

THE HOUSTON INDEPENDENT SCHOOL DISTRICT



AGENDA

**School Board
Meeting**

August 10, 2023

5:30 P.M. – BOARD AUDITORIUM – OPEN SESSION

- CALL TO ORDER
- MEDITATION AND PLEDGE OF ALLEGIANCE
- RECOGNITIONS
- SPEAKERS TO AGENDA ITEMS
- HEARING OF THE COMMUNITY
- CONSIDERATION AND APPROVAL OF MINUTES FROM PREVIOUS MEETINGS
- CONSIDERATION AND APPROVAL OF AGENDA ITEMS
- REMARKS AND REPORTS
- RECESS 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
- RECONVENE IN OPEN SESSION
- CONSIDERATION AND POSSIBLE ACTION ON MATTERS DISCUSSED IN CLOSED OR EXECUTIVE SESSION

DISCUSSION AND REPORT ITEMS

1. Superintendent Update
2. Teacher Evaluation
3. Debt Management Activity Report
 - Debt Management Activity Report
4. Investment Report
 - Investment Report

ITEMS PULLED FROM CONSENT AGENDA

5. Approval To Waive Board Policy BF(LOCAL), *Board Policies*, And Approval Of Proposed Revisions To Board Policy BDD(LOCAL), *Board Internal Organization: Attorney*, On First Reading
 - BDD(LOCAL)

6. Approval To Waive Board Policy BF(LOCAL), *Board Policies*, And Approval Of Proposed Revisions To Board Policy CDC(LOCAL), *Other Revenues: Gifts And Solicitations*, First Reading
 - CDC(LOCAL)
7. Approval To Waive Board Policy BF(LOCAL), *Board Policies*, And Approval Of Proposed Revisions To Board Policy CH(LOCAL), *Purchasing And Acquisition*, First Reading
 - CH(LOCAL)
8. Approval To Waive Board Policy BF(LOCAL), *Board Policies*, And Approval Of Proposed Revisions To Board Policy CHE(LOCAL), *Purchasing And Acquisition: Vendor Disclosures And Contracts*, First Reading
 - CHE(LOCAL)
9. Approval To Waive Board Policy BF(LOCAL), *Board Policies*, And Approval Of Proposed Revisions To Board Policy DC(LOCAL), *Employment Practices*, On First Reading
 - DC(LOCAL)
10. Approval To Waive Board Policy BF(LOCAL), *Board Policies*, And Approval Of Proposed Revisions To Board Policy DGB(LOCAL), *Employee Rights And Privileges: Personnel-Management Relations*, On First Reading
 - DGB(LOCAL)
11. Approval To Waive Board Policy BF(LOCAL), *Board Policies*, And Approval Of Proposed Revisions To Board Policy DNA(LOCAL), *Performance Appraisal: Evaluation Of Teachers*, On First Reading
 - DNA(LOCAL)
12. Approval To Waive Board Policy BF(LOCAL), *Board Policies*, And Approval Of Proposed Revisions To Board Policy DNB(LOCAL), *Performance Appraisal: Evaluation of Campus Administrators*, On First Reading
 - DNB(LOCAL)
13. Approval To Waive Board Policy BF(LOCAL), *Board Policies*, And Approval Of Proposed Revisions To Board Policy DEC(LOCAL), *Compensation And Benefits: Leaves And Absences*, On First Reading
 - DEC(LOCAL)

14. Approval To Waive Board Policy BF(LOCAL), *Board Policies*, And Approval Of Proposed Revisions To Board Policy BP(LOCAL), *Administrative Regulations*, On First Reading
 - BP(LOCAL)
15. Approval To Waive Board Policy BF(LOCAL), *Board Policies*, And Approval Of Proposed Revisions To Board Policy BQA(LOCAL), *Planning And Decision-Making Process: District Level*, On First Reading
 - BQA(LOCAL)
16. Approval To Waive Board Policy BF(LOCAL), *Board Policies*, And Approval Of Proposed Revisions To Board Policy EHB(LOCAL), *Special Programs: Innovative And Magnet Programs*, On First Reading
 - EHB(LOCAL)
17. Approval To Waive Board Policy BF(LOCAL), *Board Policies*, And Approval Of Proposed Revisions To Board Policy DP(LOCAL), *Personnel Positions*, On First Reading
 - DP(LOCAL)
24. Approval Of Vendor Awards For Purchases Over \$100,000 And Ratification Of Vendor Awards For Purchases Under \$100,000 - Specified Project
 - 23-05-08-01 – Cooperative / Health Science Equipment and Supplies

CONSENT AGENDA

18. Ratification Of Use Of Self-Insurance Recovery Fund For Meyerland Performing And Visual Arts Middle School
19. Authority To Execute An Agreement Renewal With The Harris County Juvenile Board
20. Approval Of The 2023-2024 *Code Of Student Conduct*
21. Approval Of Application To Participate In The Optional Flexible School Day Program For State Funding For The 2023-2024 School Year
22. Approval Of Resolution Ordering November 7, 2023, General Election For Houston Independent School District Single-Member Districts II, III, IV, And VIII, And Authority To Negotiate And Execute An Agreement With Harris County To Conduct Joint Elections
 - Resolution Ordering Board Elections
23. Approval Of The Appointment Of Board Members To Serve As Representatives To Other Organizations For One-Year Or Multiyear Terms

24. Approval Of Vendor Awards For Purchases Over \$100,000 And Ratification Of Vendor Awards For Purchases Under \$100,000
 - Purchasing Services Cover Sheet
 - Purchase Requests
25. 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
 - Approval Of Donations
26. Acceptance Of Grant Funds In Support Of Districtwide And School-Specific Programs And Authorization To Negotiate And Execute Contracts Required Under The Grants
 - Acceptance Of Grants
27. Delegation Of Authority To The Superintendent Of Schools To Obligate The District For Excess Revenue Contracts And Agreements
 - Resolution
28. Approval Of Resolution Designating Officers And Administrators Authorized To Act On Behalf Of The Houston Independent School District In All Matters In Connection With Depository Contract And Other Banking And Investment Matters
 - Resolution
 - LSIP Authorized Representatives
 - TexPool Authorized Representatives
29. Adoption Of Resolution Approving the District Debt Management Policy
 - Debt Management Policy
 - Debt Management Policy Resolution
30. Adoption Of A Resolution To Designate Investment Officers For The Houston Independent School District
 - Resolution
31. Authority To Negotiate, Execute, And Amend Agreements With The SPARK School Park Program For The Improvement And Construction Of SPARK Parks At Various Campuses
32. Authority To Renew Partnerships With Avance-Houston, Inc.; Gulf Coast Community Services Association; Harris County Department Of Education; And BakerRipley For Head Start Prekindergarten Collaborative Programs
 - HISD/Head Start Collaboratives Projections 2023–2024

33. Adoption Of Resolution Approving The *Cash Management and Investment Policy*
 - CMI Resolution
 - Cash Management and Investment Policy 2024
34. Authority To Negotiate And Execute An Interlocal Agreement With Region 7 Education Service Center
 - Region VII - Resolution
 - Region VII - Interlocal Agreement
35. Approval Of Waiver To Allow The Houston Independent School District To Hire And Employ Assistant Principals And Deans Without A Certification For The 2023-2024, 2024-2025, And 2025-2026 School Years
36. Approval Of The Proposed 2023-2024 Local Calendar For The Central Office And Campus-Based Non-Teacher Appraisal System
37. Approval Of The Proposed 2023-2024 Local Appraisal Calendars
38. Approval Of New Evaluation Systems For Teachers
 - The Teacher Excellence System
 - HISD 2023–2024 Teacher Evaluation For Non-NES/A Schools
39. Approval Of Certification Waiver For Certain Teachers
40. Approval Of The August Budget Amendment
 - August Budget Amendment

REMARKS AND REPORTS

BOARD MEMBER REPORTS AND COMMENTS

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

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.

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) Consideration and approval to settle in the matter of Leticia Segundo Cruz v. HISD, et al, in the 269th Judicial District Court of Harris County, TX; Cause No. 2021-65352.
- e) Consideration and approval to settle the Harris County v. Houston Independent School District facility use matter concerning HC election 12/11/2022.
- f) Consideration and approval to settle the Harris County v. Houston Independent School District facility use matter concerning HC election 12/14/2022.

Security Devices Or Security Audits

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

ADJOURN



8/10/2023

3.

Office of the Superintendent of Schools

Office of Finance

Debt Management Activity Report

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

The district's *Debt Management Policy* approved by the School Board on June 22, 2023, requires that the Office of Finance and Business Services provides a report to the School Board semi-annually detailing debt management activities and adherence to the policy. The attached report includes the term from January 1, 2023, through June 30, 2023.



REPORT OF DEBT MANAGEMENT ACTIVITIES

Houston Independent School District
for the period of
January 1, 2023 through June 30, 2023



FOREWORD

Pursuant to the Debt Management Policy adopted by the School Board on June 22, 2023, the Office of Finance will provide a report to the District's School Board semi-annually detailing debt management activities and adherence to the policy.



COMPLIANCE CERTIFICATION

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

James Terry

James Terry
Chief Financial Officer, Ph.D, CPA, RTSBA

Glenn Reed

Glenn Reed
Deputy Chief Financial Officer

Lisa Pepi

Lisa Pepi
Treasurer

DEBT MANAGEMENT POLICY COMPLIANCE REVIEW

Houston ISD Compliance Summary		
Category	Compliant	Comments
Debt Management Policy reviewed annually.	Yes	Approved by School Board on 6/22/2023 for FY 2024.
Arbitrage reports prepared and reported in CAFR.	Yes	CAFR dated 6/30/2022 reflected no arbitrage liabilities, consistent with prepared reports
Authorized types of debt issued in current reporting period.	Yes	The Limited Tax Refunding Bonds, Series 2023A bonds; and the Limited Tax Refunding Bonds, Series 2023C Bonds were sold in compliance with the Debt Management Policy
Variable rate debt <= 25% of total debt.	Yes	As of 06/30/2023 variable rate debt equaled 11.1% of total debt.
Refunded debt met net present savings thresholds of 2% for current refundings and 4% for advance refundings.	Yes	The Limited Tax Refunding Bonds, Series 2023A bonds; and the Limited Tax Refunding Bonds, Series 2023C Bonds were sold in compliance with the Debt Management Policy
Legal debt limitation requirements met.	Yes	Attorney General letter on file with issuance documents.
District debt service tax rate limitation of \$1.00 per \$100 assessed valuation and total tax rate of \$1.70 not exceeded.	Yes	Current debt service tax rate is \$0.1667 and total tax rate is \$1.0372.
The District has obtained credit ratings from at least two nationally recognized bond rating agencies prior to bond issues.	Yes	Current General Obligation Bond are rated Aaa by Moody's; and AA+ by Standard & Poor's
Required bond issuance reports filed with nationally recognized municipal securities information repository by bond counsel.	Yes	Letter on file by bond counsel (Orrick Herrington) dated 7/1/2022 indicating compliance.
The District filed the ACFR with the MSRB on EMMA Dataport.	Yes	Filed by District on December 27, 2022.
The District filed the Annual Financial and Operating Data Disclosure Report with the MSRB on EMMA Dataport.	Yes	Filed by District on December 27, 2022
Investment of bond proceeds meets Debt Policy guidelines.	Yes	Proceeds invested in segregated accounts and reported within the district's Cash Management and Investment Policy.
The District met targeted year end debt service fund balance of 10% of total current year debt service.	Yes	The debt service fund balance at 6/30/2023 was 27% of budgeted 2023 debt service.

DEBT ACTIVITY SUMMARY

JANUARY 01, 2023 THRU JUNE 30, 2023

Date of Issue	Description	Original Issue Amount	Final Maturity Date	Principal Outstanding on 12/31/22	01/01/23-06/30/23 Redemption/Refunding Activity	01/01/23-06/30/23 Principal Payments	01/01/23-06/30/23 Interest Payments	Principal Outstanding on 06/30/23
11/01/09	Series 2009A-2 (BABS)	\$ 148,850,000	2/15/2034	\$ 148,850,000	\$ -	\$ -	\$ 4,579,309	\$ 148,850,000
11/01/09	Series 2009A-3 (BABS)	183,750,000	2/15/2028	117,950,000	-	17,900,000	3,509,430	100,050,000
2/14/13	Limited Tax Refunding Series 2013C	92,905,000	2/15/2032	72,240,000	(72,240,000)	-	2,389,331	-
2/14/13	Limited Tax Sch and Ref Series 2013A	209,640,000	2/15/2038	114,615,000	(109,510,000)	5,105,000	-	-
2/14/13	Variable Rate Ltd Tax Sch Series 2013B	147,130,000	6/1/2036	45,675,000	-	-	685,125	45,675,000
12/16/14	Limited Tax Refunding Series 2014B	365,395,000	2/15/2033	168,285,000	-	7,305,000	3,402,225	160,980,000
4/12/16	Limited Tax Sch and Ref Series 2016A	757,195,000	2/15/2041	590,455,000	-	34,345,000	13,447,400	556,110,000
5/23/17	Limited Tax Sch and Ref Series 2017	848,740,000	2/15/2042	616,655,000	-	69,205,000	14,543,275	547,450,000
6/29/17	Lease Revenue Ref Series 2017 (PFC)	21,550,000	9/15/2030	13,705,000	-	-	342,625	13,705,000
6/27/18	Limited Tax Sch Series 2018	86,960,000	2/15/2043	82,635,000	-	2,325,000	2,045,975	80,310,000
6/01/19	Variable Rate Ltd Tax Sch Series 2014A-2	110,520,000	6/1/2039	109,650,000	-	-	1,918,875	109,650,000
10/22/19	Lease Revenue Ref Series 2019 (PFC)	29,675,000	9/15/2029	25,280,000	-	-	632,000	25,280,000
6/01/20	Variable Rate Ltd Tax Refunding Series 2012	37,115,000	6/1/2029	37,115,000	(37,115,000)	-	742,300	-
6/01/20	Variable Rate Ltd Tax Refunding Series 2014A-1B	82,105,000	6/1/2039	82,105,000	(82,105,000)	-	-	-
03/21/23	Variable Rate Ltd Tax Refunding Series 2023C	80,785,000	6/1/2039	-	80,785,000	-	3,273,933	80,785,000
03/21/23	Limited Tax Refunding Series 2023A	104,255,000	6/30/2038	-	104,255,000	-	-	104,255,000
Bonds Payable		\$ 3,306,570,000		\$ 2,225,215,000	\$ (115,930,000)	\$ 136,185,000	\$ 51,511,804	\$ 1,973,100,000
6/27/18	Matintenance Tax Notes Series 2018	\$ 174,615,000	1/15/2038	\$ 150,130,000	\$ -	\$ -	\$ 3,693,575	\$ 150,130,000
Notes Payable		\$ 174,615,000		\$ 150,130,000	\$ -	\$ -	\$ 3,693,575	\$ 150,130,000
Total Debt Payable		\$ 3,481,185,000		\$ 2,375,345,000	\$ (115,930,000)	\$ 136,185,000	\$ 55,205,379	\$ 2,123,230,000



DEBT ACTIVITY

FOR THE PERIOD JANUARY 1, 2023 THROUGH JUNE 30, 2023

Refunding of the \$82,105,000 (Variable Rate) Limited Tax Schoolhouse Bonds, Series 2014A-1B

- The Series 2014A-1B bonds were refinanced by the issuance of Limited Tax Refunding Bonds Series 2023C in a par amount of \$80,785,000
- Previously issued debt was refinanced with a new term rate period effective June 1, 2023 and ending June 1, 2025.
- The refinanced bonds were issued with a premium of \$1,786,156 in order to meet investor demand for a 4.00% coupon
- The bonds were issued with a single term rate period to be remarketed on June 1, 2025, and a yield of 2.95%.
- The issuance premium reduced the bonds remarketed by \$1,320,000 resulting in the scheduled remarketing amount of \$82,105,000 to be decreased to \$80,785,000
- Underwriters discount, bond counsel, disclosure counsel, financial advisor and other fees totaled \$607,723.



DEBT ACTIVITY

FOR THE PERIOD JANUARY 1, 2023 THROUGH JUNE 30, 2023

Refunding of \$109,510,000 (Fixed Rate) Limited Tax Refunding Bonds **Series 2013A Bonds**

- The Series 2013A bonds were refinanced by the issuance of Limited Tax Refunding Bonds Series 2023A in a par amount of \$104,255,000
- The Series 2023A bonds were issued with a premium of \$5,996,488 in order to meet investors demand for 5.00% coupons
- The issuance of the Series 2023A Refunding bonds achieved Net Present Value Savings of \$8,867,038 or 8.10% of the refunded bonds
- The issuance premium reduced the par amount of the refinanced bonds by \$5,255,000
- Underwriters discount, bond counsel, disclosure counsel, financial advisor and other fees totaled \$774,644



DEBT ACTIVITY

FOR THE PERIOD JANUARY 1, 2023 THROUGH JUNE 30, 2023

Redemption of \$37,115,000 (Variable Rate) Limited Tax Schoolhouse Bonds, Series 2012 Bonds

- On June 1, 2023, the District had the option to either remarket the balance of the Series 2012 Bonds, or to redeem the Series 2012 Bonds in their entirety by utilizing available debt service funds.**
- The Series 2012 Bonds had an original final maturity date of June 1, 2029**
- With the early redemption of the remaining balance of the Series 2012 Bonds, the District was able to avoid future interest payments on \$37,115,000 of principal. The amount of interest savings is estimated to be \$10 million, assuming a variable interest rate of 4.5% through maturity.**



DEBT ACTIVITY

FOR THE PERIOD JANUARY 1, 2023 THROUGH JUNE 30, 2023

Redemption of \$72,240,000 (Fixed Rate) Limited Tax Refunding Bonds, Series 2013C Bonds

- The Series 2013C Bonds were eligible to be called on February 15, 2023. The District redeemed the Series 2013C Bonds in their entirety by utilizing available debt service funds.
- The Series 2013C Bonds had an original final maturity date of February 15, 2032
- With the early redemption of the remaining balance of the Series 2013C Bonds, the District was able to avoid future interest payments of \$19,810,700.



8/10/2023

4.

Office of the Superintendent of Schools

Office of Finance and Business Services

Investment Report

Government Code Chapter 2256. Public Funds Investment (PFIA) requires that the board-designated investment officers prepare and submit to the School Board, not less than quarterly, a written report of investment transactions for all funds covered by the PFIA for the preceding reporting period.

Houston Independent School District (HISD) investments are further governed by the board-approved *Cash Management and Investment Policy*. All investments purchased meet the three basic tenets included in policy: investment safety, investment liquidity, and investment yield. All investments are held to maturity. HISD does not invest on a speculative basis.

The attached investment report for the fiscal year ended June 30, 2023, meets the reporting requirements of Section 2256.023, Internal Management Reports, of the PFIA. The report has been reviewed and signed by the chief financial officer, the controller, and the treasurer, who have been designated by the HISD School Board as the district's investment officers for the day-to-day management of HISD's cash and investment position.

Fiscal Year 2023 Investment Report

July 27, 2023



FOREWORD

- Under the Public Funds Investment Act (PFIA), governmental units are required to have Board approved investment policies, investment portfolios limited to only those investments specifically authorized by law, and quarterly reports submitted to the governing body which disclose both the book and market values of investments held.
- The Houston Independent School District is in compliance with the PFIA. All investments purchased meet the four basic tenets included in the District's investment policy in descending order of priority – investment safety, liquidity, public trust and yield.
- The day-to-day management of the District's cash and investment position is the responsibility of the Chief Financial Officer, the Controller, and the Treasurer, who have all been designated by the Board as the District's investment officers.

Compliance Certification

We hereby certify that the Quarterly Investment Report represents the investment position of the District as of June 30, 2023, and that all investments were purchased in compliance with the Board-approved Cash Management and Investment Policy.



James Terry, Ph.D.
Chief of Finance and Business Services

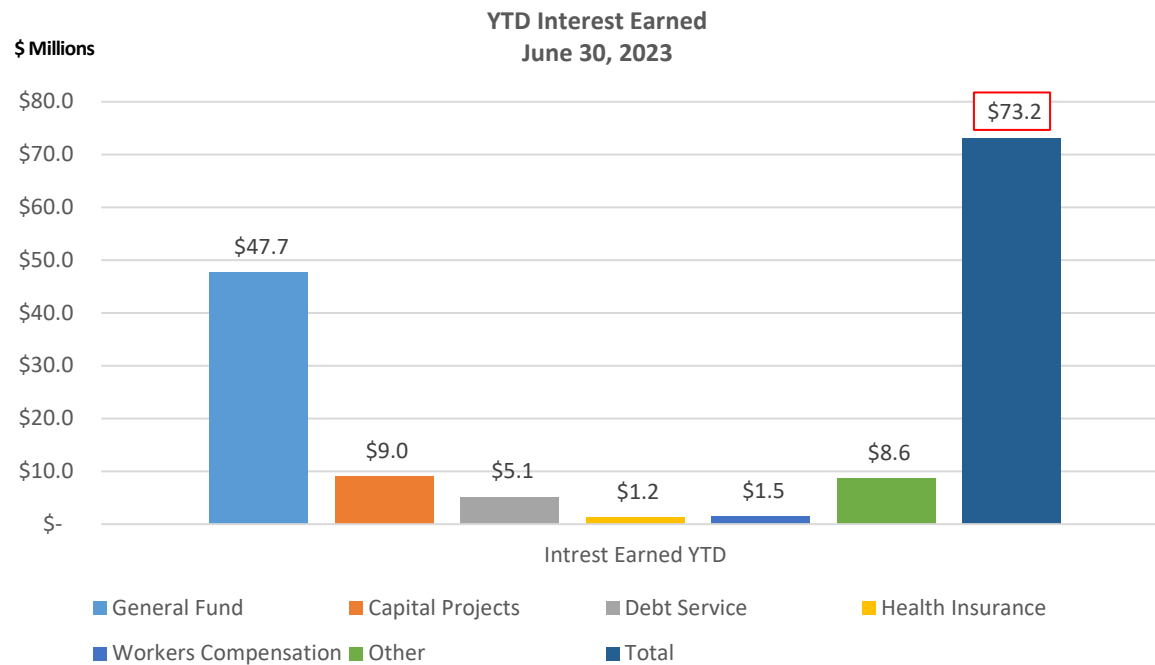


Sherrie H. Robinson
Controller

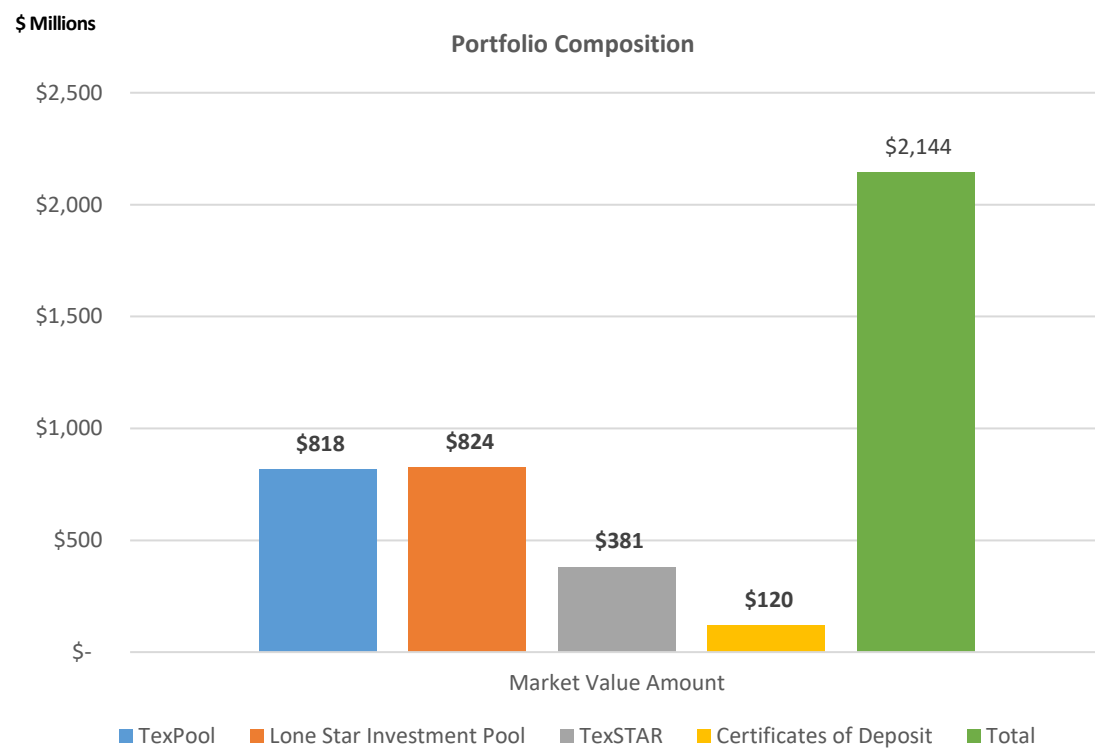


Lisa M. Pepi
Treasurer

Year to Date Interest Earned



Portfolio Composition by Type



Portfolio Reports

Summary Report: This report shows the change in book value and market value from the prior quarter end through the current quarter end in summary form. The report also shows accrued interest receivable by fund groups for those funds which have investments paying interest on a non-monthly basis.

Portfolio Inventory and Transaction Report: This report details each individual investment security and pool account subtotaled by fund group.

- Security type or pool name are detailed.
- Purchase and maturity dates are shown for those investments which have a stated final maturity.
- The change in book and market value for each investment is shown for the period reported.
- Purchases and redemptions in investment pool accounts are shown on a net basis.
- Purchases, sales, and maturities of securities are shown on an individual transaction basis.
- The final maturity (Par) value of securities are detailed.

**SUMMARY REPORT
FOR FISCAL YEAR ENDED JUNE 30, 2023**

	6/30/2022	6/30/2022	6/30/2023	6/30/2023			
Fund	Book Value	Market Value	Book Value	Market Value	Change in Book Value	Change in Market Value	Accrued Intrest Receivable
General Fund	\$ 1,469,180,549	\$ 1,469,175,044	\$ 1,588,682,454	\$ 1,588,682,454	\$ 119,501,905	\$ 119,507,410	\$ 3,248,070
Capital Projects Fund	\$ 271,367,643	\$ 271,367,643	\$ 200,172,512	\$ 200,172,512	\$ (71,195,131)	\$ (71,195,131)	\$ -
Debt Service Fund	\$ 68,574,782	\$ 68,574,782	\$ 128,687,084	\$ 128,687,084	\$ 60,112,302	\$ 60,112,302	\$ -
Food Service Fund	\$ 25,266,764	\$ 25,266,764	\$ 57,605,079	\$ 57,605,079	\$ 32,338,315	\$ 32,338,315	\$ -
Marketplace	\$ 447,038	\$ 447,038	\$ 127,674	\$ 127,674	\$ (319,363)	\$ (319,363)	\$ -
Health Insurance Fund	\$ 45,301,558	\$ 45,301,558	\$ 59,466,685	\$ 59,466,685	\$ 14,165,127	\$ 14,165,127	\$ -
Workers' Compensation Fund	\$ 40,355,903	\$ 40,355,903	\$ 33,565,232	\$ 33,565,232	\$ (6,790,671)	\$ (6,790,671)	\$ -
Internal Service Fund	\$ 10,895,851	\$ 10,895,851	\$ 5,527,278	\$ 5,527,278	\$ (5,368,573)	\$ (5,368,573)	\$ -
Medicaid Fund	\$ 18,774,826	\$ 18,774,826	\$ 43,346,775	\$ 43,346,775	\$ 24,571,949	\$ 24,571,949	\$ -
Print Shop Fund	\$ 5,861,311	\$ 5,861,311	\$ 3,739,848	\$ 3,739,848	\$ (2,121,464)	\$ (2,121,464)	\$ -
Special Revenue Fund	\$ 61,707,485	\$ 61,707,485	\$ 697,166	\$ 697,166	\$ (61,010,318)	\$ (61,010,318)	\$ -
Trust & Agency Funds	\$ 4,927,838	\$ 4,927,838	\$ 5,251,277	\$ 5,251,277	\$ 323,439	\$ 323,439	\$ -
Activity Funds	\$ 12,397,761	\$ 12,397,761	\$ 16,905,551	\$ 16,905,551	\$ 4,507,790	\$ 4,507,790	\$ -
Public Facility Corporation							
TOTAL INVESTMENTS	\$ 2,035,059,308	\$ 2,035,053,803	\$ 2,143,774,614	\$ 2,143,774,614	\$ 108,715,306	\$ 108,720,812	\$ 3,248,070

Portfolio Position

Portfolio Position
HOUSTON ISD
06/30/22 - 06/30/23

<i>Security Description</i>	<i>Book Value On 06/30/22</i>	<i>Book Value On 06/30/23</i>	<i>Market Val On 06/30/22</i>	<i>Market Val On 06/30/23</i>	<i>Purchase Cost</i>	<i>Sales Proceeds</i>	<i>Int Recieved In the Period</i>	<i>Accrued Interest</i>
Lone Star Corporate Overnight Fund	\$ 72,680,392	\$ 387,932,435	\$ 72,680,392	\$ 387,932,435	\$ -	\$ -	\$ 7,684,968	\$ -
Lone Star Corporate Overnight Plus Fund	\$ 82,922,292	\$ 110,104,310	\$ 82,922,292	\$ 110,104,310	\$ -	\$ -	\$ 3,313,595	\$ -
Lone Star Government Overnight Fund	\$ 203,363,976	\$ 849,938	\$ 203,363,976	\$ 849,938	\$ -	\$ -	\$ 1,706,233	\$ -
Texpool	\$ 131,647,442	\$ 554,698,838	\$ 131,647,442	\$ 554,698,838	\$ -	\$ -	\$ 13,455,086	\$ -
Texpool Prime	\$ 376,051,758	\$ 78,510,483	\$ 376,051,758	\$ 78,510,483	\$ -	\$ -	\$ 7,203,933	\$ -
Texstar	\$ 373,979,636	\$ 336,241,028	\$ 373,979,636	\$ 336,241,028	\$ -	\$ -	\$ 10,280,854	\$ -
Agency Bond Discount 10/03/22	\$ 32,839,722	\$ -	\$ 32,838,025	\$ -	\$ -	\$ 33,000,000	\$ 160,278	\$ -
Agency Bond Discount 12/05/22	\$ 32,683,364	\$ -	\$ 32,681,367	\$ -	\$ -	\$ 33,000,000	\$ 316,636	\$ -
Treasury Bill 11/03/22	\$ 32,771,967	\$ -	\$ 32,770,155	\$ -	\$ -	\$ 33,000,000	\$ 228,033	\$ -
CD East West Bank 4.49 03/15/24	\$ -	\$ 10,000,000	\$ -	\$ 10,000,000	\$ 10,000,000	\$ -	\$ -	\$ 133,733
CD Unity 0.175 07/26/23	\$ -	\$ 145,000	\$ -	\$ 145,000	\$ 145,000	\$ -	\$ -	\$ 0
CD Unity 0.15 08/31/23	\$ -	\$ 95,000	\$ -	\$ 95,000	\$ 95,000	\$ -	\$ -	\$ 1
CD East West Bank 3.32 08/11/23	\$ -	\$ 30,000,000	\$ -	\$ 30,000,000	\$ 30,000,000	\$ -	\$ -	\$ 897,236
CD East West Bank 4.76 10/30/23	\$ -	\$ 20,038,036	\$ -	\$ 20,038,036	\$ 20,038,036	\$ -	\$ -	\$ 642,647
CD East West Bank 3.05 07/27/23	\$ -	\$ 20,025,756	\$ -	\$ 20,025,756	\$ 20,025,756	\$ -	\$ -	\$ 575,364
CD Independent Bank 4.50 11/30/24	\$ -	\$ 30,022,613	\$ -	\$ 30,022,613	\$ 30,022,613	\$ -	\$ -	\$ 677,437
CD East West Bank 4.76 10/30/23	\$ -	\$ 10,019,018	\$ -	\$ 10,019,018	\$ 10,019,018	\$ -	\$ -	\$ 321,324
CD Unity 0.015 08/31/22	\$ 95,000	\$ -	\$ 95,000	\$ -	\$ -	\$ 95,000	\$ 876	\$ 118
CD Unity 0.00175 09/01/22	\$ 145,000	\$ -	\$ 145,000	\$ -	\$ -	\$ 145,000	\$ 1,106	\$ 210
CD East West Bank 0.19 10/28/22	\$ 10,000,000	\$ -	\$ 10,000,000	\$ -	\$ -	\$ 10,000,000	\$ 6,195	\$ -
CD East West Bank 1.01 03/15/23	\$ 10,000,000	\$ -	\$ 10,000,000	\$ -	\$ -	\$ 10,000,000	\$ 71,115	\$ -
CD East West Bank 0.19 10/28/22	\$ 20,000,000	\$ -	\$ 20,000,000	\$ -	\$ -	\$ 20,000,000	\$ 12,389	\$ -
CD East West Bank 0.19 10/28/22	\$ 20,000,000	\$ -	\$ 20,000,000	\$ -	\$ -	\$ 20,000,000	\$ 12,389	\$ -
CD East West Bank 0.13 07/27/22	\$ 20,000,000	\$ -	\$ 20,000,000	\$ -	\$ -	\$ 20,000,000	\$ 1,852	\$ -
CD Independent Bank 0.10 11/30/22	\$ 20,000,000	\$ -	\$ 20,000,000	\$ -	\$ -	\$ 20,000,000	\$ 8,329	\$ -
CD Independent Bank 0.30 08/05/22	\$ 30,000,000	\$ -	\$ 30,000,000	\$ -	\$ -	\$ 30,000,000	\$ 8,630	\$ -
General Fund Total	\$ 1,469,180,549	\$ 1,588,682,454	\$ 1,469,175,044	\$ 1,588,682,454	\$ 120,345,424	\$ 229,240,000	\$ 44,472,498	\$ 3,248,070

<i>Security Description</i>	<i>Book Value On 06/30/22</i>	<i>Book Value On 06/30/23</i>	<i>Market Val On 06/30/22</i>	<i>Market Val On 06/30/23</i>	<i>Purchase Cost</i>	<i>Sales Proceeds</i>	<i>Int Recieved In the Period</i>	<i>Accrued Interest</i>
Lone Star Corporate Overnight Fund	\$ 70,700,325	\$ 79,504,485	\$ 70,700,325	\$ 79,504,485	\$ -	\$ -	\$ 3,098,008	\$ -
Lone Star Corporate Overnight Plus Fund	\$ 10,110,124	\$ -	\$ 10,110,124	\$ -	\$ -	\$ -	\$ 44,548	\$ -
Lone Star Government Overnight Fund	\$ 13,667,907	\$ -	\$ 13,667,907	\$ -	\$ -	\$ -	\$ 67,105	\$ -
Texpool	\$ 75,040,050	\$ 76,158,866	\$ 75,040,050	\$ 76,158,866	\$ -	\$ -	\$ 2,869,497	\$ -
Texpool Prime	\$ 19,192,828	\$ 19,427,831	\$ 19,192,828	\$ 19,427,831	\$ -	\$ -	\$ 770,314	\$ -
Texstar	\$ 70,781,484	\$ 19,782,375	\$ 70,781,484	\$ 19,782,375	\$ -	\$ -	\$ 1,732,428	\$ -
6956 - CP1 698 SAP BP	\$ 11,874,925	\$ 5,298,955	\$ 11,874,925	\$ 5,298,955	\$ -	\$ -	\$ 438,371	\$ -
Total Capital Projects	\$ 271,367,643	\$ 200,172,512	\$ 271,367,643	\$ 200,172,512	\$ -	\$ -	\$ 9,020,271	\$ -
Lone Star Corporate Overnight Fund	\$ 66,912,608	\$ 48,716,887	\$ 66,912,608	\$ 48,716,887	\$ -	\$ -	\$ 1,758,796	\$ -
Lone Star Corporate Overnight Plus Fund	\$ 100,615	\$ 710,178	\$ 100,615	\$ 710,178	\$ -	\$ -	\$ 119,016	\$ -
Texpool	\$ 635,119	\$ 27,675,561	\$ 635,119	\$ 27,675,561	\$ -	\$ -	\$ 1,025,443	\$ -
Texpool Prime	\$ 926,441	\$ 26,372,223	\$ 926,441	\$ 26,372,223	\$ -	\$ -	\$ 575,782	\$ -
Texstar	\$ -	\$ 25,212,234	\$ -	\$ 25,212,234	\$ 82,500,000	\$ -	\$ 1,148,801	\$ -
FHLB Discount Note 0.00 02/13/23	\$ -	\$ -	\$ -	\$ -	\$ 82,483,325	\$ 83,000,000	\$ 516,675	\$ -
Total Debt Service	\$ 68,574,782	\$ 128,687,084	\$ 68,574,782	\$ 128,687,084	\$ 164,983,325	\$ 83,000,000	\$ 5,144,512	\$ -
Lone Star Corporate Overnight Fund	\$ 14,896,045	\$ 46,607,629	\$ 14,896,045	\$ 46,607,629	\$ -	\$ -	\$ 2,771,090	\$ -
Lone Star Corporate Overnight Plus Fund	\$ 4,572	\$ 4,748	\$ 4,572	\$ 4,748	\$ -	\$ -	\$ 176	\$ -
Lone Star Government Overnight Fund	\$ 447,038	\$ 127,674	\$ 447,038	\$ 127,674	\$ -	\$ -	\$ 12,147	\$ -
Texpool	\$ 10,366,147	\$ 10,992,702	\$ 10,366,147	\$ 10,992,702	\$ -	\$ -	\$ 396,555	\$ -
Food Service Total	\$ 25,713,802	\$ 57,732,753	\$ 25,713,802	\$ 57,732,753	\$ -	\$ -	\$ 3,179,968	\$ -
Lone Star Corporate Overnight Fund	\$ 45,271,580	\$ 59,432,440	\$ 45,271,580	\$ 59,432,440	\$ -	\$ -	\$ 897,185	\$ -
Lone Star Government Overnight Fund	\$ -	\$ 997	\$ -	\$ 997	\$ 56,922,577	\$ -	\$ 208,420	\$ -
Texpool	\$ 29,978	\$ 33,246	\$ 29,978	\$ 33,246	\$ -	\$ -	\$ 127,956	\$ -
Total Health Insurance	\$ 45,301,558	\$ 59,466,685	\$ 45,301,558	\$ 59,466,685	\$ 56,922,577	\$ -	\$ 1,233,561	\$ -
Lone Star Corporate Overnight Fund	\$ 29,665,214	\$ 24,828,251	\$ 29,665,214	\$ 24,828,251	\$ -	\$ -	\$ 1,088,931	\$ -
Texpool	\$ 2,578,004	\$ 297,703	\$ 2,578,004	\$ 297,703	\$ -	\$ -	\$ 44,832	\$ -
Texpool Prime	\$ 8,112,685	\$ 8,439,278	\$ 8,112,685	\$ 8,439,278	\$ -	\$ -	\$ 326,593	\$ -
Total Workers Comp	\$ 40,355,903	\$ 33,565,232	\$ 40,355,903	\$ 33,565,232	\$ -	\$ -	\$ 1,460,357	\$ -
Texpool Internal Service Total	\$ 10,895,851	\$ 5,527,278	\$ 10,895,851	\$ 5,527,278	\$ -	\$ -	\$ 393,111	\$ -
	\$ 0						\$	\$ -
Lone Star Corporate Overnight Fund	\$ 18,730,814	\$ 43,301,095	\$ 18,730,814	\$ 43,301,095	\$ -	\$ -	\$ 1,151,641	\$ -
Texpool	\$ 44,011	\$ 45,680	\$ 44,011	\$ 45,680	\$ -	\$ -	\$ 1,668	\$ -
Total Medicaid	\$ 18,774,826	\$ 43,346,775	\$ 18,774,826	\$ 43,346,775	\$ -	\$ -	\$ 1,153,309	\$ -

<i>Security Description</i>	<i>Book Value On 06/30/22</i>	<i>Book Value On 06/30/23</i>	<i>Market Val On 06/30/22</i>	<i>Market Val On 06/30/23</i>	<i>Purchase Cost</i>	<i>Sales Proceeds</i>	<i>Int Recieved In the Period</i>	<i>Accrued Interest</i>
Texpool Print Shop Total	\$ 5,861,311	\$ 3,739,848	\$ 5,861,311	\$ 3,739,848	\$ -	\$ -	\$ 260,382	\$ -
Lone Star Corporate Overnight Fund	\$ 60,692,754	\$ 670,323	\$ 60,692,754	\$ 670,323	\$ -	\$ -	\$ 2,393,088	\$ -
Lone Star Corporate Overnight Plus Fund	\$ 122,031	\$ 26,643	\$ 122,031	\$ 26,643	\$ -	\$ -	\$ 2,136	\$ -
Lone Star Government Overnight Fund	\$ 160,046	\$ 6	\$ 160,046	\$ 6	\$ -	\$ -	\$ 216	\$ -
Texpool Prime	\$ 720,501	\$ 9	\$ 720,501	\$ 9	\$ -	\$ -	\$ 20,564	\$ -
Texpool	\$ 12,152	\$ 184	\$ 12,152	\$ 184	\$ -	\$ -	\$ 346,513	\$ -
Total Special Revenue	\$ 61,707,485	\$ 697,166	\$ 61,707,485	\$ 697,166	\$ -	\$ -	\$ 2,762,516	\$ -
Lone Star Corporate Overnight Fund	\$ 3,824,897	\$ 2,231,814	\$ 3,824,897	\$ 2,231,814	\$ -	\$ -	\$ 50,692	\$ -
Lone Star Government Overnight Fund	\$ 7,961,178	\$ 14,038,863	\$ 7,961,178	\$ 14,038,863	\$ -	\$ -	\$ 570,425	\$ -
Texpool	\$ 611,685	\$ 634,873	\$ 611,685	\$ 634,873	\$ -	\$ -	\$ 23,188	\$ -
Total Activity	\$ 12,397,761	\$ 16,905,551	\$ 12,397,761	\$ 16,905,551	\$ -	\$ -	\$ 644,305	\$ -
Lone Star Corporate Overnight Fund	\$ 16,017	\$ 16,671	\$ 16,017	\$ 16,671	\$ -	\$ -	\$ 654	\$ -
Lone Star Corporate Overnight Plus Fund	\$ 49,283	\$ 51,177	\$ 49,283	\$ 51,177	\$ -	\$ -	\$ 1,895	\$ -
Texpool	\$ 4,862,538	\$ 5,183,428	\$ 4,862,538	\$ 5,183,428	\$ -	\$ -	\$ 188,647	\$ -
Total Trust and Agency	\$ 4,927,838	\$ 5,251,277	\$ 4,927,838	\$ 5,251,277	\$ -	\$ -	\$ 191,196	\$ -
Combined Port Total	\$ 2,035,059,308	\$ 2,143,774,614	\$ 2,035,053,803	\$ 2,143,774,614	\$ 342,251,326	\$ 312,240,000	\$ 69,915,986	\$ 3,248,070



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

8/10/2023

5.

Office of the Superintendent of Schools

Office of Legal Services

Approval To Waive Board Policy BF(LOCAL), *Board Policies*, And Approval Of Proposed Revisions To Board Policy BDD(LOCAL), *Board Internal Organization: Attorney*, On First Reading

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves revisions to Board Policy BDD(LOCAL), *Board Internal Organization: Attorney*.

Board Policy BF(LOCAL), *Board Policies*, states, "Proposed local policies or amendments introduced and recommended to the Board at one meeting shall not be adopted until a subsequent meeting. Emergency adoption, however, may occur in one meeting if circumstances demand an immediate response." By waiving the two readings required in BF(LOCAL), the board will make the updated version effective and available for immediate publication in the *Policy Online* manual.

RATIONALE

This local policy is recommended to update information about special counsel to the board, settlement authority, engagement of outside counsel, and reporting.

The proposed update to Board Policy BDD(LOCAL), *Board Internal Organization: Attorney*, is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the School Board waives Board Policy BF(LOCAL), *Board Policies*, and approves the proposed revisions to Board Policy BDD(LOCAL), *Board Internal Organization: Attorney*, on first reading, effective August 11, 2023.

BOARD INTERNAL ORGANIZATION
ATTORNEY

BDD
(LOCAL)

In-House Counsel

The Superintendent shall employ an attorney or attorneys in the Office of Legal Services, as necessary, to serve as the District's in-house counsel and representative in matters requiring legal services. ~~The Office of Legal Services shall be in the direction of the Superintendent.~~ The Superintendent shall establish protocols for channeling staff requests for legal advice from the in-house counsel. [See BJA(LOCAL)]

Special Counsel to the Board

The Board or Board's designee shall appoint an attorney or attorneys to serve as Special Counsel to the Board to advise on legal matters affecting Board members ~~and provide representation and advice at Board meetings.~~

~~The attorney or attorneys shall be responsible directly to the Board but shall be required to work with the Office of Legal Services, other administrative staff, and outside counsel. Procedures shall be established to ensure coordination of all services in accordance with the best interests of the District.~~

Settlement Authority

The Board supports promoting the efficient operation of District business management processes. Accordingly, the Board authorizes the Superintendent or Superintendent's designee to approve the settlement of claims ~~Workers Compensation subrogation claims, and property damage claims,~~ without Board approval, for matters less than ~~\$5,000~~\$100,000. The General Counsel will furnish a quarterly report to the Board of all approved settlements. ~~The Superintendent shall develop a regulation to facilitate this process.~~

Outside Counsel

The Board shall have final authority to retain outside counsel. The Board of Education authorizes the Superintendent of Schools and General Counsel to execute engagement letters with law firms on an as-needed basis to provide legal services. ~~In consultation with the Superintendent, the District's inhouse counsel may make recommendations to the Board regarding retention of an attorney or attorneys to represent the District in legal matters.~~ Services to be performed and reasonable fees and expenses to be paid by the District to outside counsel shall be set forth in writing between the ~~Board~~ the District and the attorney or ~~attorneys~~ firm.

When seeking advice or information from the District's outside counsel, individual Board members shall channel legal inquiries through the District's in-house counsel, Superintendent or Board President, or Board's designee, as appropriate.

A staff request for legal advice from the District's outside counsel must be submitted through the ~~District's in-house counsel or Superintendent.~~ Office of Legal Services.

BOARD INTERNAL ORGANIZATION
ATTORNEY

BDD
(LOCAL)

Report of Legal
Advice

Advice from legal counsel shall be reported to the Board upon request of the Board or when deemed necessary by the District's ~~in-house counsel~~ General Counsel, Superintendent, or Board President, ~~or Board's designee~~.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

8/10/2023

6.

Office of the Superintendent of Schools

Office of Finance

Approval To Waive Board Policy BF(LOCAL), *Board Policies*, And Approval Of Proposed Revisions To Board Policy CDC(LOCAL), *Other Revenues: Gifts And Solicitations*, First Reading

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves revisions to Board Policy CDC(LOCAL), *Other Revenues: Gifts and Solicitations*.

Board Policy BF(LOCAL), *Board Policies*, states, "Proposed local policies or amendments introduced and recommended to the Board at one meeting shall not be adopted until a subsequent meeting. Emergency adoption, however, may occur in one meeting if circumstances demand an immediate response." By waiving the two readings required in BF(LOCAL), the board will make the updated version effective and available for immediate publication in the *Policy Online* manual.

RATIONALE

This local policy is recommended to update the requirements for submitting a donation and the thresholds for approving donations.

The proposed update to Board Policy CDC(LOCAL), *Other Revenues: Gifts and Solicitations*, is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the School Board waives Board Policy BF(LOCAL), *Board Policies*, and approves the proposed revisions to Board Policy CDC(LOCAL), *Other Revenues: Gifts and Solicitations*, on first reading, effective August 11, 2023.

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

Definitions

“Gift”

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

“Device”

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

“Donor”

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

**Voluntary and
Unsolicited Gifts**

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

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

Authority to Accept

The Grant Development Department requires all donations to be submitted with a “Donation Intent Form and Donation Letter” to review and seek approval of unsolicited gifts. The donation process is as follows: ~~The Board delegates the following employees authority to accept and seek approval for unsolicited gifts on behalf of the District as follows:~~

- ~~4.~~ Any donations that are under a \$5,000 cost or market value will require approval from the division superintendent or designee, or appropriate department designee, if applicable. ~~Principals or department/campus designees to which the gift has been made shall be authorized to accept and seek approval for unsolicited gifts with a cost or market value up to \$1,000.~~

OTHER REVENUES
GIFTS AND SOLICITATIONS

CDC
(LOCAL)

2. Any donation of \$~~1000~~5,000 or more shall be approved by the Superintendent or his designee. ~~The Superintendent or designee shall be authorized to accept unsolicited gifts with a cost or market value more than \$1,000 but less than \$5,000.~~

~~Any gift with a cost or market value of \$5,000 or more, Any~~ any gift that the potential donor has expressly made conditional upon the District's use for a specified purpose, or any gift of real property, shall require Board approval, except that gifts from recognized parent organizations, including parent-teacher organizations (PTOs), parent-teacher associations (PTAs), and Booster Clubs will be exempted from this requirement.

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

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

[For technology service provider contributions, see TECHNOLOGY DONATIONS, below.]

*Criteria for
Acceptance*

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

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

1. Does it have a purpose consistent with the District's educational philosophy, goals, and objectives;
2. Does it place any restrictions on a campus or District program;
3. Will it support a program that the Board may be unable or unwilling to continue when the donation of funds is exhausted;
4. Will it result in ancillary or ongoing costs for the District;
5. Does it require employment of additional personnel;
6. Does it require or imply the endorsement of a specific business or product [see GKB for advertising opportunities];
7. Will it result in inequitable funding, equipment, or resources among District schools or programs;
8. Does it obligate the District or a campus to engage in specific actions;

OTHER REVENUES
GIFTS AND SOLICITATIONS

CDC
(LOCAL)

9. Is it connected to an existing contract, future promise, or future contract;
10. Does it create a controversy calling into doubt the appropriateness of the gift or donation;
11. Does it require factual determination as to the legal ownership of the gift; and
12. Does it affect the physical structure of a building or would require extensive maintenance on the part of the District and meets the District's design standards?

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

Playground
Equipment

Donated or used playground equipment shall not be accepted by the District. [See CS2(REGULATION)]

Technology
Donations

Technology devices that are donated must be coordinated through the department of technology and information systems. A donation must meet the minimum approved standards as described in the Guidelines for Donated Equipment section of the *Technology and Information Systems Manual*.

Vehicle
Donations

Before a vehicle may be accepted as a gift, a complete analysis must be conducted to determine if the vehicle is operational and will pass state inspection. All costs (i.e., repairs, maintenance, inspections, insurance, and the like) must be given careful consideration prior to determining if ownership is fully justified.

The following shall apply for vehicle donations:

1. The official title of ownership must be transferred to the District and placed in the possession of the property management department.
2. Vehicles with a free and clear title shall be considered.

Additional information regarding vehicle donations can be accessed in the *Finance Procedures Manual*, Section 908—Donation of Vehicles to Schools.

Technology Service
Providers

Anything of value offered by a technology service provider that is valued shall require Ethics and Compliance Office review prior to acceptance of the gift. Any technology device donations made by E-Rate vendors must also be reviewed by the Ethics and Compliance Office. [See CQ(LOCAL)]

Refusal of Gift

The Board and employees shall reserve the right to refuse any gift offered to the District, at any time and for any reason, as deemed appropriate by the Board and/or the Superintendent.

OTHER REVENUES
GIFTS AND SOLICITATIONS

CDC
(LOCAL)

Donor Recognition	Recognition of the donor for the gift may be made at the school or department with approval from administration. Formal recognition may be made by the Board or the administration.
Solicitations	<p>An employee who solicits gifts on behalf of the District or for use in the fulfillment of professional responsibilities shall comply with relevant state and federal law and any District administrative regulations.</p> <p>All donations solicited on behalf of the District, including solicitations in the name of the District or a campus, or donations solicited using District or campus resources, become the sole property of the District</p>
Web-Based Solicitations	<p>An employee may solicit web-based donations of money or items for use by the employee in fulfilling professional responsibilities or for the District's use, including "crowdfunding." However, an employee shall obtain prior approval from the employee's <u>principal and/or division superintendent or designee</u> supervisor before using the name or image of the District, a campus, or any student. [See CDC(REGULATION)]</p>



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

8/10/2023

7.

Office of the Superintendent of Schools

Office of Finance

Approval To Waive Board Policy BF(LOCAL), *Board Policies*, And Approval Of Proposed Revisions To Board Policy CH(LOCAL), *Purchasing And Acquisition*, First Reading

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves revisions to Board Policy CH(LOCAL), *Purchasing and Acquisition*.

Board Policy BF(LOCAL), *Board Policies*, states, "Proposed local policies or amendments introduced and recommended to the Board at one meeting shall not be adopted until a subsequent meeting. Emergency adoption, however, may occur in one meeting if circumstances demand an immediate response." By waiving the two readings required in BF(LOCAL), the board will make the updated version effective and available for immediate publication in the *Policy Online* manual.

RATIONALE

This local policy is recommended to update business assistance and purchasing department names; update business assistance goal levels, purchasing authority thresholds, and signature authority; and update purchasing change orders and amendments for the superintendent or designee.

The proposed update to Board Policy CH(LOCAL), *Purchasing and Acquisition*, is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the School Board waives Board Policy BF(LOCAL), *Board Policies*, and approves the proposed revisions to Board Policy CH(LOCAL), *Purchasing and Acquisition*, on first reading, effective August 11, 2023.

PURCHASING AND ACQUISITION

CH
(LOCAL)

**Business
Development and
Assistance**

In accordance with the District's [Supplier Diversity Program](#) ~~Affirmative Action Policy adopted on October 21, 1988, all purchases shall follow the guidelines specified in the *Business Assistance Plan for Houston ISD* document.~~ The goal level for minority ~~and~~ women business enterprises ([M/WBE](#)) shall be set at 20 percent for purchases, non-professional services, and construction services ~~of material, supplies, and equipment and at 15 percent for construction-related projects.~~ For professional service contracts, the goal level shall be set ~~by the using department and the Business Development and Assistance Department in the range of~~ [at 35 percent of all contracts over \\$1 million.](#) ~~A copy of the Special Conditions for Minority/Women Business Enterprises—Purchasing or Construction shall be included in all purchasing bid documents for bids over \$10,000 and greater than \$25,000 for construction and professional services.~~

The ~~Procurement~~ [Purchasing](#) Services and ~~Business Development and Business~~ Assistance Departments shall actively foster relationships with minority ~~and~~ women ~~owned~~ business enterprises to improve the business climate and the quality of life in the community ~~as well as~~ [and](#) sound procurement.

[See the Finance Procedures Manual for additional information regarding purchasing and acquisition.]

**Purchasing
Authority**

The Superintendent or designee shall have the authority to determine the method of purchasing to be used, in accordance with CH(LEGAL) or CBB(LEGAL), as appropriate, and to make budgeted purchases unless:

~~1. State law requires the Board to make or approve a purchase, or~~

1. The district solicitation purchase costs or aggregates to a cost of at least ~~\$100,000~~ [\\$1,000,000](#), ~~an amount that~~ shall require Board approval.
2. The purchase is associated with a board approved cooperative agreement or intergovernmental agreement "interlocal".

No employee other than the Superintendent or designee shall be authorized to sign contracts that obligate the District.

