

**THE HOUSTON INDEPENDENT SCHOOL DISTRICT**



# **AGENDA**

**School Board  
Meeting**

**February 8, 2024**

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

- CALL TO ORDER
- MEDITATION AND PLEDGE OF ALLEGIANCE
- RECOGNITIONS
- SPEAKERS TO AGENDA ITEMS
- HEARING OF THE COMMUNITY
- 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. Acceptance Of Board Monitoring Update: Presentation Of Goal 3 Progress Measures 3.2 And 3.3
  - February 2024 Monitoring Report

**CONSENT AGENDA**

2. Appointment Of Houston Independent School District Representatives To Tax Increment Reinvestment Zones Boards Of Directors
3. Approval Of Proposed Revisions To Board Policy CFC(LOCAL), *Accounting: Audits*-Second Reading
  - CFC(LOCAL), Second Reading
4. Approval Of A Director Appointment To Position 3 Of The Houston Independent School District Public Facility Corporation Board Of Directors

5. Approval Of Proposed Revisions To Board Policy AE(LOCAL), *Educational Philosophy*, Regarding Goal 4-Second Reading
  - AE(LOCAL), Second Reading
6. Approval Of Vendor Awards for Purchases Which Cost \$1,000,000 Or More
  - Purchase Requests
7. Approval Of Proposed Revisions To Board Policy FEA(LOCAL), *Compulsory Attendance*-First Reading
  - FEA(LOCAL), First Reading
8. Approval Of The 2024-2025 Academic Calendar
  - 2024-2025 Academic Calendar
9. Adoption Of Resolution To Pay Employees Related To The Inclement Weather On January 16, 2024
  - Resolution
10. Consideration And Approval Of Minutes From Previous Meetings

## **REMARKS AND REPORTS**

### **BOARD MEMBER REPORTS AND COMMENTS**

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

### **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, and board members; evaluations of the superintendent; consideration of compensation, and contractual provisions of same.

- b) Consider and approve proposed appointments, reassignments, proposed terminations, terminations/suspensions, contract lengths, proposed nonrenewals, renewals, and resignations/retirements of personnel including teachers, assistant principals, principals, 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) Legal update related to Union Pacific Railroad Company access request for soil sample access agreement.

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

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

### **ADJOURN**



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Office of the Superintendent of Schools

Office of Academics

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

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

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

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

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

- **Goal Progress Measure 3.2:** The percentage of grade 10, 11, and 12 students who are on track to achieve career and technical education (CTE) completer status by graduation will increase from 34 percent in May 2023 to 49 percent in May 2028.
- **Goal Progress Measure 3.3:** The percentage of grade 11 students who qualify for college credit will increase from 33 percent in May 2023 to 48 percent in May 2028.

## February 2024 Goal Progress Monitoring Report—GPM 3.2

### Goal 3

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

### Goal Progress Measure 3.2

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

#### BACKGROUND

The release of CCMR data is subject to data submission timelines, leading to the inclusion of lagging indicators in this report. Figure 1 projects Middle-of-Year (MOY) data from 2022–2023, reflecting currently enrolled 10th–12th graders, while Figure 2 projects data from 2021–2022 graduates. Giving timing of data, a meaningful comparative analysis for Figures 1 and 2 requires at least a two-year time span.

In addition, the state’s definition of Completer is a student who successfully achieve at least 3 or more credits in three or more courses in the same program of study sequence, one of which must be a Level 3 or 4 course. For internal calculations for Figure 1, the definition of on-track to achieve completer status includes the following methodology:

- Student was a completer in the prior year
- Student was a concentrator (2 courses in same pathway) in prior year plus earned a half CTE credit in the fall semester, or
- Student was an explorer or participant (1 course) plus earned a half CTE credit in a Level 2 course.

**On Track**

The presented data was used for goal setting.

Figure 1. CTE Completer Status On-Track for 10<sup>th</sup>–12<sup>th</sup> Grade Students (GPM 3.2)

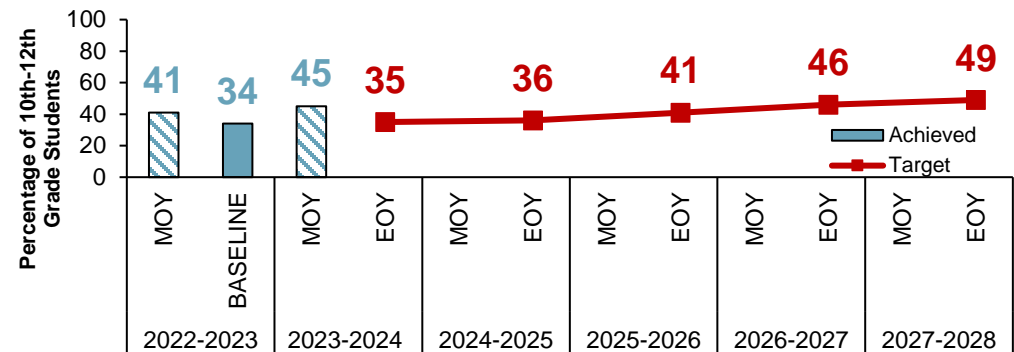
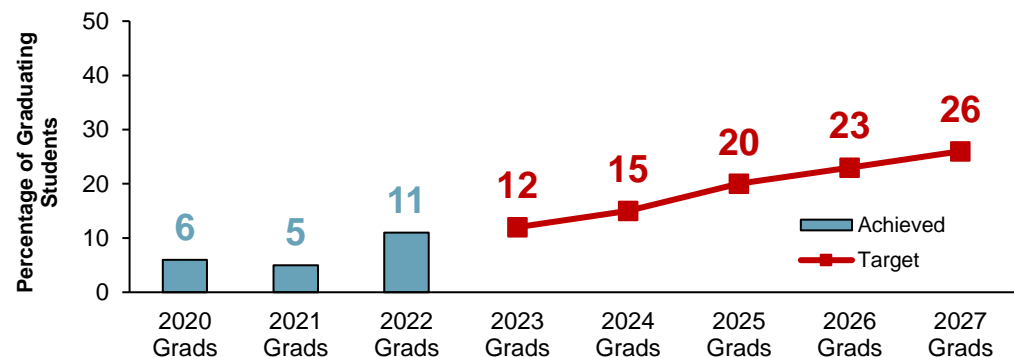


Figure 2. Graduates earning an IBC who are also TSI Ready (Goal 3)

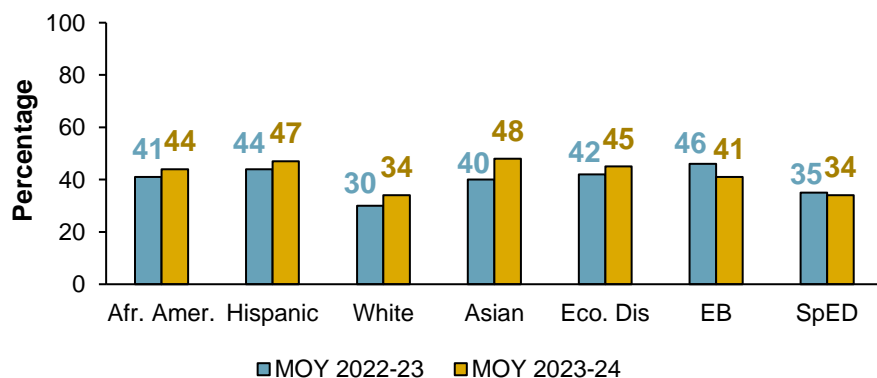


## February 2024 Goal Progress Monitoring Report—GPM 3.2

**Table 1.** MOY CTE Completer Status Target & Growth by Group

Student Group	22–23 MOY	2023 EOY (Baseline)	23–24 MOY	23–24 EOY (Target)
All Students	41	34	45	35
Econ. Dis.	42	34	45	35
SWDs	35	25	34	26
EBs	46	36	41	37
Race/Ethnicity				
Afr. Amer.	41	32	44	33
Hisp.	44	36	47	37
White	30	27	34	28
Amer. Ind.	34	27	43	28
Asian	40	37	48	38
Pac. Isl.	36	29	22	30
Two+	33	27	36	28
Above 22–23 MOY				
Below 22–23 MOY				

**Figure 3.** MOY CTE Completer Status On-Track for Grades 10-1



### SUPERINTENDENT EVALUATION OF PERFORMANCE

#### • Description of Data

The data represents students on track to be CTE completers and projected to earn an IBC. In many student groups, HISD is outperforming MOY results from SY22-23 except for the students with disabilities and emergent bilingual subpopulations.

