addenda were generated. On March 8, 2023, CSPs were received from the following responsive contractors:

- Construction Managers of Southeast Texas, LLC
- FMG Construction Group, LLC
- Hayden Paving, Inc.
- Hellas Construction, Inc.
- Jerdon Enterprise, LP
- Nash Industries, Inc.

After evaluation in accordance with the procedures approved by the HISD Board of Education, Jerdon Enterprise, LP, was determined to be the highest-ranked, best-value proposer.

PROGRAM BACKGROUND:

The HISD athletics department seeks to improve the fields and running track at Worthing HS. Through this initiative to renovate the athletics fields and track, students will be afforded the opportunity to cultivate and expand their athletic skills and abilities with access to suitable and safe sports surfaces. The new all-weather running track will provide a consistent surface for students and competitors to learn, practice, and build their athletic abilities. The neighboring community has expressed its concerns regarding the current athletic fields and track and has voiced its ardent support of this initiative.

COST / FUNDING SOURCE:

The total cost shall not exceed \$2,688,888.88:

Fund Source	Fund	Cost Center	Functional Area	General Ledger	Internal Work Order/Work Breakdown Structure	Amount
2012 Safety and Security Funds	6990000307	1014019000	PS81990000000000	6629180000	3.019.0003.04	\$2,688,888.88

PROGRAM REQUIREMENTS:

None

STAFFING IMPLICATIONS:

None

CONSULTATION:

None

RECOMMENDATIONS:

That the Board of Education authorizes the superintendent of schools or a designee to negotiate, execute, and amend all related construction contracts for athletics fields and track renovations at Worthing HS, effective May 12, 2023.

OTHER RESOURCES AND TOOLS:

None

MAINTENANCE RESPONSIBILITY:

The Worthing HS track and athletic fields will be maintained by the HISD Maintenance and Athletic Departments.

SITE SELECTION

Worthing HS



5/11/2023

18.

Office of the Superintendent of Schools

Office of Business Operations

Authority To Negotiate, Execute, And Amend Agreements With The SPARK School Park Program For The Improvement And Construction Of SPARK Parks At Various Campuses

The Houston Independent School District (HISD) entered an interlocal agreement with the City of Houston and the SPARK School Park Program, a Texas non-profit corporation formed in 1983 to develop public school grounds into neighborhood parks. The original 10-year SPARK agreement with the city and HISD was executed on March 18, 1986. A second 10-year SPARK agreement was executed on May 24, 2006, and multiple subsequent amendments/agreements have extended the SPARK partnership.

Each year, SPARK selects various schools from around the Houston area to receive a new SPARK Park or a re-SPARK improvement of an existing SPARK park. SPARK combines the resources of the city, the Houston Parks and Recreation Department, HISD, Harris County, the private sector, neighborhood groups, parent-teacher associations/organizations, and concerned citizens to fund SPARK construction and/or re-SPARK improvements.

For the 2023-2024 academic year, 11 schools have been selected to receive a SPARK Park or a re-SPARK improvement to their parks. Approval is being requested to enter into a new agreement with SPARK to continue the development of public-school grounds into neighborhood parks. As part of the SPARK program, additional funding may be provided by Harris County upon approval of an interlocal agreement with Harris County. Under the SPARK agreement, SPARK parks will be made accessible to the public during non-school use periods, such as after school hours and on the weekends, for a 10-year restrictive-use period.

For the 2023-2024 academic year, SPARK has secured funding for the proposed development or improvement of projects at the following schools:

Crispus Attucks Middle School
Baker Montessori School
Kate Bell Elementary School (ES)
Briargrove ES
John Cornelius ES
Eugene Field ES

James Helms ES
William Sutton ES
T H Rogers School
Westside High School
Mark White ES

It is recommended that the HISD Board of Education authorizes the superintendent of schools or a designee to negotiate, execute, and amend agreements with the SPARK Park Program for new

SPARK Parks or re-SPARK Park improvements at various campuses.

COST/FUNDING SOURCE(S): HISD contributions to the SPARK program will be dependent on annual availability of funds, but in no case shall the total HISD costs exceed \$200,000 per academic year. The approved amount will be funded by general funds, as in previous years. Other funding will be provided by the SPARK Program, City of Houston, Harris County, the private sector, the neighborhood community, and in-kind donations or services.

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 agreements with the SPARK School Park Program for the improvement and construction of SPARK Parks at various campuses, effective May 12, 2023.