~~Specific authority delegated to any designee shall be in accordance with administrative regulation CH(REGULATION).~~

**Emergency
Purchases**

The Board delegates to the Superintendent authority for approving emergency purchases and/or repairs, provided that any such items are presented to the Board at its next regular scheduled meeting for ratification. [See also CH(LEGAL), ~~CV(LOCAL)~~]

PURCHASING AND ACQUISITION

CH
(LOCAL)

Purchases Valued at or Above \$50,000	All District contracts valued at \$50,000 or more shall be made in accordance with the methods permitted by Education Code 44.031(a). [See CH(LEGAL)]
Competitive Bidding	<p>If competitive bidding is chosen as the purchasing method, the Superintendent or designee shall prepare bid specifications. The bid shall be advertised in accordance with Education Code 44.031(g). [See CH(LEGAL)] All bids shall be submitted in sealed envelopes, plainly marked with the name of the bidder and the time of opening. All bidders shall be invited to attend the bid opening. Any bid may be withdrawn prior to the scheduled time for opening. Bids received after the specified time shall not be considered.</p> <p>The District may reject any and all bids in accordance with state or federal law, as applicable.</p>
Competitive Sealed Proposals	<p>If competitive sealed proposals are chosen as the procurement method, the Superintendent or designee shall prepare the request for proposals and/or specifications for items to be purchased. The proposal shall be advertised in accordance with Education Code 44.031(g). All proposals other than those submitted and sealed electronically shall be submitted in sealed envelopes, plainly marked with the name of the proposer and the time of opening. Proposals received after the specified time shall not be considered. Proposals shall be opened at the time specified, and all proposers shall be invited to attend the proposal opening. Proposals may be withdrawn prior to the scheduled time for opening. Changes in the content of a proposal, and in prices, may be negotiated after proposals are opened.</p> <p>The District may reject any and all proposals in accordance with state or federal law, as applicable.</p>
Electronic Bids or Proposals	Bids or proposals that the District has chosen to accept through electronic transmission shall be administered in accordance with Board-adopted rules as set forth in Board resolution established rules and criteria for accepting electronic bids or proposals. Such rules shall safeguard the integrity of the competitive procurement process; ensure the identification, security, and confidentiality of electronic bids or proposals; and ensure that the electronic bids or proposals remain effectively unopened until the proper time.
Responsibility for Debts	The Board shall assume responsibility for debts incurred in the name of the District so long as those debts are for purchases made in accordance with adopted Board policy and current administrative procedures. The Board shall not be responsible for debts incurred by persons or organizations not directly under Board control; persons making unauthorized purchases shall assume full responsibility for all such debts.

PURCHASING AND ACQUISITION

CH
(LOCAL)

Purchase Commitments	All purchase commitments shall be made by the Superintendent or designee on a properly drawn and issued purchase order in accordance with administrative regulations.
Personal Purchases	District employees shall not be permitted to purchase supplies or equipment for personal use through the District's business process.
Change Orders and Amendments	A change order allowance or <u>amendment</u> for any contract requires prior Board approval and in no case shall <u>not exceed</u> the cumulative total change order allowance(s) exceed thresholds established by state law.
Sole Source Contracts	<p>Prior to entering into sole source negotiations, the Superintendent or designee shall make a determination that sole source goods or services procurement is necessary in accordance with Education Code 44. [See CBB(LEGAL) and CH(LEGAL)]</p> <p>For sole source purchases greater than \$50,000 <u>\$500,000</u> notice of the intent to enter into negotiations with the sole source vendor shall be noticed publicly, such as publishing on the District's website and on bid notification forums used by the District for advertising competitive bids, at least seven days prior to presenting the item for Board of Education approval. The notice shall include the title and brief description of the goods or services procured, the name of the proposed vendor, and a summary of the sole source determination.</p>
Effective Date	This policy shall be effective as of the adoption date, September 16, 2019.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

8/10/2023

8.

Office of the Superintendent of Schools

Office of Finance

Approval To Waive Board Policy BF(LOCAL), *Board Policies*, And Approval Of Proposed Revisions To Board Policy CHE(LOCAL), *Purchasing And Acquisition: Vendor Disclosures And Contracts*, First Reading

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves revisions to Board Policy CHE(LOCAL), *Purchasing and Acquisition: Vendor Disclosures and Contracts*.

Board Policy BF(LOCAL), *Board Policies*, states, "Proposed local policies or amendments introduced and recommended to the Board at one meeting shall not be adopted until a subsequent meeting. Emergency adoption, however, may occur in one meeting if circumstances demand an immediate response." By waiving the two readings required in BF(LOCAL), the board will make the updated version effective and available for immediate publication in the *Policy Online* manual.

RATIONALE

This local policy is recommended to update the name of Internal Audit to Ethics and Compliance and add a reference to CHE(REGULATION) for investigations.

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

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the School Board waives Board Policy BF(LOCAL), *Board Policies*, and approves the proposed revisions to Board Policy CHE(LOCAL), *Purchasing and Acquisition: Vendor Disclosures and Contracts*, on first reading, effective August 11, 2023.

PURCHASING AND ACQUISITION
VENDOR DISCLOSURES AND CONTRACTS

CHE
(LOCAL)

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

Covered Activities

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

Actions Constituting Inappropriate Activities

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

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

Investigations

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

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

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

Contact with Personnel / Board

Solicitors and representatives from collection agencies shall not be permitted to see school personnel in the buildings at any time. Salespersons of educational products shall be permitted to interview teachers during their planning periods or before or after

PURCHASING AND ACQUISITION
VENDOR DISCLOSURES AND CONTRACTS

CHE
(LOCAL)

school. An appointment shall be necessary, and the visitation must be approved by the teacher(s) and the principal.

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

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

**Vendor Data
Requirements**

Conflict of Interest

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

- Construction, renovation, maintenance, or repair of school property.
- Supplies.
- Equipment.
- Professional services, including architects, attorneys, fiscal agents, engineers, and consultants.

Information will be provided by companies, corporations, individuals, all sole-source providers, and any affiliated party or compensated agent as part of the procurement process through a questionnaire made a part of the District’s proposal or qualifications request.

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

PURCHASING AND ACQUISITION
VENDOR DISCLOSURES AND CONTRACTS

CHE
(LOCAL)

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

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

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

PURCHASING AND ACQUISITION
VENDOR DISCLOSURES AND CONTRACTS

CHE
(LOCAL)

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

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

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

**Unsolicited
Proposals**

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

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

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

The general manager and/or officer of Purchasing Services shall direct District Purchasing Services staff members to review and evaluate the proposal in compliance with federal, state, and local laws as well as Board policy and administrative regulation.



8/10/2023

9.

Office of the Superintendent of Schools

Office of Human Resources

Approval To Waive Board Policy BF(LOCAL), *Board Policies*, And Approval Of Proposed Revisions To Board Policy DC(LOCAL), *Employment Practices*, On First Reading

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves revisions to Board Policy DC(LOCAL), *Employment Practices*.

Board Policy BF(LOCAL), *Board Policies*, states, "Proposed local policies or amendments introduced and recommended to the Board at one meeting shall not be adopted until a subsequent meeting. Emergency adoption, however, may occur in one meeting if circumstances demand an immediate response." By waiving the two readings required in BF(LOCAL), the board will make the updated version effective and available for immediate publication in the *Policy Online* manual.

RATIONALE

The administration recommends changes to Board Policy DC(LOCAL) to streamline the application process.

The proposed update to Board Policy DC(LOCAL), *Employment Practices*, is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the School Board approves waiving Board Policy BF(LOCAL), *Board Policies*, and approves proposed revisions to Board Policy DC(LOCAL), *Employment Practices*, on first reading, effective August 11, 2023.

EMPLOYMENT PRACTICES

DC
(LOCAL)

Personnel Duties	The Superintendent or designee shall define the qualifications, duties, and responsibilities of all positions and shall ensure that job descriptions are current and accessible to employees and supervisors.
Posting Vacancies	The Superintendent or designee shall establish guidelines for advertising employment opportunities and posting notices of vacancies. These guidelines shall advance the Board's commitment to equal opportunity employment and to recruiting well-qualified candidates. Current District employees may apply for any vacancy for which they have appropriate qualifications.
Employment of All Personnel	The Board delegates to the Superintendent final authority to hire contractual and noncontractual personnel. [See also BJA(LOCAL)]
Applications <u>Preference for Veterans</u>	All applicants shall complete the online application by accessing the District's careers home page[†]. When applicants are equally qualified for a position, veterans who are discharged from active duty under an honorable discharge shall be extended an interview and, if equally qualified, will receive a hiring preference. Information on applications shall be confirmed before hiring an individual. [For information related to the evaluation of criminal history records, see DBAA.]
Employment Requirements	All employees shall meet the requirements specified by the District for the positions for which they are hired. Exceptions to this provision may be made only by the Superintendent.
Polygraph Tests	Applicants for certain positions may be requested to take a polygraph examination after a tentative offer of employment is made by the District.
Unauthorized Persons on District Premises	No person independently hired by a District employee shall be allowed to perform any tasks or volunteer any duties on District premises without prior approval of the principal, work location supervisor, and/or the Human Resources Department. [See also DH(LOCAL), GKG(LOCAL)]
Exit Interviews	Employees resigning or retiring from the District may be asked to participate in exit interviews.
Resignation or Retirement in Lieu of Termination	An employee who retired or resigned in order to avoid termination shall not be eligible for reemployment with the District. [See also DFE(LOCAL)]

EMPLOYMENT PRACTICES

DC
(LOCAL)

**Employment
Assistance
Prohibited**

No District employee shall assist another employee of the District or of any school district in obtaining a new job if the employee knows, or has probable cause to believe, that the other employee engaged in sexual misconduct regarding a minor or student in violation of the law. Routine transmission of an administrative or personnel file does not violate this prohibition. [See CJ for prohibitions relating to contractors and agents and DH(EXHIBIT) for the Educators' Code of Ethics.]

Effective Date

~~This policy shall be effective as of the adoption date, May 11, 2018.~~

⁴ ~~www.houstonisd.org/careers~~



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

8/10/2023

10.

Office of the Superintendent of Schools

Office of Human Resources

Approval To Waive Board Policy BF(LOCAL), *Board Policies*, And Approval Of Proposed Revisions To Board Policy DGB(LOCAL), *Employee Rights And Privileges: Personnel-Management Relations*, On First Reading

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves revisions to Board Policy DGB(LOCAL), *Employee Rights And Privileges: Personnel-Management Relations*.

Board Policy BF(LOCAL), *Board Policies*, states, "Proposed local policies or amendments introduced and recommended to the Board at one meeting shall not be adopted until a subsequent meeting. Emergency adoption, however, may occur in one meeting if circumstances demand an immediate response." By waiving the two readings required in BF(LOCAL), the board will make the updated version effective and available for immediate publication in the *Policy Online* manual.

RATIONALE

The administration recommends changes to Board Policy DGB(LOCAL) to streamline the consultation process.

The proposed update to Board Policy DGB(LOCAL), *Employee Rights And Privileges: Personnel-Management Relations*, is attached

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the School Board approves waiving Board Policy BF(LOCAL), *Board Policies*, and approves proposed revisions to Board Policy DGB(LOCAL), *Employee Rights And Privileges: Personnel-Management Relations*, on first reading, effective August 11, 2023.

EMPLOYEE RIGHTS AND PRIVILEGES
PERSONNEL-MANAGEMENT RELATIONS

DGB
(LOCAL)

**Consultation with
Employee Groups**

~~The primary purpose of the consultation process is to establish, maintain, and facilitate communications with employees of the District. It is the desire of the District that the consultation be meaningful both to the District and to the employee's elected representative. While the focus of consultation shall be on problem solving and the initiation of desirable change, the Board shall reserve the right to make final decisions concerning all questions relative to employee-employer relationships, as provided by law. Accordingly, the Board may not negotiate, or otherwise enter into a legally binding agreement with any employee groups regarding wages, hours, and working conditions.~~

Meetings

~~Consultation meetings shall be held monthly in accordance with a regular schedule and shall be "meetings of record" for which minutes will be kept and distributed. The Superintendent, or a member of the Superintendent's Cabinet, shall conduct all consultation meetings. Other staff members may be asked by the Superintendent to participate in consultation meetings, as deemed necessary. Minutes of each consultation meeting will be distributed to participants and to the Board prior to the next consultation meeting.~~

Agenda

~~Representation at consultation meetings will be a decision of each employee organization. An employee organization shall have sufficient time to present its ideas. By mutual agreement, meetings may be adjourned and reconvened at the earliest possible date in order to complete the agenda. Proposed agenda items shall be submitted in writing at least two days prior to a scheduled meeting, except in extenuating circumstances.~~

~~The goal of consultation is to reach consensus. In cases where consensus is not reached, the Superintendent may take a vote to determine the position of the representatives of the employee organization and the Superintendent. The Superintendent is not bound by the outcome of such a vote.~~

~~Ad hoc meetings in which nonconsultation employee organizations participate shall not replace or be used to circumvent the consultation process. The consultation process shall be utilized to address all items relating to wages, hours, and conditions of employment.~~

**Determination of
Appropriate
Employee
Organizations**

~~There are three broad categories of employees: instructional, non-instructional, and administrative.~~

~~An employee organization is eligible to be the elected representative of a category of employees on a consultation committee if its membership consists of the appropriate employee classifications and it has won an election to become the elected representative of a particular employee group.~~

EMPLOYEE RIGHTS AND PRIVILEGES
PERSONNEL-MANAGEMENT RELATIONS

DGB
(LOCAL)

~~An appropriate employee organization has the obligation and responsibility to fairly represent the interests of all employees at consultation.~~

~~An appropriate employee organization shall be elected by a majority vote of appropriate employees casting ballots in an election.~~

~~An appropriate employee organization shall have reasonable use of the District's mail distribution system, electronic mail, bulletin boards, campus cafeterias, teacher lounges, break rooms, and other similar spaces. Reasonable use of District mail, facilities, and spaces shall be defined in DGB(REGULATION).~~

~~Instructional~~

~~Instructional employees shall be defined as teachers, teachers' aides, paraprofessional and classified non-supervisory personnel and educational office personnel (secretary and clerical), and service (financial, technical, and administrative support) staff. Instructional employees shall participate in consultation as follows.~~

~~Selection of instructional consultation representatives shall be the responsibility of the appropriate employee organization elected to be the elected representative of instructional employees.~~

~~Noninstructional~~

~~Noninstructional employees shall be defined as construction and facilities personnel; food service personnel; warehouse, textbook, and print shop personnel; and transportation personnel. Noninstructional employees shall participate in consultation as follows. Selection of a noninstructional consultation representative shall be the responsibility of the appropriate employee organization elected to be the elected representative of noninstructional employees.~~

~~Administrative~~

~~The Board assures management and supervisory personnel appropriate consideration of benefits afforded other school personnel without the benefit of consultation. Any person in a position of responsibility who can effectively recommend any employee for employment, termination, assignment, transfer, or promotion or conduct employee evaluations is considered, for these purposes, management or supervisory personnel.~~

~~No provision of Board policy pertaining to an item that the Board has delineated as a subject of consultation will be changed or modified before the appropriate employee organization is consulted, unless the Superintendent or Board determines that action without consultation is necessary to the operation of the District. In this case, such action may be taken without prior consultation.~~

~~Open communication is vital. To ensure continuous communication, meetings with the Superintendent or designee and the management and supervisory personnel will be established on a regular basis to discuss items of administrative concern.~~

EMPLOYEE RIGHTS AND PRIVILEGES
PERSONNEL-MANAGEMENT RELATIONS

DGB
(LOCAL)

Dues Deductions

~~Dues deductions for members of employee organizations will be made at the expense of the District. [See CFEA(LEGAL)]~~

**Consultation
Election Procedures**

~~An employee organization desiring to become the elected representative of a category of employees must submit a written request to the Superintendent before October 1 of an odd-numbered year showing that as of September 1 of the year of the consultation election the employee organization's dues-paying membership consists of at least 10 percent of the instructional employee category as defined in this policy or the employee organization's membership consists of at least five percent of the noninstructional employee category as defined in this policy.~~

~~The District shall prepare a ballot of all eligible employee organizations desiring to be the elected representative of the employees of that employee group in either instructional or noninstructional consultation, whichever is appropriate; such list shall include a category of "no organization." A ballot shall be mailed to each employee by October 31, and each employee may designate one employee organization or the category "no organization." Any employee organization may obtain an electronic list of eligible voters by making a Texas Public Information Act request through the District Public Information Office. A list shall be provided to the employee organization making the request within the timeframe prescribed by law and include the name, job title, work site, work email address, and home address of eligible voters. Employee organizations may not obtain home addresses of eligible voters who have chosen to keep such information confidential pursuant to the Texas Public Information Act. The ballot shall then be returned to the independent auditors employed by the District or other independent third party postmarked no later than midnight, November 15. The preference ballot will be mailed to the address reflected in the employee's personnel file. If the ballot is returned by U.S. mail to the independent auditors employed by the District or other independent third party prior to being voted, the employee may request that it be forwarded to a new address or may pick it up in the appropriate department.~~

~~By December 1, the independent auditors, or other independent third party, using internal auditing, as needed, shall tally up ballots and determine which organization has received a majority of the ballots or if "no organization" has received a majority of ballots cast and shall certify such to the Superintendent and Board. Any and all employee organizations listed on the ballot shall have the right to a maximum of two observers of the vote tally. An employee organization shall be the elected representative of an employee category if it receives a majority of the ballots cast in the election. If an em-~~

EMPLOYEE RIGHTS AND PRIVILEGES
PERSONNEL-MANAGEMENT RELATIONS

DGB
(LOCAL)

~~employee organization or the “no organization” category does not receive a majority of votes, a runoff election shall be held between the organization that received the most votes and the “no organization” category.~~

~~The employee organization shall remain the elected representative of an employee category until such time as a different employee organization petitions the Superintendent with a sufficient showing of membership and defeats the incumbent elected representative in an election ran in accordance with this policy.~~

~~All costs of mailing the ballots and determining results shall be borne by the District.~~

~~Individual Rights to Present Grievance~~

~~Nothing herein is intended to prevent an employee from presenting a grievance concerning wages, hours, or conditions of work individually or through a representative who does not claim the right to strike. A grievance is defined as a dispute alleging a violation of the application or misapplication of the policies of the Board as related to wages, hours, or conditions of work. [See DGBA(LEGAL) and (LOCAL)]~~

~~Effective Date~~

~~This policy shall be effective as of the adoption date, October 15, 2021.~~

Consultation

The Board and its administrative personnel may consult with employees with respect to matters of educational policy and conditions of employment. The Superintendent of Schools or designee may adopt and make reasonable rules, regulations, and agreements to provide for such consultation, but they shall not limit or affect the power of the Board to govern and oversee the management of District schools. As such, no rules, regulations, or agreements shall be made to require employees to report their consultation with Trustees.

Consultation Guidelines

A method of consultation shall be provided to all employees, whether members of large or small organizations or of no organizations at all. Additionally, the superintendent shall meet with employee organizations at least four times per year to receive input and feedback.

The District views consultation and communication as an effective way to achieve the goals and objectives of the District. The following provisions shall govern consultation and employee communications processes:

1. The definition of “consultation” shall be: advice, counsel, and exchange of information.

EMPLOYEE RIGHTS AND PRIVILEGES
PERSONNEL-MANAGEMENT RELATIONS

DGB
(LOCAL)

2. The process of consultation shall be continuous throughout the school year and shall be as comprehensive as is administratively feasible.
3. The Superintendent of Schools or designee shall keep the Board advised of the progress and effectiveness of the District's consultation procedures.
4. The Superintendent of Schools or designee shall develop and implement such procedures as necessary, provided they are designed on standard school practices.
5. Consultation privileges shall be afforded to all employees consistent with procedures developed and implemented by the Superintendent of Schools or designee.
6. Consultation with individual local building members before or after school hours or during employees' duty-free lunch period may be held in District facilities upon approval of the principal/supervisor.
7. The Superintendent of Schools or designee shall keep the Board advised of the progress and effectiveness of the District's consultation procedures.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

8/10/2023

11.

Office of the Superintendent of Schools

Office of Human Resources

Approval To Waive Board Policy BF(LOCAL), *Board Policies*, And Approval Of Proposed Revisions To Board Policy DNA(LOCAL), *Performance Appraisal: Evaluation Of Teachers*, On First Reading

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves revisions to Board Policy DNA(LOCAL), *Performance Appraisal: Evaluation of Teachers*.

Board Policy BF(LOCAL), *Board Policies*, states, "Proposed local policies or amendments introduced and recommended to the Board at one meeting shall not be adopted until a subsequent meeting. Emergency adoption, however, may occur in one meeting if circumstances demand an immediate response." By waiving the two readings required in BF(LOCAL), the board will make the updated version effective and available for immediate publication in the *Policy Online* manual.

RATIONALE

The administration recommends changes to Board Policy DNA(LOCAL) to clarify the establishment and implementation of the district's evaluation system.

The proposed update to Board Policy DNA(LOCAL), *Performance Appraisal: Evaluation of Teachers*, is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the School Board approves waiving Board Policy BF(LOCAL), *Board Policies*, and approves proposed revisions to Board Policy DNA(LOCAL), *Performance Appraisal: Evaluation Of Teachers*, on first reading, effective August 11, 2023.

PERFORMANCE APPRAISAL
EVALUATION OF TEACHERS

DNA
(LOCAL)

**Appraisal System
and Process**

The formal appraisal of District teachers shall be in accordance with a local appraisal system developed in compliance with statutory provisions and state rules.

**General
Requirements**

District teachers shall be appraised annually as specified by the District evaluation system established by the Superintendent and his/her team. The Superintendent will specify how the evaluation system will be implemented and the timeline for appraisals in an evaluation manual and DNA(REGULATION) prior to the start of each evaluation period. ~~this policy, DNA(REGULATION), the Board-approved appraisal calendar, and the Texas Teacher Evaluation and Support System (T-TESS) manual. Teachers will participate in the T-TESS. After July 1, 2024, participation in T-TESS may include participation in a modified T-TESS that includes fewer annual formal observations.~~

~~The District shall establish an appraisal calendar each year. The appraisal period for each teacher shall be defined as stated in the Board-approved appraisal calendar. The Board-approved appraisal calendar may provide exceptions to this policy.~~

Components of the appraisal system shall ensure that teachers receive appropriate guidance and feedback and, in addition to the components described in the remainder of this policy, may include, but are not limited to, a written self-assessment, formal and informal observations, classroom walk-throughs, student learning indicators, and conferences. The appraisal process shall produce a summative performance report for the teacher, signed by the teacher and appraiser, and maintained as specified in the District's Records Management manual.

Appraisers

All teachers shall be assigned a primary appraiser. ~~The primary appraiser must conduct the minimally required annual conferences and at least one formal observation. Any appraiser may conduct additional formal observations and/or formal walkthroughs.~~ Appraisers shall be school-based administrators or other individuals who meet eligibility requirements, as specified in DNA(REGULATION), and who have undergone the requisite appraiser training and certification provided by the District.

Certification

Before conducting an appraisal, an appraiser shall be certified by the District. ~~completing the uniform appraiser training the District provides. The Board shall annually approve certified appraisers.~~ Periodic appraiser recertification and training shall be required.

Annual Training

Teachers shall participate in initial or update appraisal training annually as specified in the evaluation manual. ~~Board-approved appraisal calendar, DNA(REGULATION), and the T-TESS manual.~~

PERFORMANCE APPRAISAL
EVALUATION OF TEACHERS

DNA
(LOCAL)

It is the teacher's responsibility to complete appraisal training annually. ~~and to provide evidence of training completion to the appraiser within the specified timeline.~~ Failure to complete the appraisal training shall not impede the appraisal process.

Conferences

~~Teachers participating in T-TESS shall meet with their primary appraiser at least three times throughout the course of the school year. These comprehensive conferences shall be held near the beginning, middle, and end of the school year. After July 1, 2024, any teachers participating in a modified version of T-TESS will meet with their respective appraiser at least two times throughout the course of the school year. These comprehensive conferences shall be held near the beginning and end of the school year.~~

~~Additional conferences may be held at the request of the teacher or primary appraiser.~~

Observations

~~Teachers participating in T-TESS shall receive at least two formal classroom observations of at least 30 minutes in length. After July 1, 2024, any teacher participating in a modified version of T-TESS shall receive at least one formal classroom observation of at least 30 minutes in length.~~

~~The appraiser who conducted the formal observation shall provide the employee with specific, written feedback within ten working days from the date of the observation. Post-observation conferences may also be conducted at the request of either the appraiser or the teacher.~~

~~Ratings from each formal observation are included in determining a teacher's summative performance rating.~~

Walkthroughs

~~Each teacher participating in T-TESS may receive one or more formal walkthroughs of at least ten minutes in length. The appraiser who conducted the formal walkthrough shall provide the employee with specific, written feedback within ten working days from the date of the walkthrough. Post-walkthrough conferences may also be conducted at the request of either the appraiser or the teacher.~~

~~Ratings from each formal walkthrough are included in determining a teacher's summative performance rating.~~

Missed Deadlines

In the event an appraisal deadline is missed by either the teacher or the appraiser, the appraiser shall document the reason in a memorandum to the teacher and a copy shall be sent to the building principal. The appraisal process shall continue. A missed deadline shall not invalidate an appraisal document.

Appraisal Criteria

~~Teachers shall be appraised on the following two performance categories:~~

PERFORMANCE APPRAISAL
EVALUATION OF TEACHERS

DNA
(LOCAL)

	<div>1.—Instructional practice; and</div> <div>2.—Student performance (as determined by the District).</div>
Instructional Practice	<p>Appraisers shall assess the extent to which a teacher meets a set of expectations for each of four domains:</p> <div>1.—Planning;</div> <div>2.—Instruction;</div> <div>3.—Learning Environment; and</div> <div>4.—Professional Practices and Responsibilities.</div>
Student Performance	<p>Appraisers shall assess a teacher's effectiveness using student performance measures.</p>
Performance Feedback and Rating	<p>Each teacher shall receive performance feedback in each domain of instructional practice during the end-of-year conference.</p> <p>Each teacher shall receive a summative performance rating as specified in the Board-approved appraisal calendar, DNA(REGULATION), and the T-TESS manual.</p>
Individual Professional Development Plan	<p>Each teacher shall have an individual professional development plan that sets a path for professional growth. The plan shall be developed collaboratively with the teacher and their appraiser near the beginning of the school year and shall be revisited as necessary throughout the year.</p>
Prescriptive Plan for Assistance	<p>An appraiser shall create a Prescriptive Plan for Assistance (PPA) for any teacher whose job performance becomes a concern as evidenced through walkthroughs and observations aligned to the instructional practice rubric. Teachers shall acknowledge receipt of the PPA within ten working days from receipt of the plan.</p> <p>The PPA form shall outline the focus areas for development, specific development activities and action steps, and expected changes in behavior or performance outcomes.</p> <p>The PPA shall be considered complete when the teacher's performance exhibits the expected change as noted by the appraiser.</p>
Third-Party Input	<p>The appraiser shall verify and document third-party information that the appraiser and/or employee want to use as cumulative data. Any documentation that will influence the employee's annual appraisal ratings must be shared in writing with the employee within ten working days of the appraiser's knowledge of the occurrence.</p>
Second Appraisal Review	<p>Each teacher may request a second appraisal review of their instructional practice by submitting a written request. The teacher's</p>

PERFORMANCE APPRAISAL
EVALUATION OF TEACHERS

DNA
(LOCAL)

~~request must be submitted in writing within ten working days of receipt of the written feedback from a formal observation or formal walkthrough. The teacher may only request a second appraisal for a specific performance category once throughout a school year.~~

~~A second appraisal review for instructional practice shall require that the second appraiser conduct at least one unannounced formal observation or formal walkthrough, whichever led to the teacher's request for a second appraisal review.~~

~~Each teacher may request a second appraisal review of their student performance. A second appraisal review for student performance shall require a review of all documents and related materials to assess the teacher in those areas.~~

~~Ratings from both the original and second appraisers shall be averaged for a final rating for the requested performance criteria under review.~~

~~The Superintendent or designee shall select the second appraiser. Teachers may request that the second appraiser have content knowledge specific to the area being taught and that assignments shall be made based upon the availability of qualified personnel.~~

~~Teacher Responses~~

~~A teacher may submit a written response or rebuttal to his or her appraiser within ten working days of receipt of a written document. The appraiser will attach the teacher's written response to the appraisal document.~~

**Application of
Assessment
Systems**

All aspects of the appraisal systems shall be applied consistently and fairly to all employees. When an employee feels that any one of these procedures has been misapplied to him or her, a dispute may be filed in accordance with the Dispute Resolution Process at DGBA(LOCAL). However, unless the procedure in question was maliciously misapplied, applied in bad faith, or not applied by an appraiser, such misapplication or failure to follow the procedures shall not prevent or be any impediment to the Board or the Superintendent changing any employee's employment status under the terms of the employment contracts, if applicable, and state and federal laws.

Complaints

Employees may present complaints regarding the evaluation and appraisal process in accordance with the District's Dispute Resolution Process. [See DGBA(LOCAL)]

~~Amendment Process~~

~~The District may present suggested improvements to the appraisal process and criteria to the Shared Decision-Making Committees (SDMCs) and to the District Advisory Committee (DAC) for review on an annual basis. The SDMCs shall provide feedback on the proposed improvements to the DAC for its review and consideration.~~

PERFORMANCE APPRAISAL
EVALUATION OF TEACHERS

DNA
(LOCAL)

~~The District's administration shall present the recommended amendments to the Board.~~

Effective Date

~~This policy shall be effective as of the adoption date, August 10, 2023.~~



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

8/10/2023

12.

Office of the Superintendent of Schools

Office of Human Resources

Approval To Waive Board Policy BF(LOCAL), *Board Policies*, And Approval Of Proposed Revisions To Board Policy DNB(LOCAL), *Performance Appraisal: Evaluation of Campus Administrators*, On First Reading

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves revisions to Board Policy DNB(LOCAL), *Performance Appraisal: Evaluation of Campus Administrators*.

Board Policy BF(LOCAL), *Board Policies*, states, "Proposed local policies or amendments introduced and recommended to the Board at one meeting shall not be adopted until a subsequent meeting. Emergency adoption, however, may occur in one meeting if circumstances demand an immediate response." By waiving the two readings required in BF(LOCAL), the board will make the updated version effective and available for immediate publication in the *Policy Online* manual.

RATIONALE

The administration recommends changes to Board Policy DNB(LOCAL) to streamline the consultation process.

The proposed update to Board Policy DNB(LOCAL), *Performance Appraisal: Evaluation of Campus Administrators*, is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the School Board approves waiving Board Policy BF(LOCAL), *Board Policies*, and approves proposed revisions to Board Policy DNB(LOCAL), *Performance Appraisal: Evaluation of Campus Administrators*, on first reading, effective August 11, 2023.

PERFORMANCE APPRAISAL
EVALUATION OF CAMPUS ADMINISTRATORS

DNB
(LOCAL)

General Principles	School leaders and other professional employees shall participate in the appraisal process on an annual basis <u>as specified by the District evaluation system established by the Superintendent and his/her team. The Superintendent will specify how the evaluation system will be implemented and the timeline for appraisals in the evaluation manual and DNB(REGULATION) prior to the start of each evaluation period.</u> and shall follow the local appraisal calendar adopted by the Board. The appraisal process shall be governed by the guidelines specified in this policy, respective regulations, and appraisal manuals. [See also DN]
Employment Decisions	When relevant to the decision, written evaluations of a professional employee's performance, as documented to date, and any other information the administration determines to be appropriate shall be considered in decisions affecting contract status.
Exception	Written evaluations and other evaluative information need not be considered prior to a decision to terminate a probationary contract or a certified administrative performance contract at the end of the contract term.
Definition	<p>Other professional employees are defined as:</p> <ul style="list-style-type: none">• School Leaders — principals, assistant principals, and deans;• School counselors;• Nurses;• Librarians;• Magnet coordinators;• Social workers; and• Other professional employees who are not serving as a teachers of record.
School Leader Appraisal Criteria	<p>School leader appraisals shall include, but not be limited to, the following criteria:</p> <ul style="list-style-type: none">• Student performance;• School performance; and• Teacher effectiveness. <p>In addition to state and federal requirements, principal performance evaluations shall be aligned to rigorous standards established by the Board of Education to include, but not be limited to, evaluation of performance based on the percentage of students enrolled in Advanced Placement (AP), International Baccalaureate (IB), and</p>

PERFORMANCE APPRAISAL
EVALUATION OF CAMPUS ADMINISTRATORS

DNB
(LOCAL)

	college readiness transfer courses that are tested and evaluate student performance.
Performance Review of School Leaders	The following requirements shall be followed for the School Leader Appraisal System.
Training	School leaders shall complete initial or update training regarding the appraisal process and procedures annually.
Appraiser Certification	School leader appraisers shall complete standardized appraiser certification training prior to conducting appraisals.
Observations	Each school leader shall receive at least two formal observations conducted by his or her certified appraiser annually. The appraiser shall provide the employee with specific, written feedback within ten working days from the date of the observation. Post-observation conferences may also be conducted at the request of either the appraiser or the school leader.
Conferences	School leaders shall meet with their respective appraiser at least twice during the appraisal period and receive written feedback regarding goal achievement. The formative and summative conferences shall be held to: <ul style="list-style-type: none">• Review campus scorecard performance data, set goals that define expectations, and set priorities; and• Discuss performance progress toward goal achievement, make adjustments to goals, and plan prescriptive professional development. Additional conferences may be held at the request of the school leader or appraiser.
Performance Review Of Other Professionals	Performance evaluations for professional employees other than school leaders and teachers shall be conducted annually through the District's locally adopted appraisal system for such employees as specified in DN(LOCAL).
Assistance	An appraiser may place an employee on a Prescriptive Plan for Assistance (PPA) at any time when performance or behavior becomes a concern as evidenced by observations, work products, or behavior aligned to the appraisal expectations. The PPA shall outline the areas for improvement identified by the appraiser, and specific developmental activities within the employee's plan shall be monitored.

PERFORMANCE APPRAISAL
EVALUATION OF CAMPUS ADMINISTRATORS

DNB
(LOCAL)

Documentation and Records	Official appraisal records shall be maintained throughout a person's employment with the District as outlined in the District's Records Management Manuals.
Third-Party Input	The appraiser shall verify and document any third-party information that the appraiser and/or employee want to use as cumulative data. Any documentation that will influence the employee's annual appraisal ratings must be shared in writing with the employee within ten working days of the appraiser's knowledge of the occurrence. A parent or legal guardian must sign if the initiating party is under 18 years of age.
Employee Response	An employee may submit a written response or rebuttal to his or her appraiser within ten working days of receipt of a written document. The appraiser will attach the employee's written response to the appraisal document.
Application of Assessment Systems	All aspects of the appraisal systems shall be applied consistently and fairly to all employees. When an employee feels that any one of these procedures has been misapplied to him or her, a dispute may be filed in accordance with the Dispute Resolution Process at DGBA(LOCAL). However, unless the procedure in question was maliciously misapplied, applied in bad faith, or not applied by an appraiser, such misapplication or failure to follow the procedures shall not prevent or be any impediment to the Board or the Superintendent changing any employee's employment status under the terms of the employment contracts, if applicable, and state and federal laws.
Complaints	Employees may present complaints regarding the evaluation and appraisal process in accordance with the District's Dispute Resolution Process. [See DGBA(LOCAL)]
Effective Date	This policy shall be effective as of the adoption date, June 13, 2014.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

8/10/2023

13.

Office of the Superintendent of Schools

Office of Human Resources

Approval To Waive Board Policy BF(LOCAL), *Board Policies*, And Approval Of Proposed Revisions To Board Policy DEC(LOCAL), *Compensation And Benefits: Leaves And Absences*, On First Reading

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves revisions to Board Policy DEC(LOCAL), *Compensation and Benefits: Leaves and Absences*.

Board Policy BF(LOCAL), *Board Policies*, states, "Proposed local policies or amendments introduced and recommended to the Board at one meeting shall not be adopted until a subsequent meeting. Emergency adoption, however, may occur in one meeting if circumstances demand an immediate response." By waiving the two readings required in BF(LOCAL), the board will make the updated version effective and available for immediate publication in the *Policy Online* manual.

Rationale

The administration recommends changes to Board Policy DEC(LOCAL) to clarify the use of discretionary leave and to ensure the reporting procedures align with district needs.

The proposed update to Board Policy DEC(LOCAL), *Compensation and Benefits: Leaves and Absences*, is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the School Board approves waiving Board Policy BF(LOCAL), *Board Policies*, and approves proposed revisions to Board Policy DEC(LOCAL), *Compensation And Benefits: Leaves And Absences*, on first reading, effective August 11, 2023.

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

**Leave
Administration**

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

Definitions

The term "immediate family" is defined as:

Immediate Family

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

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

Family Emergency

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

Leave Day

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

School Year

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

Catastrophic Illness
or Injury

A catastrophic illness or injury is a severe condition or combination of conditions affecting the mental or physical health of the employee or a member of the employee's immediate family that requires the services of a licensed practitioner for a prolonged period of time and that forces the employee to exhaust all leave time earned by that employee and to lose compensation from the District. Such conditions typically require prolonged hospitalization or recovery or are expected to result in disability or death. Conditions relating to pregnancy or childbirth shall be considered catastrophic if they meet the requirements of this paragraph.

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

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

Availability

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

**State Leave
Proration**

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

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

Medical Certification

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

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

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

**State Personal Leave
and Local Leave**

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

**Nondiscretionary
Use**

Nondiscretionary use of leave shall be for the same reasons and in the same manner as state sick leave ~~accumulated before May 30, 1995~~. [See DEC(LEGAL)]

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

Discretionary Use

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

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

*Request for
Leave*

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

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

*Schedule
Limitations*

Discretionary use of leave shall not be permitted during or on:

1. The first week of a new semester;
2. The day before or after a school holiday;
3. Days scheduled for end-of-semester or end-of-year exams;
4. Days scheduled for state-mandated assessments; or
5. Professional or staff development days.

Local Leave

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

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

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

Local leave shall accumulate without limit.

Funeral Leave

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

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

A regular hourly employee shall not be eligible for funeral leave and may use accrued leave for a death in the employee's immediate family.

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

**Supplemental Sick
Leave Bank (SSLB)**

The District shall establish a Supplemental Sick Leave Bank that employees may join through contribution of local leave.

Leave contributed to the bank shall be solely for the use of participating employees. An employee who is a member of the bank may request leave from the bank if the employee experiences a catastrophic illness or injury and has exhausted all paid leave and any applicable compensatory time.

Implementation procedures for the SSLB shall be published in the *Finance Procedures Manual*.

**Professional
Business**

Short leaves with full pay may be granted to employees for visiting schools, for attending important professional meetings, or for carrying out some special assignments on recommendation of the department head and the Superintendent. An employee may be asked to file a written report. Each administrator may be allowed professional leave without salary deduction for attending national and state professional meetings, visiting schools, and attending other professional meetings, at their own expense, upon approval of the immediate supervisor and department head.

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

**Board Meeting /
Professional
Consultation**

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

**Employment Dispute
Resolution Meetings**

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

Unpaid Leave

Political Leave

Upon application, an employee shall be granted an unpaid leave of absence not to exceed four years, for the purpose of seeking or, if elected, serving in a public office.

Developmental
Leave

An employee may be granted an unpaid leave for one year for the purpose of engaging in a study designed to improve the employee's professional competence. Such leave request shall be accompanied by a statement describing how the leave is designed to improve professional competence. A study leave shall be effective at the beginning of the semester following the date of request. Upon request, such leave may be extended for one additional year.

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

Upon returning, the employee must provide proof of the academic work completed.

An employee with five years of service with the Teacher Retirement System of Texas (TRS) may purchase up to two years of credit for developmental leave by notifying TRS in advance of the intention to take such leave, having the District certify that the leave request will meet the requirements of improving professional competency, and making the appropriate deposit with TRS.

Family and Medical Leave

FMLA leave shall run concurrently with applicable paid leave and compensatory time, as applicable.

Note: See DECA(LEGAL) for provisions addressing FMLA.

Twelve-Month Period

For purposes of an employee's entitlement to FMLA leave, the 12-month period shall be July 1 through June 30.

Combined Leave for Spouses

When both spouses are employed by the District, the District shall limit FMLA leave for the birth, adoption, or placement of a child, or to care for a parent with a serious health condition, to a combined total of 18 weeks.

Intermittent or Reduced Schedule Leave

The District shall permit use of intermittent or reduced schedule FMLA leave for the care of a newborn child or for the adoption or placement of a child with the employee.

Certification of Leave

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

Fitness-for-Duty Certification

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

Leave at the End of Semester

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

Temporary Disability Leave

Certified Employees

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

All Other Employees

All other employees shall be eligible for temporary disability leave. The maximum length of temporary disability leave shall be 180 cal-

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

	endar days. [See DBB(LOCAL) for temporary disability leave.] Reinstatement to regular employment shall be on a position-available basis only.
Notification	An employee's notification of need for extended absence due to the employee's own medical condition shall be forwarded to the Superintendent as a request for temporary disability leave.
Concurrent Use of Paid Leave	The District shall require the employee to use temporary disability leave and paid leave, including any compensatory time, concurrently with FMLA leave.
Workers' Compensation	<hr/> Note: Workers' compensation is not a form of leave. The workers' compensation law does not require the continuation of the District's contribution to health insurance. <hr/>
	An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.
Paid Leave Offset	The District shall permit the option for paid leave offset in conjunction with workers' compensation income benefits.
Court Appearances	Absences due to compliance with a valid subpoena or for jury duty shall be fully compensated by the District and shall not be deducted from the employee's pay or leave balance. Absences for court appearances related to an employee's personal business shall be deducted from the employee's accrued leave or, at the employee's option, be taken as leave without pay.
Payment for Unused Leave	An employee hired before October 10, 1972, who leaves employment with the District shall be eligible to receive payment for accumulated, unused paid leave if they:
The 1972 Plan	<ol style="list-style-type: none">1. Have been continuously employed by the District since initial employment; and2. Have become eligible for retirement in accordance with the provisions of TRS. <p>An employee who meets all criteria shall receive payment for the unused portion of any accumulated, unused paid leave at their current daily rate of pay, not to exceed one-half of the contract year or the number of days available as of August 31, 1986, whichever is less.</p> <p>If an employee dies while under contract, any accumulated personal leave benefits, not to exceed one-half of the contract year or</p>

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

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

Exception

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

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



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

8/10/2023

14.

Office of the Superintendent of Schools

Office of Legal Services

Approval To Waive Board Policy BF(LOCAL), *Board Policies*, And Approval Of Proposed Revisions To Board Policy BP(LOCAL), *Administrative Regulations*, On First Reading

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves revisions to Board Policy BP(LOCAL), *Administrative Regulations*.

Board Policy BF(LOCAL), Board Policies, states, "Proposed local policies or amendments introduced and recommended to the Board at one meeting shall not be adopted until a subsequent meeting. Emergency adoption, however, may occur in one meeting if circumstances demand an immediate response." By waiving the two readings required in BF(LOCAL), the board will make the updated version effective and available for immediate publication in the *Policy Online* manual.

RATIONALE

This local policy is recommended to remove the requirement that regulations be presented to employee groups.

The proposed update to Board Policy BP(LOCAL), *Administrative Regulations*, is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the School Board waives Board Policy BF(LOCAL), *Board Policies*, and approves the proposed revisions to Board Policy BP(LOCAL), *Administrative Regulations*, on first reading, effective August 11, 2023.

ADMINISTRATIVE REGULATIONS

BP
(LOCAL)

Development

The Superintendent and administrative staff shall be responsible for developing and enforcing procedures for the operation of the District. These procedures shall constitute the administrative regulations of the District and shall include designated guidelines, handbooks, manuals, forms, and any other documents defining standard operating procedures.

The Superintendent or designee shall ensure that administrative regulations are kept up to date and are consistent with Board policy. The Superintendent or designee shall resolve any discrepancies among conflicting administrative regulations. In case of conflict between administrative regulations and policy, policy shall prevail.

Employee Input

~~Prior to the Superintendent's final approval, all proposed regulations concerning wages, hours, and working conditions shall be presented to employee organizations for input through the District's consultation process.~~

Approval and Distribution

Administrative regulations are available for Board review but shall not be adopted by the Board.

Access

Regulations may be accessed electronically via [Policy Online](#),¹ a service provided by the Texas Association of School Boards, and shall be regarded as authoritative.

Effective Date

~~This policy shall be effective as of the adoption date, October 15, 2021.~~

¹ Policy Online website: <https://pol.tasb.org/PolicyOnline?key=592>



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

8/10/2023

15.

Office of the Superintendent of Schools

Office of Legal Services

Approval To Waive Board Policy BF(LOCAL), *Board Policies*, And Approval Of Proposed Revisions To Board Policy BQA(LOCAL), *Planning And Decision-Making Process: District Level*, On First Reading

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves revisions to Board Policy BQA(LOCAL), *Planning and Decision-Making Process: District Level*.

Board Policy BF(LOCAL), *Board Policies*, states, "Proposed local policies or amendments introduced and recommended to the Board at one meeting shall not be adopted until a subsequent meeting. Emergency adoption, however, may occur in one meeting if circumstances demand an immediate response." By waiving the two readings required in BF(LOCAL), the board will make the updated version effective and available for immediate publication in the *Policy Online* manual.

RATIONALE

This local policy is recommended to update the composition of the committee and clarify its role; to change the number of meetings per year, and to remove the section *District Office Advisory Committee (DOAC)*.

The proposed update to Board Policy BQA(LOCAL), *Planning and Decision-Making Process: District Level*, is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the School Board waives Board Policy BF(LOCAL), *Board Policies*, and approves the proposed revisions to Board Policy BQA(LOCAL), *Planning and Decision-Making Process: District Level*, on first reading, effective August 11, 2023.

PLANNING AND DECISION-MAKING PROCESS
DISTRICT-LEVEL

BQA
(LOCAL)

**District Advisory
Committee (DAC)**

In compliance with Education Code 11.251, the District Advisory Committee (DAC) shall advise the Board or its designee in establishing and reviewing the District's educational plans and goals, performance objectives, and major Districtwide classroom instructional programs identified by the ~~Board or its designee~~ Superintendent. The committee shall serve exclusively in an advisory role ~~except that the committee shall approve staff development of a Districtwide nature.~~

Chairperson

The Superintendent shall be the Board's designee and shall name a District administrator as the facilitator. The facilitator is not a member of the committee and may not vote. Co-chairs shall be elected from the committee's membership. The Superintendent shall meet with the committee periodically.

Meetings

The facilitator, with input from the co-chairs, shall set the committee's agenda, and shall schedule at least ~~six~~ three meetings per year; additional meetings may be held at the call of the facilitator.

Minutes

Copies of the minutes of the DAC meetings shall be distributed to members of the committee and shall be available on the District's website. A paper copy will be made available to members of the general public upon request.

Duties of Committee

The committee shall perform duties as described in BQA(LEGAL).

The DAC will not address issues that in any way affect employees' wages, hours, or conditions of work. Nothing in this section shall be construed as creating a new cause of action or as requiring collective bargaining. [See BQA(LEGAL)]

Community Input

The Superintendent or designee shall ensure that the District-level committee obtains broad-based community, parent, and staff input through ad hoc advisory committees, the website, newsletters, and other methods as appropriate, and that it provides information to those persons on a systematic basis.

Composition

The committee shall be composed of members who shall represent campus-based professional staff (including, if practicable, at least one member with primary responsibility for educating students with disabilities), District-level professional staff, at least two parents, two business representatives, and two community members. Parent and community members and business representatives selected for the DAC shall appropriately represent the community's diversity. At least two-thirds of the elected professional staff representatives shall be classroom teachers. The remaining staff representatives shall include both campus- and District-level professional staff.

PLANNING AND DECISION-MAKING PROCESS
DISTRICT-LEVEL

BQA
(LOCAL)

Board
Representative

Board members shall select two representatives from ~~their district~~ the District to serve on the DAC committee to adhere to the same term limits outlined in this policy.

Parents

The Superintendent or designee shall select at least two parents after soliciting a pool of names from District staff and other parents currently involved in the District. The parents must have children currently enrolled in the District.

“Parent” shall mean a person who is a parent of or person standing in parental relation to a student enrolled at a school and who is not an employee of the school or the school District.

Community
Members

The Superintendent or designee shall select at least two community members after soliciting a pool of names from District staff and other community members currently involved in the District. All community member representatives must reside in the District and be at least 18 years of age. Community member representatives should not include a person who is a parent of a student enrolled in the District or a person who is an employee of the District.

Business
Representatives

The Superintendent or designee shall select at least two business representatives after soliciting a pool of names from District staff and other business people currently involved in the District. Business member representatives need not reside in nor operate businesses in the District.

Professional Staff
Members

Campus-based professional staff membership on the committee shall be open to all certified professional staff who are currently employed in a full-time professional position assigned to one school. Classroom teachers and other members of school-based professional staff who are elected to Shared Decision-Making Committees are eligible for nomination for election to the committee.

If no special education professional staff member is elected to the DAC, the Superintendent is responsible for ensuring that a special education representative is appointed as a nonvoting member of the committee.

Elections

An employee’s affiliation or lack of affiliation with any organization or association shall not be a factor in either the nomination or election of representatives on the committee. [See also DGA]

The consent of each nominee shall be obtained before the person’s name may appear on the ballot. An annual election will be held to determine the professional staff members of the committee.

PLANNING AND DECISION-MAKING PROCESS
DISTRICT-LEVEL

BQA
(LOCAL)

	<p>DAC members may be reelected and may not serve more than two consecutive two-year terms. When a vacancy occurs on the committee prior to the end of a term, the runner-up to that position may complete the term.</p>
Nominations from Campus-Based Professionals	<p>A transparent call for nominees shall be conducted by the assigned District administrator and by campus principals to determine two campus nominees: one teacher and one campus-based professional employee.</p> <p>Any eligible campus-based professional may be nominated by another campus-based professional or may self-nominate to be included in the campus-based election process. Campus nominees must consent to be included on the District ballot.</p> <p>If there is more than one consenting nominee, a transparent election process should be conducted at the campus level to determine the nominee with the most support among the professional staff.</p>
Nominations from Central Office Departments	<p>Central office department heads shall conduct a transparent call for nominees to determine one nominee who is a professional employee (pay grade 25 or above). The department nominee must consent to being included on the District ballot. If there is more than one consenting nominee, a transparent election process should be conducted within the department to determine the nominee with the most support among the professional staff. Any eligible central office employee may self-nominate to be included in the department-based election process.</p>
Districtwide Election	<p>Following submission of all the nominees, a District ballot shall be opened for electronic voting, via a secure District portal application. At the conclusion of the voting window, nominees with the most votes shall be notified of their election to the DAC.</p> <ul style="list-style-type: none">• Each campus-based professional is eligible to cast one teacher vote and one other professional vote.• The campus professionals shall vote for individuals by their school level (elementary, middle, and high).• Individual teachers at elementary schools shall elect one person from among the elementary teacher nominees.• Individual teachers at middle schools and prekindergarten (PK)–8 campuses shall elect one person from among the middle school and PK–8 campus nominees.• Individual teachers at high schools and grades 6–12 campuses shall elect one person from among the high school nominees.

PLANNING AND DECISION-MAKING PROCESS
DISTRICT-LEVEL

BQA
(LOCAL)

- Individual campus and District professional personnel (non-teachers) may elect one person from among the other professional nominees.
- Central office professionals are eligible to cast one vote and may elect one person from the central office nominees.

**Other Advisory
Groups**

The existence of the DAC shall not affect the authority of the Board or its designee to appoint or establish other advisory groups to task forces to assist it in matters pertaining to District instruction.

**District Office
Advisory Committee
(DOAC)**

~~District Office Advisory Committees (DOAC) shall be established to advise the District Superintendent in establishing educational goals, objectives, and major administrative district office classroom instructional programs. The committee shall serve exclusively in an advisory role except that the DOAC shall approve staff development of an administrative District nature.~~

Minutes

~~Copies of the minutes of the DOAC meetings shall be distributed to members and shall be available on the District's office website. A paper copy shall be made available upon request by other interested parties.~~

Composition

~~The DOAC composition shall be established by administrative procedures.~~



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

8/10/2023

16.

Office of the Superintendent of Schools

Office of Legal Services

Approval To Waive Board Policy BF(LOCAL), *Board Policies*, And Approval Of Proposed Revisions To Board Policy EHB(LOCAL), *Special Programs: Innovative And Magnet Programs*, On First Reading

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves revisions to Board Policy EHB(LOCAL), *Special Programs: Innovative and Magnet Programs*.

Board Policy BF(LOCAL), *Board Policies*, states, "Proposed local policies or amendments introduced and recommended to the Board at one meeting shall not be adopted until a subsequent meeting. Emergency adoption, however, may occur in one meeting if circumstances demand an immediate response." By waiving the two readings required in BF(LOCAL), the board will make the updated version effective and available for immediate publication in the *Policy Online* manual.

RATIONALE

This local policy is recommended to update the section on modifying an existing magnet program.

The proposed update to Board Policy EHB(LOCAL), *Special Programs: Innovative and Magnet Programs*, is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the School Board waives Board Policy BF(LOCAL), *Board Policies*, and approves the proposed revisions to Board Policy EHB(LOCAL), *Special Programs: Innovative and Magnet Programs*, on first reading, effective August 11, 2023.

The District shall provide innovative and engaging programs to attract, retain, and empower students in a rich academic environment. Directly aligned with the Board's Beliefs and Visions, the District's magnet schools embody the mandates for change on school choice, decentralization, school empowerment, and meaningful engagement. The Board commits to inclusion and equality in educational attainment, ownership, and engagement in the District's magnet programs, and the District shall not support patterns of exclusion and inequality.

Definitions

The following definitions are used herein:

1. Community – In this policy is defined as the overall District jurisdictional boundary and may be referred to as the greater Houston area.
2. Magnet School – Defined in this policy, Magnet Schools are unique to Neighborhood Schools with 'Themes' in that they seek to draw students from outside the school's attendance zone using specified criteria. These schools receive magnet funding and provide transportation to non-zoned students.
3. Vanguard Magnet – While all District schools have Vanguard programs designed to serve the special needs of G/T students, there are, in addition to the Vanguard programs provided at all District schools, some schools that have a Vanguard Magnet program. There is a separate application for Magnet Vanguard programs. Qualified students can apply and, once accepted, receive transportation.
4. Neighborhood Vanguard Programs/Gifted and Talented (G/T) – Vanguard programs serve G/T identified students in neighborhood schools. Vanguard schools are addressed in separate policies. [See FDB(LOCAL) and EHBB(LOCAL)]
5. Neighborhood School – A school that serves its zoned population of students. A neighborhood school may offer specialized programming and can accept transfers if space is available but does not receive transportation or extra funding from the District.
6. Separate and Unique – A magnet school that does not have a defined attendance zone to the overall District jurisdictional boundary. This magnet school is also referred to as a dedicated or standalone magnet.

Schools and Types of Programs

The magnet program in the District offers students a portfolio of prekindergarten–grade 12 engaging, academically rigorous, and theme-based choices. The program seeks to recruit and draw a so-

SPECIAL PROGRAMS
INNOVATIVE AND MAGNET PROGRAMS

EHB
(LOCAL)

socioeconomically and ethnically diverse student body from throughout the District with the ultimate goal of the student population reflecting the diversity of the District's metropolitan community.

The District's magnet schools and/or programs can be structured in the following ways:

- Elementary school – Application and, when applicable, testing for appropriate program. [See EHBB(LOCAL)]
- Secondary school – May require more specific qualifications for entrance, as identified by magnet theme or unique standalone magnet school, and is subject to auditions and/or portfolio for fine art programs. Secondary fine arts programs with auditions and/or portfolios are exempt from lottery process.

**Program
Characteristics**

The District's magnet programs shall develop engaging curricula that meet the learning, wellbeing and civic needs of the District's student population and economic demands of the community. Each magnet program shall identify the following characteristics in the initial proposals as well as maintain the characteristics for evaluation on an ongoing basis:

1. Academic achievement and intellectual entrepreneurship as its core goals, enhanced by thematic programming, teaching philosophies, and real world experiences;
2. An enriched curriculum designed around a specialized theme or philosophy;
3. A socioeconomically and ethnically diverse student body;
4. Increased student access to the program through the District's awareness activities, communication, and transfer procedures in order to meet the magnet enrollment goal of 20 percent (or 100 students per grade level, whichever is less in secondary schools) of the students, who must be from outside the school's attendance zone;
5. Actively involves parent, community, and business partnerships; and
6. Demonstrate school expenditures in support of the program. [See FUNDING SYSTEM, below]

**Measures of
Success and
Accountability**

The District shall track and use school performance and hold leadership accountable for results including but not limited to:

- Student academic outcomes aligned with the Board Monitoring System and/or current accountability standards; and

SPECIAL PROGRAMS
INNOVATIVE AND MAGNET PROGRAMS

EHB
(LOCAL)

- Magnet enrollment goal of 20 percent (or 100 students per grade level, whichever is less in secondary schools) of the students, who must be from outside the school's attendance zone.