MOY results are typically higher than EOY results given they do not yet include students who do not complete/ pass the course. The SY23-24 MOY results surpass this year's targets, but results will likely decline by the EOY update.

Lastly, TEA's CCMR accountability system is getting more rigorous overtime. For example, for seniors this year, a student receives a CCMR point if they complete a level II course and obtain the aligned IBC. Going forward, students must achieve completer status and obtain an IBC. This requires three or more credits, for three or more courses; one of which is a level III or IV course in the Program of Study sequence. This may lead to less students sitting for an IBC in the short term given more course requirements will be required for accountability.

#### Root Cause Analysis

The following root causes likely increased 23-24 MOY data:

- **COVID Shift** –To address the STAAR academic gap during COVID, previous administration focused on CCMR points via IBC obtainment to improve accountability. Some IBCs were less rigorous and HISD focused on supporting large volumes of students to obtain these IBCs. TEA is sunsetting these IBCs so they will not be an option in the future.

## February 2024 Goal Progress Monitoring Report—GPM 3.2

**Root Cause Analysis (cont.):** Additionally, there are root cause issues that limited a further increase in results:

- **Decentralized POS Course Offerings** – Each campus has historically had the authority to define what programs of study are offered. This is problematic because there was no centralized effort to make POS selections based on the future of jobs in 2035 (considering future impact of AI, job growth and volume of jobs). There was also no centralized effort to sunset POS that were not leading to high IBC obtainment rate for students on that path. Finally, when our highly mobile student population moves between schools, they often cannot continue a POS they started given lack of consistent offerings from one campus to another.
- **Quality of Instruction** - The quality of instruction is the leading indicator of academic achievement, but there has been very little systemwide attention paid to this in CTE classrooms. Teachers need to continuously be upskilled to keep up with industry standards and instruction needs significant improvement.
- **Decentralized POS Supports** – Given the decentralizations of POS offerings, central office has been able to provide limited supports to campuses to improve quality of instruction and ensure CTE courses comply with federal and state requirements. For example, there was limited to no standardization of curriculum, equipment and training available in each POS given the large variance in approach by campuses.
- **Scheduling** – Students in a program of study may get off track for many reasons (e.g., they drop a course, they change career focus, etc.). When this happens, many student's are not enrolled in the right courses in the following semesters that would allow them to continue a path they already started to become completers. Further, if students fail a course, they often are not rescheduled in a timely manner, limiting the student's ability to obtain the completer status.
- **Coding Systems** – Not all scores are entered into the student information system (SIS) in a timely manner. This is difficult to monitor given students take IBCs over many months with different certified entities so HISD may not be capturing all students in PEIMS.



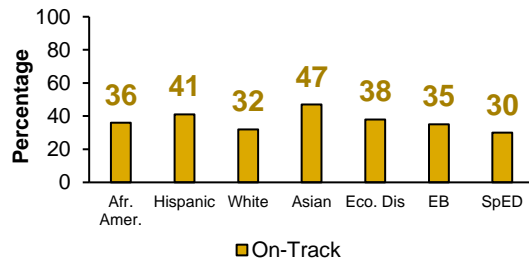
## February 2024 Goal Progress Monitoring Report—GPM 3.2

### Supplemental Data:

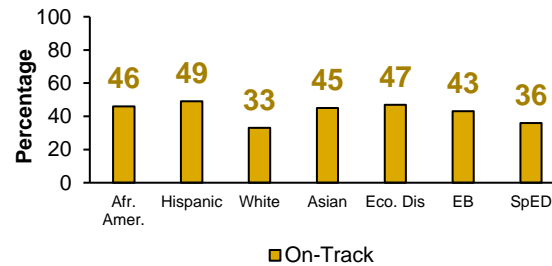
The supplemental data looks at students on-track by grade. This data shows that for each sub-population, except Asian students, the percentage of students on track increases from 10<sup>th</sup> to 11<sup>th</sup> to 12<sup>th</sup> grade. This makes sense given students may not be on a dedicated POS track in the earlier grades.

This data suggests a positive trend: higher percentages of our Hispanic and African American students are on-track to be completers, likely due to the hands-on nature of our programs of study as they progress to level 3 or 4 courses. This also aligns with our data showing that lower percentages of those group matriculate to college so are more likely to focus on career success post-graduation.

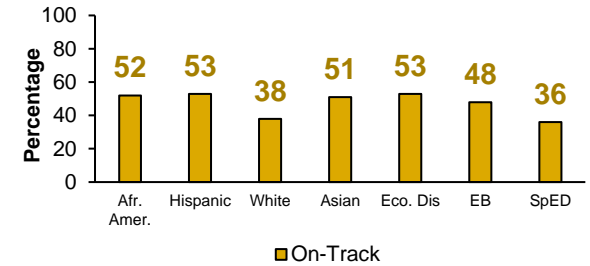
**Figure 4. MOY 10<sup>TH</sup> Graders CTE On-Track**



**Figure 5. MOY 11<sup>TH</sup> Graders CTE On-Track**



**Figure 6. MOY 12<sup>TH</sup> Graders CTE On-Track**



## February 2024 Goal Progress Monitoring Report—GPM 3.2

### **Goal Progress Measure 3.2 Action Steps:**

While the leadership team's arrival in the summer did not allow time for comprehensive changes, many action steps are currently underway: :

- **“Triage” Supports for Seniors** – Support the estimated ~4.6K seniors enrolled in a Level 2 course but without an IBC. The main supports included:
  - IBC Testing Supports – Provide testing supports to help students determine the best IBC testing recommendation, ensure IBC specific testing pre-requisites were complete, support access to controlled testing environment, and provide test prep instruction and supports.
  - Student Motivation / Focus – Provide counseling and advising supports that help students obtain internships/jobs in that program of study to help students see future potential career opportunities and enroll in Level 3 or 4 courses in the POS to continue focus.
  - Teacher Supports – Support teachers in obtaining the IBC directly to ensure understanding of what kids must know, provide targeted IBC training based on highest volume IBCs, require a remediation plan for students that do not pass Phase I of IBC testing.
- **Supports for Sophomores and Juniors** – The following strategies are being implemented to ensure students continue on a POS pathway:
  - Strategic Scheduling – Train counselors to meticulously review transcripts to confirm POS path and correct graduation requirements.
  - Upskilling teachers – Ensure teachers are trained on most current industry standards and technologies so they can provide instruction in higher level III and IV POS courses in their Program of Study. This proactive approach is vital in arming students with skills aligned to 2035.
  - Student Motivation / Real-world Connections – Provide exposure to industry sectors in the aligned POS to help students make real-world connections from courses to careers. Support students in testing preparation to link academic theory with practical industry applications.
- **Foundational Programs of Study (FPOS) for Freshman** – HISD has introduced four Foundational Programs of Study (FPOS) across the school district. These FPOS were selected based on their alignment to the future workforce with the goal of preparing all students for 2035 careers. HISD reviewed TEA future career data to identify career pathways that met a minimum threshold for job growth, volume, wage, and alignment to the future of work. From that list, programs of study were selected that allowed students to incorporate artificial intelligence and advanced technologies into their learning and help them develop a set of transferable skills. All comprehensive high schools are required to implement between two to four of these programs, based on their size. Our separate and unique campuses are not required to do this given magnet programming but have the option to do this and obtain centralized support. Lastly, HISD will roll-out the FPOS over four years, starting in 9<sup>th</sup> grade and adding a grade each year while simultaneously working with campuses to sunset programs overtime that are not leading to outcomes. The Foundational Programs of Study include:
  - Entrepreneurship, Networking Systems, Distribution & Logistics and Health Informatics