EXECUTIVE SUMMARY: SPARK School Park Program

It is recommended that the Houston Independent School District (HISD) Board of Education authorizes the superintendent of schools or a designee to negotiate, execute, and amend an agreement with the SPARK School Park Program for the improvement and construction of SPARK parks at various campuses.

OVERVIEW:

Each year SPARK identifies schools in the Houston area to receive a new SPARK park or a re-SPARK improvement of their existing SPARK park. As part of the SPARK agreement, a restrictive 10-year use period is identified for the selected SPARK schools to receive funding. Additional funds may be provided by Harris County upon approval of an interlocal agreement with Harris County and HISD. The partnership between HISD and SPARK has been a proven success and the agreement enables the overall SPARK Park Program to continue to operate within HISD.

PROGRAM BACKGROUND:

Former Houston City Council member Eleanor Tinsley founded the SPARK School Park Program in 1983. The SPARK program increases park space within the City of Houston by transforming school grounds into SPARK playgrounds where the playground is shared with its neighboring community. The original agreement among the city, HISD, and SPARK, a Texas non-profit corporation, was executed in 1986. Subsequent agreements and amendments have extended the SPARK partnership through 2022. Through the SPARK program, more than 80 SPARK parks have been created on HISD campuses across the greater Houston area.

COST / FUNDING SOURCES:

Funding for SPARK projects is provided by multiple external sources along with HISD. HISD's contribution will be dependent upon annual availability of funds, but in no case shall the total HISD costs exceed \$200,000 per academic year. HISD funds are typically used for a minor portion of the overall project, such as architectural/engineering fees, construction contingency allowances, fencing, or site drainage. External sources include but are not limited to community development block grant (CDBG) federal funds (\$100,000–\$300,000); Harris County funds (\$25,000–\$200,000); The Kinder Foundation funds (\$100,000–\$375,000); City of Houston funds (\$100,000–\$200,000); and SPARK funds (\$100,000–\$150,000). This agreement between HISD and SPARK will expedite the use of multiple external special funding sources that carry fixed deadlines.

PROGRAM REQUIREMENTS:

The restrictive 10-year use period for select school SPARK parks allow parks to be accessible by the community during non-school use periods and is required by certain external funding sources (e.g., CDBG, Kinder Foundation, etc.).

STAFFING IMPLICATIONS:

None

CONSULTATION:

None

RECOMMENDATIONS:

It is recommended that the Board of Education authorizes the superintendent of schools or a designee to negotiate, execute, and amend associated agreements with the SPARK School Park Program, which includes Harris County, for the improvement and construction of SPARK parks at various campuses, effective May 12, 2023.

OTHER RESOURCES AND TOOLS:

None

MAINTENANCE RESPONSIBILITY:

SPARK parks are maintained by HISD Maintenance Department.

SITE SELECTIONS:

Crispus Attucks Middle School
Baker Montessori School
Kate Bell Elementary School (ES)
Briargrove ES
John Cornelius ES
Eugene Field ES

James Helms ES
William Sutton ES
T H Rogers School
Westside High School
Mark White ES



5/11/2023

19.

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 May 12, 2023.

Approval of Purchase Over \$100,000
Recommended for 5/11/2023 Board Agenda

Project Information	23-11-04 – RFP / Moving Services Districtwide – (Chevalier) – (COO)
Project Description	The purpose of this project is to obtain moving services districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$5,000,000 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).
RFx's Sent/Viewed/Received	258/24/10
Project Term	The project term is from May 12, 2023, through May 11, 2024, with three automatic annual renewals, not to extend beyond May 11, 2027.
Amount not to Exceed (Project Term)	\$5,000,000

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

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
A-1 Freeman Moving and Storage, LLC	B-20%	OT
APMS of Houston, LLC dba All Points of Texas	B-20%	H
A-Rocket Moving & Storage, Inc.	A-100%	H
Corporate Relocators, LLC	A-100%	H
Pioneer Contract Services, Inc.	C-D	H
Quinn Construction	A-100%	H
Roadrunner LTD dba Roadrunner Moving & Storage	C-10%	H

Approval of Cooperative Purchase Over \$100,000
Recommended for 5/11/2023 Board Agenda