Funding System

Equal access to instructional excellence requires fair and equitable resources. Board-approved, program funding systems shall be created that take into account program costs, unique themes, and innovation. Board-approved funding shall also be distributed to various magnet programs or themes based on a program or theme's needs via the annual budget allocation process and/or via a rotating capital allocation system. Annually, program funding shall be reviewed by the Board and any changes to the allocations are subject to Board approval as part of the overall budget process. Magnet students are eligible for transportation. [See CNA series]

Establishing a Magnet Program

Schools interested in establishing a magnet program shall submit a written proposal to the Office of School Choice. The proposal shall include the following elements:

- Program specifics;
- Building capacity, which accommodates magnet enrollment of 20 percent (or 100 students per grade level, whichever is less in secondary schools) of the students, who must be from outside the school's attendance zone; and
- Financial sustainability.

The District may identify new programs in alignment to the District strategic plan. The community shall always be involved in the creation, maintenance, and sun-setting of a magnet program.

Modifying an Existing Magnet Program

A magnet program should have a clear focus and be sustainable across many years recognizable as a brand for the campus. Major modifications that substantially change a program, such as impacting funding or changing theme, require Board approval and at least one transition year for planning and communication.

Continued improvement should be an ongoing mindset and shall naturally require frequent, minor changes to programs. Community meetings must be offered to gather input and suggestions from the magnet school's community at the beginning and end of each school year. The community's input and suggestions shall be reviewed and retained by the school.

[The Superintendent may modify a magnet program in a school designated as a New Education System \(NES\) school or a New Education System-Aligned \(NES-A\) school in order to provide coherence or alignment with the instructional/academic program and](#)

goals. In the case of modification of a magnet program, the Superintendent shall attempt to accommodate and preserve as much of the existing magnet program as possible.

**Sun-Setting a
Magnet Program**

The District shall track and monitor school performance and hold school leadership accountable for results. The standards referenced herein, as well as the criteria outlined in the proposal, must be maintained for a magnet program to retain its status, funding, and transportation. Changes in status shall require a transparent review process with a clear timeline for implementation prior to the student application process.

**Student Application,
Selection, and
Admission Process**

Qualifications for entering a magnet program are specific to each program and consistent by magnet theme. Entrance to elementary programs is based on available space. The entrance criteria and process shall be transparent, made readily available and easily accessible to the public with the key elements of objectivity, impartiality, fairness, and equity while complying with state and federal laws.

When there are more qualified applicants than space available, a school-specific lottery shall be used to select students.

The District shall operate a database to implement a Districtwide application process and track acceptance of students to individual programs.

[Reference: U.S. Department of Education, Office of Innovation and Improvement, Innovations in Education: Creating Successful Magnet Schools Programs, Washington, D.C., 2004]

Effective Date

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



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

8/10/2023

17.

Office of the Superintendent of Schools

Office of Legal Services

Approval To Waive Board Policy BF(LOCAL), *Board Policies*, And Approval Of Proposed Revisions To Board Policy DP(LOCAL), *Personnel Positions*, On First Reading

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves revisions to Board Policy DP(LOCAL), *Personnel Positions*.

Board Policy BF(LOCAL), *Board Policies*, states, "Proposed local policies or amendments introduced and recommended to the Board at one meeting shall not be adopted until a subsequent meeting. Emergency adoption, however, may occur in one meeting if circumstances demand an immediate response." By waiving the two readings required in BF(LOCAL), the board will make the updated version effective and available for immediate publication in the *Policy Online* manual.

RATIONALE

This local policy is recommended to give the superintendent of schools the ability to waive a requirement, if needed, in the qualifications for principals.

The proposed update to Board Policy DP(LOCAL), *Personnel Positions*, is attached.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the School Board waives Board Policy BF(LOCAL), *Board Policies*, and approves the proposed revisions to Board Policy DP(LOCAL), *Personnel Positions*, on first reading, effective August 11, 2023.

PERSONNEL POSITIONS

DP
(LOCAL)

**Principal
Qualifications**

In addition to the minimal certification requirement, a principal shall have at least:

1. Working knowledge of curriculum and instruction;
2. The ability to evaluate instructional program and teaching effectiveness;
3. The ability to manage budgets and personnel and to coordinate campus functions;
4. The ability to explain policy, procedures, and data;
5. Strong communications, public relations, and interpersonal skills;
6. Three years' experience as a classroom teacher;
7. Prior experience in instructional leadership roles; and
8. Other qualifications deemed necessary by the Board and included in the job description.

[The Superintendent may waive a specific requirement should he/she deem it necessary and require other skills as may be outlined in the principal evaluation system.](#)

Primary Role

The primary role of the principal shall be to ensure an effective instructional program for all students under their jurisdiction. As the recognized instructional leader, the principal shall in turn hold all school personnel within their building(s) accountable for their performance and effectiveness.

The principal shall be involved in curriculum planning, professional development, and the implementation of all areas of the educational programs as they apply to the school.

Personnel

All personnel assigned to a building shall be accountable to the principal unless specifically designated otherwise by the Superintendent.

School Counselors

In accordance with law, a school counselor shall spend 80 percent of the counselor's work time on duties that are components of a comprehensive school counseling program (CSCP). [See FFEA]

If the Board approves a determination by the administration that due to District or campus staffing needs or other reasons a school counselor is prevented from spending 80 percent of the counselor's work time on duties that are components of a CSCP, the Board shall direct the Superintendent to develop a revised job description for the school counselor that addresses the percentage of the school counselor's time that shall be spent on duties related to

PERSONNEL POSITIONS

DP
(LOCAL)

the components of a CSCP and the duties the school counselor is expected to perform in the remaining work time. The Superintendent shall report to the Board regarding adjustments to a school counselor's duties under this provision.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

8/10/2023

18.

Office of the Superintendent of Schools

Office of Finance

Ratification Of Use Of Self-Insurance Recovery Fund For Meyerland Performing And Visual Arts Middle School

On March 27, 2023, a fire was set in the second-floor boys' restroom of Meyerland Performing and Visual Arts Middle School. Multiple vendors were utilized to clean and restore the building and contents, replace smoke sensors, and repair the damage.

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

COST/FUNDING SOURCE(S): The cost of this action will not exceed \$403,000 and will be paid from the SIRF for insurance-related damages.

Fund Source	Fund	Cost Center	Functional Area	General Ledger	Internal Order/ Work Breakdown Structure	Amount
SIRF	1999010000	1013055000	AD51990000000000	6249000000	N/A	\$402,925.00

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT REQUIRE CONSULTATION.

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

RECOMMENDED: That the board ratifies use of the SIRF for Meyerland Performing and Visual Arts Middle School, effective August 11, 2023.



8/10/2023

19.

Office of the Superintendent of Schools

Office of Academics

Authority To Execute An Agreement Renewal With The Harris County Juvenile Board

The purpose of this agenda item is to request that the board authorizes the superintendent of schools or a designee to execute an agreement renewal with the Harris County Juvenile Board (HCJB). This action will ensure the implementation and continuation of the Juvenile Justice Alternative Education Program (JJAEP) for expelled students for school year 2023-2024.

HISD and HCJB have been in this collaboration to provide a continuum of services for expelled students for over 25 years. All districts in Harris County participate in the JJAEP program and the students of the various districts who have been expelled from their respective campuses are provided education services at a Harris County school located on Murworth Street near NRG Stadium. The JJAEP facility and staff fall under the jurisdiction of Harris County.

Chapter 37 of the Texas Education Code (TEC) requires that the HCJB establish and operate a JJAEP for youth who are expelled from school for the offenses described in TEC Sections 37.007, 37.0081, and 37.302, or who are ordered to attend the JJAEP by a juvenile court, as described in Section 54.04 (b) of the Texas Family Code. A school district may contract with the HCJB for placement in the JJAEP of students who are expelled from school in accordance with the school district's code of student conduct.

The cost for this service is based on the number of student spaces reserved each school year for students expelled for discretionary reasons allowable by the district's code of conduct and the Texas Education Code. For school year 2023-2024, HISD will reserve a maximum of 27 spaces and the maximum total cost to the district for 180 days at \$120 per space will not exceed \$583,200. HISD averages about 10 to 15 discretionary placements per year. Of the reserved spaces, HISD will only be charged for actual spaces used and will be reimbursed for spaces not used minus a \$15 per day/per space administrative fee. In addition, HISD will provide transportation to and from the JJAEP program at an estimated cost not to exceed \$100,000.

A copy of the proposed contract is on file in Board Services.

COST/FUNDING SOURCE(S): The total cost of this service will not exceed \$683,200.

Fund Source	Fund	Cost Center	Functional Area	General Ledger	Internal Order/ Work Breakdown Structure	Amount
General Funds	1991010008	1014320000	PS9528000000000000	6299000000	N/A	\$583,200
General Funds	1993000000	1040810200	PS3499000000000000	6129020000	N/A	\$100,000

STAFFING IMPLICATIONS: District staffing for monitoring and oversight of student data is provided by one administrator and one student information system data clerk.

THIS ITEM DOES NOT REQUIRE CONSULTATION.

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

RECOMMENDED: That the board authorizes the superintendent of schools or a designee to execute a renewal of the agreement with the Harris County Juvenile Board, effective August 11, 2023.



8/10/2023

20.

Office of the Superintendent of Schools

Office of Academics

Approval Of The 2023-2024 *Code Of Student Conduct*

The purpose of this agenda item is to seek approval from the board of the 2023-2024 *Code of Student Conduct*. Students and parents have online access to the *Code* through the district's and schools' websites. Hard copies are also available upon request.

Texas Education Code (TEC) Chapter 37 requires that a board of trustees adopt a student conduct for the district. In addition to establishing standards for student conduct, the *Code* also defines the procedures, protocols, supports, and interventions that must be implemented when an administrator is considering the use of an exclusionary consequence. The content of the *Code* is mainly driven by TEC Chapter 37, recommendations from the Texas Association of School Boards (TASB), and educational best practices. Discipline-related concerns and recommended revisions to the *Code* that surface throughout the year from staff, parents, and students and any new federal or state law or regulations are discussed and reviewed annually with the Houston Independent School District (HISD) legal department and various other HISD departments.

Each year, the *Code* is updated and published to inform all HISD parents and students of student rights and responsibilities as well as HISD's expectations regarding student conduct in schools. The *Code* defines districtwide expectations for student behavior and provides means for constructive student-administrator relationships. The *Code* also specifies various disciplinary consequences available to district administrators in response to student misconduct and appeals options available to parents/guardians in response to disciplinary consequences.

The *Code*, which is available in English and Spanish, also provides a foundation for the development and implementation of each campus's school-based discipline-management system.

Changes to the *Code* for school year 2023-2024 include the following:

- The following has been added to the Foreword: "This *Student Code of Conduct* is adopted by the district's board of trustees; it has the force of policy. In the event of a conflict between the *Code* and a campus-specific *Student Handbook*, the *Code* shall prevail."
- The following has been added to the Foreword: The *Code*'s Jurisdiction.
- The following has been added to the responsibilities of the campus behavior coordinator: Establish protocols to review and analyze campus-specific discipline data monthly.
- The following has been added to sections Level III, Level IV, and Level V: After considering certain factors, as prescribed by law, an administrator may consider other interventions such

as restorative practices, restitution, community service, Education First, etc. in lieu of using an exclusionary consequence.

- The following italicized words have been added to the Education First reference in the *Code*: *For students with no other serious, documented discipline concerns* a first instance of using or being under the influence of marijuana, a controlled drug, a dangerous drug, an alcoholic beverage, an abusable volatile chemical or possession of inhalant paraphernalia, designer drugs, synthetic marijuana, synthetic cannabinoids, stimulants (e.g. “bath salts”), or analogs of any controlled substance shall result in referral, screening, and appropriate intervention through the Education First program.
- A glossary has been added to the end of the *Code*.

A copy of the 2023-2024 *Code of Student Conduct* is on file in Board Services.

COST/FUNDING SOURCE(S): The total cost is \$54,663 and will be funded by departmental funds for editing, translating, publishing, printing, and dissemination.

Fund Source	Fund	Cost Center	Functional Area	General Ledger	Internal Order/ Work Breakdown Structure	Amount
General Funds	1080800000	1993000000	6299010000	ADXX990000000000	N/A	\$54,663

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT REQUIRE CONSULTATION.

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

RECOMMENDED: That the board approves the *Code of Student Conduct* for the school year 2023-2024, effective August 11, 2023.



8/10/2023

21.

Office of the Superintendent of Schools

Office of Academics

Approval Of Application To Participate In The Optional Flexible School Day Program For State Funding For The 2023-2024 School Year

The Optional Flexible School Day Program (OFSDP) is offered by the state as an alternative attendance accounting method to provide flexible hours and days of attendance for eligible students who are unable to attend school on a traditional schedule. The Houston Independent School District (HISD) board's approval is requested for an application to participate in the OFSDP for state funding for eligible students for the 2023-2024 school year.

A student is eligible to participate in an OFSDP authorized under Texas Education Code (TEC) §29.0822 if the student, if less than 18 years of age and not emancipated by marriage or court order, and the student's parent or person standing in parental relation to the student, agree in writing to the student's participation and the student meets one of the following conditions:

- the student is at risk of dropping out of school, as defined by the TEC §29.081;
- the student, as a result of attendance requirements under the TEC §25.092, will be denied credit for one or more classes in which the student has been enrolled;
- the student is attending a school with an approved early college high-school program designation;
- the student is attending a school implementing an approved innovative campus plan; or
- the student is attending a community-based dropout recovery education program as defined by TEC, §29.081 (e-1) (e-2).

Typical OFSDP instructional arrangements include, but are not limited to, the following:

- weekend or night classes;
- extended day classes;
- classes offered throughout the year;
- flexible schedules; and
- credit recovery classes.

The district may also implement a study program for seniors who have completed the required course work but need additional tutoring to assist them in passing the state's criterion-referenced exam so that they may graduate and obtain their high-school diplomas.

All HISD schools serving eligible students may participate in the program. Schools will document

flexible attendance through an approved district-developed system and comply with Texas Education Agency rules for documenting and reporting attendance.

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 approves the application to participate in the Optional Flexible School Day Program for the 2023-2024 school year, effective August 11, 2023.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

8/10/2023

22.

Office of the School Board

Approval Of Resolution Ordering November 7, 2023, General Election For Houston Independent School District Single-Member Districts II, III, IV, And VIII, And Authority To Negotiate And Execute An Agreement With Harris County To Conduct Joint Elections

The School Board is required to order a general election to be held in single-member districts II, III, IV, and VIII of the Houston Independent School District (HISD) on November 7, 2023, for the purpose of electing a trustee from each of the following geographic districts.

- Geographic District II, currently held by Kathy Blueford-Daniels; term expires December 31, 2023
- Geographic District III, currently held by Dani Hernandez; term expires December 31, 2023
- Geographic District IV, currently held by Dr. Patricia K. Allen; term expires December 31, 2023
- Geographic District VIII, currently held by Judith Cruz; term expires December 31, 2023

In accordance with the Texas Election Code, Section 3.005, the resolution ordering the election of Board of Education trustees must be made at least 78 days prior to the trustee election.

This agenda item also seeks authorization for the superintendent of schools or a designee to negotiate and execute an agreement with Harris County to conduct joint elections for the above referenced HISD geographic trustee districts.

A proposed election order for the general election is attached to this agenda item.

COST/FUNDING SOURCE(S): The total cost for this program is not expected to exceed \$XXX,XXX and will be funded by districtwide funds.

Fund Source	Fund	Cost Center	Functional Area	General Ledger	Internal Order/ Work Breakdown Structure	Amount
General Funds	1999000001	1090800003	41990000000000	6439000000	N/A	\$XXX,XXX

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT REQUIRE CONSULTATION.

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

RECOMMENDED: That the School Board approves the resolution ordering a November 7, 2023, general election for HISD Board of Education single-member districts II, III, IV, and VIII, and authorizes the superintendent of schools or a designee to negotiate and execute an agreement with Harris County to conduct joint elections for these districts, effective August 11, 2023.

**ORDER FOR GENERAL TRUSTEE ELECTION
HOUSTON INDEPENDENT SCHOOL DISTRICT**

STATE OF TEXAS §

 §
COUNTY OF HARRIS §

1. Pursuant to the Special Act of 1923 passed by the 38th Legislature of the State of Texas, creating and incorporating the Houston Independent School District; Article 2774b, as amended; and in accordance with Sections 11.055, 11.056, 11.0581, and 11.061 of the Texas Education Code, and the Texas Election Code, the School Board of Education for the Houston Independent School District hereby calls and orders a general election to be held on the 7th day of November, 2023, for the purpose of electing four trustees, for regular terms, to Geographic Districts II, III, IV, and VIII.

2. The election shall be administered by Harris County and conducted as a joint election with the City of Houston, and other participating entities, in precincts that can be served by common polling places pursuant to Chapter 271 of the Texas Election Code. Only qualified voters of the Houston Independent School District residing within Geographic Districts II, III, IV, and VIII shall be eligible to vote at the election.

3. The Superintendent, or designee, is hereby authorized to make all necessary arrangements for the holding of said election, to execute all necessary contracts for election services, and to serve as the District representative to coordinate with Harris County in conducting the election in accordance with, and subject to, the laws of this State. Harris County shall furnish all necessary election equipment, programming, ballots and other election supplies necessary for a lawful election.

4. All election judges, alternate judges, clerks, members of the early voting ballot board, central counting station officials, and other personnel designated by Harris County to conduct the election in the precincts covered by this Order, are hereby appointed and confirmed.

5. Any person residing in Geographic Districts II, III, IV, and VIII desiring election to the Board must submit a request in writing to have his, her, or their name placed on the ballot as a candidate for the geographic district in which he, she, or they reside. The request must be filed with the District's Office of Board Services located at the Hattie Mae White Educational Support Center, 4400 West 18th Street, Houston, Texas 77092-8501, along with any other information required by law. Applications for the general election (Geographic Districts II, III, IV, and VIII) may be filed on or after July 22, 2023, through August 21, 2023, at 5:00 p.m.

6. No person shall have a vote counted for him, her, or them as a write-in candidate for the general election (Geographic Districts II, III, IV, and VIII) unless that person has filed a written declaration of write-in candidacy by 5:00 p.m. on August 22, 2023, with the District's Office of Board Services.

7. The order in which the names of the candidates are to be printed on the ballot shall be determined by lot through a drawing or drawings held at the District's Office of Board Services, as provided by Section 52.094 of the Texas Election Code. The District shall post a notice of the

date, hour, and place of the drawing(s) on the bulletin board used for the notices of meetings of the School Board of Education of the District. The notice shall remain posted continuously for seventy-two (72) hours immediately preceding the scheduled time of the drawing. The District shall also mail notice of the date, hour, and place of the drawing to each candidate, at the address stated on the candidate's application for a place on the ballot, not later than the fourth (4th) day before the day of the drawing. Each candidate involved in the drawing, or a representative designated by him or her, shall have a right to be present at the drawing and to draw for a position on the ballot.

8. The official ballots for the election shall be prepared in accordance with the Texas Election Code and Article 2774b. All candidates shall be designated on the official ballot according to the number of the geographic district in which the candidate resides. The official ballot shall have printed on it the following:

Official Ballot for the Purpose of Electing Trustees

Houston Independent School District

9. The polling places for this election shall be open for voting from 7:00 a.m. to 7:00 p.m. on November 7, 2023.

10. The following regular county polling places in Harris County election precincts that contain territory lying within Geographic Districts II, III, IV, and VIII or parts thereof are hereby designated as polling places for the election:

[INSERT POLLING LOCATIONS WHEN AVAILABLE]

11. NRG Arena, Hall D, 1 NRG Parkway, Houston, Texas 77054 is designated as the main early voting place, and Clifford Tatum, Harris County Elections Administrator (telephone number: 713-755-6965), is hereby appointed clerk for early voting in the election. Applications for ballots by mail should be directed in writing to Early Voting Clerk, P.O. Box 1148, Houston, Texas 77251-1148 by regular mail; to Clifford Tatum, Harris County Elections Administrator, 1001 Preston Street, Fourth Floor, Houston, Texas 77002 by common or contract carrier; by telephonic facsimile machine at 713-755-4983; or by electronic transmission of a scanned application containing an original signature to the following email address: vbm@HarrisVotes.com. Registered voters may obtain an application to vote by mail by downloading it from HarrisVotes.com/Voter/Vote-By-Mail; calling 713-755-6965; or sending an email to vbm@HarrisVotes.com. An application must be received by the Clerk for Early Voting by October 27, 2023. Additionally, if an application for ballot by mail (ABBM) is faxed or emailed, or if a federal postcard application (FPCA) is faxed, then the applicant must submit the original application to the Early Voting Clerk by mail so that the Clerk receives the original not later than the fourth (4th) business day after receiving the emailed or faxed ABBM or faxed FPCA. If the Early Voting Clerk does not receive the original ABBM or FPCA by this deadline, then the emailed or faxed ABBM or faxed FPCA is incomplete, and the Clerk cannot send the applicant a ballot. Early voting by personal appearance will be held Monday, October 23, 2023, through Friday, November 3, 2023. Dates and times for early voting by personal appearance shall be as follows: October 23 – October 28, 2023 7 a.m. – 7 p.m.; October 29, 2023 12 p.m. – 7 p.m.; October 30 –

November 3, 2023 7 a.m. – 7 p.m. Early voting will be conducted at the following established Harris County early voting locations:

[INSERT EARLY VOTING LOCATIONS WHEN AVAILABLE]

12. All voting at the election shall be by the method provided by the Commissioners' Court of Harris County, Texas, for use in elections held in Harris County, Texas, under the conditions provided for by contract between Harris County and the Houston Independent School District.

13. The candidate receiving the majority of the votes cast for the position shall be deemed to be elected and be entitled to serve as trustee.

14. The results of the election shall be canvassed by the Board not earlier than November 10, 2023, or later than November 20, 2023, at a meeting called by the Board in accordance with the requirements of the Texas Open Meetings Act. In the event that no person is elected by majority vote, the Board shall order a special run-off election to be held on a date specified by law and shall cause the names of the two (2) candidates receiving the highest number of votes in the election to be placed on the ballot as candidates for the run-off election. The special run-off election shall be held and conducted in the manner prescribed by law for regular elections. In setting the date for the special run-off election, the Board may take into consideration any other election to be held at or around the date of the special election.

15. The candidates elected to office in Geographic Districts II, III, IV and VIII shall assume office on January 1, 2024, continuing until December 31, 2027.

16. All election materials including the notice of election, ballots, instruction cards, affidavits, and other forms which the voter may be requested to sign, and all early voting materials, shall be printed in English, Spanish, Chinese, and Vietnamese, or Spanish, Chinese and Vietnamese translations thereof shall be made available in the circumstances permitted and the manner required by law.

17. Pursuant to Section 63.0013 of the Texas Election Code, an election officer may give voting order priority to individuals with a mobility problem that substantially impairs the person's ability to move around. A person assisting an individual with a mobility problem may also, at the individual's request, be given voting order priority. Disabilities and conditions that may qualify for voting order priority include paralysis, lung disease, the use of portable oxygen, cardiac deficiency, severe limitation in the ability to walk due to arthritic, neurological, or orthopedic condition, wheelchair confinement, arthritis, foot disorder, the inability to walk 200 feet without stopping to rest, or use of a brace, cane, crutch, or other assistive device.

18. A substantial copy of this order shall serve as proper notice of the election. The notice, including a Spanish, Chinese and Vietnamese translation, shall be published at least one time not more than thirty (30) days or less than ten (10) days before the day of the election in a newspaper of general circulation in the District and posted not later than the 21st day before the election and remain posted continuously through election day on the bulletin board used for notices of meetings of the School Board of Education, and also on the District's website. The District shall

deliver notice of this election to the Harris County Clerk not later than the 60th day before the election.

19. To the extent not contained within the District's official election notice, the District shall also post on its website not later than October 17, 2023, the following information: (1) the election date; (2) the location of each polling place; (3) the name of each candidate for an elected office on the ballot; and (4) to the extent applicable, each measure on the ballot.

20. Additionally, the District shall post the following information on its website as soon as practicable after the election: (1) the results of the election; (2) total number of votes cast; (3) total number of votes cast for each candidate or for or against each measure; (4) total number of votes cast by personal appearance on election day; (5) total number of votes cast by personal appearance or mail during the early voting period; and (6) total number of counted and uncounted provisional ballots cast.

21. This Order shall take effect immediately upon its approval.

PASSED AND APPROVED, this tenth day of August, 2023.

Angela Lemond Flowers, Secretary
School Board
Houston Independent School District

Audrey Momanaee, President
School Board
Houston Independent School District

(District Seal)



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

8/10/2023

23.

Office of the School Board

Approval Of The Appointment Of Board Members To Serve As Representatives To Other Organizations For One-Year Or Multiyear Terms

Members of the Houston Independent School District (HISD) School Board serve as representatives to various internal and external organizations. The HISD School Board is asked to approve the appointment of board members to these organizations for one-year or multiyear terms pursuant to BDB(LOCAL).

~~A list of committees, organizations, and appointments is attached.~~

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 School Board approves the appointment of board members to serve as representatives to other organizations for one-year or multiyear terms, effective August 11, 2023.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

8/10/2023

24.

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 School Board policy, contracts for purchases over \$100,000 are submitted to the Houston Independent School District (HISD) School Board 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 School Board.

When determining the successful bidder, consideration is given to the quality of the articles supplied, conformity with developed specifications, suitability to the requirements of the educational system, and delivery terms. All advertised bids 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 School Board approves vendor awards for purchases over \$100,000 and ratifies vendor awards for purchases under \$100,000, effective August 11, 2023.

SCHOOL BOARD MEETING
August 10, 2023

Project Name and Description for Approval	REQUESTING DEPARTMENT	COST		TERM		
		Annually	Full	Begin Date	End Date	Renewal(s)
College and Career Readiness Materials and Services - Obtain materials, supplies, software, and services for department.	College and Career Readiness	Additional Vendors	Prior Approval	8/11/2023	6/30/2024	3
Maintenance, Supplies, and Services for Printing Services - Provide equipment, maintenance, service, and supplies.	Administrative Services	\$ 600,000	\$ 3,000,000	8/11/2023	8/10/2024	4
Nursing Services - Obtain districtwide nursing services for Special Education Department.	Health and Medical	Additional Vendors	Prior Approval	8/11/2023	8/11/2024	3
Special Education Services - Obtain Special Education services, equipment, software, instructional materials, and supplies districtwide.	Special Education	Additional Vendors	Prior Approval	8/11/2023	3/10/2024	3
Fire Extinguisher Purchase, Inspection, Maintenance, Service, and Disposal - Obtain fire extinguisher products, inspections, maintenance, services, and disposal districtwide.	Facilities Services	\$ 250,000	\$ 12,500,000	8/11/2023	8/10/2024	4
Intercom and Local Sound Reinforcement Systems Services, Maintenance, Repair, and Installation - Obtain districtwide intercom and local sound reinforcement systems, maintenance, repair, and installation services.	Facilities Services	\$ 3,000,000	\$ 15,000,000	8/11/2023	8/10/2024	4
Third-Party Claims Administration Service - Obtain automobile, general, and professional liability third-party claims administration services.	Risk Management	\$ 180,000	\$ 900,000	8/11/2023	8/10/2024	4
Loss Recovery & Claim Preparation Services - Obtain loss recovery and claim preparation services.	Risk Management	\$ 510,000	\$ 2,550,000	8/11/2023	8/10/2024	4
Primary and Catastrophic Athletics Injury Insurance & Voluntary Student Accident Insurance - Obtain insurance coverage for University Interscholastic League (UIL) sports participants.	Risk Management	\$ 510,000	\$ 2,550,000	8/11/2023	8/10/2024	4
Excess Workers' Compensation Insurance - Obtain excess workers' compensation insurance coverage.	Risk Management	\$ 500,000	\$ 2,500,000	8/11/2023	8/10/2024	4
Capital Program and Project Management Software - Obtain capital program and project management software.	Construction Services	\$ 200,000	\$ 1,000,000	8/11/2023	8/10/2024	4
Pest Control Services - Provide pest control services districtwide.	Facilities Services	\$ 452,000	\$ 2,260,000	8/11/2023	8/10/2024	4
Fine Arts Materials and Services - Obtain materials, software, and student services to align with district fine arts initiatives.	Fine Arts	\$ 15,000,000	\$ 75,000,000	8/11/2023	8/10/2024	4
GPS Tracking Solution - Obtain a Global Positioning System (GPS) to track vehicle locations districtwide.	Fleet Operations	\$ 1,400,000	\$ 7,000,000	8/11/2023	8/10/2024	4
Library Books, Used Textbooks, and Other Books (BuyBoard) - Obtain library books, used textbooks, and other books (i.e., magazines, newspapers, etc.).	Library Services	\$ 1,000,000	\$ 3,000,000	8/11/2023	5/31/2024	2
Health Science Equipment and Supplies (BuyBoard) - Obtain medical supplies, equipment, and other related items for Health Programs.	Career and Technical Education	\$ 413,333	\$ 1,240,000	8/11/2023	5/31/2024	2
Apple Products and Services (Choice Partners) - Obtain Apple devices, software, and related products and services for districtwide use.	IT	\$ 4,000,000	\$ 20,000,000	8/11/2023	5/17/2024	4
Automated Callout System (TIPS) - Obtain a software subscription to SchoolMessenger.	IT	\$ 300,000	\$ 1,500,000	8/11/2023	5/31/2028	0
Technology, Hardware, Software, and Services (Allied States Cooperative) - Obtain instructional software.	School Office	\$ 600,000	\$ 1,500,000	6/15/2023	1/31/2024	2
Recovery Replication Failover (TIPS) - Obtain recovery replication failover solutions and services to optimize the district's recovery from a disaster.	IT	\$ 1,666,666	\$ 5,000,000	8/11/2023	5/31/2026	0
Consulting & Other Related Services (CTPA/Aldine ISD) - Obtain consulting and related services.	Business and Finance Services	\$ 500,000	\$ 500,000	7/15/2023	10/31/2023	0
Software Products, Online Subscriptions, and Related Services (CTPA/Katy ISD) - Obtain software, online subscriptions, and other related services for districtwide use.	IT	\$ 162,500	\$ 325,000	6/15/2023	6/30/2024	1
Student Uniforms for Migrant Students and Homeless Education - Support student services for migrant students and homeless education.	Student Support Services	\$ 1,400,000	\$ 7,000,000	12/14/2018	12/13/2019	4
Print Shop Maintenance, Supplies, and Services - Obtain print shop supplies and services.	Administrative Services	\$ 500,000	\$ 2,500,000	8/10/2018	8/9/2021	2
Purchase of BAS Supplies, DDC Control, and Troubleshooting - Obtain districtwide Building Automated System supplies, control components, and related services.	Facilities Services	\$ 290,000	\$ 1,450,000	12/14/2018	12/13/2019	4
Printing Department, Supplies, Services, and Materials - Obtain supplies and services for print shop.	Administrative Services	\$ 350,000	\$ 1,750,000	11/9/2018	11/8/2019	4
Technology Hardware, Software, and Related Services - Obtain districtwide technology hardware, software, and related services.	IT	\$ 12,500,000	\$ 50,000,000	9/10/2021	6/15/2022	3
Furniture Districtwide - Obtain furniture districtwide.	Construction Services	\$ 11,000,000	\$ 55,000,000	12/9/2020	12/8/2021	4
Audiovisual Equipment, Supplies, and Related Goods and Services - Obtain A/V equipment, supplies, and related services districtwide.	IT	\$ 5,120,000	\$ 25,600,000	8/11/2023	5/31/2028	0
Instructional Curriculum Materials, Supplies, and Digital Resources - Provide supplemental curriculum materials, educational/instructional software, digital resources and related items districtwide.	School Office	Additional Vendors	Prior Approval	8/11/2023	6/30/2024	3

SCHOOL BOARD MEETING
August 10, 2023

Project Name and Description for Approval	REQUESTING DEPARTMENT	COST		TERM		
		Annually	Full	Begin Date	End Date	Renewal(s)
Dairy Products - Obtain dairy products districtwide.	Nutrition Services	Term Correction	Prior Approval	4/10/2020	4/9/2021	3
Athletic Supplies & Related Equipment - Obtain uniforms, recreational and athletic equipment, and supplies for UIL sports and other related activities districtwide.	Athletics	Vendor Name Change	Prior Approval	5/13/2022	3/31/2023	2
Charter and School Bus Services - Obtain charter bus services districtwide.	Purchasing Services	Vendor Name Change	Prior Approval	3/10/2023	3/9/2024	4
Nursing Services - Obtain districtwide nursing services for Special Education Department.	Health and Medical	Vendor Name Change	Prior Approval	8/12/2022	8/11/2023	4
Fresh Produce and Related Items - Obtain produce and related items districtwide.	Nutrition Services	Vendor Name Change	Prior Approval	7/1/2022	6/31/23	3

Approval of Purchase Over \$100,000
Recommended for 8/10/2023 Board Agenda

Project Information	21-06-05-B – RFP / College and Career Readiness Materials and Services – (Scherer) – (CAO)
Project Description	This project was originally approved by the Board of Education on May 12, 2022. The purpose of this supplemental project is to award additional vendors, with no additional increase in funding, to provide college and career readiness materials, services, software, and supplies. The district applied the Best Value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from August 11, 2023, through June 30, 2024, with three automatic annual renewals, not to extend beyond June 30, 2027.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	
Name	M/WBE Commitment
3PI Tech Solutions, Inc.	C-D
Anatomage, Inc.	A-100%
Cambridge Educational Services, Inc.	B-25%
Canopy Education, Inc., dba CollegeVine	C-D
Career Key, Inc.	A-100%
CareerTech Media, LLC	C-D
Chantelle Rae George dba Chantelle George Consulting, LLC	A-100%
College Possible	NP-0%
Eduthings, LLC	C-D
Focus Care, Inc., dba FEV Tutor, Inc.	C-D
Infobase Holdings, Inc., dba Infobase, dba The Mailbox; dba Omnigraphics; dba Facts On File; dba Infobase Learning; dba Films Media Group Firsthand; dba Vault.com; dba Infobase Publishing; dba CareerEco, dba Credo Reference; dba Films on Demand	C-D
Innovative Consulting, LLC	A-100%
Interplay Learning, Inc.	C-D
Junior Achievement of Southeast Texas, Inc.	NP-0%
KAMICO Instructional Media, Inc.	A-100%
LEGO Brand Retail, Inc., dba LEGO Education US	C-D
Maker Maven, LLC	C-D
Mujo Learning Systems, Inc.	C-D
OneGoal	NP-0%
OptimaEd, LLC	C-D
Polar3D, Inc.	C-D
PrepScholar, Inc.	C-10%
Scholar Ready, LLC	A-100%
Shmoop University, Inc.	A-100%
Snap-on Incorporated dba Snap-on Industrial, a Division of IDSC Holdings, LLC	C-D
SpecialNeedsWare, Inc., dba Ori Learning	C-D

Recommended Vendor(s) for Approval	
Name	M/WBE Commitment
21-06-05-B College and Career Readiness Materials and Services (continued)	
Student Success Academy, LLC, dba Student Success Agency	B-25%
Study.com, LLC	C-D
Texas Tech University System	NP-0%
The NROC Project	NP-0%
The Sanders Hand	NP-0%
Transmit Receive Labs, Inc., dba TXRX Labs	NP-0%
TRIO Education, LLC	C-D
UFCS dba United for College Success	NP-0%

Approval of Purchase Over \$100,000
Recommended for 8/10/2023 Board Agenda

Project Information	22-05-08 – RFP / Maintenance, Supplies, and Services for Printing Services – (Garcia) – (CIO)
Project Description	The purpose of this project is to obtain equipment maintenance, supplies, and services to support the operational needs of the Administrative Services Department, which provides a wide array of printed materials districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$3,000,000 for the duration of the project. The district applied the Best Value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from August 11, 2023, through August 10, 2024, with four automatic annual renewals, not to extend beyond August 10, 2028.
Amount not to Exceed (Project Term)	\$3,000,000

Recommended Vendor(s) for Approval	
Name	M/WBE Commitment
Absolute Color Mailplex	A-100%
Adam Don McCollum dba Houston Vinyl Installation, LLC	C-D
Cape Equipment & Services, LLC, dba LSS Digital Print Finishing Services	C-D
Clampitt Paper Co. of Houston, LLC, dba Clampitt Paper of Houston	C-D
Mark Andy, Inc., dba Mark Andy Print Products	C-D

Approval of Purchase Over \$100,000
Recommended for 8/10/2023 Board Agenda

Project Information	22-09-12-A – RFQ / Nursing Services – (Richards) – (CAO)
Project Description	This project was originally approved by the Board of Education on August 11, 2022. The purpose of this supplemental project is to award additional vendors, with no additional increase in funding, to obtain nursing services districtwide and for the Special Education Department per the Admission, Review, and Dismissal/Individual Education Program (ARD/IEP) Committee. 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), Government Code 2254, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from August 11, 2023, through August 11, 2024, with three automatic annual renewals, not to extend beyond August 11, 2027.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	
Name	M/WBE Commitment
Ad-A-Staff, Inc.	RFQ-100%
Astrocare Visiting Healthcare Professionals, Inc.	RFQ-0%
ATC Healthcare Services, LLC	RFQ-25%
Aya Healthcare, Inc.	RFQ-25%
Green-Dorsey Enterprises, LLC, dba Avid Home Care Solutions	RFQ-25%
SHC Services, Inc., dba Supplemental Health Care	RFQ-25%

Approval of Purchase Over \$100,000
Recommended for 8/10/2023 Board Agenda

Project Information	22-10-09-A – RFP / Special Education Services – Evaluation Materials, Auditory/Visual Impairments Materials; Occupational/Physical Therapy Services, Assistive Technology & Specialized Access Items, Devices, Equipment, Software, and Related Goods & Services – (Guerrero Martinez) – (CAO)
Project Description	This project was originally approved by the Board of Education on March 10, 2022. The purpose of this supplemental project is to award additional vendors, with no additional increase in funding, to obtain Special Education services, equipment, software, instructional materials, and supplies districtwide. Services include but are not limited to materials for music therapy, adapted physical education, assistive technology, hearing and visual impairments, orientation and mobility, and occupational and physical therapy services. The district applied the Best Value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL)and CH(LEGAL).
Project Term	The project term is from August 11, 2023, through March 10, 2024, with three automatic annual renewals, not to extend beyond March 10, 2027.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	
Name	M/WBE Commitment
Assessment Intervention Management, LLC	A-100%
Aya Healthcare, Inc.	B-25%
Focus Care, Inc., dba FEV Tutor, Inc.	C-D
Globo Holdings I, LLC, dba GLOBO Language Solutions	A-100%
Harris County Department of Education	NP-0%
MasterWord Services, Inc.	A-100%
Maxim Healthcare Services Holdings, Inc., dba Maxim Healthcare Staffing Services, Inc.	C-D
Pioneer Healthcare Services, LLC	A-100%
Point Quest Group, Inc.	C-10%
Preferred Healthcare Registry, Inc.	A-100%
Privado PT, LLC	C-D
Specialized Assessment & Consulting, LLC, dba Specialized Assessment & Consulting	C-D
SpecialNeedsWare, Inc., dba Ori Learning	C-D
Think Group Holdings, LLC	C-D
Tobii Dynavox, LLC	C-D
Turnitin Holdings, LLC, dba Turnitin, LLC	C-D
UFCS, Inc., dba United for College Success, Inc.	NP-0%
VISUAL AV, LLC	B-20%
Young Audiences, Inc., of Houston	NP-0%

Approval of Purchase Over \$100,000
Recommended for 8/10/2023 Board Agenda

Project Information	23-03-03 – RFP / Fire Extinguisher Purchase, Inspection, Maintenance, Services, and Disposal – (Chevalier) – (COO)
Project Description	The purpose of this project is to obtain fire extinguisher products, inspections, maintenance, services, and disposal districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$12,500,000 for the duration of the project. The district applied the Best Value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from August 11, 2023, through August 10, 2024, with four automatic annual renewals, not to extend beyond August 10, 2028.
Amount not to Exceed (Project Term)	\$12,500,000

Recommended Vendor(s) for Approval	
Name	M/WBE Commitment
Advance SecureTech, LLC	A-100%
Cintas Corporation No. 2	C-D
Safety Control, LLC	B-25%
Thompson Safety, LLC	C-D
Viking Automatic Sprinkler dba VFP Fire Systems	C-10%
Westco Ventures, LLC	A-100%

Approval of Purchase Over \$100,000
Recommended for 8/10/2023 Board Agenda

Project Information	23-03-04 – RFP / Intercom and Local Sound Reinforcement Systems Services, Maintenance, Repair, and Installation – (Chevalier) – (COO)
Project Description	The purpose of this project is to obtain intercom and local sound reinforcement systems, maintenance, repair, and installation services districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$15,000,000 for the duration of the project. The district applied the Best Value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from August 11, 2023, through August 10, 2024, with four automatic annual renewals, not to extend beyond August 10, 2028.
Amount not to Exceed (Project Term)	\$15,000,000

Recommended Vendor(s) for Approval	
Name	M/WBE Commitment
Advance SecureTech, LLC	A-100%
BL Technology, LLC	B-25%
Bluum USA, Inc.	B-25%
EZYPA Operations, LLC	C-3%
Hi-Tek Sound & Signal, Inc.	A-100%
MCA Communications, Inc.	A-100%
The ADT Security Corporation dba ADT Commercial, LLC	C-10%

Approval of Purchase Over \$100,000
Recommended for 8/10/2023 Board Agenda

Project Information	23-03-10 – RFP / Third Party Claims Administration Services – (Diaz) – (CFO)
Project Description	The purpose of this project is to obtain automobile, general, and professional liability third-party claims administration services for the Risk Management Department. Based on annual appropriations, the projected expenditure is not to exceed \$900,000 for the duration of the project. The district applied the Best Value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from August 11, 2023, through August 10, 2024, with four automatic annual renewals, not to extend beyond August 10, 2028.
Amount not to Exceed (Project Term)	\$900,000

Recommended Vendor(s) for Approval	
Name	M/WBE Commitment
Cannon Cochran Management Services	C-D

Approval of Purchase Over \$100,000
Recommended for 8/10/2023 Board Agenda

Project Information	23-03-11 – RFP / Loss Recovery & Claim Preparation Services – (Diaz) – (CFO)
Project Description	The purpose of this project is to obtain loss recovery and claim preparation services for the Risk Management Department. Based on annual appropriations, the projected expenditure is not to exceed \$2,550,000 for the duration of the project. The district applied the Best Value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from August 11, 2023, through August 10, 2024, with four automatic annual renewals, not to extend beyond August 10, 2028.
Amount not to Exceed (Project Term)	\$2,550,000

Recommended Vendor(s) for Approval	
Name	M/WBE Commitment
Disaster Recovery Services, LLC	B-25%

Approval of Purchase Over \$100,000
Recommended for 8/10/2023 Board Agenda

Project Information	23-03-12 – RFP / Primary and Catastrophic Athletics Injury Insurance & Voluntary Student Accident Insurance – (Diaz) – (CFO)
Project Description	The purpose of this project is to obtain insurance coverage for University Interscholastic League (UIL) sports participants. Based on annual appropriations, the projected expenditure is not to exceed \$2,550,000 for the duration of the project. The district applied the Best Value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from August 11, 2023, through August 10, 2024, with four automatic annual renewals, not to extend beyond August 10, 2028.
Amount not to Exceed (Project Term)	\$2,550,000

Recommended Vendor(s) for Approval	
Name	M/WBE Commitment
Alliant Insurance Services, Inc.	B-25%

**Approval of Purchase Over \$100,000
Recommended for 8/10/2023 Board Agenda**

Project Information	23-03-14 – RFP / Excess Workers' Compensation Insurance – (Diaz) – (CFO)
Project Description	The purpose of this project is to obtain excess workers' compensation insurance coverage for the Risk Management Department. Based on annual appropriations, the projected expenditure is not to exceed \$2,500,000 for the duration of the project. The district applied the Best Value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from August 11, 2023, through August 10, 2024, with four automatic annual renewals, not to extend beyond August 10, 2028.
Amount not to Exceed (Project Term)	\$2,500,000

Recommended Vendor(s) for Approval	
Name	M/WBE Commitment
Arthur J. Gallagher & Co. dba Arthur J. Gallagher Risk Management Services, LLC	RFP-30%
Alliant Insurance Services, Inc.	RFP-25%

Approval of Purchase Over \$100,000
Recommended for 8/10/2023 Board Agenda

Project Information	23-04-03 – RFP / Capital Program and Project Management Software – (March) – (COO)
Project Description	The purpose of this project is to obtain capital program and project management software for the Construction Services Department. Based on annual appropriations, the projected expenditure is not to exceed \$1,000,000 for the duration of the project. The district applied the Best Value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from August 11, 2023, through August 10, 2024, with four automatic annual renewals, not to extend beyond August 10, 2028.
Amount not to Exceed (Project Term)	\$1,000,000

Recommended Vendor(s) for Approval	
Name	M/WBE Commitment
e-Builder, Inc.	B-25%

Approval of Purchase Over \$100,000
Recommended for 08/10/2023 Board Agenda

Project Information	23-04-07 – RFP / Pest Control Services – (Bean) – (COO)
Project Description	The purpose of this project is to provide pest control services districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$2,260,000 for the duration of the project. The district applied the Best Value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from August 11, 2023, through August 10, 2024, with four automatic annual renewals, not to extend beyond August 10, 2028.
Amount not to Exceed (Project Term)	\$2,260,000

Recommended Vendor(s) for Approval	
Name	M/WBE Commitment
Copesan Services, Inc., dba Wil-Kil Pest Control; dba Holders Pest Solutions	C-10%
Guardtech Pest Management, Inc.	C-D
Right Now Termite and Pest Control	A-100%
Westco Ventures, LLC	A-100%

Approval of Purchase Over \$100,000
Recommended for 8/10/2023 Board Agenda

Project Information	23-11-01 – RFP / Fine Arts Materials and Services – (Gabino) – (CAO)
Project Description	The purpose of this project is to obtain materials, software, and student services for dance, instrumental music, general music, vocal music, piano, visual arts, and theatre to align with the district's fine arts initiatives. Based on annual appropriations, the projected expenditure is not to exceed \$75,000,000 for the duration of the project. The district applied the Best Value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from August 11, 2023, through August 10, 2024, with four automatic annual renewals, not to extend beyond August 10, 2028.
Amount not to Exceed (Project Term)	\$75,000,000

Recommended Vendor(s) for Approval	
Name	M/WBE Commitment
AKK Services, LLC dba Art & Kustom Kreations	A-100%
Alfred Publishing, LLC dba Alfred Music	C-D
Alley Theatre	NP-0%
AMC Music, LLC	B-25%
American Festival for the Arts	NP-0%
APERIO, Inc.	NP-0%
Arts Connect Houston, Inc.	NP-0%
Blick Art Materials, LLC dba Blick Art Materials	C-D
Bluum USA, Inc.	C-1%
Ceramic Store of Houston, LLC	A-100%
Cheerleading Company, Inc.	C-D
Chris Cortez dba Houston Healthy Hip-Hop	C-D
Cochran & Cochran Ent., Inc. dba Fort Bend Music Center	C-D
Da Camera Society of Texas, Inc. dba Dacamera	NP-0%
Dance Sophisticates, Inc.	C-D
Digital Theatre (US), LLC	C-D
Discount Dance, LLC dba Discount Dance	C-D
Frame Dance Productions	NP-0%
Fred J. Miller, Inc.	C-D
Gateway Education Holdings, LLC dba Savvas Learning Company, LLC	C-D
Guitar Center Stores, Inc. dba Music and Arts	C-D
Gully Thoughts, LLC	C-D
Houston Boychoir	NP-0%
Houston Grand Opera Association, Inc.	NP-0%
Institute of Contemporary Dance, LLC	A-100%
Macie Publishing Company, Inc.	C-D
MakeMusic, Inc.	C-D
Mario Parks dba MP Productionz, LLC	A-100%

Recommended Vendor(s) for Approval	
Name	M/WBE Commitment
23-11-01 – RFP / Fine Arts Materials and Services (continued)	
McGraw Hill, LLC	C-D
Mercury Chamber Orchestra, Inc.	NP-0%
Multicultural Education and Counseling through the Arts	NP-0%
Music in Motion, Inc.	C-D
Nancy Jeanette Lynch dba Class Intimacy Acts, LLC	C-D
NSEC, LLC dba National Stage Equipment Company	A-100%
Olivia Mode-Cater dba Dance Ed Tips, LLC	A-100%
Open Dance Project, Inc.	NP-0%
Perfection Learning Corporation	C-D
Performing Arts Houston	NP-0%
Peripole, Inc.	C-D
Rachel Harrah dba Harrah, LLC	B-20%
Revolution Dancewear, LLC	C-D
Romeo Music, LLC	A-100%
School Specialty, LLC	C-D
StageRight Corporation	C-1%
Stanbury Uniforms, LLC	C-D
Texas Dance Educators Association (TDEA)	NP-0%
The Clavier Group, Inc., dba Steinway Hall – Dallas, Steinway Piano Gallery – Plano / Ft. Worth / Houston	C-D
The Costume Closet, Inc.	C-D
The Ensemble Theatre	NP-0%
The Mariachi Connection, Inc.	C-D
Vio Strings, Inc. dba Katy Violin Shop	C-D
Washington Music Sales Center, Inc. dba Washington Music Center	C-D
Weissman's Theatrical Supplies, Inc. dba Weissman	C-D
Wenger Corporation	C-D
West Music Company, Inc.	C-D
Young Audiences, Inc. of Houston	NP-0%

Approval of Purchase Over \$100,000
Recommended for 8/10/2023 Board Agenda

Project Information	23-12-05 – RFP / Global Positioning System (GPS) Tracking Solution – (Ly) – (COO)
Project Description	The purpose of this project is to obtain a GPS to track vehicle locations districtwide with a real-time visual mapping display, perform/capture electronic vehicle inspections for compliance and maintenance, interface with current and future district applications via API for data capture and reporting as required by the district, student ridership, and parent app. Based on annual appropriations, the projected expenditure is not to exceed \$7,000,000 for the duration of the project. The district applied the Best Value process in selecting the vendor to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from August 11, 2023, through August 10, 2024, with four automatic annual renewals, not to extend beyond August 10, 2028.
Amount not to Exceed (Project Term)	\$7,000,000

Recommended Vendor(s) for Approval	
Name	M/WBE Commitment
Samsara, Inc.	B-22%

**Approval of Cooperative Purchase Over \$100,000
Recommended for 8/10/2023 Board Agenda**

Project Information	23-03-07-01 – Cooperative / Library Books, Used Textbooks, and Other Books – (Richards) – (CAO)
Project Description	The purpose of this cooperative project is to obtain library books, used textbooks, and other books, including magazines, newspapers, and electronic media. Based on annual appropriations, the projected expenditure is not to exceed \$3,000,000 for the duration of the project. This is a cooperative agreement with BuyBoard utilizing cooperative project number 702-23 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).
Project Term	The project term is from August 11, 2023, through May 31, 2024, with two automatic annual renewals, if BuyBoard executes its project renewal options, not to extend beyond May 31, 2026.
Amount not to Exceed (Project Term)	\$3,000,000

Recommended Vendor(s) for Approval	
Name	M/WBE Commitment
Bound To Stay Bound Books, Inc.	N/A
Library Sales, Inc., dba Sebco Books	N/A
Textbook Warehouse, LLC	N/A

**Approval of Cooperative Purchase Over \$100,000
Recommended for 8/10/2023 Board Agenda**

Project Information	23-05-08-01 – Cooperative / Health Science Equipment and Supplies – (Richards) – (CAO)
Project Description	The purpose of this cooperative project is to obtain medical supplies, equipment, and other related items for the Future Health Professionals and Health Science Programs. Based on annual appropriations, the projected expenditure is not to exceed \$1,240,000 for the duration of the project. This is a cooperative agreement with BuyBoard utilizing cooperative project number 704-23 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).
Project Term	The project term is from August 11, 2023, through May 31, 2024, with two automatic annual renewals, if BuyBoard executes its project renewal options, not to extend beyond May 31, 2026.
Amount not to Exceed (Project Term)	\$1,240,000

Recommended Vendor(s) for Approval	
Name	M/WBE Commitment
AED 123, LLC	N/A
Fisher Scientific Co. LLC (Fisher Science Education Business Unit)	N/A
Gaumard Scientific Co., Inc.	N/A
Medwheels, Inc.	N/A
Performance Health Holdings, Inc., dba Performance Health Supply, LLC, dba Medco Supply, Masune & Surgical Supply Services	N/A
School Health Corporation	N/A
School Nurse Supply, Inc.	N/A
Simulation Health Alliance, LLC dba Pocket Nurse Enterprises, LLC	N/A
Unipak Corp.	N/A
William V. MacGill & Co., Inc., dba MacGill & Co.	N/A

Approval of Cooperative Purchase Over \$100,000
Recommended for 8/10/2023 Board Agenda

Project Information	23-06-04-04 – Cooperative / Apple Products and Services – (Teer) – (CIO)
Project Description	The purpose of this cooperative project is to obtain Apple devices, software, and related products and services for districtwide use. Based on annual appropriations, the projected expenditure is not to exceed \$20,000,000 for the duration of the project. This is a cooperative agreement with Choice Partners utilizing cooperative project number 23/036SG-01 in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from August 11, 2023, through May 17, 2024, with four automatic annual renewals, if Choice Partners executes its project renewal options, not to extend beyond May 17, 2028.
Amount not to Exceed (Project Term)	\$20,000,000

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

Approval of Cooperative Purchase Over \$100,000
Recommended for 8/10/2023 Board Agenda

Project Information	23-06-05-23 – Cooperative / Automated Callout System – (Teer) – (CIO)
Project Description	The purpose of this cooperative project is to obtain a software subscription to SchoolMessenger, an automated callout notification system used districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$1,500,000 for the duration of the project. This is a cooperative agreement with The Interlocal Purchasing System (TIPS) utilizing cooperative project number 230105 in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from August 11, 2023, through May 31, 2028, with no remaining renewals.
Amount not to Exceed (Project Term)	\$1,500,000

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

Approval of Cooperative Purchase Over \$100,000
Recommended for 8/10/2023 Board Agenda

Project Information	24-07-02-53 – Cooperative / Technology, Hardware, Software, and Services – (Svitek) – (CAO)
Project Description	The purpose of this cooperative project is to request a ratification of expenditures beginning June 15, 2023, and to obtain instructional software to support the planning and delivery of quality, standard-based instruction and supports for language learners' increased proficiency in learning a new language. 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 Allied States Cooperative utilizing cooperative project number 21-7394 in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from June 15, 2023, through January 31, 2024, with two automatic annual renewals, if Allied States Cooperative executes its project renewal options, not to extend beyond January 31, 2026.
Amount not to Exceed (Project Term)	\$1,500,000

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

Approval of Cooperative Purchase over \$100,000
Recommended for 8/10/2023 Board Agenda

Project Information	24-07-03-23 – Cooperative / Recovery Replication Failover – (Ly) – (CIO)
Project Description	The purpose of this cooperative project is to obtain recovery replication failover solutions and services to optimize the district's ability to recover effectively from a disaster incident. Based on annual appropriations, the projected expenditure is not to exceed \$5,000,000 for the duration of the project. This is a cooperative agreement with The Interlocal Purchasing System (TIPS) utilizing cooperative project number 210101 in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from August 11, 2023, through May 31, 2026, with no remaining renewals.
Amount not to Exceed (Project Term)	\$5,000,000

Recommended Vendor(s) for Approval	
Name	M/WBE Commitment
Cloud Unity, LLC	N/A

**Approval of Interlocal Purchase Over \$100,000
Recommended for 8/10/2023 Board Agenda**

Project Information	24-07-04-48 – Interlocal / Consulting & Other Related Services – (Ho) – (CFO)
Project Description	The purpose of this interlocal project is to request a ratification of expenditures beginning July 15, 2023, and to obtain consulting and related services for planning, school leader training and coaching, and data analysis. Based on annual appropriations, the projected expenditure is not to exceed \$500,000 for the duration of the project. This is an interlocal agreement with the Central Texas Purchasing Alliance (CTPA)/Aldine Independent School District (ISD) utilizing project number RFP 19-08-05 PURCH 1819-5 (W) in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from July 15, 2023, through October 31, 2023.
Amount not to Exceed (Project Term)	\$500,000