## February 2024 Goal Progress Monitoring Report—GPM 3.2

- **Improve Quality of Instruction-** HISD will continue to focus on quality of instruction for students in our CTE courses by doing the following.
  - Select and provide high quality curriculum to all teachers for the FPOS programs and provide quality training.
  - Continue to provide strong professional development around improving the quality of instruction.
- **Centralized Supports for FPOS** - HISD will offer supports for all FPOS programs including covering the cost of staff, curriculum and equipment for the next 3 school years (24-25, 25-26, 26-27), support campuses with recruitment of great teachers and increasing the salary for this group.
- **Scheduling** – Appropriate course selection is critical to ensure students stay on track for graduation and completer status. This spring, HISD is introducing SchoolLinks, a new college and career readiness platform that offers personalized student roadmaps, career exploration tools, and college application support. This system includes students' historical data to systematically and automatically flag scheduling issues that negatively impact students (e.g., unnecessary remedial classes or missing crucial credits).
- **Coding Systems** – All campuses are required to designate a CTE coordinator that is responsible for collaborating with CTE department staff, inputting all data into the student information system, and attending required CTE trainings to ensure programs remain compliant. Additionally, the Academics team has an academic compliance department which is also focused on supporting campus data compliance.

## February 2024 Goal Progress Monitoring Report—GPM 3.3

### Goal 3

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

### Goal Progress Measure 3.3

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

*Note: Current baseline data is missing 2021 Dual Enrollment data, which is a minimal portion of the dataset, given the scope of DE in that year and the fact that most students do not participate in DE as a freshman.*

#### BACKGROUND

The release of CCMR data is subject to data submission timelines, leading to the inclusion of lagging indicators in this report. For instance, Figure 7 projects Middle-of-Year (MOY) data from 2022-2023, reflecting currently enrolled 11th graders, while Figure 8 projects data from 2021-2022 graduates. It's important to note that a meaningful comparative analysis for Figures 7 and 8 requires at least a two-year span.

Figure 7 reflects students who have earned college credit through either AP, IB, Dual Credit, or Dual Enrollment prior to their 11th grade year. It also includes current 11th grade students who have completed the fall semester of a dual credit course as "on track" to earn college credit. Other indicators, including AP, IB, and Dual Enrollment, do not have a middle of year data point related to earning credit - rather, credit is earned at the completion of a full year course or upon passing a final exam.

On Track

The presented data was used for goal setting

Figure 7. 11<sup>th</sup> Grade Students On-Track to Qualify for College Credit (GPM 3.3)

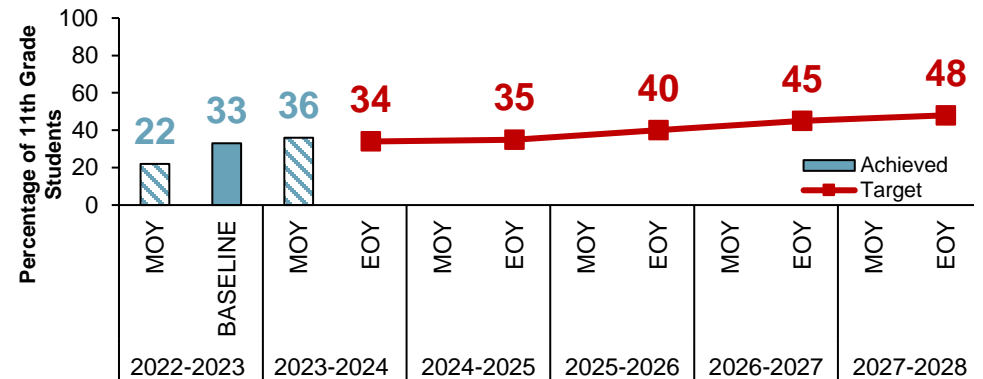
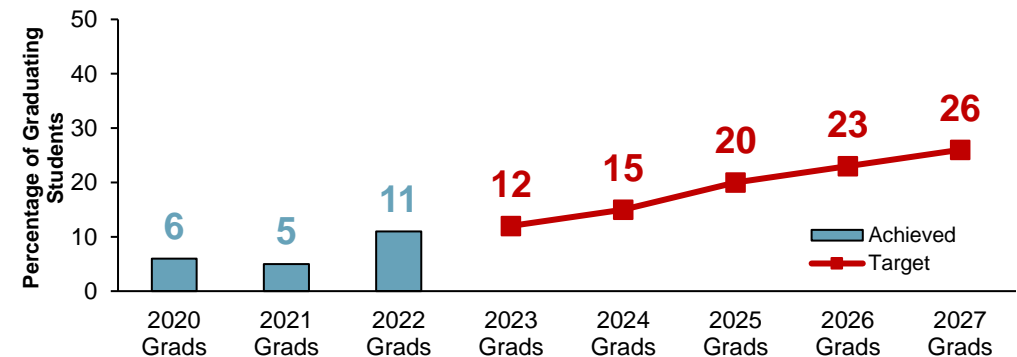


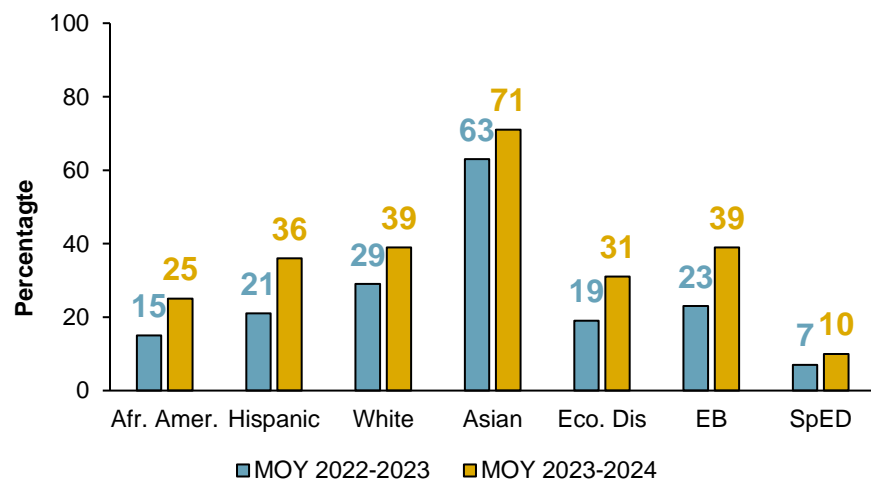
Figure 8. Graduates earning an IBC who are also TSI Ready (Goal 3)



## February 2024 Goal Progress Monitoring Report—GPM 3.3

Student Group	22–23 MOY	2023 Baseline	23–24 MOY	23–24 Target
All Students	22	33	36	34
Econ. Dis.	19	28	31	29
SWDs	7	9	10	10
EBs	23	37	39	38
<b>Race/Ethn.</b>				
Afr. Amer.	15	22	25	23
Hisp.	21	33	36	34
White	38	38	39	39
Amer. Ind.	12	25	25	26
Asian	63	71	71	72
Pac. Isl.	17	20	20	21
Two+	32	45	47	46
Met or exceeded 23-24 target				
On-track to meet 23-24 target				

**Figure 9.** 11<sup>th</sup> Grade Students On-Track to Qualify for College Credit



### SUPERINTENDENT EVALUATION OF PERFORMANCE

#### • Description of Data

While the data overall shows improvement from MOY 22-23, it also reflects the historical low expectations that high school graduates should earn college credit in one or more college level courses before graduation. Based on the 2022-2023 TAPR Report, HISD exceeded the state in students who met AP/IB criteria (28.5% vs 20.5%) but lagged in Dual Course Credits (14.6% vs 24.0%) and OnRamps Courses (1.5% vs 4.4%). While the data might indicate that students are more successful on AP/IB exams, it is important to note that the data may be skewed towards specific campuses and specific assessments.

Overall, the recent MOY data shows that HISD and all sub-populations, except Asian and Pacific Islander, have already met the 2024 goal for grade 11 students earning college credit by the end of their junior year. Given that both exceptions are 1 percentage point from the EOY target, all groups should be able to meet the college credit goal. One caveat is the number of students who might be reclassified as grade 11 students after the fall semester.