Project Information	23-02-09-01 – Cooperative / Bus Routing and Scheduling Operational Software – (Garcia) – (COO)
Project Description	The purpose of this cooperative project is to maintain routing and scheduling software systems used by Transportation Services. Based on annual appropriations, the projected expenditure is not to exceed \$350,000 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).
RFX's Sent/Viewed/Received	N/A
Project Term	The project term is from May 18, 2023, through December 31, 2023, with one automatic annual renewal, if BuyBoard executes its project renewal option, not to extend beyond December 31, 2024.
Amount not to Exceed (Project Term)	\$350,000

Budget Information			
Fund	1993000000	Fund	Fund
Cost Center	104081000	Cost Center	Cost Center
Functional Area	AD35990000000000	Functional Area	Functional Area
General Ledger	6299010000	General Ledger	General Ledger
I/O		I/O	I/O

Recommended Vendor(s) for Approval		
Name:	M/WBE Commitment	Location
Transfinder Corporation	N/A	OT

**Approval of Cooperative Purchase Over \$100,000
Recommended for 5/11/2023 Board Agenda**

Project Information	23-02-10-04 – Cooperative / Ice Cream, Frozen Yogurt, and Related Items – (Cortez) – (COO)
Project Description	The purpose of this cooperative project is to provide ice cream and related products for Nutrition Services' a la carte menu. Based on annual appropriations, the projected expenditure is not to exceed \$3,000,000 for the duration of the project. This is a cooperative agreement with Choice Partners utilizing cooperative project number 21/041LS 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).
RFX's Sent/Viewed/Received	N/A
Project Term	The project term is from July 1, 2023, through July 31, 2023, with two annual renewals, if Choice Partners executes its project renewal options, not to extend beyond July 31, 2025.
Amount not to Exceed (Project Term)	\$3,000,000

Budget Information					
Fund	2400010000	Fund	74900000200	Fund	Various Schools and/or Departments
Cost Center	1040832000	Cost Center	5440840000	Cost Center	
Functional Area	AD35990000000000	Functional Area	AD35990000000000	Functional Area	
General Ledger	6341000100	General Ledger	6341000100	General Ledger	
I/O		I/O		I/O	

Recommended Vendor(s) for Approval		
Name:	M/WBE Commitment	Location
Paleria El Pibe	N/A	H
Yumi Ice Cream Co., Inc.	N/A	T

**Approval of Cooperative Purchase over \$100,000
Recommended for 5/11/2023 Board Agenda**

Project Information	23-02-11-01 – Cooperative / Video Systems for School Buses – (James) – (COO)
Project Description	The purpose of this cooperative project is to obtain video systems and related services used by Transportation Services. Based on annual appropriations, the projected expenditure is not to exceed \$975,000 for the duration of the project. This is a cooperative agreement with BuyBoard utilizing cooperative project number 696-23 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).
RFX's Sent/Viewed/Received	N/A
Project Term	The project term is from May 12, 2023, through March 31, 2024, with two automatic annual renewals, if BuyBoard executes its project renewal options, not to extend beyond March 31, 2026.
Amount not to Exceed (Project Term)	\$975,000

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

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
Safety Vision, LLC	N/A	H

Approval of Cooperative Purchase Over \$100,000
Recommended for 5/11/2023 Board Agenda

Project Information	23-02-12-02 – Cooperative / Cloud Infrastructure and Related Services – (Ly) – (CIO)
Project Description	The purpose of this cooperative project is to obtain cloud infrastructure and related services used by the Information Technology Department to manage critical information stored on the cloud and provide district staff secure remote access. Based on annual appropriations, the projected expenditure is not to exceed \$3,080,000 for the duration of the project. This is a cooperative agreement with the Texas Department of Information Resources (DIR) utilizing cooperative project number DIR-CPO-5184 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).
RFX's Sent/Viewed/Received	N/A
Project Term	The project term is from May 12, 2023, through March 16, 2025, with two automatic renewals, if DIR executes its project renewal options, not to extend beyond March 16, 2028.
Amount not to Exceed (Project Term)	\$3,080,000

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

Recommended Vendor(s) for Approval		
Name:	M/WBE Commitment	Location
Netsync Network Solutions, Inc.	N/A	H

Approval of Cooperative Purchase Over \$100,000
Recommended for 5/11/2023 Board Agenda