Recommended Vendor(s) for Approval	
Name	M/WBE Commitment
MGT of America, LLC, dba Kitamba MGT, LLC	N/A

**Approval of Interlocal Purchase over \$100,000
Recommended for 8/10/2023 Board Agenda**

Project Information	24-07-05-48 – Interlocal / Software Products, Online Subscriptions, and Related Services – (Ly) – (CIO)
Project Description	The purpose of this interlocal project is to request a ratification of expenditures beginning June 15, 2023, and to obtain software, online subscriptions, and other related services districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$325,000 for the duration of the project. This is an interlocal agreement with the Central Texas Purchasing Alliance (CTPA)/Katy Independent School District (KISD) utilizing cooperative project number 1908KS in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from June 15, 2023, through June 30, 2024, with one automatic annual renewal, if KISD executes its project renewal options, not to extend beyond June 30, 2025.
Amount not to Exceed (Project Term)	\$325,000

Recommended Vendor(s) for Approval	
Name	M/WBE Commitment
Campus Online, Inc. dba Education Resource Group	N/A

**Amendment to Item Approved on a Prior Board Agenda
Recommended for 8/10/2023 Board Agenda**

Project Information	18-04-07 – RFP / Student Uniforms for Migrant Students and Homeless Education – (Contreras) – (CAO) – NTE Increase
Project Description	This project was originally approved by the Board of Education on December 13, 2018. The purpose of this project amendment is to request an increase to the spending limit authorization to support student services for migrant students and homeless education. Based on annual appropriations, the projected expenditure is not to exceed \$7,000,000 for the duration of the project. The district applied the Best Value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from December 14, 2018, through December 13, 2019, with four automatic annual renewals, not to extend beyond December 13, 2023.
Amount not to Exceed (Project Term)	\$7,000,000

Recommended Vendor(s) for Approval	
Name	M/WBE Commitment
Fiesta Mart, LLC	N/A

**Amendment to Item Approved on a Prior Board Agenda
Recommended for 8/10/2023 Board Agenda**

Project Information	18-05-20 – RFP / Print Shop Maintenance, Supplies, and Services – (Garcia) – (CIO) – NTE Increase
Project Description	This project was originally approved by the Board of Education on August 9, 2018. The purpose of this project amendment is to request an increase to the spending limit authorization and a ratification of expenditures beginning June 26, 2023, to obtain hand bindery and envelope conversion services, shipping supplies, specialty label stock, and other print shop supplies and services for the Administrative Services Department. Based on annual appropriations, the projected expenditure is not to exceed \$2,500,000 for the duration of the project. The district applied the Best Value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from August 10, 2018, through August 9, 2021, with two automatic annual renewals, not to extend beyond November 9, 2023.
Amount not to Exceed (Project Term)	\$2,500,000

Recommended Vendor(s) for Approval	
Name	M/WBE Commitment
Clampitt Paper Co. of Houston, LLC, dba Clampitt Paper of Houston	C-D
Dolphin Graphics, Inc., dba Best Letterpress	C-D
Mark Andy, Inc., dba Mark Andy Print Products	C-D

**Amendment to Item Approved on a Prior Board Agenda
Recommended for 8/10/2023 Board Agenda**

Project Information	19-07-08 – RFP / Purchase of Building and Automation System (BAS) Supplies, Direct Digital Control (DDC) Components, and Troubleshooting – (Bean) – (COO) – NTE Increase
Project Description	This project was originally approved by the Board of Education on December 18, 2018. The purpose of this project amendment is to request an increase to the spending limit authorization and a ratification of expenditures beginning June 29, 2023, to provide BAS supplies, DDC components, and other related equipment, troubleshooting, and services. Based on annual appropriations, the projected expenditure is not to exceed \$1,450,000 for the duration of the project. The district applied the Best Value process in selecting the vendor and awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from December 14, 2018, through December 13, 2019, with four automatic annual renewals, not to extend beyond December 13, 2023.
Amount not to Exceed (Project Term)	\$1,450,000

Recommended Vendor(s) for Approval	
Name	M/WBE Commitment
Automated Logic Contracting Services, Inc.	C-D
BC Solutions, LLC, dba Building Controls & Solutions; dba Amcon Controls; dba INTEC Controls; dba Control Products	B-20%
Climatec, LLC	C-D
EPMA Corporation dba Johnstone Supply	C-D
Johnson Controls, Inc.	C-D
Unify Energy Solutions, LLC	C-D

**Amendment to Item Approved on a Prior Board Agenda
Recommended for 8/10/2023 Board Agenda**

Project Information	19-08-05 – RFP / Printing Department, Supplies, Services, and Materials – (Garcia) – (CIO) – NTE Increase
Project Description	This project was originally approved by the Board of Education on November 8, 2018. The purpose of this project amendment is to request an increase to the spending limit authorization and a ratification of expenditures beginning May 30, 2023, to obtain supplies, services, and materials for the Administrative Services Department. Based on annual appropriations, the projected expenditure is not to exceed \$1,750,000 for the duration of the project. The district applied the Best Value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from November 9, 2018, through November 8, 2019, with four automatic annual renewals, not to extend beyond November 8, 2023.
Amount not to Exceed (Project Term)	\$1,750,000

Recommended Vendor(s) for Approval	
Name	M/WBE Commitment
Absolute Color Mailplex	A-100%
KnowVine, Inc., dba Sign-Ups and Banners	A-100%
STS Brand, LLC, dba STS Brand	A-100%
The Document Group, Inc.	A-100%

**Amendment to Item Approved on a Prior Board Agenda
Recommended for 8/10/2023 Board Agenda**

Project Information	22-07-15-04 – Cooperative / Technology Hardware, Software, and Related Services – (Teer) – (CIO) – NTE Increase
Project Description	This project was originally approved by the Board of Education on September 9, 2021. The purpose of this project amendment is to request an increase to the spending limit authorization to obtain technology hardware, software, and related services for the Information Technology Department and districtwide use. Based on annual appropriations, the projected expenditure is not to exceed \$50,000,000 for the duration of the project. This is a cooperative agreement with Choice Partners utilizing cooperative project number 21/031KN-41 in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from September 10, 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)	\$50,000,000

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

**Amendment to Item Approved on a Prior Board Agenda
Recommended for 8/10/2023 Board Agenda**

Project Information	21-07-01 – RFP / Furniture Districtwide – (Chevalier) – (COO) – NTE Increase and Vendor Name Change
Project Description	This project was originally approved by the Board of Education on November 12, 2020. The purpose of this project amendment is to request an increase to the spending limit authorization and a ratification of expenditures beginning July 6, 2023, to obtain office and classroom furniture districtwide and to change the name of awarded vendors. Lakeshore Equipment dba Lakeshore Learning Materials has changed its business name to Lakeshore Parent, LLC, dba Lakeshore Learning Materials, LLC; and Liberty Data Products, Inc., dba Liberty Office Supplies has changed its business name to Liberty Data Products, Inc., dba Liberty Office Products, dba Daniel Office Products, dba Gorilla Office Supplies. Based on annual appropriations, the projected expenditure is not to exceed \$55,000,000 for the duration of the project. The district applied the Best Value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from December 9, 2020, through December 8, 2021, with four automatic annual renewals, not to extend beyond December 8, 2025.
Amount not to Exceed (Project Term)	\$55,000,000

Recommended Vendor(s) for Approval	
Name	M/WBE Commitment
Gateway Printing & Office Supply, Inc.	C-D
Hertz Furniture Systems, LLC	C-D
Indeco Sales, Inc.	B-20%
J.R., Inc.	A-100%
Kaplan Early Learning Company	C-D
Kay Davis Associates, LLC	A-100%
Lakeshore Parent, LLC, dba Lakeshore Learning Materials, LLC	C-D
Liberty Data Products, Inc., dba Liberty Office Products, dba Daniel Office Products, dba Gorilla Office Supplies	C-D
McCoy Rockford, Inc., dba McCoy Workplace Solutions	B-20%
School Outfitters, LLC	B-20%
School Specialty, Inc.	B-20%
Smarketing Business Systems, Inc.	C-2%
Staples, Inc., dba Staples Project & Commercial, LLC	B-25%
Tesco Industries, LLC	B-25%
Today's Business Solutions	A-100%
Wells & Kimich, Inc.	A-100%
Worthington Project Furniture, LP	C-D

**Amendment to Item Approved on a Prior Board Agenda
Recommended for 8/10/2023 Board Agenda**

Project Information	23-03-15-23 – Cooperative / Audiovisual Equipment, Supplies, and Related Goods and Services – (Young) – (CIO) - NTE Increase and Additional Vendor(s)
Project Description	This project was originally approved by the Board of Education on May 11, 2023. The purpose of this project amendment is to award additional vendor(s) and request an increase to the spending limit authorization to obtain audiovisual equipment, supplies, and related goods and services for use districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$25,600,000 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).
Project Term	The project term is from August 11, 2023, through May 31, 2028, with no remaining renewals.
Amount not to Exceed (Project Term)	\$25,600,000

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

**Amendment to Item Approved on a Prior Board Agenda
Recommended for 8/10/2023 Board Agenda**

Project Information	21-06-02-A – RFP / Instructional Curriculum Materials, Supplies, and Digital Resources – (Svitek) – (CAO) – Additional Vendor(s)
Project Description	This project was originally approved by the Board of Education on January 12, 2023. The purpose of this project amendment is to award an additional vendor, with no additional increase in funding, to provide supplemental curriculum materials, educational/instructional software, digital resources, and related items districtwide. The district applied the Best Value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from August 11, 2023, through June 30, 2024, with three automatic annual renewals, not to extend beyond June 30, 2027.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	
Name	M/WBE Commitment
James Stanfield & Co, Inc.	C-D

**Amendment to Item Approved on a Prior Board Agenda
Recommended for 8/10/2023 Board Agenda**

Project Information	20-01-04 RFP / Dairy Products – (Cortez) – (COO) – Term Correction
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 a term correction, with no additional increase in funding, to obtain dairy products for the Nutrition Services Department. The district applied the Best Value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from April 10, 2020, through April 9, 2021, with three annual renewals, not to extend beyond April 9, 2024.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	
Name	M/WBE Commitment
DFA Dairy Brands Corporate, LLC, dba Oak Farms Dairy Houston	C-D

**Amendment to Item Approved on a Prior Board Agenda
Recommended for 8/10/2023 Board Agenda**

Project Information	22-04-03-01 – Cooperative / Athletic Supplies & Related Equipment – (Cortez) – (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 obtain uniforms, recreational and athletic equipment, and additional supplies and services for University Interscholastic League (UIL) sports and other activities districtwide. Athletic Supply, Inc., dba Game One/Barcelona Sporting Goods has changed its business name to ABS Sports Acquisition Inc., dba Game One. This is a cooperative agreement with BuyBoard utilizing cooperative project number 665-22 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).
Project Term	The project term is from May 13, 2022, through March 31, 2023, with two automatic annual renewals, if BuyBoard executes its project renewal options, not to extend beyond March 31, 2025.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	
Name	M/WBE Commitment
ABS Sports Acquisition, Inc., dba Game One	N/A

**Amendment to Item Approved on a Prior Board Agenda
Recommended for 8/10/2023 Board Agenda**

Project Information	22-06-01 – RFP / Charter and School Bus Services – (James) – (CFO) – Vendor Name Change
Project Description	This project was originally approved by the Board of Education on March 9, 2023. The purpose of this project amendment is to change the name of an awarded vendor, with no additional increase in funding, to obtain charter and school bus services for in-district and out-of-district travel, including but not limited to University Interscholastic League (UIL) events, Houston Independent School District (HISD) games, field trips, and other district related transportation requirements. Wynne Transportation, LLC, dba Wynne Transportation has changed its business name to Avalon Motor Coaches. The district applied the Best Value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from March 10, 2023, through March 9, 2024, with four automatic annual renewals, not to extend beyond March 9, 2028.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	
Name	M/WBE Commitment
Avalon Motor Coaches	B-20%

**Amendment to Item Approved on a Prior Board Agenda
Recommended for 8/10/2023 Board Agenda**

Project Information	22-09-12 – RFQ / Nursing Services – (Gabino) – (CAO) – Vendor Name Change
Project Description	This project was originally approved by the Board of Education on August 11, 2022. The purpose of this project amendment is to change the name of an awarded vendor through a contract reassignment beginning May 11, 2023, with no additional increase in funding, to obtain nursing services districtwide, and for the Special Education Department per the Admission, Review, and Dismissal/Individual Education Program (ARD/IEP) Committee. Delta -T Group Western Pennsylvania, Inc., has changed its business name to Delta - T Group Texas, Inc. The district applied the Best Value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from August 12, 2022, through August 11, 2023, with four automatic annual renewals, not to extend beyond August 11, 2027.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	
Name	M/WBE Commitment
Delta -T Group Texas, Inc.	RFQ-25%

**Amendment to Item Approved on a Prior Board Agenda
Recommended for 8/10/2023 Board Agenda**

Project Information	22-10-03 – RFP / Fresh Produce and Related Items – (Cortez) – (COO) – Vendor Name Change
Project Description	This project was originally approved by the Board of Education on April 14, 2022. The purpose of this project amendment is to change the name of an awarded vendor, with no additional increase in funding, to obtain fresh fruits, vegetables, and related items for Nutrition Services. Hardies Fresh Foods has changed its business name to Dairyland Produce, LLC, dba Hardies Fresh Foods. The district applied the Best Value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
Project Term	The project term is from July 1, 2022, through June 30, 2023, with three annual renewals, not to extend beyond June 30, 2026.
Amount not to Exceed (Project Term)	N/A

Recommended Vendor(s) for Approval	
Name	M/WBE Commitment
Dairyland Produce, LLC, dba Hardies Fresh Foods	B-20%

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



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

8/10/2023

25.

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 School Board.

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 School Board 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 August 11, 2023.

SUMMARY OF DONATIONS GREATER THAN \$5,000

Donor	Receiving School/ Department	Donation Disbursement	Total Value of Donation
Boujourne Foundation	Navarro Middle School (MS)	Flooring, Furniture, Technology, and a Mural	\$18,000.00 In-Kind

The Boujourne Foundation has made an in-kind donation valued at \$18,000.00 to Navarro MS. The donation includes flooring for two rooms; furniture, games, televisions, video game equipment, and decorations; cabinetry work, painting the rooms, cleaning and setting up the rooms; and a muralist donating paint and a mural. Navarro was selected for the donation to provide an incentive to help boost attendance and school participation. This donation may only be used for the purpose intended.

Houston Independent School District (HISD) Foundation	Harvard Elementary School (ES), Horn ES, Kinder High School for Performing and Visual Arts (HSPVA), Oak Forest ES, River Oaks ES, Robert ES, Travis ES, Twain ES, West University ES	Pay Off Lunch Balances	\$28,064.28
---	--	------------------------	-------------

The HISD Foundation has donated \$28,064.28 to nine schools to pay off their outstanding lunch balances for the 2022–2023 school year. The table below shows how much each campus will be receiving through the donation. This donation may only be used for the purpose intended.

Campus	Donation Amount	Campus	Donation Amount
Harvard ES	\$7,055.54	Roberts ES	\$661.44
Horn ES	\$2,825.00	Travis ES	\$2,709.98
Kinder HSPVA	\$2,500.60	Twain ES	\$7,944.17
Oak Forest ES	\$1,189.70	West University ES	\$1,988.35
River Oaks ES	\$1,189.50	Total	\$28,064.28

SUMMARY OF DONATIONS GREATER THAN \$5,000

Donor	Receiving School/ Department	Donation Disbursement	Total Value of Donation
Lakewood Church	Atherton ES, Bastian ES, Blackshear ES, McNamara ES, Sutton ES, Woodson ES, Edison MS, Forest Brook MS, Henry MS, McReynolds MS, and Wheatley High School (HS)	School Supplies	\$15,428.00 In-Kind

Lakewood Church has made an in-kind donation valued at \$15,428.00 to eleven schools. The donation consists of 1,815 school supplies kits for students in need. Each school supplies kit includes two spiral notebooks, one composition book, a ruler, a pair of safety scissors, colored pencils, crayons, pencil sharpener, two glue sticks, three highlighters, and four pink erasers. This donation may only be used for the purpose intended.

The Orange Show	Black MS, Burbank ES, Carrillo ES, Clifton MS, Davila ES, Fonwood Early Childhood Center (ECC), Harvard ES, Red ES, Ross ES, Sam Houston Math, Science, and Technology Center (MSTC), and Shearn ES	Supplies and Materials	\$5,500.00
-----------------	---	------------------------	------------

The Orange Show has donated \$5,500.00 to 11 schools. Through the donation, each school will receive \$500.00 for supplies to be used in art classes. This donation may only be used for the purpose intended.

Twain Parent Teacher Organization (PTO)	Twain ES	Supplies and Materials	\$42,000.00 In-Kind
---	----------	------------------------	---------------------

The Twain PTO has made an in-kind donation valued at \$42,000.00 to Twain ES. The purpose of the donation is to make improvements to the outside west wing of the Twain ES campus by creating a meditation area, butterfly garden, and garden tables. 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
Twain PTO	Twain ES	Payroll, Supplies and Materials, Technology	\$29,500.00

Twain PTO has donated \$29,500.00 to Twain ES. The purpose of the donation is to support existing and new hourly and extra duty pay to allow for outdoor science, library, and tutorial support staff; provide technology, equipment, and general supplies for the needs of the school; and support the International Baccalaureate Primary Years Programme at Twain ES, including substitute support to allow for professional development. This donation may only be used for the purpose intended.

HISD Foundation	To Be Announced	2023 Excellence in Teaching Awards	\$50,000.00
-----------------	-----------------	------------------------------------	-------------

The HISD Foundation has donated \$25,000.00 each for the two 2023 winners of the Excellence in Teaching awards. The winners will be announced September 30, 2023, in recognition of their campus leadership and excellence in teaching. The funds will be disbursed as a one-time payment in the first October 2023 payroll check. This donation may only be used for the purpose intended.

Young Women's Preparatory Network	Young Women's College Preparatory Academy (YWCPA)	Payroll	\$40,000.00
-----------------------------------	---	---------	-------------

The Young Women's Preparatory Network has donated \$40,000.00 to YWCPA. The donated funds will be paid in two disbursements. The first disbursement of \$40,000.00 is for the fall 2023 semester. The second disbursement will be provided in January for the spring of 2024 semester. The funds are to be used to pay for the salary and fringe benefits of the existing College Success Advisor position for the 2023–2024 school year. 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
Port Terminal Railroad Association	J. R. Harris ES	Payroll, Supplies and Materials	\$43,567.75

The Port Terminal Railroad Association has donated \$43,567.75 to J.R. Harris ES to provide an after-school program during the 2023-2024 school year. The donated funds will be used for extra duty for seven to eight staff members, depending on the number of students enrolled in the program, and supplies and materials. The after-school program is scheduled to begin on August 28, 2023, and will end on June 6, 2024. This donation may only be used for the purpose intended.

Total Value of Donations: \$272,060.03



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

8/10/2023

26.

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) School Board.

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 School Board 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 August 11, 2023.

SUMMARY OF GRANTS GREATER THAN \$5,000

Grantor	Receiving School/ Department	Grant Disbursement	Total Value of Grant
Dick's Sporting Goods Foundation	Briscoe Elementary School (ES)	Supplies and Materials, Other Operating Costs	\$5,000.00

Dick's Sporting Goods Foundation has awarded \$5,000.00 to Briscoe ES. The purpose of the grant is to support the sports programs at Briscoe ES. The grant period is the 2023–2024 academic year. The grant funds may only be used for the purpose intended.

National Aeronautics and Space Administration (NASA)	Office of School Choice	Payroll, Professional and Contracted Services, Supplies and Materials, Other Operating Costs, and Capital Outlay	\$1,983,320.00
--	-------------------------	--	----------------

The U.S. House of Representatives, House Committee on Appropriations, with support from Congresswoman Sylvia R. Garcia via the National Aeronautics and Space Administration (NASA), has awarded funding to the Houston Independent School District (HISD) to provide support for the Houston-Rice Planetary Project. The Houston-Rice Planetary Project is an initiative that is designed to support students so they can thrive academically and realize their full potential in science, technology, engineering, and math (STEM) careers. The initiative is also designed to strengthen the Houston community's pipeline of students who are engaged in STEM, including planetary sciences, and that leverages partnerships with NASA, the Johnson Space Center (JSC), the Lunar Planetary Institute (LPI), the Museum of Natural Science, and Rice University. The district's project will implement a scaffolded approach that engages elementary through graduate students in exciting, interwoven STEM programming. Graduate and undergraduate students will also be trained on effective communication strategies and teaching pedagogies to prepare them to bring current research and hands-on activities into HISD classrooms. The six campuses participating in the grant include the following: Davila ES, Wesley ES, Deady Middle School (MS), M.C. Williams MS, Milby High School (HS), and Booker T. Washington HS. The grant period is from July 1, 2023, to June 30, 2024. The grant funds may only be used for the purpose intended.

SUMMARY OF GRANTS GREATER THAN \$5,000

Grantor	Receiving School/ Department	Grant Disbursement	Total Value of Grant
Texas Education Agency (TEA)	Highland Heights ES, Wheatley HS	Payroll, Professional and Contracted Services, Supplies and Materials, Other Operating Costs	\$750,000.00
<p>The TEA has awarded the district two 2023–2024 School Action Fund Implementation Continuation Grants in the amount of \$375,000.00 each to Highland Heights ES and Wheatley HS. The purpose of the grants is to provide continuation funding and technical assistance to implement a comprehensive school reform model at both campuses. Both Highland Heights ES and Wheatley HS will continue to implement the Restart a Struggling Campus through Accelerating Campus Excellence (ACE) Initiative Implementation model. The selected model has the following five components: (1) strategic staffing; (2) instructional excellence; (3) extended school days; (4) positive behavior, school climate, and culture; and (5) partnership with parents, families, and community organizations. The model provides technical assistance for the selection, adoption, and implementation of high-quality instructional materials and implementation of research-based instructional strategies, high-impact tutoring, and an extended day or year. Through the grant, payroll including educator stipends will be funded, as well as professional and contracted services, supplies and materials, and other operating costs. The grant period is from July 1, 2023, to July 31, 2024. The grant funds may only be used for the purpose intended.</p>			

Total Value of Grants: \$2,738,320.00



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

8/10/2023

27.

Office of the Superintendent of Schools

Office of Finance

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

The Houston Independent School District (HISD) has been identified as a district with revenue in excess of entitlement for 2023-2024 and is required to reduce its revenue per Chapter §48.257 and §49.004 of the Texas Education Code (TEC).

Per Texas Education Agency (TEA) guidelines, the Agreement for the Purchase of Attendance Credits must be submitted through the Excess Local Revenue subsystem. To submit the contract through the Excess Local Revenue subsystem, the school board must delegate the authority to obligate the school district under Chapter 49 and the rules adopted by the Commissioner of Education as authorized under (TEC) §11.1511(c)(4) and §49.006 to the superintendent. The superintendent must be the person that submits the contract to the TEA via the Excess Local Revenue subsystem. This delegation of authority to the superintendent must occur annually to obligate the school district. Revenue in excess of entitlement payments is due to the TEA by August 15, 2024.

COST/FUNDING SOURCE(S): The current estimate is \$326,539,245. The amount will be updated in the 2023-2024 budget as necessary.

Fund Source	Fund	Cost Center	Functional Area	General Ledger	Internal Order/ Work Breakdown Structure	Amount
General Fund	1999000001	1090800003	AD41990000000000	6224000000	N/A	\$326,539,245

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT REQUIRE CONSULTATION.

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

RECOMMENDED: That the School Board delegates the authority to obligate the school district

under TEC Chapters 11, 48, and 49 to the superintendent, effective August 11, 2023.

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

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

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

For the 2023–2024 school year, we delegated contractual authority to obligate the school district under Texas Education Code (TEC) §11.1511(c)(4) to the superintendent, solely for the purpose of obligating the district under TEC, §48.257 and TEC, Chapter 49, Subchapters A and D, and the rules adopted by the commissioner of education as authorized under TEC, 49.006. This included approval of the Agreement for the Purchase of Attendance Credit or the Agreement for the Purchase of Attendance Credit (Netting Chapter 48 Funding).

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

THEREFORE, BE IT RESOLVED that for the 2023–2024 school year the Houston Independent School District School Board delegates contractual authority to obligate the school district under TEC §11.1511(c)(4) to the Superintendent of Schools, solely for the purpose of obligating the district under TEC §48.257 and TEC Chapter 49, Subchapters A and D, and the rules adopted by the Commissioner of Education as authorized under TEC §49.006. This includes approval of the Agreement for the Purchase of Attendance Credits.

Date: _____

APPROVE:

President
School Board

ATTEST:

Secretary
School Board



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

8/10/2023

28.

Office of the Superintendent of Schools

Office of Finance

Approval Of Resolution Designating Officers And Administrators Authorized To Act On Behalf Of The Houston Independent School District In All Matters In Connection With Depository Contract And Other Banking And Investment Matters

The School Board designates through a resolution the officers and administrators who will be authorized to act on behalf of the district in depository contract matters and all other banking and investment matters that include the following:

- Signing of payroll and operating accounts
- Approval for funds transfers between the district's bank accounts
- Approval of funds disbursement and interbank transfers via Automatic Clearing House or wire transfers
- Acceptance or release of securities for collateralization of funds at the depository bank
- Investments-purchase and sale of treasury or agency securities, commercial paper, and any other investments authorized by the district's CDA(LOCAL) policy
- Investments-deposits to and withdrawals from Texpool, Lone Star Investment Pool, TexSTAR, and other authorized investment pools and money-market funds
- Other banking matters such as (1) use of other banking services for processing of claims and (2) the pledge, release, and substitution of collateral securities
- Miscellaneous other banking matters

Changes on the resolution result from organizational changes.

Approval of this resolution is needed to ensure legal authorization for the district officers and administrators to deal with depository contract and all other banking and investment matters on behalf of 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 School Board approves the *Resolution Designating Officers and Administrators Authorized to Act on Behalf of the Houston Independent School District in All Matters in Connection with Depository Contract and Other Banking and Investment Matters*, effective August 11, 2023.

**RESOLUTION DESIGNATING
THE OFFICERS AND ADMINISTRATORS
AUTHORIZED TO ACT ON BEHALF OF
THE HOUSTON INDEPENDENT SCHOOL DISTRICT
IN ALL MATTERS IN CONNECTION WITH THE
DEPOSITORY CONTRACT AND OTHER
BANKING AND INVESTMENT MATTERS**

WHEREAS, the Houston Independent School District ("District") has entered into a written contract with JPMorgan Chase Bank, N.A. ("Depository") to act as the District's depository, and

WHEREAS, the District desires to purchase investments through the Depository; and

WHEREAS, the District desires to electronically transfer funds via ACH or wire transfer between the Depository and other financial institutions and investment brokerage companies utilized by the District for investment purposes, and for concentration of certain funds; and

WHEREAS, the District is required to pay Texas Teacher Retirement System contributions and all other amounts due State agencies through ACH or wire transfers; and

WHEREAS, the District is required to pay Internal Revenue Service withholding Deposits and all other amounts due Federal agencies through ACH or wire transfers; and

WHEREAS, the District desires to pay vendors amounts due for goods or services through ACH or wire transfers; and

WHEREAS, the District desires to receive funds through ACH or wire transfers; and

WHEREAS, the District desires to ACH or wire transfer monies to the paying agent banks to meet various debt service payments; and

WHEREAS, the District desires to transfer funds through ACH or wire transfers by various means of voice, telephonic or other electronic instruction from its account(s) with the Depository (i) to other accounts of the District within the Depository, (ii) to other financial institutions for credit to itself or (iii) third parties or accounts as designated by the District; and

WHEREAS, the District desires to have on-line capability to directly access its accounts at the Depository via the Depository's computer system; and

WHEREAS, the district desires to allow selected vendors to debit the District's accounts via ACH; and

WHEREAS, the School Board desires officially to designate the officers and administrators who will be authorized to act on behalf of the School District in all matters of every kind arising under said written contract; and

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

THEREFORE, BE IT RESOLVED by the School Board of the Houston Independent School District that the following primary and alternate named officers and administrators are authorized to act on behalf of the Houston Independent School District in all matters of every kind arising under the Depository Contract (other than the signing of checks which is dealt with later):

PRIMARY SIGNERS:

NAME: JAMES TERRY

TITLE: CHIEF FINANCIAL OFFICER

SIGNATURE: _____

NAME: LISA PEPI

TITLE: TREASURER

SIGNATURE: _____

ALTERNATE SIGNER:

NAME: GLENN REED

TITLE: DEPUTY CHIEF FINANCIAL OFFICER

SIGNATURE: _____

FACSIMILE SIGNATURES:

NAME: JAMES TERRY

TITLE: CHIEF FINANCIAL OFFICER

SIGNATURE: _____

NAME: LISA PEPI
TITLE: TREASURER

SIGNATURE: _____

Said above named primary officers and administrators shall act jointly in all matters relating to said contract referred to, and concurrent action approved by any two of the named officers and administrators shall be forthwith filed in the District's permanent records.

BE IT FURTHER RESOLVED that the withdrawal of funds from the Depository shall be by check drawn by the District on its funds, except where otherwise herein noted. All checks shall be signed by facsimile signature of any two of the three primary signers as designated below. All checks \$100,000.00 and greater drawn on the District's account number 707475299 shall also, in addition to the facsimile signatures, contain the manual signature of one of the three signers as designated below or the alternate signer designated below. The Depository is hereby authorized to honor and pay the checks as issued out of the respective funds and accounts on which they are drawn.

PRIMARY SIGNERS:

NAME: F. MIKE MILES
TITLE: SUPERINTENDENT OF SCHOOLS

SIGNATURE: _____

NAME: JAMES TERRY
TITLE: CHIEF FINANCIAL OFFICER

SIGNATURE: _____

NAME: SHERRIE H. ROBINSON
TITLE: CONTROLLER

SIGNATURE: _____

ALTERNATE SIGNER:

NAME: GLENN REED

TITLE: DEPUTY CHIEF FINANCIAL OFFICER

SIGNATURE: _____

FACSIMILE SIGNATURES:

NAME: F. MIKE MILES

TITLE: SUPERINTENDENT OF SCHOOLS

SIGNATURE: _____

NAME: JAMES TERRY

TITLE: CHIEF FINANCIAL OFFICER

SIGNATURE: _____

NAME: SHERRIE H. ROBINSON

TITLE: CONTROLLER

SIGNATURE: _____

BE IT FURTHER RESOLVED by the School Board of the Houston Independent School District that the following officers and administrators of the District each be authorized to (1) give instructions for the ACH or wire transfer of funds on any District account at the Depository for purchase of a time deposit or authorized investment instrument in the name of the District, (2) be authorized to receive funds through ACH or wire transfers, (3) authorized to ACH or wire transfer amounts due to State agencies, deposits of withholding taxes to the Internal Revenue Service, amounts due to Federal agencies, payments to vendors or debt service payments to paying agents, and (4) be authorized to act on behalf of the District in all banking and investment matters. To expedite the processes herein named, the officers and administrator shall provide the depository bank authorization, limited to Treasury staff members, to electronically transact repetitive ACH or wire transfer transactions.

PRIMARY SIGNERS:

NAME: JAMES TERRY

TITLE: CHIEF FINANCIAL OFFICER

SIGNATURE: _____

NAME: SHERRIE H. ROBINSON

TITLE: CONTROLLER

SIGNATURE: _____

ALTERNATE SIGNER:

NAME: LISA PEPI

TITLE: TREASURER

SIGNATURE: _____

The Bank is authorized and directed to honor only specific ACH or wire transfer requests which comply with the above requirements.

The Resolution shall in no way affect the contract and agreement with the District and the Texas Education Agency except insofar as specifically stated herein.

The Resolution shall become effective at 8:00 a.m. on the 11th day of August 2023.

THE STATE OF TEXAS §

COUNTY OF HARRIS §

I, Angela Flowers, Secretary of the School Board of the Houston Independent School District, do hereby certify that the foregoing is a true and correct copy of the resolution passed by the School Board at the meeting held August 10, 2023.

WITNESS MY HAND this the _____ day of _____, 2023.

ANGELA LEMONF FLOWERS
SECRETARY, SCHOOL BOARD
HOUSTON INDEPENDENT SCHOOL DISTRICT

SUBSCRIBED AND SWORN TO BEFORE ME this the _____ day of _____, 2023.

NOTARY PUBLIC IN AND FOR
HARRIS COUNTY, TEXAS

My commission expires: _____

Authorized Representative Add Form

Name of Participant HOUSTON ISD Participant Number _____

Addition of Authorized Representative

In order to either (i) carry out the role of Investment Officer for the Participant or (ii) aid the Investment Officer of the Participant in the execution of his or her duties pursuant to Texas Government Code, Section 2256.003(c), as the case may be, the following officers, officials, employees, or contractors of the Participant are hereby designated as Authorized Representatives within the meaning of the Investment Agreement (Agreement). These designated Authorized Representatives have full power and authority to execute the Agreement and any other documents, as may be required to deposit money to and withdraw money from the Participant's Lone Star Investment Pool (Lone Star) account from time to time in accordance with the Agreement and the Information Statement, and take all other actions deemed necessary or appropriate for the investment of local funds of the Participant:

	Rep #1	Rep #2	Rep #3
Printed Name	<u>JAMES TERRY</u>	<u>JENNIFER POGUE</u>	<u>SHAMONIQUE MCDOWELL</u>
Title	<u>CFO</u>	<u>TREASURY MANAGER</u>	<u>SR. TREASURY ANALYST</u>
E-mail address	_____	_____	_____
Signature	_____	_____	_____

In accordance with Lone Star procedures, an Authorized Representative shall promptly notify Lone Star of any changes in who is serving as Authorized Representative.

In addition to the foregoing Authorized Representatives, each Investment Officer of Lone Star appointed by the Lone Star Board of Trustees from time to time is hereby designated as an Investment Officer of the Government Entity and, as such, shall have responsibility for investing the share of Lone Star assets representing local funds of the Government Entity.

PASSED AND APPROVED this _____ day of AUGUST, 2023.

By: _____ By: _____

AUDREY MOMANAEE

ANGELA LEMOND FLOWERS

Printed Name, Board President

Printed Name, Board Secretary

State of Texas, County of HARRIS.

Before me, _____, on this day personally appeared _____, and _____
(name of notary) (name of President) (name of Clerk/Secretary)

known to me (or proved to me on the oath of _____) or through _____ to be the person(s)
(person providing oath) (identification item)

whose name is subscribed to the foregoing instrument and acknowledged to me that he executed the same for the purposes and consideration therein expressed.

Given under my hand and seal of office this _____ day of _____, 20____.

(Personalized Seal)

Notary Public's Signature

If you have any questions, call the Lone Star Investment Pool at 800-758-3927 for assistance.

Please return the completed form to **customer.service@lonestarinvestmentpool.com** or fax **512-452-7842**.



Resolution Amending Authorized Representatives

Please complete this form to amend or designate Authorized Representatives. *This document supersedes all prior Authorized Representative forms.*

* Required Fields

1. Resolution

WHEREAS,

HOUSTON ISD

Participant Name*

Location Number*

("Participant") is a local government of the State of Texas and is empowered to delegate to a public funds investment pool the authority to invest funds and to act as custodian of investments purchased with local investment funds; and

WHEREAS, it is in the best interest of the Participant to invest local funds in investments that provide for the preservation and safety of principal, liquidity, and yield consistent with the Public Funds Investment Act; and

WHEREAS, the Texas Local Government Investment Pool ("TexPool / Texpool Prime"), a public funds investment pool, were created on behalf of entities whose investment objective in order of priority are preservation and safety of principal, liquidity, and yield consistent with the Public Funds Investment Act.

NOW THEREFORE, be it resolved as follows:

- A. That the individuals, whose signatures appear in this Resolution, are Authorized Representatives of the Participant and are each hereby authorized to transmit funds for investment in TexPool / TexPool Prime and are each further authorized to withdraw funds from time to time, to issue letters of instruction, and to take all other actions deemed necessary or appropriate for the investment of local funds.
- B. That an Authorized Representative of the Participant may be deleted by a written instrument signed by two remaining Authorized Representatives provided that the deleted Authorized Representative (1) is assigned job duties that no longer require access to the Participant's TexPool / TexPool Prime account or (2) is no longer employed by the Participant; and
- C. That the Participant may by Amending Resolution signed by the Participant add an Authorized Representative provided the additional Authorized Representative is an officer, employee, or agent of the Participant;

List the Authorized Representative(s) of the Participant. Any new individuals will be issued personal identification numbers to transact business with TexPool Participant Services.

1. JAMES TERRY CHIEF FINANCIAL OFFICER
Name Title
Phone Fax Email
Signature
2. GLENN REED DEPUTY CHIEF FINANCIAL OFFICER
Name Title
Phone Fax Email
Signature
3. LISA PEPI TREASURER
Name Title
Phone Fax Email
Signature

1. Resolution (continued)

4. JENNIFER POGUE

Name

TREASURY MANAGER

Title

Phone

Fax

Email

Signature

List the name of the Authorized Representative listed above that will have primary responsibility for performing transactions and receiving confirmations and monthly statements under the Participation Agreement.

LISA PEPI

Name

In addition and at the option of the Participant, one additional Authorized Representative can be designated to perform only inquiry of selected information. *This limited representative cannot perform transactions.* If the Participant desires to designate a representative with inquiry rights only, complete the following information.

SHAMONIQUE MCDOWELL

Name

SR TREASURY ANALYST

Title

Phone

Fax

Email

D. That this Resolution and its authorization shall continue in full force and effect until amended or revoked by the Participant, and until TexPool Participant Services receives a copy of any such amendment or revocation. This Resolution is hereby introduced and adopted by the Participant at its regular/special meeting held on the day of , 20.

Note: Document is to be signed by your Board President, Mayor or County Judge and attested by your Board Secretary, City Secretary or County Clerk.

Name of Participant*

SIGNED

Signature*

AUDREY MOMANAE

Printed Name*

PRESIDENT

Title*

ATTEST

Signature*

ANGELA LEMOND FLOWERS

Printed Name*

SECRETARY

Title*

2. Delivery Instructions

Please return this document to **TexPool Participant Services:**

Email: texpool@dstsystems.com

Fax: 866-839-3291



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

8/10/2023

29.

Office of the Superintendent of Schools

Office of Finance

Adoption Of Resolution Approving the District Debt Management Policy

The Houston Independent School District (HISD) has enacted a formal *Debt Management Policy* with the purpose of establishing guidelines governing the issuance, management, and reporting of all debt obligations issued by HISD and the Public Facility Corporation, and to provide for the actions necessary to ensure proper implementation and compliance with this policy.

Adherence to the policy indicates to rating agencies and capital markets that the district's debt is managed in a prudent manner.

The attached *Debt Management Policy* has been redlined to reflect the proposed edits and changes to the policy.

A copy of the resolution relating to the approval of the *Debt Management Policy* is attached.

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 School Board adopts the resolution approving the *Debt Management Policy*, effective August 11, 2023.

HOUSTON INDEPENDENT SCHOOL DISTRICT

DEBT MANAGEMENT POLICY

STATEMENT OF PURPOSE

The purpose of this policy is to establish guidelines governing the issuance, management, and reporting of all debt obligations issued by the Houston Independent School District (the “District”) and the Public Facility Corporation (the “PFC”) and to provide for the actions necessary to ensure proper implementation and compliance with this policy.

SCOPE

The District’s *Debt Management Policy* applies to all debt instruments and, solely to the extent described herein, financial obligations as defined under Securities and Exchange Commission (SEC) Rule 15c2-12 (the “Rule”) issued by the District and the PFC regardless of the funding source for repayment or purpose for which issued.

OBJECTIVES

The objectives of this policy are to:

1. Establish a framework exercising prudence in the issuance of debt, compliance with debt covenants, and disclosure of information pertaining to such debt.
2. Reduce debt costs through consistent application of approved processes.
3. Maintain the financial integrity and public trust of the District and the PFC.
4. Comply with all applicable state and federal laws, regulations and contractual obligations, in the issuance, investment, and reporting of debt
5. Help preserve access to financial markets.

POLICY REVIEW

The *Debt Management Policy* will be reviewed and approved by the School Board (the “Board”) on an annual basis and updated as necessary.

DELEGATION OF RESPONSIBILITY

The Chief Financial Officer will have the responsibility for ensuring the District’s compliance with the *Debt Management Policy*. Day-to-day activities will be managed by the District’s investment officers which are the Chief Financial Officer, Controller, and Treasurer. The Office of Finance will provide a report to the Board at least annually detailing debt management activities and adherence to the policy.

ETHICS DISCLOSURES

All financing team members (which includes but is not limited to the Financial Advisor, Bond Counsel, and Disclosure Counsel) will be required to provide full and complete disclosure relative to any and all agreements with other financing team members, board members, key District personnel, and outside parties’ subject but not limited to Chapter 176 of the Government Code. Parties will be governed by the District’s board policy concerning conflict of interest disclosures. In general no agreements will be permitted which would compromise a firm’s ability to provide independent advice which is solely in the best interest of the District.

TAX LAW COMPLIANCE STATEMENT

The District will comply with all federal tax code and regulations and applicable state statutory regulations in the issuance and structuring of debt obligations.

The District will comply with federal arbitrage and rebate rules as set forth in the Internal Revenue Code of 1986 and interpreted and updated through rulings by the Internal Revenue Service and regulations by the U.S. Treasury Department.

Arbitrage rules govern both the investment of bond proceeds (investment rules) and the reporting and remitting of excess interest earnings (rebate rules) to the federal government. The District utilizes bond counsel and a contracted third party arbitrage compliance specialist to aid in compliance with applicable regulations.

SECURITIES LAW COMPLIANCE STATEMENT

The District will comply with all applicable federal and state securities laws, including continuing disclosure undertakings entered into in connection with the issuance of municipal securities.

The District will promote compliance with the Securities Exchange Act of 1934 and Rule 15c2-12 promulgated thereunder, each as amended and interpreted by the SEC .

The District may utilize Disclosure Counsel, Bond Counsel, and its Financial Advisor (and any other Counsel deemed necessary by the District) to assist in compliance with applicable securities laws and continuing disclosure undertakings.

POST ISSUANCE COMPLIANCE PROCEDURES

The District has adopted written post issuance compliance procedures in order to insure adherence to federal tax and securities law requirements.

CAPITAL PLANNING AND DEBT ISSUANCE

Debt issuance is considered one component of capital financing. Planning for debt issuance will be made in conjunction with other methods of financing capital improvements such as the District's *Pay As You Go* renovation program.

TYPES OF AUTHORIZED DEBT

As of the date hereof, the District is authorized by the Texas Education Code and the Texas Government Code to issue the following types of debt:

1. Limited Tax Bonds – Bonded debt requiring voter approval secured through levying, pledging, assessing, and collection of the debt service portion of the District's ad valorem taxes, within the limits prescribed by law. Bonds must mature within 40 years of issuance date.
2. Tax Anticipation Notes and Revenue Anticipation Notes – Debt issued and secured by the District. Proceeds may be used for any lawful use but must have a maturity less than one year.
3. Delinquent Tax Notes – Proceeds of these negotiable notes may be used for any maintenance purposes. Notes may not have a maturity greater than 20 years.

4. Time Warrants – Warrants may be payable out of any available funds of the District and may be utilized for construction, repair, or renovation of school building facilities. Warrants are limited to five years' maturity and the District may not have more than \$1,000,000 outstanding at any time.
5. Maintenance Tax Notes and Contractual Obligations – Debt issued for the rehabilitation and improvement of building systems [heating, ventilation, and air conditioning (HVAC), roof, etc.) and for the purchase of buses, computers, furniture, and other moveable personal property. Payable from maintenance taxes with a maturity not to exceed 20 years and 25 years, respectively.
6. Lease Purchase Agreement – Debt issued through the formation of a Public Facility Corporation for the construction of any necessary facility. PFC Bonds are secured by lease payments payable from certain of the District's state funds and any other lawfully available funds paid by the District to the Public Facility Corporation, subject to annual appropriation by the District. Maximum maturity is 25 years.
7. Refunding Bonds – Debt issued to refinance existing District or PFC outstanding bonded debt. Refunding Bonds will generally not be issued unless the total debt service on the refunding bonds is less than that of the refunded bonds. Exceptions may be approved where debt is being restructured, such as a conversion from variable to fixed rate debt. Refunding bonds will not have a maximum maturity exceeding that of the refunded bonds unless there is a reason to extend maturity for restructuring purposes.

FINANCIAL OBLIGATION

SEC Rule 15c2-12 has been amended, and effective February 27, 2019, any continuing disclosure agreements after such date must include events addressing financial obligations which are identified as material. The SEC definitions of Financial Obligation are:

- (i) Debt obligation;
- (ii) Derivative instrument entered into in connection with, or pledged as security or a source of payment for, an existing or planned debt obligation; or
- (iii) Guarantee of (i) or (ii); provided, however, the term financial obligation shall not include municipal securities (as defined in the Securities Exchange Act of 1934, as amended) as to which a final official statement has been provided to the Municipal Securities Rulemaking Board (MSRB) consistent with SEC Rule 15c2-12.

DEBT STRUCTURE

The District will consider a range of debt structures which, when combined, allow for flexibility in responding to future events, continue to emphasize credit rating considerations, and correspond with the useful life of assets for which such debt is incurred.

The issuance of debt obligations will be considered within the following three categories:

1. Cash Flow Financing – Tax Anticipation Notes (TANS) and Revenue Anticipation Notes (RANS) will be issued in anticipation of current fiscal year taxes and revenues. This structure will be appropriated, issued, and retired within the current fiscal year.
2. Short-Term Debt – Debt which is issued for a maturity not greater than seven years. Debt appropriate to this structure can include Maintenance Tax Notes, Delinquent Tax Notes, Time Warrants, Contractual Obligations, Lease Purchase Agreements, and Revenue Bonds.
3. Long-Term Debt – Debt issued for any term longer than seven years up to any maximum term allowable by law. Long-Term debt may be issued for any asset which has a useful life greater than seven years or which will extend the useful life of an asset by more than seven years. Debt structures appropriate to this category include Limited Tax Bonds, Maintenance Tax Notes, Contractual Obligations, Lease Purchase Agreements, and Refunding Bonds.

Structural considerations for Short-Term Debt include:

1. Each debt issuance will be issued with an average maturity no greater than the average life of the assets being financed.
2. The maximum maturity will be no greater than the maximum useful life of any asset class being financed by the bond issue.

Structural considerations for Long-Term Debt include:

Long-Term Debt will be considered when the asset's useful life lends itself to such financing and the District's estimated future taxes and revenues are sufficient to pay the estimated principal and interest payments.

1. Limited Tax Bonds will be issued, with voter approval, for capital improvements which have been identified through the Capital Improvement Program.
 - a. Variable Rate Debt – Variable rate debt provides the ability to capture historically lower short-term interest rates and adds flexibility in managing interest rate exposures and total debt levels due to early payment options. When used prudently, the issuance of variable rate debt can be a useful component of the District's debt structure. Variable rate debt will not constitute more than 25 percent of the District's total net debt.
 - b. Other Authorized Structures – The Board may consider any type of structure which has the effect of providing the lowest cost of funds, providing additional flexibility, or enhancing/maintaining credit ratings, including but not limited to:
 - i. Fixed, variable, and/or stepped coupon debt.
 - ii. Capital appreciation bonds, deep discount bonds, zero coupon bonds, and premium bonds.
 - iii. Mandatory and optional call features.
 - iv. Short and/or long coupon maturities.
 - v. Municipal bond insurance.
 - vi. Other legal structures not listed above.
 - c. Unauthorized Structures – The District will not utilize interest rate swaps or other similar derivative products.
2. Refunding Bonds – Refunding bonds are utilized to restructure debt and to reduce District debt service costs.
 - a. Current Refunding – A refunding which is settled within 90 days of a maturity date or an optional prepayment date. A current refunding will only be considered where a minimum net present value savings of 2 percent as a percentage of the total par amount refunded can be produced. Exceptions may be approved where debt is being restructured, such as a conversion from variable rate to fixed rate debt.
 - b. Advance Refunding – A refunding settled more than 90 days in advance of a maturity date or an optional prepayment date. An advance refunding will only be considered where a minimum net present value savings of 4 percent as a percentage of the total par amount refunded can be produced and is subject to the legality of such structure under then current federal tax law. Exceptions may be approved where

debt is being restructured, such as a conversion from variable rate to fixed rate debt. Changes to federal tax law in 2017 have generally prohibited tax-exempt advance refunding bonds. Any proposed advance refunding must comply with all current federal law requirements if they are issued on a tax exempt basis.

3. Other Types of Long-Term Debt – Maintenance Tax Notes, Contractual Obligations, and Lease Purchase Agreements will be utilized where specific facts show these types of financings to be in the best interests of the District.

DEBT LIMITS / CAPACITY

The District will evaluate legal debt limitations and debt affordability ratios in developing debt issuance plans.

Legal Debt Limitations

Section 45.0031 of the Texas Education Code requires that prior to the District issuing bonds, the District must demonstrate the ability to pay debt service on both the proposed bonds and all then currently outstanding bonds at a tax rate not to exceed \$0.50 per \$100 of assessed valuation.

Tax Rate Limitations

The District voted a maximum combined tax rate under Article 2784g, Vernon's Texas Civil Statutes. This election established that the District's maximum tax rate, including both Maintenance & Operations and Debt Service, can be no greater than \$1.70 per \$100 of assessed valuation, including a maximum rate of \$1.00 per \$100 of assessed valuation for debt service. In addition to the Article 2784g limitations, the District's Maintenance & Operations tax rate is further limited by state law, including Chapter 48 of the Texas Education Code.

Debt Affordability Ratios

1. Ratio of Net Bonded Debt to Assessed Value
2. Ratio of Net Bonded Debt Per Student
3. Ratio of Total Debt to Assessed Value
4. Ratio of Total Debt Per Student

DEBT ISSUANCE PROCESS

PREFERRED METHOD OF SALE

The Board may choose any authorized method of sale including competitive sales, negotiated sales, limited offering and private placements. The Board may utilize alternative types of sales if deemed more advantageous to the District as a result of market or other conditions.

Refunding issues will typically be conducted on a negotiated basis.

Competitive sales are preferred for the sale of short-term debt, TANS, and other non-bonded debt. Negotiated sales may be utilized if deemed more advantageous to the District (including limited or private placements).

REFUNDING POLICY

Restructuring debt through a refunding will be deemed appropriate if in an advance refunding the net present value savings as a percentage of the refunded aggregate principal amount is greater than or equal to 4 percent. A current refunding requires a 2 percent net present value threshold to be deemed appropriate. Lower net present value savings may be utilized if the intent is to decrease the average maturity of the refunded debt. Exceptions may also be approved where debt is being restructured, such as a conversion from variable rate to fixed rate debt.

SELECTION AND USE OF SERVICE PROVIDERS

Financial Advisor

The Financial Advisor will:

1. Make recommendations to ensure that the District's bonds are issued at the lowest possible interest cost at the time of pricing and are structured in accordance with the District's financing guidelines.
2. Coordinate, along with the District's Disclosure Counsel, the preparation of the Notice of Sale, Preliminary Official Statement, and Official Statement

and other such market documents necessary in the marketing of debt obligations.

3. Will act as the District's agent in arranging for the printing of offering documents.
4. When necessary prepare a uniform bid form containing provisions recognized by the municipal securities industry as being appropriate for the obligations to be offered for sale.
5. Assist in obtaining the Permanent School Fund Guarantee through the Texas Education Agency, when available.
6. Assist with obtaining credit enhancements if necessary or appropriate.
7. Assist the District with subscription for State & Local Government Series ("SLGS") where necessary and appropriate.
8. Represent the District at the pricing for the purpose of tabulation and comparison of bids and make a recommendation as to the acceptance or rejection of such bids.
9. Work closely with the District's bond and disclosure counsel in the preparation of all appropriate legal proceedings and documents.
10. Assist with compiling and preparation of the District's Annual Disclosure Report and event notices in accordance with Securities and Exchange Commission (SEC) Rule 15c2-12.
11. Assist and make recommendations in determining debt issuance and repayment schedules which will be most beneficial to the District and acceptable to credit rating agencies.

Bond Counsel

Bond Counsel will provide the following services:

1. Certify that the District has the legal authority to issue the proposed bonds or other debt obligations.
2. Prepare orders, resolutions, tax certificates, and other documents necessary to call, conduct, and canvass bond elections and to issue bonds and other debt obligations.
3. Obtain approval of the bond issue or other debt issue by the Attorney General's Office.
4. Provide a legal opinion as to the validity and enforceability of the bonds and the exemption from federal income taxation of the interest.
5. Be available at the request of the District to attend all meetings, including those with rating agencies and state officials, called to discuss the legal aspects of the bonds proposed to be issued.
6. Coordinate closing of transactions.
7. Consult with District officials and the District's financial advisors in order to review certain information to be included in offering documents.
8. Provide written advice to the District enabling officials of the District to comply with applicable arbitrage requirements including yield restrictions and rebate requirements.

Disclosure Counsel

To the extent required, Disclosure Counsel will provide the following services:

1. Consult with and advise District officials, the District's administration, and its Financial Advisor regarding any disclosure issues, including assistance in evaluating the materiality of such issues and preparation of the preliminary and final offering documents (including the notice of sale) for the bonds or other debt obligations.
2. Assist in the performance of any necessary due diligence investigation, including the review of

diligence questionnaires and assistance with diligence calls or meetings, as appropriate.

3. Analysis of the requirements of SEC Rule 15c2-12 and the basis upon which such rule is satisfied.
4. Provide the District with a securities disclosure opinion in customary form reasonably satisfactory to the District and Disclosure Counsel.
5. Review Annual Continuing Disclosure Filings and Event Notices under the Rule.

Paying Agent/Registrar

The Paying Agent will:

1. Authenticate the bonds and facilitate transfers and exchanges.
2. Send/receive transfers of money at closing.
3. Maintain a listing of bondholders and applicable addresses.
4. Receive principal and interest payments from the District and remit to bondholders.
5. Represent bondholders in case of default if acting as trustee.

Rating Agencies

The District will obtain a credit rating from at least two nationally recognized bond rating agencies for the issuance of new money bonds. The District will obtain a credit rating from at least one nationally recognized bond rating agency for the issuance of refunding bonds. The District is not required to obtain credit ratings on private placements. ~~on publicly issued bonds but is not required on privately placed bond issues.~~

The District will endeavor to maintain effective relationships with the rating agencies.

Application for Permanent School Fund Guarantee

The District shall apply to the Texas Education Agency for approval under the Permanent School Fund Guarantee Program of the State of Texas for any debt issuance eligible to be guaranteed under the program.

DISCLOSURES

It is the District's policy to meet all disclosures required, including but not limited to disclosures necessitated under the SEC Rule 15c2-12. The District will work with the District's Financial Advisor in order to prepare and file the annual report with the MSRB through the designated submission portal commonly referred to as EMMA (Electronic Municipal Market Access).

The District has established a disclosure review committee that is responsible for reviewing activity potentially requiring an event notice [including events (15) and (16) under SEC Rule 15c2-12] and any related disclosure. Any event notice identified by the disclosure review committee should be made in a timely enough manner to meet the 10 business day requirements. The disclosure review committee will be comprised of the Chief Financial Officer, the Controller, the Treasurer, Bond and Disclosure Counsel, Financial Advisor, and any other staff deemed appropriate by the financial management of the District. Each member of the disclosure review committee is expected to have a complete understanding of the events listed in the Rule.

INVESTMENT OF BOND PROCEEDS

Bond proceeds will be invested in segregated accounts and governed by the District's *Cash Management and Investment Policy*. The District's investment policy is established in accordance with the Public Funds Investment Act (PFIA), enacted within the Texas Government Code (2256), and by statutory regulations.

The District will competitively bid the purchase of investment securities and investment products with the exception of funds deposited in investment pools, money market funds, or interest earning bank deposits.