#### Root Cause Analysis

There are several root causes for students' low completion of college credit courses by the end of Grade 11.

- **Lack of access to college credit courses** – During the Fall 2023 semester, the HISD course catalog offered at least 122 advanced courses. HISD campuses offered between 2-56% of the advanced courses

## February 2024 Goal Progress Monitoring Report—GPM 3.3

listed. Students are not able to enroll and earn college credit if courses are not available at their campus.

- **Opt-in to advanced courses** – In prior years, before enrolling in an advanced course, students must request the course the year prior to enrolling. On some campuses, students who would be successful in advanced courses might not be enrolled in advanced courses, believing advanced courses are only for the top 5-10% of students.
- **SAT Readiness** – Students' low SAT readiness stems from inadequate academic foundations, insufficient preparation for the SAT's format, and a lack of understanding about the exam's importance in college admissions and the need for targeted score goals based on college preferences.
- **Quality of Instruction/Lack of TSI Readiness** – Students aren't adequately prepared for TSI due to lack of rigor in core instruction. Campuses focus heavily on remediation and as a result do not allocate resources or increase rigor for students that would need to pass the TSI for either college or to complete a CTE certificate.

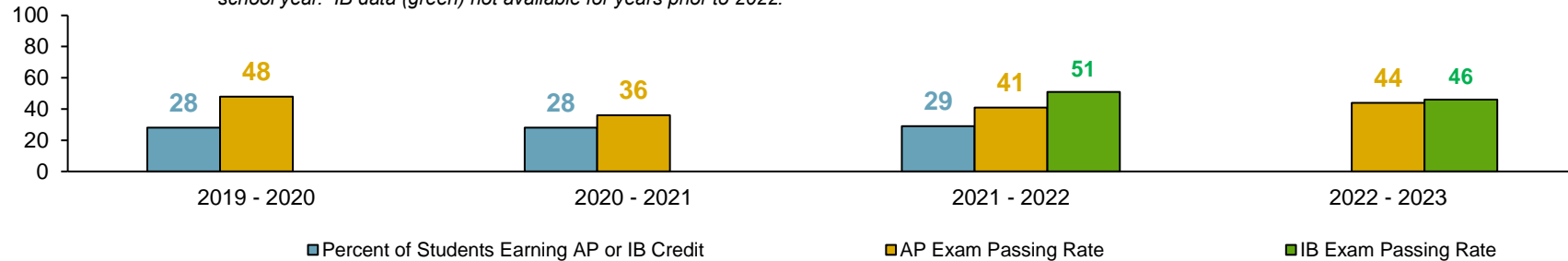
## February 2024 Goal Progress Monitoring Report—GPM 3.3

### Supplemental Data:

As of January 8, 2024, 6,996 grade 11 students qualified to take an English dual credit course (e.g., qualified through SAT, ACT, PSAT, or English II STAAR). 30% of those students who were qualified were not enrolled in an advanced English course. In math, 3,075 students qualified to take a math dual credit course (e.g., qualified through SAT, ACT, PSAT, or Algebra I EOC), but 13% of qualified students were not enrolled in an advanced math course. As HISD moves away from an opt-in to advanced courses and into an opt-out of advanced courses process, enrollment and successful completion of dual credit, AP, IB, and dual enrollment courses is projected to increase.

**Figure 10. AP/IB Data**

Blue bar represents graduates in that year that met criteria in either AP or IB (source: TAPR), yellow and green indicate passing rate for all exams taken in that school year. IB data (green) not available for years prior to 2022.



## February 2024 Goal Progress Monitoring Report—GPM 3.3

### **Goal Progress Measure 3.3 Action Steps:**

HISD is currently focused on the following actions to improve the percent of students who qualify for college credit:

**1. Increase Access to College Courses:**

- We have increased the number of campuses offering UT OnRamps dual enrollment courses. Six HISD campuses offered one or more UT OnRamps courses in 2021-22, 15 in 2022-23, and currently, 35 campuses are offering these courses in 2023-24. The number of students enrolled in UT OnRamps courses has significantly increased from about 1,000 students in 2022-23 to approximately 3,200.

**2. Systematize Access to Advanced Course Options:**

- We have improved the high school course selection process, making advanced course paths the default for students based on achievement scores, rather than requiring students to opt into these courses.

**3. Improve Quality of Instruction:**

- We are supporting AP, IB, and OnRamps teachers with curriculum guidance and support to ensure rigor and uniformity in instruction.

**4. Improve TSI Readiness via SAT and TSIA 2.0:**

- Implementation of Khan Academy, the official SAT prep tool for College Board, is underway with monitoring of campus and student progress. We are also implementing Edready and Acuplacer supports to strategically determine which students are ready for assessment and which need to complete Texas College Bridge, a rigorous online college prep course.

**5. Master Scheduling:**

- Despite the limited scope for immediate comprehensive changes following the leadership team's summer arrival, significant strides have been made in streamlining the HISD master course list and scheduling processes. This refinement is pivotal in ensuring that students are accurately scheduled for appropriate courses, thereby guaranteeing their opportunities to earn college credit are not missed due to administrative oversights.

**6. Implement Revised and Targeted Student Scheduling Processes (2024-2025):**

- Counselors will utilize student achievement data for scheduling decisions.
- Students on grade-level, as determined by multiple assessment sources, will be enrolled in advanced academic courses such as Pre-AP, Pre-IB, AP, IB, Dual Credit, and Dual Enrollment.
- Students will default into advanced courses, with counselors using data to make necessary alterations.
- The number of students on grade level will guide the offering of more advanced courses in the master schedule in high schools.

These strategies reflect our commitment to enhancing college, career, and military readiness among our students, demonstrating our proactive approach in educational advancement.





## Consent Agenda

4400 WEST 18TH STREET  
HOUSTON, TEXAS 77092

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2/8/2024

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### Office of the School Board

#### Appointment Of Houston Independent School District Representatives To Tax Increment Reinvestment Zones Boards Of Directors

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

This agenda item is to authorize appointment of the following representatives to two-year terms of service on the indicated TIRZ boards of directors:

- James Gilford - TIRZ 2 (Midtown): This reappointment is for the two-year term from January 1, 2024, through December 31, 2025.
- Lenora Sorola-Pohlman - TIRZ 12 (City Park): This reappointment is for the two-year term from January 1, 2024, through December 31, 2025.
- Francis Snelgro - TIRZ 13 (Old Sixth Ward): This reappointment is for the two-year term from January 1, 2024, through December 31, 2025.

COST/FUNDING SOURCE(S):                      None

STAFFING IMPLICATIONS:                      None

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

RECOMMENDED: That the School Board approves the appointment of representatives to TIRZ boards of directors as listed above, effective February 9, 2024.



## Consent Agenda

4400 WEST 18TH STREET  
HOUSTON, TEXAS 77092

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2/8/2024

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Office of the Superintendent of Schools

Office of Finance and Business Services

Approval Of Proposed Revisions To Board Policy CFC(LOCAL), *Accounting: Audits*  
-Second Reading

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves revisions to Board Policy CFC(LOCAL), *Accounting: Audits*.

**RATIONALE**

Changes to this local policy are recommended to update the requirements for performing internal audit functions.

A copy of CFC(LOCAL) showing the proposed changes 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 the proposed revisions to Board Policy CFC (LOCAL), *Accounting: Audits*, on second reading, effective February 9, 2024.

## Internal Audit

The Board shall have the option of appointing an external or internal auditor (or auditors) for the purpose of conducting ~~Office of Internal Audit shall conduct~~ a broad, comprehensive program of financial compliance and performance auditing within the District. The auditor(s) ~~It~~ shall review the adequacy of the systems of internal controls to ascertain whether they provide reasonable assurance that the District's objectives and goals will be met efficiently and economically and that the systems of internal controls are functioning as intended.

Regardless of whether the Board appoints an external auditor or an internal auditor as described above, the auditor shall report directly to the Board. The auditor(s) shall work directly with the Superintendent of Schools and/or the Superintendent's designee.