Project Information	23-03-09-58 – Cooperative / Zonar Global Positioning Systems (GPS) and Related Goods and Services – (Ly) – (COO)
Project Description	The purpose of this cooperative project is to maintain the global positioning systems managed by Fleet Operations to provide real time bus and light fleet tracking. 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 Equalis Group utilizing cooperative project number COG-2123B 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).
RFX's Sent/Viewed/Received	N/A
Project Term	The project term is from June 1, 2023, through August 31, 2024, with no remaining renewals.
Amount not to Exceed (Project Term)	\$1,500,000

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

Recommended Vendor(s) for Approval		
Name:	M/WBE Commitment	Location
Zonar Systems, Inc.	N/A	O

Approval of Cooperative Purchase Over \$100,000
Recommended for 5/11/2023 Board Agenda

Project Information	23-03-15-23 – Cooperative / Audiovisual Equipment, Supplies, and Related Goods and Services – (Young) – (CIO)
Project Description	The purpose of this cooperative project is to obtain audiovisual equipment, supplies, and related goods and services for use districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$5,600,000 for the duration of the project. This is a cooperative agreement with The Interlocal Purchasing System (TIPS) utilizing cooperative project number 230105 in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
RFx's Sent/Viewed/Received	N/A
Project Term	The project term is from June 1, 2023, through May 31, 2028, with no remaining renewals.
Amount not to Exceed (Project Term)	\$5,600,000

Budget Information			
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

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
ACP Direct	N/A	T
Audio Visual Aids Co.	N/A	T
AVES Audio Visual Systems, Inc.	N/A	T
B&H Foto & Electronics Corp.	N/A	O
MCA Communications, Inc.	N/A	H
Visual AV, LLC	N/A	T

Approval of Cooperative Purchase over \$100,000
Recommended for 5/11/2023 Board Agenda

<u>Project Information</u>	<u>23-05-01-01 – Cooperative / Voice and Data Communications Solutions – (Teer) – (CIO)</u>
<u>Project Description</u>	<u>The purpose of this cooperative project is to obtain voice and data communications solutions and related products and services for cellular and/or internet coverage and connectivity as needed districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$1,600,000 for the duration of the project. This is a cooperative agreement with BuyBoard utilizing cooperative project number 696-23 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).</u>
<u>RFX's Sent/Viewed/Received</u>	<u>N/A</u>
<u>Project Term</u>	<u>The project term is from May 12, 2023, through March 31, 2024, with two automatic annual renewals, if BuyBoard executes its project renewal options, not to extend beyond March 31, 2026.</u>
<u>Amount not to Exceed (Project Term)</u>	<u>\$1,600,000</u>

<u>Budget Information</u>					
<u>Fund</u>	<u>6990000300</u>	<u>Fund</u>		<u>Fund</u>	
<u>Cost Center</u>	<u>1090800003</u>	<u>Cost Center</u>		<u>Cost Center</u>	
<u>Functional Area</u>	<u>AD81990000000000</u>	<u>Functional Area</u>		<u>Functional Area</u>	
<u>General Ledger</u>	<u>6299000000</u>	<u>General Ledger</u>		<u>General Ledger</u>	
<u>I/O</u>	<u>400000000126</u>	<u>I/O</u>		<u>I/O</u>	

<u>Recommended Vendor(s) for Approval</u>		
<u>Name</u>	<u>M/WBE Commitment</u>	<u>Location</u>
<u>Bearcom Operating, LLC dba Bearcom</u>	<u>N/A</u>	<u>T</u>
<u>Continental Wireless, Inc.</u>	<u>N/A</u>	<u>T</u>
<u>Mobile Communications America, Inc.</u>	<u>N/A</u>	<u>OT</u>
<u>SpeakEZ Communications, LLC</u>	<u>N/A</u>	<u>T</u>

**Amendment to Item Approved on a Prior Board Agenda
Recommended for 5/11/2023 Board Agenda**

Project Information	19-03-03 – RFP / Houston Independent School District (HISD) Procurement Card Program – (March) – (CFO) – NTE Increase
Project Description	This project was originally approved by the Board of Education on May 9, 2019. The purpose of this project amendment is to request an increase to the spending limit authorization for the fully integrated procurement card program. Based on annual appropriations, the projected expenditure is not to exceed \$170,000,000 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).
RFX's Sent/Viewed/Received	N/A
Project Term	The project term is from May 10, 2019, through May 9, 2020, with four automatic annual renewals, not to extend beyond May 9, 2024.
Amount not to Exceed (Project Term)	\$170,000,000

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

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
JP Morgan Chase Bank, NA	C-D	H