Interest income generated from bond proceeds shall be used solely to fund related capital expenditures or to service current and future debt payments.

The underwriters of a debt issue, but not the District's financial advisors, may bid to provide investment products. The District's financial advisors may conduct a competitive bid if requested to do so by the District.

MANAGEMENT OF DEBT SERVICE FUND

Investments in the Debt Service Fund are governed by the District's Board Policy ~~Cash Management and Investment Policy~~CDA(LOCAL).

Investment securities and investment products will be purchased using a competitively bid process with the exception of funds deposited in investment pools, money market funds, or interest earning bank deposits.

The District shall target a minimum year end debt service fund balance of 10 percent of total current year debt service.

TRANSACTION RECORDS

The Treasurer will maintain complete records of decisions made in connection with each financing. Each transaction file shall include the official transcript for the financing, the final number runs, and a post-pricing summary of the debt issue.

The Office of Treasurer will prepare ~~semi-annually~~at least annually a report to the School Board which includes a policy compliance summary, detail of issuance transactions, and listing of current debt.

**HOUSTON INDEPENDENT SCHOOL DISTRICT
RESOLUTION RELATING TO THE APPROVAL OF THE
DEBT MANAGEMENT POLICY**

WHEREAS, the School Board has implemented a formal debt management policy, and

WHEREAS, the debt management policy stipulates that the debt policy will be approved annually by the School Board,

THEREFORE BE IT RESOLVED THAT:

All of the above paragraphs are incorporated and made a part of this Resolution and be it,

RESOLVED AND ORDAINED that the School Board of the Houston Independent School District has reviewed and approved the Houston Independent School District's *Debt Management Policy*, as presented August 10, 2023.

PASSED, APPROVED, AND ADOPTED
THIS 10th day of August, 2023.

HOUSTON INDEPENDENT SCHOOL DISTRICT

By:

Audrey Momanaee, President
School Board

Attest:

Angela Lemond Flowers, Secretary
School Board



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

8/10/2023

30.

Office of the Superintendent of Schools

Office of Finance

Adoption Of A Resolution To Designate Investment Officers For The Houston Independent School District

The Public Funds Investment Act (PFIA) requires that “each investing entity shall designate, by rule, order, ordinance, or resolution, as appropriate, one or more officers or employees of the state agency, local government, or investment pool as investment officer to be responsible for the investment of its funds consistent with the investment policy adopted by the entity. (Govt. Code 2256.005).”

A copy of the resolution to designate investment officers for the Houston Independent School District is attached. This item is being submitted to meet the requirements of the PFIA.

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 School Board adopts the resolution to designate investment officers for the Houston Independent School District, effective August 11, 2023.

**A RESOLUTION TO DESIGNATE INVESTMENT OFFICERS
FOR THE HOUSTON INDEPENDENT SCHOOL DISTRICT**

§ THE STATE OF TEXAS
§ COUNTY OF HARRIS

Be it resolved that the School Board of the Houston Independent School District hereby approves the following designation of investment officers:

James Terry	Chief Financial Officer
Glenn Reed	Deputy Chief Financial Officer
Lisa Pepi	Treasurer
Jennifer Pogue	Treasury Manager

The Resolution shall become effective at 8:00 a.m. on the 11th day of August 2023.

THE STATE OF TEXAS §
COUNTY OF HARRIS §

I, Angela Lemond Flowers, Secretary of the School Board of the Houston Independent School District, do hereby certify that the foregoing is a true and correct copy of the resolution passed by the School Board at the meeting held on August 10, 2023.
WITNESS MY HAND this the _____ day of _____, 2023.

ANGELA LEMONF FLOWERS
SECRETARY, SCHOOL BOARD
HOUSTON INDEPENDENT SCHOOL DISTRICT

SUBSCRIBED AND SWORN TO BEFORE ME this the _____ day of _____, 2023.

NOTARY PUBLIC IN AND FOR
HARRIS COUNTY, TEXAS

My commission expires: _____



8/10/2023

31.

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 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 association/organization groups, and concerned citizens to fund the SPARK construction and/or re-SPARK improvements.

For the 2023-2024 academic year, 11 schools were initially selected to receive a SPARK Park or a re-SPARK improvement to their parks. On May 11, 2023, the HISD Board of Education authorized the superintendent of schools or a designee to enter into an agreement with SPARK for the improvement and construction of SPARK parks at those 11 campuses. Since that time, SPARK has secured new funding for the proposed development or improvement of projects at seven additional campuses:

Jewel Askew Elementary School (ES)	Port Houston ES
Thomas Alva Edison Middle School	Sylvan Rodriguez ES
Mario Gallegos ES	William Travis ES
Reagan Mading ES	

The current agreement with SPARK must be amended to add these seven campuses and identify the restrictive 10-year use period. As part of the SPARK program, additional funding may be provided by Harris County upon approval of an interlocal agreement with Harris County and HISD. 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 period.

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 School Board 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 August 11, 2023.



8/10/2023

32.

Office of the Superintendent of Schools

Office of Academics

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

The purpose of this agenda item is to seek approval from the Houston Independent School District (HISD) School Board to negotiate and execute agreement renewals with specific external agencies to create effective prekindergarten (pre-K) collaboratives. HISD collaborates with four federally funded Head Start agencies that serve regional sectors of Harris County within HISD boundaries. Collectively, all four agencies partner with 24 HISD schools. Within the schools, the HISD and Head Start teachers collaborate and deliver instruction to dually enrolled students in 107 pre-K classrooms.

During the 2023-2024 school year, the HISD/AVANCE-Houston, Inc., Head Start Pre-K Collaborative will continue at Browning and Janowski elementary schools (ESs). The HISD/Harris County Department of Education (HCDE) Head Start Pre-K Collaborative will continue at Dogan ES and Fonwood Early Childhood Center (ECC). The HISD/Gulf Coast Community Services Association (GCCSA) Head Start Pre-K Collaborative will continue at Bastian, Codwell, Foster, Gregg, Kelso, Lockhart, Patterson, Rucker, and Thompson ESs and Woodson PK-5 Leadership Academy. The HISD/BakerRipley Head Start Pre-K Collaborative will continue at Anderson, Benavidez, Bonham, and Braeburn ESs; Halpin, King, Mistral, and Neff ECCs; and Rodriguez and Shearn ESs.

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

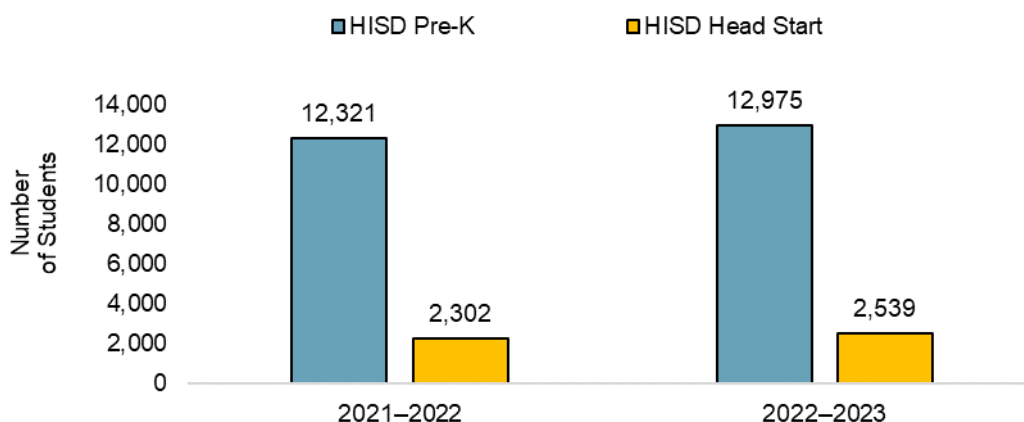
One HISD teacher and at least one Head Start staff member will serve each HISD/Head Start collaborative class. The HISD teachers at non-New Education System (NES) campuses will work 7.75 hours each day, with a 30-minute duty-free lunch and a 45-minute planning period. The HISD teachers at NES campuses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

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

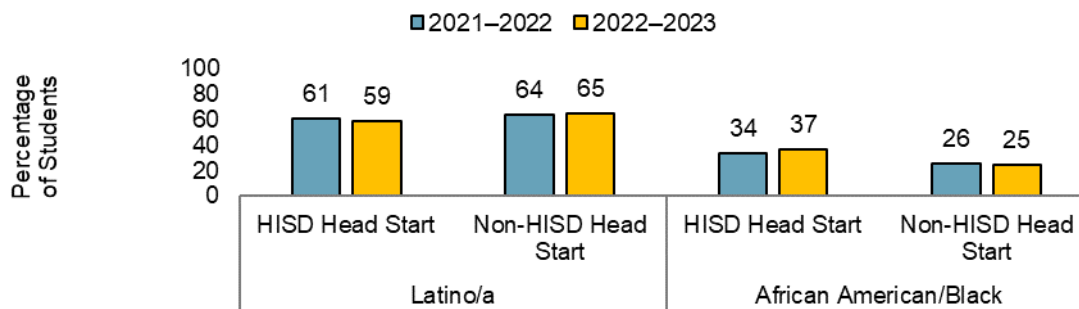
These collaboratives, while adhering to Head Start performance standards, will provide an appropriate program supported by and correlated to the HISD pre-K district curriculum, standards in *Developmentally Appropriate Practice in Early Childhood Programs, Revised Edition* (National Association for the Education of Young Children, 2008), and the Texas Education Agency's pre-K guidelines.

Preliminary Findings

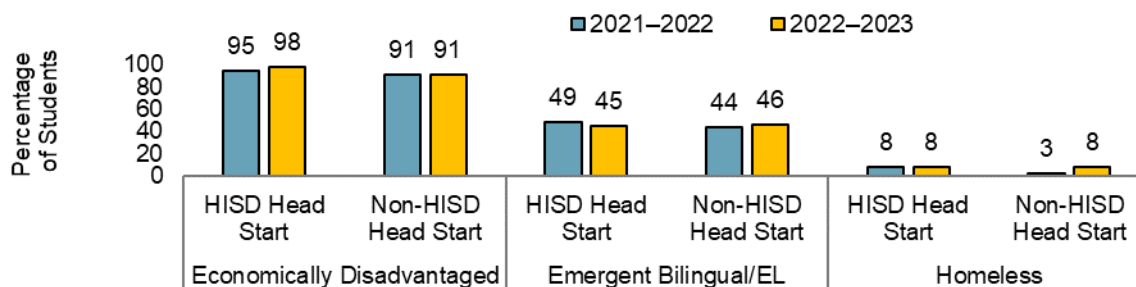
In the 2022-2023 school year, student enrollment in HISD pre-K programs increased by 474 students to 12,795 students at 164 schools. Student enrollment in HISD Head Start programs increased by 237 students to 2,539 students participating at 30 schools.



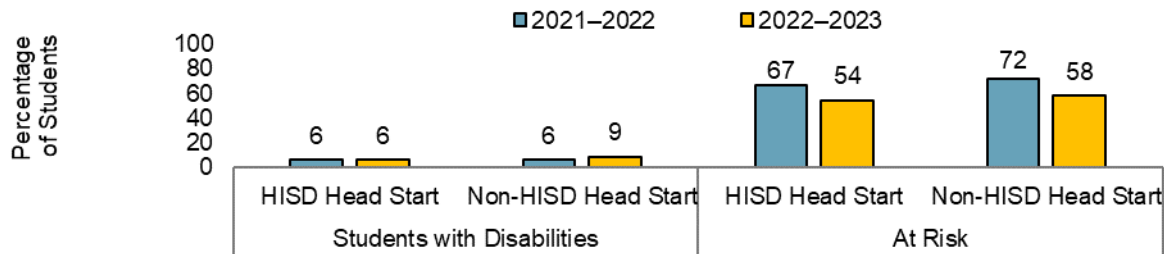
In 2021-2022 and 2022-2023, most HISD pre-K students were Latino/a (64 percent) or African American/Black (28 percent). Each year, there was a higher percentage of HISD pre-K Latino/a students who did not attend HISD Head Start programs (64 percent and 65 percent, respectively) than those who attended HISD Head Start programs (61 percent and 59 percent, respectively). In contrast, each year, a higher percentage of African American/Black students attended HISD Head Start programs (34 percent and 37 percent, respectively) than those who did not attend HISD Head Start programs (26 percent and 25 percent, respectively).



In 2021-2022 and 2022-2023, a larger proportion of Head Start pre-K students were identified as economically disadvantaged (95 percent and 98 percent, respectively) than the proportion of non-Head Start pre-K students (91 percent each year). In 2021-2022, a larger proportion of Head Start pre-K students were emergent bilingual/English Language (EL) (49 percent) or homeless (8 percent) than their proportions among non-Head Start pre-K students (44 percent and 3 percent, respectively). However, in 2022-2023, while a larger proportion of non-Head Start pre-K students were emergent bilingual/EL (46 percent) than their proportions among non-Head Start pre-K students (45 percent), the proportion of homeless Head Start and non-Head Start pre-K students was comparable (8 percent).



The proportions of Head Start pre-K students and non-Head Start pre-K students with disabilities receiving special services were comparable (6 percent) in 2021-2022. However, in 2022-2023, the proportion of HISSD pre-K students with disabilities receiving special services who did not attend HISSD Head Start programs (9 percent) was higher than their proportion than those who attended HISSD Head Start programs (6 percent). In 2021-2022 and 2022-2023, higher percentages of at-risk HISSD pre-K students did not attend HISSD Head Start programs (72 percent and 58 percent, respectively) than at-risk students who attended HISSD Head Start programs (67 percent and 54 percent, respectively).



A list of the Head Start collaboratives is attached.

COST/FUNDING SOURCE(S):

The total cost of this program is not expected to exceed \$18,051,346.84, of which HISD will pay \$9,095,000 for salaries for HISD teachers. The balance of \$8,956,346.84 will be covered by in-kind contributions from the four Head Start agencies: \$792,999 from AVANCE-Houston, Inc.; \$4,517,336.84 from GCCSA; \$946,011 from HCDE; and \$2,700,000 from BakerRipley.

Fund Source	Fund	Cost Center	Functional Area	General Ledger	Internal Order/ Work Breakdown Structure	Amount
General Fund	1991010001	1012XXX000	PS11110000000000	6119000000	N/A	\$9,095,000
In-kind contributions						\$8,956,346.84

STAFFING IMPLICATIONS:

None

THIS ITEM DOES NOT REQUIRE CONSULTATION.

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

RECOMMENDED: That the School Board authorizes the superintendent of schools or a designee to negotiate and execute agreement renewals for HISD/Head Start Pre-K Collaborative Programs with AVANCE-Houston, Inc.; GCCSA; HCDE; and BakerRipley, effective August 11, 2023.

AUTHORITY TO RENEW PARTNERSHIPS WITH AVANCE-HOUSTON, INC.; GULF COAST COMMUNITY SERVICES ASSOCIATION; HARRIS COUNTY DEPARTMENT OF EDUCATION; AND BAKERRIPLEY FOR HEAD START PREKINDERGARTEN COLLABORATIVE PROGRAMS

HISD/HEAD START COLLABORATIVES PROJECTIONS 2023–2024

AVANCE-HOUSTON, INC., HEAD START

Kristie Mireles		713-812-0033 x1055	
School	HISD Teachers	Head Start Teachers	Total Students
Browning Elementary School (ES)	1	1	17
Janowski ES	3	3	60

BAKER RIPLEY INC./AGENCY HEAD START

Adrian Yam		713-273-3199	
School	HISD Teachers	Head Start Teachers	Total Students
Anderson ES	4	4	74
Benavidez ES	3	3	56
Bonham ES	5	5	90
Braeburn ES	5	5	82
Halpin Early Childhood Center (ECC)	7	7	125
Mistral ECC	6	6	105
MLK ECC	6	6	105
Neff ECC	8	8	140
Shearn ES	5	5	82
Rodriguez ES	3	3	55

GULF COAST COMMUNITY SERVICES ASSOCIATION

Tiamoiya Lee		713-393-4728	
School	HISD Teachers	Head Start Teachers	Total Students
Bastian ES	4	4	80
Codwell ES	3	3	60
Foster ES	3	3	77
Gregg ES	3	3	60
Kelso ES	3	3	80
Lockhart ES	3	3	57
Patterson ES	5	5	137
Rucker ES	4	4	74
Thompson ES	5	5	100
Woodson ES	5	5	100

HARRIS COUNTY DEPARTMENT OF EDUCATION/PROJECT HEAD START

Venetia Peacock		713-672-9343	
School	HISD Teachers	Head Start Teachers	Total Students
Dogan ES	5	5	100
Fonwood ECC	7	7	140

**HISD/HEAD START
COLLABORATIVES
2023–2024 In-Kind Budget**

Contractual – AVANCE Houston Chapter, Inc.

Head Start Personnel (Teachers/Teacher Aides)

Materials, Copying, and Supplies

Indirect Costs

Total

\$792,999

Contractual – Gulf Coast Community Services Association

Head Start Personnel (Teachers/Teacher Aides)

Materials, Copying, and Supplies

Indirect Costs

Total

\$4,517,336.84

Contractual – Harris County Department of Education

Head Start Personnel (Teachers/Teacher Aides)

Materials, Copying, and Supplies

Indirect Costs

Total

\$946,011

Contractual – Baker Ripley

Head Start Personnel (Teachers/Teacher Aides)

Materials, Copying, and Supplies

Indirect Costs

Total

\$2,700,000.00

GRAND TOTAL

\$8,956,346.84



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

8/10/2023

33.

Office of the Superintendent of Schools

Office of Finance

Adoption Of Resolution Approving The *Cash Management and Investment Policy*

The Houston Independent School District School Board is requested to review and approve the *Cash Management and Investment Policy*.

The Public Funds Investment Act (PFIA) requires the annual review of the investment policy and strategies by the governing body of a governmental entity. This item is being submitted to meet the requirements of the PFIA.

The PFIA requires that “the governing body of an investing entity shall review its investment policy and investment strategies not less than annually. The governing body shall adopt a written instrument by rule, order, ordinance, or resolution stating that it has reviewed the investment policy and investment strategies and that the written instrument so adopted shall record any changes made to either the investment policy or investment strategies. (Govt. Code 2256.005).”

A copy of the *Resolution Relating to the Approval of the Cash Management and Investment Policy* is attached.

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 adopts the resolution approving the *Cash Management and Investment Policy*, effective August 11, 2023.

**HOUSTON INDEPENDENT SCHOOL DISTRICT
RESOLUTION RELATING TO THE APPROVAL OF THE
CASH MANAGEMENT AND INVESTMENT POLICY**

WHEREAS, Section 2256.005 of the Government Code requires that an investment policy be adopted by rule, order, ordinance, or resolution,

THEREFORE, BE IT RESOLVED THAT:

All the above paragraphs are incorporated and made a part of this Resolution and be it,

RESOLVED AND ORDAINED that the board has reviewed and approved the investment policy and investment strategies and that the written instrument so adopted shall record any changes made to the investment policy and investment strategies, Cash Management, and Investment Policy, of the Houston Independent School District, as presented August 10, 2023.

PASSED, APPROVED, AND ADOPTED
THIS 10th DAY OF August 2023.

HOUSTON INDEPENDENT SCHOOL DISTRICT

By: _____
President

Attest: _____
Secretary

HOUSTON INDEPENDENT SCHOOL DISTRICT CASH MANAGEMENT AND INVESTMENT POLICY

SCOPE

This Cash Management and Investment Policy covers all financial assets under the direct authority of the Houston Independent School District. These assets include funds of the General Fund, Special Revenue Fund, Food Service Fund, Capital Projects Fund, Debt Service Funds, Trust and Agency Funds, Enterprise Funds, Internal Service Funds and Activity Funds. Deferred Compensation Plans are excluded.

OBJECTIVES

~~The primary objectives of the cash management and investment policy in decreasing order of priority are:~~ The investment policy of the District shall be to ensure the safety of the invested funds of the District by:

- ~~(1) assure the **SAFETY** of District's funds;~~
- ~~—(2) maintain sufficient **LIQUIDITY** to provide adequate and timely working funds;~~
- ~~—(3) maintenance of the **PUBLIC TRUST** as custodians and managers responsible for the investing of funds subject to state and federal laws.~~
- ~~—(4) optimization of **YIELD** as expressed in terms of rate of return and interest earnings~~

~~Additional objectives of the policy include:~~

- ~~1. The diversification of investments as relating to maturity, instruments, and issuers shall be considered a priority within the context of the overall investment policy.~~
- ~~2. To avoid investments for speculation.~~
 - 1. Maintaining sufficient liquidity to provide adequate and timely working funds.
 - 2. Attaining the highest possible rate of return while providing necessary protection of principal consistent with District operating requirements as determined by the School Board.
 - 3. Matching the maturity of investment instruments to the daily cash flow requirements.
 - 4. Diversifying investments as to maturity, instruments, and financial institutions where permitted under state law.

5. Actively pursuing portfolio management techniques.
6. Avoiding investment for speculation.

~~All objectives shall be approached with the judgment and care, under the circumstances then prevailing, which persons of prudence, discretion and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the safety of the capital, as well as the probable income to be derived. Preservation of District capital is of highest importance. All participants in the investment process shall seek to act responsibly as custodians of the public trust. Investment officials shall avoid any transaction that might impair public confidence in the District's ability to govern effectively.~~

AUTHORITY FOR CASH MANAGEMENT
AND
INVESTMENT PROGRAM
INVESTMENT AUTHORITY

~~In accordance with Chapter 2256 of the Government Code, the responsibility for approving investment policy resides with the trustees of the Board of Education. The Chief Financial Officer, Controller, and Treasurer are designated as investment officers of the District and are responsible for investment decisions and activities, under the direction of the Superintendent of Schools~~

~~The investment officers of the District shall:~~

- ~~(1) attend at least one training session totaling 10 hours of instruction relating to the investment officer's responsibilities within 12 months after taking office or assuming duties;~~
- ~~(2) attend an investment training session not less than once in a two-year period and receive not less than 8 hours of instruction relating to investment responsibilities from an independent source that has been approved by either the Board of Education or the Investment Advisory Committee after the initial 10-hour session; and~~
- ~~(3) ensure that the training attended includes training on diversification of investment portfolio.~~

~~Training periods will run concurrently with the fiscal year starting July 1st and ending June 30th.~~

~~The Chief Financial Officer or other person designated by School Board resolution shall serve as the investment officer of the District and shall invest District funds as directed by the School Board and in accordance with the District's written investment policy and generally accepted accounting procedures. All investment transactions except investment pool funds and mutual funds shall be settled on a delivery versus payment basis.~~

INTERNAL CONTROLS

~~The investment officers shall establish a system of internal controls, which shall be documented in writing. The internal controls shall be reviewed by the independent auditors. The controls shall be designed to prevent losses of public funds arising from fraud, employee error, misrepresentation by third parties, anticipated changes in financial markets, or imprudent actions by employees and officers of the District. Controls deemed most important shall include: control of collusion, segregation of duties, separation of transaction authority from accounting and recordkeeping, custodial safekeeping, avoidance of bearer form securities, clear delegation of authority, specific limitations regarding securities losses and remedial action, written confirmation of telephone~~

~~transaction, limiting the number of authorized investment officials, and documentation of transaction and strategies. No investment transaction shall be allowed with an investment firm with whom the investment officers have a personal business relationship.~~

DEPOSITORY BANK

~~The Texas Education Code requires independent school districts to select a school depository for purposes of receiving deposit funds of the district. The District's depository shall be selected every two years in accordance with § Chapter 45, Subchapter G of the Texas Education Code. A school depository under the terms and provisions of § Subchapter G, Section 45.201 of the Texas Education Code shall be a bank located in the State of Texas. Selection of the depository bank shall be on the competitive bid basis as per § Chapter 45, Subchapter G of Texas Education Code. Section 45.205(b) provides authority to renew the depository contract for three periods of two years each. Depository contracts must coincide with the District's fiscal year dates.~~

~~The bank, or banks, selected as school depository, or depositories, and the District shall make and enter into a depository contract or contracts, bond or bonds, or such other necessary instruments setting forth the duties, responsibilities, and agreements pertaining to said depository in a form and with the content prescribed by the State Board of Education. The depository bank when selected shall serve for a term of two years and until its successor shall have been duly selected and qualified, and shall give bond, pledge approved securities, or give bond and pledge approved securities as provided for in the depository contract subject to the regulations under the Texas Education Code. The two-year term shall commence and terminate on the fiscal year of odd numbered years. No premium on any depository bond shall be paid out of funds of the District.~~

APPROVED INVESTMENT INSTRUMENTS

All District investments shall comply with Chapter 2256, of the Government Code for investment of District funds. It is the policy of the Houston Independent School District to limit its investments to:

I. Money Market Accounts

- ~~II. **Certificates of Deposits** issued for maturities of not greater than five years, by~~
 - ~~(A) Financial institutions which have its main office or a branch office in the State of Texas that are:~~
 - ~~(1) guaranteed or insured by the Federal Deposit Insurance Corporation, or its successor; or~~
 - ~~(2) secured by obligations that are described in the policy section on Pledged Securities.~~
 - ~~(B) Brokers or depository institutions meeting all of the requirements stipulated in Section 2256.010(b) of the Government Code.~~

- ~~III. **Interest-bearing banking deposits that are guaranteed or insured by:**~~
 - ~~(A) The Federal Deposit Insurance Corporation or its successor; or~~
 - ~~(B) The National Credit Union Share Insurance Fund or its successor.~~
 - ~~(C) Brokers or depository institutions meeting all of the requirements stipulated in Section 2256.009(a) (7) and (8).~~

- ~~— IV. **Obligations of the U.S. Government or its agencies and instrumentalities**, including letters of credit, that are direct obligations of the U.S. Government or its agencies and instrumentalities, including the Federal Home Loan Banks. Maturities are not to exceed ten years.~~
- ~~— IV. **State Obligations** that are direct obligations of the State of Texas or its agencies, with maturities not greater than ten years.~~
- ~~— V. **Other Obligations**, with maturities not greater than ten years.~~
 - ~~— A. the principal of and interest on are unconditionally guaranteed or insured by the State of Texas or the United States or its agencies and instrumentalities, including obligations that are fully guaranteed or insured by the Federal Deposit Insurance Corporation or by the explicit full faith and credit of the United States; or,~~
 - ~~— B. of states, agencies, counties, cities, and other political subdivisions of any state having been rated as to investment quality by a nationally recognized investment rating firm and having received a rating of not less than AA or its equivalent at time of purchase.~~
- ~~VI. **Repurchase Agreements** are simultaneous purchase and sale of securities from a bank or dealer. Fully collateralized direct repurchase agreements having a defined termination date and secured by a combination of cash or obligations that are described in Section 2256.009(a)(1) and the policy section on pledged securities, and placed through a primary government securities dealer, as defined by the Federal Reserve, or a financial institution doing business in the State of Texas may be acceptable.~~
- ~~— With respect to repurchase agreements:~~
 - ~~— (a) the market value of the collateral shall equal at least 110 percent of the cash value of the repurchase agreement;~~
 - ~~— (b) the collateral should have maturity date of less than five years;~~
 - ~~— (c) all cash and securities purchased as collateral for repurchase agreements shall be held in the District's name by the District's third party custodial safe-keeping agent;~~
 - ~~— (d) the seller of repurchase agreement securities shall be entitled to substitute securities upon authorization by the District;~~
 - ~~— (e) retail repurchase agreements are prohibited;~~
 - ~~— (f) no repurchase agreement shall be entered into unless a master repurchase agreement has been executed between the District and its trading partners; and~~

- ~~— (g) where repurchase agreements have been entered into with the District's Depository, all confirmations and safekeeping receipts shall be maintained by a third-party safekeeping agent.~~
- ~~— (h) Reverse repurchase agreements are simultaneous sale and purchase of securities from a bank or broker/dealer. Reverse repurchase agreements having a defined termination date and rate of interest may be placed through a bank or broker/dealer.~~
- ~~— The following conditions are to be met for reverse repurchase agreements:~~
 - ~~— (1) maturity cannot be longer than 30 days;~~
 - ~~— (2) the maturity of investment of proceeds from reverse repurchase agreements shall match the maturity of the reverse repurchase agreement.~~
 - ~~— (i) Section 1371.059(c) applies to the execution of a repurchase agreement by an investing entity.~~
- ~~— VII. **Investment Pools**—The District can invest in investment pools which meet the criteria listed in Section 2256.016 and 2256.019 of the Government Code. Pools authorized for investment of District funds include the Lone Star Investment Pool (TASB sponsored), TexSTAR (managed by First Southwest Asset Management, Inc.), TEXPOOL and TEXPOOL Prime (managed by the State Comptroller's Office) and LOGIC (managed by JPMorgan Investment Management, Inc.). All new agreements with investment pools shall be approved in advance by the Board of Education.~~
- ~~— VIII. **Money Market Mutual Funds**—Chapter 2256 of the Government Code authorizes the District to invest funds under its control in an SEC regulated and registered money market fund which complies with federal Securities and Exchange Commission Rule 2a-7 and provides the District with a prospectus and other information required by the Securities Exchange Act of 1934 or the Investment Company Act of 1940. The District is authorized by statute to invest up to 15 percent of its monthly average fund balance, excluding bond proceeds, reserves and funds held for debt service, in money market mutual funds described in this section. This policy additionally requires a money market mutual fund to maintain a AAA rating or its equivalent by at least one major rating agency.~~
- ~~— IX. The District is authorized except for Bond proceeds to invest in a no-load mutual fund that:~~
 - ~~— A. is registered with the Securities and Exchange Commission;~~
 - ~~— B. has an average weighted maturity of less than two years;~~

~~C. either has a duration of one year or more and is invested exclusively in obligations approved by Chapter 2256 or its investment portfolio is limited to investment grade securities, excluding asset-backed securities.~~

~~X. **Commercial Paper**~~

~~The District is authorized to invest in commercial paper that meets the following criteria:~~

~~A. has a maximum maturity not exceeding 365 days from date of issuance.~~

~~B. is rated at least A1 or P1 by two nationally recognized credit rating agencies..~~

~~C. is issued for a specific face amount.~~

~~D. is issued either through a direct placement or through broker dealers.~~

~~E. the District will diversify its investment in commercial paper by issuer and by length of maturity~~

~~F. the maximum the District will have in commercial paper at any time is 30% of the District's portfolio.~~

~~XI. **Corporate Bonds**~~

~~The District is authorized to invest in corporate bonds which meet the criteria established in Section 2256.0204 including but not limited to the following:~~

~~A. Is a senior secured debt obligations issued by a domestic business entity and rated not lower than "AA" or the equivalent by a nationally recognized investment rating firm.~~

~~B. The stated maturity must not be longer than three years from the date of purchase.~~

~~C. The District will limit investment in corporate bonds to the General Fund, Health Insurance Fund and Workers' Compensation Fund.~~

~~D. The District will adhere to procedures established in order to govern the process for approving eligible corporate bond issuers and review processes as detailed in Appendix D of the Cash Management and Investment Policy.~~

~~XII. Investment of Bond Proceeds—Bond proceeds held in a construction fund or capitalized interest fund may only be invested in the following investment instruments to the extent permitted by applicable State Laws, including but not limited to Chapter 2256, as amended, Texas Government Code, and subject to the following asset mix requirements:~~

Public Investment Pools	100% (maximum)
U.S. Government Securities	100% (maximum)
U.S. Agency Securities	100% (maximum)
Repurchase Agreements	100% (maximum) (*)
Money Market Mutual Funds	100% (maximum)
Guaranteed Investment Contract	100% (maximum) (**)
Commercial Paper	30% (maximum)

~~(*) Repurchase agreements including flexible repurchase agreements must comply with the requirements of Section VI herein. The third party custodial agent is required to mark to market all margin collateral on a weekly basis. Additionally, any securities purchased by the district under a repurchase agreement may not have a stated maturity date greater than two years from the date of purchase.~~

~~(**) Guaranteed Investment Contracts are authorized investments only if they meet the following requirements: (a) have defined termination date, (b) are secured and (c) are pledged to the district and deposited with the district or with a third party selected and approved by the district. Additionally Section 1371.059(c) applies to the execution a a guaranteed investment contract.~~

~~XIII. Hedging transactions are authorized if they conform with section 2256.026 and section 1371.059(c).~~

~~XIV. The District is **prohibited from investing in** the following types of investments:~~

- ~~A. obligations whose payment represents the coupon payments on the outstanding principal balance of the underlying mortgage-backed security collateral and pays no principal;~~
- ~~B. obligations whose payment represents the principal stream of cash flow from the underlying mortgage-backed security collateral and bears no interest;~~
- ~~C. collateralized mortgage obligations that have a stated final maturity date of greater than 10 years;~~
- ~~D. collateralized mortgage obligations whose interest rate is determined by an index that adjusts opposite to the changes in a market index; and~~
- ~~E. banker's acceptances.~~

~~From those investments authorized by law, the School Board shall permit investment of District funds, including bond proceeds and pledged revenue to the extent allowed by law, in only the following investment types, consistent with the strategies and maturities defined in this policy:~~

1. obligations, including letters of credit, of the United States or its agencies and instrumentalities, including the Federal Home Loan Banks
2. direct obligations of this state or its agencies and instrumentalities
3. collateralized mortgage obligations directly issued by a federal agency or instrumentality of the United States, the underlying security for which is guaranteed by an agency or instrumentality of the United States
4. other obligations, the principal and interest of which are un-conditionally guaranteed or insured by, or backed by the full faith and credit of, this state or the United States or their respective agencies and instrumentalities, including obligations that are fully guaranteed or insured by the Federal Deposit Insurance Corporation or by the explicit full faith and credit of the United States;
5. obligations of states, agencies, counties, cities, and other political subdivisions of any state rated as to investment quality by a nationally recognized investment rating firm not less than A or its equivalent;
6. interest-bearing banking deposits that are guaranteed or insured by:
 - (A) the Federal Deposit Insurance Corporation or its successor; or
 - (B) the National Credit Union Share Insurance Fund or its successor; and
7. Certificates of deposit and share certificates as permitted by Government Code 2256.010.
8. Fully collateralized repurchase agreements permitted by Government Code 2256.011.
9. A securities lending program as permitted by Government Code 2256.0115.
10. Banker's acceptances as permitted by Government Code 2256.012.
11. Commercial paper as permitted by Government Code 2256.013.
12. No-load mutual funds, except for bond proceeds, and no-load money market mutual funds, as permitted by Government Code 2256.014.
13. A guaranteed investment contract as an investment vehicle for bond proceeds, provided it meets the criteria and eligibility requirements established by Government Code 2256.015.
14. Public funds investment pools as permitted by Government Code 2256.016–2256.019.

SAFETY

The primary goal of the investment program is to ensure safety of principal, to maintain liquidity, and to maximize financial returns within current market conditions in accordance with this policy. The investment officer shall exhibit prudence and discretion in the selection and management of securities. Skill and judgment shall be exercised in order so that no individual or group of transactions undertaken would jeopardize the total capital sum of the overall portfolio. The District shall not allow speculation (such as anticipating an appreciation of capital through changes in market interest rates) in the selection of any

investments. The investment officer shall observe financial market indicators, study financial trends, and utilize available educational tools in order to maintain appropriate managerial expertise.

SECURITIES BROKERS AND DEALERS

~~In compliance with Section 2256.05 of the Government Code, a written copy of this investment policy shall be presented to any business organization offering to engage in an investment transaction with the District. A “business organization” means an investment pool or investment management firm under contract with the District to invest or manage the District’s investment portfolio that has accepted authority granted by the District under the contract to exercise investment discretion in regard to the District’s funds.~~

~~A qualified representative (Section 2256.02(10)) of that business organization seeking to sell an authorized investment shall execute the Investment Policy Affidavit shown in Appendix C to this Policy. The Investment Policy Affidavit must contain provisions that require the business organization to acknowledge that they have:~~

- ~~(1) received and thoroughly reviewed the investment policy of the District; and~~
- ~~(2) acknowledged that the their firm has implemented reasonable procedures and controls in an effort to preclude investment transactions conducted between the District and the organization that are not authorized by the investment policy, except to the extent that this authorization:~~
 - ~~(a) is dependent on an analysis of the makeup of the District’s entire portfolio;~~
 - ~~(b) requires an interpretation of subjective investment standards; or~~
 - ~~(c) relates to investment transactions of the District that are not made through accounts or other contractual arrangement over which the business organization has accepted discretionary investment authority.~~

~~The investment officers are prohibited from acquiring and authorized investment from business organizations who have not delivered to the District an Investment Policy Affidavit.~~

~~The Superintendent will recommend a list of qualified broker/dealers which will be approved by the Board of Education to do business with the District. The District will send each approved broker/dealer a copy of the approved investment policy as a matter of courtesy and in order to help the broker/dealer meet its duties under Financial Industry Regulatory Authority (FINRA) Rule 2111.~~

COMPETITIVE BIDDING

- ~~— A competitive bid process, utilizing a minimum of three (3) bids (if available) from authorized broker/dealers will be used for purchase of all investments. Bids may be solicited orally, in writing, or electronically.~~
- ~~— Records will be kept of the bids offered, the bids accepted, and a brief explanation of the decision which was made regarding the purchase.~~
- ~~— Based on an annual evaluation, major financial institutions will be dropped from or continued on the authorized list. The following criteria will be used in the annual evaluation:~~
 - ~~— Number of transactions competitively won,~~
 - ~~— Prompt and accurate confirmation of transaction,~~
 - ~~— Efficient securities delivery,~~
 - ~~— Accurate market information, and~~
 - ~~— Account servicing.~~

INVESTMENT MANAGEMENT FIRM

~~Upon recommendation of the Investment Advisory Committee and approval of the Superintendent of Schools and the Board of Education, the Investment Officers of the District may contract with an investment management firm to provide for the investment and management of the District's portfolio. The contract may not be for a term longer than two years.~~

In accordance with Government Code 2256.005(b)(3), the quality and capability of investment management for District funds shall be in accordance with the standard of care, investment training, and other requirements set forth in Government Code Chapter 2256.

LIQUIDITY AND MATURITY

Any internally created pool fund group of the District shall have a maximum dollar weighted maturity of one year. The District shall not directly invest in securities maturing more than two years from the date of purchase. The School Board may specifically authorize a longer maturity for a given investment, within legal limits.

The District's investment portfolio shall have sufficient liquidity to meet anticipated cash flow requirements.

DIVERSITY

The investment portfolio shall be diversified in terms of investment instruments, maturity scheduling, and financial institutions to reduce risk of loss resulting from

overconcentration of assets in a specific class of investments, specific maturity, or specific issuer.

HOUSTON PUBLIC FACILITIES CORPORATION

- ~~Investments made by the Houston Public Facilities Corporation ("Corporation") shall comply with all provisions of this policy except where expressly addressed within this section.~~
- ~~Investments purchased by the Corporation shall be held by the trustee or the trustee's designee.~~
- ~~Investment securities purchased by the Corporation shall be made with the prior approval of one or more of the investment officers of the District.~~
- ~~Investment decisions will be evaluated in comparison with competitive bids available in the open market.~~
- ~~Investment diversification limits shall be considered within the context of investments held within the combined portfolios of Houston Independent School District and the Houston Public Facilities Corporation.~~
- ~~The trustee will provide monthly reports of investment activity to the Finance Department of Houston Independent School District.~~

PLEGGED SECURITIES

- ~~Funds on deposit with the depository bank shall be collateralized by pledged approved securities as specified by Section 45.208, Subchapter G, of Texas Education Code and/or a surety bond as in Section 45.208, Subchapter G of the Texas Education Code to adequately protect the funds of the District. Further, the District will require pledged securities at least equal to that set forth in Texas Government Code Chapter 2257.022, Subchapter B, Depository: Security For Deposit of Public Funds . The District shall have the right to designate the amount of approved securities and/or the aggregate amount of the bond to adequately protect the District. The District may not designate an amount less than the balance of school district funds on deposit with the depository bank from day to day, less any applicable Federal Deposit Insurance Corporation insurance. The approved securities shall be valued at market value for purposes of calculating the designated amount of collateral required. The bank shall have the right and privilege of substituting approved securities upon obtaining the approval of the District.~~
- ~~Types of approved securities include:~~
 - ~~1. US Treasury Notes.~~
 - ~~2. US Treasury Bills.~~
 - ~~3. Federal Farm Credit Bank Notes and Bonds.~~

- ~~4. Federal Home Loan Bank Notes and Bonds.~~
- ~~5. Federal National Mortgage Association Notes and Bonds.~~
- ~~6. Federal Home Loan Mortgage Corporation Notes and Bonds.~~
- ~~7. State of Texas Bonds.~~
- ~~8. Bonds of City, County and Independent School Districts located in Texas with a Moody's rating of Aa or better or a Standard and Poor's rating of AA or better.~~
- ~~9. Federal Home Loan Bank letter of credit.~~
- ~~10. Fixed-rate collateralized mortgage obligation that has an expected weighted average life of 10 years or less and does not constitute a high-risk mortgage security as defined in Chapter 2257.0025 of the Government Code.~~
- ~~11. Floating-rate collateralized mortgage obligation that has an expected weighted average life of 10 years or less and does not constitute a high-risk mortgage security as defined in Chapter 2257.0025 of the Government Code.~~
- ~~12. Surety bond issued by an issuer with a rating of A or better by one or more rating agencies.~~

~~Pledged approved securities shall be held either by (1) The Federal Reserve Bank or (2) Federal Home Loan Bank of Dallas or (3) a third party bank which is not associated directly or indirectly with the depository bank. The investment risk of certificates of deposits, money market funds, and the daily deposit accounts is covered by these pledged approved securities or in lieu of the pledged approved securities, the Bank shall file with the District a bond in an initial amount equal to the estimated highest daily balance to be determined by the investment officers for all deposits which the District will have in the depository bank less any applicable Federal Deposit Insurance Corporation insurance. Said bond shall be payable to the Houston Independent School District and shall be signed by the bank and by some surety company authorized to do business in the State of Texas. The bank shall increase the amount of the bond if the investment officers determine it to be necessary to adequately protect the funds of the District.~~

SAFEKEEPING OF INVESTMENTS

- ~~All investments shall be issued in the name of the Houston Independent School District.~~
- ~~Certificates of deposit issued by the depository bank or other financial institution in the District's name shall be issued to the District in receipt form and held in the District's vault.~~
- ~~All investments purchased through the District's depository bank which are recorded on the Federal Reserve's book entry system shall be issued in the District's name, confirmed to the District via a safekeeping receipt which shall be maintained on the books of a third party's safekeeping department which is not associated directly or indirectly with the District's depository bank. The District may contract directly with a third party bank's safekeeping department for all investments.~~

~~All investments, except those purchased from the District's depository bank, shall be recorded in the District's name on the Federal Reserve's book entry system and confirmed to the District via safekeeping receipt maintained on the books of the depository bank's safekeeping department.~~

~~MARKET PRICE OF INVESTMENTS~~ MONITORING MARKET PRICES

~~The market price of investments acquired by the District will be monitored at least quarterly. The safekeeping department of the depository bank will be required to provide the market value of all of the District's holdings on a monthly basis. At fiscal year end, two brokerage firms will be contacted to provide their independent evaluations of the market value of the District's direct investments in Agencies, Treasuries, and Commercial Paper. Quarterly Investment reports will report both the book value and market value of each investment at each quarter. The book value of the District's investments will be adjusted to match market value at June 30 of each year.~~

The investment officer shall monitor the investment portfolio and shall keep the School Board informed of significant changes in the market value of the District's investment portfolio. Information sources may include financial/investment publications and electronic media, available software for tracking investments, depository banks, commercial or investment banks, financial advisers, and representatives/advisers of investment pools or money market funds. Monitoring shall be done at least quarterly, as required by law, and more often as economic conditions warrant by using appropriate reports, indices, or benchmarks for the type of investment.

~~EFFECT OF LOSS OF REQUIRED RATING~~ MONITORING RATING CHANGES

~~The District will monitor changes in ratings of investments which require specific rating thresholds. Ratings for all District investments requiring ratings will be done at least monthly. District investment officers will take prudent measures to liquidate investments which do not have required minimum ratings. These measures will include a written liquidation strategy prepared by the investment officers within one week of the officers becoming aware of such a rating change.~~

~~Investments in corporate bonds must be liquidated within seven days of a change in rating reducing the rating below "AA-" or the equivalent or that of the investment being placed on negative credit watch if already at a rating of "AA-" or the equivalent.~~

~~Investments in obligations of states, agencies, counties, cities, and other political subdivisions requiring at time of purchase a rating by at least one rating firm of at least "AA" or the equivalent shall be liquidated within seven days of a change in rating reducing the highest rating to "A" and subsequently being placed on negative credit watch.~~

In accordance with Government Code 2256.005(b), the investment officer shall develop a procedure to monitor changes in investment ratings and to liquidate investments that do not maintain satisfactory ratings.

PORTFOLIO STRUCTURE FUNDS / STRATEGIES

~~To meet the investment objectives of the Houston Independent School District, the portfolio shall be scheduled to coincide with the projected cash flow needs.~~

~~The available funds in the General Operating Fund may be invested for greater than one year provided that all cash flow requirements have been met. Available monies in all other funds, except for bond proceeds, can be invested for a period of up to ten years provided that cash flow needs are met. Bond proceeds can be invested for a period up to five years provided that the drawdown schedules permit such maturities.~~

~~The asset mix of the District's portfolio, except for investments purchased under Section XI of the Investment Instruments, is expressed in terms of maximum commitment so as to allow sufficient flexibility to take advantage of market considerations within the context of this policy.~~

~~In order to reduce concentration of credit risk the District incorporates specific threshold limits. These maximum limits are defined as follows:~~

~~District Limit is the maximum allowable investment in a specific type of security as expressed as a percentage of the total District investment balance.~~

~~Issuer Limit is the maximum allowable investment by a particular investment issuer (ex FHLMC, FNMA, FHLB, etc.) as expressed as a percentage of the total District investment balance.~~

~~The asset mix requirements are as follows:~~

	District Limit	Issuer Limit
Money Market Accounts	7%	7%
Certificates of Deposit	50%	10%
U.S. Government Securities	100%	100%
U.S. Agency Securities	80%	40%
Municipal Securities	20%	5%
Repurchase Agreements	8%	8%
Investment Pools	100%	40%
Money Market Mutual Funds	15%	5%
Mutual Funds	15%	5%
Commercial Paper	30%	5%
Corporate Bonds	15%	5%

- ~~— The District will not invest 100% of its portfolio in any single Investment Pool. If Investment Pools are the only investment type then the money should be subdivided between various pools for diversification and security reasons. Investments in any pool will be limited to 25% of the average Net Asset Value of that pool.~~
- ~~— In the event of a disruption in the financial markets asset mix requirements may be temporarily suspended. A decision made by the concurrence of the investment officers to suspend asset mix requirements shall be reported within one day to the Board of Education. An update shall be prepared weekly for the Board of Education until such time that asset mix requirements are reinstated.~~
- ~~— District limits on Corporate Bonds are further limited by calculating the 15% limit exclusive of bond proceed funds and debt service funds and by limiting exposure to no more than 25% of the corporate bond class by any single issuer.~~
- ~~— The investment portfolio shall be diversified to eliminate the risk of loss resulting from over concentration of assets in a specific maturity, a specific issue, or a specific class of securities. In establishing specific diversification strategies, the following general policies and constraints shall apply:~~
 - ~~— Within the cash flow requirement constraints, investment maturities shall be staggered in a way that avoids undue concentration of assets in a specific maturity sector. Maturities shall be selected which provide stability of income and reasonable liquidity.~~
 - ~~— Liquidity shall be ensured through practices to ensure that the payroll account and the operating account are covered through maturing investments.~~
 - ~~— Risks of market price volatility shall be controlled through maturity diversification. The District limits exposure to interest rate risk through maturity diversification. The District will utilize a combination of Weighted Average Maturity and Duration analysis for monitoring of interest rate risk.~~

Investments of the following fund categories shall be consistent with this policy and in accordance with the applicable strategy defined below. All strategies described below for the investment of a particular fund should be based on an understanding of the suitability of an investment to the financial requirements of the District and consider preservation and safety of principal, liquidity, marketability of an investment if the need arises to liquidate before maturity, diversification of the investment portfolio, and yield.

1. Investment strategies for operating funds (including any commingled pools containing operating funds) shall have as their primary objectives

preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.

2. Investment strategies for custodial funds shall have as their primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.
3. Investment strategies for debt service funds shall have as their primary objective sufficient investment liquidity to timely meet debt service payment obligations in accordance with provisions in the bond documents. Maturities longer than one year are authorized provided legal limits are not exceeded.
4. Investment strategies for capital project funds shall have as their primary objective sufficient investment liquidity to timely meet capital project obligations. Maturities longer than one year are authorized provided legal limits are not exceeded.
5. The Food Service Fund is a special revenue fund for the purpose of food service sales and operations. The primary investments of this fund will be overnight pools but when fund balances permit longer term investments may be purchased.
6. Workers' Compensation and Unemployment Fund is a reserve used to pay for worker's compensation claims. This fund is intended to maintain longer term reserves and either a ladder or barbell approach may be utilized.
7. The Health Insurance fund is intended to establish a reserve for and pay employee health insurance claims. This fund is intended to maintain longer term reserves and either a ladder or barbell approach may be utilized.
8. The Internal Service Fund is funded through internal transfers. Due to the cash flow characteristics of this fund investment pools will be utilized as the primary investment vehicle.
9. The Medicaid Fund is utilized to account for the accumulation of resources received via inter-local agreements. The primary investment in this fund will be overnight pools due to the volatility of cash flows.
10. The Print Shop Fund is intended for the accounting of printing and media operations. Due to the cash flow characteristics of this fund investment pools will be utilized as the primary investment vehicle.
11. The Special Revenue Fund is utilized to account for the receipt and expenditure of grant funds. Due to the temporary nature of fund balances the primary investments in this fund will be investment pools.
12. Trust & Agency Funds are used to account for various district agency funds and trust accounts. Cash flow patterns and large number of individual accounts result in the primary investment vehicle being

investment pools with limited longer term investments dependent upon cash requirements.

13. Activity Funds are used to account for various school activity funds. Due to the relatively small balance and varied cash flow patterns, the primary investment vehicle will be investment pools. Longer term securities may be purchased where cash requirements allow.

SAFEKEEPING AND CUSTODY

To protect against potential fraud and embezzlement, the cash, collateral, and investments of the District shall be held by an independent third party with whom the District has a current custodial agreement. The District shall retain clearly marked receipts providing proof of the District's ownership, or the District may delegate to an investment pool the authority to hold legal title as custodian of investments purchased with District funds by the investment pool.

SELLERS OF INVESTMENTS

Prior to handling investments on behalf of the District, a broker/dealer or a qualified representative of a business organization must submit required written documents in accordance with law. [See Sellers of Investments, CDA(LEGAL)]

Representatives of brokers/dealers shall be registered with the Texas State Securities School Board and must have membership in the Securities Investor Protection Corporation (SIPC) and be in good standing with the Financial Industry Regulatory Authority (FINRA).

SOLICITING BIDS FOR INVESTMENTS

If available, a minimum of three (3) bids will be obtained for purchase of investments. Bids for certificates of deposit will be solicited 1) Orally 2) in writing; 3) electronically; or 4) in any combination of these methods

INTEREST RATE RISK

The District shall monitor interest rate risk using weighted average maturity and specific identification.

INTERNAL CONTROLS

A system of internal controls shall be established and documented in writing and must include specific procedures designating who has authority to withdraw funds. Also, they shall be designed to protect against losses of public funds arising from

fraud, employee error, misrepresentation by third parties, unanticipated changes in financial markets, or imprudent actions by employees and officers of the District. Controls deemed most important shall include:

1. Avoidance of collusion.
2. Separation of transaction authority from accounting and recordkeeping.
3. Custodial safekeeping.
4. Avoidance of bearer-form securities.
5. Clear delegation of authority.
6. Written confirmation of telephone transactions.

These controls shall be reviewed by the District's independent auditing firm.

QUARTERLY REPORTS

The District's investment officers shall prepare and submit to the School Board, within a reasonable time after the end of each quarter, a written report of investment transactions for all funds covered by the Public Funds Investment Act for each quarterly reporting period.

ANNUAL REVIEW

The School Board shall review this investment policy and investment strategies not less than annually and shall document its review in writing, which shall include whether any changes were made to either the investment policy or investment strategies.

ANNUAL AUDIT

In conjunction with the annual financial audit, the District shall perform a compliance audit of management controls on investments and adherence to the District's established investment policies.