The ~~Office of Internal Audit~~ auditor(s) shall review the quality of performance of various activities and departments to ascertain whether goals and objectives have been achieved and if the District's resources have been utilized effectively. To this end, ~~Internal Audit~~ audit reports shall furnish management with objective analyses, appraisals, information, counsel, and/or recommendations concerning the activities reviewed. ~~Internal Audit shall be afforded access to all District records, personnel, and physical properties. [See BDB(LOCAL) for procedures for internal audit reports]~~

## Duties

The auditors ~~so employed~~ shall:

1. Prepare an annual internal audit plan for submission to the Board Audit Committee by May 31 of each year;
2. Prepare an annual internal audit report for presentation to the Board and for publication in compliance with statutes; and
3. Perform other services as may be required by the Board.

## ~~Independent Auditors/Annual Audit~~

~~The Board shall have the fiscal accounts of the District audited annually by a Texas certified or public accountant holding a permit from the Texas Board of Public Accountancy. In accordance with prudent business practices, the District shall issue requests for qualifications for such services not less than once every five to seven years. The policy of the District shall be to rotate such services so long as two or more qualifying public accounting firms have submitted proposals for such services. The annual audit shall be completed at the close of each fiscal year and shall meet at least the minimum requirements prescribed by the State Board of Education. The audit shall include an examination and review of the accuracy of the fiscal information provided by the District through the Public Education Information Management System (PEIMS). A copy of the annual audit report shall be filed with the~~

~~Texas Education Agency (TEA) within 150 days after the end of the fiscal year. The Board shall also publish a condensed version of its audit report in one of the daily newspapers in the City of Houston.~~

**Fees**

~~The fee for auditing services shall be established at the time of the request for Board approval of the auditor's contract. For any services in addition to the duties listed above, the auditors shall receive additional remuneration based on prevailing scales for such services.~~

**E-Rate Matters**

In the case of E-Rate matters, refer to governance provided at CAA.



## Consent Agenda

4400 WEST 18TH STREET  
HOUSTON, TEXAS 77092

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2/8/2024

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### Office of the School Board

#### Approval Of A Director Appointment To Position 3 Of The Houston Independent School District Public Facility Corporation Board Of Directors

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

The corporation has a board of directors with rotating terms of office. It is recommended that Janette Garza Lindner, whose current term expires in March 2024, be reappointed to Position 3. The new term will expire in March 2027.

COST/FUNDING SOURCE(S):                      None

STAFFING IMPLICATIONS:                      None

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

**RECOMMENDED:** That the School Board approves the reappointment of Janette Garza Lindner to Position 3 of the HISD PFC Board of Directors for the term from March 2024 to March 2027, effective February 9, 2024.



## Consent Agenda

4400 WEST 18TH STREET  
HOUSTON, TEXAS 77092

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2/8/2024

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Office of the Superintendent of Schools

Office of Academics

Approval Of Proposed Revisions To Board Policy AE(LOCAL), *Educational Philosophy*,  
Regarding Goal 4-Second Reading

The purpose of this agenda item is to request that the Houston Independent School District (HISD) School Board approves revisions to Board Policy AE(LOCAL), *Educational Philosophy*, to update Goal 4. These changes provide baseline data and a five-year target for growth in Domain 2 Part A of the state accountability system.

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

COST/FUNDING SOURCE(S):                      None

STAFFING IMPLICATIONS:                      None

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the School Board approves the proposed revisions to AE(LOCAL), *Educational Philosophy*, on second reading, effective February 9, 2024.

EDUCATIONAL PHILOSOPHY

AE  
(LOCAL)

**Vision Statement**

The Houston Independent School District (HISD) empowers students to become critical thinkers, visionary leaders, and active contributors in their community, fostering a pathway to success for limitless opportunities in a competitive global landscape.

**Student Outcome Goals**

Goal 1

The percentage of grade 3 students in HISD earning Meets Grade Level on the State of Texas Assessments of Academic Readiness (STAAR) reading test will increase from 41 percent in June 2023 to 56 percent in June 2028.

Group	2023 Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
All Students	41	42	44	49	53	56
American Indian	50	51	53	58	62	64
Asian	69	69	70	72	74	75
Black	35	36	40	46	51	55
Hispanic	35	36	40	46	52	55
Pacific Islander	62	63	65	66	67	68
Two or More	71	72	74	77	79	80
White	73	73	74	75	76	77
Economically Disadvantaged	33	34	38	44	49	53
Emergent Bilingual	31	32	35	41	46	50
Special Education	19	20	24	30	34	36

EDUCATIONAL PHILOSOPHY

AE  
(LOCAL)

Goal 2

The percentage of grade 3 students in HISD earning Meets Grade Level on the STAAR math test will increase from 38 percent in June 2023 to 53 percent in June 2028.

Group	2023 Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
All Students	38	39	41	47	51	53
American Indian	45	46	48	54	56	58
Asian	72	73	75	78	79	80
Black	25	26	31	36	41	45
Hispanic	34	35	40	45	49	53
Pacific Islander	38	41	44	47	50	53
Two or More	62	63	66	69	72	75
White	69	71	73	75	78	80
Economically Disadvantaged	30	31	35	39	44	48
Emergent Bilingual	32	33	36	40	44	47
Special Education	18	20	24	28	32	35



EDUCATIONAL PHILOSOPHY

AE  
(LOCAL)

Goal 3

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

Group	2023 Baseline (2022 Grads.)	2024 Goal (2023 Grads.)	2025 Goal (2024 Grads.)	2026 Goal (2025 Grads.)	2027 Goal (2026 Grads.)	2028 Goal (2027 Grads.)
All Students	11	12	15	20	23	26
American Indian	15	16	18	20	22	23
Asian	14	16	18	21	23	24
Black	9	10	12	17	20	23
Hispanic	10	11	13	18	21	24
Pacific Islander	21	22	24	27	30	32
Two or More	9	10	12	15	17	20
White	13	14	17	20	22	24
Economically Disadvantaged	10	11	14	19	22	25
Emergent Bilingual	5	6	10	15	18	20
Special Education	4	5	7	10	12	14

EDUCATIONAL PHILOSOPHY

AE  
(LOCAL)

Goal 4

Students in grades 4 through 8 who receive special education services that achieve growth as measured by Domain 2 Part A of the state accountability system will increase from ~~X~~63 percent in August 2023 to ~~Y~~78 percent in August 2028.

**Note:** Baseline data is expected when accountability ratings are released by the state, which is still undetermined.

Group	2023 BOY Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
All Students (Special Education)	<u>63</u>	<u>64</u>	<u>66</u>	<u>72</u>	<u>76</u>	<u>78</u>
American Indian	--					
Asian	<u>82</u>	<u>83</u>	<u>84</u>	<u>85</u>	<u>86</u>	<u>87</u>
Black	<u>62</u>	<u>63</u>	<u>66</u>	<u>72</u>	<u>76</u>	<u>78</u>
Hispanic	<u>61</u>	<u>6</u>	<u>65</u>	<u>71</u>	<u>75</u>	<u>78</u>
Pacific Islander	<u>75</u>	<u>76</u>	<u>77</u>	<u>78</u>	<u>79</u>	<u>80</u>
Two or More	<u>70</u>	<u>71</u>	<u>72</u>	<u>75</u>	<u>77</u>	<u>78</u>
White	<u>72</u>	<u>73</u>	<u>74</u>	<u>75</u>	<u>77</u>	<u>78</u>
Economically Disadvantaged	<u>62</u>	<u>63</u>	<u>65</u>	<u>70</u>	<u>74</u>	<u>78</u>
Emergent Bilingual	<u>59</u>	<u>60</u>	<u>62</u>	<u>66</u>	<u>69</u>	<u>70</u>

**Superintendent  
Constraints**

- Constraint 1 The Superintendent shall not allow the number of multi-year D or F campuses with a prior unacceptable rating to grow or maintain the same.
- Constraint 2 The Superintendent shall not allow ineffective supports, systems, and processes for students receiving special education services across the district to negatively impact Individual Education Plan (IEP) development and implementation.
- Constraint 3 The Superintendent shall not make significant changes to programming or school options without conducting and communicating a research-based analysis of the effectiveness and impact on the achievement of board-adopted student outcome goals.