**Amendment to Item Approved on a Prior Board Agenda
Recommended for 5/11/2023 Board Agenda**

Project Information	20-03-07-35 – Cooperative / School Nursing and Electronic Health Records Software – (Ly) – (CIO) – NTE Increase
Project Description	This project was originally approved by the Board of Education on April 9, 2020. The purpose of this project amendment is to request an increase to the spending limit authorization to obtain an annual subscription to HealthOffice Anywhere, a school nursing and electronic health records (I) system that will provide essential functions in the delivery and monitoring of health care services in the school setting and integrate with PowerSchool SIS and other relevant districtwide systems that manage confidential health information. Based on annual appropriations, the projected expenditure is not to exceed \$1,770,000 for the duration of the project. This is a cooperative agreement with the National Cooperative Purchasing Alliance (NCPA) utilizing cooperative project number 01-102 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).
RFX's Sent/Viewed/Received	N/A
Project Term	The project term is from April 10, 2020, through November 30, 2022, with two automatic annual renewals, if NCPA executes its project renewal options, not to extend beyond November 30, 2024.
Amount not to Exceed (Project Term)	\$1,770,000

Budget Information					
Fund	1993000000	Fund	2820000000	Fund	
Cost Center	1050808000	Cost Center	500000018522	Cost Center	
Functional Area	AD53990000000000	Functional Area	AD31990000000000	Functional Area	
General Ledger	6249000000	General Ledger	6299000000	General Ledger	
I/O		I/O		I/O	

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
Frontline Technologies Group, LLC dba Frontline Education	N/A	OT

**Amendment to Item Approved on a Prior Board Agenda
Recommended for 5/11/2023 Board Agenda**

Project Information	21-08-04-23 — Cooperative / Automated Callout System – (Teer) – (CIO) – NTE Increase
Project Description	This project was originally approved by the Board of Education on September 10, 2020. The purpose of this project amendment is to request an increase to the spending limit authorization to renew the software subscription to SchoolMessenger, an automated callout notification system used districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$1,100,000 for the duration of the project. This is a cooperative agreement with The Interlocal Purchasing System (TIPS) utilizing cooperative project number 200105 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).
RFx's Sent/Viewed/Received	N/A
Project Term	The project term is from September 11, 2020, through May 31, 2023, with no remaining renewals.
Amount not to Exceed (Project Term)	\$1,100,000

Budget Information				
Fund	1993000000	Fund	1993000000	Fund
Cost Center	1050808000	Cost Center	1050808000	Cost Center
Functional Area	AD5399000000000000	Functional Area	AD5399000000000000	Functional Area
General Ledger	6249000000	General Ledger	6299000000	General Ledger
I/O		I/O		I/O

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
Intrado Interactive Services Corporation	N/A	O

**Amendment to Item Approved on a Prior Board Agenda
Recommended for 5/11/2023 Board Agenda**

Project Information	22-07-03-04 – Cooperative / Data Center Preventive Maintenance and Co-Location Services – (Teer) – (CIO) – NTE Increase and Project Description
Project Description	This project was originally approved by the Board of Education on August 12, 2021. The purpose of this cooperative project amendment is to request an increase to the spending limit authorization and modify the scope of services to be obtained to include preventive maintenance for data center equipment and co-location services at a carrier-neutral data center for the Information Technology Department. Based on annual appropriations, the projected expenditure is not to exceed \$2,560,000 for the duration of the project. This is a cooperative agreement with Choice Partners utilizing cooperative project number 21/031KN-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).
RFX's Sent/Viewed/Received	N/A
Project Term	The project term is from July 14, 2021, through June 15, 2022, with three automatic annual renewals, if Choice Partners executes its project renewal options, not to extend beyond June 15, 2025.
Amount not to Exceed (Project Term)	\$2,560,000

Budget Information					
Fund	1993000000	Fund	1993000000	Fund	Various Schools and/or Departments
Cost Center	1050808000	Cost Center	1050805012	Cost Center	
Functional Area	AD53990000000000	Functional Area	AD53990000000000	Functional Area	
General Ledger	6249000000	General Ledger	6249000000	General Ledger	
I/O		I/O		I/O	

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
Evolve Holdings, Inc.	N/A	H