RISK TOLERANCE

~~The District recognizes that investment risks can result from market price changes and various technical complications leading to temporary illiquidity. Portfolio diversification is employed as a way to control risk. Investment officers are expected to display prudence in the selection of securities, as a way to minimize default risk. No individual investment transaction shall be undertaken which jeopardizes the total capital position of the overall portfolio. All investment reports shall specifically address whether current investment results have been affected by any of the foregoing risks, and shall explain what actions investment officers have taken to control or correct such risks.~~

~~In addition to these general policy considerations, the following specific policies will be strictly observed:~~

- ~~———— (1) All investment funds will be placed directly through qualifying financial institutions or other parties as permitted by law.~~
- ~~———— (2) All transactions will be executed on a delivery versus payment basis.~~
- ~~———— (3) The District will not trade in options or future contracts.~~
- ~~———— (4) Before accepting funds or engaging in investment transactions with the District, officials of approved broker/dealers shall be required to familiarize themselves with the District's investment objectives and constraints.~~

STRATEGIC CONSIDERATIONS FOR PORTFOLIO MANAGEMENT

- ~~———— (1) Staying short term in liquid instruments at all times avoids market risk and generates superior returns during periods of rising interest rates.~~
- ~~———— (2) Invest the portfolio to the full term possible under the cash budget.~~
- ~~———— (3) Establish a liquidity base to provide for known short-term disbursement requirements and select remaining maturities on the basis of investment return offered.~~

STRATEGIC INVESTMENT PRIORITIES FOR ALL FUNDS

~~Investment strategies are common for all of the District's funds and are prioritized as follows:~~

- ~~(1) understanding of the suitability of the investment to the financial requirements of the District;~~
- ~~(2) preservation and safety of principal;~~
- ~~(3) liquidity;~~
- ~~(4) marketability of the investment if the need arises to liquidate the investment before maturity;~~
- ~~(5) diversification of the investment portfolio; and~~
- ~~(6) yield.~~

INFLUENCES ON INVESTMENT STRATEGIES

- ~~(1) Expected net cash flows~~
- ~~(2) Possible deviations from cash forecast~~
- ~~(3) Maturity structure of debt~~
- ~~(4) Borrowing capacity and the arbitrage ruling~~
- ~~(5) Efficiency of cash management~~
- ~~(6) Interest rates on various investment instruments~~
- ~~(7) Economic conditions and future expectations~~

INVESTMENT STRATEGIES BY FUND

General Fund

~~—The General Fund group includes funds for operations along with funds resulting from the sale of contractual obligations. The primary investment strategy will be that of ensuring resources are available for expenditure needs. A Barbell Approach for funds not budgeted for current fiscal year expenditure may be beneficial in certain market conditions.~~

Business Development

~~—Due to the limited investable balance of this fund only very short term investments are warranted with an emphasis on the utilization of investment pools.~~

Capital Projects

~~—The Capital Projects Fund group includes both bond sale resources and non-bond resource funds. These funds are utilized for construction and other capital expenditure activity. Liquidity shall be maintained to meet short term expenditure schedules while long term requirements may be met with either a matching or barbell approach. Within this fund group bond fund investments are limited to five year final stated maturities while non-bond funds are limited to ten year final stated maturities. The maximum weighted final maturities of bond construction funds shall be one and one-half years.~~

Debt Service Fund

~~—The Debt Service Fund is utilized for the payment of debt related obligations. The primary strategy will be that of matching successive payments with available funds. Each successive payment will be funded before longer securities are purchased. The maximum weighted final maturity of this fund shall be one and one-half years.~~

~~Food Service Fund~~

~~—The Food Service Fund is a special revenue fund for the purpose of food service sales and operations. The primary investments of this fund will be overnight pools but when fund balances permit longer term investments may be purchased.~~

~~Workers' Compensation Fund~~

~~—The purpose of this fund is to establish a reserve for and pay worker's compensation claims. This fund is intended to maintain longer term reserves and either a laddered or barbell approach may be utilized.~~

~~Health Insurance Fund~~

~~—The Health Insurance fund is intended to establish a reserve for and pay employee health insurance claims. This fund is intended to maintain longer term reserves and either a laddered or barbell approach may be utilized.~~

~~Internal Service Fund~~

~~—The Internal Service Fund is funded through internal transfers. Due to the cash flow characteristics of this fund investment pools will be utilized as the primary investment vehicle.~~

~~Medicaid Fund~~

~~—The Medicaid Fund is utilized to account for the accumulation of resources received via inter-local agreements. The primary investment in this fund will be overnight pools due to the volatility of cash flows.~~

~~Print Shop Fund~~

~~—The Print Shop Fund is intended for the accounting of printing and media operations. Due to the cash flow characteristics of this fund investment pools will be utilized as the primary investment vehicle.~~

~~Special Revenue Fund~~

~~—The Special Revenue Fund is utilized to account for the receipt and expenditure of grant funds. Due to the temporary nature of fund balances the primary investments in this fund will be investment pools.~~

~~Trust & Agency Funds~~

~~—These funds are used to account for various district agency funds and trust accounts. Cash flow patterns and large number of individual accounts result in the primary investment vehicle being investment pools with limited longer term investments dependent upon cash requirements.~~

~~Activity Funds~~

~~—These funds are used to account for various school activity funds. Due to the relatively small balance and varied cash flow patterns, the primary investment vehicle will be investment pools. Longer term securities may be purchased where cash requirements allow.~~

INVESTMENT ADVISORY COMMITTEE

~~The investment advisory committee shall advise the District with regards to current investment policies, strategies and investment options. The advisory committee will include the current investment officers of the District, the Financial Advisor to the District, and four external members. The external members of the committee shall have backgrounds in capital markets, commercial banking, or through current experiences as a treasurer/investment officer with another large public entity or a treasurer/investment officer of a major corporation.~~

~~The investment officers shall annually submit a list of recommendations to the Superintendent of Schools who shall make the necessary appointments. The investment officers shall prepare a written report to the Superintendent of the Committee's recommendations.~~

~~The Investment Advisory Committee will annually approve a list of independent sources of investment training authorized to provide training for District investment officers.~~

CASH FLOW PROJECTIONS AND STATEMENT

~~Cash flow projections shall be prepared for a combination of weekly, monthly and yearly periods. A receipts and disbursements forecast will be in the format of a sources and uses of fund statement with individual line items that are specific to each fund.~~

~~Cash flow statements shall be prepared for every fund every month to compare actual to forecast. Variance reporting based on the comparison of actual cash flows to forecasted cash flows improves the quality of the forecast by providing feedback on forecasting abilities, as well as by facilitating adjustment of the forecast within the forecast period. Dramatic variances between the cash flow projection and cash flow statements may provide an early warning of a change in condition.~~

SHORT-TERM BORROWING

~~The District's fiscal year is July 1 through June 30 and the tax collection year is February 1 through January 31. Ninety percent (90%) of District's tax collections are in the period of December 20 through February 25. Before December 20 of every year, there can be cash flow shortage in the months of October, November, and the first three weeks of December. To meet this shortfall of cash the District shall either issue maintenance tax anticipation notes or borrow money from the depository bank for the duration of less than one year at the rate specified in the depository contract.~~

PRUDENCE

~~The District shall adhere to the "prudent person rule," which obligates a fiduciary to ensure that:~~

- ~~• Investments shall be made with the exercise of that degree of judgment and care, under circumstances then prevailing, which persons of prudence, discretion, and~~

~~intelligence exercise in the management of their own affairs, not for speculation but for investment, considering the probable safety of their capital as well as the probable income to be derived.~~

- ~~• Investment officers acting in accordance with written procedures and exercising due diligence shall be relieved of personal responsibility for an individual security's credit risk or market price changes, provided that deviations from expectation are reported in a timely fashion, and appropriate action is taken to control adverse developments.~~

COMPLIANCE AUDIT

~~In conjunction with its annual audit, the District's external auditors shall perform a compliance audit of management controls on investments and adherence to the District's established investment policies.~~

TEXAS ETHICS COMMISSION

~~Investment officers are required under Section 2256 of the Government Code to file a statement with the Texas Ethics Commission if the investment officer has a personal business relationship with a business organization. An investment officer has a personal business relationship with a business organization if: (1) the investment officer owns 10 percent or more of the voting stock or shares of the business organization or owns \$5,000 or more of the fair market value of the business organization; (2) funds received by the investment officer from the business organization exceed 10 percent of the investment officer's gross income for the previous year; or (3) the investment officer has acquired from the business organization during the previous year investments with a book value of \$2,500 or more for the personal account of the investment officer.~~

OT10-3.1



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

8/10/2023

34.

Office of the Superintendent of Schools

Office of Finance

Authority To Negotiate And Execute An Interlocal Agreement With Region 7 Education Service Center

The Texas Education Code allows the use of interlocal agreements as one of the approved methods for the acquisition of goods and services of all types. The board has authorized the administration to enter into agreements with entities that provide various goods and services that benefit the Houston Independent School District.

The utilization of this interlocal agreement will help educational entities secure services and products through a joint competitive procurement process. The purchasing cooperative establishes a formal process for necessary goods and services while ensuring all procurement requirements have been performed in accordance with Chapter 44 of the Texas Education Code.

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 School Board approves the negotiation and execution of an interlocal agreement with Region 7 Education Service Center, effective August 11, 2023.



RESOLUTION

TO THE REGION VII PURCHASING COOPERATIVE:

WHEREAS, the Houston Independent School District, (hereinafter the "Governmental Entity") pursuant to the authority granted by the Interlocal Cooperation Act, Texas Gov't Code 791.001 *et seq.*, desires to participate in the cooperative purchasing programs of the Region VII Purchasing Cooperative.

WHEREAS, the Governmental Entity is of the opinion that participation in these programs will be highly beneficial to the entity through the anticipated savings to be realized through joint cooperative purchasing;

NOW, THEREFORE BE IT RESOLVED, that the Governmental Entity does request that the Region VII Purchasing Cooperative purchasing program include its stated need for all categories on the Region VII Purchasing Cooperative Program annual contracts; and that Houston Independent School District is authorized and directed by the governing board of the Governmental Entity to sign and deliver all necessary requests and other documents in connection therewith for and on behalf of the Governmental Entity.

I certify that the following is a true and correct copy of the resolution duly adopted by the governing board of the Governmental Entity on the 10th day of August 2023 and that the same now appears of record in my office.

Board of Education President

Chief Financial Officer

Audrey Momanaee

Printed Name

James Terry, Ph.D., CPA, RTSBA

Printed Name

In witness thereof, I have hereunto set my hand and affixed my official seal this.

_____ day of _____, 20____.

BY: _____ Notary Public for the State of Texas

*whichever applies:

Independent School District
College/University
Charter/Academy/Parochial

Education Service Center
Local Government

(Note: Return "original" signed page with the Region VII ESC contract signature page)

**REGION VII EDUCATION SERVICE CENTER
PURCHASING COOPERATIVE
INTERLOCAL AGREEMENT**

This Interlocal Agreement ("Agreement") is entered into by and between the governmental entities shown below ("Parties") in accordance with the Interlocal Cooperation Act, Texas Gov't Code §791.001 *et seq.*, Local Government Code, Chapter 271, Subchapter F, and Texas Education Code §8.002 for the term beginning September 1, 2022, and continuing through August 31, 2023, subject to the terms, rights and duties stated herein. This Agreement shall automatically renew annually unless either party provides written notice at least thirty (30) days prior to the end of the existing term. Either party may also terminate the Agreement at any time upon providing at least thirty (30) days prior written notice to the other party. The district participation fee will be prorated at the end of the thirty (30) day notice period.

The purpose of the purchasing cooperative is to assist eligible governmental and educational entities to secure quality services and products at the best value and in the best interest of the taxpayers through a joint competitive procurement process. The purchasing cooperative establishes a formal process that provides all prospective vendors an opportunity to offer competitive prices and the best value for necessary goods and services to participating entities.

The participating entity shall place orders and make payments directly to an approved vendor and is responsible for such vendor's compliance with any provisions relating to the quality of items, terms of delivery, and any other terms and conditions between the vendor and participating entity. All payments, fees, and disbursements required as a result of participation in the purchasing cooperative are set forth on the purchasing cooperative's website and shall be made from current revenues available to the paying party. The parties agree that such payments, fees, and disbursements fairly compensate the performing party for the services or functions performed under this Agreement. Each party represents that this Agreement has been approved by its governing board at a duly constituted and posted public meeting, and that the persons named below have been duly authorized to execute this Agreement on behalf of the entity shown.

AGREED:

Houston Independent School District
Participating Entity

James Terry, Ph.D., CPA, RTSBA / CFO
Contact Person/Title

BY: _____
Chief Financial Officer (CFO)

Date

AGREED:

BY: _____
Region VII ESC Executive Director

Date



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

8/10/2023

35.

Office of the Superintendent of Schools

Office of Human Resources

Approval Of Waiver To Allow The Houston Independent School District To Hire And Employ Assistant Principals And Deans Without A Certification For The 2023-2024, 2024-2025, And 2025-2026 School Years

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves a certification waiver required by the Texas Education Agency (TEA) to hire the assistant principals and deans on the attached list without a school leader certification for the 2023-2024, 2024-2025, and 2025-2026 school years.

RATIONALE

The TEA allows school districts to employ teachers and other school leaders without certification by submitting a request to waive such requirement for a limited number of years. HISD is electing to use the certification waiver option to hire and employ uncertified assistant principals/deans. The continuing shortage of certified educators across the state of Texas and the United States has resulted in the need for school districts to leverage these allowable TEA certification waiver options.

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 School Board approves a waiver to allow the Houston Independent School District to hire and employ assistant principals and deans on the attached list without a certification for the 2023-2024, 2024-2025, and 2025-2026 school years, effective August 11, 2023.



8/10/2023

36.

Office of the Superintendent of Schools

Office of Human Resources

Approval Of The Proposed 2023-2024 Local Calendar For The Central Office And Campus-Based Non-Teacher Appraisal System

Central office and campus-based non-teachers in the Houston Independent School District shall participate in the non-teacher appraisal process on an annual basis and follow the local calendar adopted annually by the School Board.

A summary of deadlines for all appraisal activities is as follows:

Appraisal Training:

All appraisers of non-teacher employees and all non-teacher employees shall participate in an initial appraisal training and in an annual update appraisal training if available thereafter.

Goal-Setting Conferences:

Goal-Setting Conferences shall be completed according to the central office or campus-based non-teachers' duty schedule.

Duty Schedule	Goal-Setting Conference Deadline
12-month central office duty schedules	October 27, 2023
11 and 11.5-month employees	October 27, 2023
10 and 10.5-month employees 11-month Teacher Development Specialists (TDS), Alternative Police, and Custodians	October 27, 2023
All campus-based duty schedules	October 27, 2023

Progress Conference (optional):

Progress Conferences are optional. If held, Progress Conferences shall be conducted according to the central office or campus-based non-teacher's duty schedule.

Duty ScheduleProgress Conference Window	
12-month central office duty schedules	March 18 - April 12, 2024
11 and 11.5-month employees	February 12 - March 8, 2024
10 and 10.5-month employees 11-month Teacher Development Specialists (TDS), Alternative Police, and Custodians	January 16 - February 9, 2024
All campus-based duty schedules	January 16 - February 9, 2024

End-of-Year Conference:

End-of-Year Conferences shall be conducted according to the central office or campus-based non-teacher's duty schedule. Note: The End-of Year Conference window opens when the employee's optional Self-Assessment window closes.

Duty Schedule	Final date to submit annual appraisal to employee for review	Final date to complete End-of-Year Conferences
12-month central office duty schedules	July 12, 2024	July 19, 2024
11 and 11.5-month employees	June 7, 2024	June 14, 2024
10 and 10.5-month employees 11-month Teacher Development Specialists (TDS), Alternative Police, and Custodians	May 10, 2024	May 17, 2024
All campus-based duty schedules	May 10, 2024	May 17, 2023

Late hires and protected leaves:

Central office and campus-based non-teachers hired one week before the Goal-Setting Conference date or one week after the Goal-Setting Conference date, based on the respective duty schedule, and returning central office and campus-based non-teachers who take a protected leave as defined by DECA(REGULATION) and DECB(LEGAL) shall:

- Receive appraisal training and complete an Individual Professional Development Plan within 15 working days from the start or return-to-duty date and
- Participate in a Goal-Setting Conference within 25 working days from the start or return-to-duty date.

8/10/2023

36.

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 School Board approves the proposed 2023-2024 local calendar for the central office and campus-based non-teacher appraisal system, effective August 11, 2023.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

8/10/2023

37.

Office of the Superintendent of Schools

Office of Academics

Approval Of The Proposed 2023-2024 Local Appraisal Calendars

Designated employees shall participate in the appraisal and development process on an annual basis and follow the local appraisal calendars adopted annually by the School Board.

Executive Director Appraisal System

Deadline	Executive Director Appraisal System
October 27, 2023	Beginning of Year (BOY) Conference
April 12, 2024	Middle of Year (MOY) Conference
July 19, 2024	End of Year (EOY) Conference

Leader Effectiveness and Development (LEAD) System

Below is a summary of deadlines for all appraisal activities included in the LEAD System for relevant campus-based administrators.

Deadline	LEAD System
September 8, 2023	<i>Action Plan:</i> School action plans due to Executive Director
September 22, 2023	<i>Student Achievement:</i> BOY Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) testing for all students including special education
October 27, 2023	<i>Quality of Instruction:</i> Executive team conducts ten unannounced spot observations and records visit #1 (completed in online tool)
November 17, 2023	<i>Special Education Compliance:</i> Compliance progress monitoring
December 15, 2023	<i>Quality of Instruction:</i> Executive team conducts ten unannounced spot observations and records visit #2 (completed in online tool)
December 22, 2023	<i>Action Plan:</i> progress conference
February 2, 2024	<i>Student Achievement:</i> MOY NWEA MAP student achievement data completed

February 23, 2024	<i>Quality of Instruction:</i> Executive team conducts ten unannounced spot observations and records visit #3 (completed in online tool)
March 1, 2023	<i>Special Education Compliance:</i> Compliance Progress Monitoring
March 22, 2024	<i>Action Plan:</i> Middle of Year progress conference
May 24, 2024	<i>Quality of Instruction:</i> Executive team conducts ten unannounced spot observations and records visit #4 (completed in online tool)
May 24, 2024	<i>Special Education/Student Achievement:</i> EOY NWEA MAP student achievement completed for all students (including special education)
June 5, 2024	<i>Special Education Compliance:</i> Compliance progress monitoring (Elementary, K-8, Middle School)
June 14, 2024	<i>Special Education Compliance:</i> Compliance progress monitoring (High School)
June 28, 2024	<i>Action Plan:</i> EOY conference

Teacher Excellence System

In the 2023-2024 school year, the Houston Independent School District (HISD) teacher appraisal system will differentiate New Education System (NES) and NES-Aligned schools from non-NES schools. All teachers will follow the district's assessment calendars for relevant student achievement timelines.

Appraisal Deadlines for the NES and NES Aligned Teacher Excellence System:

All teachers will be placed in one of four categories depending upon the characteristics outlined below.

Category A teachers: Most third- through 12th-grade teachers will fall in this category. Their students take a district, state, or national assessment, and are also eligible to participate in the Student Survey.

Category B teachers: Most kindergarten through second-grade teachers are Category B teachers. Their students will take Dynamic Indicators of Basic Early Literacy Skills (DIBELS) or some other assessment. However, their students will not participate in the student survey.

Category C teachers: This category includes most third- through 12th-grade teachers whose students do not take one of the key assessments. Their students are still eligible to participate in student surveys. Category C teachers' achievement scores are derived from the school's State of Texas Assessments of Academic Readiness (STAAR) or NWEA composite score and the teacher's Student Learning Objective. Most elective teachers and career and technical education (CTE) teachers fall in this category.

Category D teachers: This category includes teachers whose students do not take one of the key assessments. Their students may not be able to take the student survey, or they are not the teacher of record (as is the case with Special Education inclusion teachers). Category D teachers' achievement scores are derived from the school's STAAR or NWEA composite score and the teacher's Student Learning Objective.

Deadline	Appraisal Activity
September 8, 2023	<i>Action Plan:</i> school action plans due to Executive Director
September 15, 2023	<i>Student Achievement:</i> Category C and D teachers submit MOY and EOY Student Learning Objectives
September 22, 2023	<i>Student Achievement:</i> BOY NWEA MAP testing
October 10, 2023	Appraiser/Evaluator Certification Attestation by Executive Director
December 22, 2023	<i>Teacher Performance/Quality of Instruction:</i> 4 Spot Observations Completed for all teachers
December 22, 2023	<i>Teacher Performance:</i> Teacher Performance Evaluation Rubric (minimum 45-minute observation) - <i>First year teachers only: formative and will not count toward the evaluation rating</i>
February 2, 2024	Teachers hired after this date will not be eligible for a full 2023-2024 appraisal
February 2, 2024	<i>Student Achievement:</i> MOY NWEA MAP student achievement data completed
February 16, 2023	<i>Student Achievement:</i> MOY Student Learning Objective Conference for Category C and D teachers
April 1, 2024	<i>Performance Pay:</i> Teachers qualified for the Distinguished Teacher Review must receive quality of instruction component score
May 17, 2024	<i>Teacher Performance/Quality of Instruction:</i> 8 Spot Observations Completed
May 24, 2024	<i>Student Achievement:</i> EOY NWEA MAP student achievement completed for all students
May 31, 2024	<i>Student Survey:</i> Categories A and C teachers' students complete the Student Survey
May 31, 2024	All EOY Student Growth Metrics and Scores Uploaded
May 31, 2024	<i>Teacher Performance:</i> Teacher Performance Evaluation Rubric (minimum 45-minute observation) <i>All Teachers</i>

Appraisal Deadlines for the Non-NES Teacher Excellence System for the 2023-2024 School Year

Teachers in non-NES schools will be appraised using the following deadlines and processes. Evaluations will not impact compensation in the 2023-2024 school year for any teachers. All non-probationary and third-year probationary teachers who have taught for two years in HISD by the start of the 2023-2024 school year may request a waiver of the evaluation process this year and such a request will be granted except in unusual circumstances. This process will serve as first-year teachers' evaluation of record.

Deadline	Appraisal Activity
August 25, 2023	<i>Teacher Performance:</i> Teacher request for appraisal waiver (non-probationary and third-year probationary teachers with two years in HISD only) except in unusual circumstances
September 8, 2023	<i>Action Plan:</i> school action plans due to Executive Director
September 18, 2023	<i>Student Achievement:</i> Teachers without EOY data submit three end of the year Student Learning Objectives
September 22, 2023	<i>Student Achievement:</i> BOY NWEA MAP testing
October 10, 2023	Appraiser/Evaluator Certification Attestation by Executive Director
December 22, 2023	<i>Teacher Performance/Quality of Instruction:</i> 4 spot observations completed
December 22, 2023	<i>Teacher Performance:</i> Teacher Performance Evaluation Rubric (minimum 45-minute observation) - <i>First year teachers only: formative and will not count toward the evaluation rating</i>
February 2, 2024	Teachers hired after this date will not be eligible for a full 23-24 appraisal
May 17, 2024	<i>Teacher Performance:</i> 8 spot observations completed
May 24, 2024	<i>Student Achievement:</i> EOY NWEA MAP student achievement completed for all students
May 31, 2024	All EOY Student Growth Metrics and Scores Uploaded
May 31, 2024	<i>Teacher Performance:</i> Teacher Performance Evaluation Rubric (minimum 45-minute observation) <i>All Teachers</i>

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 School Board approves the proposed 2023-2024 local appraisal calendars, effective August 11, 2023.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

8/10/2023

38.

Office of the Superintendent of Schools

Office of Human Resources

Approval Of New Evaluation Systems For Teachers

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves the district's teacher evaluation systems for the 2023-2024 school year.

RATIONALE

The superintendent recommends adopting a teacher evaluation system for the 2023-2024 school year. The system is bifurcated. Schools designated New Education System and NES-Aligned (NES/A) will be subject to the *Teacher Excellence System*. Teachers assigned to all remaining schools will be assigned to the *HISD 2023-2024 Teacher Evaluation for Non-NES/A Schools*. The details of both plans are attached.

This system is designed to improve teacher effectiveness, to narrow opportunity gaps, and prepare students for a year 2035 workplace and world. The information derived from the evaluation system will be used to align professional development, teacher recruitment and retention, and teacher compensation.

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 School Board approves the *Teacher Excellence System* for NES/A campuses and the *HISD 2023-2024 Teacher Evaluation for Non-NES/A Schools*, effective August 11, 2023.

The Teacher Excellence System

The Teacher Evaluation and Compensation System Concept Paper for HISD

revised 22 July 2023



The Teacher Excellence System

DRAFT

The Teacher Evaluation and Compensation System Concept Paper for HISD

Mike Miles

22 July 2023

Part 1: Teacher Evaluation

It is an open secret in our profession that most teacher evaluations are perfunctory and hold little meaning for the overwhelming majority of teachers. Most evaluations are not tied to compensation or salary increases and play almost no role in professional development. Nor do they help determine the effectiveness of a teacher. According to The New Teacher Project's seminal report, *The Widget Effect*, most school leaders cannot tell parents which teachers are truly highly effective.

Put simply, they fail to distinguish great teaching from good, good from fair, and fair from poor. A teacher's effectiveness—the most important factor for schools in improving student achievement—is not measured, recorded, or used to inform decision-making in any meaningful way.¹

Many teachers and school leaders believe teacher effectiveness cannot be measured accurately or that one will “know it when he sees it.” Others believe there is no way to design a fair system or one that will take into account the unseen variables such as teacher-student rapport. These long-standing arguments, however, have usually allowed the perfect to be the enemy of the good.

Teacher effectiveness can be measured. In one 2013 study of 3,000 teachers commissioned by the Bill and Melinda Gates Foundation, researchers concluded that effective teaching can be measured and that we can identify specific measures that determine effective teaching.²

Numerous other studies have consistently identified the quality of a teacher as being the single most important school-based influence on a student's academic achievement.³

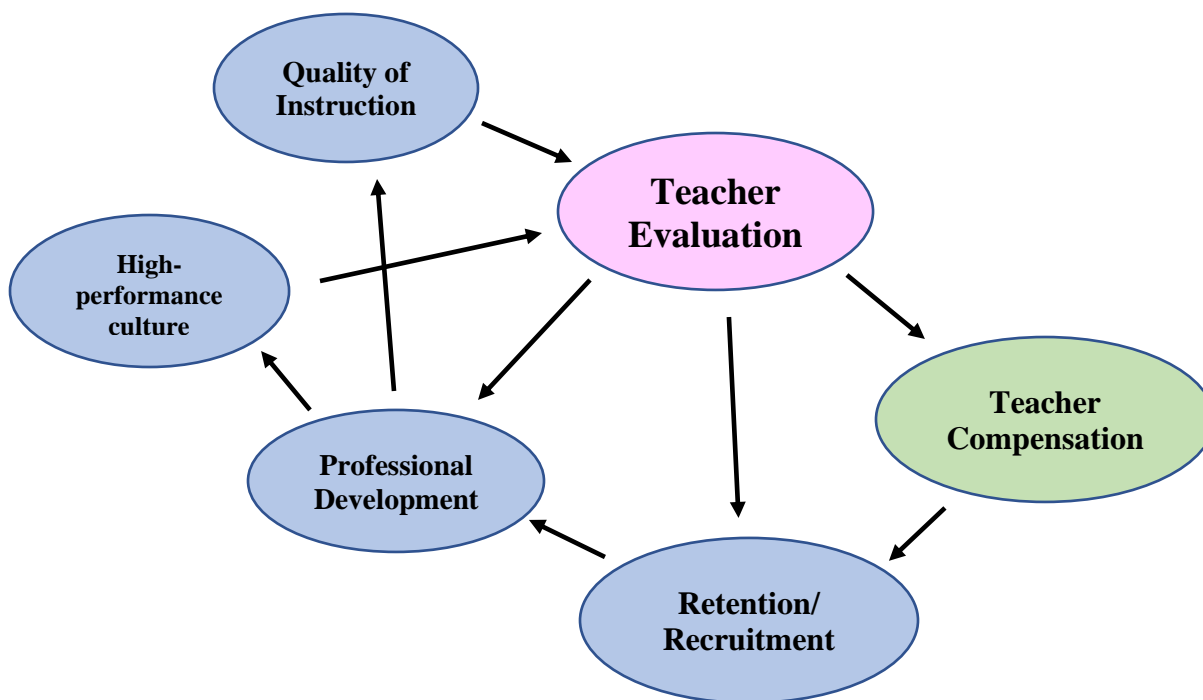
The failure to assess teacher effectiveness in a rigorous way is one of the key failures of our current public education system. Teacher evaluations should be an integral part of any district *system* – connected to professional development, compensation, continuous improvement, recruitment and retention, and the development of a high-performance culture. The diagram

¹ *The Widget Effect: Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness*. The New Teacher Project, 2009.

² *Ensuring Fair and Reliable Measures of Effective Teaching: Culminating Findings from the MET Project's Three-Year Study*. Bill and Melinda Gates Foundation, January 2013.

³ Darling-Hammond (2000), Rockoff (2004), Rivkin, Hanushek, and Kane (2005), Sanders and Rivers (1996)

below outlines some of the connections with teacher evaluations in a district. No district can significantly improve academic achievement or student success if it does not know who is teaching effectively and if it does not have at least some degree of accountability for teaching effectively. And one cannot properly support teachers and continuously improve the quality of instruction without an effective evaluation system. If teacher evaluation is disconnected from or has little meaning to the rest of the system, then that misalignment will cause dysfunction throughout the entire district.



Principles of an effective evaluation system⁴

There are numerous ways to design a teacher evaluation system that is aligned with the rest of the District system. The plan should be designed to help achieve the goals of the organization. Similar to the notion of form following function, the key elements of the system should also be tied to core principles and operational parameters.

While the devil may be in the details, the real debate should center on the principles that will guide development of the plan and that will help decide conflicts during implementation. HISD's guiding principles and parameters include:

⁴ This section is adapted from Mike Miles' earlier work designing the pay-for-performance initiative of the Dallas Independent School District.

- ***Student academic achievement results will count for approximately 35 percent of a teacher’s evaluation.***

The MET Project recommends achievement results count for 33 to 50 percent of a teacher’s evaluation.⁵

- ***The Houston TES plan must focus on results.***

There is a difference between “process” indicators and “results.” This principle applies even on the performance side of the equation. A process indicator is a teacher behavior that is observable and that generally can be assessed. However, it does not necessarily contribute directly to improved instruction or student achievement. For example, turning in lesson plans is a process indicator. While designing effective lesson plans is important and part of the teacher evaluation rubric, the ability to write lesson plans is not as important as the execution of the lesson plan and the delivery of effective instruction. Similarly, portfolios of student work (process indicator) hold less weight than on-demand demonstrations of student learning (outcome of effective teaching).



- ***The plan must include individual accountability.***

A district could derive a teacher’s student achievement score based on the achievement scores of students the teacher actually instructs (individual accountability), or based on the aggregate scores of a larger group of students, such as students in the same grade, discipline, school, or district (group accountability). The predominant part of a teacher’s student achievement score should be tied to the achievement scores of students the teacher actually instructs (individual accountability).

- ***The plan must be fair, accurate, and rigorous; it may not always be equal.***

While the district strives for equality in a number of areas—class size, availability of textbooks, amount of instructional time—it recognizes that schools have some degree of autonomy and that there will always be differences. The Houston TES plan does not attempt to take into account differences in class size, the number of English language learners in a class, the number of minutes devoted to teaching reading in a school, etc.

- ***The plan must include all classroom teachers and must be equally rigorous for all grades and disciplines.***

In order for the plan to be fair, the chance of a high school math teacher achieving a distinguished evaluation must be similar to the chance of an elementary art teacher receiving a distinguished evaluation. It is the acceptance of this principle that requires the district to assess what students have learned for all grades and disciplines.

⁵ *Ensuring Fair and Reliable Measures of Effective Teaching: Culminating Findings from the MET Project’s Three-Year Study.* Bill and Melinda Gates Foundation, Jan. 2013, pp. 11-14.

- ***The Houston TES plan will differentiate professional learning supports based on data from the evaluation system.***

One of the greatest opportunities of a more accurate evaluation system is the ability to more effectively identify professional development needs for those in need of support. We will also have more opportunity to leverage the identified strengths of proficient teachers in mentoring others.



- ***The Houston evaluation plan should align with the compensation plan.***
Essentially, teachers who are more effective should earn significantly more money than a less effective teacher.
- ***The implementation of the plan must be standardized.***
The development, administration, and scoring of assessments, for example, should be standardized across the district.
- ***HISD will start “version one,” knowing that there will have to be revisions.***
Our plan will be comprehensive, and it will attempt to strike the right balance between complexity and fairness. Like a computer operating system, the plan is to continue improving the evaluation system every year. As Chip Heath and Dan Heath note in *Switch*, the key is to “look for a strong beginning and a strong ending and get moving.”⁶

⁶ Chip Heath and Dan Heath, *Switch* (New York, New York: Broadway Books, 2010), p. 93.

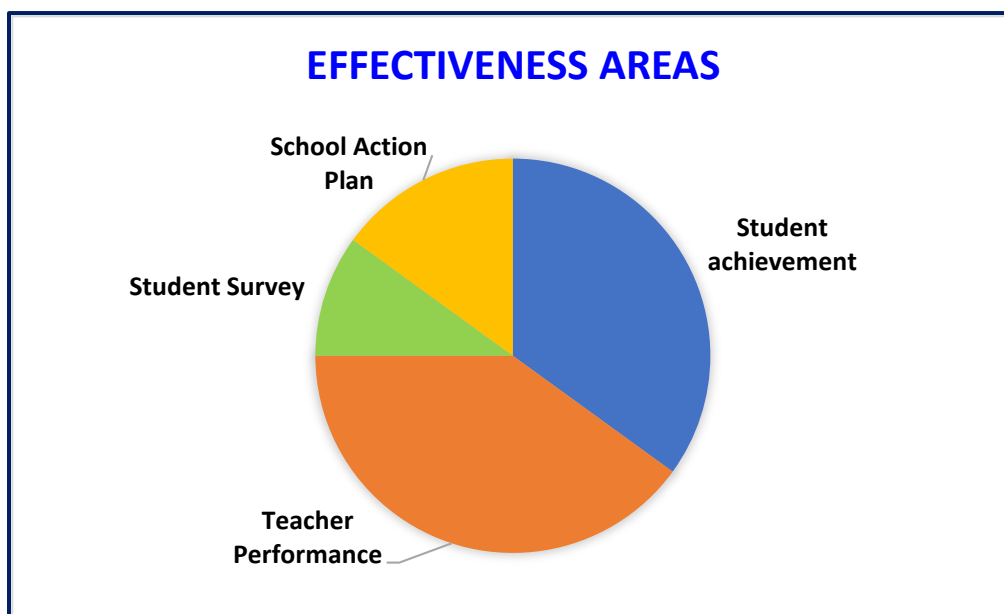
The Houston Plan to Evaluate Teachers

The purpose of Teacher Excellence System (TES) is to improve teacher effectiveness in order to narrow opportunity gaps and prepare students for a Year 2035 workplace and world. The information derived from the evaluation system will be used to align professional development, teacher recruitment and retention, and teacher compensation.

Effectiveness areas

We will use the following four areas to assess teacher effectiveness:

- **Student achievement outcomes.** We will use data from district, state, or national assessments such as STARR, DIBELS, NWEA, AP exams, or district-level assessments.
- **Teacher performance.** Teacher performance includes a teacher's score on the teacher evaluation rubric and an assessment of the teacher's quality of instruction as measured on spot observations and through general coaching.
- **Student surveys.** We will use a student survey that is informed by research and similar nationally-developed surveys to assess teachers in grades 3 through 11.
- **School action plan.** This will be a group performance metric based on the school's accomplishment of specific and measurable goals in the School Action Plan. This metric encourages teamwork and support for the other success indicators for a school.



Teacher categories

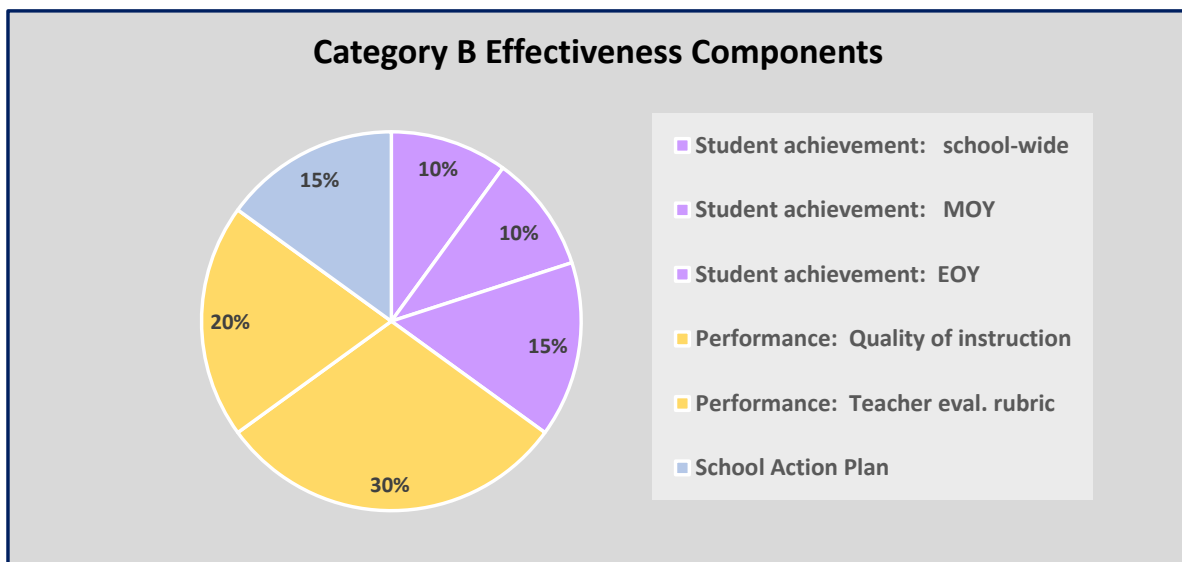
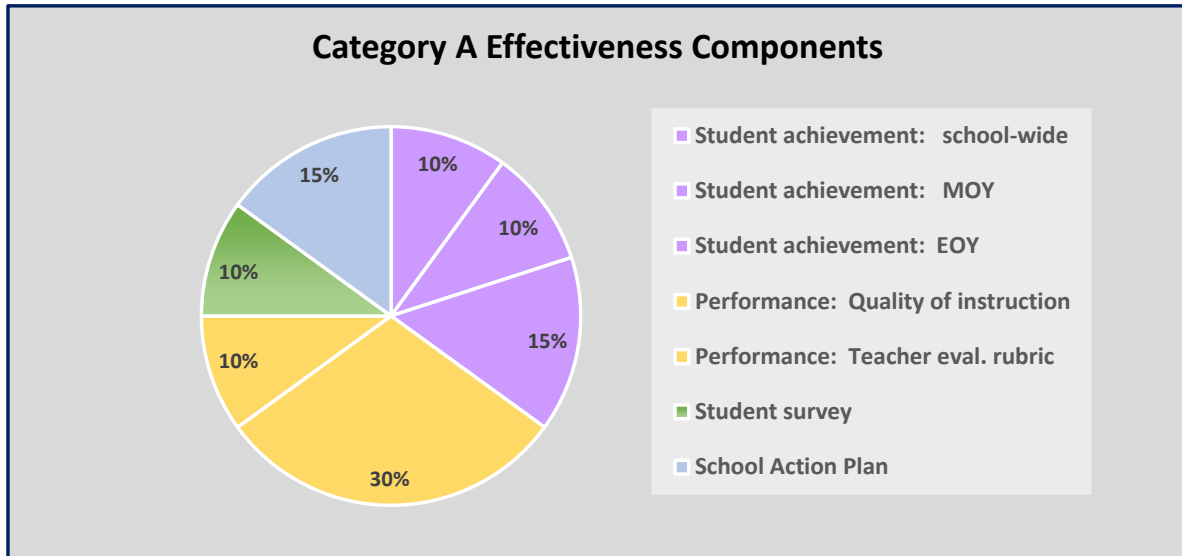
Because of significant differences among teachers regarding the type of achievement data that can be gathered, each of the four areas will be weighted a little differently depending upon the “teacher category.”

All teachers will be placed in one of four categories depending upon the characteristics outlined below.

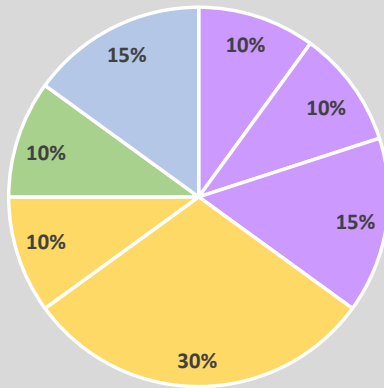
- **Category A teachers:** Most third-grade through twelfth-grade teachers will fall in this category. Their students take a district, state, or national assessment.
- **Category B teachers:** Most kindergarten through second-grade teachers are Category B teachers. Their students will take DIBELS or some other assessment. However, their students will not participate in the student survey.
- **Category C teachers:** This category includes most third- through twelfth-grade teachers whose students do not take one of the key assessments. Their students are still eligible to participate in student surveys. Category C teachers’ achievement scores are derived from the school’s STARR or NWEA composite score and the teacher’s “Student Learning Objective.” Most elective teachers and CTE teachers fall in this category.
- **Category D teachers:** This category includes teachers whose students do not take one of the key assessments. Their students may not be able to take the student survey or they are not the teacher of record (as is the case with SPED inclusion teachers). Category D teachers’ achievement scores are derived from the School’s STARR or NWEA composite score and the teacher’s “Student Learning Objective.”

Percentage of the evaluation devoted to each effectiveness area				
Effectiveness area	Student achievement data	Teacher Performance	Student Survey data	School Action Plan
Category A: teacher has district, state, or national achievement data	35%	40%	10%	15%
Category B: teacher has achievement data, but students do not participate in the survey	35%	50%	0%	15%
Category C: student achievement data is not available, but students take the survey	35%	40%	10%	15%
Category D: student achievement data is not available nor are student survey data	35%	50%	0%	15%

Additionally, the student achievement and teacher performance effectiveness areas have subcomponents. The charts below detail the evaluation areas and components for each category of teacher.

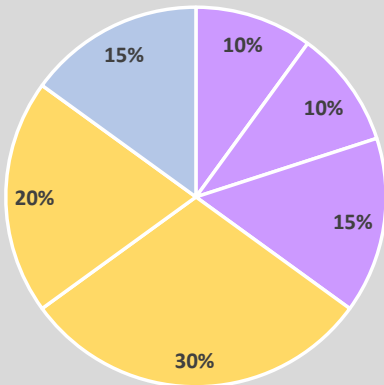


Category C Effectiveness Components



- Student achievement: school-wide
- Student Learning Objective: MOY
- Student Learning Objective: EOY
- Performance: Quality of instruction
- Performance: Teacher eval. rubric
- Student survey
- School Action Plan

Category D Effectiveness Components



- Student achievement: school-wide
- Student Learning Objective: MOY
- Student Learning Objective: BOY
- Performance: Quality of instruction
- Performance: Teacher eval. rubric
- School Action Plan

Evaluation rating

A teacher may earn up to 100 points. The scores from each effectiveness component are added to get the **teacher evaluation rating** (a score out of 100 points). The scores equate to the following seven **effectiveness levels**:⁷

Unsat	Prog. I	Prog. II	Prof. I	Prof. II	Exemp. I	Exemp. II
10-18	19-29	30-42	43-57	58-71	72-85	86-100

The teacher evaluation rating and overall effectiveness level are synonymous for most teachers; however, they are not entirely the same. The teacher evaluation rating is calculated **annually** based on the effectiveness components: performance rubric, student survey results, achievement template, and School Action Plan. A teacher could earn a different evaluation rating every year.

At the end of the first year of TES (2023-2024 school year for NES/A teachers and the 2024-2025 school year for all other teachers), the teacher will receive his/her first evaluation rating under the new system. That evaluation rating will also determine the teacher's effectiveness level. After that first rating, the effectiveness level will be based on the average of the teacher's last two evaluation ratings. When the average of two evaluation ratings equates to a higher level of proficiency, the teacher will be moved to the next level on the overall effectiveness scale. For example, if a teacher finished the 2024-2025 school year with an evaluation rating of 52 points (Proficient I), her effectiveness level would also be Proficient I. If the teacher then received an evaluation rating of 68 points (Proficient II) in the 2025-2026 school year, she would have an average of 60 points and her effectiveness level would be raised to Proficient II.

While the District will use an average of two years to move a teacher to the next higher level, it will use an average of three years before it moves a person down to the next lower level.⁸

Teachers new to the District will be given an effectiveness level based upon a review of their past achievement data and an estimation of their entering proficiency (an entering rating above the Proficient I level, must be approved by the Senior Executive Director of the Unit). Teachers new to the profession and who are first-year teachers will be placed at the "Progressing I" level.

The Effectiveness Components

There are four effectiveness areas. Two of those areas – student achievement and teacher performance – have subcomponents. So, a teacher's evaluation comprises a total of six or seven components. A description of each component follows.

⁷ This scale is subject to change, depending on the actual distribution of teacher scores and the target distribution (explained later in this paper).

⁸ The District reserves the right to non-renew a teacher for poor performance per District policy and Texas law.

Student Achievement Data	
School-wide data	<ul style="list-style-type: none"> • 10% of a teacher's evaluation is tied to the school's success in raising student achievement. • The school score will be based on a composite of the students' academic growth in reading, math, and science as determined by the NWEA MAP assessments or the State STARR exam, whichever is higher. • All the teachers in the school receive the same school-wide score regardless of the subject or course they teach.
Student achievement: MOY	<ul style="list-style-type: none"> • Teacher categories A and B have a middle-of-year (MOY) student achievement component. 10% of the evaluation rating is based on the students' academic growth mid-year. • HISD will use the DIBELS reading assessment or a state-approved literacy assessment to determine mid-year academic growth for K-1 students. We will use the NWEA MAP assessments or a district-level assessment to determine mid-year academic growth for students in grades 2 through 11. • A growth score is derived by comparing a student's MOY results with his/her end-of-year results from the previous year. New student or others who do not have an EOY score would compare their MOY results with the BOY results.⁹ • For the 2023-2024 school year, student academic growth will be calculated based on the BOY scores instead of the previous year's EOY score.
Student achievement: EOY	<ul style="list-style-type: none"> • Teacher categories A and B also have an end-of-year (EOY) student achievement component. 15% of the evaluation rating is based on the students' academic growth by the end of the year. • HISD will use the DIBELS reading assessment or a state-approved literacy assessment to determine end-of-year academic growth for K-1 students. We will use the NWEA MAP assessments, the state interim STARR assessments, the SAT or ACT, or a district-level assessment to determine end-of-year academic growth for students in grades 2 through 11. • A growth score is derived by comparing a student's EOY results with his/her end-of-year results from the previous year. New student or others who do not have a prior EOY

⁹ Comparing a student's MOY result with their previous EOY results prevent "sandbagging" at the beginning of the year.

	<p>score would compare their EOY results with the BOY results.</p> <ul style="list-style-type: none"> For the 2023-2024 school year, student academic growth will be calculated based on the BOY scores instead of the previous year's EOY score.
Student Learning Objective: MOY	<ul style="list-style-type: none"> Because of limited student achievement data for some courses, Category C and Category D teachers will develop Student Learning Objectives (SLOs) for each semester. SLOs are specific, measurable student achievement or performance outcomes for one semester. SLOs are developed at the beginning of the year and must be approved by the Principal. [See SLO template at Appendix E.] They are assessed at the middle of the year (MOY) and at the end of the year (EOY). SLOs count for 25% of a teacher's evaluation. The MOY score is 10%; the EOY score is 15%.
Student Learning Objective: EOY	<ul style="list-style-type: none"> Because of limited student achievement data for some courses, Category C and Category D teachers will develop Student Learning Objectives (SLOs) for each semester. SLOs are specific, measurable student achievement or performance outcomes for one semester. SLOs are developed at the beginning of the year and must be approved by the Principal. [See SLO template at Appendix E.] They are assessed at the middle of the year (MOY) and at the end of the year (EOY). SLOs count for 25% of a teacher's evaluation. The MOY score is 10%; the EOY score is 15%.

Teacher Performance	
Quality of Instruction	<ul style="list-style-type: none"> The quality of instruction is the most heavily weighted single component because it is the most important factor in raising student achievement and thus for teacher effectiveness. It accounts for 30% of every teacher's evaluation rating. A teacher will receive up to 100 points for the quality of instruction (and then that score is converted to the equivalent out of 30 points). Up to 80 points will be the combined scores of the spot observations that a teacher receives. [A draft spot observation form can be found at Appendix A.] A teacher must have at least 8 spot observations (approximately one each month). [A teacher could have several more, but only 8 spot observations will be used for the evaluation.] For the evaluation, the principal will select one spot observation each month. If a teacher has more than one in a month the principal will take an average of the spot

	<p>observations. A teacher may request up to two additional spots be done in a month in order to improve their average.</p> <ul style="list-style-type: none"> • The principal will assign up to an additional 20 points based on the day-to-day coaching and general, informal observations. • To prevent score inflation, a principal may only award 40% of the staff a score greater than or equal to 16 out of 20 additional points. He/she may only award an additional 40% of the staff a score between 12 and 16 out of 20 additional points. For a truly exceptional staff, the principal may seek a waiver of this distribution by the Executive Director of the feeder pattern.
Teacher Performance Evaluation Rubric	<ul style="list-style-type: none"> • The performance of all teachers will also be assessed with a teacher evaluation instrument. HISD will use a district-created rubric for this part of the evaluation. • For Category A and Category C teachers, the performance rubric will count for 10% of the teacher's rating. Because Category B and Category D teachers do not have student survey data, the performance rubric will account for 20% of the teacher's rating. • Scoring inflation here is mitigated somewhat by the Principal's congruence measurement on their evaluation.

Student Survey	
Student Survey	<ul style="list-style-type: none"> • The students for Category A and C teachers will take a student survey. This will count for 10% of the teacher's evaluation. • HISD will use a student survey that is informed by research and similar nationally-developed surveys to assess student perceptions of their classroom experience and to support teacher growth. • For the first year (2023-2024 school year), the survey data will be compiled school wide. All Category A and C teachers will receive the same student survey score. • In future years, we will move to individual student survey scores.

School Action Plan	
School Action Plan	<ul style="list-style-type: none"> • Beyond achievement and instruction, an effective teacher contributes to the success of others and helps the school accomplish its goals. All teachers will have a school action plan component that will count for 15% of their evaluation rating. • All teachers will receive the same school action plan score. • Success on the Action Plan will be evaluated by the Executive Director and/or a team from outside of the school. • The Executive Director will assess the degree of accomplishment of the six most important “indicators of success” for the school’s Action Plan. These indicators are specific and measurable metrics. • The School Action Plan will receive up to 100 points (and then be converted to 15 points for the evaluation rating). • Each indicator will receive up to 15 points for accomplishment/implementation. [Each Action Plan will start with a score of 10.] • The Executive Director will also apply a “degree of difficulty coefficient” to the Action Plan as a whole. A rigorous Action Plan (one in which the goals are very challenging) will have its score multiplied by 1.2. The average Action Plan will be multiplied by 1.0, and an Action Plan that is not very rigorous will be multiplied by .8. • To prevent score inflation, an Executive Director may only award 40% of the schools a score greater than or equal to 85 out of 100. He/she may only award an additional 40% of the schools (80% total) a score greater than or equal to 70 out of 100. For a truly exceptional feeder pattern, the Executive Director may seek a waiver of this distribution by the Assistant Superintendent of the geographic division.

Calculation of scores

School-wide achievement data (10 pts.)

School-wide achievement data				
X = School academic growth score (from State Accountability Metrics)				
2 pts.	4 pts.	6 pts.	8 pts.	10 pts.
$X < 60$	$60 \leq X < 70$	$70 \leq X < 80$	$80 \leq X < 90$	$X \geq 90$

School-wide achievement data				
X = NWEA composite average annual growth for reading and math for grades 2 through 8				
2 pts.	4 pts.	6 pts.	8 pts.	10 pts.
$X < 1.0$	$1.0 \leq X < 1.2$	$1.2 \leq X < 1.4$	$1.4 \leq X < 1.6$	$X \geq 1.6$

Take the higher of the state accountability score or the composite NWEA score.

Student achievement MOY (10 pts.)

Student achievement MOY				
X = Individual teacher's NWEA MOY data -- % of students who scored at least .60 annual growth in the first semester				
2 pts.	4 pts.	6 pts.	8 pts.	10 pts.
$X < 50$	$50 \leq X < 55$	$55 \leq X < 60$	$60 \leq X < 70$	$X \geq 70$

Student achievement MOY				
X = Individual teacher's DIBELS data -- % of students above or well above typical growth in the first semester				
2 pts.	4 pts.	6 pts.	8 pts.	10 pts.
$X < 50$	$50 \leq X < 55$	$55 \leq X < 60$	$60 \leq X < 70$	$X \geq 70$

Student achievement EOY (15 pts.)

Student achievement EOY				
X = Individual teacher's NWEA EOY data -- % of students who scored at least 1.40 annual growth				
6 pts.	8 pts.	10 pts.	12 pts.	15 pts.
$X < 50$	$50 \leq X < 55$	$55 \leq X < 60$	$60 \leq X < 70$	$X \geq 70$

Student achievement EOY				
X = Individual teacher's DIBELS data -- % of students above or well above typical growth in the year				
6 pts.	8 pts.	10 pts.	12 pts.	15 pts.
$X < 50$	$50 \leq X < 55$	$55 \leq X < 60$	$60 \leq X < 70$	$X \geq 70$

Student Learning Objective MOY (10 pts.) and EOY (15 pts.)

Prior to 1 September, each Category C and Category D teacher must create a MOY Student Learning Objective (SLO) and an EOY SLO. These SLO's must be measurable and written in SMART-goal format. Additionally, the teacher must detail the outcome that matches each performance level – Unsatisfactory, Progressing, Proficient, Proficient II, and Exemplary.

The teacher's evaluator must approve the MOY SLO and the EOY SLO. The evaluator will also apply a "degree of difficulty coefficient" to each SLO. A rigorous SLO will have its score multiplied by 1.2. The average SLO will be multiplied by 1.0, and an SLO that is not very rigorous will be multiplied by .8.

Student Learning Objective MOY (10 pts.)

Student Learning Objective MOY				
Individual teacher's SLO MOY:				
2 pts.	4 pts.	6 pts.	8 pts.	10 pts.
Unsat.	Progressing	Proficient	Proficient II	Exemplary

Student Learning Objective EOY (15 pts.)

Student Learning Objective EOY				
Individual teacher's SLO EOY:				
6 pts.	8 pts.	10 pts.	12 pts.	15 pts.
Unsat.	Progressing	Proficient	Proficient II	Exemplary

Quality of Instruction (30 pts.)

- The evaluator will take 8 spot observations of the teacher. Spot observations conducted prior to 15 September will not be used for this metric. A teacher will receive up to 10 points for each spot observations. The total possible points for the spot observations thus will be 80.
- A teacher must have at least 8 spot observations (approximately one each month). [A teacher could have several more, but only 8 spot observations will be used for the evaluation.] For the evaluation, the principal will select one spot observation each month. If a teacher has more than one in a month the principal will take an average of the spot observations. A teacher may request up to two additional spots be done in a month in order to improve their average.

Unsat	Progressing	Proficient	Proficient II	Exemplary
4	6	8	9	10

Next the evaluator will add up to 20 more points based on the day-to-day coaching and general, informal observations conducted throughout the year. [The number of points for this portion does not have to be an even number – it can be any number from 1 to 20.]

2	4	6	8	10	12	14	16	18	20
Unsat		Prog.		Prof. I		Prof. II		Exemp.	

The spot observation composite score and the evaluator assessment are added together to get a score out of 100 possible points. The following equation is used to convert the total score into an evaluation score:

$$\text{Quality of Instruction Points} = (\text{Total score} \times 30) \div 100$$



Teacher Performance Evaluation Rubric (10 pts. Or 20 pts.)

All teachers will be evaluated on the Teacher Performance Evaluation Rubric. A copy of the rubric can be found at Appendix D. Notice that the core instructional practices and the delivery of high-quality instruction are not included in the rubric as they are assessed by the spot observations and the general instructional coaching by the evaluator.

Teacher will be evaluated on the rubric no later than 1 June every year. New teachers will also be assessed by the end of the first semester. This mid-year performance evaluation will be formative and will not count toward the evaluation score.

The teacher's evaluator will hold a conference with the teacher within two weeks of providing the final evaluation to the teacher. Because principals and assistant principals will be in the classroom almost daily providing on-the-job coaching, evaluators need not conduct a "formal observation" in order to assess the teacher on the performance rubric. Still, all evaluators will ensure that prior to their assessment of the teacher using the rubric, they will have observed the teacher's classroom for at least 45 minutes.

The rubric assesses four categories: 1) classroom environment, 2) meeting diverse needs, 3) professional behavior, and 4) supporting a high-performance culture. Each category is worth 5 points, thus a teacher may receive up to 20 points on the evaluation rubric (see Appendix D).

Category	Score
Classroom Environment	
Meeting Diverse Needs	
Professional Behavior	
Supporting a High-Performance Culture	
TOTAL	

For Category A and C teachers, the performance rubric contributes 10 percent (10 points) to the overall evaluation. Thus, the total performance score on the teacher's rubric is divided by 2 to get the points that contribute to the teacher's overall evaluation.

For Category B and D teacher, the performance rubric contributes 20 percent (20 points) to the overall evaluation. Thus, the total performance score on the teacher's rubric equals the points that contribute to the teacher's overall evaluation.

Student Survey (10 pts.)

The student survey will include questions in several categories: classroom environment, expectations and rigor, pedagogical effectiveness, student engagement, and supportive relationships. A sample survey can be found at Appendix C. Teachers will receive a score based on the percent of favorable responses.

The points matrix for the student survey is different for the teachers of students in grades 3 through 5 and the teachers with students in grades 6 through 10. For the first year (2023-2024 school year), the survey data will be compiled school wide. All Category A and C teachers will receive the same student survey score for the first year.

Student Survey – Grades 3 through 5				
X = Overall percent of favorable responses.				
2 pts.	4 pts.	6 pts.	8 pts.	10 pts.
$X < 65$	$65 \leq X < 70$	$70 \leq X < 75$	$75 \leq X < 80$	$X \geq 80$

Student Survey – Grades 6 through 10				
X = Overall percent of favorable responses.				
2 pts.	4 pts.	6 pts.	8 pts.	10 pts.
$X < 50$	$50 \leq X < 55$	$55 \leq X < 60$	$60 \leq X < 65$	$X \geq 65$

School Action Plan (15 pts.)

All teachers will receive the same school action plan score. The evaluator will use the following guidelines to assess each of six indicators on the Action Plan.

6 pts.	8 pts.	10 pts.	12 pts.	15 pts.
Indicator less than 70% accomplished	Indicator between 70% and 80% accomplished	Indicator between 80% and 90% accomplished	Indicator between 90% and 100% accomplished	Indicator 100% accomplished

School Action Plan	
Indicator	Points (up to 15 pts. each)
1	
2	
3	
4	
5	
6	
Start points	10
Subtotal	
Degree of difficulty coefficient	
Total pts. = coefficient x subtotal	
Evaluation score = (Total pts. x 15) ÷ 100	

2023-2024 Teacher Evaluation Rating

Category A and Category C

Effectiveness Area	Component	Total Possible Points	Pts. Earned
Student Achievement	School-wide data	10	
	Student achievement MOY	10	
	Student achievement EOY	15	
Teacher Performance	Quality of Instruction	30	
	Performance Evaluation Rubric	10	
Student Survey	Student Survey	10	
School Action Plan	School Action Plan	15	
	TOTAL	100	

Category B and Category D

Effectiveness Area	Component	Total Possible Points	Pts. Earned
Student Achievement	School-wide data	10	
	Student achievement MOY	10	
	Student achievement EOY	15	
Teacher Performance	Quality of Instruction	30	
	Performance Evaluation Rubric	20	
School Action Plan	School Action Plan	15	
	TOTAL	100	

Unsat	Prog. I	Prog. II	Prof. I	Prof. II	Exemp. I	Exemp. II
10-18	19-29	30-42	43-57	58-71	72-85	86-100

Evaluation of Distinguished Teachers

The minimum goal for every teacher should be to be an effective classroom teacher. Thus, he/she should seek to earn an evaluation rating of “Proficient I” or higher. Clearly, the ability to raise student achievement and deliver quality instruction are the two most important factors in the HISD evaluation system. Still, there are other factors such as “contributions to the profession” and “teacher leadership” that the system highly values and thus should assess.