## Consent Agenda

4400 WEST 18TH STREET  
HOUSTON, TEXAS 77092

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2/8/2024

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Office of the Superintendent of Schools

Office of Finance and Operations

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

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

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

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

COST/FUNDING SOURCE(S):                      None

STAFFING IMPLICATIONS:                      None

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

**RECOMMENDED:** That the School Board approves vendor awards for purchases which cost \$1,000,000 or more, effective February 9, 2024.

**Approval of Purchase \$1,000,000 or More  
Recommended for 2/8/2024 Board Agenda**

<b>Project Information</b>	23-04-08 – RFP / Student Uniforms for Homeless Education – (Contreras) – (COS)
<b>Project Description</b>	The purpose of this project is to obtain student uniforms for homeless education. Based on annual appropriations, the projected expenditure is not to exceed \$9,000,000 for the duration of the project. The district applied the Best Value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
<b>Project Term</b>	The project term is from February 9, 2024, through February 8, 2025, with four automatic annual renewals, not to extend beyond February 8, 2029.
<b>Amount not to Exceed (Project Term)</b>	\$9,000,000

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

**Approval of Purchase \$1,000,000 or More  
Recommended for 2/8/2024 Board Agenda**

<b>Project Information</b>	24-10-03 – RFP / Fire Alarm Monitoring, Testing, Installation, and Repairs – (Chevalier) – (CFOO)
<b>Project Description</b>	The purpose of this project is to obtain fire alarm monitoring, testing, installation, and repair services. Based on annual appropriations, the projected expenditure is not to exceed \$3,675,000 for the duration of the project. The district applied the Best Value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
<b>Project Term</b>	The project term is from March 22, 2024, through March 21, 2025, with four automatic annual renewals, not to extend beyond March 21, 2029.
<b>Amount not to Exceed (Project Term)</b>	\$3,675,000

<b>Recommended Vendor(s) for Approval</b>	<b>M/WBE Commitment</b>
Accutek Technologies, Inc.	A-100%
Advance SecureTech, LLC	A-100%
Benco Systems, Inc.	A-100%
Hi-Tek Sound & Signal, Inc.	A-100%
Iris Group Holdings, LLC, dba ADT Commercial, LLC	C-10%
Johnson Controls US Holdings, LLC, dba Johnson Controls Fire Protection LP	C-D
Shrink Stoppers, LLC, dba ASAP Security Services	B-35%
Viking Automatic Sprinkler dba VFP Fire Systems	C-10%

**Approval of Purchase \$1,000,000 or More  
Recommended for 2/8/2024 Board Agenda**

<b>Project Information</b>	24-10-04 – RFP / Access Control Installation and Repair – (Chevalier) – (CFOO)
<b>Project Description</b>	The purpose of this project is to obtain access control installation and repair services. Based on annual appropriations, the projected expenditure is not to exceed \$10,000,000 for the duration of the project. The district applied the Best Value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
<b>Project Term</b>	The project term is from March 22, 2024, through March 21, 2025, with four automatic annual renewals, not to extend beyond March 21, 2029.
<b>Amount not to Exceed (Project Term)</b>	\$10,000,000

<b>Recommended Vendor(s) for Approval</b>	<b>M/WBE Commitment</b>
Accutek Technologies, Inc.	A-100%
Advance SecureTech, LLC	A-100%
Hi-Tek Sound & Signal, Inc.	A-100%
Iris Group Holdings, LLC, dba ADT Commercial, LLC	C-10%
Shrink Stoppers, LLC, dba ASAP Security Services	B-35%
Westco Ventures, LLC	A-100%

**Approval of Purchase \$1,000,000 or More  
Recommended for 2/8/2024 Board Agenda**

<b>Project Information</b>	24-10-05 – RFP / Intrusion Detection Systems – (Chevalier) – (CFOO)
<b>Project Description</b>	The purpose of this project is to obtain intrusion detection systems products and services. Based on annual appropriations, the projected expenditure is not to exceed \$1,983,000 for the duration of the project. The district applied the Best Value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
<b>Project Term</b>	The project term is from March 22, 2024, through March 21, 2025, with four automatic annual renewals, not to extend beyond March 21, 2029.
<b>Amount not to Exceed (Project Term)</b>	\$1,983,000

<b>Recommended Vendor(s) for Approval</b>	<b>M/WBE Commitment</b>
Accutek Technologies, Inc.	A-100%
Advance SecureTech, LLC	A-100%
Hi-Tek Sound & Signal, Inc.	A-100%
Iris Group Holdings, LLC, dba ADT Commercial, LLC	C-10%
Shrink Stoppers, LLC, dba ASAP Security Services	B-35%
Westco Ventures, LLC	A-100%

**Approval of Purchase \$1,000,000 or More**  
**Recommended for 2/8/2024 Board Agenda**

<b><u>Project Information</u></b>	<b><u>24-01-12-23 – Cooperative / Consulting &amp; Other Related Services – (Wright) – (CFO)</u></b>
<b><u>Project Description</u></b>	<b><u>The purpose of this project is to request an increase to spending limit authorization and ratification of expenditures to obtain consulting and related services for planning and analysis, strategy and coherence support, and project and process management. Based on the previous annual appropriations of \$500,000, the new projected expenditure is not to exceed \$1,050,000 for the duration of the project. This is a cooperative agreement with The Interlocal Purchasing System (TIPS) utilizing cooperative project number 220601 in accordance with Chapter 44 of the Texas Education Code (TEC), Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).</u></b>
<b><u>Project Term</u></b>	<b><u>The project term is from February 9, 2024, through June 30, 2025.</u></b>
<b><u>Amount not to Exceed (Project Term)</u></b>	<b><u>\$1,050,000</u></b>

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



**Amendment to Item Approved on a Prior Board Agenda  
Recommended for 2/8/2024 Board Agenda**

<b>Project Information</b>	21-05-02 – RFP / Special Education Services - Speech Therapy - Independent Education Evaluations (IEE) & Evaluation Services - (Richards) – (CAO) – NTE Increase
<b>Project Description</b>	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 provide special education services, including but not limited to speech and language therapy, evaluations, and IEE districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$55,000,000. The district applied the Best Value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
<b>Project Term</b>	The project term is from February 9, 2024, through September 9, 2024, with two annual renewals, not to extend beyond September 9, 2026.
<b>Amount not to Exceed (Project Term)</b>	\$55,000,000

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

**Amendment to Item Approved on a Prior Board Agenda  
Recommended for 2/8/2024 Board Agenda**

<b>Project Information</b>	21-11-03 – RFP / Elevators and Wheelchair Lifts Maintenance, Inspection, and Repairs – (March) – (CFOO) – NTE Increase
<b>Project Description</b>	This project was originally approved by the Board of Education on May 13, 2021. The purpose of this project amendment is to request an increase to the spending limit authorization to obtain elevator maintenance, inspection, and repair services districtwide. Based on annual appropriations, the projected expenditure is not to exceed \$7,000,000. The district applied the Best Value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
<b>Project Term</b>	The project term is from February 9, 2024, through May 13, 2024, with two automatic annual renewals, not to extend beyond May 13, 2026.
<b>Amount not to Exceed (Project Term)</b>	\$7,000,000

<b>Recommended Vendor(s) for Approval</b>	<b>M/WBE Commitment</b>
A & F Elevator Company, Inc.	C-D
Elevator Repair Service, Inc., dba E.R.S., Inc.	A-100%
Elevator Transportation Services, Inc.	A-100%
Prestige Elevator Services, LLC	C-D