**Amendment to Item Approved on a Prior Board Agenda
Recommended for 5/11/2023 Board Agenda**

Project Information	17-05-14-02 – Cooperative / Apple Products and Support – (Teer) – (CIO) – Term Extension
Project Description	This project was originally approved by the Board of Education on June 8, 2017. The purpose of this project amendment is to request a term extension, with no additional increase in funding, to obtain Apple devices and related products and services for use districtwide. This is a cooperative agreement with the Texas Department of Information Resources (DIR) utilizing cooperative project number DIR-TSO-3789 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).
RFX's Sent/Viewed/Received	N/A
Project Term	The project term is from June 9, 2017, through August 5, 2023, with no remaining renewals.
Amount not to Exceed (Project Term)	N/A

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

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
Apple, Inc.	N/A	OT

**Amendment to Item Approved on a Prior Board Agenda
Recommended for 5/11/2023 Board Agenda**

Project Information	20-06-07-04 – Cooperative / Commodity Processing – (Cortez) – (COO) Additional Vendor
Project Description	This cooperative project was originally approved by the Board of Education on August 13, 2020. The purpose of this project amendment is to award additional vendor(s) to obtain processed commodities for the Nutrition Services Department. This project will allow the district to purchase processed end products from pre-approved U.S. Department of Agriculture (USDA) vendors at substantially reduced prices. Price reduction is based on funds received annually from the USDA based on total number of program-eligible meals served. This is a cooperative agreement with Choice Partners utilizing cooperative project number 20/023TP 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).
RFX's Sent/Viewed/Received	N/A
Project Term	The project term is from August 14, 2020, through June 30, 2021, with three annual renewals, if Choice Partners executes its contract renewal options, not to extend beyond June 30, 2024.
Amount not to Exceed (Project Term)	N/A

Budget Information					
Fund	2400010000	Fund	2400010000	Fund	
Cost Center	10400832000	Cost Center	1040832000	Cost Center	
Functional Area	AD35990000000000	Functional Area	35990000000000	Functional Area	
General Ledger	6341000100	General Ledger	6344000100	General Ledger	
I/O		I/O		I/O	

Recommended Vendor(s) for Approval		
Name:	M/WBE Commitment	Location
Del Monte Foods, Inc.	N/A	O

**Amendment to Item Approved on a Prior Board Agenda
Recommended for 5/11/2023 Board Agenda**

Project Information	18-01-06-B – RFP / Fine Arts Materials and Services – (Gabino) – (CAO) – Vendor Name Change
Project Description	This project was originally approved by the Board of Education on August 12, 2021. The purpose of this project amendment is to change the name of an awarded vendor, with no additional increase in funding, to provide materials, software, and professional development to align with the district's fine arts initiatives. Society for the Performing Arts has changed its business name to Performing Arts Houston. 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).
RFX's Sent/Viewed/Received	N/A
Project Term	The project term is from August 13, 2021, through June 14, 2022, with one automatic annual renewal, not to extend beyond September 15, 2023.
Amount not to Exceed (Project Term)	N/A

Budget Information			
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

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
Performing Arts Houston	NP-0%	H

**Amendment to Item Approved on a Prior Board Agenda
Recommended for 5/11/2023 Board Agenda**

Project Information	21-06-02, 21-06-02-A – RFP / Instructional Curriculum Materials, Supplies, and Digital Resources – (Svitek) – (CAO) – Vendor Name Change
Project Description	This project was originally approved by the Board of Education on May 12, 2022. The purpose of this project amendment is to change the name of an awarded vendor, with no additional increase in funding, to provide supplemental curriculum materials, educational/instructional software, digital resources, and related items districtwide. Coder Kids, Inc. dba Codelicious has changed its business name to Coder Kids, Inc. dba Ellipsis Education. 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).
RFX's Sent/Viewed/Received	N/A
Project Term	The project term is from July 1, 2022, through June 30, 2023, with four automatic annual renewals, not to extend beyond June 30, 2027.
Amount not to Exceed (Project Term)	N/A

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

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
Coder Kids, Inc. dba Ellipsis Education	C-D	O

**Amendment to Item Approved on a Prior Board Agenda
Recommended for 5/11/2023 Board Agenda**

Project Information	21-06-05-A – RFP / College and Career Readiness Materials and Services – (Scherer) – (CAO) – Vendor Name Change
Project Description	This project was originally approved by the Board of Education on January 12, 2023. The purpose of this project amendment is to change the name of an awarded vendor, with no additional increase in funding, to provide college and career readiness materials, services, software, and supplies. Coder Kids, Inc. dba Codelicious has changed its business name to Coder Kids, Inc. dba Ellipsis Education. 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).
RFx's Sent/Viewed/Received	N/A
Project Term	The project term is from January 13, 2023, through June 30, 2023, with four automatic annual renewals, not to extend beyond June 30, 2027.
Amount not to Exceed (Project Term)	N/A

Budget Information			
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

Recommended Vendor(s) for Approval		
Name	M/WBE Commitment	Location
Coder Kids, Inc. dba Ellipsis Education	C-D	O

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).