Distinguished

Unsat	Prog. I	Prog. II	Prof. I	Prof. II	Exemp. I	Exemp. II
10-18	19-29	30-42	43-57	58-71	72-85	86-100

Distinguished teachers are those whose overall effectiveness level is Proficient II or higher. In order to attain a distinguished effectiveness level (Proficient II, Exemplary I, or Exemplary II), a teacher must qualify for and undergo an additional Distinguished Teacher Review (DTR). To qualify for a DTR a teacher must have an achievement score in the top 30% of all teachers in his/her geographic division *and* have a quality of instruction score in the top 30% of all teachers in the division. The teacher must also have the recommendation of their principal.



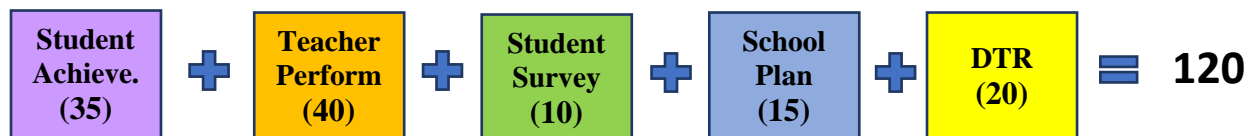
The Distinguished Teacher Reviews will take place in April and May of each year. A teacher must receive their score for the quality of instruction component by 1 April. Since the teacher will not have a final achievement score, a teacher is eligible for review if the mid-year achievement score is in the top 30% of all teachers in the division or the final achievement score from the prior year is in the top 30% of all teachers in the division. However, if a teacher

goes through the DTR process and then earns a final achievement score that is not in the top 30% of all teachers, their final evaluation rating will not include any additional points for the DTR.

A teacher may not earn an effectiveness level of Proficient II, Exemplary I, or Exemplary II if they do not undergo a Distinguished Teacher Review *regardless of their evaluation rating*.

A teacher may receive up to 20 points in the DTR process. These points are added to the teacher’s evaluation rating. So, the total points possible for a teacher undergoing a DTR is 120

compared to 100 for those teachers who are ineligible for a review or do not want to go through a review.



The Executive Directors of each feeder pattern will assemble impartial teams of administrators, teachers, and instructional coaches to conduct the DTRs with the help and support of Division Superintendents. The Distinguished Teacher Review has two parts:

Part 1: A 20-minute spot observation. The review team will observe the teacher’s instruction unannounced. They will use the District spot observation form and will award the teacher up to five points for the quality of instruction.

Part 2: A review of the teacher’s leadership, lifelong learning, and contributions to the profession. The teacher must submit a one-page essay for each attribute that provides evidence of the teacher’s accomplishments or success in leadership, lifelong learning, and contributions to the profession. The review team will also conduct an interview (up to 30 minutes in length) with each candidate. They will assess the attributes using the rubric at Appendix B. A candidate may receive up to 15 points for Part 2 (up to 5 points for each attribute).

DTR Attribute	Max. Points
Quality of instruction	5
Leadership	5
Lifelong learning	5
Contributions to the profession	5
TOTAL	20

Other notes

- All teachers undergoing a DTR will receive 5 bonus points if they have worked in a D- or F-rated school for at least seven months of the evaluation period.
- A teacher must have served as an Exemplary I teacher for at least one year before being placed at the Exemplary II level. Thus, the first Exemplary II teachers will receive that effectiveness level at the end of the 2024-2025 school year.
- A “Master” teacher is not one of the effectiveness levels. However, a teacher may earn the designation of “Master” teacher if he/she has been rated at the Exemplary II level for at least three years and has taught in a D- or F-rated school as a distinguished teacher for a minimum of four years. [For purposes of the Master teacher designation, this means

that the school must have been a D- or F-rated school at least one year of the four years of employment at that school.]

Appraiser/Evaluator Certification

While much of the evaluation rating is based on specific, objective metrics, a portion is tied to an evaluator's observations and thus at least partially tied to the skill and certification of the appraiser. HISD will conduct rigorous training and coaching of its school leaders. Our appraiser certification process for our evaluation system will be similarly rigorous.

[Because of the quick implementation of the evaluation system for NES/A campuses, evaluators are considered “certified” if they attend and complete the training on July 31 and August 1, 2023. Additionally, Executive Directors will closely monitor and observe principals and assistant principals in September, and attest by 10 October that the evaluators are proficient enough to continue to conduct instructional coaching and spot observations.]

Certification Team

In March and April 2024, the Superintendent and senior leaders of the Leadership and Professional Development Department will assemble a “Certification Team” of approximately 30 instructional leaders who have experience evaluating principals and coaching teachers on improving the quality of instruction. The Cert Team will be trained by the Chief of Leadership and PD and a handful of experienced instructional leaders.

While the members of the Certification Team are already expert in instruction, Miles and the selected trainers will ensure all members of the team are appropriately “calibrated” every year. This team training and calibration will take place in May 2024 and every year thereafter in May. The training and calibration will focus on three areas:

1. Key instructional characteristics of high-quality instruction
2. The spot observation form
3. The performance rubric



Certification of School Leaders

The Certification Team will train and certify the principal, assistant principals, and selected teacher leaders prior to September 1, 2024, and prior to the first day of September every year thereafter. There are two designated “certification windows” – July 15 to July 31 and August 1 to August 31. School leaders who miss these windows may arrange for an independent

certification assessment from the Certification Team. However, a teacher evaluator must be certified no later than September 15, 2024, or mid-September in subsequent years.

The evaluator certification process consists of three steps:

Step 1: Attend and complete specific training

Every year in July or August, HISD will conduct school leaders' training for at least five days. This training period includes:

- Creating a high-performance culture
- The LSAE highly differentiated instructional model
- The Teacher Evaluation and Compensation system
- Coaching and supporting teachers
- Key instructional characteristics
- The spot observation form
- Providing effective instructional feedback
- The TES performance rubric
- School culture and climate
- Safe and orderly learning environment

All school leaders must attend this training every year as the first step in the certification process. In unique situations, the Senior Executive Director of a Unit may permit a person to attend the training via Zoom or review a recorded session.

Members of the Certification Team will also conduct school leader training on six days during the course of the school year and review much of the training received during the summer.

Step 2: Observe instruction and calibrate

The second step in the certification process is to observe actual instruction and ensure the feedback and assessment of that instruction is calibrated with the District's instructional leaders and their expectations for high quality instruction.

During the summer school leader training, school leaders will conduct six spot observations and one performance review using the teacher performance rubric. They will conduct these reviews during the "Fifth Quarter" summer program so that the observations will be with actual teachers and students. In unique circumstances in which it is difficult to observe live instruction in the

summer, the Senior Executive Director of the Unit will use videos/recordings of instruction to conduct the calibration exercises.

A school leader will rate each spot observation on a 1 to 10 scale as noted below and on the spot observation form. A person is considered “calibrated” if out of six spot observations, they differ from the Certification Team’s score by no more than 2 points on each of the six spot observations and the average score differs by no more than 1.5.

Unsat	Progressing	Proficient	Proficient II	Exemplary
1-3	4-5	6-7	8-9	10

Similarly, for the two categories of the performance rubric, a school leader will rate the teacher on a 1 to 5 scale. A person is considered “calibrated” if out of three reviews (thus six scores), they differ from the Certification Team’s score by no more than 2 points on each of the six dimensions and the average score differs by no more than 1.0.

Step 3: Certification assessment

If an evaluator has already been certified in the previous year, the person may be certified in July 2024 by conducting six spot observations in one or two days during the fifth quarter. At least three members of the Certification Team will conduct the same six spot observations. The Certification Team will average their scores for each spot observation. The spot observation scores from the evaluator will be compared with those of the Certification Team. The evaluator will be considered “certified” if they are accurately calibrated, meaning that out of the six spot observations, they differ from the Certification Team’s score by no more than 2 points on each of the spot observations and the average score differs by no more than 1.5.

Those evaluators being certified for the first time may be certified in July or August 2024. Each principal, assistant principal, and selected teacher leader will also conduct six spot observations and receive certification as described above. The evaluators will also conduct three performance reviews using the first two categories of the TES performance rubric. Again, out of three reviews (6 scores), the evaluator’s score may differ by no more than 2 points on each of the six scores, and the average score may differ by no more than 1.0.

Evaluators are thus considered “certified” if they pass both the spot observation and the performance review tasks. If an evaluator fails one or both of the tasks, they may retake the assessment for the task(s) that they failed. If the evaluator fails an assessment task twice in a row, they will not be able to evaluate teachers for a semester and until they pass the mid-year re-calibration assessment. These administrators may be removed from their position, or the District may end their employment. The Senior Executive Director of the Unit will make the decision he believes is in the best interest of the District and school.

Step 4: Calibration monitoring

All certified evaluators must “maintain” their certification. They must attend the school leaders’ training that will take place on six days during the school year. As part of the training in December or January, school leaders will “re-calibrate.” They will conduct four spot observations with members of the Certification Team. Once again, the evaluator’s score may differ by no more than 2 points on each of the four spot observations and the average score may differ by no more than 1.5. If an evaluator fails the spot observation recalibration task, they must retake the assessment within two weeks. If the evaluator fails the assessment task twice in a row, they will not be able to evaluate teachers second semester.

These administrators may be removed from their position, or the District may end their employment. The Senior Executive Director of the Unit will make the decision he believes is in the best interest of the District and school.

The Target Distribution

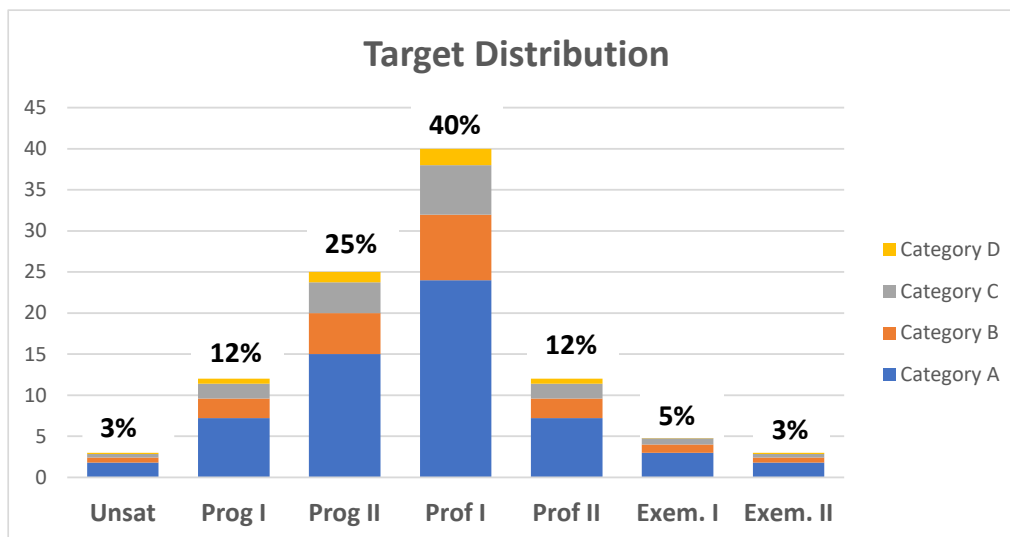
The evaluation system must give very similar chances of success for all teachers regardless of grade or discipline. The system would not be fair if only elementary specials teachers could become distinguished or if very few math teachers could ever hope to reach that designation.

Additionally, the evaluation system would not serve the purpose of determining teacher effectiveness if over time all teachers received a distinguished evaluation rating or if there were little to no differentiation between ratings. Most teacher evaluation systems in the United States suffer from this sort of score inflation and have contributed to the overall perfunctory nature of evaluation.

The method of linking cut-points to a “target distribution” is an elegant solution to this problem of ensuring equal rigor across the system. The first step is to establish a target distribution of the teacher effectiveness levels.

The method of linking cut-points to a “target distribution” is an elegant solution to this problem of ensuring equal rigor across the system.

Our premise is that a high percentage of proficient or distinguished teachers should be correlated to significant improvements in student achievement. While we hope to have more than 80 percent of the staff at the proficient level or higher someday, current student achievement data suggest that the percentage of proficient and distinguished teachers is much lower. The target distribution below reflects where leaders hope staff proficiency levels will be by the end of the 2023-2024 school year.



Note that the District anticipates 60% of the teachers receiving a Proficient I or higher effectiveness level at the end of the first year of this evaluation system (end of the 2023-2024 school year). Also, every category of teacher has the same target distribution. For example, with this example, 40% of the Category A teachers will receive an effectiveness level of Proficient I. This is the same percentage for Category B, C, and D teachers.

After establishing the target distribution, the district will then set the cut-points for each evaluation component so that the actual distribution of teacher scores will approximate the target distribution. The district may adjust the initial cut-points after each evaluation cycle. Cut-point adjustment is necessary to ensure that not only are the assessments across grades and disciplines similarly rigorous, but they are also correlated with the state and national assessments. Cut-point adjustment will also ensure that no evaluation component is “too easy” or “too hard” relative to the other factors of effective teaching. This process is key to making the entire evaluation system more fair, accurate, and valid.

Part 2: Compensation

The teacher evaluation system, compensation plan, and employee/district value proposition should be aligned to maximize the effectiveness of the district or school and enable it to reach challenging performance metrics. Indeed, one of the key systemic challenges of public-school districts is the misalignment between what the organization values and how it compensates people.

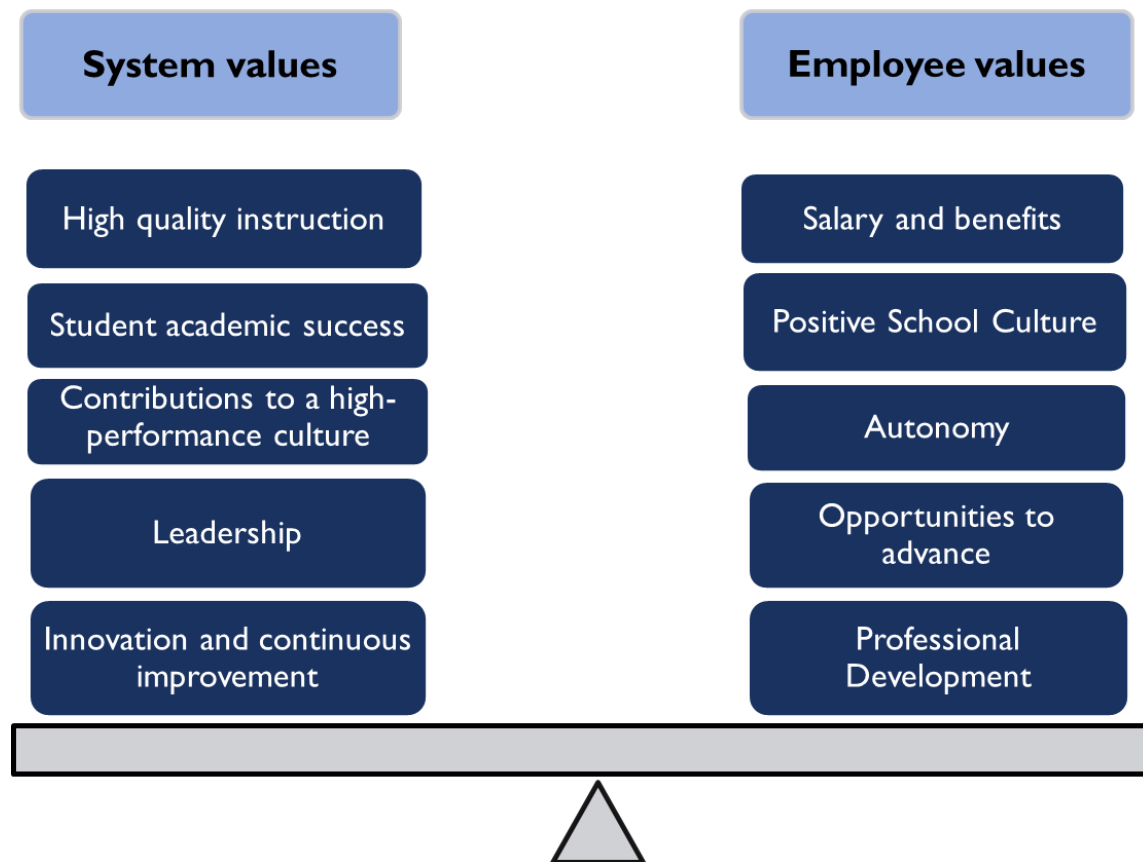
In order for the evaluation system to be meaningful and effective – that is, support the accomplishment of district/school achievement and performance goals – there should first be some agreement about the employee value proposition. The challenge is trying to come up with some consensus as to what the school system values and what the employees value.

While consensus may be difficult to obtain, failure to arrive at some understanding of the employee/district value proposition will lead to perfunctory evaluations, low accountability, and a compensation plan that sends the wrong signals as to what is really valued by the community and by the school district's constituents.

No organization can maximize its effectiveness if what it values is disconnected from how it compensates its employees.

The diagram at the top of the next page describes a reasonable value proposition: the organization (and community) values high quality instruction and student academic success. It also wants its employees to be part of a professional team, working together to meet high expectations. In return for these outcomes, the District/School agrees to pay teachers a fair salary and hire school leaders who will guide the teachers in creating a positive school culture, professionally develop the teachers, and provide teachers enough autonomy to enable them to do their best work.

But what happens if the organization is not getting the outcomes it wants and the students need? Right now, most schools and districts compensate teachers using years of experience and college credits earned. The District does this even if the teacher has mediocre quality of instruction and does not get student achievement results. Granted, there may be mitigating circumstances, but the point is that there is a misalignment between what the system values and how it compensates its employees.



Is there a better way? Yes.

A better way is one that honors what employees value, but still has some accountability for the outcomes the organization values. A better way is to design an evaluation system and compensation plan that is aligned with the employee/district value proposition.

In public education, there are four basic compensation plans that reflect different aspects of an employee/district value proposition: the traditional teacher salary schedule, an incentive pay system, a pay-for-performance plan, and the “hospital model” (a highly differentiated compensation plan based on the content discipline and skill set required). The benefits and challenges of each system are broadly outlined on page 35. Fundamentally, though, each compensation plan varies distinctly from the others in three main respects:

1. The degree of accountability the system requires.
2. The degree to which desired results and outcomes are rewarded.
3. The amount of job security employees enjoy.

The key variables for the employee/district value proposition then become the degree of accountability for outcomes, the likelihood of keeping one's job, and the amount of compensation. At the risk of oversimplifying, the value proposition for both the employee and the organization would be more aligned or "fair" if greater accountability for outcomes were matched with greater compensation. While few would argue with the last sentence, many would argue against its natural pair (the other side of the coin): employees whom the system holds less accountable should be paid less than those who are held more accountable. The diagram below reflects this relationship between accountability and compensation.

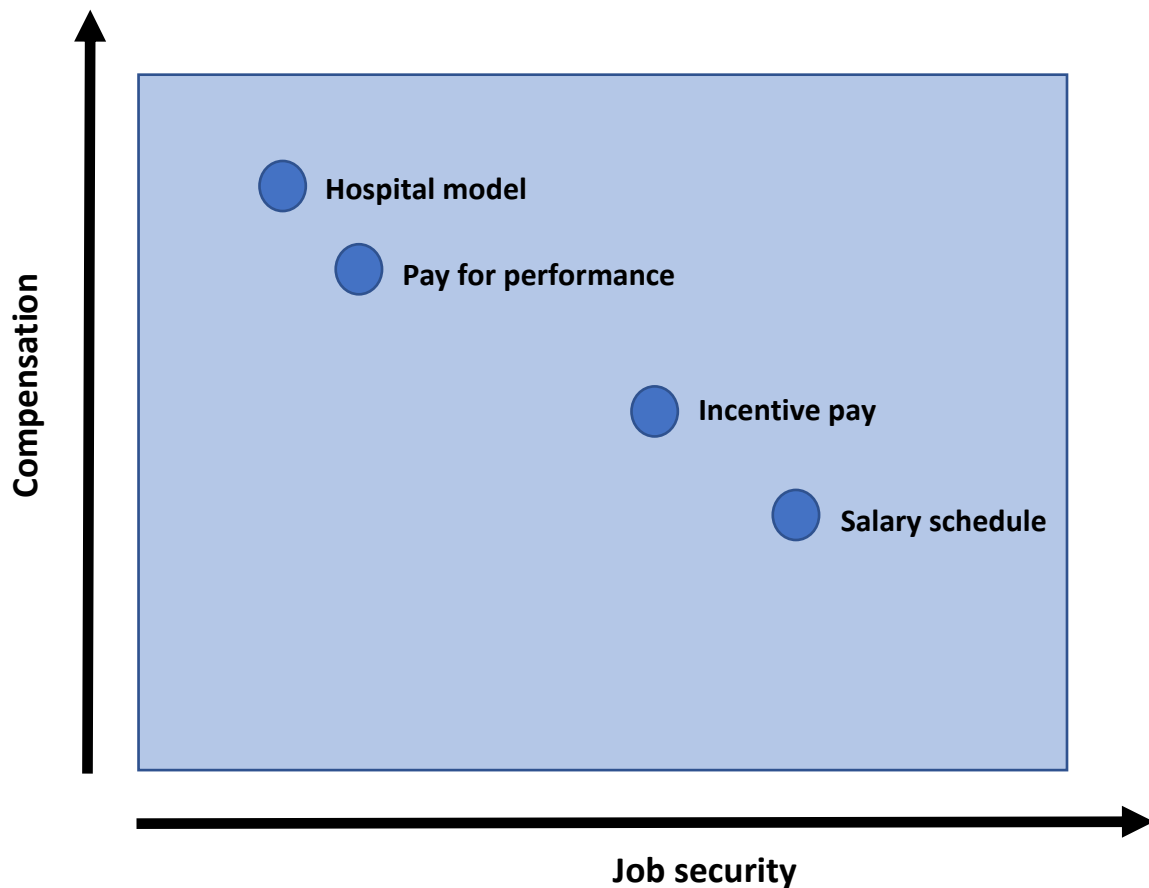


Similarly, if the organization values student achievement and the quality of instruction, it should select a compensation plan that supports these goals. Thus, a fair compensation plan would be

one in which the system pays for the clearly defined and measurable outcomes it wants. From the organization's perspective, it would not be fair to pay employees well if they could not get the results the organization needs to be successful. The greater the contribution to performance outcomes, the greater should be the compensation.

Finally, both the District and the employees should be honest and transparent about the "price" of "tenure" or job security. The cost to the District is the risk of continuing to pay employees well who do not achieve what the organization values – its performance metrics. Given what we know about public education, the risk is unlikely to be negligible, and there is a cost to the District associated with that risk.

On the employee side, job security and the "reward" of tenure are things of value. Many teachers prefer the traditional salary schedule because it is more predictable and less risky. To be fair, job security and the peace of mind that comes with it, should not be treated as valueless. In other words, a fair value proposition would balance compensation and job security: the less the job security, the greater the compensation.



Compensation Plans – Values and Challenges

Compensation Plan	Support of System Values	Challenges or Risk to the System
Traditional Salary Schedule	<ul style="list-style-type: none"> • Overall, poor alignment between what the system values and how teachers are compensated • Evaluation system tied to instruction; academic outcomes usually a small part of the evaluation • Some evidence that teachers with a few years of experience have higher quality instruction than teachers in their first three years; no difference after 4 or 5 years 	<ul style="list-style-type: none"> • Low accountability for outcomes • Greater job security does not translate into better performance outcomes • Evaluation system may be more perfunctory since there is little accountability for not getting achievement results • Very difficult to distinguish truly effective teachers from poor performing ones
Incentive Pay	<ul style="list-style-type: none"> • Some alignment between what the system values and how teachers are compensated • Part of a teacher's compensation is tied to achievement results or performance outcomes • Incentives can also be tied to the quality of instruction 	<ul style="list-style-type: none"> • There is a little more accountability, but teachers still maintain a large degree of job security • There will be pressure on the system to provide a large number of different incentives so everyone will receive incentive compensation • The incentives may not be tied to what the system values most; for example, there may be incentives for professional development teachers attend
Pay for Performance	<ul style="list-style-type: none"> • Strong alignment between what the system values and how teachers are compensated • Higher accountability is matched with higher compensation • Effective and high-performing teachers are identified and receive higher compensation • Schools are results and outcomes focused 	<ul style="list-style-type: none"> • Leaders need training to evaluate accurately • High expectations and accountability may make teacher retention harder • Requires purposeful and more frequent instructional feedback and coaching • The evaluation system will tend to regress to the mean (decreased differentiation between performance levels; salary increases even for poor-performing teachers; etc.) without strong leadership
Hospital Model (highly differentiated pay plan based on discipline and skill set required)	<ul style="list-style-type: none"> • Strong alignment between what the system values and how teachers are compensated • Higher expectations and accountability are matched with higher compensation • Schools are results and outcomes focused 	<ul style="list-style-type: none"> • Leaders need training to evaluate accurately • High expectations and accountability may make teacher retention harder • Requires purposeful and more frequent instructional feedback and coaching • Very little middle ground (teachers are either highly proficient or their contracts are not renewed after a year or two); this may diminish a staff's growth mindset • May not be scalable to a large number of schools

The TES Compensation System

The Compensation Plans

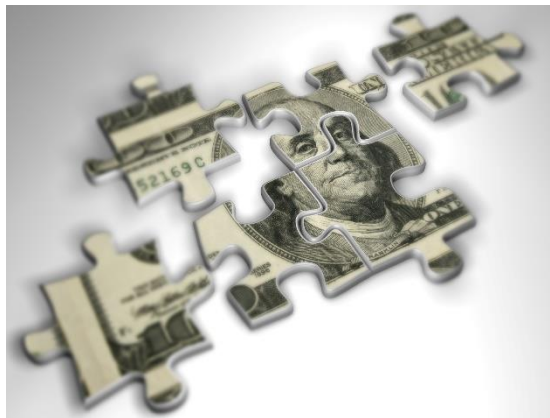
In HISD all teachers will be subject to the same evaluation system, and all will receive an evaluation rating and an effectiveness level. However, teachers in the NES system will be compensated with the hospital model incentive pay system and all other teachers will be compensated with the pay-for-performance system.

1. The Hospital Model Compensation Plan

The hospital model compensation plan is a highly differentiated pay plan based on the discipline of study and the skill set required to be successful teaching the subject. Years of experience and college credits do not impact the compensation plan (except a three-year benchmark). Only a school with a distinguished staff and a high-performance culture would be able to take advantage of this model. In HISD, only NES school will be allowed to use this model.

The 2023-2024 compensation plan for NES middle schools is included on the next page.

With the incentive pay plan, a teacher's annual compensation is a combination of the base salary and a percentage of that salary determined by the evaluation rating. A change in the base salary is calculated only every two years. The charts in color at the bottom of the next page shows the percentage of the base salary a teacher would receive in the 2024-2025 school year based on the effectiveness level derived at the end of the 2023-2024 school year.



NES Middle School 2023-2024 Base Salaries <i>(revised 29 May 2023)</i>				
Position	No. of teachers	Salary Range		Minimum for 3yrs of Experience (Avg. Base Salary)
		Minimum	Maximum	
6th Grade ELA	2	\$86,000	\$111,000	\$91,000
6th Grade Science of Reading	1	\$86,000	\$111,000	\$91,000
6th Grade Math	2	\$81,000	\$106,000	\$86,000
6th Grade Science	1	\$81,000	\$106,000	\$86,000
6th Grade Art of Thinking	1	\$83,000	\$108,000	\$88,000
6th Grade Social Studies	1	\$74,000	\$99,000	\$79,000
7th Grade ELA	2	\$84,000	\$109,000	\$89,000
7th Grade Science of Reading	1	\$84,000	\$109,000	\$89,000
7th Grade Math	2	\$81,000	\$106,000	\$86,000
7th Grade Science	1	\$81,000	\$106,000	\$86,000
7th Grade Art of Thinking	1	\$83,000	\$108,000	\$88,000
7th Grade Social Studies	1	\$74,000	\$99,000	\$79,000
8th Grade ELA	2	\$84,000	\$109,000	\$89,000
8th Grade Science of Reading	1	\$84,000	\$109,000	\$89,000
8th Grade Math	2	\$81,000	\$106,000	\$86,000
8th Grade Science	1	\$81,000	\$106,000	\$86,000
8th Grade Art of Thinking	1	\$83,000	\$108,000	\$88,000
8th Grade Social Studies	1	\$74,000	\$99,000	\$79,000
Elective teachers	4	\$65,000	\$90,000	\$70,000
Reading Interventionist	0	\$85,000	\$110,000	\$90,000
ELD interventionist	1	\$85,000	\$110,000	\$90,000
Learning Coach	7	\$55,000	\$80,000	\$54,000
Teacher Apprentice	5	\$68,000	\$93,000	\$64,000

Incentive pay

2023-2024 and the 2024-2025 school years [base salary is the 2023-2024 salary]

Unsat	Prog. I	Prog. II	Prof. I	Prof. II	Exemp. I	Exemp. II
96%	98%	101%	104%	106%	108%	110%

2025-2026 and the 2026-2027 school years [base salary is the 2025-2026 salary]

Unsat	Prog. I	Prog. II	Prof. I	Prof. II	Exemp. I	Exemp. II
96%	98%	101%	103%	105%	107%	109%

For example, if a teacher's base salary was \$80,000 in the 2023-2024 school year, and if that teacher earns a "Proficient I" effectiveness level at the end of the 2023-2024 school year, that teacher's base salary for the 2024-2025 school year would remain at \$80,000. However, the teacher would be paid an incentive of \$3,200 (four percent of \$80,000) for the Proficient I rating. Half of the incentive would be paid in September 2024 and half would be paid out in February 2025.



At the end of the 2024-2025 school year, the teacher would receive their second evaluation rating and their second incentive pay amount will be determined. They will receive this incentive during the 2025-2026 school year. **The teacher's base salary for the 2025-2026 school year is the average of the total amount (including incentive pay) of the last two years.**

Notice that the teacher earns a higher base-salary increase for a higher effectiveness level. The compensation of teachers on the hospital model incentive pay plan differs by several thousand dollars depending upon the effectiveness level. In this way it is better aligned with the evaluation system. There is more accountability for outcomes, and, as a result, the reward for good performance is higher than the traditional salary schedule.

2. Pay for Performance

The pay for performance compensation plan is most closely aligned with the evaluation system. Each effectiveness level has an associated compensation amount, and that amount is the teacher's base salary.

Unsat	Prog. I	Prog. II	Prof. I	Prof. II	Exemp. I	Exemp. II
\$65,000	\$70,000	\$75,000	\$80,000	\$88,000	\$96,000	\$104,000



Novice Teacher -- \$72,500

[The District is in the process of reviewing its budget and financial position. The compensation amounts may change. The District will publish firm amounts at the end of September 2023. Still, the initial estimates are strong and are unlikely to change.]

The amounts for the effectiveness levels are set for at least two years. They will be reviewed every two years and may be revised in order to stay competitive with salaries in the surrounding districts.

Years of experience and college credits have no influence over the effectiveness levels and concomitant compensation. Teachers new to the District in the 2023-2024 school year will be placed on the salary schedule as all other teachers. In 2024-2025, NES-aligned teachers will receive compensation tied to their 2023-2024 performance evaluation. For the non-NES/A teachers, the pay for performance compensation will begin in the 2025-2026 school year based on the effectiveness level received at the end of the 2024-2025 school year.

Once the pay-for-performance plan has started, first-year teachers who join the staff will start at \$72,500. Experienced teachers new to the District may negotiate a salary between \$75,000 and \$80,000. [The principal must strive for an average starting salary of \$77,500 in order to avoid salary inflation in the hiring process. These data will be part of the principal's evaluation.]

A teacher in the District who has an evaluation rating from the end of the 2023-2024 school year (NES teachers) and who then moves to a pay-for-performance system in the 2024-2025 school year, will be placed at the corresponding effectiveness level. Remember, though, that the effectiveness level for the pay-for-performance system will only be determined in even numbered years: 2026, 2028, 2030, etc.

After the first year on the pay-for-performance plan, a teacher may only advance one level at a time regardless of the evaluation ratings. And a teacher may not earn more than \$20,000 more than what they were making in the previous year regardless of the evaluation rating or effectiveness level. A teacher may be moved down a level if the average of the last three evaluation ratings equates to a lower effectiveness level. So, a teacher may move up an effectiveness level every year, but may only move down one level every three years.

A proficient teacher will earn significantly more over their career in HISD under the pay-for-performance plan than any other compensation plan in the surrounding districts.

The pay-for-performance plan demands more accountability for outcomes and is tightly aligned with the evaluation system. The compensation at each effectiveness level (proficient or higher) is significantly higher than the average teacher salary. A proficient teacher will earn significantly more over their career in HISD under the pay-for-performance plan than any other compensation plan in the surrounding districts. And new or inexperienced teachers will be paid like veterans teachers if they earn the appropriate evaluation rating.

Movement between plans

We anticipate some movement between the two types of compensation plans. Since the evaluation system is the same for all teachers and everyone will have an evaluation rating and effectiveness level, the calculation of a teacher's base salary will be fairly simple.

A teacher who agrees to work for an NES school will receive the base compensated associated with the specific position for which they are hired. Prior base salary or prior compensation will not be considered. The teacher will then receive incentive pay and increases to base salary as outlined in this document.

A teacher who receives a contract to work in any other HISD school will be compensated per the pay-for-performance system outlined in this document. Prior base salary or prior compensation will not be considered. A teacher who moves from an NES school to non-NES HISD school, will receive the compensation associated with the last effectiveness level received by the teacher. The teacher will also receive any incentive pay that was earned the year immediately prior to the time they are supposed to start in the pay-for-performance system.

The Financial Costs

At the end of the day, incentive pay plans and pay-for-performance plans cost more. But they also grow teacher compensation. HISD will shift the paradigm of how teachers are compensated. We will invest more in teacher salaries, but tie those increases to student achievement and performance outcomes. Our goal is to have the highest average teacher salary in Texas and the highest student achievement growth per dollar spent in the nation.

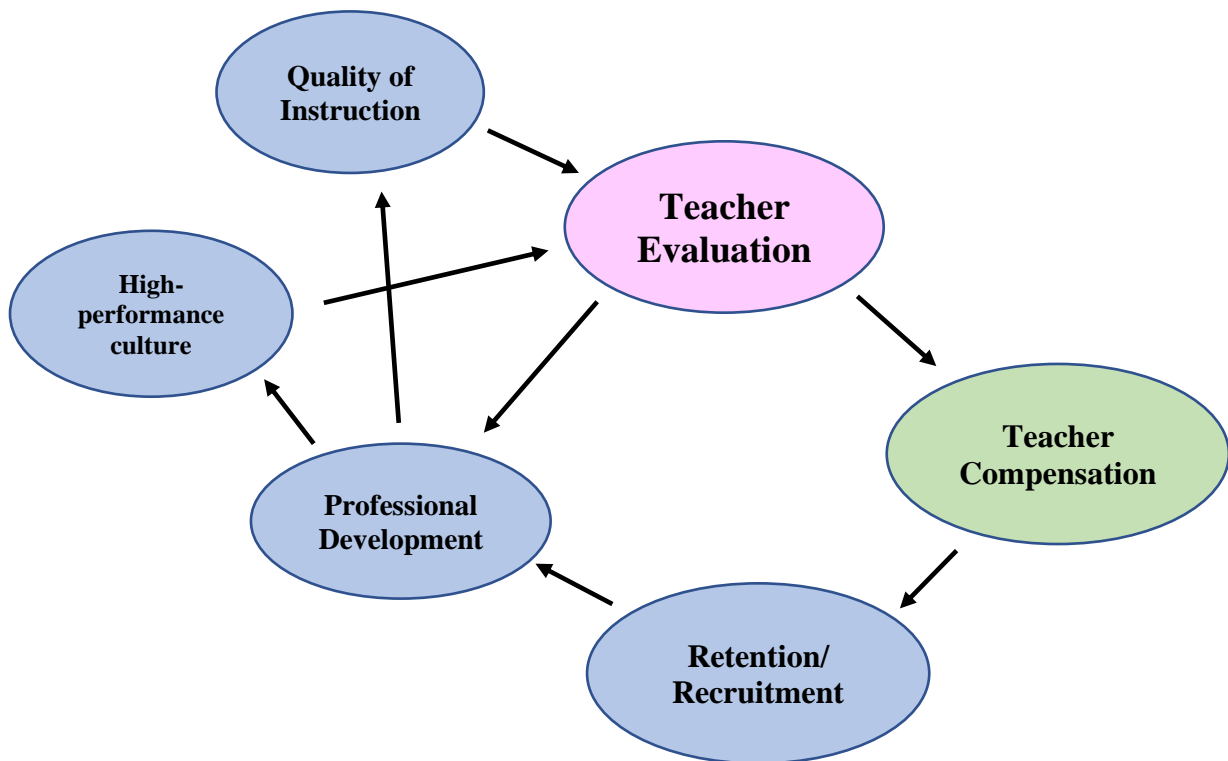
For the first year (2023-2024 school year), the financial cost is the difference in the compensation the teachers in the NES schools will receive. Including the NES stipend, the average teacher salary in the NES schools will be \$95,000 or \$20,000 higher than the average salary of the other HISD teachers.



Part 3: Professional Development

We anticipate that the staff will need considerable professional development to meet our high instructional expectations. They will need to learn the HISD Ready characteristics and how to be effective using our unique LSAE model. And even a quick perusal of our evaluation and compensation system would reveal the centrality of teacher effectiveness and the high degree of accountability to which everyone in the school will hold themselves.

We are keenly aware that high accountability without a high level of support only breeds a climate of fear. Thus, the teachers at our schools will receive a lot of support and professional development that is directly tied to the evaluation rating.



The most important level of support we will provide our teachers is on-the-job coaching. This coaching happens every day and sometimes multiple times a day. Administrators are required to observe classroom instruction daily and to provide positive and constructive feedback frequently. Teachers also receive at least one spot observation a month (a 10- to 15-minute classroom observation) and at least eight throughout the school year. A sample spot observation form can be found at Appendix A.

Our schools' academic calendar will include 18 scheduled teacher professional development days. Seven of those days will be conducted before the start of school during teacher orientation. Two will take place after the last day of school. And nine professional development days are scheduled during the school year. Since two of the orientation days will be teacher workdays and because we usually allow teachers to use the last couple hours of the PD day to work in their classrooms, the official professional development time amounts to approximately 12 days during the year.

The topics for the teacher orientation professional development and the professional development for the first semester are detailed in the spreadsheets on pages the following two pages. The topics for the second semester PD will be determined later and based on the progress individual schools are making and any identified areas for improvement that arises from an analysis of the first semester.


Beyond the on-the-job coaching, spot observations, and professional development, we will grow the leadership capacity of all staff. All teachers will receive leadership training and a subset of "teacher leaders" will receive specialize training in leadership. Teacher leaders will help coach and mentor other teachers and will improve their skills and competencies by visiting other schools and attending relevant conferences.

HISD Teacher Professional Development Schedule

Date	Time	Topic	Sub-topics
TBD	4 hrs	The Why; Vision and Mission	The state of the school; impact of COVID; Urgency, Core Beliefs, Focus The fundamental challenges The opportunity myth HISD's strategic vision and what it really takes Returning to reimagined schools Health and safety requirements
TBD	3hrs	The quality of instruction	Self-assessment of quality of instruction in each classroom Why it matters What it looks like; practices to avoid; HISD Ready characteristics How we will grow it and assess it Spot observation form; how to use it The coaching paradigm and instructional feedback
TBD	3 hrs	Creating a high-performance culture	Difference between climate and culture Key concepts and principles What does it look like? How to create a high performance culture Climate surveys Sensemaking Connection to Core Beliefs
TBD	3 hrs	Teacher eval and compensation	Self-assessment What does it mean to be an effective teacher? Current eval system The new teacher evaluation and compensation system Spot observations and instructional feedback Support for teachers
TBD	3 hrs	Curriculum alignment	Curriculum calendars and TEKS Lesson Objectives Demonstrations of Learning Lesson planning
TBD	3 hrs	The LSAE model	Differentiation LSAE rubric LSAE examples and videos of LSAE in action Gallery walk
TBD	3 hrs	One classroom -- three locations	What it looks like; key characteristics; examples The technology and equipment Implementation

Date	Time	Topic	Sub-topics
TBD	3 hrs	Model Instruction Practice -- Part 1 (teacher led)	Multiple response strategies HISD characteristics LSAE One classroom three locations
TBD	3 hrs	Model Instruction Practice -- Part 2 (teacher led)	Multiple response strategies HISD Ready characteristics LSAE One classroom three locations
TBD	3 hrs	School Action Plan	Systems thinking and action planning School Action Plan How to support the School Action Plan School Action Plan and teacher evaluation System assessment rubric
TBD	2 hrs	Quality of Instruction	Assessment of quality of instruction Review HISD Ready characteristics Support for improvement
TBD	3 hrs	PLC's and use of data	NWEA and DIBELS data DOL data How to participate in a PLC Extended LSAE
TBD	2 hrs	Team Building	Climate and culture Team Building Celebrations
TBD	4 hrs	Leadership density	Principles of leadership A leadership framework The Distinguished Teacher Review Self assessment D1 through D5 decisionmaking
TBD	4 hrs	Continuous improvement of the quality of instruction (teacher led)	Teacher evaluation self-assessment Tight alignment HISD Ready characteristics LSAE process

Appendix A: Draft Spot Observation Form

 HISD Spot Observation Form -- Core Subjects		revised 1 June 2023		
Teacher:		Date:		
Gr./ Subject:		Time in:		
Observer:		Time out:		
Area	Instructional Characteristics	Pts. Awarded		
Lesson Obj. and DOL	Objective aligns to curriculum maps and assessments	(0-1)		
	Obj. provides focus and coherence to the lesson			
	Obj. is specific enough to be taught in 1 lesson			
	DOL is tied directly to the lesson objective and curriculum			
	DOL can be accomplished in 5 to 10 minutes			
Purposeful Instruction	Instruction and activities support the objective	(0-3)		
	Instruction is relevant and engaging and delivered in a way that maximizes understanding			
	Direct instruction is at grade level and rigorous			
	Transitions are smooth with no loss of instructional time			
	Lessons are adjusted based on classroom response data			
	The teacher requires the students to read, write, or think the entire lesson			
	A digital timer is used to guide pacing of the lesson			
Engage.	The teacher effectively uses multiple response strategies and uses an MRS every 4 min.	(0-3)		
	There is 100% student participation			
	Teacher uses a variety of MRS strategies			
	Students annotate work when appropriate			
LSAE Model	Uses the LSAE model to differentiate instruction into four levels	(0-2)		
	Separates students into appropriate groups for LSAE time			
	Work for each group is appropriately rigorous and tied to specific learning objectives			
	L's receive more direct instruction/extension of the lesson			
	Push-out occurs within 40 to 50 minutes of the start of the lesson			
	LSAE work includes minimum 500-word text or math story problems			
Classroom manage.	Classroom rules and procedures are clear, rehearsed frequently, and followed	(0-1)		
	Students enter and leave the class in an orderly and safe manner			
	The teacher appropriately redirects students and keeps the focus on instruction			
	The teacher follows the school's discipline policies and procedures			
Other Notes:		(TOTAL PTS.)		
Praise:				
Question:				
Polish:				
Overall score for this spot observation:				
Unsat. (1-3)	Progressing (4-5)	Proficient (6-7)	Proficient II (8-9)	Exem. (10)

Appendix B: Distinguished Teacher Review Rubric

	Proficient			Exemplary		
	0	1	2	3	4	5
Quality of Instruction	<p>A classroom observation for approximately 20 minutes will be conducted by the DTR team. The DTR team may award up to five points to the teacher for the quality of instruction. They will use the spot observation form to assess the quality of instruction.</p>					
	Proficient			Exemplary		
	0	1	2	3	4	5
Leadership	<ul style="list-style-type: none"> <input type="checkbox"/> Speaks up in meetings, helping to make sense of information and contributing to professional dialogue and problem solving. <input type="checkbox"/> Mentors or coaches others. <input type="checkbox"/> Assumes a leadership position or role in at least some aspect of school life. <input type="checkbox"/> Relentlessly pursues excellence in his work and for the organization. <input type="checkbox"/> Demonstrates personal conviction toward the success of students and the school. <input type="checkbox"/> Shows enthusiasm for the goals of the school or district. <input type="checkbox"/> Demonstrates broad perspective and understanding of the interests of different groups or parts of the organization. 			<ul style="list-style-type: none"> <input type="checkbox"/> Helps to effect change in ways that secure staff cooperation and advances the goals of the organization. <input type="checkbox"/> Challenges the status quo, seeking more effective ways to accomplish goals and improve the organization. <input type="checkbox"/> Helps expand the leadership density in the school or District. <input type="checkbox"/> Helps the leadership team attain the vision of the school or District. <input type="checkbox"/> Inspires or gives hope to others. <input type="checkbox"/> Demonstrates high standards of personal integrity and a commitment to a cause or an idea. Through her example or actions, helps others to do the right thing. 		

(cont.)

	Proficient			Exemplary		
	0	1	2	3	4	5
Lifelong Learner	<input type="checkbox"/> Actively seeks feedback, assessing her strengths, areas for growth, and preferences. <input type="checkbox"/> Takes advantage of multiple learning opportunities to grow personally and professionally. <input type="checkbox"/> Successfully completes relevant coursework at institutions of higher learning or completes other professional programs. <input type="checkbox"/> Participates in workshops or conferences. <input type="checkbox"/> Reflects on her behavior and instruction and acts upon her reflection to improve instruction or expand perspective. <input type="checkbox"/> Reads educational articles or publications. <input type="checkbox"/> Stays informed of major education legislation and policies.			<input type="checkbox"/> Earns a Master's degree or higher degree. <input type="checkbox"/> Acquires knowledge in more than one discipline (as if learning were a habit or state of mind). <input type="checkbox"/> Positively influences the attitude of students and colleagues toward lifelong learning. <input type="checkbox"/> Completes multiple professional development programs or activities over a number of years, demonstrating a commitment to growth and mastery of the educational craft. <input type="checkbox"/> Reflects on her behavior and abilities and challenges herself to continue to grow professionally. <input type="checkbox"/> Remains current in the field, including in the use of technology.		
	Proficient			Exemplary		
	0	1	2	3	4	5
Contributions to the Profession	<input type="checkbox"/> Shares work and ideas with other teachers. <input type="checkbox"/> Helps to advance the goals of the team, department, or school. <input type="checkbox"/> Conducts non-evaluative spot observations for peers. <input type="checkbox"/> Contributes to the professional development and growth of others in the school or District. <input type="checkbox"/> Serves on committees or boards at school or District level. <input type="checkbox"/> Formally teaches other professionals in the district (i.e., presents at workshops, teaches a Harrison cohort for UCCS, provides professional development at another school, etc.). <input type="checkbox"/> Collaborates with a team to improve the educational practices in the school or district.			<input type="checkbox"/> Collaborates with others to improve or influence educational practices or policies that have an impact beyond the school or district. <input type="checkbox"/> Develops materials or resources that help others improve teaching or expand capacity. <input type="checkbox"/> Shares ideas or work in ways that advance the profession and through media that reach a larger educational community (i.e., through journals, books, websites, articles, etc.). <input type="checkbox"/> Formally teaches other professionals outside of the District (i.e., presents at conferences, teaches a university class, conducts a workshop for another district, etc.). <input type="checkbox"/> Serves on a state or national committee or board. <input type="checkbox"/> Initiates important activities or programs to solve a significant problem or to improve professional practice among teachers.		

For each criterion, start with the “Proficient” column. If the employee meets at least six of the seven criteria in the Proficient category, move to the “Exemplary” column.

Appendix C: Sample Student Survey

Student Survey (6-8)	
Classroom Environment	
Question	% favorable
How fair or unfair are the rules for the students in this class?	
On most days, how pleasant or unpleasant is your teacher's mood?	
On most days, how pleasant or unpleasant is the physical space in this classroom?	
How often do students behave well in this class?	
Expectations and Rigor	
Question	% favorable
How much does this teacher encourage you to do your best?	
Overall, how high are this teacher's expectations of you?	
How often does this teacher take time to make sure you understand the material?	
When you feel like giving up on a difficult task, how likely is it that this teacher will make you keep trying?	
How often does this teacher make you explain your answers?	
Pedagogical Effectiveness	
Question	% favorable
Overall, how much have you learned from this teacher about this subject?	
For this class, how clearly does this teacher present the information that you need to learn?	
When you need extra help, how good is this teacher at giving you that help?	
How often has this teacher taught you things that you didn't know before taking this class?	
How often does this teacher give you feedback that helps you learn?	
How comfortable are you asking this teacher questions about what you are learning in his or her class?	
How interesting does this teacher make what you are learning in class?	
During class, how motivating are the activities that this teacher has you do?	

Student Engagement	
Question	% favorable
In this class, how much do you participate?	
Overall, how interested are you in this class?	
How often do you get so focused on class activities that you lose track of time?	
How excited are you about going to this class?	
When you are not in class, how often do you talk about ideas from class?	
Supportive Relationships	
Question	% favorable
When your teacher asks how you are doing, how often do you feel that your teacher is really interested in your answer?	
If you had something on your mind, how carefully would this teacher listen to you?	
If you came back to visit class three years from now, how excited would this teacher be to see you?	
If you walked into class upset, how concerned would your teacher be?	
How interested is this teacher in your career after you finish school?	
How interested is this teacher in what you do outside of class?	

Student Survey (3-5)	
Classroom Environment	
Question	% favorable
How fair or unfair are the rules in this class?	
On most days, how pleasant is your teacher's mood?	
How often do students behave well in this class?	
Expectations and Rigor	
Question	% favorable
How much does this teacher encourage you to do your best?	
Overall, how high are this teacher's expectations of you?	
How often does this teacher take time to make sure you understand the material?	
When you feel like giving up, how likely is it that this teacher will make you keep trying?	
How often does this teacher make you explain your answers?	
Pedagogical Effectiveness	
Question	% favorable
How much have you learned from this teacher?	
How good is this teacher at helping you learn?	
How clearly does this teacher present the information that you need to learn?	
How good is this teacher at teaching in the way that you learn best?	
When you need extra help, how good is this teacher at giving you that help?	
How interesting does this teacher make what you are learning in class?	
How much did you learn from this teacher that you didn't know before taking his or her class?	

Student Engagement	
Question	% favorable
How focused are you on the activities in class?	
How interested are you in this class?	
How much do you participate in class?	
How excited are you about going to this class?	
Supportive Relationships	
Question	% favorable
If you had something on your mind, how carefully would this teacher listen to you?	
When your teacher asks, "how are you?", how often do you feel that your teacher really wants to know your answer?	
How interested is this teacher in what you want to be when you grow up?	
How much does this teacher want to learn about what you do when you are not in school?	

Appendix D: Performance Evaluation Rubric

Teacher Performance Evaluation Rubric

revised 22 July 2023

Classroom Environment			
Unsat (0)	Progressing (1-2)	Proficient (3-4)	Exemplary (5)
<ul style="list-style-type: none"> Allows learning in the classroom to be passive rather than active. Lecture and/or busy work characterize the learning experiences. The classroom arrangement is either unsafe or the environment is one that impedes learning. Does not monitor student behavior well and enables students to misbehave. Student behavior impedes learning in the classroom. Establishes routines, transitions, and procedures, but they are inconsistently used or monitored. Required materials and supplies are not in place and not readily available when needed. The use of physical resources (e.g., furniture arrangement, technology, learning stations) limits engagement and do not necessarily promote learning activities that are accessible to all students. Procedures for independent and/or cooperative group work are not established and/or not reinforced, resulting in considerable “down-time” where students are not productively engaged in learning. 	<ul style="list-style-type: none"> Learning experiences are primarily teacher-directed and students generally comply with directions. Learning is passive. Creates an environment that is safe and orderly, but limited attention has been placed on creating an environment that facilitates a focus on learning. Consistently implements the campus and/or classroom behavior system proficiently. Student behavior sometimes impedes student learning. Establishes routines, transitions, and procedures, but they are inconsistently used or monitored. Required materials and supplies are in place. The use of physical resources (e.g., furniture arrangement, technology, learning stations) contributes to all students being able to access learning opportunities. In the absence of known procedures, students spend time waiting for teacher re-direction in order to engage in independent work or cooperative group work. 	<ul style="list-style-type: none"> Creates an expectation around engagement that learning is an active process. Facilitates learning experiences that promote collaboration. The classroom environment is safe, organized and designed to support a student focus on learning purposes. Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly. Establishes and uses effective routines, transitions, and procedures to support students in carrying out routine tasks. Required materials and supplies are in place resulting in highly efficient practices that maximize time for learning. Uses physical resources (e.g., furniture arrangement, technology, learning stations) optimally to ensure that all learning is equally accessible to all students. The physical arrangement of the classroom is flexible to maximize student engagement strategies. Students consistently assume responsibility for following procedures for independent and/or cooperative group work. 	<ul style="list-style-type: none"> Creates an expectation that learning is active not passive. Facilitates challenging learning experiences that promote both collaboration and independent learning for all students. Establishes a comfortable, safe, and orderly environment that is organized to facilitate a focus on learning. Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly. Establishes and uses effective routines, transitions, and procedures to support students in carrying out routine tasks. Required materials and supplies are in place resulting in highly efficient practices that maximize time for learning. Uses physical resources (e.g., furniture arrangement, technology, learning stations) optimally to ensure that all learning is equally accessible. The physical arrangement of the classroom is flexible to maximize student engagement strategies. Students consistently assume responsibility for following procedures for independent and/or group work and hold themselves accountable for contributing productively to their own learning.

Meeting Diverse Needs			
Unsat (0)	Progressing (1-2)	Proficient (3-4)	Exemplary (5)
<ul style="list-style-type: none"> Assumes minimal responsibility in the RTI process and sometimes does not collaborate with special service providers to support students with unique learning needs. Student information is not used to plan instruction for learners in the general education classroom who have special needs (e.g., ELL, GT, Special Education and 504 students). Provides one-size-fits-all lessons without meaningful differentiation for students with special needs. Does not provide scaffolded or differentiated materials or content to enable students to access grade level learning. Resists or is passive in collaborating with others to implement and monitor individual student plans. Participation in PLCs is passive. 	<ul style="list-style-type: none"> Participates in required meetings to discuss concerns for specific students. However, engagement with special services providers is not initiated. Waits for student information that is provided by others to plan for learners with special needs (e.g., ELL, GT, Special Education and 504 students) who are in the general education classroom. Adapts lessons to address individual needs of most students. Uses differentiated instructional methods and content that allow students to have access to grade level rigor. Allows others to take the lead in directing, implementing, and monitoring individual student plans. Participation in PLCs is passive. 	<ul style="list-style-type: none"> Participates fully in the RTI process, adhering to building RTI protocols and consults with special service providers to support student needs. Accesses and uses student information to plan instruction for students in the general education classroom who have special learning needs (e.g., ELL, GT, Special Education, and 504 students). Adapts lessons to address individual needs of students. Uses some scaffolding and differentiated instructional methods and content to ensure students have access to grade level and more rigorous learning. Participates in professional learning communities (PLCs) and works interdependently as a team with other educators to continually monitor and adjust lesson plans and individual student plans. 	<ul style="list-style-type: none"> Assumes an active role to serve students with diverse needs and works collaboratively with special service providers to support students. Establishes a system for accessing, retrieving, organizing, and analyzing information for planning instruction for students with special learning needs who are in the general education classroom (e.g., ELL, GT, Special Education and 504 students). Adapts lessons with a wide variety of instructional strategies to address individual needs of all students. Provides appropriate scaffolding and differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. Participates actively in professional learning communities (PLCs), forms partnerships, and works interdependently as a team with other educators to continually monitor and adjust lesson plans and individual student plans.