**Amendment to Item Approved on a Prior Board Agenda  
Recommended for 2/8/2024 Board Agenda**

<b>Project Information</b>	23-05-04 – RFP / Board Certified Behavior Analyst (BCBA) and Behavior Therapist Services – (Richards) – (CAO) – Additional Vendor(s)
<b>Project Description</b>	This project was originally approved by the Board of Education on October 12, 2023. The purpose of this project amendment is to award additional vendors, with no additional increase in funding, to provide behavior consultation and coaching in selected special education classrooms along with strategies and techniques that will assist staff with controlling and diminishing inappropriate behavior. 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).
<b>Project Term</b>	The project term is from February 9, 2024, through October 12, 2024, with four automatic annual renewals, not to extend beyond October 12, 2028.
<b>Amount not to Exceed (Project Term)</b>	N/A

<b>Recommended Vendor(s) for Approval</b>	<b>M/WBE Commitment</b>
New Direction Solutions, LLC, dba Bilingual Therapies, Inc.	B-25%

**Amendment to Item Approved on a Prior Board Agenda  
Recommended for 2/8/2024 Board Agenda**

<b>Project Information</b>	21-06-02 – RFP / Instructional Curriculum Materials, Supplies, and Digital Resources – (Svitek) – (CAO) – Vendor Name Change
<b>Project Description</b>	This project was originally approved by the Board of Education on May 12, 2022. The purpose of this project amendment is to change the name of an awarded vendor through a contract reassignment beginning February 24, 2023, with no additional increase in funding, to obtain supplemental curriculum materials, education/instructional software, digital resources, and related items districtwide. School Specialty, LLC, has changed its business name to EEP-EPS Holdings, LLC, dba EPS Operations, LLC. The district applied the Best Value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
<b>Project Term</b>	The project term is from July 1, 2022, through June 30, 2023, with four automatic annual renewals, not to extend beyond June 30, 2027.
<b>Amount not to Exceed (Project Term)</b>	N/A

<b>Recommended Vendor(s) for Approval</b>	<b>M/WBE Commitment</b>
EEP-EPS Holdings, LLC, dba EPS Operations, LLC	C-D

**Amendment to Item Approved on a Prior Board Agenda  
Recommended for 2/8/2024 Board Agenda**

<b>Project Information</b>	21-06-04 – RFP / Leadership, Teacher, and Staff Development – (Ho) – (CAO) – Vendor Name Change
<b>Project Description</b>	This project was originally approved by the Board of Education on May 12, 2022. The purpose of this project amendment is to change the name of an awarded vendor through a contract reassignment beginning January 1, 2023, with no additional increase in funding, to provide professional development that is interactive, research-based, and focused on supporting teachers and other district personnel with training, coaching, and classroom observation. Association for Supervision & Curriculum Development dba ASCD has changed its business name to Robin Merger Corporation, 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).
<b>Project Term</b>	The project term is from July 1, 2022, through June 30, 2023, with four automatic annual renewals, not to extend beyond June 30, 2027.
<b>Amount not to Exceed (Project Term)</b>	N/A

<b>Recommended Vendor(s) for Approval</b>	<b>M/WBE Commitment</b>
Robin Merger Corporation, Inc.	NP-0%

**Amendment to Item Approved on a Prior Board Agenda  
Recommended for 2/8/2024 Board Agenda**

<b>Project Information</b>	22-09-12 – RFQ / Nursing Services – (Gabino) – (CAO) – Vendor Name Change
<b>Project Description</b>	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 November 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. EPN Enterprise, Inc., dba 24 7 Medstaff has changed its business name to 24/7 AllStaff, LLC. The district applied the Best Value process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).
<b>Project Term</b>	The project term is from August 12, 2022, through August 11, 2023, with four automatic annual renewals, not to extend beyond August 11, 2027.
<b>Amount not to Exceed (Project Term)</b>	N/A

<b>Recommended Vendor(s) for Approval</b>	<b>M/WBE Commitment</b>
24/7 AllStaff, LLC	RFQ-100%

## **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

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2/8/2024

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Office of the Superintendent of Schools

Office of Legal Services

Approval Of Proposed Revisions To Board Policy FEA(LOCAL), *Compulsory Attendance*-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 FEA(LOCAL), *Compulsory Attendance*, for compatibility with the approved *District of Innovation Plan*, and to include changes recommended by the Texas Association of School Boards.

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

COST/FUNDING SOURCE(S):                      None

STAFFING IMPLICATIONS:                      None

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the School Board accepts the proposed revisions to Board Policy FEA (LOCAL), *Compulsory Attendance*, on first reading, effective February 9, 2024.



ATTENDANCE  
COMPULSORY ATTENDANCE

FEA  
(LOCAL)

**Enforcing  
Compulsory  
Attendance**

Students in violation of the compulsory attendance law shall be reported to the District attendance officer, who may institute court action as provided by law.

**Students Aged 19  
and Over**

A student who voluntarily enrolls in or attends school after the student's 19th birthday shall attend school until the end of the school year.

A student who is at least 19 years old and is voluntarily enrolled in or attending school when the student accumulates more than five unexcused absences in a semester may be withdrawn. In such cases, enrollment may be revoked for the remainder of the school year, except that the District may not revoke enrollment on a day on which the student is physically present at school.

A student who is withdrawn from school under this provision shall be considered a dropout for accountability purposes unless the student returns to school during the school-start window the following fall.

**Excused Absences**

In addition to excused absences required by law, the District shall excuse absences for the following purposes. A student shall be required to submit verification of these absences in accordance with administrative regulations.

Postsecondary  
~~Higher Education~~  
Visits

The District shall excuse a student during a student's junior and senior year for the student to visit institutes of higher education, trade schools, or military institutions. By virtue of the *District of Innovation Plan* adopted by the School Board on December 14, 2023, the District is exempted from Texas Education Code 25.087(b-2) and has the flexibility to excuse more than two absences and to excuse visits to both trade schools and military institutions. ~~for up to two days during the student's junior year and up to two days during the student's senior year to visit an accredited institution of higher education to determine the student's interest in attending the institution of higher education.~~

Career Investigation

The District shall excuse a student for up to two days during the student's junior year and up to two days during the student's senior year to visit a professional's workplace for purposes of exploring the student's interest in pursuing a career in that professional's field.

**Military Dependents**

The District shall excuse a student for up to five days, whose parent, step-parent, or guardian is an active duty member of the armed forces, and has been called to duty for, is on leave from, or immediately returned from continuous deployment of at least four months, to visit with the student's parent, step-parent, or guardian.

ATTENDANCE  
COMPULSORY ATTENDANCE

FEA  
(LOCAL)

Armed Services  
Enlistment

The District shall excuse a student 17 years of age or older for up to four days during the student's enrollment in high school for activities related to pursuing enlistment in a branch of the U.S. Armed Services or Texas National Guard.

Early Voting or  
Election Clerk

The District shall excuse a student for up to two days per school year to serve as an early voting or election clerk.

Learner's or Driver's  
License

The District shall excuse a student 15 years of age or older for one day during the student's enrollment in high school for each of the following:

- Visiting a driver's license office to obtain a learner license; or
- Visiting a driver's license office to obtain a driver's license.

[For extracurricular activity absences, see FM.]

**Withdrawal for  
Students Whose  
Whereabouts Are  
Unknown**

The District may initiate withdrawal of a student under the age of 19 whose whereabouts can no longer be determined under the following conditions:

1. The student has been absent ~~ten~~10 consecutive school days; and
2. Repeated efforts by the attendance officer and/or principal to locate the student have been unsuccessful.

An Admission, Review, Dismissal/Individualized Education Program (ARD/IEP) Committee meeting is required for students with disabilities who are being considered for withdrawal from school because the student's whereabouts are unknown. The ARD/IEP committee should undertake additional efforts to locate the student. If the student cannot be located after these additional efforts, the District may initiate withdrawal of the student.

If students with disabilities have been absent ~~ten~~10 consecutive school days, the ARD/IEP Committee shall meet and determine whether an evaluation or re-evaluation is needed and revise the IEP to include strategies to target chronic absences. If the interventions developed by the ARD/IEP committee and truancy prevention measures fail to meaningfully address the student's conduct, the student may be referred to truancy court. Each referral to truancy court must specify whether the student is eligible for or receives special education services and must be accompanied by a statement from the student's school certifying that the school applied the truancy prevention measures, including the holding of an ARD/IEP committee meeting, and the measures failed to meaningfully address the student's school attendance.