5/11/2023

20.

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 May 12, 2023.

SUMMARY OF DONATIONS GREATER THAN \$5,000

Donor	Receiving School/ Department	Donation Disbursement	Total Value of Donation
Lakewood Church	Austin High School (HS); Bellaire HS; Chavez HS; Energized for STEM Academy HS; Sam Houston Math, Science, and Technology Center (MSTC) HS; Kashmere HS; Lamar HS; Liberty HS; Middle College HS – Fraga; North Forest HS; Northside HS; Scarborough HS; Sharpstown HS; South Early College HS; Sterling Aviation Early College HS; Waltrip HS; Washington HS; Westside HS; Worthing HS; Yates HS	Supplies	\$20,805.00 In-Kind

Lakewood Church has made an in-kind donation valued at \$20,805.00 to 20 high schools. The purpose of the donation is to provide 75 packages each containing a hamper, diaper bag, diapers, baby supplies (i.e., teethingers, bottles, pacifiers, etc.), a tote bag containing mugs and/or makeup bags, and 75 combined stroller/car seats to support teen mothers. This donation may only be used for the purpose intended.

BL Technology an Inframark Company	Facility Management/Security Maintenance Department	Equipment	\$14,697.06 In-Kind
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BL Technology an Inframark Company has made an in-kind donation valued at \$14,697.06 to the Facility Management/Security Maintenance Department. The purpose of the donation is to provide equipment to assist Security Maintenance with repairs and installations for intercom systems. 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
NuBoard Media, Inc.	Scarborough HS	Supplies and Equipment	\$5,000.00
NuBoard Media, Inc., has donated \$5,000.00 to the Junior Reserve Officers' Training Corps (JROTC) program at Scarborough HS. The purpose of the donation is to provide funds to purchase supplies and equipment, such as rifle cases, travel bags, service rifles for drills, polo shirts, and for other needs of the program. This donation may only be used for the purpose intended.			
TH Rogers School Parent Teacher Organization (PTO)	TH Rogers School	Campus Improvements and Equipment	\$30,861.00 In-Kind
TH Rogers School PTO has made an in-kind donation valued at \$30,861.00 to TH Rogers School. Of the total donation, \$22,160.00 is intended to provide the campus with main restroom improvements, deep cleaning, and painting. For the remaining funds, \$8,701.00 is intended for two Clevertouch boards and their installation on campus. This donation may only be used for the purpose intended.			
<u>Mandarin Immersion Magnet School (MIMS) PTO</u>	<u>MIMS</u>	<u>Equipment</u>	<u>\$9,398.00 In-Kind</u>
<u>The MIMS PTO has made an in-kind donation valued at \$9,398.00 to MIMS. The purpose of the donation is to install equipment for access control to one door in the front office, one release button, one continental control panel, and one power supply. Also, there is an existing card reader and door contact that will be connected through the donation. All equipment will be installed during normal working hours. All equipment and installation will meet Houston Independent School District (HISD) standards. This donation may only be used for the purpose intended.</u>			

SUMMARY OF DONATIONS GREATER THAN \$5,000

Donor	Receiving School/ Department	Donation Disbursement	Total Value of Donation
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<u>Dongmei Zhu</u>	<u>School at St. George Place</u>	<u>Technology and Transportation</u>	<u>\$5,000.00</u>
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Dongmei Zhu has donated \$5,000.00 to School at St. George Place. The purpose of the donation is to provide \$2,500.00 for technology and \$2,500.00 for transportation for field trips. The technology will consist of lamps, document cameras, and projectors to use with the SMART boards on campus. This donation may only be used for the purpose intended.