Professional Behavior			
Unsat (0)	Progressing (1-2)	Proficient (3-4)	Exemplary (5)
<ul style="list-style-type: none"> • Is sometimes late to work or scheduled meetings. Their behavior in this area negatively impacts the mission of the school or negatively impacts the work of colleagues or students. • Fails to meet the attendance requirements and rules. • Raises concerns and problems through inappropriate channels. Is not solution oriented and sometimes voices concerns and problems in ways that are not helpful or that spread negativity. • Exhibits disrespectful behavior when interacting with students, parents, staff and/or the community. Violates respectful workplace behaviors. • Displays unethical or dishonest conduct when dealing with students, parents and/or colleagues. • Absent from assignment and assigned duties and/or is habitually late. 	<ul style="list-style-type: none"> • Is on time to work and to scheduled meetings. On rare occasions, is late to work or scheduled meetings. • Meets the attendance requirements and rules, but needs constant oversight and supervision in this area. May not fully understand how their absence impacts students and colleagues. • Is not solution oriented and sometimes voices concerns and problems in ways that are not helpful or that spread negativity. • Interactions with students, parents, staff, and the community are neutral. Complies with respectful workplace behaviors. • Uses poor judgment when dealing with students, parents and/or colleagues. • Performs assignment and other duties as assigned. 	<ul style="list-style-type: none"> • Is on time to work and to scheduled meetings. • Adheres to the attendance requirements and rules, understanding how their absence impacts students and colleagues. • Raises concerns and problems through appropriate channels rather than simply complaining and spreading negativity. • Consistently models respect for others when interacting with students, parents, staff, and the community. Models respectful workplace behaviors. • Deals with students, parents and/or colleagues with honesty and integrity. • Assumes responsibility for the successful implementation of their assignment and other duties as assigned. 	<ul style="list-style-type: none"> • Is on time to work and to scheduled meetings. • Has good attendance and understands how their absence impacts students and colleagues. • Raises concerns and problems through appropriate channels rather than simply complaining and spreading negativity. • Attempts to solve problems to improve the school environment and culture. • Promotes a culture focused on exemplifying respect for others. Adheres to high standards of professionalism characteristic of respectful workplace behaviors. • Displays the highest level of ethical and professional conduct acting honestly and with integrity when dealing with students, parents, colleagues and/or the community. • Assumes full responsibility for, and improves upon, the effective and efficient implementation of their assignment and other duties as assigned.

Supporting a High-Performance Culture

Unsat (0)	Progressing (1-2)	Proficient (3-4)	Exemplary (5)
<ul style="list-style-type: none"> • Takes a passive role in supporting the Action Plan, allowing others to fulfill the goals and priorities outlined in the plan. • Does not attempt to continually improve; seems attached to the status quo. • Some of the teacher's actions or communications take away from a positive and supportive school climate. • Does not act in ways that reinforce the implementation of school improvement efforts. • Engages in disagreements and/or is unsupportive of school improvement efforts. • Works in isolation with little evidence of collaboration with colleagues or of a willingness to learn from others. • Rarely makes an effort to share knowledge with others or to contribute productively to the professional learning of the team. 	<ul style="list-style-type: none"> • Works collaboratively with leadership to fulfill the goals and priorities outlined in the Building Action Plan. • Continually attempts to improve their performance. • Does not take the initiative to help create a positive and supportive school climate. • Maintains relationships with colleagues to fulfill duties that the school requires. • Supports the school's focus on improving the quality of instruction for students. • When required, participates in groups and teams to achieve common goals, and continuously learn from one another. • Sometimes participates in school or district teams or professional learning, but does so without contributing significantly to the work of the team. 	<ul style="list-style-type: none"> • Actively participates and contributes to the fulfillment of the goals and priorities outlined in the Action Plan. • Continually attempts to grow and perfect their craft and supports others in their growth journey. • Assumes responsibility for doing their part to create a positive and supportive school climate. • Provides mutual support and cooperation with colleagues and administrators that contributes to improving the functioning of the school. • Supports the school's focus on improving the quality of instruction for all students. • Actively participates in groups and teams to achieve common goals and continuously learn from one another. • Volunteers to participate in school or district teams or professional learning, making an important contribution to the work of the team. 	<ul style="list-style-type: none"> • Assumes a positive role in seeking more effective, solution-oriented ways within the building and the district to fulfill the goals and priorities outlined in the Action Plan. • Continually attempts to grow and perfect their craft and supports others in their growth journey. • Assumes responsibility for doing their part to create a positive and supportive school climate. • Initiates positive relationships and forms collegial partnerships with colleagues, support staff, administrators, parents, and others to contribute to the effective functioning of the school and/or programs within the district. • Works in mutually reinforcing ways to promote and protect the school's focus on improving the quality of instruction for all students. Displays a sense of self-efficacy. • Exhibits highly collaborative skills and works well as part of a team to achieve common goals and continuously learn from one another. • Shares best practice strategies with others through modeling or conducting professional development both inside and outside the school and/or district.

Principal notes:

Teacher score:

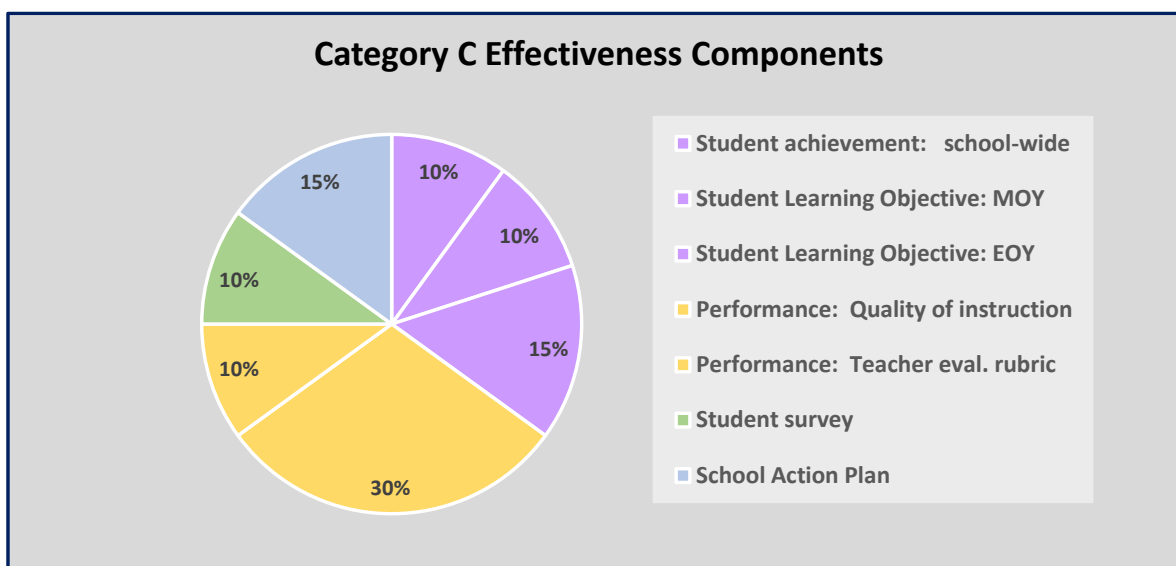
Category	Score
Classroom Environment	
Meeting Diverse Needs	
Professional Behavior	
Supporting a High-Performance Culture	
TOTAL	

Appendix E: SLO Template

Student Learning Objective

revised 2 June 2023

Because of limited student achievement data for some courses, Category C and Category D teachers will develop Student Learning Objectives (SLOs) for each semester. SLOs are specific, measurable student achievement or performance outcomes for one semester or year. SLOs are developed at the beginning of the year and must be approved by the Principal or Assistant Principal. They are assessed at the middle of the year (MOY) and at the end of the year (EOY). SLOs count for 25% of a teacher's evaluation -- the MOY score is 10%; the EOY score is 15%.



For the 2022-2023 school year, and prior to 17 September, each Category C and Category D teacher will create two MOY Student Learning Objectives and three EOY SLO. These SLO's must be measurable and written in SMART-goal format. Additionally, the teacher must detail the outcome that matches each performance level – Unsatisfactory, Progressing, Proficient, Proficient II, and Exemplary. (See the template below.) Also, the five learning objectives must be different and represent five different performance metrics.

The teacher's evaluator must approve the MOY and EOY SLOs. The evaluator will also apply a "degree of difficulty coefficient" to each SLO. A rigorous SLO will have its score multiplied by 1.2. The average SLO will be multiplied by 1.0, and an SLO that is not very rigorous will be multiplied by .8.

Teachers and evaluators will use the template provided below.

Student Learning Objective Template

Teacher Name: _____ Elective/Course: _____

Evaluator: _____ Date SLOs approved: _____

Student Learning Objective MOY (10 pts.)

MOY SLO 1

Description of achievement or performance metric:				
1 pt.	2 pts.	3 pts.	4 pts.	5 pts.
Unsat.	Progressing	Proficient	Proficient II	Exemplary
$X <$	$\leq X <$	$\leq X <$	$\leq X <$	$X \geq$

MOY SLO 2

Description of achievement or performance metric:				
1 pt.	2 pts.	3 pts.	4 pts.	5 pts.
Unsat.	Progressing	Proficient	Proficient II	Exemplary
$X <$	$\leq X <$	$\leq X <$	$\leq X <$	$X \geq$

MOY SLO Assessment				
	Rating	Initial Pts.	Degree of difficulty	Pts.
SLO 1				
SLO 2				
			Total Pts.	

Student Learning Objective EOY (15 pts.)

EOY SLO 3

Description of achievement or performance metric:				
1 pt.	2 pts.	3 pts.	4 pts.	5 pts.
Unsat.	Progressing	Proficient	Proficient II	Exemplary
$X <$	$\leq X <$	$\leq X <$	$\leq X <$	$X \geq$

EOY SLO 4

Description of achievement or performance metric:				
1 pt.	2 pts.	3 pts.	4 pts.	5 pts.
Unsat.	Progressing	Proficient	Proficient II	Exemplary
$X <$	$\leq X <$	$\leq X <$	$\leq X <$	$X \geq$

EOY SLO 5

Description of achievement or performance metric:				
1 pt.	2 pts.	3 pts.	4 pts.	5 pts.
Unsat.	Progressing	Proficient	Proficient II	Exemplary
$X <$	$\leq X <$	$\leq X <$	$\leq X <$	$X \geq$

EOY SLO Assessment				
	Rating	Initial Pts.	Degree of difficulty	Pts.
SLO 3				
SLO 4				
SLO 5				
			Total Pts.	

Student Learning Objective **SAMPLE 1** Template

Teacher Name: ___Ian Gregory_____ **Elective/Course:** ___5th/6th grade Dance_

Evaluator: ___Tom Ashward_____ **Date SLOs approved:** ___14 Sep 2022___

Student Learning Objective MOY (10 pts.)

MOY SLO 1

Description of achievement or performance metric:

In the final, individual performance exam administered in December 2022, 90% of the students will demonstrate the seven movements of dance at the proficient level as assessed by specific, outlined criteria for each dance movement.

[Only the scores of the students who have been continuously enrolled for at least 60 school days during the first semester will be counted for this SLO.]

1 pt.	2 pts.	3 pts.	4 pts.	5 pts.
Unsat.	Progressing	Proficient	Proficient II	Exemplary
$X < 75\%$	$75\% \leq X < 80\%$	$80\% \leq X < 85\%$	$85\% \leq X < 90\%$	$X \geq 90\%$

MOY SLO 2

Description of achievement or performance metric:

By December 15, 2022, on the final written exam of dance vocabulary, technique, elements of dance, dance structures, and choreographic devices, the average score will exceed 85%.

1 pt.	2 pts.	3 pts.	4 pts.	5 pts.
Unsat.	Progressing	Proficient	Proficient II	Exemplary
$X < 64\%$	$64\% \leq X < 71\%$	$71\% \leq X < 78\%$	$78\% \leq X < 85\%$	$X \geq 85\%$

SAMPLE

MOY SLO Assessment				
	Rating	Initial Pts.	Degree of difficulty	Pts.
SLO 1	Proficient 2	4	1.2	4.8
SLO 2	Proficient I	3	1	3
			Total Pts.	8

Student Learning Objective EOY (15 pts.)**EOY SLO 3****Description of achievement or performance metric:**

In the final, individual performance exam administered in May 2023, 90% of the students will demonstrate eight core ballet and dance techniques at the proficient level as assessed by specific, outlined criteria for each technique.

1 pt.	2 pts.	3 pts.	4 pts.	5 pts.
Unsat.	Progressing	Proficient	Proficient II	Exemplary
$X < 75\%$	$75\% \leq X < 80\%$	$80\% \leq X < 85\%$	$85\% \leq X < 90\%$	$X \geq 90\%$

EOY SLO 4

Description of achievement or performance metric:

During the second semester, and by 1 May 2023, 85% of the students will choreograph and perform a dance routine demonstrating the eight key dance ballet and dance techniques at the proficient level as assessed on the performance rubric created by the dance team.

[This assessment will be conducted with students in groups of four or five.]

1 pt.	2 pts.	3 pts.	4 pts.	5 pts.
Unsat.	Progressing	Proficient	Proficient II	Exemplary
$X < 64\%$	$64\% \leq X < 71\%$	$71\% \leq X < 78\%$	$78\% \leq X < 85\%$	$X \geq 85\%$

EOY SLO 5

Description of achievement or performance metric:

During the second semester, and by 1 April 2023, for the unit exam, students will write a 300-word essay describing the dance movements and techniques after watching three clips from Broadway musicals. The average score on this exam will be at least 80%.

1 pt.	2 pts.	3 pts.	4 pts.	5 pts.
Unsat.	Progressing	Proficient	Proficient II	Exemplary
$X < 65\%$	$65\% \leq X < 70\%$	$70\% \leq X < 75\%$	$75\% \leq X < 80\%$	$X \geq 80\%$

EOY SLO Assessment

	Rating	Initial Pts.	Degree of difficulty	Pts.
SLO 3	Proficient 2	4	1.2	4.8
SLO 4	Exemplary	5	1.2	6
SLO 5	Proficient 1	3	0.8	2.4
			Total Pts.	13



HISD 2023-2024 Teacher Evaluation For Non-NES/A Schools

revised 23 July 2023

This evaluation process is for the 2023-2024 school year, and is for the teachers in the non-NES and non-NES Aligned schools. The teachers in the NES/A schools will be evaluated using the new Teacher Excellence System (TES), the details of which are outlined in a separate document.

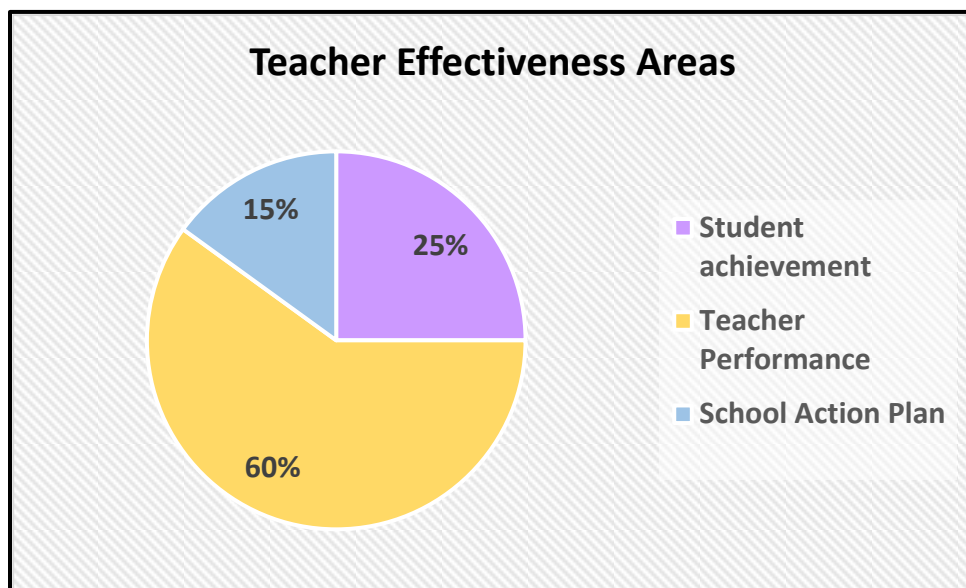
The following parameters and provisos apply:

- This evaluation process applies only for the 2023-2024 school year. The new Teacher Excellence System (TES) will begin for all teachers in the 2024-2025 school year.
- All new and second-year probationary teachers must be evaluated using the HISD evaluation process outlined in this document.
- All non-probationary and third-year probationary teachers who have taught for two years in HISD by the start of the 2023-2024 school year may request a waiver of the evaluation process this year and such a request will be granted except in unusual circumstances.
 - All teachers will still receive spot observations and on-the-job coaching. They will also receive other information and general feedback regarding student achievement data and climate surveys.
 - However, teachers whose evaluations have been waived for the 2023-2024 school year will not receive a summative evaluation nor will performance data impact an employee's base salary.
 - It is the intent of the District to limit performance and achievement data from negatively impacting a non-probationary teacher from applying for and receiving a teaching position in HISD for the 2024-2025 school year. However,
 - Performance data may impact an employee's attempt to seek a different position in the District in the future, such as a position in an NES or NES-aligned school.
 - All observable behaviors and data related to a person's job performance may always be used in non-renewal cases or dismissal cases regardless of a formal evaluation or summative evaluation.
- Any non-NES/A teacher who does not request a waiver of the evaluation process will undergo the evaluation process outlined in this document.
- The HISD Teacher Evaluation process for the 2023-2024 school year is not tied to compensation in the 2024-2025 school year.

Effectiveness areas

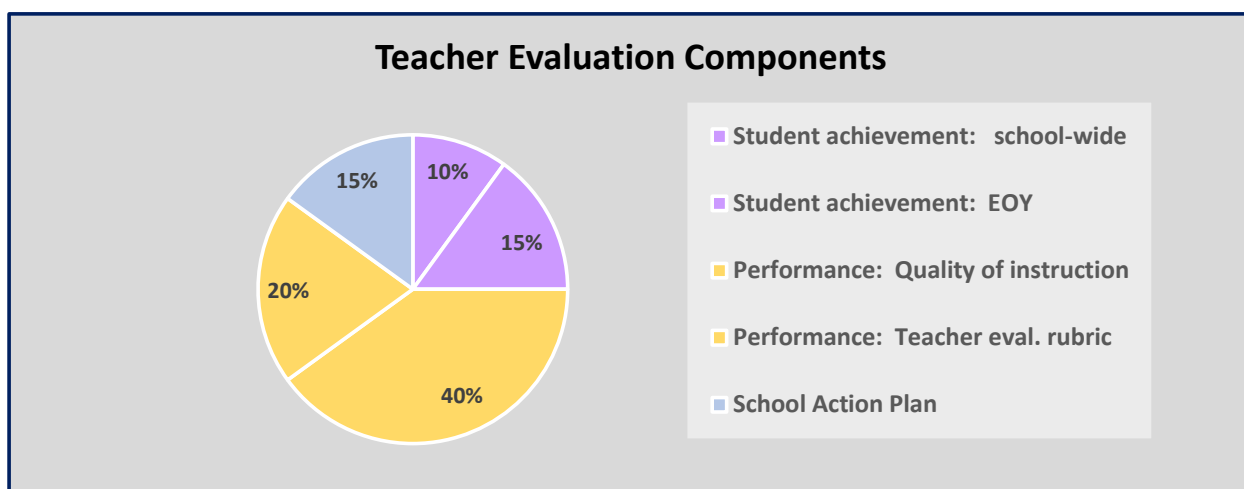
We will use the following three areas to assess teacher effectiveness:

- **Student achievement outcomes.** We will use data from district, state, or national assessments such as STARR, DIBELS, NWEA, AP exams, or district-level assessments.
- **Teacher performance.** Teacher performance includes a teacher's score on the teacher evaluation rubric and an assessment of the teacher's quality of instruction as measured on spot observations and through general coaching.
- **School action plan.** This will be a group performance metric based on the school's accomplishment of specific and measurable goals in the School Action Plan. This metric encourages teamwork and support for the other success indicators for a school.



The Student Achievement effectiveness area has two components: End-of-Year student achievement data and EOY school-wide achievement data.

The Teacher Performance effectiveness area also has two components: the quality of instruction and the performance evaluation rubric. See below.



Evaluation rating

A teacher may earn up to 100 points. The scores from each effectiveness component are added to get the ***teacher evaluation rating*** (a score out of 100 points). The scores equate to the following seven ***effectiveness levels***:¹

Unsat	Prog. I	Prog. II	Prof. I	Prof. II	Exemp. I	Exemp. II
10-18	19-29	30-42	43-57	58-71	72-85	86-100

The teacher evaluation rating and overall effectiveness level are synonymous for the 2023-2024 evaluation.

The Teacher Evaluation Components

There are three effectiveness areas. Two of those areas – student achievement and teacher performance – have subcomponents. So, a teacher’s evaluation comprises a total of five components. A description of each component follows.

¹ This scale is subject to change, depending on the actual distribution of teacher scores. .

Student Achievement Data	
School-wide data	<ul style="list-style-type: none"> • 10% of a teacher's evaluation is tied to the school's success in raising student achievement. • The school score will be based on a composite of the students' academic growth in reading, math, and science as determined by the NWEA MAP assessments or the State STARR exam, whichever is higher. • All the teachers in the school receive the same school-wide score regardless of the subject or course they teach.
Student achievement: EOY	<ul style="list-style-type: none"> • 15% of the evaluation rating is based on the students' academic growth by the end of the year. • HISD will use the DIBELS reading assessment or a state-approved literacy assessment to determine end-of-year academic growth for K-1 students. We will use the NWEA MAP assessments, the state interim STARR assessments, the SAT or ACT, or a district-level assessment to determine end-of-year academic growth for students in grades 2 through 11. • A growth score is derived by comparing a student's EOY results with his/her end-of-year results from the previous year. New student or others who do not have a prior EOY score would compare their EOY results with the BOY results. • For the 2023-2024 school year, student academic growth will be calculated based on the BOY scores instead of the previous year's EOY score.
Student Learning Objective: EOY	<ul style="list-style-type: none"> • Because of limited student achievement data for some courses, teachers without end-of-year assessment data will develop three Student Learning Objectives (SLOs) for the year. SLOs are specific, measurable student achievement or performance outcomes. SLOs are developed at the beginning of the year and must be approved by the Principal. [See SLO template at Appendix B.] Teachers who teach only semester courses may have learning objectives for just the second semester.

Teacher Performance	
Quality of Instruction	<ul style="list-style-type: none"> • The quality of instruction is the most heavily weighted single component because it is the most important factor in raising student achievement and thus for teacher effectiveness. It accounts for 40% of every teacher's evaluation rating. • A teacher will receive up to 100 points for the quality of instruction (and then that score is converted to the equivalent out of 40 points). Up to 80 points will be the combined scores of the spot observations that a teacher receives. [A draft spot observation form can be found at Appendix A.] • A teacher must have at least 8 spot observations (approximately one each month). [A teacher could have several more, but only 8 spot observations will be used for the evaluation.] For the evaluation, the principal will select one spot observation each month. If a teacher has more than one in a month the principal will take an average of the spot observations. A teacher may request up to two additional spots be done in a month in order to improve their average. • The principal will assign up to an additional 20 points based on the day-to-day coaching and general, informal observations.
Teacher Performance Evaluation Rubric	<ul style="list-style-type: none"> • The performance of all evaluated teachers will also be assessed with a teacher evaluation instrument. HISD will use a district-created rubric for this part of the evaluation. (See Appendix C.) • The performance rubric will count for 20% of the teacher's rating.

School Action Plan	
School Action Plan	<ul style="list-style-type: none"> • Beyond achievement and instruction, an effective teacher contributes to the success of others and helps the school accomplish its goals. All teachers will have a school action plan component that will count for 15% of their evaluation rating. • All teachers will receive the same school action plan score. • Success on the Action Plan will be evaluated by the Executive Director and/or a team from outside of the school. • The Executive Director will assess the degree of accomplishment of the six most important "indicators of success" for the school's Action Plan. These indicators are specific and measurable metrics.

	<ul style="list-style-type: none"> • The School Action Plan will receive up to 100 points (and then be converted to 15 points for the evaluation rating). • Each indicator will receive up to 15 points for accomplishment/implementation. [Each Action Plan will start with a score of 10.] • The Executive Director will also apply a “degree of difficulty coefficient” to the Action Plan as a whole. A rigorous Action Plan (one in which the goals are very challenging) will have its score multiplied by 1.2. The average Action Plan will be multiplied by 1.0, and an Action Plan that is not very rigorous will be multiplied by .8. • To prevent score inflation, an Executive Director may only award 40% of the schools a score greater than or equal to 85 out of 100. He/she may only award an additional 40% of the schools (80% total) a score greater than or equal to 70 out of 100. For a truly exceptional feeder pattern, the Executive Director may seek a waiver of this distribution by the Assistant Superintendent of the geographic division.
--	--

Calculation of scores

School-wide achievement data (10 pts.)

School-wide achievement data				
X = School academic growth score (from State Accountability Metrics)				
2 pts.	4 pts.	6 pts.	8 pts.	10 pts.
$X < 60$	$60 \leq X < 70$	$70 \leq X < 80$	$80 \leq X < 90$	$X \geq 90$

School-wide achievement data				
X = NWEA composite average annual growth for reading and math for grades 2 through 8				
2 pts.	4 pts.	6 pts.	8 pts.	10 pts.
$X < 1.0$	$1.0 \leq X < 1.2$	$1.2 \leq X < 1.4$	$1.4 \leq X < 1.6$	$X \geq 1.6$

Take the higher of the state accountability score or the composite NWEA score.

Student achievement EOY (15 pts.)

Student achievement EOY				
X = Individual teacher's NWEA EOY data -- % of students who scored at least 1.40 annual growth				
6 pts.	8 pts.	10 pts.	12 pts.	15 pts.
$X < 50$	$50 \leq X < 55$	$55 \leq X < 60$	$60 \leq X < 70$	$X \geq 70$

Student achievement EOY				
X = Individual teacher's DIBELS data -- % of students above or well above typical growth in the year				
6 pts.	8 pts.	10 pts.	12 pts.	15 pts.
$X < 50$	$50 \leq X < 55$	$55 \leq X < 60$	$60 \leq X < 70$	$X \geq 70$

Student Learning Objective EOY (15 pts.)

Prior to 20 September, each teacher without EOY student achievement data must create three EOY Student Learning Objectives (SLOs). These SLOs must be measurable and written in SMART-goal format. Additionally, the teacher must detail the outcome that matches each performance level – Unsatisfactory, Progressing, Proficient, Proficient II, and Exemplary.

The teacher's evaluator must approve the EOY SLOs. The evaluator will also apply a "degree of difficulty coefficient" to each SLO. A rigorous SLO will have its score multiplied by 1.2. The average SLO will be multiplied by 1.0, and an SLO that is not very rigorous will be multiplied by .8.

Student Learning Objective EOY				
Individual teacher's SLO EOY:				
6 pts.	8 pts.	10 pts.	12 pts.	15 pts.
Unsat.	Progressing	Proficient	Proficient II	Exemplary

Quality of Instruction (40 pts.)

- The evaluator will take 8 spot observations of the teacher. Spot observations conducted prior to 15 September will not be used for this metric. A teacher will receive up to 10 points for each spot observations. The total possible points for the spot observations thus will be 80.
- A teacher must have at least 8 spot observations (approximately one each month). [A teacher could have several more, but only 8 spot observations will be used for the evaluation.] For the evaluation, the principal will select one spot observation each month. If a teacher has more than one in a month the principal will take an average of the spot observations. A teacher may request up to two additional spots be done in a month in order to improve their average.

Unsat	Progressing	Proficient	Proficient II	Exemplary
4	6	8	9	10

Next the evaluator will add up to 20 more points based on the day-to-day coaching and general, informal observations conducted throughout the year. [The number of points for this portion does not have to be an even number – it can be any number from 1 to 20.]

2	4	6	8	10	12	14	16	18	20
Unsat		Prog.		Prof. I		Prof. II		Exemp.	

The spot observation composite score and the evaluator assessment are added together to get a score out of 100 possible points. The following equation is used to convert the total score into an evaluation score:

$$\text{Quality of Instruction Points} = (\text{Total score} \times 40) \div 100$$



Teacher Performance Evaluation Rubric (20 pts.)

All teachers will be evaluated on the Teacher Performance Evaluation Rubric. A copy of the rubric can be found at Appendix C. Notice that the core instructional practices and the delivery of high-quality instruction are not included in the rubric as they are assessed by the spot observations and the general instructional coaching by the evaluator.

Teacher will be evaluated on the rubric no later than 1 June every year. New teachers will also be assessed by the end of the first semester. This mid-year performance evaluation will be formative and will not count toward the evaluation score.

The teacher's evaluator will hold a conference with the teacher within two weeks of providing the final evaluation to the teacher. Because principals and assistant principals will be in the classroom almost daily providing on-the-job coaching, evaluators need not conduct a "formal observation" in order to assess the teacher on the performance rubric. Still, all evaluators will ensure that prior to their assessment of the teacher using the rubric, they will have observed the teacher's classroom for at least 45 minutes.

The rubric assesses four categories: 1) classroom environment, 2) meeting diverse needs, 3) professional behavior, and 4) supporting a high-performance culture. Each category is worth 5 points, thus a teacher may receive up to 20 points on the evaluation rubric (see Appendix C).

Category	Score
Classroom Environment	
Meeting Diverse Needs	
Professional Behavior	
Supporting a High-Performance Culture	
TOTAL	

School Action Plan (15 pts.)

All teachers will receive the same school action plan score. The evaluator will use the following guidelines to assess each of six indicators on the Action Plan.

6 pts.	8 pts.	10 pts.	12 pts.	15 pts.
Indicator less than 70% accomplished	Indicator between 70% and 80% accomplished	Indicator between 80% and 90% accomplished	Indicator between 90% and 100% accomplished	Indicator 100% accomplished

School Action Plan	
Indicator	Points (up to 15 pts. each)
1	
2	
3	
4	
5	
6	
Start points	10
Subtotal	
Degree of difficulty coefficient	
Total pts. = coefficient x subtotal	
Evaluation score = (Total pts. x 15) ÷ 100	

Appraiser/Evaluator Certification

While much of the evaluation rating is based on specific, objective metrics, a portion is tied to an evaluator's observations and thus at least partially tied to the skill and certification of the appraiser. HISD will conduct rigorous training and coaching of its school leaders. Our appraiser certification process for our evaluation system will be similarly rigorous.


For the 2023-2024 evaluation, evaluators are considered "certified" if they attend and complete the training on July 31 and August 1, 2023. Additionally, Executive Directors will closely monitor and observe principals and assistant principals in September, and attest by 10 October that the evaluators are proficient enough to continue to conduct instructional coaching and spot observations.

2023-2024 Teacher Evaluation Rating

Effectiveness Area	Component	Total Possible Points	Pts. Earned
Student Achievement	School-wide data	10	
	Student achievement EOY	15	
Teacher Performance	Quality of Instruction	40	
	Performance Evaluation Rubric	20	
School Action Plan	School Action Plan	15	
	TOTAL	100	

Unsat	Prog. I	Prog. II	Prof. I	Prof. II	Exemp. I	Exemp. II
10-18	19-29	30-42	43-57	58-71	72-85	86-100

Appendix A: Draft Spot Observation Form

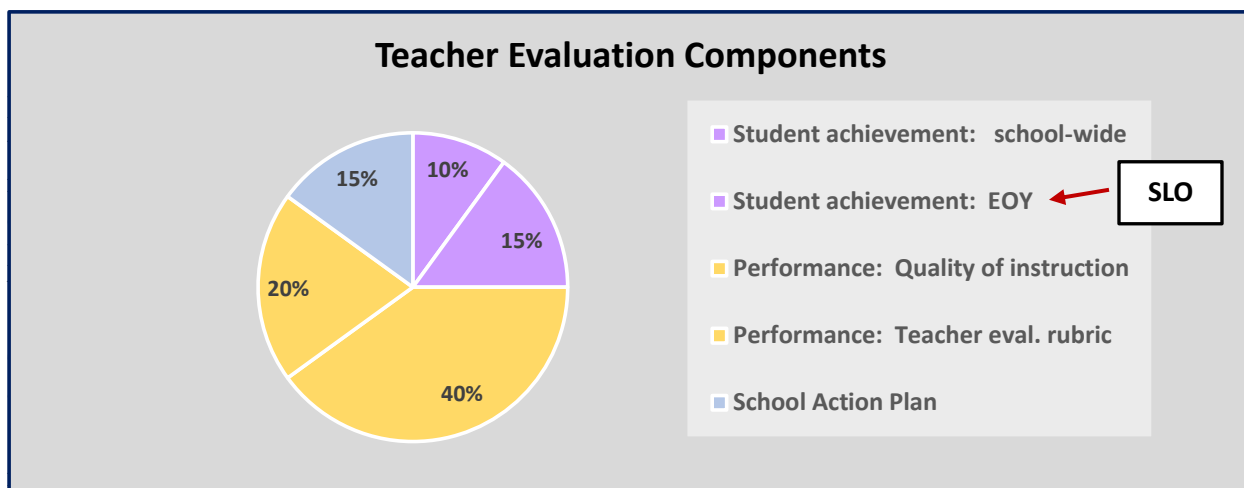
 HISD Spot Observation Form -- Core Subjects		revised 1 June 2023		
Teacher:		Date:		
Gr./ Subject:		Time in:		
Observer:		Time out:		
Area	Instructional Characteristics	Pts. Awarded		
Lesson Obj. and DOL	Objective aligns to curriculum maps and assessments	(0-1)		
	Obj. provides focus and coherence to the lesson			
	Obj. is specific enough to be taught in 1 lesson			
	DOL is tied directly to the lesson objective and curriculum			
	DOL can be accomplished in 5 to 10 minutes			
Purposeful Instruction	Instruction and activities support the objective	(0-3)		
	Instruction is relevant and engaging and delivered in a way that maximizes understanding			
	Direct instruction is at grade level and rigorous			
	Transitions are smooth with no loss of instructional time			
	Lessons are adjusted based on classroom response data			
	The teacher requires the students to read, write, or think the entire lesson			
	A digital timer is used to guide pacing of the lesson			
Engage.	The teacher effectively uses multiple response strategies and uses an MRS every 4 min.	(0-3)		
	There is 100% student participation			
	Teacher uses a variety of MRS strategies			
	Students annotate work when appropriate			
LSAE Model	Uses the LSAE model to differentiate instruction into four levels	(0-2)		
	Separates students into appropriate groups for LSAE time			
	Work for each group is appropriately rigorous and tied to specific learning objectives			
	L's receive more direct instruction/extension of the lesson			
	Push-out occurs within 40 to 50 minutes of the start of the lesson			
	LSAE work includes minimum 500-word text or math story problems			
Classroom manage.	Classroom rules and procedures are clear, rehearsed frequently, and followed	(0-1)		
	Students enter and leave the class in an orderly and safe manner			
	The teacher appropriately redirects students and keeps the focus on instruction			
	The teacher follows the school's discipline policies and procedures			
Other Notes:			(TOTAL PTS.)	
Praise:				
Question:				
Polish:				
Overall score for this spot observation:				
Unsat. (1-3)	Progressing (4-5)	Proficient (6-7)	Proficient II (8-9)	Exem. (10)

Appendix B: SLO Template

Student Learning Objective – HISD 2023-2024 Evaluation

revised 23 July 2023

Because of limited student achievement data for some courses, teachers who do not have a tested subject will develop Student Learning Objectives (SLOs). SLOs are specific, measurable student achievement or performance outcomes for one semester or year. SLOs are developed at the beginning of the year and must be approved by the Principal or Assistant Principal. For the 2023-2024 school year and non-NES/A schools, the SLO will be only assessed at the end of the year (EOY). SLOs count for 15% of a teacher's evaluation.



Teachers and evaluators will use the template provided below.

Student Learning Objective Template

Teacher Name: _____ Elective/Course: _____

Evaluator: _____ Date SLOs approved: _____

Student Learning Objective EOY (15 pts.)

EOY SLO 1

Description of achievement or performance metric:				
1 pt.	2 pts.	3 pts.	4 pts.	5 pts.
Unsat.	Progressing	Proficient	Proficient II	Exemplary
$X <$	$\leq X <$	$\leq X <$	$\leq X <$	$X \geq$

EOY SLO 2

Description of achievement or performance metric:				
1 pt.	2 pts.	3 pts.	4 pts.	5 pts.
Unsat.	Progressing	Proficient	Proficient II	Exemplary
$X <$	$\leq X <$	$\leq X <$	$\leq X <$	$X \geq$

EOY SLO 3

Description of achievement or performance metric:

1 pt.	2 pts.	3 pts.	4 pts.	5 pts.
Unsat.	Progressing	Proficient	Proficient II	Exemplary
$X <$	$\leq X <$	$\leq X <$	$\leq X <$	$X \geq$

EOY SLO Assessment

	Rating	Initial Pts.	Degree of difficulty	Pts.
SLO 1				
SLO 2				
SLO 3				
			Total Pts.	

Student Learning Objective **SAMPLE 1** Template

Teacher Name: ___ Ian Gregory _____ **Elective/Course:** ___ 5th/6th grade Dance _

Evaluator: ___ Tom Ashward _____ **Date SLOs approved:** ___ 14 Sep 2022 ___

Student Learning Objective **MOY** (10 pts.)

MOY SLO 1

Description of achievement or performance metric:

In the final, individual performance exam administered in December 2023, 90% of the students will demonstrate the seven movements of dance at the proficient level as assessed by specific, outlined criteria for each dance movement.

[Only the scores of the students who have been continuously enrolled for at least 60 school days during the first semester will be counted for this SLO.]

1 pt.	2 pts.	3 pts.	4 pts.	5 pts.
Unsat.	Progressing	Proficient	Proficient II	Exemplary
$X < 75\%$	$75\% \leq X < 80\%$	$80\% \leq X < 85\%$	$85\% \leq X < 90\%$	$X \geq 90\%$

MOY SLO 2

Description of achievement or performance metric:

By December 15, 2023, on the final written exam of dance vocabulary, technique, elements of dance, dance structures, and choreographic devices, the average score will exceed 85%.

1 pt.	2 pts.	3 pts.	4 pts.	5 pts.
Unsat.	Progressing	Proficient	Proficient II	Exemplary
$X < 64\%$	$64\% \leq X < 71\%$	$71\% \leq X < 78\%$	$78\% \leq X < 85\%$	$X \geq 85\%$

SAMPLE

MOY SLO Assessment				
	Rating	Initial Pts.	Degree of difficulty	Pts.
SLO 1	Proficient 2	4	1.2	4.8
SLO 2	Proficient I	3	1	3
			Total Pts.	8

Student Learning Objective EOY (15 pts.)

EOY SLO 1

Description of achievement or performance metric:

In the final, individual performance exam administered in May 2024, 90% of the students will demonstrate eight core ballet and dance techniques at the proficient level as assessed by specific, outlined criteria for each technique.

1 pt.	2 pts.	3 pts.	4 pts.	5 pts.
Unsat.	Progressing	Proficient	Proficient II	Exemplary
$X < 75\%$	$75\% \leq X < 80\%$	$80\% \leq X < 85\%$	$85\% \leq X < 90\%$	$X \geq 90\%$

EOY SLO 2

Description of achievement or performance metric:

During the second semester, and by 1 May 2024, 85% of the students will choreograph and perform a dance routine demonstrating the eight key dance ballet and dance techniques at the proficient level as assessed on the performance rubric created by the dance team.

[This assessment will be conducted with students in groups of four or five.]

1 pt.	2 pts.	3 pts.	4 pts.	5 pts.
Unsat.	Progressing	Proficient	Proficient II	Exemplary
$X < 64\%$	$64\% \leq X < 71\%$	$71\% \leq X < 78\%$	$78\% \leq X < 85\%$	$X \geq 85\%$

EOY SLO 3

Description of achievement or performance metric:

During the second semester, and by 1 April 2024, for the unit exam, students will write a 300-word essay describing the dance movements and techniques after watching three clips from Broadway musicals. The average score on this exam will be at least 80%.

1 pt.	2 pts.	3 pts.	4 pts.	5 pts.
Unsat.	Progressing	Proficient	Proficient II	Exemplary
$X < 65\%$	$65\% \leq X < 70\%$	$70\% \leq X < 75\%$	$75\% \leq X < 80\%$	$X \geq 80\%$

EOY SLO Assessment

	Rating	Initial Pts.	Degree of difficulty	Pts.
SLO 1	Proficient 2	4	1.2	4.8
SLO 2	Exemplary	5	1.2	6
SLO 3	Proficient 1	3	0.8	2.4
			Total Pts.	13

Appendix C: Teacher Performance Evaluation Rubric

revised 22 July 2023

Classroom Environment			
Unsat (0)	Progressing (1-2)	Proficient (3-4)	Exemplary (5)
<ul style="list-style-type: none"> Allows learning in the classroom to be passive rather than active. Lecture and/or busy work characterize the learning experiences. The classroom arrangement is either unsafe or the environment is one that impedes learning. Does not monitor student behavior well and enables students to misbehave. Student behavior impedes learning in the classroom. Establishes routines, transitions, and procedures, but they are inconsistently used or monitored. Required materials and supplies are not in place and not readily available when needed. The use of physical resources (e.g., furniture arrangement, technology, learning stations) limits engagement and do not necessarily promote learning activities that are accessible to all students. Procedures for independent and/or cooperative group work are not established and/or not reinforced, resulting in considerable “down-time” where students are not productively engaged in learning. 	<ul style="list-style-type: none"> Learning experiences are primarily teacher-directed and students generally comply with directions. Learning is passive. Creates an environment that is safe and orderly, but limited attention has been placed on creating an environment that facilitates a focus on learning. Consistently implements the campus and/or classroom behavior system proficiently. Student behavior sometimes impedes student learning. Establishes routines, transitions, and procedures, but they are inconsistently used or monitored. Required materials and supplies are in place. The use of physical resources (e.g., furniture arrangement, technology, learning stations) contributes to all students being able to access learning opportunities. In the absence of known procedures, students spend time waiting for teacher re-direction in order to engage in independent work or cooperative group work. 	<ul style="list-style-type: none"> Creates an expectation around engagement that learning is an active process. Facilitates learning experiences that promote collaboration. The classroom environment is safe, organized and designed to support a student focus on learning purposes. Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly. Establishes and uses effective routines, transitions, and procedures to support students in carrying out routine tasks. Required materials and supplies are in place resulting in highly efficient practices that maximize time for learning. Uses physical resources (e.g., furniture arrangement, technology, learning stations) optimally to ensure that all learning is equally accessible to all students. The physical arrangement of the classroom is flexible to maximize student engagement strategies. Students consistently assume responsibility for following procedures for independent and/or cooperative group work. 	<ul style="list-style-type: none"> Creates an expectation that learning is active not passive. Facilitates challenging learning experiences that promote both collaboration and independent learning for all students. Establishes a comfortable, safe, and orderly environment that is organized to facilitate a focus on learning. Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly. Establishes and uses effective routines, transitions, and procedures to support students in carrying out routine tasks. Required materials and supplies are in place resulting in highly efficient practices that maximize time for learning. Uses physical resources (e.g., furniture arrangement, technology, learning stations) optimally to ensure that all learning is equally accessible. The physical arrangement of the classroom is flexible to maximize student engagement strategies. Students consistently assume responsibility for following procedures for independent and/or group work and hold themselves accountable for contributing productively to their own learning.

Meeting Diverse Needs			
Unsat (0)	Progressing (1-2)	Proficient (3-4)	Exemplary (5)
<ul style="list-style-type: none"> Assumes minimal responsibility in the RTI process and sometimes does not collaborate with special service providers to support students with unique learning needs. Student information is not used to plan instruction for learners in the general education classroom who have special needs (e.g., ELL, GT, Special Education and 504 students). Provides one-size-fits-all lessons without meaningful differentiation for students with special needs. Does not provide scaffolded or differentiated materials or content to enable students to access grade level learning. Resists or is passive in collaborating with others to implement and monitor individual student plans. Participation in PLCs is passive. 	<ul style="list-style-type: none"> Participates in required meetings to discuss concerns for specific students. However, engagement with special services providers is not initiated. Waits for student information that is provided by others to plan for learners with special needs (e.g., ELL, GT, Special Education and 504 students) who are in the general education classroom. Adapts lessons to address individual needs of most students. Uses differentiated instructional methods and content that allow students to have access to grade level rigor. Allows others to take the lead in directing, implementing, and monitoring individual student plans. Participation in PLCs is passive. 	<ul style="list-style-type: none"> Participates fully in the RTI process, adhering to building RTI protocols and consults with special service providers to support student needs. Accesses and uses student information to plan instruction for students in the general education classroom who have special learning needs (e.g., ELL, GT, Special Education, and 504 students). Adapts lessons to address individual needs of students. Uses some scaffolding and differentiated instructional methods and content to ensure students have access to grade level and more rigorous learning. Participates in professional learning communities (PLCs) and works interdependently as a team with other educators to continually monitor and adjust lesson plans and individual student plans. 	<ul style="list-style-type: none"> Assumes an active role to serve students with diverse needs and works collaboratively with special service providers to support students. Establishes a system for accessing, retrieving, organizing, and analyzing information for planning instruction for students with special learning needs who are in the general education classroom (e.g., ELL, GT, Special Education and 504 students). Adapts lessons with a wide variety of instructional strategies to address individual needs of all students. Provides appropriate scaffolding and differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. Participates actively in professional learning communities (PLCs), forms partnerships, and works interdependently as a team with other educators to continually monitor and adjust lesson plans and individual student plans.

Professional Behavior			
Unsat (0)	Progressing (1-2)	Proficient (3-4)	Exemplary (5)
<ul style="list-style-type: none"> • Is sometimes late to work or scheduled meetings. Their behavior in this area negatively impacts the mission of the school or negatively impacts the work of colleagues or students. • Fails to meet the attendance requirements and rules. • Raises concerns and problems through inappropriate channels. Is not solution oriented and sometimes voices concerns and problems in ways that are not helpful or that spread negativity. • Exhibits disrespectful behavior when interacting with students, parents, staff and/or the community. Violates respectful workplace behaviors. • Displays unethical or dishonest conduct when dealing with students, parents and/or colleagues. • Absent from assignment and assigned duties and/or is habitually late. 	<ul style="list-style-type: none"> • Is on time to work and to scheduled meetings. On rare occasions, is late to work or scheduled meetings. • Meets the attendance requirements and rules, but needs constant oversight and supervision in this area. May not fully understand how their absence impacts students and colleagues. • Is not solution oriented and sometimes voices concerns and problems in ways that are not helpful or that spread negativity. • Interactions with students, parents, staff, and the community are neutral. Complies with respectful workplace behaviors. • Uses poor judgment when dealing with students, parents and/or colleagues. • Performs assignment and other duties as assigned. 	<ul style="list-style-type: none"> • Is on time to work and to scheduled meetings. • Adheres to the attendance requirements and rules, understanding how their absence impacts students and colleagues. • Raises concerns and problems through appropriate channels rather than simply complaining and spreading negativity. • Consistently models respect for others when interacting with students, parents, staff, and the community. Models respectful workplace behaviors. • Deals with students, parents and/or colleagues with honesty and integrity. • Assumes responsibility for the successful implementation of their assignment and other duties as assigned. 	<ul style="list-style-type: none"> • Is on time to work and to scheduled meetings. • Has good attendance and understands how their absence impacts students and colleagues. • Raises concerns and problems through appropriate channels rather than simply complaining and spreading negativity. • Attempts to solve problems to improve the school environment and culture. • Promotes a culture focused on exemplifying respect for others. Adheres to high standards of professionalism characteristic of respectful workplace behaviors. • Displays the highest level of ethical and professional conduct acting honestly and with integrity when dealing with students, parents, colleagues and/or the community. • Assumes full responsibility for, and improves upon, the effective and efficient implementation of their assignment and other duties as assigned.

Supporting a High-Performance Culture

Unsat (0)	Progressing (1-2)	Proficient (3-4)	Exemplary (5)
<ul style="list-style-type: none"> • Takes a passive role in supporting the Action Plan, allowing others to fulfill the goals and priorities outlined in the plan. • Does not attempt to continually improve; seems attached to the status quo. • Some of the teacher's actions or communications take away from a positive and supportive school climate. • Does not act in ways that reinforce the implementation of school improvement efforts. • Engages in disagreements and/or is unsupportive of school improvement efforts. • Works in isolation with little evidence of collaboration with colleagues or of a willingness to learn from others. • Rarely makes an effort to share knowledge with others or to contribute productively to the professional learning of the team. 	<ul style="list-style-type: none"> • Works collaboratively with leadership to fulfill the goals and priorities outlined in the Building Action Plan. • Continually attempts to improve their performance. • Does not take the initiative to help create a positive and supportive school climate. • Maintains relationships with colleagues to fulfill duties that the school requires. • Supports the school's focus on improving the quality of instruction for students. • When required, participates in groups and teams to achieve common goals and continuously learn from one another. • Sometimes participates in school or district teams or professional learning, but does so without contributing significantly to the work of the team. 	<ul style="list-style-type: none"> • Actively participates and contributes to the fulfillment of the goals and priorities outlined in the Action Plan. • Continually attempts to grow and perfect their craft and supports others in their growth journey. • Assumes responsibility for doing their part to create a positive and supportive school climate. • Provides mutual support and cooperation with colleagues and administrators that contributes to improving the functioning of the school. • Supports the school's focus on improving the quality of instruction for all students. • Actively participates in groups and teams to achieve common goals and continuously learn from one another. • Volunteers to participate in school or district teams or professional learning, making an important contribution to the work of the team. 	<ul style="list-style-type: none"> • Assumes a positive role in seeking more effective, solution-oriented ways within the building and the district to fulfill the goals and priorities outlined in the Action Plan. • Continually attempts to grow and perfect their craft and supports others in their growth journey. • Assumes responsibility for doing their part to create a positive and supportive school climate. • Initiates positive relationships and forms collegial partnerships with colleagues, support staff, administrators, parents, and others to contribute to the effective functioning of the school and/or programs within the district. • Works in mutually reinforcing ways to promote and protect the school's focus on improving the quality of instruction for all students. Displays a sense of self-efficacy. • Exhibits highly collaborative skills and works well as part of a team to achieve common goals and continuously learn from one another. • Shares best practice strategies with others through modeling or conducting professional development both inside and outside the school and/or district.

Principal notes:

Teacher score:

Category	Score
Classroom Environment	
Meeting Diverse Needs	
Professional Behavior	
Supporting a High-Performance Culture	
TOTAL	



8/10/2023

39.

Office of the Superintendent of Schools

Office of Human Resources

Approval Of Certification Waiver For Certain Teachers

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves a waiver required by the Texas Education Agency (TEA) to waive teacher certification for certain teachers.

RATIONALE

The rationale for the waiver is to ensure that all campuses are fully staffed for the beginning of the school year. For the past few years, the district has started the year with a large number of vacancies, which impacts student learning. The waiver allows the district to be proactive in securing qualified candidates for teaching positions. The TEA allows a school district to seek a waiver upon board approval for an individual who wishes to serve as a teacher without the necessary certification required. Individuals hired under this waiver would still hold a bachelor's degree and other indicia of preparedness to serve as a teacher. In addition, training for these individuals would mirror the training requirements for all teachers in the district. In addition, teacher certification waivers cannot be approved for individuals to serve in special education, bilingual education, or prekindergarten program assignments.

The district seeks a waiver for the 2022-2023 school year. Waivers are typically requested 31 days before the time frame when the district seeks to use the waivers. Thus, the district will also seek a waiver of the timeline from the commissioner. The district has undergone extraordinary efforts to recruit certified teachers. However, the teacher shortage has made this task difficult. Given the proximity to the start of the school year, it is in the best interest of the district to apply for the teacher certification waiver.

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 School Board approves the district's application to the Commissioner of Education for a waiver of the certification requirement for certain teachers, effective August 11, 2023.



Consent Agenda

4400 WEST 18TH STREET
HOUSTON, TEXAS 77092

8/10/2023

40.

Office of the Superintendent of Schools

Office of Finance and Business Services

Approval Of The August Budget Amendment

A report on the status of the 2023-2024 budget has been completed. This report reflects budget amendments that require approval by the Houston Independent School District (HISD) School Board 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 August Budget Amendment.

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

STAFFING IMPLICATIONS: None

THIS ITEM DOES NOT REQUIRE CONSULTATION.

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

RECOMMENDED: That the School Board approves the August Budget Amendment reflecting fiscal adjustments to estimated appropriations for fiscal year 2023-2024, effective August 11, 2023.

HOUSTON INDEPENDENT SCHOOL DISTRICT

GENERAL FUND

BUDGET AMENDMENT FISCAL YEAR 2023-2024 (as adjusted)

August 10, 2023

ESTIMATED REVENUES	Adopted Budget			Budget		Budget
	July 1, 2023			Amendment		Variance
Local sources	\$	1,935,628,316	88.2%	1,656,840,298	86.1%	(278,788,018)
State sources		196,658,385	9.0%	205,590,595	10.7%	8,932,210
Federal sources		62,538,142	2.8%	62,538,142	3.2%	-
Total estimated revenues	\$	2,194,824,843	100.0%	1,924,969,035	100.0%	(269,855,808)
APPROPRIATIONS						
Instruction	\$	1,137,458,757	47.8%	1,184,033,111	54.2%	(46,574,354)
Instructional resources and media services		20,575,943	0.9%	18,249,830	0.8%	2,326,113
Curriculum and Instructional Staff Development		27,569,001	1.2%	25,544,488	1.2%	2,024,513
Instructional leadership		30,977,071	1.3%	26,158,105	1.2%	4,818,966
School leadership		174,941,609	7.4%	187,950,838	8.6%	(13,009,229)
Guidance, counseling and evaluation services		79,520,172	3.3%	73,016,111	3.3%	6,504,061
Social work services		8,382,235	0.4%	7,517,423	0.3%	864,812
Health services		25,650,688	1.1%	26,491,632	1.2%	(840,944)
Student transportation		53,505,616	2.3%	67,602,911	3.1%	(14,097,295)
Food services		136,117	0.0%	136,117	0.0%	-
Co-Curricular/extracurricular activities		19,521,086	0.8%	31,493,664	1.4%	(11,972,578)
General administration		50,002,399	2.1%	54,209,327	2.5%	(4,206,928)
Plant maintenance and operations		233,833,447	9.8%	236,175,379	10.8%	(2,341,932)
Security and monitoring services		30,601,520	1.3%	29,047,023	1.3%	1,554,497
Data processing services		61,307,083	2.6%	72,420,605	3.3%	(11,113,522)
Community services		2,030,863	0.1%	2,067,718	0.1%	(36,855)
Debt Service		-	0.0%	-	0.0%	-
Facilities acquisition and construction		-	0.0%	5,694,817	0.3%	(5,694,817)
Contracted Instructional Services Between Public Schools		326,539,245	13.7%	41,868,578	1.9%	284,670,667
Juvenile justice alternative education programs		792,000	0.0%	792,000	0.0%	-
Tax reinvestment zone payments		77,304,451	3.3%	77,304,451	3.5%	-
Tax appraisal and collection		16,501,316	0.7%	16,501,316	0.8%	-
Total estimated appropriations	\$	2,377,150,619	100.0%	2,184,275,443	100.0%	192,875,176
OTHER FINANCING SOURCES (USES)						
Transfers-in	\$	30,000,000		30,000,000		-
Proceeds from right to use SBITA		-		-		-
Transfers-out		(16,213,650)		(16,213,650)		-
Total other financing sources (uses)	\$	13,786,350		13,786,350		-
Excess (deficiency) of estimated revenues over (under) appropriations	\$	(168,539,426)		(245,520,058)		
Beginning Fund Balance July 1, 2023	\$	1,120,551,047		1,141,713,935		
Projected Ending Fund Balance June 30, 2024	\$	1,022,011,621		896,193,878		