ATTENDANCE  
COMPULSORY ATTENDANCE

FEA  
(LOCAL)

**Students Attending  
Homeschools**

Students who are homeschooled are exempt from the compulsory attendance law to the same extent as students enrolled in private schools.

Adequate documentation of homeschooling for withdrawal shall consist of either a statement of withdrawal in accordance with FD(LOCAL) indicating the date homeschooling began, or a signed and dated letter from a parent or guardian indicating that the child is being homeschooled and the date the homeschooling began.

The District may request from a parent or guardian a letter of assurance that a child is being educated using a curriculum designed to meet basic education goals of reading, spelling, grammar, mathematics, and a study of good citizenship.

Enforcing  
Compulsory  
Attendance

If a parent or guardian refuses to submit a requested statement or letter, or if the District has evidence that a school-aged child is not being homeschooled within legal requirements, the District may investigate further and, if warranted, shall pursue legal action to enforce the compulsory attendance law.



## Consent Agenda

4400 WEST 18TH STREET  
HOUSTON, TEXAS 77092

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2/8/2024

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Office of the Superintendent of Schools

Office of the Chief of Staff

### Approval Of The 2024-2025 Academic Calendar

This item seeks approval of the Houston Independent School District (HISD) 2024-2025 Academic Calendar. Stakeholders representing employees, parents, and community organizations advised the administration in the development of this year's academic calendar. In addition, feedback from the larger HISD community was solicited and considered in the creation of the final academic calendar draft.

The proposed academic calendar for school year 2024-2025 is attached for review.

COST/FUNDING SOURCE(S):                      None

STAFFING IMPLICATIONS:                      None

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

RECOMMENDED: That the School Board approves the proposed 2024-2025 academic calendar, effective February 9, 2024.

# HOUSTON INDEPENDENT SCHOOL DISTRICT

## 2024-2025 YEARLY CALENDAR

JUNE 2024						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

JULY 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

AUGUST 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER 2024						
S	M	T	W	T	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER 2024						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER 2024						
S	M	T	W	T	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

MARCH 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY 2025						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE 2025						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

JULY 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

AUGUST 2025						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

### SCHOOL DAY START AND END TIMES

7:30 – 3:00 Elementary  
8:30 – 4:00 K-8 and Middle School  
8:30 – 4:00 High School

### 5TH QUARTER (SUMMER 2025)

Voluntary summer courses  
2024 - Jun. 17 – Jul. 19  
2025 - Jun. 16 – Jul. 23  
[Mandatory for some students]

### RECESS (NO CLASSES)

Thanksgiving – Nov. 25 – 29  
Winter Recess – Dec. 23 – Jan. 3  
Spring Recess – Mar. 10 – 14

### POSSIBLE MAKE-UP DAYS

June 6 – June 12

### STAFF PD (NO CLASSES)

Jun. 14, Sep. 3, Oct. 3, Nov. 8, Jan. 6,  
Feb. 14, May 2, Jun. 5, Jun. 13



**FIRST DAY OF SCHOOL**  
August 12, 2024

**LAST DAY FOR STUDENTS**  
June 4, 2025

**LAST DAY FOR TEACHERS**  
June 5, 2025

### INSTRUCTIONAL DAY START AND END TIMES: NES

8:00 – 3:30 PK – 2<sup>nd</sup> grade  
8:00 – 4:00 3 – 5<sup>th</sup> grade  
8:30 – 4:30 6<sup>th</sup> – 12<sup>th</sup> grade

### HOLIDAY (NO CLASSES)

Jul. 4 – Independence Day  
Sep. 2 – Labor Day  
Oct. 4 – Fall Holiday  
Nov. 28 – Thanksgiving  
Jan. 1 – New Years Day  
Jan. 20 – MLK Jr. Day  
Feb. 17 – President's Day  
Mar. 31 – Chavez Huerta Day  
Apr. 18 – Spring Holiday  
May 26 – Memorial Day  
Jun. 19 – Juneteenth

### GRADING CYCLES (No. of Days)

TBD

### REPORT CARD



**SCHOOL LEADERS' INDUCTION AND PREPARATION**  
July 22 – July 29 – Principals and APs



**NEW STAFF INDUCTION**  
July 30 and July 31 – Staff New to HISD



**ALL STAFF INDUCTION AND PREPARATION**  
Aug. 1 – Aug. 9 – All staff



## Consent Agenda

4400 WEST 18TH STREET  
HOUSTON, TEXAS 77092

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2/8/2024

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Office of the Superintendent of Schools

Office of Human Resources

### Adoption Of Resolution To Pay Employees Related To The Inclement Weather On January 16, 2024

The Houston Independent School District (HISD) School Board is asked to adopt a resolution authorizing payment to employees for January 16, 2024. The administration recommends that impacted district staff receive compensation for this date during which they did not report to work due to a districtwide closure of schools and facilities necessitated by inclement weather on January 16, 2024. The administration further recommends that staff members be paid in accordance with CKC8 (REGULATION) and other guidelines issued by the chief financial officer.

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

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

COST/FUNDING SOURCE(S): Funds are budgeted in the 2023-2024 operating budget.

STAFFING IMPLICATIONS: None

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

**RECOMMENDED:** That the School Board adopts the resolution related to the payment of employees during the closure of district schools, offices, and facilities on January 16, 2024, due to inclement weather, effective immediately.

# RESOLUTION

**WHEREAS** inclement weather conditions, specifically a winter freeze, resulted in the decision to close all schools and facilities in the Houston Independent School District ("HISD" or "district") on January 16, 2024; and

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

**WHEREAS** HISD scheduled hourly employees who are paid for hours actually worked will not have the opportunity to work a make-up day to compensate for the day that the district was closed on January 16, 2024; and

**WHEREAS** the HISD 2023–2024 duty calendar and related duty schedules have been affected for some employees by these events; and

**WHEREAS** the HISD School Board ("Board") believes it is in the best interests of HISD for the remainder of the 2023–2024 12-month duty calendar and duty schedule to remain in effect as designated by the administration and originally adopted by the Board; and

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

**WHEREAS** this resolution is not meant to excuse the failure to report to duty on January 16, 2024, by any employees who were instructed by the administration to do so, or who were required by contract or job description to report for duty, and who are

emergency services personnel or whose presence is necessary to provide for the safety and well-being of the general public;

**NOW THEREFORE**, be it resolved by the Board that:

1. All the above-referenced paragraphs are incorporated into and made a part of this resolution; and

2. The Board determines that the workday missed on January 16, 2024, by district employees due to a districtwide closure resulting from the winter freeze need not be made up by impacted HISD employees; and

3. The Board finds that a public purpose and a benefit to HISD, and therefore a public benefit, exists to excuse and/or forgive the absence of district employees due to the confluence of unprecedented weather- and weather-related conditions, and that payment for such days is necessary for both salaried and scheduled hourly employees, in the operation of the public schools as provided by Texas Education Code §45.105; and

4. The Board hereby authorizes the Superintendent of Schools to pay employees for the day of absence and work location closure necessitated by the winter freeze; and

5. The Board hereby ratifies and approves, to the extent permitted by law, all actions taken by the Superintendent in the exercise of his discretion, to pay employees for January 16, 2024, through the effective date of this Resolution.



Approved this \_\_\_\_\_ day of February, 2024.

By: \_\_\_\_\_

Audrey Momanaee  
HISD Board President

Attest:

By: \_\_\_\_\_

Angela Lemond Flowers  
HISD Board Secretary



## Consent Agenda

4400 WEST 18TH STREET  
HOUSTON, TEXAS 77092

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2/8/2024

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### Office of the School Board

#### Consideration And Approval Of Minutes From Previous Meetings

The Houston Independent School District School Board is asked to approve the minutes of its meetings on January 18, 2024.

The minutes will be published after they are approved.

COST/FUNDING SOURCE(S):                      None

STAFFING IMPLICATIONS:                      None

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

RECOMMENDED: That the School Board approves the minutes of its meetings on January 18, 2024, effective February 9, 2024.