<u>Chinese American Relief Efforts Coalition</u>	<u>Rodriguez Elementary School (ES)</u>	<u>School Supplies</u>	<u>\$40,000.00 In-Kind</u>
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The Chinese American Relief Efforts Coalition has made an in-kind donation valued at \$40,000.00 to Rodriguez ES. The school has been selected as the coalition's partner school for the 2023–2024 academic year. The purpose of the donation is to provide every registered student at Rodriguez ES with school supplies at an event scheduled for August 2023. This donation may only be used for the purpose intended.

<u>HISD Foundation</u>	<u>Harvard ES</u>	<u>Support for Students and Teachers</u>	<u>\$5,000.00</u>
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The HISD Foundation has donated \$5,000.00 to Harvard ES. The donated funds are to be used for the general needs of the students and teachers at the school. 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>Hope City Live Inc.</u>	<u>Worthing Early College (EC) HS</u>	<u>Supplies, Equipment, Travel</u>	<u>\$106,880.00</u>
<u>Hope City Live Inc. has made an in-kind donation valued at \$106,880.00 to the Worthing ECHS Marching Band. The purpose of the donation is to provide transportation, lodging, flight, and other band-related supports for a trip to Washington, D.C. The trip is scheduled from July 3–6, with a performance to represent the City of Houston at the National Fourth of July Parade. This donation may only be used for the purpose intended.</u>			
Total Value of Donations: \$71,363.06 \$130,761.06 \$237,641.06			



5/11/2023

21.

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 May 12, 2023.

SUMMARY OF GRANTS GREATER THAN \$5,000

Grantor	Receiving School/ Department	Grant Disbursement	Total Value of Grant
<u>Garden Club of Houston</u>	<u>Shadowbriar Elementary School (ES)</u>	<u>Supplies and Materials, Professional and Contracted Services</u>	<u>\$5,751.90</u>

The Garden Club of Houston has awarded a grant in the amount of \$5,751.90 to Shadowbriar ES. The purpose of the grant is to provide supplies and materials and professional and contracted services to make improvements to the Outdoor Learning Center at Shadowbriar. The grant period is from March 13, 2023, to May 1, 2024. The grant funds may only be used for the purpose intended.

<u>Texas Education Agency (TEA)</u>	<u>Academic Instructional Technology Department, Curriculum and Development Department, Cullen Middle School (MS), Forest Brook MS, and Revere MS</u>	<u>Learning Acceleration Support Opportunities (LASO)</u>	<u>\$1,225,000.00 Monetary</u>
			<u>\$29,076,723.00 In-kind</u>

The TEA has awarded the district four grants through the LASO program. LASO is a consolidation of four grants that includes the following awards to the Houston Independent School District (HISD): (1) Technology Lending Grant of \$225,000.00 (Monetary) to fund equipment for student access to digital instructional materials at school and home. The grant period for the Technology Lending Grant is February 21, 2023, to April 30, 2024. (2) Blended Learning Grant of \$400,000.00 (Monetary) to support the implementation of high-quality blended learning models in math and reading language arts. The grant period for the Blended Learning Grant is June 1, 2023, to April 30, 2025. (3) School Action Fund (SAF) Grant of \$600,000.00 (Monetary) to use an eligible school action model to support three high-need HISD campuses. The grant period for the SAF Grant is March 1, 2023, to June 30, 2024. The SAF campuses include Cullen MS, Forest Brook MS, and Revere MS. (4) Strong Foundations Implementation Grant, valued at \$29,076,723.00 (In-kind), to provide support to successfully implement the use of high quality instructional materials (HQIM). The grant period for the Strong Foundations Implementation Grant is March 1, 2023, to August 31, 2024. The grant funds may only be used for the purpose intended.

Total Value of Grants: ~~\$5,751.90~~ \$30,307,474.90



5/11/2023

22.

Office of the Superintendent of Schools

Office of Academics

Approval Of Proposed Revisions To Board Policy EHAB(LOCAL), *Basic Instructional Program: Required Instruction (Elementary)*-Second 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 approves the proposed revisions to Board Policy EHAB(LOCAL), *Basic Instructional Program: Required Instruction (Elementary)*, on second reading, effective May 12, 2023.

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

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

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*.



5/11/2023

23.

Office of the Superintendent of Schools

Office of Academics

Approval Of Proposed Revisions To Board Policy EHBE(LOCAL), *Special Programs: Bilingual Education/SEL*-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 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 approves the proposed revisions to Board Policy EHBE(LOCAL), *Special Programs: Bilingual Education/ESL*, on second reading, effective May 12, 2023.

**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 Bilingual 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.